Strategic Plan 2021-2026

Building the State of the Arts

Faculty of Arts
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Content

Faculty of Arts, University of Groningen

Introduction

Anyone who reads newspapers or online news will agree that how people deal with major and minor societal issues is determined by topics in the field of the humanities. The insights offered by our students, alumni, lecturers, and researchers are therefore essential to our society – not only because studying root causes enables us to explain current issues, but also because our perspective helps to set the agenda for the future.

The Faculty of Arts is characterized by a great variety of research fields and expertise. This diversity applies to the entire domain of the humanities. Our faculty also houses several sub-disciplines of the social sciences, and there are ties with the natural and medical sciences. The Faculty of Arts is thus a breeding ground for a wide range of interdisciplinary academic research and teaching, and is a suitable partner for collaboration with societal institutions.

This Strategic Plan presents the ambitions that the Faculty of Arts has for the period of 2021-2026. We aim to continue the current positive developments and achievements, and build on the strong foundations laid in the past. We are currently a financially stable Faculty of Arts that performs exceptionally well in the fields of teaching and research. We are proud of the positive results that we have achieved in teaching and research visitations. In addition, we are proud to see that many of our talented staff members are members of regional, national, and international academic platforms and advisory bodies. We aim to utilize, strengthen and expand this power in the coming years.

This Strategic Plan is an ambitious plan. The objectives set out in this plan can only be realized if the faculty remains financially stable and is sufficiently flexible in responding to opportunities and changes. Even though sizeable investments have been made in additional staff, there are still significant concerns about high work pressure. We must therefore continue to explore ways of structuring our activities more effectively and efficiently. The strategies discussed in this plan will contribute to this aim.

These strategies can only be successful if the necessary changes are implemented in a well-thought-out way, and not all simultaneously. For this reason, the Strategic Plan will be divided into sub-plans and subprojects and set out in a timeline in consultation with the various faculty platforms and the Faculty Council. The Strategic Plan will be shared via an information menu on MyUniversity, which will also show the progress and results in the coming period.
Below you will first find the faculty's mission and vision, followed by its strategic positioning and plans in the fields of research, teaching, impact, staff, and accommodation. SWOT analyses have been drawn up for each of these domains on the basis of the current situation, based on which the vision for 2026 as well as a strategy for how to realize this vision was drawn up.

The Faculty Board

Language Centre

The Language Centre is a UG-wide service unit that offers language and intercultural training courses as well as translation and correction services for clients within and outside the University of Groningen.

In terms of management and organization, the Language Centre is part of the Faculty of Arts. It offers training courses to increasing numbers of clients: approximately 4,000 people are currently following a course at the Language Centre. Over the past few years, the organization has grown to 85 staff members and an annual turnover of approximately € 4 million. The Language Centre consists of four departments that offer language and intercultural training courses, a translation and correction service, and a secretariat with several support functions. In the spring of 2021, the secretariat was transformed into a Support Office that will help accommodate the increasing numbers of training courses and students in a professional way. At the head of the Language Centre is its director.

As the Language Centre's activities are mainly separate from the regular teaching and research conducted at the faculty, it will draw up its own strategic plans for the next five years, just like the other service units within the UG. One important question for the future is to what extent the Language Centre aims to acquire assignments for external clients and which financing structure would be appropriate for this. This will also be discussed with relevant stakeholders. In addition, the Language Centre's strategic plan will discuss how the Language Centre contributes to the internationalization ambitions set out in the UG's new strategic plan.

Mission and Vision

Mission

The research conducted at the Faculty of Arts generates knowledge about the wide range of cultural forms that we use to express and explain our human existence both now and in the past: language, art and culture, historiography, media, and social, political, and material constructs. Our teaching stimulates critical thought and imparts knowledge, thereby making an essential contribution to a democratic, open society. Our ability to reflect on what it means to be human helps us find and develop sustainable solutions to complex problems. Our mission is to create positive societal and academic impact through relevant, high-quality teaching and research.

Vision

By 2026, the Faculty of Arts will be:

- **A powerful and innovative research faculty.** Our research will be characterized by a wide variety of high-quality disciplines that aim to explore the common ground between academics and societal partners – within the faculty, within and outside the UG, nationally and internationally. We will seek innovative solutions to pressing academic and societal problems, which we develop in collaboration with others.

- **A faculty that offers inspiring, activating teaching.** Our research is the foundation on which we build our teaching. We will train students to become critical thinkers and expert professionals with the expertise and skills they need to make an active contribution to solving social and academic issues. Students will know exactly which skills they will acquire from the very first day of their studies. They will embark on a broad-based degree programme (Bachelor's + Minor) and go on to develop their knowledge and understanding of their chosen discipline in a thematic, profile-based programme (Master's).

- **An international faculty that forms an open and inclusive community in which everyone feels welcome.** Our staff will form an academic community characterized by commitment, collegiality, and loyalty to each other as well as to the organization. Academic and support staff will jointly work towards the same goal. This will be a bilingual faculty, in which everyone has a sufficient command of both Dutch and English to communicate with colleagues and students without any problems. Everyone will have an active command of at least one of the two languages and passive knowledge of the other.

  As an inclusive, robust international faculty, we will resolve issues by initiating open discussions and inspiring confidence. Roles and frameworks will be clearly defined, and agreements will be met. We will recognize and value everyone's contributions and take differences in people's qualities, roles, approaches, methods, and backgrounds into account. We will invest in good leadership in order to ensure compliance with the values of social safety, integrity, job satisfaction, and talent development. Our staff members will be optimally supported in performing the core duties of our organization: offering excellent teaching and research in order to shape society in its international context.

- **A faculty where research and teaching are interrelated and which creates academic and societal impact.** We will generate societal impact by linking the knowledge and methods that we develop through teaching and research to society. Collaboration with partners in society will enable us to realize our ambitions in teaching and research, present us with interesting problems, give us access to data, and provide us with an opportunity to develop realistic solutions. We will promote the entrepreneurial spirit of our staff and students. We will also 'present our wares' outside the faculty to raise the public profile of our impact and stress the importance of the humanities. Our alumni will serve as our ambassadors; as socially aware, responsible citizens who contribute their knowledge and efforts for the benefit of society.

- **A faculty in the city centre with ties to the region, which makes connections between disciplines, with other faculties, and between academia and society.** The new Harmonie complex will provide '*State of the Art(s)*' facilities (including laboratories) for research in the fields of digital humanities, social sciences, international relations, history, media studies, art and culture, archaeology, language and cognition, as well as classrooms that are equipped for a range of activating modes of instruction (*active learning*). In addition, the building will be home to renowned archaeological and other collections and essential archives.

The Harmonie Complex will not only be a place for our staff to focus on their work and for our students to study together, but it will also be a meeting place that promotes collaboration between staff members, students, and societal partners. The building will have a sustainable layout and an open and inspiring atmosphere. It will be directly connected with the city through a prestigious entrance in the historical part of the building, which illustrates its connection with the rich cultural legacy of the original Harmonie building.

1.   Research

Current situation

Strength: Research carried out in the faculty covers a wide variety of disciplines and domains. Our strength lies in this great diversity of high-quality disciplines within the humanities, as well as the social sciences. This makes us a suitable partner in national and international collaborations and interdisciplinary and multidisciplinary projects.

Weakness: The heavy teaching workload prohibits many staff members from using their research time to the full. A considerable number of PhD students are unable to complete their thesis within the allotted time, rendering a relatively low PhD success rate.

Opportunity: The emergence of Digital Humanities creates research possibilities and methods. This will encourage Arts researchers to make more and more use of research equipment, digital tools, and laboratories.

Threat: The political emphasis on science and technology programmes, an increasing lack of political and social appreciation of the humanities, and uncertainty about the funding model for higher education.

Vision for 2026

The Faculty of Arts will be a strong research faculty that offers research-driven teaching. Every academic staff member will spend a fixed percentage of their work time conducting research and delivering high-quality output, including national and international *peer-reviewed* publications. Our faculty will form an inspiring environment for conducting excellent fundamental, theoretical, applied, mono, multi and interdisciplinary research, in which Research Master's students, PhD students, and postdocs occupy an important position.

Our research will take a 'Digital Turn' – it will be increasingly lab-based and make increasing use of datasets of different sizes, including big data. The faculty will provide the State of the Art(s) facilities and support that this requires, and stand head and shoulders above the rest of the domain.

Partners from national and international society will be our allies, helping us to convey the value of our research projects to the outside world, thanks to the sharp social focus of our top-quality research. Our researchers will play an active and often leading role in collaborations and consortia and will be represented in national and international bodies such as the Dutch Research Council (NWO), the European Research Council (ERC), the Royal Netherlands Academy of Arts and Sciences (KNAW) and The Young Academy (DJA).

The teaching in Bachelor's and Master's degree programmes will be emphatically *research-led*. Education will be provided by our top researchers. Students will be trained from their first year on to develop their research skills, and in later stages of the degree programme they will often be involved in ongoing research projects.

By contributing to work on pressing social issues and sharing our qualities, we hope to boost social appreciation for our research.

Strategy for 2021-2026

1. We will raise the level of our research facilities and support to State of the Art(s):

    a. **We will set up '*collaboratoria*' as a way of stimulating discussion and collaboration.** These are designated, well-equipped rooms that research groups may use to present and explain research findings, hold brainstorming sessions, and for discussions. In addition, staff members will have suitable workstations where they can fully focus on their research duties.

    b. **Top-class laboratories will be set up**, for example, to use virtual reality, to determine and reconstruct materials and objects, and to conduct language and cognition studies involving trial subjects. These laboratories will be located near each other as an incentive to interdisciplinary collaboration and efficiency. They will be housed in a well-equipped 'Humanities Lab'.

    c. **Our unique archaeological collections will be managed professionally and securely** in a facility named 'The Vault', which will also be accessible to other faculties.

    d. **To streamline the support provided to researchers, the faculty research support departments will work together as closely as possible (in both senses of the word).** Preparations for research proposals will be coordinated from a central research desk.

    e. **We will share our facilities with other faculties**, for example, the AV hub, labs, and equipment, and we will use other UG facilities where possible. This will guarantee the sustainable use of our facilities and boost interfaculty collaboration.

    f. **We will do our utmost to develop and maintain the Humanities (book) collection in the University Library (UB)**, which is vital to a faculty such as ours.

2. We will increase the visibility and usability of our research for the outside world.
The research institutes will develop a more distinct profile, which will include an impact strategy. They will identify current and potential stakeholders, and opportunities for encounters that can be created or utilized. (see also the chapter on Impact). A new specialist in science communication will help to raise the profile of our research in the outside world, among journalists and policymakers, as well as the general public. We will encourage our staff members to contribute to science communication with the general public during events such as the Arts Festival, Lowlands Science, and the Night of Science. In addition, we will focus on activities designed to utilize knowledge and aimed at specific target groups, which are expected to have a significant impact.

Objective: to ensure that every research institute has a clearly defined profile, including an impact strategy, and rolls out various activities in the field of knowledge utilization and the science communication that this entails every year.

3. **We will increase PhD success rates** by making a good selection at the start, by formulating precise, feasible requirements (e.g., about the size and shape of the thesis and midterm milestones) before the PhD programme begins, and by organizing good supervision and coaching before and during the programme, emphatically also involving assistant professors (including early career assistant professors) and associate professors. The PhD thesis should not be regarded as a magnum opus but rather as a test of the PhD student's ability in the shape of a project with a deadline. We will prepare Research Master's students for a PhD programme by creating a continuous learning pathway from the Research Master's to the PhD programme in collaboration with the Graduate School for the Humanities (GSH).
   Objectives:
   - *Every year, a minimum of 65 PhD students that are mostly externally funded (including external PhD students), will start a PhD programme (2015–2020: average of 57), so that the number of PhDs awarded increases from 34 on average over 2015–2020 to 45 by 2026, with the further ambition of an increase to 50 or more.*
   - *By 2026, 70% of our PhD students will have their manuscripts approved within 5 years; in other words, nominal +1. Over the period 2013–2016, 31% of our PhD students on average achieved this.*
   - *An increased intake of students in the Research Master's degree programmes (ca. 20 by 2026) will enable us to deliver a great number of very highly educated academics to society every year.*
   - *Each Research Master's programme will pay explicit attention to preparing for a PhD programme. By 2026, a PhD position will be available for 40% of all Research Master's graduates either within or outside the Faculty of Arts (2016-2018 average: 30%).*

4. **The research profile and perspective will be the decisive factor when creating new appointments and making decisions about permanent contracts.** The cluster organization will use the Strategic Staff Plan (SPP), drawn up in consultation with the Research Directors, as the basic premise for filling vacancies, to ensure the long-term embedding of research expertise in the faculty. This will enable us to hire academic staff with a convincing research profile and perspective, who are also able to provide teaching of a high standard. Research institutes will also pay attention to postdoc positions in their strategies. Both the development opportunities and the appointment procedure will be clear and transparent (see also the chapter on Staff).

5. We will safeguard research time for our staff members by:

a. **Tackling the excessive volume of teaching duties by taking measures to reduce the workload**, including deploying student loan system funds for 16.4 FTE in additional positions for assistant professors (see also the chapter on Staff).

b. **Monitoring teaching duties**, i.e., teaching course units in the time allotted for them in the task distribution. To this end, lecturers are encouraged and supported in using innovative modes of instruction while retaining the required quality. The Cluster Boards will monitor the teaching duties in consultation with the programme coordinators (see also the chapters on Teaching and Staff).

c. **Critically examining the number of Master's tracks and course units that we offer** (see also the chapter on Teaching).

d. **In addition, asking the Board of the University for more resources so that we can apply the same ratio for teaching/research as other UG faculties do.**
Objective: to ensure research time to enable researchers to achieve their publication aims. Every academic staff member will publish at least two academic articles per year, including at least one peer-reviewed article (national or international).

6. We will actively search for collaboration:

a. **In research institutes and underlying centres or groups within the faculty**. We appreciate the efforts made by the teams that usually generate research achievements.

b. **Within the UG via interfaculty institutes and the schools**. The faculty will establish chairs in Digital Humanities and Health & Humanities, related to the domains of the *Wubbo Ockels School for Digital Innovation & Technological Progress for a Knowledge Society and the Aletta Jacobs School for healthy aging for a healthy society*. In addition, the faculty will contribute content to the *Jantina Tammes school for Energy Transition & Climate Adaptation & Agriculture for a Sustainable Planet* and the *Rudolf Agricola School for Governance and Politics for Sustainable Society*.

c. **With sister faculties and associated Social Sciences and the Humanities (SSH) disciplines** within the Council of Deans in Arts and Humanities (DLG) and the NWO bodies. In addition, we will encourage more staff members to participate in national research schools, also in leading positions. The faculty regularly acts as coordinator for one or more research schools.

d. **With national and international academic and societal partners:**

    i. Via our members in the KNAW, DJA, and Royal Holland Society of Sciences and Humanities (KHMW). We will actively encourage our staff to join these organizations and support prospective members with their membership applications.

    ii. In projects funded by indirect government funding or contract research, including within national and international consortia within the framework of Horizon, HERA, NRA, and Gravitation programmes. When acquiring funding, we will make a pre-selection by means of talent scouting, personal training, and support.

Objectives:

- *To acquire two Vici grants in a period of five years.*
- *To analyse the outcome of every NWO and ERC round, so that we can devise best-practice guidelines for successful applications.*
- *To analyse the percentage of externally funded research (direct government funding and contract research) compared to other humanities faculties in the Netherlands, and formulate a 'fair share' ambition on the basis of this analysis.*

    iii. In double doctorates, joint doctorates, sandwich and externally funded PhD programmes, either within or outside the UG Strategic Partnership. The Graduate School for the Humanities will develop targeted policy aimed at increasing the number of these programmes. Staff members will make an active effort to identify potential PhD students within their own networks. Objective: to double the current numbers of sandwich, double doctorate and joint doctorate programmes.

    iv. Via fellowships. Staff members will be encouraged to apply for fellowships, and the Faculty will develop a fellowship programme for prominent academics who will temporarily join our research institutes and faculty community.

2.   Teaching

Current situation

Strength: The Faculty of Arts provides an attractive and wide range of high-quality, research-driven teaching. Our intake of Bachelor's and Master's students is stable. This includes both students from Dutch secondary schools and students who were educated abroad.

Weakness: The profile of many of our Master's programmes and tracks is not strong enough to keep students in Groningen or to attract them from outside. In addition, there is too little progression from the Bachelor's to the Master's programmes. The success rates of Master's degree programmes in particular are low. We provide a lot of small-scale programmes and course units, which increases the workload.

Opportunity: The abrupt switch to online teaching at the start of the coronavirus pandemic has speeded up the introduction of innovative modes of instruction. However, it has also made it clear that a tailored teaching vision, with *on-campus* teaching at its heart, is needed to make the most efficient use of online teaching methods. The use of *blended learning* modes will be a valuable addition to our on-campus teaching.

Threat: A relatively high proportion of our Bachelor's students switch to the Faculty of Arts after starting a programme in another faculty. This means that we only receive part of their funding. Demographic developments and an increased intake of secondary school pupils to science and technology programmes have led to a drop in the number of Bachelor's students from within the region enrolling in our programmes.

Vision for 2026

The faculty's students and staff are characterized by increasing diversity in language, qualifications, and cultural background. The faculty wants to offer all of its students a safe and inclusive learning environment that encourages them to push their boundaries, take risks, make mistakes and be proud of their successes.

At the start of their Bachelor's degree programme, students will follow course units shared by related degree programmes, making it easy to choose a related programme after the first Bachelor's year. These flexible Bachelor's programmes will appeal to prospective students and ensure a steady annual intake of around 1,200 students. The Bachelor's programme will teach students *21st-century skills* and can serve both as a qualification for the job market and as preparation for a specialized Master's degree programme. A carefully considered range of Master's tracks will provide an in-depth follow-up to the Bachelor's programme. Collaboration with the universities of applied sciences will simplify the transition for students with a degree or a diploma for the propaedeutic phase from a university of applied sciences.

The slight drop in the percentage of Dutch students resulting from falling numbers of secondary school pupils with an arts profile and the demographic decline in the Northern Netherlands will be compensated by an increase in the intake of international students. Our programmes will be internationally oriented if this has intrinsic value, for example, because it ensures a good

fit with the international labour market. Lecturers will master the skills and competences they need to ensure that all students feel included. Students will benefit from the international and intercultural learning experiences they gain during our degree programmes.

We will offer students an interactive learning environment revolving around dialogue: students will learn from experienced lecturers and each other. Lecturers will make well-considered choices between in-person and online modes of instruction, bearing in mind that online modes of instruction always serve to supplement in-person teaching. Students will prepare for their lectures by studying the teaching material online or in books. The traditional time slots (2 x 45 minutes) and group sizes (20 students) will gradually be replaced by large-scale written and practical assignments, which will sometimes transcend the customary boundaries of disciplines. The Cluster Boards, in consultation with the programme coordinators and lecturers, will choose modes of instruction that correspond to the learning objectives and the number of hours allocated for teaching, bearing in mind that in-person teaching will continue to be the guiding principle.

Lectures given by our impassioned researchers will trigger our students' enthusiasm for the discipline and involve them in academic research at an early stage. The *digital turn* taking place in the world of research will also be reflected in the attention paid to digital literacy in our teaching. Students will work with digital systems and teaching aids, including analyzing and contextualizing big data, studying contemporary and historical phenomena and place these in the proper context. In line with our research, students will learn to link academic knowledge and skills from the humanities to other academic domains. The emphasis on research skills in the Research Master's programmes will help many of the Research Master's students to find a PhD position after graduation.

The competences that students acquire will be clear for every course unit, and our teaching programmes will be devised along clear learning pathways. Assessments will not only serve to test students' performance but also give them an idea of their progress in terms of the learning outcomes. For this reason, evaluations will be more formative (feedback), and competences will not be reassessed for every course unit. Having students write articles and policy documents to assess their qualifications will be encouraged to prepare them for the labour market. Students will be able to complete their Bachelor's programme by presenting a graduation portfolio demonstrating their knowledge and competences (instead of writing a thesis). They will be properly supervised throughout their degree programmes, so that they have time to make well-considered choices and avoid study stress. This will result in shorter study durations and improved success rates.

Strategy for 2021-2026
1. We will provide activating teaching in a learning environment where on-campus teaching is the guiding principle, and IT plays an important supporting role.
Students will be challenged to actively put what they learn into practice, in discussions with lecturers and other students, and by working together to solve problems relating

to the teaching material. Traditional lectures will be partly replaced or supplemented with a combination of face-to-face and online teaching activities to create room for activating teaching methods: blended learning will become the norm.

Blended learning is a mix of face-to-face and IT-based teaching activities, learning materials, and tools. Both types of activities will form a substantial part of the teaching, and ideally, they should enhance each other. The aim is to develop teaching that uses IT to enable effective, efficient, and flexible learning, resulting in increased success rates and satisfaction among both students and lecturers.
See: SURF, Key terms in online and blended teaching [in Dutch only]

The faculty building will be designed specifically for the purposes of *blended learning* and other modes of instruction that encourage interaction. There will be Learning Labs (e.g., the Digital Humanities Lab and the Virtual Reality Lab) where students can conduct research using instruments from the field, which will improve alignment with the job market. Both lectures and seminars will be taught in the Performance Centre (see the chapter on Accommodation).

We will offer courses in *active learning* to enable lecturers, preferably in teams, to redesign their current course units according to the principles of activating teaching. They will master the modes of instruction that support active learning and learn about the IT resources that can be used. Experiences from previous teaching projects will be used, and we will make room for new teaching projects, such as *Open Educational Resources*. Lecturers can learn from each other in *Communities of Practice*.

Educational innovation and development takes time, and this time will be provided where necessary. In addition, we will offer support and training to lecturers who have to revise their teaching activities in order to introduce digital skills into their teaching. AV Services, CLIQ   and, at the central level, ESI, will be used to achieve this.

Objectives:
- *By 2026, a substantial part of each teaching programme will consist of active learning modes.*
- *Our degree programmes will be the first choice for a growing number of students, instead of their second choice. Intake in Bachelor's degree programmes in 2026: 1200.*

2. **We will make it easier for students from universities of applied sciences and international students to switch to our university**, without lowering the admission requirements, for example by organizing online pre-Master's programmes that are not too labour-intensive for lecturers, and by working more closely with the universities of applied sciences. International students will be able to follow the pre-Master's programmes in their own country because they will be available online. We will operate effective admission criteria for Master's students, allowing the central Admissions Office to process the majority of applications within two weeks.
   Objective: to increase the intake from universities of applied sciences and foreign universities.

3. **We will redefine the profile of our Master's degree programmes.** The content of each Master's degree programme must stand out from other degree programmes in the Netherlands or elsewhere, and/or it must be possible to teach tracks in partnership with other degree programmes within or outside the faculty. In the case of new degree programmes, the extra income must at least equal the extra costs.

   The faculty will retain the current number of Master's labels (CROHO), based on the premise that the underlying tracks will be followed by an average of 20 students per year over a period of three years. Cluster Boards will consider the viability of tracks in the three-year cycle of mid-term reviews. A limited number of exceptions can be made for tracks with a lower-than-average intake by:
   a. Indicating whether it is important to society to continue the track (e.g. the relationship with teacher training). In such cases, the Cluster Board must state how it intends to increase intake.
   b. Exploring the possibilities of more efficient timetabling, whereby specific course components can be shared by the tracks.
      Objective: to clarify the profiles to ensure that more students progress from a Bachelor's to a Master's degree programme within the faculty, and to increase intake to Master's programmes from outside the UG. Together these measures will result in a higher, eventually stable intake in the Master's degree programmes of 1,050 students in 2026 (2019 intake: 760 students).

4. **We will ensure that students can complete their degree programme within the set time frame.** The Programme Committees will annually check the feasibility of our degree programs . In addition, the Faculty of Arts Board of Examiners, the Cluster Boards, and the Faculty Board will monitor the degree programmes to ensure the student workload of their course units reflects the numbers of ECTS as set out in the Teaching and Examination Regulations. To help limit study delays for students who want to switch programmes after one year, we will investigate whether the first year of the degree programmes can be designed in such a way as to make it relatively easy to switch to related degree programmes. This will also be interesting to prospective students, as it will give them a wider range of possible options. In addition, policy will be drafted

on the harmonization of the assessment of theses, which will also serve to promote timely completion. Both students and lecturers must realize that everyone benefits from the timely completion of the degree programme. We will analyse the student success rates of the various degree programmes and tracks and draw up tailored action plans where necessary.

Objective: to increase the nominal +1 study success rates for BA and MA.

5. **We will provide our students with international, intercultural learning experiences.**
The international orientation of our degree programmes will be evident in the learning pathway and in the learning outcomes of the curriculum, in our International Classroom, and in our international collaborations (such as the Erasmus Mundus programmes), exchange opportunities, and foreign placements. The international and intercultural learning experiences will be given a more prominent position in the years to come by providing online alternatives. This includes the ENVOIE project (Virtual Exchange) and the option to follow online teaching from the partners from U4, for example, and ENLIGHT.

The Language Centre offers support to students and lecturers preparing for these learning experiences by providing language training courses and programmes such as Crossing Borders, Getting to know the Dutch, and an Intercultural Learning Lab. The Language Centre also provides Dutch courses, which the Board of the University offers free of charge up to CEFR level B1 to international students (full-time), PhD students, and postdocs.

By facilitating online contact, exchange opportunities, and foreign placements, we comply with the UG sustainability agenda. We will invest in alternatives to the physical mobility of students and staff and support alternatives for air travel, such as Green Erasmus projects.

The faculty is already characterized by a large diversity of cultures, partly due to its international intake as well as increasing differences in background among students from the Netherlands. This puts new demands on the teaching staff. Lecturers must have the skills and competences needed to guarantee inclusion for all students. The UG-wide EQUiiP project and ESI can offer lecturers an integrated programme for permanent professional development in this area. The Language Centre offers English proficiency and intercultural skills training for administrative and support staff.

Objective: to enable all our students to acquire the competences and skills that they need to function in a diverse, international society.

6. **Our programmes will take more account of demands from society and the job market.** Even though we do not teach practical training programmes for specific positions, all our students will in principle enter the job market. Alumni often indicate in surveys that they feel insufficiently prepared for their jobs. This is a problem that we should tackle. We also need to give our students a stronger awareness of what their specific Humanities knowledge and expertise can mean on the job market.

The competence development aspect of programmes will be clearly stated. It will be a recognizable part of the teaching activities, for example, in the career Minor, which prepares students for the job market via a placement or an assignment. This will help graduates to demonstrate the skills that they have acquired. The experiment with graduating from the Bachelor's programme on the basis of a portfolio instead of a thesis will be worked out in more detail. A graduation portfolio could, for example, consist of (1) writing a research paper, (2) giving a lecture, and (3) preparing a presentation. Research skills will continue to play a significant role within the graduation portfolio, just as they did in the thesis.

The faculty will monitor the status of alumni on the job market every three years to provide clarity about students' employability and adjust programmes accordingly. For example, the subject-specific and teacher-training parts of the two-year Master of Arts in Teaching programmes will be further integrated (see the chapter on Impact). Arts graduates will recognize their specific qualities in the labour market. Students will work with digital systems and teaching aids, including methods for analysing and contextualizing big data. The degree programmes will pay attention to entrepreneurship. Research Master's students will be thoroughly familiarized with the possibilities in the field of research, including impact, funding, and developing and presenting their research proposals.

Objectives:
- *To draw up a vision for competence development and alignment with the job market for every programme, which should be reflected in at least one of the programme's course units.*
- *Target percentages will be formulated for how many alumni should have found university-level jobs within one year and within four years (based on 'fair share', baseline measurement from the first alumni survey).*

7. **We will offer students cohort supervision to prevent study stress, safeguard the program's feasibility, and to increase student satisfaction.** Funds from the student loan system will be used to appoint a Head of Study Advice and extra study advisors to provide help and advice to students. By introducing cohort supervision, we hope to prepare and help every student at the various crossroads in the programme. More and better information about options will be available on the Student Portal. In other words, we will not just use study advisors to sort out problems as they occur but to prevent problems.
Objective: to decrease study stress/decision stress, expressed in a better score in the NSE on this criterion.

Het serenfestival

3. Impact

Current situation

Strength: Today's society needs the humanities. Ongoing social discussions about, for example, the influence of social media on society, the coronavirus pandemic, climate change, globalization, national identity, and the consequences of delayed language development demonstrate the importance of disciplines that study the human factor. All of these issues deserve to be looked at from the perspective of the humanities when compiling problem analyses, conducting empirical research, or making considerations and policy recommendations.

Weakness: Although individual researchers within our faculty are very capable of disseminating their research results and thus generating academic impact, there is as yet no overarching faculty strategy for creating societal impact and connections.

Opportunity: Increasing and demonstrating the impact that we have on society is a very clear challenge for us. We could do more to highlight our value to society with help from our collaboration partners and alumni, by means of lobbying and scientific communication and through interdisciplinary research. *Open Science* enables us to offer fast and accessible knowledge dissemination outside the University.

Threat: Although we have significant societal relevance and our impact is visible in the high appreciation of the quality of our teaching and research, the humanities do not seem to be held in high esteem in Dutch political circles. This is reflected in the national funding system for higher education, which undermines our disciplines and the available funding instruments for our research.

Vision for 2026

Our researchers will create impact by joining forces with other academic disciplines and societal partners to work directly and indirectly on significant social challenges. In this way, through co-creation we will be helping a wide public – from students to policymakers, from colleagues in other disciplines to interested laypeople – to get to grips with complex social issues and ultimately to improve the situation.

Collaboration with societal partners will strengthen our teaching and research, not only because we will be using our knowledge to help solve problems in society but also because it will enable us to generate new insights. In this way, we will create a cyclical process of exchange and interaction, in which we are pivotal. We support Open Science and will publish our results via Open Access.

We will teach our Master's, Research Master's, and PhD students that generating and demonstrating academic and societal impact is an integral part of our research. This aspect will be included in the design of all research projects. It will not only help to place our knowledge in a solid social context but also to identify and involve stakeholders, thereby demonstrating how our specific value can be put into practice. Students and researchers will receive comprehensive support and advice from the faculty research desk, for example, about dealing with conflicting interests and about marketing their knowledge.

Strategy for 2021-2026

1. We will ensure that our value is both visible and practical:

a. **The research institutes will develop a more distinct profile, which will include an impact strategy** (see for more details the chapter on Research). We will compile an inventory of the people, organizations, and interests involved, and encourage collaboration. *Objective: to ensure that every research institute formulates and implements its own impact strategy.*

b. **We will establish an expertise team that will help to increase the visibility of the humanities research conducted at the UG and elsewhere**. In consultation with the science communication specialist and the Impact Officer (as well as external advisors), we will draw up a faculty action plan that will support research institutes in making research projects, expertise, results, and publications by our staff members visible, accessible and usable. Employees are recognized for activities in which they share their research results with broader target groups than just fellow researchers.

c. **We will work with other disciplines within and outside the UG to share our knowledge and ultimately enhance our collective impac**t: The University of the North; UG-wide schools: *Aletta Jacobs School for Healthy Ageing for a Healthy Society, Wubbo Ockels School for Digital Innovation, and Technological Progress for a Knowledge Society, Jantina Tammes School for Energy Transition and Climate Adaptation* and *Rudolf Agricola School for Governance and Politics for Sustainable Society*; The Groningen Agreement; *Urban Design for Improving* Health in Groningen; *Digital Literacy Coalition* (Digital Society, within the Association of Universities in the Netherlands (VSNU).
Objective: to develop a strategy to guarantee that the humanities can contribute to these types of partnerships.

d. We support Open Science and will publish our results via Open Access.
Objective: to publish 80% of our externally funded academic publications in Open Access (green/gold/diamond) by 2023, rising to 100% by 2026.

e. **We will strengthen our ties with secondary education** to introduce future students to our teaching programmes and research, for example through the Pre-University Academy. In addition, we will support teachers in secondary education with programmes for teaching methodology in the humanities. Specific attention will be paid to the subjects German, French, Classical Languages, Dutch and English. Estimates by the VOION labour market platform show that the teacher-training programmes are currently generating insufficient numbers of teachers to cope with the shortages in the coming years. It would therefore be in the interest of both secondary schools and universities to increase the intake in the teacher-training programme via the preparatory

tracks in the Faculty of Arts. To this end we will improve our promotion and profiling, enrich language teaching and further integrate the subject-specific and teacher-training parts of the two-year Master of Arts in Teaching programmes.

Objective: to increase the intake in the Teacher-Training Minor, the Master of Arts in Teaching programmes and the Teaching in Secondary Education (LVHO) programmes that the UG Teacher Training Department offers in collaboration with the Faculty of Arts.

f. **Impact and employability will be part of the vision on educational innovation and will be widely included in the learning pathways of degree programmes (see also the chapter on Teaching)**. We will seek collaboration with societal partners via guest lectures, placements and thesis research with a social component. The ability to apply knowledge will enable students to generate societal impact and will contribute to their employability. In addition, within the framework of Life-Long Learning, we will look into the possibility of making our teaching accessible to interested parties from outside the University.

g. **Impact creation will feature in the range of training courses for PhD students.**
Objective: to require each PhD student to develop a strategy for generating societal impact and communicating their research results in a targeted way before the start of their PhD programme.

h. **As part of Social Science & Humanities (SSH) we will invest in a strong national lobby for the humanities** as a means of gaining recognition for our teaching and research among government policymakers. Together with the DLG and VSNU, we will promote the visibility of the humanities.

2. **We will use our building as a place for meeting, working and sharing knowledge with others:**
   a. **Societal partners and the public will be invited to visit the building** to discuss societal issues and to bring about and develop collaborations.

   b. **Continuing on from the success of the first Arts Festival (2019), the faculty will regularly open its doors, aiming for a wide public**. To help achieve this, the new design of the Harmonie building includes a Performance Centre, which will be used for lectures, performances, conferences and festivals for a wide public. Thanks to support from the AV hub, the adjacent multimedia studios guarantee that these public activities will have a wider reach. We will train students to produce radio and television programmes, and allow our staff members to give radio interviews in the studios.
   Objective: to organize the Arts Festival, which should attract at least 500 visitors, every two years. We will measure the degree of interaction between academics and visitors by sending people digital questionnaires before and after the event.

c. **Our labs and collections will be presented in an attractive way to make our research highly visible to the outside world** (see also the chapter on Accommodation).

d. The fact that the Language Centre is part of our faculty enables us to **apply research in the field of language acquisition and intercultural competences in practical situations** and use the experiences gained in training courses for research purposes.

3. **In collaboration with Industry Relations and the Centre for Entrepreneurship, we will explore ways of supporting students and staff in becoming entrepreneurs and marketing their knowledge**, for example, by setting up a start-up company or becoming self-employed. A task force will be set up to develop this idea and formulate a solid plan.

4.   Staff

Current situation

Strength: Our faculty's main strength is its staff. Both our academic staff and our administrative and support staff are committed, collegial, and take pride in their work. It is thanks to their expertise and professionalism that we can deliver high-quality, innovative teaching and research. This is also reflected time after time in the assessments by visitation committees and staff satisfaction surveys. Our staff members have the power to adapt and innovate, as demonstrated during the coronavirus pandemic, for example.

Weakness: The variety of small and medium-sized programmes and the large number of course units that are taught in our faculty mean that, compared with other faculties, we need considerably more hours to teach the same number of students and that educational innovation requires more time. The large range of administrative and teaching duties is often at the expense of research time and puts the academic staff under a lot of pressure. Many PhD students are uncertain about their career prospects after finishing their PhD, and many of them suffer from stress if they fail to complete their thesis before their contract or grant period expires. Some staff members are uncertain about their career prospects and feel undervalued.

Threat: No additional funding for higher education, resulting in constant work pressure.

Opportunity: In 2017, the Faculty Board introduced a development path designed to create a financially stable faculty that would be in a position to invest in improving the working conditions of its staff members. Various activities were undertaken in this context, including the following:
- 19% extra time for teaching course units, enabled by 26.1 FTE in additional assistant professors and 6 FTE in additional lecturers;
- uniform guidelines for teaching capacity and more compensation for managerial tasks;
- lecturers with contracts for at least three years were allowed to spend 10% of their time on professionalization and had the possibility of being promoted to Lecturer 3 level;
- a faculty round for 19 promotions to Associate Professor;
- investment in student supervision and support.

This policy line will be continued in this Strategic Plan. As of 2021, student loan system funds will be used to make further investments in a number of measures to reduce the workload, most importantly, hiring additional staff. Among other effects, this will lighten the teaching burden by 28% compared to the situation before 2018. As this measure will not completely eliminate the work pressure, we will also need to structure our activities more efficiently and effectively.

Vision for 2026

Our staff members will have enough time to perform their core tasks. Tasks will be allocated to clarify how much time academic staff is supposed to spend on teaching activities. In this context, lecturers and Cluster Boards will jointly look for solutions and innovations to perform

their teaching and assessment activities to the required high standard. They will be supported by specialists. The hours that academic staff spend on professionalization activities and managerial tasks will be compensated realistically so that they are not at the expense of research.

PhD students will complete their theses within the nominal period. To this end, a good selection will be made at the start, clear and feasible conditions will be set before the PhD programme commences, and PhD students will receive good supervision and coaching throughout. Supervisors will prepare the PhD students who aspire to an academic career for the steps that they will need to take. Those choosing a career outside academia will be offered targeted training courses.

Administrative and support staff will work in teams wherever possible so that processes can be clustered, taking into account individual competences and interests. This will make administrative and support positions less vulnerable, as the tasks will be carried out jointly, and work can be covered more easily during periods of absence and leave. The Institute of Education will provide support to the teaching organization and have an advisory role with regard to the Faculty Board and the Cluster Boards in terms of teaching. In addition, a staff department consisting of policy officials with a variety of expertise will provide support to the Faculty Board in terms of the strategic aims of the faculty.

Our staff members will have realistic career prospects, clarified by talent inspections and strategic personnel planning. The Strategic Staff Plan of a cluster or department provides insight into where promotion and/or development opportunities will occur. Giving more clarity about development opportunities within the Faculty may show people that it might be better for them to pursue their ambitions outside the faculty. Clear criteria will indicate which conditions need to be met for specific jobs. Promotion to another job level is possible but can also result from personal and professional development within a particular position.

Our staff members are professionals. They are capable of using their expertise to organize their own work efficiently and effectively. This includes setting boundaries to avoid extra work. Staff members will be encouraged to work on their personal development. There will be various courses to help them learn new skills or broaden their skill set, including courses in the fields of languages, teaching skills, digitization, and leadership.

Good leadership of both academic staff and administrative and support staff will be needed to implement the strategic plans for teaching, research, impact, and career development. Our managers will support their staff by giving advice and providing clarity on the framework of their duties. The professors will help their staff to guard their research time and make their development opportunities more visible, including by means of annual R&O interviews. Good leadership can also be seen in the joint management by the Faculty Board, Cluster Boards, and the Directors of the Research Institutes, Graduate School and Institute of Education. This structure means that ownership is shared by every level of the faculty.

We will form an open, inclusive community. Diversity is a core value to our organization, which as such provides different perspectives and stimulates creativity and innovation. Everyone will feel welcome and free to contribute to the organization. This will be a bilingual faculty, in which everyone has a sufficient command of both Dutch and English to communicate with colleagues and students without any problems. Everyone will have an active command of at least one of the two languages and passive knowledge of the other. Our communication will be transparent, and we will have good relations with our alumni. The open character of our faculty will be reflected in the appearance and layout of the faculty's new accommodation.

Strategy for 2021-2026

1. We will invest in good leadership by setting up leadership pathways:

- For Cluster Boards, to support them in organizing the responsibility for finances and personnel planning, thereby steering the further development of the faculty.
- For professors, to help them develop their knowledge and expertise in the fields of integrity, strategic personnel policy, and coaching, and thus to enable them, for example, to properly support the professional development of their staff members.
- For talented associate and assistant professors, to boost the leadership skills of the future organizational and managerial staff of the faculty. In addition, we aim to allow them to work together more; on the one hand, to develop a joint identity within the faculty, and on the other hand, to make a specific contribution to the further development of the faculty.
- For administrative and support staff managers, to help them to fulfil their role in an ever-changing environment, which makes constant new demands on them.

2. We will reduce the workload by:

a. **Using the majority of the funds from the student loan system to appoint extra staff members.** The allocation of this funding will be accelerated (by drawing on the faculty's reserves). This will reduce the total teaching workload as of September 2021 by 28% compared with the situation before 2018. Investments will also be made in administrative and support staff, for example, in study advisors.

b. **Organizing our work in a smart, efficient manner.** Once the resources from the student loan system have been invested, we will have exhausted our financial options for tackling the excessive workload. Further workload reduction for academic staff may be achieved by introducing innovative, more labour-extensive modes of instruction, setting fewer tests and using other modes of assessment while upholding quality, and by offering fewer course units and tracks. Educational innovation and development takes time, and this time will be provided where necessary.

For administrative and support staff, the establishment of comprehensive support units will enable tasks to be performed more efficiently and will strengthen commitment. This will be expressed in the mergers of/collaborations between:

- research support in the Humanities Lab;
- teaching policy and IT expertise in support of active learning in CLIQ;
- secretarial support of the clusters in one department, at various locations;
- policy support from the various expertise fields in the development and implementation of this strategic plan.

3. **We will provide clarity about promotion opportunities and encourage development and professionalization by:**

a. Introducing strategic personnel planning. The Strategic Staff Plan (SPP) will take priority when decisions about staff are made by a Cluster Board (academic staff) or departmental heads (administrative and support staff). The SPP is based on plans devised by the chair holders, Research Directors, and/or managers in the cluster or department concerned, who will discuss the opportunities for promotion and points for improvement with their team members during periodical progress interviews. The SPP is compiled to work two ways: it helps the Cluster Board and departmental head/director to make the right decision when it comes to personnel matters, such as a request for promotion, and it helps individual staff members to form a realistic idea of their career prospects.

Objectives: to enable every cluster and every administrative and support department to work with an SPP and give every staff member an annual R&O interview.

b. **Using suitable job criteria and clearly defining the weighting.** The Association of Universities in the Netherlands (VSNU) Recognition and Rewards document has prompted national and UG-wide debate about the weighting of job criteria for academic staff. The Faculty Board will use the results of this debate to discuss with parties such as the Cluster Boards, Research Directors, professors, YARN, and the Faculty Council how the principles of Recognition and Rewards can be fleshed out, for example, by exploring:

- promotion to Associate Professor on the basis of a teaching profile;
- appreciation of team performance, Impact activities and Open Science;
- forms of appreciation other than promotion.

The Faculty Board will use the outcome of this debate to redefine the faculty criteria.

Objective: to develop a faculty vision of Recognition and Rewards and re-evaluate the faculty job criteria for academic staff.

c. **Not introducing a faculty-wide tenure track system.** A tenure track system will only function if no permanent appointments for assistant professors are available and if sharper criteria are applied to associate professors. Such a model would not be attractive within the humanities. Our faculty has a lot of teaching duties and urgently needs good,

permanently appointed assistant professors, who may not develop into associate professors.

Although there is room in the cluster budget for Cluster Boards to create extra positions for promotion, the faculty does not wish to create an unlimited number of associate and full professor positions in a system with permanent assistant professor positions, also with an eye to the faculty's staff composition. In addition, in view of the total range of tasks, there is a need for different levels of seniority. This means that not everyone who meets the job criteria for an associate or full professor will necessarily be promoted. The Strategic Staff Plan will provide all staff members with insight into where promotion opportunities will emerge.

Guideline: an academic staff population at cluster level based on the ratio of 1 full professor / 1 associate professor / 2.5 assistant professors.

d. **Facilitating the sustainable employability of administrative and support staff.**
The services provided by administrative and support staff are related to the primary process, which means that their tasks must also be taken into account in the new demands and opportunities regarding teaching, research and impact. The administrative and support staff should therefore be able to be deployed flexibly and be allowed to use their own expertise to innovate and optimize the chain of work processes. Collaboration is a good instrument in this respect: collaboration in teams and with academic staff, faculties, and central service units.

This will enable administrative and support staff to shape their own personal development. Staff members are also encouraged to find out more about the work processes in other departments, for example by participating in UG-wide initiatives such as *Talent Travel* and sharing their experiences within a network such as Young RUG. The Faculty of Arts has a good starting position when it comes to sustainable employability of administrative and support staff, given the generally high quality of our administrative and support staff and the relatively large group of young, talented administrative and support staff members. We will discuss with them and their managers what they need in order to further develop, either within their own position or in their further career at the UG (or possibly elsewhere), so that targeted support can be provided where necessary.

e. **Offering training courses and development paths.** A training budget will be available for staff members wishing to take courses in areas such as language proficiency, intercultural competences, or digital skills. In Results and Development interviews with their managers, staff members will discuss how their sustainable employment can be promoted. We will also provide development opportunities in the form of promotion to another role.

f. **Caring for our staff members' career prospects:** for example, PhD students and postdoc researchers will be assigned teaching duties where possible to enhance their career opportunities after the end of their research project.

4. **Recruitment and selection will be based on an attractive offer.** Vacancies will be advertised on the basis of the SPP and a targeted recruitment plan. To realize our ambitions relating to teaching, research and impact, we want the best researchers, lecturers, and administrative and support staff to commit to our organization. We will fill permanent academic positions by recruiting staff for a period of four or five years with the perspective of tenure (rather than offering temporary positions for two years). This is an attractive perspective for candidates, certainly when compared internationally. This appointment period will also give new staff members sufficient time to satisfy the criteria for tenure.

Open, external advertisements will be drawn up for all academic staff vacancies, as well as for major administrative and management positions. Extra attention will be paid to recruitment for positions that are difficult to fill, with targeted, innovative recruitment types and tools. The Appointment Advisory Committee was set up and trained to guarantee unbiased selection and implements a procedure that carefully assesses all of the job criteria (teaching, research, leadership) based on case history if required. When recruiting full professors, specific attention will be paid to leadership qualities, and the procedure will include a development assessment. In accordance with a UG guideline, vacancies for administrative and support positions will initially only be open to internal staff members.

5. **We will improve the well-being of PhD students** by realizing a change in mentality among PhD students and supervisors towards 'finished in four years'. We will do this by intensifying the way in which time schedules are monitored, by paying more explicit attention to life after obtaining a doctorate, by appointing a PhD confidential advisor within the faculty, by implementing a stricter go/no-go moment after the first year, and by offering training and support to supervisors. Clear expectation management and good supervision will make a PhD programme an attractive first step in the academic and societal career of PhD students.

In addition, we will also pay attention to the social aspect of the PhD programme, for example, by embedding PhD students better in the research institute and the GSH (via the PhD Council and mentor groups), and by providing them with a workstation in the vicinity of their research group after the renovation of the building. The GSH aims to create a sense of community among PhD students. We will monitor the psychological well-being of PhD students via annual UG-wide surveys, and where necessary, via specific separate surveys.

6. We will become an open, inclusive community:

    a. **We will ensure good on-boarding for new colleagues and make them feel welcome in the faculty.** We will offer every new staff member a 'Warm Welcome' at the start of their appointment, providing them with relevant information about the organization and introducing them to their colleagues.

    b. This will be a bilingual faculty, in which everyone has a sufficient command of both Dutch and English to communicate with colleagues and students without any problems. Everyone will have an active command of at least one of the two languages and passive knowledge of the other. New staff members must demonstrate their English language proficiency during the application procedure, and international staff members must master Dutch at a conversational level within two years. To this end, the faculty will offer training programmes and assessments via the Language Centre (also for teams), including compensation for part of the course hours. In this way, we will ensure that students and staff feel comfortable expressing themselves in both languages and that they are able to participate in the faculty community and Dutch and international society.

    c. **We will strive to create an equal gender balance.** Objective: by 2026, 40% of all associate professors and 40% of all full professors should be female, and the further ambition is that by the end of the following planning period, half of all associate and full professors should be female (by 1/5/2021, the percentage of female associate professors and full professors should be 29% and 35% respectively).

    d. **We will explore ways of improving social inclusiveness in our faculty, paying attention to various underrepresented groups.** A working group will be established to this end, comprising people from underrepresented groups, which will link up with the activities organized by the RUG Diversity Officer and use the knowledge in the fields of communication, minorities, gender studies, and multilingualism that is available within the faculty.

    e. **The norm within the faculty is to treat all colleagues with respect.** If this respect is lacking, staff members should feel safe enough to challenge colleagues about their behaviour. Staff members can report undesirable behaviour/misconduct incidents to their manager, the UG ombudsperson, or confidential advisor, or, if necessary, to the Faculty Board. This will always be followed up satisfactorily. Whistleblowers will receive protection.

5.   Housing

Current situation

The Faculty of Arts is currently located in nine different buildings, spread across the city centre. The buildings are technically and functionally out of date and no longer big enough to accommodate all of our staff members. In addition, the physical spread of the buildings is causing fragmentation, hampering collaboration between staff members, and restricting cross-pollination between disciplines. The existing research facilities are outdated, and the classrooms are inadequate for providing active learning and other (blended) modes of instruction.

Vision for 2026

The renovated State of the Art(s) building will enable the Faculty of Arts to realize a powerful, innovative research faculty which will provide inspiring, activating, interactive teaching. It will be in the middle of the city and accessible to the city. Our research groups will forge ties with other disciplines and faculties and create links between academia and society. This will enhance interdisciplinary collaboration and promote community formation and inclusiveness. The building will provide space for students to meet other students and lecturers, and study associations and student assessors will be given a practical, visible base inside the building. The new building will also facilitate sustainable business operations in line with the UG sustainability policy.

Strategy for 2021-2026

We will bring our accommodation up to date so that it meets the needs and wishes of its users, both now and in decades to come. The renovation of the Harmonie building after the Faculty of Law has vacated the premises will allow us to realize many of the strategies and objectives detailed above relating to teaching, research, and impact, and will help us reinforce our faculty community. A think tank was set up, consisting of a representation of students and staff, and several brainstorm sessions were held to collect input for a Schedule of Requirements for the new accommodation. In response to the ambitions voiced in this Schedule of Requirements, the option of rebuilding the entire Harmonie building is also being explored. Objectives and starting points:

Research

In order to realize our ambitions in the area of research, we will bring our research facilities and support to the State of the Art(s) level:

- The **Collaboratoria** are designed to encourage consultation and collaboration: they are well-equipped rooms where research groups can hold brainstorming sessions and discussions and where PhD students can present and discuss their research findings.
- The labs will be equipped to an excellent standard and housed in one large **Humanities Lab**. These labs, where research in the fields of archaeology, linguistics, digital humanities, and media studies will be carried out, have been arranged close to each other to promote interdisciplinary collaboration and efficiency.
- Collections will be managed professionally and safely. The unique archaeobotanical and archaeozoological collections from the Groningen Institute for Archaeology will be housed

and managed in a special vault on the Zernike Campus, known as T**he Vault**. A working supply will be ready and available in the city centre.

- The faculty's **Research Support department** will work as closely as possible to provide comprehensive, efficient support to researchers.

Teaching

The accommodation will be optimally equipped to train our students to become expert professionals:

- Classrooms will be flexible and suitable for preparing and teaching active and blended learning and other modes of instruction designed to stimulate interaction between students and between students and lecturers (**Pitch Arena, workgroup rooms**), and for new assessment methods.
- **Learning Labs** (e.g., the Digital Humanities Lab and the Virtual Reality Lab) will enable students to conduct research, either independently or under the lecturer's supervision, using resources from the professional field to improve alignment with the job market.
- The **AV hub** will support students and staff with teaching activities and research (e.g., the DIY studio) and facilitate PR and communication activities. All of the faculties in the city centre and the Office of the University can use the services provided by the AV hub.
- A range of different **workstations** will enable students to concentrate on their work individually or work together on joint assignments.
- A **mixed zone** in every teaching cluster will provide a place for students to meet and discuss their work and for students to consult lecturers. The facilities will be designed in such a way that the privacy of meetings can be guaranteed.
- By giving the **study associations and student assessors** a more visible base in the building, they will be able to make an active contribution to extracurricular activities and facilitate connections with the job market.

Impact

We will strengthen our societal role by opening up our building as a meeting place and making our teaching and research visible to the public. We will work on socially relevant projects with external partners (co-creation):

- The **Performance Centre** will be used to organize lectures, performances and festivals for a wide public. The adjacent **multimedia studios**, a vital facility for departments such as Media Studies but also available for the UG as a whole, will guarantee a wider reach for public activities of this kind. The **foyer** will be a place for social interaction afterwards.
- Societal partners and the public will be welcome in the building to bring about and develop collaborations. The **Collaboratoria** will form an inspirational environment, designed to facilitate exactly this. Society will have an opportunity to participate in teaching and research activities in the building, for example, in the **Living Labs**.
- Entrepreneurship will be facilitated in **Incubators**: small rooms within the building that graduates can use to set up their own companies.
- The visibility of the **laboratories, collections, and exhibition rooms** will show visitors the true nature of our faculty.

Staff members
- The building itself will provide an optimum **place of work** in a safe environment: a place where academic staff can concentrate on preparing and implementing their teaching and research activities and where administrative and support staff will find everything they need to perform their job-specific tasks.
- The availability of various (mixed zone) **meeting places** close to the research groups will help to promote a close faculty community.
- There will be a large **cafeteria** and several high-quality **coffee corners**.

Sustainability

Sustainability will be guaranteed by ensuring that the rooms and the layout of the building make it versatile and flexible. The accommodation must provide a simple answer to the ever-changing demands of teaching and research. Energy-saving measures and energy-generating facilities are an integral part of the design of the new accommodation. Many other aspects of sustainability policy will be arranged at central UG level and will have a high level of ambition. Think, for example, of travel policy, tender policies for services and goods, and waste separation. The faculty will explicitly tie in with this policy and make vegetarian the default catering option for faculty events and meetings.

Colophon