Faculty Strategic Plan
2016-2021
FACULTY OF HUMANITIES
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FACULTY OF HUMANITIES
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Higher education and academic research operate in a constantly changing environment. That is how it was in the past, and how it will also be in the future. Today’s changes present Leiden University and the Faculty of Humanities with new and significant challenges. For instance, the interests of students are changing, and the student population is becoming more diverse and international. Other changes include growing international competition and a weakened position of the humanities in national and international research funding. Moreover, superficial economic thinking has inherent in it the danger that the importance of the humanities in society will be undervalued. The main challenges for the Faculty of Humanities in the coming years are therefore to remain relevant for students and society, and to maintain our international position as one of the most important centres in the world for teaching and research in the area of the humanities.

On 9 February 2015, Leiden University presented its new institutional plan. Freedom to Excel focuses on excellence, and explicitly builds on the previous institutional plan Inspiration and Growth. This strategic plan formulates the ambition of the University to remain attractive for students, but in doing so to give more attention to successful study performance and quality in the master’s programmes. In addition, the University is aiming for further internationalisation of the study programmes, the staff and the student population, and will also continue the policy of research profiling with the 11 selected themes. Academic entrepreneurship also remains extremely important, and continuing efforts will be made to further develop The Hague as the University’s second location.

It is clear that the University will be unable to achieve the new ambitions alone. Strong local, regional and international networks are essential. According to Freedom to Excel (p. 4), “the contacts here are with the triple helix partners in the Leiden region, the knowledge centres and cultural institutions that are part of LeidenGlobal, the international institutions in The Hague, the University of Applied Sciences Leiden, the universities of applied sciences in The Hague and a large number of pre-university schools”, while the League of European Research Universities (LERU) continues to be Leiden University’s most significant European network.

On the basis of Leiden University’s mission and vision, the Faculty of Humanities aims to make an important contribution, together with its partners, to the achievement of the University’s ambitions. What makes the Faculty unique is its wealth of expertise in many different areas, including philosophy, history, the arts, art history, literature, film and cultural studies, religious studies, linguistics and the multidisciplinary area studies that interface with the social sciences, covering civilisations and societies in almost all parts of the world, and in periods from pre-history to the present day. This worldwide expertise, international orientation and synergy of academic approaches create windows on the world and offer space to the abundance of perspectives that can be found in a globalising, multipolar world. Precisely in the 21st century – the century of globalisation, mass migration streams, intensive and increasingly rapid communication, cultural transformations and the politicisation of culture, and the rise of new major powers – the work and knowledge of the Faculty’s staff are of vital importance for society, in the Netherlands and elsewhere. The Faculty therefore deliberately places itself central within that society.
[5] The profile adopted by the Faculty of Humanities embodies the notion of Dynamics of Diversity, which gives a prominent role to the study of languages, cultures and societies in their multifaceted contexts, ensuring at all times that academic ambition is combined with social responsibility. The study of languages, cultures and societies of the entire world in the present and the past is a prominent aspect of the profile areas Language Diversity in the World, Global Interactions of People, Culture and Power and Asian Modernities and Traditions. In addition, humanities researchers participate in the profile areas Political Legitimacy and Brain Function and Dysfunction over the Lifespan and have a central role in the Leiden University Centre for the study of Islam and Society (LUCIS). As a ‘unique selling point’, languages have an important place in the Faculty’s profile: with language acquisition and linguistic research as integral elements of an academic education. However, these are not the only components; rather, it is their combination with our Faculty’s broad definition of the humanities, with its global scope and unique features, that creates opportunities, both national and international.

[6] Within the Faculty of Humanities, the core of the organisation is formed by six institutes: the Academy for Creative and Performing Arts (ACPA), the Leiden Institute for Area Studies (LIAS), the Leiden University Centre for Arts in Society (LUCAS), the Leiden University Institute for History (LUIH), the Leiden University Centre for Linguistics (LUCL) and the Leiden University Institute for Philosophy (LUIPh). Additionally, the Faculty includes the Leiden University Centre for the Study of Religion (LUCSoR), where many of Leiden’s religious studies specialists are employed, and it is also responsible for the Netherlands Institute in Morocco (NIMAR).

[7] Over the last few years, the Faculty of Humanities has worked on strengthening its position as a major international hub for teaching and research. This has involved the successful launch of the new BA programme in International Studies, while a mandatory study period abroad has been introduced for students in BA programmes focusing on the languages, cultures and societies of a region outside Europe. Small disciplines have also been provided with a more robust environment, through the redesign of study programmes in such a way that there are now broad portals, allowing better embedding of unique disciplines in which relatively few students have an interest. For this purpose, some existing study programmes have been partly discontinued (e.g. Languages and Cultures of Mesopotamia and Anatolia, and of Southeast Asia and Oceania), but in addition to International Studies, other new bachelor’s programmes have been created: Ancient Cultures of the Mediterranean World, South and Southeast Asian Studies and Linguistics. Within the redesigned Linguistics study programme, disciplines with low student numbers, such as comparative Indo-European linguistics and the study of Amerindian languages, have also found a place. To strengthen the study of the languages, cultures and societies of the BRIC countries, funds of the national programme of Sustainable Humanities have been used to create new staff positions, enabling the development of, for instance, a full study programme in Brazilian Studies / Portuguese. This also compensates for the gap created by the discontinuation of the Portuguese study programme at Utrecht University.

[8] The total intake of the bachelor’s programmes over the last few years has increased from 938 in 2008, 1,223 in 2009 and 1,443 in 2014 to around 1,650 in 2015. The master’s programmes have also shown an increase from 439 in 2008 and 832 in 2010 to 1,023 in 2014.
The National Task Force for the Humanities (Regieorgaan Geesteswetenschappen) therefore concluded that “in particular the robustness of Leiden University’s Faculty of Humanities has substantially increased in recent years, and even to such an extent that it is also a success for the University as a whole. Partly as a result of the new study programme in International Studies, the University’s market share has increased and the location in The Hague now has a large and diverse student population. The completion rates of the study programmes nevertheless continues to be a point for attention.”

With this favourable starting point, the Faculty of Humanities can face the coming years with confidence. However, it will also have to take account of various challenges and risks:

a) The first challenge is to remain relevant for a student population which is not only becoming more diverse and international, but in which there are rapid changes in the levels of interest in study programmes and themes.

b) Second, the increasing international competition in the area of teaching and research must be countered. Leiden University, and within it the Faculty of Humanities, will have to make efforts to remain an attractive ‘hub’ for students and academics from all parts of the world.

c) Third, it is uncertain what effect the national 2025 Vision for Research and the National Research Agenda will have on the structure and amount of competitive research funding (the ‘2nd source of funding’ via the National Research Council NWO) for the humanities. The Faculty of Humanities has traditionally had a strong position within this competitive research funding, but this position can definitely not be taken for granted in the future.

d) Fourth, while it is true that the importance of the social sciences and humanities for the European Union research programme has been successfully highlighted, in practice it is mainly certain social sciences that are benefitting from this, and the humanities only to a limited extent. The position of the Faculty of Humanities in EU funding (an aspect of the ‘3rd source of funding’) therefore is not automatically guaranteed.

e) Fifth, the robustness of the Faculty of Humanities depends to a considerable extent on the success of one study programme, the BA programme in International Studies. This makes the Faculty vulnerable.

f) Sixth, the true value of the humanities is – still – not appreciated in all segments of society. Although significant steps have been taken in recent years to draw attention to the importance of the humanities, thinking solely in terms of profits can be a threat to the discipline.

g) Finally, it should be noted that for a truly robust Faculty, study performance (including completion rates) will have to be improved even further, and the intake of the MA programmes will have to increase.

[10] The Faculty of Humanities presents its Faculty Strategic Plan for the period 2016-2021, in full awareness of these challenges and risks. The ambition of this plan is to maintain and further strengthen the Faculty’s position in the global landscape of teaching and research in the languages, cultures and societies of the entire world in the present and the past. Since this strategic plan translates the University’s institutional plan to Faculty level, it will follow the same thematic chapter division as the institutional plan. Some elements of the Faculty Strategic Plan have in fact already been developed and funded in the framework of the Sustainable Humanities process. The Faculty Strategic Plan will serve as the basis of an administrative annual agenda, in which phasing of the various key themes will be determined.

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The Faculty of Humanities profiles itself as part of a research intensive university. Leiden University is a founding member of the League of European Research Universities, and in various rankings is among the top 100 in the world; in the Times Higher Education ranking of October 2015 for the area of Arts & Humanities, Leiden University was 17th in the world, 6th in Europe and 1st outside the English-speaking world. The Faculty is committed to strong research and to embedding this research within the Faculty’s teaching. In view of the growing international competition, it is a challenge to maintain and where possible improve the Faculty’s position in the world.

One of the main challenges for the Faculty is to protect the research time available to its academics. In this respect, the humanities are still contending with the problem of scarcity in funding sources, and hence with pressure on the already limited research time. One of the aims of reducing the workload is therefore to provide academics with enough time for their research. Other resources will also be used within our institutes to support academics in their research.

The Dutch government’s 2025 Vision for Research, subtitled ‘Choices for the future’, praises the Dutch research system, but also formulates three challenges: the expansion of research worldwide and increasing international competition, the wish for research to focus more on major societal issues in conjunction with private sector organisations and civil society, and the connection between teaching and research, which is currently under pressure. This policy document emphasises, incidentally, that in order to make new and creative interrelationships, “it is essential to allow ample opportunity for free, independent research”. Moreover, the innovation of research is expected to come from multi- and interdisciplinary research, and the Netherlands must focus on the domains in which we wish to be a world leader.

Implementation of the Vision for Research, including the restructuring of NWO, could have far-reaching consequences for the humanities. Although much still remains uncertain, it should at least be assumed that research proposals will be assessed more than in the past on their societal relevance, that more emphasis will be placed on interdisciplinarity (also with disciplines outside the social sciences and humanities) and that within the domain of the Social Sciences and Humanities (SSH), disciplines whose position in terms of competitive research funding (research council funding) is already relatively difficult, will find it even harder to obtain research funding. In addition, account should be taken of the development within humanities research that increasingly calls for technological embedding (such as big data, searchability of corpora, accessibility, etc.). At the same time, however, the Faculty of Humanities must continue to be a place where ideographic and nomothetic research are combined. Changes in the Dutch research policy should not lead to a situation in which ideographic research is displaced by nomothetic research.
In order to meet these and other challenges in the area of research, as described in the University’s institutional plan, the Faculty of Humanities has formulated the following key strategic themes:

- active promotion of interdisciplinary collaboration (section 1.1.);
- investment in Digital Humanities and research infrastructure (section 1.2.);
- further strengthening of the Graduate School (section 1.3.).

Other themes that are already on the agenda are: investment in Indigenous American Studies (in conjunction with the Faculty of Archaeology), Brazilian Studies, Korean Studies and Sociolinguistics, the development of data management and continuing support for Islamic Studies (section 1.4).

1.1. Promotion of interdisciplinary collaboration

Leiden University will continue to work on providing an excellent research environment, and will achieve this by promoting interdisciplinary collaboration based on a strong disciplinary foundation, through (a) continuing its policy of research profiling, which brings together excellent research across disciplinary borders and (b) setting up a workshop centre in the area of the social sciences, humanities and law.

An important instrument in developing the research agenda is the founding of a workshop centre in the area of the social sciences, humanities and law, the SSH (Social Sciences and Humanities) Workshop Centre. The Lorentz Center, which is jointly funded by Leiden University and NWO, has proven highly successful in recent years in facilitating academic collaboration by bringing together creative academics from the Netherlands and abroad for both short-stay and longer workshops. Academics from the Faculty of Humanities will be encouraged to collaborate intensively on academic themes with their colleagues from different disciplines and from all parts of the world in the framework of an SSH Workshop Centre. An additional instrument could be to use the Ehrenfest House as a modest Institute for Advanced Study, allowing academics to focus for a longer period on a specific theme.

Interdisciplinary collaboration will be promoted across different areas, including the profile areas Language Diversity in the World, Global Interactions of People, Culture and Power, Asian Modernities and Traditions, Political Legitimacy and Brain Function and Dysfunction over the Lifespan. These collaborative groups will be asked to respond to the changing environment, in which the most important factors are the 2025 Vision for Research and the subsequent National Science Agenda. This means that some resources of the profile areas will have to be used to enable at least parts of the Faculty of Humanities to develop societally relevant and interdisciplinary lines of research. It is important that these should be more closely linked to the societal challenges formulated by the EU, such as sustainability and security, and NWO themes, such as the resilient society.

1.2. Digital Humanities & infrastructure

Leiden University supports the interrelation of teaching and research at every level of education. Within the humanities, technological developments in the research environment are moving very fast. Leiden University is responding to this by setting up a Centre for Digital Scholarship within Leiden University Libraries, which will focus on offering hi-tech research support and infrastructure, with the humanities as an important user. In addition, the Leiden Centre of Data Science (LCDS) has been established, with the intention of stimulating interdisciplinary collaboration in this area, and the hi-tech research facilities for linguistics will be further strengthened. To complement these investments, further efforts will be made to integrate these Digital Humanities developments within teaching.

In the area of Digital Humanities, the Faculty of Humanities will create a network that can serve as the partner of the Centre for Digital Scholarship and the LCDS. This Faculty network will also encourage and where necessary coordinate additional activities in the area of Digital Humanities within study programmes and institutes. In order to promote the visibility of Digital Humanities, and the synergy within its domain, the network will be operated from the platform offered by the Centre for Digital Scholarship.

Within Leiden University, experimental linguistics is strongly represented and successful, investigating not only phonetics and child language acquisition, but also psycho- and neurolinguistics. The basis for this is formed by laboratories for experimental linguistics research. At first, there was just the phonetics laboratory, but a baby speech lab and various psycholinguistics labs have now been added. The Faculty of Humanities will further invest in this infrastructure.

Leiden University Libraries have a central position in the infrastructure that is essential for the Faculty of Humanities. The Faculty of Humanities will work in close cooperation with Leiden University Libraries in many different areas. The current creation of the Asian Library offers opportunities to further strengthen the global position of Leiden humanities. The Faculty will also ensure that the acquisition budget for the humanities is sufficient to enable Leiden University Libraries to provide high-quality support for researchers and students.

1.3. Strengthening of the Graduate School

The Faculty of Humanities will strengthen the supervision and support of PhD candidates and postdocs. In both research and teaching, the University wishes to offer young academics a clear picture of their career prospects. Young academics therefore need to be well prepared for a subsequent career in the academic world. However, most PhD candidates will actually work outside the academic world after receiving their doctorate, and this is also true for the PhD candidates in the humanities at Leiden University.
They must therefore be prepared for prominent positions in both the academic world and the knowledge-intensive sectors of society and the economy, in the Netherlands or elsewhere in the world. PhD candidates will therefore have access not only to courses where they learn more about their academic specialisation, but also to teaching that provides them with skills and prepares them for a career outside the University. Together with the strengthening of the policy for PhD candidates, the registration system for PhDs will be improved, including the related organisational and procedural processes (for both PhD candidates employed by the University and contract and external PhD candidates).

[24] Particularly because of the small scale of some of the disciplines within the humanities, it is important that, in addition to the local graduate schools, the national research schools play their part in the training of Research MA students and PhD candidates. The research schools also function as important discussion platforms that have a stimulating role in establishing (research) collaborations, and generate critical mass for smaller or fragmented disciplines. The tasks and responsibilities of the national research schools have therefore been defined in a memorandum between DLG (Deans of the Faculties of Letters and Humanities) and LOGOS (Council of the National Dutch Research Schools in the Humanities) as follows:

- to provide inter-university courses for PhD candidates and Research Master’s students, curriculum development for PhD candidates and internal quality assurance with respect to the activities of the research school;
- to coordinate the local and national range of curricular teaching and distribution of information via websites, newsletters, inter-university course catalogues, etc.;
- to facilitate and promote the mobility of Research Master’s students and PhD candidates within the collaborating graduate schools by means of summer and winter schools, conferences for PhD candidates, Master Classes with international researchers, research training courses, etc.;
- to promote and support national and international collaboration of researchers as cross-links within the discipline, with the aim of creating focus and mass, and of profiling the discipline;
- to operate, alongside the graduate schools and research institutes, as a point of contact for the discipline, both internal and external;
- to facilitate and promote interdisciplinary collaboration between disciplines where this is appropriate.

Some research schools will have further tasks in facilitating the research and research collaboration in their area (by agreement with the Dean of the coordinating faculty). The specific responsibility of the research schools therefore relates to range of national, inter-university teaching that is complementary to what is offered in the graduate schools; the graduate schools operate locally, but bear ultimate responsibility for the doctorate programme of the PhD candidates.

1.4. Other areas of attention

[25] In the 21st century we are witnessing globalisation processes of increasing intensity, in different dimensions and at all levels: increasing intercommunication and connectivity, shifting notions of localisation and identity, synergy and conflict – for individuals, but equally for such entities as governments, social movements, media and companies. In order to respond to the dynamics of globalisation, over the past few years we have invested in the study of the languages, cultures and societies of Brazil, Russia, India and China. The study of Islam has also received special attention through the founding of LUCIS, the Leiden University Centre for the study of Islam and Society.

[26] The Faculty also intends over the next few years to invest further in the study of the languages, cultures and societies of the entire world. Choices must be made here, of course, and there are various reasons to primarily focus on the following four areas in the coming years: in addition to continued attention to the study of Islam and Brazilian Studies, they are Korean Studies and Indigenous American Studies.

[26a] LUCIS remains an important instrument for the Faculty of Humanities for strengthening the study of Islam and bringing together the different activities in the area of Islamic Studies in various faculties. We will therefore aim for continued funding.

[26b] The Faculty of Humanities will also continue to invest in the study of the language, culture and society of Brazil, partly because of the interest of International Studies students in Latin American, and also because the Portuguese study programme in Utrecht has been discontinued. In concrete terms, in the forthcoming period we will invest in a Brazilian Studies chair within the Institute for History.

[26c] Korean Studies has shown exceptionally rapid growth in terms of student numbers over the last few years. We have made a strong start with the further development of the curriculum in response to the new situation, but further strengthening of the Korean Studies staff is required. In this, the highest priority is expertise in the area of state and society of the Koreans in the modern and contemporary period, in the transnational and international context, with explicit attention for both the historic-cultural context and the humanities signature.

[26d] Not only the Faculty of Humanities, but also the Faculty of Archaeology has for some time been devoting attention to the languages and cultures of the indigenous peoples of Central and South America. This is an extensive region that fascinates a broad audience worldwide. The indigenous languages, archaeological remains, ancient monuments and art, but also the indigenous historic and literary documents from the colonial period (of Aztecs, Mayas, Incas, Tainos and many others) are the subject of specialised research, in which important new discoveries are regularly made. In Leiden, a de facto Centre of Excellence in this area has arisen, of unique size and quality for this discipline in Europe. The Faculty of Humanities,
together with the Faculty of Archaeology, will set up a Centre for Indigenous American Studies (CIAS) in order to consolidate this success by offering a suitable infrastructure and inspiring work environment as the basis for top-level teaching and high-potential project applications; by promoting the interdisciplinary collaboration between the research groups in the faculties concerned, the Museum of World Cultures (Ethnology) in Leiden and other national institutions as the basis for a long-term, attractive and modern international research profile, with the main emphasis on attention for the contemporary societal context (valorisation); and by ensuring an optimum input from these research projects into the (now English-language) teaching at the BA, MA, Research MA and PhD levels.

[27] The topic of data management is very current in research. Stricter requirements of external grant providers, but also the changing nature of some of the academic research are compelling the University to develop policies concerning the management, storage and accessibility of research data, and particularly digital research data. NWO and the European Commission will make ‘data management plans’ compulsory for research projects in the near future. At the beginning of 2015 the Executive Board adopted Provisional Data Management Regulations based on these plans. The purpose of these provisional regulations is not to formulate an all-encompassing data management policy, but to enable researchers to handle data in a demonstrably responsible manner, and to comply with the requirements imposed for this by external parties. In 2014 the Data Management project was launched in the Faculty. This project has resulted in a better insight into the nature and quantity of the Faculty research data, and clear identification of the researchers’ wishes with regard to support in this area. In the coming years, researchers will have to gain experience with data management. The Faculty will support them in this, for instance by providing training courses and assistance with the formulation of data management plans. In addition, expertise in the staff will be used in the area of information technology in academic research. For this, we will work in close conjunction with the Centre for Digital Scholarship of the University Libraries. For the long-term storage of data, the Data Archiving and Networked Services (DANS) of the KNAW institute is mentioned as one of the possible data archives.

[28] Working on the basis of academic integrity is crucial for all researchers, and therefore also for the Faculty of Humanities. The results of academic research must be able to enjoy the full confidence of other researchers and of society. It is the responsibility of the Faculty Board, and of the research institutes, to create a good, safe work climate where space within the academic practice for making errors in the quest for new discoveries is accompanied by reliability in the presentation of research results. In the forthcoming period, we will investigate whether sufficient attention in the bachelor’s and master’s curriculum, and in the courses offered to PhD candidates, is given to the honest and reliable conduct of academic research. We will also look at whether the procedures and committees established by the University (such as the Academic Integrity Regulations of Leiden University, and the Academic Integrity Committee) are sufficiently well known to the staff of the Faculty of Humanities, and offer them sufficient guidance.
2. ACTIVATING TALENT

[29] The Faculty of Humanities provides education in a 24/7 on-campus environment to students who can play a vital role in the 21st century world, where intercultural competences and knowledge of languages, cultures and societies from all parts of the world are of the greatest importance. In this context, the Faculty's vision on teaching follows the University's vision for the profile and quality of teaching as expressed in, for instance, the self-assessment report written for the institutional quality assurance assessment at the beginning of 2013. The most important elements here are the academic signature, the focus on the success rate of study programmes, inspirational teaching staff as the key aspect of the educational process, an attractive range of study programmes and an international orientation. In addition, the Faculty emphatically endorses Freedom to Excel, in which the main themes with regard to the teaching and students are the activation of talent (by means of, for instance, an inclusive diversity policy), innovation in teaching, entrepreneurial skills and continuing internationalisation. With the knowledge and skills that Humanities students acquire and develop during their studies, they are able to fulfil a great variety of positions in society, which will sometimes involve applying specialist knowledge and skills, and at other times will call for the more general qualities of the humanities, such as an independent, creative and critical approach to questions, and the presentation of clear reports on them, both orally and in writing. The primary language of teaching in the bachelor's programmes will continue to be Dutch, and BA students will be expected to be fluent in Dutch at academic level, although attention will naturally also be paid to the standard of English among the students and teaching staff, and where desirable the range of English-taught programmes will be extended.

[30] Over the last few years, the University and Faculty have devoted considerable attention to themes such as the completion rate of study programmes and diversity in teaching, and this policy will be continued. This entails, among other things, that the Faculty will in principle base its selection process for the bachelor's programmes on the requirement of the already selective Pre-University school diploma, and will therefore not aim for further selection instruments. In addition, the information provided to prospective students is actively intended to make them aware of what each study programme really involves in terms of actual study time and study skills. On the basis of this broad intake, the Faculty will provide the best possible range of different types of teaching and student counselling. This range must take account of differences between students and must motivate them to attain their own personal maximum potential at graduation.

[31] The Faculty of Humanities has in recent years been working hard to improve its system of quality assurance. Important examples of this are the further development of and synchronisation with the external system for programme assessments, the constant attention to and monitoring of the performance targets, the stronger position accorded to the Boards of Examiners and the design of the set of qualitative and quantitative instruments required for this purpose. These efforts are recorded in the Faculty's Guide to Teaching Quality Assurance. On the points where programme assessments initially yielded less positive outcomes, the problems observed have been decisively and concretely resolved. At the same time, this has also led to greater awareness of the importance of a strong quality culture. Inspired by the experiences with the quality assurance system, including the external system, the Faculty holds the view that safeguarding teaching quality must be a primary responsibility of both students and teaching staff.

[32] Consequently, the Faculty's policy in the coming years will continue to focus on achieving a natural balance between accountability and improvement. The core of the Faculty's policy in this respect will mainly focus on increasing the involvement of students and teaching staff in the quality of teaching. An example of this is the further professionalisation of the Programme Committees. The Faculty also supports the more evidence-based, targeted approach to teaching, and wishes to actively participate in this. The Faculty acknowledges the need for the availability of quantitative indicators, and will therefore take concrete steps in the area of information on teaching management. Moreover, in the coming years – depending on the choices made in the University's policy on quality assurance including external quality assurance – the Faculty will further strengthen the vertical line of processes (University, Faculty, programme, member of teaching staff).

[33] In addition to all the above, over the next few years in the area of teaching the Faculty of Humanities intends to make extra efforts towards achieving the following ambitions:

- to offer a range of teaching that matches the diversity within the student community (section 2.1.);
- to equip students with the knowledge and skills they will need for the job market and the world of tomorrow: academic skills in combination with 21st century skills; intercultural competences and global awareness; entrepreneurial and leadership skills (section 2.2.);
- to make the master's programmes even more challenging and attractive (section 2.3.).

2.1. Diversity

[34] The Faculty of Humanities wishes to be a diverse and inclusive faculty that is accessible for everyone and in which everyone counts, both students and staff. The Faculty therefore pursues a diversity policy aimed at being an inclusive community, in which everyone can develop their talents to the full, irrespective of gender, ethnicity, sexual orientation, age or any functional disability. This applies for
2.3. Development of the MA programmes

In the coming years, the range of master’s programmes will be critically evaluated. A distinction must be made here between the one-year master’s programmes, the two-year master’s programme in Asian Studies, the possible two-year ‘language-related’ MA programmes that may be developed, the Research Master’s programmes and the teacher training programmes offered by the Graduate School of Teaching (ICLON). However, these master’s programmes all have in common that they must

a) be research-driven,

b) be challenging and attractive for students,

c) prepare students for the job market and

d) be organised as efficiently as possible.

This means that especially in the master’s programmes the interrelation of teaching and research must be guaranteed. Moreover, in the one-year master’s programmes and the two-year master’s programme in Asian Studies, the orientation towards the job market must be strengthened wherever necessary, and in all the master’s programmes efforts must be made to further strengthen the attractiveness and efficient organisation of the teaching.

Within the framework of national policy development, the Faculty intends to develop additional new, selective MA programmes, in which ample space can be created for language & culture teaching, including at advanced level, and especially language skills. This will enable students who have completed a more liberal arts BA programme to nonetheless become specialists in a specific language & culture area.

In conjunction with ICLON, the Faculty will continue to work on modernising the teacher training programme, including the design of new two-year programmes for at least the subjects in which there is a shortage of teachers, making it possible to provide ways to a teaching qualification for a broad group of students.
3. INNOVATION IN TEACHING AND LEARNING

[41] Teaching staff in the Faculty of Humanities have traditionally been given the freedom to make their teaching as current, inspiring and academic as possible. In addition, over the last few years investments have already been made in modernising teaching methods. At the same time there is also a need for support, for example in the use of new teaching technologies or in dealing with the changing attitude of students or changing expectations from society. In the forthcoming period, the Faculty will focus in particular on the following key strategic themes:

- further development of ICT & Education (section 3.1.);
- renewal of language & culture study programmes and establishment of a Leiden Language Learning Resource Centre (section 3.2.);
- further didactic development of the teaching staff (section 3.3.).

3.1. ICT & Education

[42] The basis for the teaching within the Faculty of Humanities is on-campus education, but where relevant the Faculty makes use of the new digital teaching options. In the coming years, the Faculty intends to further improve both the quality of the ICT & Education applications and the integration with the more general educational objectives of the programmes and the Faculty. An important aspect here is always, when weighing up the required investments (financial and in terms of staff deployment) against the hoped-for returns, to make a responsible choice that will be beneficial for the Faculty’s teaching. A cost-benefit analysis of this kind must be made for all forms of ICT-supported intensification of teaching, but especially for our contribution to Massive Open Online Courses (MOOCs), SPOCs and other forms of open online education.

[43] Starting out from good, stable, basic provisions in an e-learning environment such as Blackboard, with in any event facilities for fast communication between teaching staff and students, the use of digital study material (image, text, sound), digital collaboration between students / peer review, online discussion forums, and facilities for completing assignments and (self-evaluation) tests, the support of courses will be further developed. The guidelines for this will be derived from the following principles: (a) the extent to which the ICT support eliminates problem areas affecting successful study performance, regular assessment and continuous active participation; (b) the extent to which ICT applications are used for innovative teaching, in terms of both didactic and content-related aspects; (c) the extent to which ICT applications enable the participation via online education of students who would otherwise find it difficult or impossible to participate in a course, such as pre-master’s students in another country, participants in courses that are organised in conjunction with other universities in the Netherlands and abroad, and interested individuals from outside the university world.

[44] Although the limited amount of funding means that difficult choices will have to be made, we will continue to experiment with the various possibilities and platforms that are currently available, such as the Faculty’s facilities for using ‘web lectures’ and flip-the-classroom tools, the VREs (which are locally supported by Leiden University Libraries) and MOOCs and SPOCs (which are hosted and supported by Coursera, with support from the University). New possibilities will probably become available next to these in the near future.
3.2. Languages and cultures

[45] The Faculty supports a strong position for the language & culture study programmes within the Faculty. The study of languages and cultures has intrinsic, broadly defined cultural and academic value. Disciplinary / thematic fields such as cultural studies, philosophy, history, area studies, religious studies and linguistics depend on having knowledge of specific languages and cultures and their diversity. In addition, the diversity of Dutch and European society is increasing. Knowledge of this diversity in language and culture is essential in order to utilise its potential, and to address many societal problems of the modern world.

Berber, Arabic, Vietnamese, Turkish and Tamil are now among the larger languages in Europe. Finally, the Netherlands is an open, internationally oriented trading nation in a globalising world. An essential factor in maintaining this economic success is knowledge of languages and cultures. The Faculty of Humanities therefore wishes to further strengthen its strong position in the area of research on the linguistics and culture or literature of different cultural areas, both Western and non-Western. In our teaching, this means that languages play an important part not only in the more traditional study programmes such as Greek and Latin Language & Culture and French Language & Culture, but also in the BA programme in International Studies; in the future languages will also become an important element in the BA programme in Linguistics. The Faculty will also invest in language teaching, sociolinguistics and the study of new media and digital culture.

[46] The Minister of Education, Culture and Science, in her letter of 7 April 2015, asked the VSNU (Association of Universities in the Netherlands), together with the DLG and the National Task Force for the Humanities, to elaborate a “more detailed future vision for language study programmes” in the Netherlands. The central focus here is on the developments regarding the bachelor’s programmes (broader study programmes in addition to disciplinary study programmes) and the consequences that these should have for the master’s programmes (partly in view of the requirements set for university-trained, ‘grade one’ school teachers). The Minister considers it relevant to make a distinction between the languages that are important for secondary education and the many small language study programmes where different arguments come into play. It is expected that this “more detailed future vision” will lead to a number of measures in which the Faculty of Humanities, in conjunction with ICLON, will fully participate. These measures concern (a) the development of revised two-year teacher training programmes in the Netherlands (such as those designed for German within the framework of the ‘More well-trained teachers in the school languages’ programme), and (b) the development of new, selective MA programmes, in which ample space can be created for (advanced) language & culture teaching, including (advanced) language skills [see also paragraphs 36 and 37].

[47] The Faculty will establish a chair in Sociolinguistics, which will add impetus to the research and teaching in this area, and make a contribution to, for instance, the renewal of the language & culture study programmes, including the BA- and MA-programmes of Linguistics. It will also be able to draw attention to the linguistic aspects of large-city and multicultural issues, and play an important part within the BA programme in International Studies.

[48] The Faculty will establish a chair in New Media and Digital Culture, which will play a central role in the renewal within the domain of the cultural disciplines, and will design study programme tracks such as Media, Arts and Society, Gaming, International Studies, International Relations and Literary Studies.

[49] New initiatives will be developed around the new chair in Foreign Language Pedagogy. The existing Foreign Language Pedagogy Network will be expanded to create a Leiden Language Learning Resource Centre (a collaboration between ICLON, LIAS, LUCL and LUCAS) with, among others, the following agenda:

- to share ‘best practices’ in the area of language teaching;
- to develop infrastructure (e-learning environment, e.g. for assessments, blended learning, such as video rooms etc.);
- to develop a research agenda, including submission of research applications in the area of second language acquisition (especially European).

[50] In addition, the Faculty will work on further expanding the BA programme in Linguistics, by making it possible to acquire language skills within this programme. These will mainly be languages that are currently offered within the framework of language & culture programmes or area studies programmes. This will make the study programme more visible, will increase the connections with other study programmes and will attract new student groups.

3.3. An academic staff with excellent didactic qualities

[51] Teaching staff are the most important carriers of teaching quality. Their professional capacity to generate inspiration and loyalty in students, on the basis of up-to-date knowledge of and experience with the discipline, makes a significant contribution to improving the completion rate of study programmes and to achieving an ambitious study culture within those programmes. From this starting point, in the coming years the Faculty will work on further developing the didactic skills of the teaching staff, with a diverse and specialised range for both new and experienced teaching staff. The didactic qualities of new staff members are guaranteed. As a minimum, teaching staff perform at the level of the learning outcomes of the Basic Teaching Qualification (BKO). The Faculty will participate in the University plans for the Senior Teaching Qualification (SKO) and academic leadership, but while awaiting those, will itself also develop further courses in this area.

[52] In addition, the Faculty will organise at least two afternoon Teaching and Learning Conferences per year, aimed at professionalisation of the pedagogical / didactic activities of the teaching staff. During these conferences, new initiatives in the area of teaching will be brought to the attention of the academic community.
Professional development must be available not only to the current staff but also to new members of the teaching staff. The Faculty is making extra investments in the supervision of new teaching staff, and also in teaching staff who commence a new role (for example the role of chairperson of a Programme Board):

- the Faculty organises an introductory session twice per year (1st week in September / 1st week in February) for new teaching staff, in which they are informed about processes and activities within the Faculty;
- it produces a manual for new teaching staff, containing all the relevant information that is important for them in their work within this Faculty;
- it organises a coaching track for teaching staff who start to work in a new role (e.g. chairperson of the Programme Board; member of the Board of Examiners, etc.); this coaching track includes courses looking at the Faculty- and programme-specific aspects that are relevant for the role concerned;
- it offers a Masterclass in University Teaching in English, intended for all teaching staff who also teach in English;
- it offers a Masterclass in Honours Teaching, intended for teaching staff who teach in the Honours programme;
- new teaching staff are supervised by a teaching coach. This coach evaluates the teaching given by the new member of teaching staff during the course, so that improvements can be implemented quickly.
4. IMPACT AND INNOVATION

[54] Leiden University wants its research and teaching to have a greater impact. An important manifestation of this is impact on society: how does knowledge benefit society in general or the shaping of public opinion and public decision making? Another manifestation is economic impact: how do academics contribute to sustainable economic growth and to the innovative capacity of society? Impact also includes cultural enrichment: the contribution of the University to the awareness of culture and history; our contribution to the museum sector; knowledge transfer in the area of cultural and linguistic diversity, and in the area of the creative and performing arts. The Faculty of Humanities wishes to make the impact and innovation of its teaching and research more visible, and to give it greater impetus by:

- further strengthening the collaboration with para-university institutes and museums, including via LeidenGlobal and by developing the new Netherlands Institute in Morocco (NIMAR) and ensuring its success (section 4.1.);
- investing in the creation of a Language Museum (section 4.2.);
- investing in the relationships with alumni and the ‘customer’ organisations (section 4.3.).

4.1. Special partnerships
[55] As long ago as February 2010, the AWTI (Advisory Council for Science, Technology and Innovation) argued in its report ‘Knowledge location(s): Research institutes in a changing environment’ for a revision of the existing division of roles between national research institutes and universities. The main objective was stronger area-specific coordination and pooling of resources within the Dutch research system. The AWTI therefore recommended that the research policy should aim explicitly at further combining the resources of national research institutes, both with each other and with universities. A merger between national research institutes and universities – as the most far-reaching form of resource pooling – was one of the possibilities that should explicitly be on the agenda, in addition to strategic collaboration in research, shared facilities, joint supervision, shared appointments, shared accommodation, etc. The Council argued for the principle ‘No, unless’ with regard to organising the functions of national research institutes outside the university.4

[56] Although the 2025 Vision for Research does not consider the research institutes in depth, it is clear that universities and research institutes are going to increasingly collaborate. In this regard, the LeidenGlobal partnership, which brings together worldwide knowledge about languages, cultures and societies in a community of knowledge centres and cultural institutions, is extremely important for the Faculty of Humanities. The collaboration between the partners will be intensified where possible, and the activities aimed at valorisation will be extended. In the case of valorisation, LeidenGlobal works closely with the Leiden Asia Centre (formerly MEARC), for which valorisation is also an important objective.

[57] In 2016 the African Studies Centre (ASC) will become part of Leiden University, initially as an interfaculty institute with a small administrative council, which will be chaired by the Dean of the Faculty of Humanities. In the future, the ASC will relocate to the Humanities Campus. The Faculty, together with the ASC and other partners, will design an Africa strategy for the University, and will strengthen the teaching and research in the area of the languages, cultures and societies of Africa.
Leiden University maintains a special relationship with the KITLV (Royal Netherlands Institute of Southeast Asian and Caribbean Studies). The Faculty of Humanities will further strengthen this in the coming years by, among other things, funding a PhD position and close collaboration in the area of teaching and research. The activities of the Faculty, KITLV and the IIAS (International Institute for Asian Studies) will be coordinated on a structural basis.

In the coming years, the Faculty of Humanities will assume special responsibility for the Netherlands Institute in Morocco (NIMAR). This aims of this Institute are:
- to offer, under the responsibility of the Faculty of Humanities, high-quality BA and MA teaching, as a safe location in which to study the language, culture, religion and society of Morocco, the Arab world and West Africa; and as a location for teaching focused on professionals from the Arab world and Africa;
- to offer high-quality teaching that will support Moroccan-Dutch youths in their intellectual development into independent, critically thinking young people, and will contribute in a positive sense to the formation of their identity and outlook within Dutch society;
- to organise tailor-made activities focusing on the education of Islamic leaders in the Netherlands;
- to facilitate academic research, by contributing to a productive community of researchers, making links with the research profiling of Leiden University and other Dutch universities;
- to contribute to valorisation, by disseminating knowledge about Morocco and the region for such partners as entrepreneurs, government institutions, lawyers, NGOs and journalists, and to contribute to Dutch cultural diplomacy;
- to fulfil a library function, by contributing to the national collection on Morocco and the Arab world, in close conjunction with Leiden University Libraries.

In the triple helix of the humanities, museums are important societal partners. Staff at these museums hold positions as special professors at Leiden University. The Faculty of Humanities therefore supports the intention to establish a new interfaculty centre for university history and academic collections. This centre will be accommodated by Leiden University Libraries as a ‘Scaliger Institute new-style’. From this centre, a full-time Scaliger Professor for University History and the History of Academic Collections will create a network of relevant academics in the University – not least the above-mentioned special professors who also work in a museum. The interfaculty centre will be the base for organising the minors and MA programmes that focus on museums and collections. An innovative research agenda in the area of museums and (academic) collections will also be developed, again in conjunction with the Leiden museums.

The Faculty of Humanities is participating in the initiative to establish a Language Museum in Leiden. The purpose of the Language Museum is the dissemination and valorisation of knowledge about the phenomenon of language in all its facets, about the languages of the world, and about the relationships between language and culture, the arts, society, politics, history, philosophy, law, the brain, nature etc. In this way, the Language Museum aims to build a bridge between the University and highly diverse groups of people and institutions within Dutch society. The Language Museum will have three main elements. First, there is the museum part, which consists of permanent and semi-permanent exhibitions and installations at different public venues in Leiden. Second, there is an annual language festival with a wide range of lectures, workshops, debates, programmes for children, language games and many other cultural activities. Third, there is a digital component, consisting of an app for language in the public space and a virtual community that links the festival and exhibitions with the city and the University.

In order to achieve the objectives of a Language Museum in Leiden in an effective and sustainable manner, the Faculty will make a once-only investment. As the museum becomes more firmly established, other funding providers will come into the picture, and these – in addition to a self-evident increase in the museum’s own income from its paying users – will take over the role of primary funding providers from the University and the City Council. The museum sector has a variety of funds and foundations that will certainly be willing to support a museum once it is up and running, but that cannot be asked for investments.

In order to achieve its ambitions, the Faculty will strengthen its alumni policy and also intensify its relationships with the organisations that employ its students. Alumni are very important, especially for the study programmes within the Faculty. They are ambassadors of the study programmes, give valuable feedback on the teaching, and can provide our new graduates with assistance and advice. They can also help with creating internship positions for our students, positions that form a bridge to the job market. This is cause to intensify the relationship with ‘customer’ organisations, with special attention being paid to the contacts with secondary schools, in conjunction with ICLON.
In the forthcoming period, the Faculty will therefore strive to pay extra attention to the following key strategic themes:

■ selective extension of the range of international programmes, in particular the number of English-taught bachelor’s programmes (section 5.1.);
■ offering opportunities to students to study abroad, and strengthening the provisions for incoming students (section 5.2.);
■ participating in the University’s policy for a small number of priority countries and regions (Indonesia, China and Latin America) through the development of a dedicated programme of long-term teaching and research collaboration (section 5.3.).

5.1. Extending the range of international programmes: English-taught BA programmes

Dutch students are increasingly finding that their future lies outside the Netherlands, and international students are increasingly coming to the Netherlands. Being a world citizen demands contact with students and/or teaching staff from other countries and other cultures, for example in an ‘international classroom’ on your own campus. The Faculty of Humanities wishes to be an attractive destination for international students and academics, and to provide our own students with sufficient opportunities to gain international experience. The Faculty therefore also promotes student exchange, and endeavours to ensure that they are actually utilised by as many students as possible.

The Faculty of Humanities is a centre of knowledge of languages, cultures, societies, history, religions and philosophy from literally all parts of the world. The collections in the University Library and the Leiden museums tie in well with the geographic and historic distribution of the expertise in Leiden. The BA programmes show the strength of this diversity and give an insight into the many ways in which, in every era and context, the humanities contribute to a resilient, sustainable society, which is also able to deal with the globalising forces of the economy, technology and politics. The richness of the BA programmes should therefore not only be accessible to Dutch-speaking students. Offering an international BA programme is the logical next step for study programmes with a distinctly international profile – for instance those with a clear
comparative component. After International Studies (Campus The Hague) and South & Southeast Asian Studies, the Faculty of Humanities wishes to selectively develop more English-taught BA programmes with a clear international signature. We are thinking here initially of an English-taught BA programme in Philosophy and a BA programme within the field of arts and media in society. In addition, students from the Dutch-taught bachelor’s programmes will have to be better prepared for following English-taught master’s programmes. Possible solutions for this could be the development of English-taught courses within the Dutch-taught programmes, and offering a course in Academic English.

[68] There is an excellent opportunity to add an English-taught programme, serving both Dutch and international students, to the Dutch-taught BA programme in Philosophy, which focuses mainly on Western philosophy. Using an innovative approach, philosophy in this new track will be presented from its origins within the historic interaction between e.g. Greek, Egyptian, Roman, Arabian, Indian, Chinese and Japanese traditions. After all, in the past Western philosophy has always been indebted to other philosophical traditions for its continuity and innovation. A dialogue of this kind has become essential in today’s globalising world if we wish to continue to enrich and deepen our understanding and the self-understanding of Europe and its political and economic partners worldwide. There are good international contacts that can facilitate this process.

[69] Within the BA Art History, a track Arts, Media and Society will be developed. This English-taught programme is intended for students with an interest in the role of culture and the arts (in word and image) within society. They will acquire thorough knowledge of and insight into the development of the arts and the functions of the arts in modern Western societies and of the interaction, constantly changing over the centuries, between science and art. As from the second year, students will specialise in a specific medium: book, film, visual art. In the third year they will expand this specialisation through further study of the role of their chosen medium in societal domains, such as religion, law, politics or technology.

5.2. Study periods abroad and further internationalisation

[70] In the last few years, a semester abroad has been introduced for nearly all BA programmes that focus on regions outside Europe, as an integral part of the programme:

- Japanese Studies
- Korean Studies
- Chinese Studies
- South and Southeast Asian Studies (both Hindi and Indonesian)
- Middle Eastern Studies (Arabic; soon Turkish, Persian and modern Hebrew)
- African Languages and Cultures
- Russian Studies
- Latin American Studies (Spanish and Portuguese).

We have had very positive experiences with the mandatory and intensive study period abroad in these programmes. It is an important element of our didactic concept in these programmes, and its importance has also been emphasised by the assessment panels. The Faculty of Humanities would therefore like to continue with this. In addition, there is the selective two-year MA Asian Studies, in which students of Japanese Studies, Korean Studies and Chinese Studies spend an entire year in the region.

[71] The Faculty will further develop and intensify its relationships with international educational partners in the endeavour to establish international exchange programmes and possibly joint degree programmes with them. This development will contribute to the internationalisation of the regular teaching and will offer students more opportunities to gain experiences in an international context. It must also be possible for students of other study programmes that do not focus on regions outside Europe to have a study period abroad. This means that study programmes must provide a mobility window in which students can enjoy a study period or an internship abroad.

[72] Internationalisation has consequences for all staff and students of the Faculty. To ensure the success of our internationalisation ambitions, it is necessary that support is given to improving, and also maintaining, the standard of the English skills (reading, speaking and writing) of students, academic staff and support staff. Internationalisation also demands good provisions for incoming students. The expectation pattern of international students is sometimes different from that of Dutch students, while some international students find it difficult to adjust to Dutch student society in addition to Dutch society in general. For this reason, over the coming years the services provided for these students will be further developed and extended.

[73] A special instrument in the context of internationalisation concerns the various visiting chairs. These visiting chairs enable renowned academics from abroad to contribute to the teaching and research of the Faculty of Humanities. The Faculty encourages the activities of these visiting chairs, which are currently the following:

- Diego Portales Chair of Chilean Culture and Society
- Rui Barbosa Chair of Brazilian Studies
- Numata Chair in Buddhist Studies
- Hulswé-Wazniewski Chair for the Archaeology, Arts and Material Culture of China
- Chair of Taiwan Studies
- ICCR Chair for Contemporary India Studies
- Ivane Javakhishvili Visiting Chair in Georgian Languages, Culture and Society.

5.3. Priority countries and regions

[74] Outside Europe, the University intends to systematically develop a limited number of strategic collaborations with partner institutions, preferably for both research and teaching, based on existing faculty relationships. International collaboration benefits from long-lasting relationships and frequent interaction, and
builds teaching and research networks for the long term, which have significant advantages for both partners. Moreover, it raises the University’s visibility among potential international students and PhD candidates as well as among talented academics. Leiden University is therefore developing a dedicated programme of long-term teaching and research collaboration for a small number of priority countries; these programmes bring together individual strengths and important local issues. The first regions with which we will establish such a University-wide partnership programme will be Indonesia, China and Latin America.

[75] The Faculty of Humanities will participate in this by promoting the collaboration with these countries and regions by such means as developing programmes intended for MA and PhD students from Chile, Brazil, Mexico, Indonesia and China. An example is an MA programme in Islamic Studies, tailored for Indonesian MA students.
6. CAMPUS THE HAGUE

[76] Leiden University has strongly expanded its activities in The Hague in recent years. With its successful Campus The Hague, the University closely matches the themes that characterise the city of The Hague: The Hague as the city of international law, peace and security and as the centre of Dutch public administration and international governance. The city itself is also a subject of study, in view of the challenges associated with big city life. In the coming years, the University will further extend the relationships with The Hague City Council and other prominent players in The Hague, both in teaching and research and in innovation.

[77] The Faculty of Humanities has been very successful in all these respects, in setting up the BA programme in International Studies. In the coming years, this study programme will develop further, partly guided by senior staff members who will have the study programme as one of their core tasks, and will be based at Campus The Hague. In addition, the Faculty of Humanities will also continue to contribute to the LUCTH. A current and future point of attention here is that the Faculty must ensure good interconnections between the part of the Faculty located in The Hague and the part in Leiden. Both teaching staff based in The Hague and those based in Leiden will be involved in designing, for instance, the International Studies programme. The Faculty will therefore continue to promote the good contacts between the two locations.

[78] In the forthcoming period, the Faculty of Humanities will also particularly focus on:

- strengthening the relationship with the University of the Arts The Hague (section 6.1.);
- contributing to building up a School of Governance (section 6.2.);
- contributing to the ‘research agenda of The Hague’ and exploring the possibilities for creating a study programme focusing on Urban Studies (section 6.3.).

6.1. The University of the Arts The Hague

[79] The Academy of Creative and Performing Arts (ACPA) is a successful collaboration between Leiden University (Faculty of Humanities) and the University of the Arts The Hague, which has been operating since December 2001. The Academy’s aim is to bring together the arts and the academic disciplines by creating new study programmes that do justice to both elements, and it offers the following options: PhD programmes, minors and electives / courses. The vision of the parties involved in the collaboration between Leiden University and the University of the Arts The Hague is that research in the arts, and especially in the higher echelons of the system, has a natural place in the academic world. In this context, artistic research is research in which the artist makes the difference. In artistic research, thinking is itself a form of creating. One of the distinctions between this and other arts-related study programmes such as Music Studies and Art History is that the artists’ research allows them to generate knowledge that can only be obtained from the act of creating, designing and/or performing. Artistic development is part of the research process, and artistic products are its result.

[80] The collaboration between Leiden University and the University of the Arts encompasses a diversity of topics, which are currently in different stages of discussion:

- electives / minors;
In the medium term, the Faculty of Humanities intends to explore the possibilities of setting up a study programme focusing on urban cultural dynamics, a BA and/or MA programme in Urban Studies, which will offer a place for the above-mentioned themes. 

- PhD programmes;
- academisation of Higher Art Education (KUO) curricula;
- double degrees;
- students with double talents;
- exchange of knowledge and expertise;
- Pre-University College;
- MOOCs / SPOCs.

It will become clear at a later stage what the best form is for this collaboration.

In order to achieve unity in the policy on and execution of artistic research between Leiden University (ACPA) and the University of the Arts, professors and other academic staff will in future be appointed at the University of the Arts and will work for Leiden University (ACPA). Professors (and any other academic staff) will therefore in future be employed by the University of the Arts, but for all academic matters will fall under Leiden University by means of a special appointment as professor. This construction is analogous to the model used for professors of the LUMC.

6.2. School of Governance

The development of a School of Governance at Leiden University Campus The Hague will offer new opportunities and challenges for the Faculty of Humanities. The University can generate a distinct profile by giving a prominent place to global governance in a school of this kind. Knowledge of languages, cultures and societies throughout the world will then be an essential component in the palette of required expertise. The Faculty is therefore eager to contribute to building a School of Governance.

6.3. Urban Studies

Campus The Hague offers a good operational base from which to research global urban issues. These issues are more than relevant in the 21st century, given that modern society is undoubtedly to a large extent an urban society. Since the 19th century, people have increasingly been living in cities, first in the Western world, and then also elsewhere. It is expected that in 2025 more than two thirds of the world’s population will be living in an urban area. Dutch society too is mainly an urban society, in which especially the large cities have undergone a metamorphosis since the 1970s from a society which, although displaying socio-political divisions and social stratification, was relatively homogeneous in terms of culture, to a society which is mainly characterised by great cultural diversity. Modern and post-modern cities are also characterised by a diminishing role of public space and distinct city centres, and the increasing importance of space for traffic and transport. Questions relating to the modern urban society can therefore only be answered if we have knowledge not only of administrative and social processes but also – and especially – of the languages and cultures, communication technology and multilingualism that are present in the cities. In the short term, the Faculty of Humanities therefore wishes to contribute to the ‘research agenda of The Hague’, which emphasises themes such as multilingualism, Dutch as a second language, religion and social cohesion, and an interdisciplinary approach to criminality and the city.
In the forthcoming period, we will continue to work on optimising the teaching organisation. For this reason, the entire teaching portfolio – including teaching support – will be placed in the hands of the vice-deanship for Teaching, which will be given the task of ‘finalising the matrix organisation’. This relates to: a) the quality of the substantive teaching (need for standardisation); b) the teaching organisation relating to this, with clear roles for the institutes, the Faculty Board and the Programme Boards and c) reduction of the bureaucratic burden, wherever possible.

Academics will also be able to count on sufficient support in developing their research, not only from services within the Faculty, but also from LURIS, which will focus on support in creating structural partnerships of researchers, companies, government authorities and institutions.

7.2. People

The quality of staff is the key to achieving the Faculty’s ambitions. The University’s staffing policy is therefore focused on attracting, retaining and rewarding a high-quality staff, in teaching and research, but equally in administrative and support positions. The academic leaders within the Faculty will try to encourage the enthusiasm of their staff, their active involvement in the Faculty, by such means as administrative roles that support the teaching process, and their professional development. In the coming years, we intend to take some important new steps. These will include, in accordance with the new Guidelines for the Appointment of Academic Staff: tightening up the career policy for academic staff, taking into account the interrelation of teaching and research; reducing the percentage of staff solely dedicated to teaching and temporary academic staff;
improving career perspectives and broadening the supervision of PhD candidates and postdocs. Appropriate instruments will be used to facilitate leading academics in their tasks. We will also work constantly on the quality of the Performance & Development cycle, where the basic principle will be that staff have a discussion each year with their manager about their performance and their required and desired development, while at the same time the associated bureaucratic burden is minimised as far as possible.

[90] In this context, reducing the workload – of both academic staff and administrative & support staff – is the biggest challenge. A broad proportion of the staff experience their workload as excessive. This has a demotivating effect, causes stress and constitutes an employee underperformance risk. Formulated more positively: reducing the workload will enable us to make better use of the Faculty’s potential. This is a complex problem; in order to resolve it we need each member of staff to contribute to finding the right solution. The Faculty will work on reducing the workload on a project by project basis, evaluating both the ‘soft’ and ‘hard’ aspects of the issue.

[91] Special attention must be given to the provisions for incoming international teaching staff. In the forthcoming period, these provisions will be improved by organising better information and introductions, and offering sufficient information in English, in various forms.

7.3. Buildings

[92] The Executive Board decided, on the basis of the exploratory study conducted by the Real Estate Office in conjunction with the Faculty of Humanities, to provide a ‘preparation credit’ for the redevelopment of the Witte Singel-Doelen (WSD) complex. This has been used to launch the Future WSD Complex (2015-2025) project. The aim of this project is to improve and expand the accommodation of the Faculty of Humanities and its related institutes in the WSD complex, by creating a clearly identifiable Humanities Campus. The ambitions for this project are to provide: an attractive, inspiring campus which therefore encourages on-campus working, studying and meeting; a campus that facilitates the diversity in groups, types of jobs and nationalities, and therefore builds a community; a modern campus where knowledge is produced, shared and displayed; an attractive, open environment that responds to the modern demands of researchers and students, thus contributing to the recruitment and development of the most highly talented individuals. Teaching areas will have state-of-the-art equipment and will facilitate a variety of teaching methods, especially activational teaching methods (Active Learning Classroom).

[93] Finally, the Faculty regards sustainability as an aspect of our societal responsibility. This responsibility is expressed in the attention we pay to sustainable operational management (e.g. energy use, facilities management, mobility and procurement). In our academic community, we also involve students and staff in this responsibility, by drawing these points to their attention, and including them in our teaching.
SUMMARY OF KEY STRATEGIC THEMES 2016-2021

An environment for excellent research

- Active promotion of interdisciplinary collaboration
  - Continuation of the profile areas [16]
  - Building up the SSH Workshop Centre [17]

- Investment in Digital Humanities and research infrastructure
  - Collaboration with the Centre for Digital Scholarship and the Leiden Centre of Data Science [19]
  - Creating a network for Digital Humanities [20]
  - Investment in research infrastructure [21]
  - Ensuring a sufficient acquisition budget for Leiden University Libraries [22]

- Further strengthening of the Graduate School
  - Further development of the education of PhD candidates [23]
  - Continuation of the collaboration with the national research schools [24]

- Other points of attention
  - Continuation of LUCIS [26a]
  - Establishing a chair in Brazilian Studies [26b]
  - Investment in Korean Studies [26c]
  - Setting up the Centre for Indigenous American Studies [26d]
  - Development of data management [27]
  - Continuing attention for academic integrity [28]

Activating talent

- Offering a range of teaching that matches the diversity within the student community
  - Further development of the diversity policy [34]
  - Further development of a diverse range of teaching [35]
  - Further development of the Honours programme [36]

- Equipping students with the knowledge and skills they will need for the job market and the world of tomorrow: academic skills in combination with 21st century skills; intercultural competences and global awareness; entrepreneurial and leadership skills
  - Creating space in study programmes for the development of e.g. 21st century skills [37]

- Making the master's programmes even more challenging and attractive
  - Critical evaluation and further development of the master's programmes [38]
  - Development of 'language-related' 2-year MA programmes [39]
  - Modernisation of the teacher training programme [40]

Innovation in teaching and learning

- Further development of ICT & Education
  - Further development of ICT & Education applications [42-44]

- Renewal of language & culture study programmes and establishment of a Leiden Language Learning Resource Centre
  - Establishing a chair in Sociolinguistics [47]
  - Establishing a chair in New Media and Digital Culture [48]
  - Developments around the chair in Foreign Language Pedagogy of a Leiden Language Learning Resource Centre [49]
  - Further expansion of the BA Linguistics [50]

- Further didactic development of the teaching staff
  - Development of a Senior Teaching Qualification (SKO) track [51]
  - Organisation of Teaching and Learning Conferences [52]
  - Investment in the supervision of new teaching staff [53]
Impact and innovation

- Further strengthening the collaboration with para-university institutes and museums, including via LeidenGlobal and by developing the new NIMAR and ensuring its success
  - Strengthening the role of LeidenGlobal [56]
  - Development of an Africa strategy in conjunction with the ASC [57]
  - Development of the structural collaboration between the Faculty, KITLV and IIAS [58]
  - Development of the NIMAR [59]
  - Development of a new interfaculty centre for university history and academic collections [60]

- Investing in the creation of a Language Museum
  - Investment in the Language Museum [61-62]

- Investing in the relationships with alumni and the ‘customer’ organisations
  - Development of the alumni policy [63]

Research and teaching in an international environment

- Selective extension of the range of international programmes, in particular the number of English-taught bachelor’s programmes
  - Development of an English-taught BA programme in Philosophy [68]
  - Development of an English-taught BA track Arts, Media and Society [69]

- Offering opportunities to students to study abroad, and strengthening the provisions for incoming students
  - Continuation of the mandatory study period abroad within the area studies programmes for regions outside Europe [70]
  - Creating a mobility window within the study programmes [71]
  - Creating a good international environment in Leiden for international students [72]
  - Continuation of the policy aimed at high-quality visiting chairs [73]

- Participating in the University’s policy for a small number of priority countries and regions (Indonesia, China and Latin America) through the development of a dedicated programme of long-term teaching and research collaboration
  - Development of programmes intended for MA and PhD students from Chile, Brazil, Mexico, Indonesia and China [75]

Campus The Hague

- Strengthening the relationship with the University of the Arts The Hague
  - Development of closer collaboration in the area of teaching [80]
  - Development of the plan for professorial chairs [81]

- Contributing to building a School of Governance
  - Making it possible for the future School of Governance to use the knowledge of languages, cultures and societies throughout the world [82]

- Contributing to the ‘research agenda of The Hague’ and exploring the possibilities for creating a study programme focusing on Urban Studies
  - Contributing to the ‘research agenda of The Hague’ [83]

People, resources and organisation

- Optimisation of the Faculty’s organisation
  - Improving the collaboration between the Faculty and the institutes [86]

- Further developing the career policy for academic staff and administrative & support staff, and reducing the workload of academic staff and administrative & support staff
  - Development of the career policy in accordance with the new Guidelines for the Appointment of Academic Staff [89]
  - Reduction of the workload [90]
  - Improvement of the provisions for international staff [91]

- Development of the WSD complex, focusing particular attention on sustainability
  - Development of a new WSD complex [92]

- Attention to sustainability in the practice of teaching and research [93]