



VRIJE  
UNIVERSITEIT  
AMSTERDAM

Faculteit  
der Sociale  
Wetenschappen

## *Faculty of Social Sciences Annual Plan 2022*

*-concept-*

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## Contents

Contents	2
Foreword	3
Dashboard	4
1. Top priorities for 2022	5
2. Alignment with strategy and multi-Annual Plan	11
3. Education	13
4. Research and Societal Impact	15
Appendix 1. Key questions and points for discussion with the Executive Board	17
Appendix 2. Key points for the Joint Assembly	18
Appendix 3. Education	25
Appendix 4. Research and Societal Impact	38
Appendix 5. Personnel policy	45
Appendix 6. Finances	51

## Foreword

Just like in previous years we proudly present the year plan for 2022. Unlike in previous years we do not present a long list of new initiatives in terms of things that we want to add to what we already do. The year 2022 will be a year of consolidation. The past two years we have developed promising lines of action that we defined in line with the strategic course of the VU. We for example developed policies on sustainability and diversity. Moreover, we aligned our research, teaching and impact activities with the idea of an enterprising university. More specifically, we initiated the School of Governance and a collaboration with the University of Twente to develop a center of knowledge on security and resilience, together with external stakeholders. In addition, we tried to improve policies of recognition and rewards of academics to do justice to the variety of tasks and talents of our staff. We invested in teaching innovations, by introducing active pedagogies and by involving external stakeholders in our teaching programs. COVID gave an enormous boost to our creativity in introducing online elements in our teaching and research.

Looking at the ambitions we defined in our multi-annual plan for 2020-2025, we can conclude that we are reasonably on track with our ambitions and that from now on “less is more”. We think it is time to invest in thoroughly consolidating the plans that we have developed. This will help us to achieve focus and to remain maximally viable as a faculty.

What has been accomplished over the last two years was only possible because of the enormous efforts of our staff. Over the last five years the work pressure has gradually increased and has put a real burden on everyone. The corona crisis presented us with additional challenges. Activities meant to take place *in* the classroom had to be redesigned and also research had to be organized virtually. The FSS-community displayed an impressive level of resilience and was able to keep up a high level of functioning. We fully realize that there cannot be resilience without proper care for people. Key ambitions for this year plan 2022 are therefore work pressure reduction and employee wellbeing.

A high level of resilience was also displayed by our students. Students had to stay home and had to reach their learning goals almost without campus facilities and lacking actual contact with teachers and fellow students. Throughout the corona crisis, we were impressed by the tolerance of FSS-students to the consequences of the corona measures for their university education and by their ability to adjust to the new situation. Students were extremely helpful in providing us with feedback on required improvements in online teaching and virtual engagement of students. We notice that some students are worried that towards the future, we will continue the online reality and that programs tend to replace face-to-face teaching by online lectures. We deem it important to stress that our university has declared *meeting up* as the core element of its educational philosophy, with the campus as the center of activity. Also, as a faculty, we will use the best practices from the corona crisis to adopt online elements in teaching only where it facilitates knowledge acquisition and organize face-to-face interactions in a way that really makes a difference for student learning.

During the research assessments that took place in 2020 and 2021 the high quality of our research programs was reconfirmed. Moreover, societal impact was repeatedly emphasized as a unique strength of social sciences at the VU. But they also think we are being too modest. Committees stimulated us to make our impact activities more visible to the outside world and to formulate a clear impact strategy. We take this advice seriously. Also in 2022 we will continue advancing the ISR as the FSS-vehicle for research and impact practices and the support of those practices. We invite staff and students to provide us ideas. We can only realize our ambitions when we are in it together. Please join us!

August, 2021  
Karen van Oudenhoven-van der Zee  
Dean of the faculty of Social Sciences

## Dashboard

	Plan	Progn	Plan	Werk	Werk
<b>Onderwijs</b>	22/23	21/22	21/22	20/21	19/20
- Instroom BA (EOI)	548	543	899	497	829
- Instroom PM (EOI) (m.i.v. werk 20/21)	412	412	0	468	0
- Instroom MA (EOI)	705	725	675	666	645
- Instroom Totaal (EOI)	1.665	1.680	1.574	1.631	1.474
- % Internationale instroom	11%	11%	11%	11%	11%

  

	Plan	Progn	Plan	Werk	Werk
<b>Onderzoek</b>	2022	2021	2021	2020	2019
- Promoties #	23	11	22	29	15
- KNAW-lidmaatschappen, totaal #	1	1	2	1	1
- Nieuwe toekenn. VI/ERC/MC	5	3	3	2	0
- Participatie H2020 (€k) (excl ERC)	550	500	500	422	138
- % Baten 2e Geldstroom	5%	6%	6%	5%	6%
- % Baten 3e Geldstroom Onderzoek	9%	10%	9%	12%	10%

  

	Plan	Progn	Plan	Werk	Werk
<b>Valorisatie</b>	2022	2021	2021	2020	2019
- Actieve Spin-offs #	0	0	0	0	0
- Deelnemers aan LLO (PGO, HOVO etc) :	225	175	170	271	318
- Aantal keren genoemd in media	nvt	nvt	1.500	nvt	nvt

  

	Plan	Progn	Plan	Werk	Werk
<b>HRM</b>	2022	2021	2021	2020	2019
- Fte (aangesteld per ultimo)	?	?	234	244	228
- % Gevoerde jaargesprekken (80%)	?	?	80%	80%	76%
- % WP tijdelijk < 4 jr. (22%)	?	?	22%	23%	13%
- % BKO (85%)	?	?	88%	90%	90%
- % Reg. Nevenwerkzaamheden	?	?	100%	84%	95%
- % Vrouwelijke hgl. (35%)	?	?	34%	35%	29%
- % Ziekteverzuim	?	?	2,8%	3,5%	3,4%
- % OBP	?	?	18%	18%	18%
- % tijdelijke dienstverbanden / eigen fte personeel				58%	52%
- % Opleidingskosten/loonkosten (1%)	1,0%	1,0%	1,0%	0,6%	1,0%
- % Verloftegoed/loonkosten (2,6%)	2,0%	2,0%	2,6%	2,0%	1,9%
- % Kosten ingehuurd personeel/ kosten eigen pers	1,7%	1,4%	0,9%	1,1%	0,8%

  

	Plan	Progn	Plan	Werk	Werk
<b>Financiën</b>	2022	2021	2021	2020	2019
- Omzet (€m)	37,0	35,7	33,6	33,8	33,1
- 2e Geldstroom (€m)	2,0	2,2	2,0	1,7	2,0
- 3e Geldstroom Onderzoek (€m)	3,5	3,6	3,0	3,9	3,2
- 3e Geldstroom Onderwijs (€m)	0,6	0,3	0,5	0,1	0,3
- B.W. Collegegelden (€m)	0,8	0,7	0,7	0,5	0,4
- Resultaat (€m)	-0,5	-0,1	-0,6	0,5	0,5
- GPL (€k)	84,5	82,9	82,2	82,5	82,1
- Externe inhuur (€m)	0,4	0,3	0,2	0,2	0,1
- Fte (gemiddeld doorbelast)	245	251	232	231	218

\*the HRM figures will only be available after 14 Sep.

## 1. Top priorities for 2022

After the fast transformations of the last two years, we define 2022 as an year of consolidation in which all the innovative technologies and procedures that have been introduced or planned will be improved and embedded in the daily life of the faculty. We pursue our multi-Annual Plan in alignment with the VU's strategy and defined 5 top priorities for 2022.

Top Priorities	Ambitions
P1. Work pressure reduction	P.1a Validate the new workload model
	P.1b Reorganization of administrative tasks
	P.1c Decentralization of decision-making
	P.1d Reduce fragmentation in academic year
	P.1e Evaluating new policies in light of workpressure
P2. Employee well-being	P.2a Consolidation of career-track model
	P.2b Differentiated profiles for permanent employees
	P.2c Flexible/ hybrid working
	P.2d Engagement and teamwork
	P.2e Social safety and diversity
P3. Active learning: transdisciplinary education and blended learning	P.3a Active pedagogies
	P.3b Blended learning
	P.3c Transdisciplinary education
	P.3d Interdisciplinary education
	P.3e Methodology courses
P4. Governance of Research Institute and related units	P.4a Advance ISR
	P.4b Formulating ISR's societal impact strategy
	P.4c Optimize research support
	P.4d Liaison of ISR with GSSS
	P.4e Liaison of ISR with SoG
P5. Ensuring the quality and quantity of our research	P.5a Incorporating the Creative Spaces methodology
	P.5b Aligning activities of different units to promote interdisciplinarity
	P.5c Maintaining scientific reputation by enhancing visibility
	P.5d Scientific integrity culture and workflows

## P1. Work pressure reduction

Work pressure reduction has been identified by FSS as a strategic challenge long before the recent pandemic but the current context accentuated the problem. This is a complex problem and one that can be alleviated in the short-term but requires deep structural interventions to be solved in the long-term. In 2021 we already invested in:

- Development of a work load model that quantifies the time investment in teaching and administrative tasks;
- Extra research time in the early career phase (first two years of the tenure track to UD1);
- Investment in supporting staff to facilitate teaching, research and HR-support;
- Support in time and expertise for grant proposal writing;
- Investment of corona means to increase the available teaching capacity.

Our priorities for 2022 are:

<b>Ambitions</b>	<b>Problem, Opportunity, Goal</b>	<b>Milestone</b>
P.1a Validate the new workload model	The new workload model that must be tested in terms of feasibility (operational and financial). The goal is to validate the new model against the current model, measure the differences, and design an implementation plan.	Kick-off adjusted TNM in academic year 22/23
P.1b Reorganization of administrative tasks	The high centralization of services and the low level of support increased the amount of administrative tasks among the academic staff. Until Jan-22, a taskforce will present a proposal to tackle this problem. The goal is to implement it during 2022/23.	Detailed plan Jun-22
P.1c Decentralization of decision-making	Sub-units feel an increasing pressure when addressing the central decision-making, planning and control. This is sometimes felt as a lack of trust from the higher hierarchies. Until Jan-22, a taskforce will present a proposal to tackle this problem. The goal is to implement it during 2022/23.	Detailed plan Jun-22
P.1d Reduce fragmentation in academic year	Both academic and non-academic staff reported that work pressure increased because time is too fragmented during the academic year, leaving little opportunity for focused work. During 2022 we will try to implement a shortened academic year but also rearrange the collective calendar (reserving activity-free periods for instance).	Several experiments during 2022
P.1e Evaluating new policies in light of workpressure	As a rule, "work pressure reduction" will be used as a filter to consider new actions.	Ongoing

More detail on these ambitions is provided in Appendix 5 Personnel Policy.

## P2. Employee well-being

The pandemic but also other external pressures sustained over time, related with fast transformations in the workplace, high competition in careers, and the uncertainty in the funding of the higher education sector, increase our concern with employee well-being. In 2021 we started piloting a tenure track system that provides a clear perspective of tenure for all staff members with a position that entails both teaching and research and that does better justice to diversity in talents and aspirations of staff members. We also started analyzing needs of staff in terms of flexible/hybrid working after corona and to set targets related to diversity/social safety. Our priorities for 2022 are:

<b>Ambitions</b>	<b>Problem, Opportunity, Goal</b>	<b>Milestone</b>
P.2a Consolidation of career-track model	FSS designed a new TT/career model and tested it with 2 pilots during 2021. Adjusted model should be approved by the GV during 2021. The goal is to fully implement the adjusted model/procedures during 2022.	First cycle completed Jun-22
P.2b Differentiated profiles for permanent employees	Employment practices that rely on temporary positions increase the work pressure, are difficult in terms of planning and do not match our ambition of being a good employer. On March-22, a taskforce will present a proposal to tackle this problem. The goal is to implement it during 2022/23.	Detailed plan Mar-22
P.2c Flexible/ hybrid working	The pandemic period introduced digital ways of working. It showed that they do not decrease productivity but have challenges in terms of connectivity and engagement. The goal is to explore the lessons learned and introduce best practices of hybrid working in the faculty.	First evaluation of hybrid working plan in Mar-22
P.2d Engagement and teamwork	We learned during 2021 that perceptions of work pressure are inversely related with employee engagement, inspiration and teamwork. The goal is to introduce new ways of working that increase them.	Several experiments during 2022
P.2e Social safety and diversity	FSS wants to become more inclusive and to ensure social safety where it can be at stake. During 2021 several steps have been taken by the FB, departments, and other small units, but there is still the need to bring all concerns together under an integrated policy and improved procedures.	Policy on safety and diversity Mar-22

More detail on these ambitions is provided in Appendix 5 Personnel Policy.

### P3. Active learning: transdisciplinary education and blended learning

FSS aims to have active learning as the single most defining characteristic of its programs. This concerns both the learning activities in courses and the pedagogical set-up that affects the content of programs and can be improved with ICT-tools, a better connection with other disciplines and with stakeholders outside the university. Our priorities for 2022 are:

Ambitions	Problem, Opportunity, Goal	Milestone
P.3a Active pedagogies	FSS aims to implement pedagogies that contribute to students' adoption of an active learning attitude. This includes project education, case-based learning, and team-based learning. Programs started the design and implementation during 2021 and will continue with the same approach in 2022.	Approximately 36 courses using active learning pedagogies in year 21-22.
P.3b Blended learning	During 2021 we enlarged our use of ICT-tools but both the teachers and students' experience was impaired by the lack of face-to-face contact. During 2022 we will strive to find the best combination of online and offline elements to improve the learning and collaboration experience. FSS's blended learning team will support the teachers in this endeavor.	Blended learning components in approx. 36 courses.
P.3c Transdisciplinary education	Working together on real world problems and commissions of stakeholders outside the university is key to a future-proof education. FSS's investments during 2021 were challenged by the pandemic. In 2022, we aim to increase the connection with the outside world via the renewed SS4S courses and new transdisciplinary courses.	Renewed SS4S courses. New courses in MSc CS, BSc SOC, MSc SOC, CSL-projects SCA and B&O.
P.3d Interdisciplinary education	Collaboration with beta sciences is still a wish, but requires time and effort. For 2022, we continue to explore our role in the creative technology program (collaboration with Twente). We also aim to make further steps with the joint MSc track of PA with SBE and to improve courses that require collaboration between the FSS departments. Moreover, the B&O bachelor program plans to involve more explicitly insights of other disciplines, such as algorithms in decision making.	Contribution to courses in Creative Technology. Start MSc track of PA with SBE in 22/23. B&O explicitly involves insights from other disciplines.
P.3e Methodology courses	The taskforce Methodologies will present a report in autumn 2021. In 2022 the Methodology courses will be adapted (content and pedagogy). BSc programs will improve the relation between methodology training and theoretical courses in order to embed research skills in a context that may help to recognize their relevance.	Adoption of the recommendations from the taskforce.

In order to make these ambitions happen, we strive for:

- Enlarging the teaching capacity. Departments are given additional budget for 15 fte junior teachers in total in addition to the teachers funded from the regular budget. Note that 10 fte junior teachers already got a position in 2021 or earlier, so it entails 5 fte junior teachers extra for 2022. Extra teachers may support active learning: it enables programs to organize more small-scale education.
- Providing time and support to teachers for making their courses more activating. In the quality budget, reservations are made for improving courses. Hence, teachers get time to make their courses activating. The FSS blended learning team will also provide an important support.

More detail on these ambitions is provided in Appendix 3 Education.



#### P4. Governance of Research Institute and related units

Contributing to society with scientific knowledge rests on both fundamental and applied research. We would like our research Institute for Societal Resilience (ISR) to provide an apt home for both. In order to create a flourishing research environment in which the two research approaches naturally speak to each other and synergistically inform our research. We are not there yet. In the current situation, fundamental and applied research, although both valid, customarily act as two independent research activities. To make ISR a home for both types of research indeed, **rearranging** the management and **organizational structure** of our FSS research is our **first key objective**, and in doing so we will focus on three priorities and its actions.

Ambitions	Problem, Opportunity, Goal	Milestone
P.4a Advance ISR	Maintain a strong focus and position in research by finalizing and implementing the recalibrated governance for FSS research & impact and defining FSS's long term goals for research and impact, both thematically and methodologically.	Detailed governance plan Mar-22 Implementation May-22
P.4b Formulating ISR's societal impact strategy	Strengthen our impact activities by formulating ISR's societal impact vision & strategy and developing relevant societal impact indicators to monitor progress and activities.	Detailed Strategy plan Mar-22 Detailed Indicator Overview Sep-22
P.4c Optimize research support	Reduce workload and procedures for grant writing by continuously improving the support to grant application processes with Finance/IXA/VU-GO and exploring potential for improvement of project management support.	During entire year 22
P.4d Liaison of ISR with GSSS	Improve the support provided to PhD candidates in order to increase their well-being and the quality of their research, by reinforcing the connection between the research priorities of the faculty and the PhD projects.	During entire year 22
P4e Liaison of ISR with SoG	Align the offer of the SoG with the priorities of the faculty and increase the efficacy of market development activities, with a better coordination between the research institute and SoG.	During entire year 22

More detail on these ambitions is provided in Appendix 4 Research & Societal Impact.

## P5. Ensuring the quality and quantity of our research

The faculty's core objectives include maintaining internationally high impact of disciplinary and multidisciplinary science with and for society. As the corona crisis of 2020/2021 has been shown challenging for the volume of the research portfolio, pinpointing once again on the strong codependency of our research with our researchers' education activities and administrative burdens. To address these issues in 2021 we started the Creative Spaces Initiative to combine efforts to find new ways to reduce workload and focus on freeing up thinking space for (further) development of research initiatives. In 2022 we consolidate and improve these efforts and will thereby focus on four priorities and its actions.

<b>Ambitions</b>	<b>Problem, Opportunity, Goal</b>	<b>Milestone</b>
P.5a Incorporating the Creative Spaces methodology	Foster multidisciplinary research and reduce workload by improving the procedures for creative, effective and efficient grant writing, and indicating individual and team funding pathways (timelines and support in the Creative Spaces Initiative).	Several activities throughout 22
P.5b Aligning activities of different units to promote interdisciplinarity	Investing in a supportive and facilitating ecosystem by increasing synergy of ISR with interdisciplinary research initiatives (NI, GfS, VUUT, Talma, ASI, KCO), securing strategic alliances with societal and academic key partners in the context of societal challenges, e.g. Horizon Europe to anticipate for Groeifonds / Zwaartekracht and professionalizing FSS societal partners network (i.c. VU services, lign up with DURF! / PAN Amsterdam).	During entire year 22
P.5c Maintaining scientific reputation by enhancing visibility	Enhancing visibility of our activities in (inter)national networks and improving (online) communication (e.g. implement interactive platform functionalities on ISR website).	ISR website March-22 Visibility during entire year
P.5d Foster scientific integrity culture and workflows	Fostering open and inclusive research practices by lining up support efforts with UB programs (RDS & Open Science), optimizing Wizwi taskforce and activities, and establishing an Open Science network of experts in the faculty.	WIZWI several activities throughout -22 OS network Jan 22

More detail on these ambitions is provided in Appendix 4 Research and Societal Impact.

## 2. Alignment with strategy and multi-Annual Plan

The Faculty's strategy and annual plan for 2022 is deeply aligned with the strategy of the University and the faculty's multi-Annual Plan, as is clear from the following table:

	<b>Ambitions for 2025</b>	<b>Achievements in 2021</b>	<b>Priorities for 2022</b>
<b>Spearheads</b>			
<b>Sustainable</b>	<ul style="list-style-type: none"> <li>• Policy to reduce carbon footprint</li> <li>• Research and valorization theme</li> <li>• Active participation in ASI</li> </ul>	<ul style="list-style-type: none"> <li>• FSS's sustainability policy is written</li> <li>• Carbon footprint reduced due to pandemic</li> </ul>	Consolidate policy that we have developed.
<b>Diverse</b>	<ul style="list-style-type: none"> <li>• Research and valorization theme</li> <li>• Inclusive methods of selection and promotion</li> <li>• Leadership training/mentoring of minorities</li> </ul>	<ul style="list-style-type: none"> <li>• Launch of Diversity Contact Person at the Faculty and Departments</li> <li>• Several events on diversity</li> <li>• Reflection on selection procedures</li> </ul>	P.2e Social safety and diversity
<b>Enterprising</b>	<ul style="list-style-type: none"> <li>• Expand social enterprising in education</li> <li>• Collaboration in Aurora Alliance</li> <li>• Establish a joint chair in Social Entrepreneurship (w/SBE)</li> </ul>	<ul style="list-style-type: none"> <li>• First initiative to investigate possibilities for a joint chair in organizational and technological innovations and entrepreneurship in demanding societal contexts funded by Stichting Instituut GAK.</li> <li>• Start Dreamteam Social Entrepreneurship for newcomers</li> <li>• Participation of Organizational sciences in Aurora activities on entrepreneurship.</li> </ul>	P.4b Formulating ISR's societal impact strategy
<b>Priorities</b>			
<b>Education</b>			
Future proof Education	<ul style="list-style-type: none"> <li>• Active learning</li> <li>• Transdisciplinary teaching co-created with external partners</li> <li>• Blended education</li> <li>• Interdisciplinary connections with beta-/technical sciences</li> <li>• Methodological innovation by combining Big and Small data</li> </ul>	<ul style="list-style-type: none"> <li>• Appr. 36 courses have implemented activating pedagogies, blended learning components and/or transdisciplinary elements</li> <li>• Within VU and with UTwente interdisciplinary courses /programs will be developed</li> </ul>	P.3a Active pedagogies P.3b Blended learning P.3c Transdisciplinary education P.3d Interdisciplinary education P.3e Methodology courses
Life Long Development	<ul style="list-style-type: none"> <li>• School of Governance</li> <li>• Strong identity/visibility</li> </ul>	<ul style="list-style-type: none"> <li>• First modules of the SoG</li> <li>• 100 participants at MKAT</li> </ul>	P.5b Aligning activities of different units to promote interdisciplinarity

	<b>Ambitions for 2025</b>	<b>Achievements in 2021</b>	<b>Priorities for 2022</b>
	<ul style="list-style-type: none"> <li>High quality facilities at VU-level</li> </ul>		
<b>Research</b>			
Focus and position in research	<ul style="list-style-type: none"> <li>Develop the ISR</li> <li>C.o.Excellence in social analytics</li> <li>Joint program with UT</li> <li>Mixed Research Room</li> <li>Hybrid approach to social sciences</li> </ul>	<ul style="list-style-type: none"> <li>Kick-off of taskforce to design ISR 2.0</li> </ul>	P.3a Advance ISR P.3b Optimize research support
Academic Reputation	<ul style="list-style-type: none"> <li>VU theme Governance for Society</li> <li>Increasing acquisition-success</li> <li>Young talent development &amp; GSSS</li> <li>Open science, Team Science, DORA</li> <li>Improve research integrity</li> </ul>	<ul style="list-style-type: none"> <li>Kick-off of the initiative Creative Spaces</li> <li>Kick-off Research Assessment Board (RAB)</li> <li>Kick-off taskforce WIZWI &amp; appointment of WI coordinator</li> </ul>	P.5c Visibility and scientific reputation P.5d Scientific integrity culture and workflows
<b>Knowledge transfer</b>			
Impact through educational and research activities	<ul style="list-style-type: none"> <li>Strong network of societal partners</li> <li>Develop our societal impact mission, vision and strategy</li> </ul>	<ul style="list-style-type: none"> <li>Societal partners network developed through departments, ISR, and SoG</li> </ul>	P.4b Formulating ISR's societal impact strategy
<b>Organization</b>			
Digitalization	<ul style="list-style-type: none"> <li>Transformation towards hybrid working</li> </ul>	<ul style="list-style-type: none"> <li>Adjustment to new ERP, PPM, e-HRM, VUweb</li> <li>Adjustment to Digital@VU</li> <li>Pilot Hybrid Working</li> </ul>	P.2c Flexible/ hybrid working
Social Campus	<ul style="list-style-type: none"> <li>Social safety</li> </ul>	<ul style="list-style-type: none"> <li>Visibility of confidential advisors</li> <li>Experiment the social possibilities of online connections</li> </ul>	P.2e Social safety and diversity
Recognize and Reward	<ul style="list-style-type: none"> <li>Reduce work pressure</li> <li>Introduce DORA-principles</li> <li>Recognize diversified profiles</li> <li>Inclusive job analysis</li> </ul>	<ul style="list-style-type: none"> <li>Design and pilot of new TT/career policy</li> <li>New TT staff with extra research time</li> <li>Design and pilot of new workload model</li> </ul>	P.2a Consolidation of TT/career-track model P.2b Differentiated paths P.2c Engagement and teamwork P.1a Validate the new workload model
Effective and Agile Organization	<ul style="list-style-type: none"> <li>Re-organize services</li> <li>Improve collaboration</li> </ul>	<ul style="list-style-type: none"> <li>New internal allocation model</li> <li>Adjustments to new KDM</li> </ul>	P.1b Reorganization of administrative tasks P.1c Decentralization of decision-making

### 3. Education

The priorities for 2022 are in line with the key ambitions in the Multi Annual Plan of FSS:

- The first and foremost priority is active learning (P3.1a). This entails the implementation of pedagogies that are evidenced as fruitful when it comes to students' adoption of an active learning attitude. One may think of project education (Communication Science), case-based learning (Sociology) or team based learning. Also converting courses into assignments that revolve around the learning activities of students (instead of the teaching of teachers) incite active learning strategies. All programs were invited to make plans and to choose courses to implement active learning in 2021. See Table 1.1. We are on track and will move on in the same pace in 2022: approximately 36 courses may be characterized as active learning courses. BSc Sociology starts in September with a program in which active learning is key.
- Supportive for active learning is the use of blended learning (P.3b). Helped by our experiences in the past year and the extra budget to establish an FSS blended learning team, we enlarged our use of a variety of ICT-tools. All courses in our faculty use the same Canvas format (and use the same course manual format), many courses make use of Mentimeter, Feedbackfruits, Collaboration in Canvas, clips. We continue this approach in 2022 and strive to complement face-to-face learning with online learning elements. Students will experience that on campus education is a collaborative fun activity that definitely requires a good preparation.
- Another way to further active learning is transdisciplinary education (P.3c): students work together on real world problems and commissions of stakeholders outside the university. In many programs, students are already challenged with transdisciplinary assignments and despite the online teaching due to corona, FSS made some steps regarding transdisciplinary teaching in the last year. The MSc CS starts in September 2021 with a renewed program containing transdisciplinary projects, the innovated BSc Sociology that starts in September has transdisciplinary education as the underlying pedagogy and Anthropology did a CSL-project for improvements of playgrounds in Amsterdam North. In addition to transdisciplinary education that revolves around a commission or task from outside the university, we invested in existing and new courses to challenge students to translate their findings of their thesis to the professional field in meetings with stakeholders outside the university and alumni (COM, BCO and ANT). In 2022, we continue our endeavors to develop transdisciplinary education, e.g. in the renewed SS4S courses.
- Interdisciplinary collaboration (P.3d) e.g. with beta sciences is still a wish, but requires quite some time and effort. For 2022, we first aim to make steps with the joint MSc track of PA with SBE. In addition to interdisciplinary collaboration with other faculties or universities, we want to improve interdisciplinary courses that require collaboration of the FSS departments. Moreover, in 2022 B&O will involve more explicitly insights of other disciplines, such as the use of algorithms in decision making. Collaboration with University of Twente is still on the agenda (Technological Anthropology) but we will not prioritize this project.
- The planning is that the Taskforce Methodologies will present a report in autumn. In 2022 the Methodology courses will be adapted (P.3e), both content wise (e.g., by introducing students to using R) as in relation to the pedagogy. In 2022, BSc programs will improve the relation between methodology training and theoretical courses in order to embed research skills in a context that may help to recognize their relevance.

In addition to these priorities, we would like to add four topics that remain high on the agenda:

- We strive to implement a uniform teaching load model that we label as teaching norm model (P.1a). In 2022 we expect to draw conclusions from a pilot, to make revisions if necessary and aim to implement it in September 2022.

- In relation to the structural workload and the changing needs of society, we want to critically explore the set-up of our thesis trajectories.
- We want to explore the involvement of students in teaching and reviewing of student products.
- Connected with transdisciplinary education (P.3c), activities that prepare students for the labour market are still high on the agenda. These activities encompass extracurricular workshops and the development of the career platform, but also skills training embedded in the programs and the mentorate. We are content about the progress we made in 2021 (see the career platform and the package of workshops we offer), and in 2022 we aim to make these activities more accessible and known.

#### 4. Research and Societal Impact

With our research, we aim to contribute to understand and tame complex societal problems. We do so through the lens of societal resilience. It helps us to understand and contribute to complex societal challenges to facilitate social thinking, to improve the lives of others, better preparing us for critical global issues, and helping to inform major decisions that affect us all. Hence, rather than a thematic straightjacket, societal resilience provides us with an agentic focus on vulnerability and insecurity. In doing so, we take a critical stance. We continue to ask critical questions and look for new angles to approach problems or its solutions. We consider curiosity and critical analysis as the hallmark of a scientific way of working.

We argue that contributing to society with scientific knowledge rests on both fundamental and applied research. As showcased by fundamental disciplinary studies on loneliness and Alice the robot, or, yet another example, how fundamental disciplinary approaches to cooperation and conflict inform the study of overcoming detrimental effects of compartmentalization in healthcare. We would like our research Institute for Societal Resilience (ISR) to provide an apt home for both. In order to create a flourishing research environment in which the two research approaches naturally speak to each other and synergistically inform our research. We are not there yet. In the current situation, fundamental and applied research, although both valid, customarily act as two independent research activities. To make ISR a home for both types of research, **rearranging the management and organizational structure of our FSS research is our priority (P4).**

Additionally, the corona crisis of 2020/2021 has been shown challenging for the volume of the research portfolio, pinpointing once again on the strong codependency of our research with our researchers' education activities and administrative burdens. To address these issues we started the Creative Spaces Initiative in 2021 to combine efforts to find new ways to reduce workload and focus on freeing up thinking space for (further) development of research initiatives. In 2022 we will continue and consolidate the Creative Spaces Initiative by **ensuring the quality and quantity of our research our priority (P5).**

In the appendices we will elaborate our P4 priority related to governance of our research institute and its related ambitions and the goals that we developed. Subsequently we will expand our P5 priority on the quality and quantity of our research portfolio and again its related ambitions and goals.



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Wetenschappen

## *Faculty of Social Sciences Annual Plan 2022*

### **Appendices**



## Appendix 1. Key questions discussed with the Executive Board

### Education

- Growth in student numbers: FSW expects a substantial growth in the number of students: 18% in the bachelor programs, and 30% in the master programs. This growth is not evenly distributed and especially the programs that fall under the Department of Public Administration and Political Science struggle with a temporary lack of resources. It needs to be looked at where additional resources are needed to keep the education running.
- Innovative inter-faculty programs (eg. Social Data Science Minor): consultation and coordination with other faculties (eg. beta) may be difficult, which is not in line with experiences in our competitors (eg. UvA). Developing central initiatives and support for inter-faculty initiatives is needed from the CvB.

### Research and Valorization

- Monitoring the lower limit of 30% research time: with COVID-19, and the resulting increased workload through digitization of education, this is even a greater challenge. In 2021, we created facilities (so-called Creative Spaces) to increase the time and space for research and acquisition. The challenge is to make this one-time action sustainable, so that researchers can use the little research time they have in effective and creative ways.
- Acquisition of funds through large consortia: the effort required to prepare these kinds of applications is large and the services of the University are not enough to support the scientists, particularly in what respects to negotiation with other entities.
- KDM system: the current model makes 3GS activities less rather than more attractive. The CvB is aware of this but does not have a date for a revision of the system.

### Finances

- Diversity and inclusion (D&I) is a priority of the faculty, CvB and Joint Assembly and several lines of action have been initiated. However, it has not been possible to allocate resources to the design of a detailed multi-year plan that will close the diversity gap of FSS. We asked for policy funds (€ 63k), the decision is still not taken.
- FSS and SBE have been working towards the design of a new interdisciplinary international master track/program. These inter-faculty initiatives should be supported by the CvB because they require extra effort that cannot be considered part of the regular operational budget. The CvB did not grant policy funds to support this project but allows the faculty to use its reserves (€ 60k).
- Investments in Research Master, School of Governance, and PPE: we follow the business plans that have been made for these new investments. As at this start-up phase, the expected revenues are not enough to cover the costs, it will still not be possible to cover these investments from the regular budget. The CvB allows the faculty to use its reserves (€ 399k).
- Audits of research projects: during 2021 the new auditor EY raised difficulties in the audit of projects, which are required by some funding institutions. A workaround was used in one project but the risk remains until a structural solution is found. The CvB is addressing this issue.

### Operations

- The simultaneous impact of project MARS, TOLL, and Digital@VU significantly disturbed the faculty and increased the workpressure. Improvements in integrated planning, program management and change management are needed at the University.

## Appendix 2. Key points for the Joint Assembly

### 2.1 Alignment of FSS's priorities with the Joint Assembly's main concerns

FSS's priorities are aligned with the concerns of the Joint Assembly of the University, in all ten points discussed below. We believe that these points include the concerns of the Joint Assembly of the faculty. It is important to note that the priorities of the Joint Assembly cannot always be translated into concrete budget items, but they were taken into consideration in our choices over priorities. We present a brief reflection on how each point was considered in FSS's priorities and provide a link to the section in which more information can be found in your Annual Plan.

#### (1) Workload

The first priority of FSS is to reduce work pressure, which is being addressed with short-term and long-term ambitions. During 2022 we aim at validating the new workload model, reorganizing the administrative tasks, exploring possibilities to more decentralization in decision-making processes, and reducing the fragmentation of time during the academic year. We will also introduce "work pressure reduction" as a filter to evaluate all our decisions when we consider new actions. We measure our investment in work pressure reduction by the increase in the number of FTEs, which will amount to 10 FTE of academic staff (WP) and 2 FTE of supporting staff (OBP). More information can be found in Appendix 5 Personnel Policy.

#### (2) Student welfare

Student welfare is a core concern for FSS, visible in the use of part of the Quality Funds for Education and the funds to support student inflow, well-being and social bounding granted for 2022 (€ 182k). Detailed information on these plans can be found in Appendix 3 Education. Student welfare was not selected as one of the top 5 priorities of the faculty because a large part of the supporting services to students is under the responsibility of a central department of the University (SOZ). It is important thus to note that the investment of the faculty in this point is complemented by the investment of the University. In the faculty's budget this is seen as an increase of 17% (€ 345k) in the share of costs for students' services (KDM SOZ).

#### (3) Quality of education

The quality of education is one of the top 5 priorities of the faculty and our vision on quality is translated with the idea of active learning, which includes a mix of active pedagogies, blended learning, transdisciplinary and interdisciplinary education, and a transformation of methodology courses. Most of the investment of the faculty during 2022 will be directed to this priority, both by using 1GS funds to reinforce the academic staff and provide more time to transform their courses, and by using the Quality Funds for Education (€ 1.300k). A detail of these investments can be found in chapter 3. As explained above, a large part of the investment to improve the quality of education is centralized by the University. The University will look at developing new digital tools and into the possibilities of making educational activities possible on the campus on a larger scale, with priority for activities such as work groups and exams. These investments reflect in the faculty's budget as part of the increase of in the share of the costs related with IT, facilities (FCO), and student support (SOZ).

#### (4) Accessibility and hybrid education/work

During the last years we increased the use of ICT-tools to make learning and work accessible to both students and employees. We learned how technology can contribute to facilitate learning and working but also how the participants' experience can be impaired by the lack of face-to-face contact. During 2022 we will strive to find the best combination of online and offline elements. This has been defined within our top priorities P.2c and P.3b. The investment of the faculty in hybrid education and working during 2021 was visible for instance in the support of the FSS's blended learning team, and the hybrid working pilot in which the Education Office and an academic department participated. During 2022 we will strive to implement our lessons learned. Also in this case, the investment of the faculty is complemented by the investment of the University in technology and facilities and in the assembling of cross-functional teams from IT, FCO, HR, and

SOZ, devoted specifically to select the best options and incorporate best practices into policies and guidelines. The faculty will translate these policies and guidelines into specific plans adjusted to its own reality and will implement them during 2022.

#### **(5) PhD policy**

FSS has been improving the support to PhD candidates through the Graduate School of Social Sciences (GSSS), which operates as a cross-departmental unit with a budget of € 325k. During the pandemic, large efforts were made to provide support to students that struggled with delays in research, by applying the funds from NPO in contract extensions (€ 216k) and bursary support. In what comes to improvement in policy and procedures, the focus was on the design, discussion, and approval of a policy for a policy document with standards for supervision (including quality, frequency, composition of the supervision team, and training of supervisors). This will be implemented during 2022. Also for 2022, the focus of the GSSS will be on well-being (restarting activities that contribute to a sense of 'community'), increasing the support to research, the development of instruments to monitor and promote progress, and more offerings to enhance professional skills that can be applied in a wide range of professional practices. More information on these priorities can be found in Appendix 4 Research and Societal Impact. On the topic of well-being, the University invested in professional psychological support to PhD candidates during the pandemic but this external service was not successful and so more support was made available from the internal services from the university and faculties. The University intends to conduct research into the problems and challenges experienced by its PhD candidates, with attention to the different categories of PhD candidates, and will develop a vision and policy on this in cooperation with the employee participation body.

#### **(6) Safety across the board**

The safety of our students and staff is pursued by complementary efforts provided by the University and the Faculty. The physical safety depends on adapting the infrastructure and processes to the increased number of campus users, which is coordinated by a central service (FCO). In addition, social safety is pursued by several programs coordinated by a specialized team that includes confidential counselors. Social safety is part of our priority P.2e. At the level of faculty we already nominated three confidential counselors with different specializations (staff relationships, PhD candidates, research integrity) and we have been working closely with the University services to improve the procedures for handling complaints from students and staff. During 2022 the University will implement a policy for employee relationships. The faculty will invest in more clear communication about these policies and programs, more training to the counsellors, elaborating explicit guidelines for conduct in programs, and general training for all employees.

#### **(7) Inclusive policies**

Diversity and inclusion was defined as one of the top priorities for the faculty (P.2e). During 2021 the faculty introduced a new tenure-track model that aims to enable more diverse profiles, leveraged the mixed-classroom, supported events on gender diversity, deepened the relationship with the International Talent Board and Diversity Officer, offered a permanent position to one employee under the Participation Act, and launched a program with Diversity Contact Persons. These initiatives are important but are still not integrated into a consistent policy/ procedures. Moreover, a few planned actions were postponed to 2022, as an attempt to reduce the work pressure. During 2022 we will strive to implement these actions, to bring a more integrated perspective to the different dimensions of inclusion in a faculty-level policy, and to translate that policy into concrete measures in HRM procedures (starting with recruitment and promotions). These efforts are time consuming and thus require an explicit recognition of the time investment of the academic staff and a temporary reinforcement of the HR support. The operational budget of the faculty is not sufficient to cover this investment and thus we applied for policy resources. More information on this topic can be found in chapter 6. The faculty will also collaborate with the University, which aims to fulfil the action points of the university's 'Black Lives Matter' statement (Jun.20) and to review the VU's language policy, to look at the measures needed to ensure more inclusive participation of students and employees.

#### **(8) Recognition and Appreciation (“Erkenning en Waardering”)**

FSS defined a priority for employee well-being that is closely related with the issues of recognition and appreciation. The new tenure-track model, which was tested with a pilot during 2021, aims at providing more clarity and fair opportunities to all academic staff, and equal appreciation for profiles with differentiated emphasis on education, research, valorization or organization. It is expected that the model will be adjusted with the feedback from the pilot and fully adopted in 2022. The investment of the faculty in the development of this model in 2022 will correspond to more time granted to research tasks for junior tenure-trackers (€ 250k), and a reinforcement of the HR support (€ 18k). In what regards the non-academic staff (support), the teams are relatively small (max. 15 FTE) and the services are highly differentiated. In this case, the promotion of diversified profiles can be incentivized directly by the Heads of the supporting offices. The faculty has been working into the development of leadership of OBPs in such a way that they can act as coaches in exploring the diversified potential of each individual.

#### **(9) Accommodating lack of space**

The expectation of the faculty is that in 2022 the activities can fully resume on campus. However, even if this happens, there is uncertainty about the future use of space. The growth in number of students and staff, combined with diversified activities, may put an extra burden on campus space. At the same time campus presence may reduce as a result of a transformation towards blended learning and hybrid working. In this topic, the faculty will work in close connection with the University’s services. The lack of space in the long-run (or in the short-run if social distancing is required further) is a concern of the University and temporary emergency measures or facilities may be necessary. The central services are working towards ensuring that activities such as exams, meetings, work groups and most lectures can once again take place on campus, without having to rely on evening and weekend lectures. As explained, investments here will reflect in the faculty’s budget as an increase of the share of costs with facilities (KDM FCO).

#### **(10) Sustainability**

Sustainability is one of the three spearheads in the VU Strategy and last year the VU was the most sustainable university according to the *sustainabil*. FSS defined a sustainability policy already two years ago and the Sustainability Working group is monitoring its implementation. The dimensions of travelling and events were fully complied by enforcement of the pandemic. Moreover, the departments leveraged the research on this topic and the inclusion of the topic in courses and thesis. The workgroup also initiated a more close relationship with the Green Office. During 2022 we will continue our endeavors. The reason why this topic is not defined as one of the top 5 priorities of the faculty is because the University is very advanced in policies and guidelines and so the faculty will adopt a more reactive posture. Moreover, we have already started to strengthen sustainability as a research and valorization theme which is increasingly also affecting our educational programs. Active participation in ASI (Amsterdam Sustainability Institute) is one way of doing so. Regarding teaching, as part of the aforementioned Social Science for Society (SS4S) courses, all FSS bachelor programs will give students the opportunity to follow an interdisciplinary course on how the social sciences can contribute to establishing a sustainable world.

## 2.2 Outline of budget 2022

Activiteiten begroting van de primaire pr (afgeronde bedragen in k€)	plan 2022	plan 2023	plan 2024	plan 2025	plan 2026		
<b>ONDERWIJS</b>							
Onderwijs eerste geldstroom	21.360	21.800	22.100	22.100	22.100		
Onderwijs derde geldstroom	950	975	1.000	1.000	1.000		
<b>TOTAAL ONDERWIJS</b>	<b>22.310</b>	<b>22.775</b>	<b>23.100</b>	<b>23.100</b>	<b>23.100</b>		
<b>ONDERZOEK</b>							
Onderzoek eerste geldstroom	9.100	9.350	9.500	9.300	9.300		
Onderzoek tweede geldstroom	2.000	2.000	2.000	2.000	2.000		
Onderzoek derde geldstroom	3.950	4.000	4.000	4.000	4.000		
<b>TOTAAL ONDERZOEK</b>	<b>15.050</b>	<b>15.350</b>	<b>15.500</b>	<b>15.300</b>	<b>15.300</b>		
<b>Ondersteuning/bedrijfsvoering</b>	<b>97</b>	<b>75</b>	<b>85</b>	<b>45</b>	<b>41</b>		
<b>TOTAAL KOSTEN</b>	<b>37.457</b>	<b>38.200</b>	<b>38.685</b>	<b>38.445</b>	<b>38.441</b>		
<b>Formatieplan</b>	<b>real 2020</b>	<b>plan 2021</b>	<b>plan 2022</b>	<b>plan 2023</b>	<b>plan 2024</b>	<b>plan 2025</b>	<b>plan 2026</b>
Aantal fte wp	192,6	194,0	204,5	212,0	218,0	218,0	218,0
Aantal fte obp	38,6	38,0	40,0	41,0	41,0	41,0	41,0
<b>Aantal fte totaal</b>	<b>231,2</b>	<b>232,0</b>	<b>244,5</b>	<b>253,0</b>	<b>259,0</b>	<b>259,0</b>	<b>259,0</b>

In the budget process, the ambitions of the VU and of the faculty (expressed in the strategic plan/ multi-year plan) are translated into objectives and activities, and linked to the available resources. The budget process includes agreements made by the Faculty Board and the Executive Board of the University and agreements made by the internal departments and institutes with the Faculty Board. The Faculty Joint Assembly is consulted during the process and has right of consent on the main lines of the budget.

### Resources available for 2022

According to the University's framework, the faculty has to present a balanced annual budget, in which the projected costs correspond to the expected revenues. The revenues can correspond to 1GS, 2GS, and 3GS. The parameters used by the University to distribute the budget from the 1GS to the faculty (through a distribution model: VUSAM) will increase in terms of EC's and PhD dissertations and decline in terms of BA and Ma diplomas and FTEs devoted to 2GS projects. As a consequence, FSS will receive in 2022 more revenue (€ 2.506k) but will also pay more costs related with the central units of the University (KDM<sup>1</sup> costs will increase € 1.300k). The net increase of € 1.206k will be applied in the growth of salaries that is already committed (about 50%) and the extra budget will be distributed according to FSS's internal allocation model, which emphasizes the top five priorities of the faculty by allocating funds to central units and cross-departmental activities and giving the departments autonomy to apply the funds in the programs and research activities. The number of non EU/EEA students and students following the second study for the academic year 2021/22 has been increased causing the increase of revenue (€ 100k).

On top of the 1GS funds, the faculty will also receive the Quality Funds for Education which, as planned, will increase by € 400k (incl. indexation), funds for junior teachers € 257k, and funds for other activities € 143k. As explained in chapter 7, these funds are not incorporated into the regular operational budget of the faculty, and are controlled through separated administrative procedures. These funds are directly applied in the top five priorities of the faculty, as explained below.

<sup>1</sup> KDM is the cost allocation model used by the University to charge faculties with a normalized cost of the central services, according to a set of parameters

Occasionally, the faculty may present an unbalanced budget and ask for authorization of the CvB to use the reserves to cover the gap. FSS takes 2022 as a consolidation year and thus intends to follow the business plans that have been made for new investments, such as the Research Master, the School of Governance, and PPE. Still in their start-up phase, these projects do not yet generate enough revenue to cover the costs from the regular budget. The CvB allows us to use our reserves to cover this investment (€ 399k).

The faculty can apply for policy resources, which are attributed by the CvB according to the strategic priorities of the VU or as incentives to launch a new project that needs seed money (start-up phase). We will strive to launch a new track/program in 2022, in collaboration with SBE and requested policy funds that are necessary for preparing the organization, negotiation, and potential accreditation procedures (€ 60k). The CvB did not grant us policy funds but will allow us to use our reserves to fund this project. We also applied for policy funds to support our efforts of fostering diversity and inclusion (€ 63k) but this decision is still under analysis.

On top of the funds that are authorized directly by the CvB, the faculty can coordinate budgets that are attributed in connection with the central projects of the University. Such is the case for the coordination of the running theme Governance for Society (GfS), and the coordination of the Collaboration with Twente University (VUUT). For these projects, the faculty makes in-kind investments with the time allocated by its staff members (whose salaries are included in the regular budget) and may control the spending of extra funding (which is later included as a balanced revenue and cost, thus generating no result for the faculty).

### **Projected costs for 2022**

The VU uses a cost allocation model (KDM) to charge faculties with a normalized cost of the central services, according to a set of parameters. In this way, the investments made by the central services are reflected in the faculty's budget as an increase in the KDM costs. In preparing the budget, the faculty first allocates funds to pay for these central services and only the available budget is distributed internally. The intention in the long-run is to transfer these charges to the departments, educational programs, and projects. With the introduction of the new ERP system, these should in principle be decentralized to departments in 2022. The costs that are not included in the normalized services, such as printing and specific IT costs (licenses, laptops) are already charged directly to the departments. The hospitality is charged internally on the basis of t-1.

The budget available to distribute internally after the allocation of costs to pay the central services, will be primarily devoted to the top five priorities:

#### **(1) Work pressure reduction**

We will reinforce the academic and support teams with 10 FTE and 2 FTE respectively, which implies an increase of salary costs in the amount of € 1.013k. The investment in the number of FTEs for WP will have a direct effect in the reduction of work pressure, the quality of the education offered to students, and the research and valorization endeavors. It is important to emphasize the investment in financing the extra 20% of research time offered to tenure-trackers during the first two years of the track. Since 2021, the departments pay the extra 20% of time during the first year and the faculty makes reservations from the budget to pay the 20% time in the second year. In 2022, the budget for this cost corresponds to € 250k.

The investment in the number of FTEs for OBP will be directed at the reinforcement of the HR support with extra 0,2FTE (the total increase in support for 2022 will be 0,5FTE of which 0,3FTE comes from the central services), an operational coordinator for extra support in the implementation of the new workload and allocation models, controlling the Quality Funds for Education, planning and controlling the 3GS projects that are not managed centrally (<€ 25k), and extra help for ISR/VASS/SoG. This investment will release time to the taskforces that will be implementing the changes in the administrative tasks, decentralization of decision-making, and academic calendar.

**Commented [DOS1]:** Ewa: we should change our results and explanation tables according to this. The decision was taken during the BO with the CvB.

**Commented [WE2]:** Ik heb het voor 60k aangepast

## **(2) Employee well-being**

The investment in employee well-being can be seen in the direct allocation of the faculty's budget but also in the increase in the KDM charges, which represent the investment of the University in technology and facilities that facilitate hybrid working. The faculty will provide more HR support to facilitate the consolidation of the career-track model (please see above) and the search for more possibilities to grant permanent contracts to employees with differentiated profiles. To promote engagement and teamwork, the faculty makes reservations in the central budget of around € 15k and each department reinforces this with their own resources (the same amount was reserved in last years but not fully spent because of the pandemic).

To promote social safety and diversity, the faculty will invest € 30k to finance 25% of the appointment of employees under the Participation Act at the departments/ units. During 2021 the plans to think on the faculty's policies in terms of diversity were slowed down, in the effort to reduce the work pressure. For 2022 this topic should be addressed with reinforced support. The faculty applied for policy resources in the amount of € 63k to support the development and implementation of a faculty level policy and procedures.

## **(3) Active learning**

The financial resources applied to this priority will come from different sources. From the 1GS, and as explained in priority 1 above, the faculty will invest in more FTEs WP and in extension of FTEs in the education office to support the growth in the number of students. From the Quality Funds for Education, the faculty will invest in enlarging the teaching capacity (the departments are given additional budget for 15 FTE junior teachers – of which 10 fte junior teachers already got a position in 2021 or earlier). The investment in teaching will also come from a better allocation of time according to the new workload model. Important support will also come from the FSS blended learning team. For support related with student inflow, well-being and social bounding, FSS will receive € 162k in 2021 and € 182k in 2022. The University will also make relevant investments in new digital tools and space on the campus, which reflect in the faculty's budget as an increase in the share of the costs related with IT, facilities (FCO), and student support (SOZ).

It is also worthy of mention that the Research Master (ResMa) is an example of interdisciplinary education but the program is still not at the breakeven point, so there is still a need to use our reserves in the amount of € 184k. For the PPE (started in 2016/2017), start-up losses were foreseen over a period of 5 years (M€ 4.5) and the project is almost at breakeven. Considering the number of students registered for this year, the faculty is allowed to use its reserves in the amount of € 60k. A proposal is currently being worked out at PPE to ensure that the Judo/PhD candidates appointed there can be extended by two years to ensure that they have sufficient research time to meet the requirements of our GSSS. Pending the elaboration of the proposal, FSS has for the time being issued a guarantee that one year of research time will be made available at the end of the contract, in order to ensure that the PhD candidates can meet the requirements of the GSSS. This will still not have significant effects in the budget of 2022.

During 2022 the faculty will develop a proposal for an English-language track/program in MSc Public Administration: International Business – Government Collaboration. The faculty is allowed to use its reserves to support the operational development of the program (€ 60k).

## **(4) Governance of research institute and related units and maintaining high impact of research**

During its inception years, the ISR was partially funded from the faculty's reserves and from the university's strategic policy budget but it was agreed that the budget would be balanced in 2021. During 2021 we started a discussion on how to improve the organization of our research institute and its connections to other units. The reorganization might have consequences for the ISR budget that these are not predictable at this moment. So for 2022, we will keep the same budget as for 2021.

In what respects to the optimization of the research support, the budget will include an extension in the number of FTEs in OBPs: a reinforcement of 0,1 FTE of grant advisors and a 0,1 FTE expansion of the data steward contract, who also has a role in privacy and integrity, DMP & Ethic checks workflow and the WIZWI taskforce to strengthen our scientific integrity culture.

As in the last years, the strategic research budget amounts to near € 100k annually and runs through the budget of ISR. The investments for the Creative Spaces methodology will partly run through the ISR budget and the Research Bureau budget (i.e. extension grant advisors and datasteward).

Regarding the Graduate School (GSSS), we feel relief that we can employ the NWO/CAO and NPO corona means to postpone contracts and reduce work pressure. At the same time the GSSS aims to increase support to do high quality research, and in doing so, the Graduate Fund—currently underutilized under Corona lockdown—will be optimized.

The team of the Research Office and ISR will be strengthened by a new Management Trainee, who will support the teams with activities planned to maintain our scientific reputation by enhancing the visibility of our academic and societal relevance.

FSS is the secretary for the SoG and bears the risk for the start-up losses in 2020 and 2021. In 2021, the faculty invested € 144k in the SoG from the reserves and in 2022 we will invest € 155k.

FSS is the secretary for the Governance for Society theme and for this it received €62k in 2021 from the Executive Board/ Strategy funds. For 2022 we will again reapply for these funds. We believe that these funds will be granted and thus that there is no need to do additional investments on top of the in-kind investment already made by the faculty. The same is valid for the collaboration with Twente.

The investments explained above will be possible due to a reduction in the costs reserved by the faculty for the provision for unemployment and by making no reservations for the compensation for STOK (Stuurgroep onderwijskwaliteit).

### **Corona Effects**

Although we may now be at the last stage of the pandemic, it is still unclear how its effects will spread over 2022 and the coming years.

To cover delays in research projects and increase the safety of temporary academic staff working on research activities, FSS received/will receive and applied/will apply the following amounts, which respect to employment contract extensions:

- From the CAO/NWO, and to be applied to extensions until mid-2022, the amounts of € 86k and € 76k in 2020 and 2021, respectively;
- From the NPO, the amounts of € 216k and € 216k in 2021 and 2022, respectively.

As explained above, for support related with student inflow, well-being and social bounding, FSS will receive 162k in 2021 and 182k in 2022.



## Appendix 3. Education

### 3.1 Summary

During 2022 FSS aims to consolidate and improve the innovations started in the last years, investing in active learning (P.3.1a), blended learning (P.3b), transdisciplinary education (P.3c), interdisciplinary collaboration (P.3d), and adaptation of the Methodology courses (P.3e).

In addition to these priorities, four topics remain high on the agenda: the implementation of a uniform teaching load model that we label as teaching norm model (P.1a), critically explore the set-up of our thesis trajectories, explore the involvement of students in teaching and reviewing of student products, and also explore activities that prepare students for the labour market.

### 3.2 Quality Plan 2022

Making use of the quality agreements, in 2022 we aim to:

Ambitions	Problem, Opportunity, Goal	Milestone 31 December
3.1. 36 courses will be made more activating, both by using transdisciplinary education, pedagogical formats and blended learning	In particular in the BSc program we notice that students take a rather passive attitude, both in pre-corona and corona times. Additionally, we want to benefit from the online experiences of the last year. The FSS blended learning team will support teachers both by implementing blended learning or by giving support in finding an effective pedagogy.	36 innovated courses, that energize our teachers and students. NB we acknowledge that innovation is an iterative process; evaluations or student performance might be not sky high in the first run of an innovated course.
3.2. Development of interdisciplinary courses and programs	Transdisciplinary education entails interdisciplinarity. The current SS4S courses need to be revised. Moreover, we aim to develop a track global collaborative government in MSc PA in cooperation with SBE.	Course manuals including all relevant info for 6 SS4S courses. Blueprint of 4 courses of the new track and definite program description and assessment plan.
3.3. A wide variety of activities to prepare students for the labour market	Each year we aim to enlarge the number of workshops to acquire skills for the labour market. In addition to extracurricular activities, professional skills should also be embedded in the programs. Education on reflection on career perspectives will be improved by means of the mentorate. Improved alumni activities.	Each program has an articulated line for skills that prepare students for the labour market. A vivid career center and an active use of the career platform. Some programs made visible progress in alumni
3.4. Intensive use of facilities for faculty development	FSS has a blended learning team to support teachers, offers consulting hours and a wide variety of workshops to help teachers to design courses that revolve around active learning. Student-assistants are available to assist teachers. Moreover, teachers can get time to professionalize.	The FSS blended learning team is viewed as <i>the</i> place to go to if you want to innovate your course. Teams of teachers have developed themselves in topics relevant for their curriculum.

Below in Table 1.1, you find an overview of the projects that were financed by the budget from the quality agreements, specifications of the projects in 2021, the achieved results and the specifications of the projects for 2022.

Table 1.1 FSS projects financed by quality agreements: achievements in 2021 and plans in 2022

Voornamen	Project	Doel	Beoogd resultaat 2021	Stavaza tov beoogd resultaat 2021	Beoogd resultaat 2022	Beoogd resultaat 2024	Opmerkingen	Totale investering 2019-2024
1.a	Junior-docenten	Extra docenten tbv kleinschalig onderwijs	10 fte juniordocenten in aanvulling op juniordocenten gefinancierd uit de reguliere begroting	Budget wordt gebruikt voor aanstellen extra docenten (junior docenten of docenten of half/half docenten-promovendi	15 fte (junior)docenten in aanvulling op docenten. Regulier budget	19 fte juniordocenten in aanvulling op juniordocenten gefinancierd uit de reguliere begroting	Junior-docent' dient ruim gedefinieerd te worden.	€ 3.503.230
1.b	Activerend en innovatief (incl digitaal) onderwijs	Activerend & blended onderwijs in alle cursussen, aansluitende toetsing (implementatie fac. toetsbeleid), theorie en vaardigheden geïntegreerd, sterk mentoraat, mixed classroom	36 cursussen zijn activerend gemaakt (dwz hebben de beschreven kenmerken)	37 aangepaste cursussen of geheel nieuwe cursussen worden per 31 dec opgeleverd. Juli 2021: 60% voltooid.	36 cursussen zijn aangepast, en/of leerlijnen binnen cursussen aangebracht.	Alle cursussen zijn activerend gemaakt (dwz hebben de beschreven kenmerken)	Aanpassing doelstelling: niet alleen cursussen, ook binding en bondingsactiviteiten	€ 1.436.954
3.c	Taalvaardigheid studenten	De internationale studenten willen wij een breed perspectief op de internationale en Nederlandse arbeidsmarkt bieden.	Nagenoeg alle internationale studenten volgen een basiscursus Nederlands	waarschijnlijk door corona is het animo voor taalcursussen laag.	Nagenoeg alle internationale studenten volgen een basiscursus Nederlands	Nagenoeg alle internationale studenten volgen een basiscursus Nederlands		€ 26.000
3.e	Aansluiting arbeidsmarkt, mentoraat	Career center opzetten met uitgebreid carrière platform, arbeidsvoorbereiden de workshops en alumni die studenten begeleiden	- Carer platform heeft zijn uiteindelijke vorm voor intern en externe toegang. - Aanbod 2 à 3 cursussen. - Studievaardig-heden in mentoraat.	Career platform heeft gewenste vorm. Zoeken is naar toegang voor stakeholders buiten universiteit. Aanbod cursussen ruimschoots gehaald: minimaal 20 per jaar. Attendance moet nog verbeteren.	Leerlijnen arbeidsmarktaansluiting in curricula. - oplossing voor toegankelijkheid carrière platform van buiten VU voor etalering CSL-projecten - Ongeveer 20 workshops per jaar, extracurriculair - Pilot alumni-buddyproject	- Goed gevuld carrière platform mbv student-assistenten die in de opleidingen werkzaam zijn. - Flexibel aanbod cursussen. - Alumnibuddyproject. - CSL projecten op carrière platform. - Inbedding in mentoraat		€ 252.389

4.a	Portfolioverbeten- tering/inhoud- elijke vernieuwing	Up-to-date methodenonderwijs, incl. multimethodisch onderwijs. In kunnen spelen op maatschappelijke veranderingen w.o. onderwijs in sociale wetenschappen en technologie.	Uitgewerkt plan up-to- date B&O. Plan en cursus computationele methoden.	Plan B&O is klaar. In najaar uitwerking implementatie. Plan M&T in najaar 2021	Aanpassing M&T- onderwijs Integratie M&T in theoretisch onderwijs in 4 curricula	- Onderwijs in technologie en sociale wetenschappen: cursus/minor/wellicht ba/ma. - Computationale methoden/ multimethodisch onderzoek in curricula. - Activiteiten ter reflectie op inhoud van de curricula.		€ 208.757
4.a	Leerlijn multimethodisch onderwijs	Dit project wordt per 2021 opgenomen in project Portfolioverbetering.	Multimethodisch practicum bij SOC., werkgroep is door corona even on hold gezet. Wel disseminatie van ervaringen met Resma.	Dit project wordt per 2021 opgenomen in project Portfolioverbetering.	nvt	Dit project wordt per 2021 opgenomen in project Portfolioverbetering.		€ 21.500
4.a	Community service learning/trans- disciplinair	Facultaire ondersteuning voor opleidingen tbv uitrollen CSL/transdisciplinair onderwijs.	Faculteitsbrede kerngroep heeft transdisciplinair & CSL onderwijs in kaart gebracht, lessons learned gedestilleerd.	Rapport opgeleverd en besproken in BMDO (najaar 2021).	Meet ups over CSL Netwerkcoördinatoren overleg Kerngroep voor transdisciplinair onderwijs/CSL.	- Kerngroep beschikbaar om docenten te adviseren over transdisciplinair/CSL onderwijs mbv handleiding ontwikkelen transdisciplinair onderwijs. - Meet ups om kennis te delen. - Etalage op career platform. - Overleg netwerkcoördinatoren tbv effectieve samenwerking stakeholders buiten de VU.		€ 120.931
4.b	Interdisciplinair onderwijs	Nieuwe, up-to-date interdisciplinaire cursussen in jaar 2. Gezamenlijk leren hoe interdisciplinair onderwijs goed vorm te geven en uit te voeren.	6 nieuwe SS4S cursussen.	Project naar 2022 vershoven.	6 nieuwe SS4S cursussen.	Voortdurende professionalisering mbt interdisciplinair onderwijs. In curricula enkele interdisciplinaire cursussen.		€ 138.579
4.c	Internationale afstudeer- richtingen	Verstevigen internationale bachelors	Er zijn drie internationale bachelors tracks ontwikkeld en geïmplementeerd	Er zijn drie internationale bachelors tracks ontwikkeld en geïmplementeerd	nvt	Er zijn drie internationale bachelors tracks ontwikkeld en geïmplementeerd	Project t/m 2020	€ 116.193
5.b	Ondersteuning innovatief onderwijs, inclusief studylabs	Voortdurende kennissuïtwisseling over tools en ontwerp online/blended onderwijs. Effectief gebruik van TestVision, Canvas en daaraan aangehangen tools.	ICT&O team van beleidsmedewerker en student-assistenten. - Online workshops. - Spreekuren. - Bijeenkomsten ter ondersteuning judo's en student-assistenten van de afdelingen.	Gerealiseerd: - ICT&O team van beleidsmedewerker, expert-docenten en sa-en. - Online workshops & spreekuren. - Bijeenkomsten ter ondersteuning judo's en sa-en vd afde- lingen: in najaar.	ICT&O team van beleidsmedewerker, expert-docenten en sa-en. - Online workshops & spreekuren. - Bijeenkomsten ter ondersteuning judo's en sa-en vd afde- lingen -Intervisie& meet ups	- Kleine 'werkplaats' waar docenten met een student at their desk kunnen experimenteren met online onderwijs; - Menskracht voor video editing.	Extra budget ter ondersteuning facultair blended learning team	€ 300.179
6.b	Docenten- professiona- lisering	Mogelijkheid voor docenten om zich te professionaliseren in didactische vaardigheden, nieuwe onderwijsconcepten, onderwijskundig leiderschap en nieuwe onderzoek- methoden.	VU-brede aanbod. Geen extra kwaliteitsgelden van faculteit in 2021		Docenten wordt een mogelijkheid geboden zich te professionaliseren. Vraag en aanbod wordt per jaar bij elkaar gebracht.	Er is een levendige professionaliserings- cultuur bij FSW.	Start budget 2022	€ 199.879

Note that **some projects** planned in 2021 are **postponed** and will be executed in 2022:

- The 20k indexation is contributed to junior teachers.
- The renewal of the MSc Sociology is somewhat postponed. In 2021 a global blueprint is designed. The elaborative design of the courses is scheduled in 2022, due to corona-related workload issues.
- The M&T taskforce will deliver its report in autumn 2021. Hence, the reservation for the innovation of our M&T education is pushed back to 2022.
- The development of the interdisciplinary courses *Social Sciences for Society* is postponed to 2022. Only the global set-up: themes, learning objectives, assessments and teams will be delivered in 2021.

Table 1.2 Financial overview of changes in allocation quality agreement budget

Kwaliteitsthema	voor- hemen	Project	Begroting 2021	Begroting 2022	Begroting 2023	Begroting 2024	Totaal 2021- 2024	Prognose 2021	Begroting 2022	Begroting 2023	Begroting 2024
<b>FACULTEIT DER SOCIALE WETENSCHAPPEN</b>											
1.a Meer docenten	1.a	Junior docenten	€ 531.295	€ 766.661	€ 807.556	€ 960.882	€ 3.066.394	€ 540.894	€ 753.000	€ 790.000	€ 935.000
	1.a	<b>Subtotaal 1.a meer docenten</b>	<b>€ 531.295</b>	<b>€ 766.661</b>	<b>€ 807.556</b>	<b>€ 960.882</b>	<b>€ 3.066.394</b>	<b>€ 540.894</b>	<b>€ 753.000</b>	<b>€ 790.000</b>	<b>€ 935.000</b>
1.b Meer activerende onderwijsvormen	1.b	Activerend, innovatief incl. digitaal onderwijs	€ 316.322	€ 337.331	€ 357.778	€ 419.108	€ 1.430.539	€ 300.000	€ 340.000	€ 350.000	€ 410.000
	1.b	<b>Subtotaal 1.b meer activerende onderwijsvormen</b>	<b>€ 316.322</b>	<b>€ 337.331</b>	<b>€ 357.778</b>	<b>€ 419.108</b>	<b>€ 1.430.539</b>	<b>€ 300.000</b>	<b>€ 340.000</b>	<b>€ 350.000</b>	<b>€ 410.000</b>
<b>Totaal thema 1 Onderwijsinnovatie</b>			<b>€ 847.617</b>	<b>€ 1.103.992</b>	<b>€ 1.165.334</b>	<b>€ 1.379.990</b>	<b>€ 4.496.933</b>	<b>€ 840.894</b>	<b>€ 1.093.000</b>	<b>€ 1.140.000</b>	<b>€ 1.345.000</b>
<b>Totaal thema 2 Begeleiding studenten</b>			<b>€ 0</b>	<b>€ 0</b>	<b>€ 0</b>	<b>€ 0</b>	<b>€ 0</b>	<b>€ 0</b>	<b>€ 0</b>	<b>€ 0</b>	<b>€ 0</b>
3.c Taalvaardigheid studenten	3.c	Taalvaardigheid studenten	€ 4.082	€ 5.111	€ 5.111	€ 5.111	€ 19.415	€ 4.000	€ 5.000	€ 5.000	€ 5.000
	3.c	<b>Subtelling 3.c Taalvaardigheid studenten</b>	<b>€ 4.082</b>	<b>€ 5.111</b>	<b>€ 5.111</b>	<b>€ 5.111</b>	<b>€ 19.415</b>	<b>€ 4.000</b>	<b>€ 5.000</b>	<b>€ 5.000</b>	<b>€ 5.000</b>
3.e Overstap arbeidsmarkt	3.e	Aansluiting arbeidsmarkt / mentoraat	€ 46.938	€ 61.333	€ 61.333	€ 61.333	€ 230.937	€ 46.000	€ 60.000	€ 60.000	€ 60.000
	3.e	<b>Subtelling 3.e Overstap arbeidsmarkt</b>	<b>€ 46.938</b>	<b>€ 61.333</b>	<b>€ 61.333</b>	<b>€ 61.333</b>	<b>€ 230.937</b>	<b>€ 46.000</b>	<b>€ 60.000</b>	<b>€ 60.000</b>	<b>€ 60.000</b>
<b>Totaal thema 3 Studiesucces</b>			<b>€ 51.020</b>	<b>€ 66.444</b>	<b>€ 66.444</b>	<b>€ 66.444</b>	<b>€ 250.352</b>	<b>€ 50.000</b>	<b>€ 65.000</b>	<b>€ 65.000</b>	<b>€ 65.000</b>
4.a versterken profiel	4.a	Portfoliobetering / inhoudelijke vernieuwing	€ 20.408	€ 20.444	€ 20.444	€ 30.666	€ 91.963	€ 0	€ 40.000	€ 20.000	€ 30.000
	4.a	Leerlijn multimethodisch onderwijs					€ 0				
	4.a	Community Service Learning / transdisciplinair	€ 20.408	€ 20.444	€ 20.444	€ 20.444	€ 81.741	€ 20.000	€ 20.000	€ 20.000	€ 30.000
	4.a	<b>Subtelling 4.a Versterken profiel</b>	<b>€ 40.816</b>	<b>€ 40.889</b>	<b>€ 40.889</b>	<b>€ 51.111</b>	<b>€ 173.704</b>	<b>€ 20.000</b>	<b>€ 60.000</b>	<b>€ 40.000</b>	<b>€ 60.000</b>
4.b Interdisciplinair samenwerken	4.b	Interdisciplinair onderwijs	€ 40.816	€ 0	€ 0	€ 0	€ 40.816	€ 15.000	€ 43.000	€ 18.000	€ 18.000
	4.b	<b>Subtelling 4.b Interdisciplinair samenwerken</b>	<b>€ 40.816</b>	<b>€ 0</b>	<b>€ 0</b>	<b>€ 0</b>	<b>€ 40.816</b>	<b>€ 15.000</b>	<b>€ 43.000</b>	<b>€ 18.000</b>	<b>€ 18.000</b>
<b>Totaal thema 4 Onderwijsdifferentiatie</b>			<b>€ 81.631</b>	<b>€ 40.889</b>	<b>€ 40.889</b>	<b>€ 51.111</b>	<b>€ 214.520</b>	<b>€ 35.000</b>	<b>€ 103.000</b>	<b>€ 58.000</b>	<b>€ 78.000</b>
5.b ondersteuning innovatief onderwijs	5.b	Ondersteuning innovatief onderwijs, inclusief studylabs	€ 30.612	€ 40.889	€ 51.111	€ 61.333	€ 183.944	€ 30.000	€ 40.000	€ 50.000	€ 60.000
	5.b	<b>Subtotaal 5.b ondersteuning inn. Onderwijs</b>	<b>€ 30.612</b>	<b>€ 40.889</b>	<b>€ 51.111</b>	<b>€ 61.333</b>	<b>€ 183.944</b>	<b>€ 30.000</b>	<b>€ 40.000</b>	<b>€ 50.000</b>	<b>€ 60.000</b>
<b>Totaal thema 5 Onderwijsfaciliteiten</b>			<b>€ 30.612</b>	<b>€ 40.889</b>	<b>€ 51.111</b>	<b>€ 61.333</b>	<b>€ 183.944</b>	<b>€ 30.000</b>	<b>€ 40.000</b>	<b>€ 50.000</b>	<b>€ 60.000</b>
6.b ondersteunen innovatief lesgeven	6.b	Docentprofessionalisering	€ 0	€ 55.388	€ 67.697	€ 81.235	€ 204.320	€ 0	€ 54.184	€ 66.225	€ 79.470
	6.b	<b>Totaal 6.b ondersteuning innovatief lesgeven</b>	<b>€ 0</b>	<b>€ 55.388</b>	<b>€ 67.697</b>	<b>€ 81.235</b>	<b>€ 204.320</b>	<b>€ 0</b>	<b>€ 54.184</b>	<b>€ 66.225</b>	<b>€ 79.470</b>
<b>Totaal thema 6 Docentkwaliteit</b>			<b>€ 0</b>	<b>€ 55.388</b>	<b>€ 67.697</b>	<b>€ 81.235</b>	<b>€ 204.320</b>	<b>€ 0</b>	<b>€ 54.184</b>	<b>€ 66.225</b>	<b>€ 79.470</b>
<b>Nog te bestemden</b>								€ 55.707	-€ 55.224	€ 1.569	-€ 300
<b>TOTAAL SOCIALE WETENSCHAPPEN</b>			<b>€ 1.010.879</b>	<b>€ 1.307.601</b>	<b>€ 1.391.475</b>	<b>€ 1.640.113</b>	<b>€ 5.350.069</b>	<b>€ 1.011.601</b>	<b>€ 1.299.960</b>	<b>€ 1.380.794</b>	<b>€ 1.627.178</b>

NB Note that in the column Totaal 2021-2024, the totals per project are the budgeted totals **before 2021**. Per project, the total might have been changed due to recent indexation and changes of the quality agreement budget in 2021.

### 3.3 Main ambitions and priorities for Education in 2022

The ambitions described in the VU strategy are the driving force for the ambitions and priorities that FSS has set for 2022. Our main focus in 2022 is on active learning.

FSS aims to have active learning as the single most defining characteristic of its programs: starting at day 1, and implemented throughout the curriculum. Active learning concerns both the learning activities in courses and the pedagogical set-up that affects the content of programs. To start with the latter: students will adopt an active learning attitude if they understand the relevance of what they are learning and if they are challenged to apply their knowledge to problems and dilemmas that occur in the professional field. Transdisciplinary education such as community service learning is a strong means to encourage students to connect their knowledge with 'real problems' and -in the slipstream- equip them with skills they need for the labour market. Transdisciplinary education refers to a pedagogy that invites students to engage with assignments and projects from stakeholders outside the university. We work with stakeholders both from the profit and the public sector. If projects contribute to the wellbeing of groups in society with certain needs or in underprivileged positions, we label these assignments as community service learning. It goes

without saying that community service learning projects are included in the programs of our faculty. Moreover, FSS aims to improve the learning activities in courses by implementing approaches such as case-based learning and an adequate use of digital tools.

Making use of funding available through the quality agreements, FSS will invest in furthering the use of active learning techniques throughout all FSS courses and curricula. In the coming years all programs will implement active learning as the cornerstone of their didactics. Digital tools play an indispensable role in curricula that focus on active learning. Benefitting from our experiences with online teaching, we want purposefully implement online tools to channel the learning process of students without increasing the workload for teachers and to make face-to-face education more effective. In line with our focus on activating education, FSS will invest in staff development to equip our teachers with the skills to use online learning tools effectively and to make face to face education a challenging, collaborative experience. These interventions concern the level of courses and enable us to involve large groups of teachers who want to improve their courses step by step. Transdisciplinary education and pedagogies such as case-based learning are adaptations on program level.

What do we talk about when we talk about activating education at FSS?

- Programs link theoretical instruction to the development of skills, both academic skills such as conducting research, and personal skills such as collaboration as well as professional skills such as time management and project skills. Some FSS programs explicitly incorporate transdisciplinary education as main pedagogy, others combine a few transdisciplinary courses with skills training in the theoretical courses or combine project education and team-based learning.
- On campus education is designed so that students can participate only if they are prepared. This is the case with the aforementioned didactics; large-scale instruction such as case-based learning and peer learning in large-scale sessions are impossible to follow if students are not prepared.
- Assessments of courses will often be at higher cognitive levels: applying knowledge in realistic situations. In addition, practice-based education means that the assessment forms are varied, namely, using products that a college graduate should also produce. The assessment plans of each program express this.
- Education will be ICT-supported. The functionalities of Canvas are used intensively, software such as Feedbackfruits is used to study literature, process information from clips, provide each other with feedback, and review each other's products. The student learning pathway is an effective blend of digital education and on campus learning. Every course at FSS uses a number of digital resources that make self-study and group work more effective.
- We leverage diversity in teaching. In small-scale education, that means paying attention to getting to know each other, working in ways that require students to use each other's knowledge and skills, but also having students teach and mentor each other.

Moreover, in the BSc Sociology we make the first steps in the development of education in social entrepreneurship. In 2022 we will develop the courses and workshops to equip our students for a project social entrepreneurship that they will do for or with a stakeholder outside the VU. In the first semester of academic year 2022-2023, the social entrepreneurship modules will run.



Table 1.5 First year enrolment BSc and MSc, only first program enrolments

Fac	OPLEIDING	Landelijke opleiding	2015		2016		2017		2018		2019		2020		2021 prog		2022 raming		2023 raming		2024 raming		2025 raming			
			aantal	ortho. aantal	aantal	ortho. aantal	aantal	ortho. aantal	aantal	ortho. aantal	aantal	ortho. aantal	aantal	ortho. aantal	aantal	ortho. aantal	aantal	ortho. aantal	aantal	ortho. aantal	aantal	ortho. aantal	aantal	ortho. aantal		
FWW	B Bestuurs- en Organisatieve etenschap	VU B Bestuurs- en Organisatieve etenschap	160	-58	142	-18	89	-53	110	21	113	3	153	40	160	7	160	0	160	0	160	0	160	0	160	0
	B Communicatieve etenschap	VU B Communicatieve etenschap	89	-8	69	-20	48	-21	48	0	88	40	100	12	138	38	140	2	140	0	140	0	140	0	140	0
	B Culturele Antropologie en Ortho Mediosociologie	VU B Culturele Antropologie en Ortho Mediosociologie	43	4	33	-10	22	-11	65	43	88	23	72	-16	82	10	95	13	100	5	100	0	100	0	100	0
	B Politologie	VU B Politologie	69	2	54	-15	47	-7	49	2	102	53	119	17	180	61	180	0	180	0	180	0	180	0	180	0
	B Sociologie	VU B Sociologie	21	-14	25	4	24	-1	24	0	34	10	56	22	57	1	60	3	60	0	60	0	60	0	60	0
	M Beleid, Communicatie en Organisatie	VU M Culture, Organization and Management	81	22	169	88	173	4	158	-15	189	31	158	-31	200	42	175	-25	175	0	175	0	175	0	175	0
	M Culture, Organization and Management	VU M Culture, Organization and Management	81		65	-16	64	-1	74	10	79	5	86	7	96	10	100	4	100	0	100	0	100	0	100	0
	M Bestuurskunde	VU M Bestuurskunde	81	15	109	28	103	-6	105	2	105	0	144	39	203	59	200	-3	200	0	200	0	200	0	200	0
	M Communicatieve etenschap	VU M Communicatieve etenschap	176	33	145	-31	130	-15	132	2	104	-28	130	26	159	29	160	1	160	0	160	0	160	0	160	0
	M Political Science	VU M Political Science	32	-8	38	6	48	10	55	7	50	-5	80	30	103	23	100	-3	100	0	100	0	100	0	100	0
	M Social and Cultural Anthropology	VU M Social and Cultural Anthropology	27	27	36	9	24	-12	29	5	38	9	29	-8	36	7	40	4	40	0	40	0	40	0	40	0
	M Sociologie	VU M Sociologie	22	0	31	9	32	1	31	-1	38	7	48	10	49	1	50	1	50	0	50	0	50	0	50	0
	IM Societal Resilience	VU IM Societal Resilience	0	0	0	0	0	0	0	7	7	15	8	15	1	25	9	30	5	30	0	30	0	30	0	
	IM Beleid, Communicatie en Organisatie	VU IM Beleid, Communicatie en Organisatie	106	-49	122	16	116	-6	123	7	113	-10	145	32	120	-25	130	10	130	0	130	0	130	0	130	0
	IM Bestuurskunde	VU IM Bestuurskunde	61	3	72	11	60	-12	72	12	59	-13	135	76	82	-53	100	18	100	0	100	0	100	0	100	0
	IM Culture, Organization and Management	VU IM Culture, Organization and Management	21	-18	28	7	24	-4	32	8	36	4	35	-1	38	3	40	2	40	0	40	0	40	0	40	0
	IM Communicatieve etenschap	VU IM Communicatieve etenschap	114	-32	116	2	115	-1	82	-33	82	0	105	23	87	-18	90	3	90	0	90	0	90	0	90	0
	IM Political Science	VU IM Political Science	2	-10	10	8	11	1	13	2	11	-2	25	14	44	19	40	-4	40	0	40	0	40	0	40	0
	IM Social and Cultural Anthropology	VU IM Social and Cultural Anthropology	25	4	11	-14	15	4	21	6	19	-2	14	-5	15	1	20	5	20	0	20	0	20	0	20	0
	IM Sociologie	VU IM Sociologie	26	11	18	-8	18	0	19	1	22	3	27	5	13	-14	20	7	20	0	20	0	20	0	20	0
	TOTAAL		1.237	-76	1.293	66	1.163	-139	1.242	79	1.377	135	1.676	289	45	202	1.925	47	1.935	16	1.935	6	1.935	9	1.935	9

Overall, FSS has faced growing student numbers in the last years. This process urges us and the VU to rethink the aims: do we want to grow no matter the program and the facilities we can offer or do we want to let grow certain programs purposefully while other FSS programs can remain a bit smaller? We opt for the second path:

- The **BSc Sociology** is completely revised and therefore we strive for higher student numbers in 2022. A limited grow in 2021 allows for some experiments during the implementation of the new program. If the program is fully implemented, it is rewarding for all staff involved that the program becomes more attractive. We aim to attract 75 first year students yearly.
- We developed a **Research Master Societal Resilience** that stands out content wise, because of its mixed methods approach, strong reliance on transdisciplinary teaching and regarding student satisfaction (see NSE). We aim to attract at least 25 students in 2022.
- The influx in **both programs of Anthropology** lags somewhat behind, due to the internationalization of the program of the UvA. We want to invest extra marketing efforts to get the same influx of students as two years ago.
- **BCO** seems to 'suffer' rather strong fluctuations in student numbers. After a dip last year, the program seems to be embraced by many more prospective Master students. We accept these fluctuations but this implies that we need to think through how the department may alleviate sudden work pressure.
- In 2021-2022 we have seen a steep rise of the number of **honours students**. Generally 15-18 FSS students participate in the honours program. This year 35 students enrolled in the program. We involved more students in the marketing and this may have led to growing numbers. For 2022, we want the achieve the same level of enthusiasm for the honours program!
- In 2021 we completed the **stream lining of the entrance requirements** of the master programs. Apart from the research master SR, no program presents itself as being selective.
- We feel that there is still a world to win if we professionalize **Communication and Marketing**. We are content with the enthusiasm and renewal of strategies, but the C&M-policy often feels rather at random: intentions lack a follow up, project management can be much better and we lack insight into the effects of communication strategies and hence how effective it is to invest budget in particular strategies. We genuinely value the enormous efforts and time investments of the individual employees but feel that

they are overloaded. This situation that lasts already a couple of years definitely worries us, both from the perspective of humane HRM and from the perspective of adequate C&M approaches.

#### *Portfolio*

- In 2022 improvement of portfolio entails mostly [improvements of the programs](#) and the articulation of these improvements in our communication. This holds for Bestuurs- en Organisationswetenschap, the Master Communication Science and the further development of a total renewed bachelor Sociology. In addition to this, we will develop [a new interdisciplinary track in the Master Public Administration](#), as a joint effort with SBE: International Business-government Collaboration. Moreover, we will develop a minor [Computational Social Science](#).
- Selling point of the majority of our programs will be [transdisciplinary education](#) and the [interdisciplinarity](#) that is fundamental for transdisciplinary education. Along the lines of process management, we will extend the pockets of transdisciplinary education in our programs.

#### **3.3.2. A strong quality culture**

- Overall, FSS has a strong quality structure with [monthly meetings of the program directors](#), of the program coordinators, twice a year an indepth analysis with the program director, program coordinator, portfolioholder and director of education. Recently, we felt that we should spend more time on innovative topics in the program directors meetings; yet, we are used to deal with corona-related issues and the moment is there to look to the future.
- We implemented a yearly reflection on the evaluation plan of the programs. However, we still feel that there is an [inclination for using quantitative evaluations](#) on the expense of qualitative information gathering. In particular junior teachers or teachers who do not have a permanent position, feel that they should be able to hand over quantitative evaluations to get either a permanent position or another job. Since there is sufficient evidence that students and teachers do not deeply improve by getting numerical feedback instead of rich qualitative feedback, more value should be attached on qualitative evaluations. FSS will continue to encourage programs to evaluate with focus groups (as we did this year on faculty level) and by means of intervision, that is class visits of colleagues.
- If the new evaluation system is implemented, we want to [report on themes](#) and not only on the level of courses. E.g. a report that compares small group work between courses may elicit discussion about effective group work, assignments that encourage students to be prepared etc.

#### *NSE results*



Table 1.6 NSE results 2022

NSE 2021 resultaten themascores FSW Dacheopleidingen												
Inhoud en inzet van het onderwijs	Aanpak van beroepspraktijk / beroepsdoelen	Docenten aan de opleiding	Studieopleiding	Toetsing en beoordeling	Betrokkenheid en contact	Algemere vereisten	Wetenschappelijke vereisten	Praktijkgericht onderzoek	Interdisciplinair aspecten	Reflectie	Afsluitend examen	Gezamenlijke afhandeling
SOC 3.87	SOC 3.05	SOC 4.09	OW 4.09	SOC 3.83	SOC 4.10	SOC 3.93	B&O 4.14	B&O 4.14	CAO 4.06	CAO 3.87	SOC 3.52	SOC 4.02
B&O 3.78	POL 2.92	POL 3.89	POL 4.08	B&O 3.73	POL 3.94	B&O 3.91	SOC 4.10	SOC 4.10	POL 3.66	POL 3.72	B&O 3.48	POL 3.93
POL 3.77	CW 2.81	CW 3.74	B&O 4.02	POL 3.69	CW 3.90	CW 3.87	POL 3.97	POL 3.97	SOC 3.47	SOC 3.63	CW 3.41	CW 3.88
CW 3.72	CAO 2.77	B&O 3.74	CAO 3.88	CW 3.62	CAO 3.82	POL 3.85	CW 3.94	CW 3.94	CW 3.32	CW 3.40	POL 3.37	B&O 3.87
CAO 3.69	B&O 2.74	CAO 3.72	SOC 3.78	CAO 3.52	B&O 3.81	CAO 3.80	CAO 3.68	CAO 3.68	B&O 3.28	B&O 3.39	CAO 3.13	CAO 3.72

  

NSE 2021 resultaten themascores FSW Masteropleidingen												
Inhoud en inzet van het onderwijs	Aanpak van beroepspraktijk / beroepsdoelen	Docenten aan de opleiding	Studieopleiding	Toetsing en beoordeling	Betrokkenheid en contact	Algemere vereisten	Wetenschappelijke vereisten	Praktijkgericht onderzoek	Interdisciplinair aspecten	Reflectie	Afsluitend examen	Gezamenlijke afhandeling
SR 4.17	SR 3.77	SR 4.25	SCA 4.38	SOC 4.13	SR 4.40	SR 4.32	CW 4.35	CW 4.35	SCA 3.95	SR 3.97	CW 3.84	SR 4.35
CW 4.04	CW 3.27	SCA 4.23	COM 4.00	SR 3.97	COM 4.10	CW 4.02	SR 4.25	SR 4.25	COM 3.75	COM 3.82	SCA 3.75	SOC 3.84
SCA 4.01	COM 3.18	CW 4.10	CW 3.90	CW 3.96	SCA 4.08	SOC 3.93	BCO 4.18	BCO 4.18	SR 3.63	SOC 3.81	COM 3.66	CW 3.84
COM 4.01	SCA 3.06	COM 4.10	SR 3.79	SCA 3.86	CW 4.01	BCO 3.88	SOC 4.13	SOC 4.13	SOC 3.05	SCA 3.80	BCO 3.65	BK 3.82
SOC 3.95	BK 3.03	SOC 4.05	BK 3.59	BCO 3.83	SOC 3.99	COM 3.85	COM 4.01	COM 4.01	PS 2.93	CW 3.73	SR 3.62	BCO 3.81
BCO 3.84	BCO 3.02	BCO 3.99	SOC 3.50	COM 3.72	BCO 3.93	SCA 3.82	BK 3.95	BK 3.95	BK 2.91	BK 3.66	SOC 3.54	COM 3.79
BK 3.76	SOC 2.73	BK 3.95	BCO 3.45	BK 3.67	BK 3.86	PS 3.73	SCA 3.80	SCA 3.80	CW 2.83	PS 3.63	BK 3.48	SCA 3.78
PS 3.53	PS 2.44	PS 3.63	PS 2.87	PS 3.22	PS 3.57	BK 3.65	PS 3.78	PS 3.78	BCO 2.78	BCO 3.49	PS 3.48	PS 3.65

In contrast to previous Annual Plans, we do not present the results of 2021 in relation to previous years. The NSE questions are adapted in 2021. This makes a true comparison between years difficult. Therefore, we choose to present the results of the FSS programs in relation to each other to enable the reader to interpret the results. We want to focus on two striking results:

- The excellent results of the research master SR. Even preparation for the labour market – a question that scores nation-wide low- is valued positive by the SR-students.
- The satisfaction for the BSc and the MSc of some disciplines diverges highly even if a more or less same teachers’ corps is involved. Compare e.g. BSc CAO and MSc SCA and the BSc POL and the MSc POL. It is difficult to pinpoint the underlying reasons.

Midterm reviews and accreditation

In 2021 a few midterm reviews were scheduled: the BSc and MSc of Political Sciences, the BSc Bestuurs- en Organisatiewetenschappen and Bestuurskunde. At this moment, we are waiting for the final reports, but overall the panels showed to be rather positive. For 2022, quite a few midterm reviews are on the way, see Table 1.7.

Table 1.7 Schedule for midterms

Code	Subject	Responsible	Date	Year	Visit
69333	Societal Resilience	resma	01/11/23	2021	bezoek feb 2022
60050	M Culture, Organization and Management	ma	01/11/24	2022	bezoek feb 2022
60052	M Beleid, Communicatie en Organisatie	ma	01/11/24	2022	bezoek feb 2022
56615	B Communicatiewetenschap	ba	01/05/25	2022	bezoek juni 2022
66615	M Communicatiewetenschap	ma	01/05/25	2022	bezoek juni 2022
50035	B Culturele Antropologie en Ontwikkelingssociologie	ba	01/05/25	2022	bezoek juni 2022
60049	M Social and Cultural Anthropology	ma	01/05/25	2022	bezoek juni 2022
56601	B Sociologie	ba	01/05/25	2022	bezoek juni 2022
66601	M Sociologie	ma	01/05/25	2022	bezoek juni 2022

Political Sciences opted for a standard midterm review, Public Administration chose to the free format. Although in the communication about the formats, the formats seems to be rather different, in practice the site visit is the one and only aspect that takes another format in the free version. Unfortunately, the workload is more or less the same.

There are no accreditation procedures scheduled in 2022.

#### *Staff development*

- Although currently the workload is pretty high, many FSS teachers applied for the [SKO](#) trajectory. Unfortunately, only a few could enroll, due to limited places. At this moment, FSS has at least 6 teachers waiting to get a place in an SKO-course. We want to recommend to provide more SKO-trajectories by LEARN!Academy. We are making progress in putting education and innovation high on the agenda and to incite enthusiasm for innovation. Hence, we want to make hay when the sun shines.
- Overall, we experience no problems with the [English language proficiency](#) of our teachers. However, we keep on monitoring if teachers' proficiency is on level C1. At this moment, 54% of the teachers are assessed either by EAC or the Taalcentrum on level C1 or higher.
- Our [junior teachers' policy and support](#) remains overshadowed by all other tasks we do. In 2022 we want to support the junior teachers on faculty level. Moreover, they have tasks for educational design. We will organize workshops that aim to support the judo's with these tasks.
- FSS implemented workshops with a wide range of topics in relation to online teaching. In addition to this, we should make some steps in staff development that [combines good practices in the faculty and coaching of educational advisors](#). Our workshop supply should be a bit more driven by the expertise that is 'in the house'. Due to corona we did not organize the 'education lunches'. If we can organize them on campus, we will do so in 2022.
- We already introduced the [FSS blended learning team](#) as the driving force for innovations that aim to make education active and blended. At least monthly, the team presents a good practice, both in the FSS newsletter and on the website, with the offer to get a buddy if a teacher wants to copy this innovation. Moreover, there are daily consulting hours, a wide variety of workshops and student-assistants who can't bear to wait for giving support.

#### *Workload*

- As described above, we will pilot a new teaching load model, a so-called [teaching norm model](#) (TNM). Aim of this model is to give teachers who are overloaded because of rising student numbers a fair share of the available teaching time. After the pilot and evaluation, we aim to implement the new TNM in September 2022.
- We implemented a new [allocation model](#) in order to allocate budget on those places where it is most needed. However, the model should be better accessible for more staff members. Moreover, the time is there to evaluate the effects of this new allocation model.

#### **3.3.3. Study success**

- Study success in FSS programs is highly determined by students' study success in the [thesis project](#). Therefore, we planned a few meetings with programs directors to reflect on design and procedures of the thesis trajectories in fall 2021 and 2022.

- We implement **active learning** to achieve higher levels of study success. We aim to implement the training of skills in relation to theory and convert on campus education into a fun, collaborative learning experience. The help of digital tools is welcomed: they are indispensable to make education flexible and collaborative. The FSS **blended learning** team helps teachers to embed these tools in their course in order to get an effective blend of online and on campus teaching.
- FSS also interprets study success in terms *what* students learn. Not only the grades of students count, also students' attractiveness for the labour market. Hence, we will closely **monitor our alumni** and maintain a strong network with them. Moreover, if students have run a transdisciplinary project, we will evaluate students' skills and competencies from the perspective of the stakeholder outside de university. As stated earlier, one of the ambitions for 2022 is to get **articulated program lines** that describe the skills and learning activities **in relation to the labour market**. Above we mentioned already the career platform and workshops that we offer.
- In addition to the skills required for the labour market, we purposefully want to equip our students with skills that are future proof. That entails that they are familiar to use **mixed methods** -both qualitative and quantitative research methods- and that they know how to use (big) data and data that are already available in organizations and can be used to develop policy and interventions. Hence, the M&T courses and their relation to the BSc-program will be improved. B&O will add the use of algorithms in decision making processes to the program.
- The one thing that turns out to be key during the corona crisis, is the need for binding and bonding. Hence, we want to elaborate our activities in relation to the **mentorate**, activities that aim to bond students with each other and to bind them with the program. We will continue with small mentor groups, expand the mentorate to year 2 (and 3 if possible) and keep on going to improve and intensify the activities during the mentorate.
- We are proud on our **assessment policy**. Key is the use of assessment formats that are rich of feedback and elicit deep learning strategies. We aim to further this policy in 2022. Programs are invited to focus and innovate a particular aspect of their assessments.
- A FSS representative works in the **PUC**-team. Moreover, the faculty joins the Better Prepared program, that is the introduction program for first generation students in August 2021.

### 3.3.4. Improvement of support of students and staff

- Just as other faculties, we are annoyed by the **limited facilities of the DigiTent**. Before corona, FSS was one of the biggest users of the DigiTent. During corona, the other faculties discovered the advantages of digital testing which leads to limitations for FSS. For teachers, this does not make sense: we are moving to blended learning and encourage teachers to make effective use of digital supportive tools. However, in relation to assessment, we do huge steps back. Thus crosses our endeavors to keep the spirit high. We truly hope that the VU will make steps in digital assessment. The approach of BYOD, also in relation to assessment, seems to be an up-to-date pathway.
- However, we keep encourage our teachers to use TestVision. If they do so and hand in their exams in time, the Education Office offers more **comprehensive support for the teachers** and takes over tasks that they used to do. The same holds for the cursusedossiers. If course coordinators use the format for the course manual and Canvas, the Education Office is able to offer the service of assembling the cursusedossier.
- In 2022 we will maintain the consulting hours and workshops for Canvas and TestVision and the **elaborate assistance** of student-assistants.

- Sometimes, interfaculty cooperation seems to be obstructed by diverging procedures that are held by the faculties. This year we faced some problems in relation to the teaching hours that are allocated for tasks and turned out to be different in different faculties. There were some differences in views whether the financial compensation should include or exclude research compensation or KDM. Taking the ambition to provide more interdisciplinary programs into account, the Executive Board may endeavor to untrouble cooperation between faculties. This requires joint efforts of faculties and Executive Board.
- In 2021-2022, we adapted the way students register for either an English and Dutch track in programs that offer both tracks. We created two academic structures and improved the process from registration for courses to graduations leading to less questions and uncertainties both for teachers and staff of the education office.

### 3.3.5. Factsheets

#### Bachelor programmes

Factsheet Faculteit Bachelor - Bron: SAP/1cHO (incl schattingen in grijs)													
Faculteit: FSW													
		2016	in %	2017	in %	2018	in %	2019	in %	2020	in %	2021	in %
Volledig Cohort	Instroom	364		299		374		512		523		565	
	Herinschrijvers na 1 jaar	261	72%	200	67%	265	71%	404	79%	394	75%		
	Uitval opleiding na 1 jaar	103	28%	99	33%	109	29%	108	21%	129	25%		
	Uitval instelling na 1 jaar	70	19%	66	22%	71	19%	83	16%	89	17%		
	Switch na 1 jaar	33	9%	33	11%	38	10%	25	5%	40	8%		
	Rendement na 3 jaar van herinschr na 1 j	115	44%	104	52%	142	54%						
Rendement na 4 jaar van herinschr na 1 j	190	73%	148	74%									
volledig cohort, zie selectie mogelijkheden besturingselementen													
Prestatieafspraken	Instroom	136		104		157		231		263		405	
	Herinschrijvers na 1 jaar	102	75%	79	76%	120	76%	188	81%	208	79%		
	Uitval opleiding na 1 jaar	34	25%	25	24%	37	24%	43	19%	55	21%		
	Uitval instelling na 1 jaar	26	19%	18	17%	25	16%	38	16%	34	13%		
	Switch na 1 jaar	8	6%	7	7%	12	8%	5	2%	21	8%		
	Rendement na 3 jaar van herinschr na 1 j	57	56%	50	63%	68	57%						
Rendement na 4 jaar van herinschr na 1 j	85	83%	68	86%									
definitie volgens prestatieafspraken OCW (zie pagina 3)													
Visitatie	Instroom (eerstejaars opleiding)	208		159		183		241		241		260	
	Herinschrijvers na 1 jaar	164	79%	122	77%	139	76%	204	85%	199	83%		
	Uitval opleiding na 1 jaar	44	21%	37	23%	44	24%	37	15%	42	17%		
	Rendement na 3 jaar van herinschr	77	47%	66	54%	72	52%						
definitie volgens de opleidingsaccreditatie (zie pagina 3)													
		2016	2017	2018	2019	2020							
Diploma's In academisch jaar		352	288	260	235	233							
waarvan Diploma's Honours Programme		17	19	2	8	13							

Master programmes (including fulltime and parttime students)

Factsheet Faculteit Master - Bron: SAP/1cHO (incl schattingen in grijs)													
FSW													
		2016	in %	2017	in %	2018	in %	2019	in %	2020	in %	2021	in %
Volledig Cohort	Instroom (eerstejaars opleiding)	630		607		656		669		735		651	
	Uitval na 1 jaar	50	8%	66	10%	53	8%	48	7%	71	10%		
	Rendement nominaal	336	53%	361	54%	384	59%	358	54%	386	53%		
	Diploma nominaal plus 1	490	78%	516	77%	521	79%	527	79%				
volledig cohort, zie selectie mogelijkheden besturingselementen													
Prestatieafspraken	Instroom (eerstejaars opleiding)	591		605		616		633		690		784	
	Uitval na 1 jaar	39	7%	46	8%	44	7%	38	6%	53	8%		
	Diploma nominaal	326	55%	342	57%	373	61%	348	55%	379	56%		
	Diploma nominaal plus 1	490	83%	516	85%	521	85%	513	81%				
definitie volgens prestatieafspraken OCW													
Visitatie	Instroom (eerstejaars opleiding)	587		634		621		629		689		795	
	Uitval na 1 jaar	46	8%	64	10%	50	8%	46	7%	65	9%		
definitie volgens de opleidingsaccreditatie													
		2015	2016	2017	2018	2019	2020						
	Diploma's in academisch jaar	607	542	564	587	539	622						

Master programmes (fulltime)

Factsheet Faculteit Master - Bron: SAP/1cHO (incl schattingen in grijs)													
FSW													
		2016	in %	2017	in %	2018	in %	2019	in %	2020	in %	2021	in %
Volledig Cohort	Instroom (eerstejaars opleiding)	587		634		621		629		689		795	
	Uitval na 1 jaar	46	8%	64	10%	50	8%	46	7%	66	10%		
	Rendement nominaal	336	57%	361	57%	384	62%	358	57%	386	56%		
	Diploma nominaal plus 1	478	81%	503	79%	509	82%	509	81%				
volledig cohort, zie selectie mogelijkheden besturingselementen													
Prestatieafspraken	Instroom (eerstejaars opleiding)	550		575		583		593		646		730	
	Uitval na 1 jaar	35	6%	45	8%	41	7%	36	6%	49	8%		
	Diploma nominaal	326	59%	342	59%	373	64%	348	59%	379	59%		
	Diploma nominaal plus 1	478	87%	503	87%	509	87%	495	83%				
definitie volgens prestatieafspraken OCW													
Visitatie	Instroom (eerstejaars opleiding)	587		634		621		629		689		795	
	Uitval na 1 jaar	46	8%	64	10%	50	8%	46	7%	66	10%		
definitie volgens de opleidingsaccreditatie													
		2015	2016	2017	2018	2019	2020						
	Diploma's in academisch jaar	607	542	564	587	539	579						

Master programmes (parttime)

Factsheet Faculteit Master - Bron: SAP/1cHO (incl schattingen in grijs)													
FSW													
		2016	in %	2017	in %	2018	in %	2019	in %	2020	in %	2021	in %
Volledig Cohort	Instroom (eerstejaars opleiding)	43		33		35		40		46		56	
	Uitval na 1 jaar	4	9%	2	6%	3	9%	2	5%	6	13%		
	Rendement nominaal												
	Diploma nominaal plus 1	14	33%	13	39%	12	34%	18	45%				
volledig cohort, zie selectie mogelijkheden besturingselementen													
Prestatieafspraken	Instroom (eerstejaars opleiding)	41		30		33		40		44		54	
	Uitval na 1 jaar	4	10%	1	3%	3	9%	2	5%	5	11%		
	Diploma nominaal												
	Diploma nominaal plus 1	14	34%	13	43%	12	36%	18	45%				
definitie volgens prestatieafspraken OCW													
Visitatie	Instroom (eerstejaars opleiding)												
	Uitval na 1 jaar												
definitie volgens de opleidingsaccreditatie													
		2015	2016	2017	2018	2019	2020						
	Diploma's in academisch jaar	607	542	564	587	539	43						

## Appendix 4. Research and Societal Impact

### 4.1 Priorities for 2022

Below we will first elaborate our P4 priority related to governance of our research institute and its related ambitions and the goals that we developed. Subsequently we expand our P5 priority on the quality and quantity of our research portfolio and again its related ambitions and goals.

#### P4. GOVERNANCE OF RESEARCH INSTITUTE AND RELATED UNITS

##### P4.a Advance ISR

We aim for an academic climate where good researchers can do good research. We conceive of good research as internationally high level high impact science **with and for society**. Along these lines we find a research environment desirable that...:

- promotes excellence (i.e. nurturing impactful, novel/original and robust/replicable scientific contributions that strongly resonate in science and society)
- encourages interdisciplinary research (within and beyond social sciences)
- encourages transdisciplinary research (academia-societal stakeholders)
- nurtures and advances the careers of junior scholars
- provides a firm and individually tailored research support system

Establishing such a research environment raises five tensions for our researchers that we would like to address not with “either/or” considerations but with an “and” perspective:

1. Disciplinary rigor and societal relevance: our scholars should be strongly embedded in the rigor of their (sub)disciplines but also answer questions that matter to society.
2. Intrinsic interest and global reputation: our scholars should follow their own intrinsic interest but also aim to reach recognition, this in order to attract talent over time that we need to sustain high quality research.
3. Expertise and innovation: our scholars should feed on what we already do very well but also aim at constantly updating their lines of research and methods.
4. Autonomy and strong central services: our scholars want to work in an environment with high autonomy (high trust and low administrative control) but also be supported by efficient and strong central services from the faculty and the university.
5. Independence and financial sustainability: our scholars do not want to be concerned and feel pressured by the flows of money but also want to contribute to our financial sustainability that ensures a good workplace in the long-term.

It is possible to see that we are already strong on one side of the tensions but also that there are challenges and opportunities for improvement on the other side. Consequently, our next step in 2022 is to finalize and implement the recalibrated governance for FSS research & impact and to define FSS's long term goals for research and impact, both thematically and methodologically.

##### P4.b Formulating ISR's societal impact strategy

FSS stands for high-quality academic research that contributes to understanding social issues and finding and evaluating potential solutions. Achieving **societal impact** (also in an economic sense) is emphatically what we at the Faculty of Social Sciences strive for and focus our activities on. In doing so, we maintain that we can optimize our impact on society if we assume cooperation and co-creation with external social partners throughout the research cycle and do not lose sight of the relationship with education (with special attention for Life Long Learning). Jointly distilling scientific questions from socially pressing issues is often the 'beginning', with the ideal resultant scientific results that we can translate into concrete policy

recommendations, advice (whether or not to implement changes in policies, work processes and/or organisations), products and/or services, of which postgraduate education can be an example.

To move from a more ad hoc social impact to strategic and planned, our efforts in 2022 are devoted to strengthening our impact activities by formulating ISR's societal impact vision & strategy and developing relevant societal impact indicators to monitor progress and activities.

#### **P.4c Optimize research support**

We aim for a good research climate where good researchers can do good research. This makes continuous investment in a supportive and facilitating ecosystem for research funding indispensable. These days, where research time is constantly under pressure, an excellent research support system can make the difference. Indeed, with curiosity, critical thinking and an entrepreneurial attitude, our researchers aim to address blind spots, while building a body of knowledge (and data) where future generations of scientists and societal partners can build upon. But they can 'deploy' their scarce research time only once, these circumstances make excellent research support not only a luxury, but a necessity indeed.

In 2022, FSS will provide optimal conditions for fundamental and applied research with and for society and improve supporting research funding applications. We aim for a reduce in workload and procedures for grant writing by continuously improving the support to grant application processes with Finance/IXA/VU-GO and exploring potential for improvement of project management support. The Research Office team will be reinforced with a 0,1 fte expansion of the data steward contract, who also has a role in privacy and integrity, and a reinforcement of 0,1 fte of grant advisors.

#### **P.4d The liaison of ISR and GSSS**

FSS offers a welcoming house for PhD candidates in the form of a thriving Graduate School of Social Sciences (GSSS). We aim to train a new generation of social scientists, researchers and PhD candidates who are able to develop theory, apply the theory in empirical research and contribute to the application of scientific knowledge in practice.

In 2022, GSSS aims at:

1. *An optimal wellbeing of the PhD candidate.* (Re)start 'community-building' activities, e.g mentor system, pizza sessions, social gatherings, Advisory Board of PhD candidates. Also, GSSS continues its individual and person-centered activities to solve specific problems. During the pandemic there was a great need for these, but many activities could not continue and alternative (online) activities lost their strength.
2. *Excellent support of the PhD candidate in conducting research and realizing the PhD.* Increase support to do good research, the Graduate Fund—currently underutilized—is propagated. A major area of concern is supervision. We develop and implement a policy document with standards for supervision (quality, frequency, composition of the supervision team, training of supervisors).
3. *For timely completion of the project, it is important to monitor progress and start with realistic expectations.* The development of a feasible plan for which sufficient research time is available is monitored upon admission. The go/no-go assessment is a first check on progress. Since it appears that many projects are already delayed at that time, this will be followed up. A Half Way Risk assessment has been initiated. We are developing further instruments to monitor and promote progress. Rules for the PhD thesis have been drawn up to indicate its minimum requirements. Thus, higher requirements should not take precedence over timely completion. These rules will be implemented in 2022.
4. *Good prospects for continuing a career.* The GSSS offers a flexible training program that is tailored as much as possible to the PhD trajectory and the candidate's background. Therefore, the offer is continuously adapted. In 2022, we develop more offerings to enhance professional skills to be applied in a wide range of professional practices.

#### **P4.e The liaison of ISR with the School of Governance**

For FSS societal impact also means sharing and enriching our knowledge with practice by means of post-graduate education. In the upcoming years, we want to develop the VU School of Governance, in close collaboration with the Law Faculty and the School of Business and Economics, as a top-three supplier in The Netherlands for post-academic education for professionals in the public sector. The VU School of Governance will profile itself on the basis of its multidisciplinary expertise on key societal challenges of our times: digitalization, new inequalities, internationalization, inclusion and sustainability. Starting with individual modules, we aim to have an executive MPP (Master of Public Policy) running by 2024. However, more than just a training center, we want the VU School of Governance to become a community and a hub where public professionals meet with researchers, find new ideas and inspiration and join in research. While the programs will be offered in Dutch until 2024, we also aspire to cater for international clients once the School is well-established in the Dutch market. The VU **School of Governance** aims to closely collaborate with and share resources with the School of Management at VU-SBE.

With the prospect that in-person meetings and teaching are possible again, the VU School of Governance aims to roll out a total of 10 courses in 2022. Our **portfolio** steadily **diversifies**. On top of proven courses (like on management of public organisations and ‘ondermijning’), we aim to develop new courses on topics like diversity in public organisations, and crisis management in the health sector. 2022 is in particular a year in which we will invest in the **commercial strategy** of the VU School of Governance. In autumn 2021, we are to recruit a commercial director. From the beginning of 2022 onwards, this commercial director is to spearhead our efforts to increase the visibility and the attraction of the VU School of Governance and to optimize the match between the focus and framing of our courses and the demands from our potential clients in the (semi-)public sector. This effort is not only to ensure that our courses attract (more than) enough students, but also to increase the in-company offerings of our courses. Our market coverage is also to increase by the expansion of our cooperation with strategic partners, like the VNG academy and Twente University, as well as with local partners like the collaboration on ‘gemeentefinanciën’ with het VU Zijlstra Centre. By summer 2022, the **mid-term evaluation** is foreseen of the VU School of Governance development trajectory. Regardless of the impact of corona, we intend to make a thorough assessment of the achievements so far and the confidence they inspire about the profitability and academic added value of the School. If the outcome of the evaluation turns out to be positive, preparations will start for the development of the executive Master of Public Policy.

#### **P5. ENSURING THE QUALITY AND QUANTITY OF OUR RESEARCH**

The faculty’s core objectives include maintaining internationally high impact of disciplinary and multidisciplinary science with and for society. As the corona crisis of 2020/2021 has been shown challenging for the volume of the research portfolio, pinpointing once again on the strong codependency of our research with our researchers’ education activities and administrative burdens. To address these issues in 2021 we started the Creative Spaces Initiative to combine efforts to find new ways to reduce workload and focus on freeing up thinking space for (further) development of research initiatives. In 2022 we consolidate and improve these efforts and will thereby focus on four priorities and its actions.

##### **P5.a Incorporating Creative Spaces Methodology**

As the covid-19 crisis is having a major impact on FSS research we’ve combined efforts in the *Creative Space initiative* to find ways of diminishing these impacts. The FSS Creative Space initiative aims to provide creative space by providing time, additional process guidance, support of (writing) skills and perspective to write research proposals. In 2021 this Creative space initiative was to provide FSS researchers more breathing space to write new research proposals, while at the same time stimulating ‘team science’ in the faculty. Several activities were organized:

We were able to offer FSS researchers extra support for:



- developing and writing individual or collective research grant proposals,
- extra coaching of the writing- and creative process,
- workshops to sharpen the focus of research proposals,
- extra logistical support or writing time.

In (1) Get-in-the-Flow sessions & (2) Stepping-Stone-Process

In 2022 we aim to turn the 2021 Creative Spaces event from a one-time event into a sustainable methodology. We will foster multidisciplinary research and reduce workload by improving the procedures for creative, effective and efficient grant writing, and indicating individual and team funding pathways (timelines and support in the Creative Spaces Initiative).

#### **P5.b. Alignment of activities to promote interdisciplinarity**

Our core objective is to do high impact (inter) disciplinary science with and for society. This way of working requires an **entrepreneurial attitude** from our researchers. Because the contacts and skills for this are unevenly distributed among researchers, this strategy requires the search for mutual cooperation within research groups, departments and across departmental boundaries, while benefiting from each other's strengths. ISR and, among others, the Network and TALMA Institute, the VU-UT alliance on Secure Societies and the profile theme Governance for Society facilitate this and act as a vehicle for initiating and developing collaborations with external parties. To optimize impact of these collaborations we focus on tailor-made solutions, as every context and timing ask for different solutions. This requires a close assessment of the request at hand and the corresponding steps to take. Close cooperation between the ISR, IXA, School of Governance, C&M and other VU services is crucial in this respect and will be continued.

In 2022, we aim to further expand our network, internal & external, and to build new consortia to enhance our multi- and transdisciplinary research. We will invest in a supportive and facilitating ecosystem by further mapping of interdepartmental synergies for funding applications and by increasing synergy of ISR with interdisciplinary research initiatives (NI, GfS, VUUT, Talma, ASI, KCO). And through establishing and securing strategic alliances with societal and academic key partners in the context of societal challenges, eg. Horizon Europe, and anticipate for Groeifonds / Zwaartekracht. Additionally, we envision to professionalize FSS's societal stakeholder network in collaboration with VU services, and lign up with DURF! / PAN Amsterdam).

#### **P5.c Strengthen scientific reputation and visibility**

Aiming for an academic climate where good researchers can do good research requires continuous investment in the quality of our current and future research and researchers. This implies on the one hand to enhance the national and international recognition of the top quality of our research. And on the other hand to invest in early career scientists to generate new research talent and remain attractive for talented 'young' scientists.

In terms of focus and position the following four aspects are leading:

- ISR encompasses fundamental and applied research as well as valorization, with resilience as its major theme;
- FSS is leading on the resilience theme in collaboration with the University of Twente; Creating secure societies: resilience in practice;
- FSS is leading Governance for Society as VU profiling theme; strengthening focus and visibility of the profile themes via online platform and events and collective acquisition efforts;
- Strengthening our vision and academic skills on connecting big data to small data, combining our qualitative and quantitative (*mixed methods*) expertise in our ambition to become *the center of excellence in social analytics*

In 2022 we will encourage and promote visibility in national and international networks, EU expert groups, journal editor boards, SSH network, SoG impact activities, Kennis Centrum Ongelijkheid, etc. Furthermore we will improve our (online) communication (e.g. roll-out new interactive platform functionalities on ISR website and pilot branding Governance for Society). Moreover, we will create Meeting Places, where juniors and

seniors can share best practices, organize peer support and create synergy to ensure high success rates in 2G and 3G.

#### **P5.d Foster scientific integrity culture and workflows**

FSS aims to maintain high quality in disciplinary and multidisciplinary research. Mixed methods, big data, far-reaching digitisation, a growing diversity of cooperation partners in (international) networks, open science, and developments in information technology offer new opportunities and new challenges. In close cooperation with the VU Research Data Support, and in line with our faculty's Research Data management Policy, we will continue our efforts to promote research integrity through the principles of Open Science and DORA and make maximum use of the new opportunities. In 2020 and 2021 we have taken the first steps to improve scientific integrity culture within the faculty. As from September 2020 we've added a Data steward to our research support team as primary contact for data management, ethics and privacy support. Additionally, from Spring 2021 we have appointed a WIZWI coordinator, and both the data steward and the WIZWI coordinator and the director of the Research Ethics Board form the recently staged WIZWI working group. And, finally, also in Spring, the Research Assessment Board had its first kick-off meeting. In this way, we aim to promote research quality through the principles of Open Science and make the results of our research more accessible to others, in addition to the academics themselves, the opportunity to cooperate on, contribute to and make use of the academic process. This will contribute to the societal and academic impact we aim to achieve, and enables researchers to build the desired transparency together and remain alert, lower the step to receive good information and/or training in order to be able to act on matters of integrity. All in all, we have taken the first important steps to foster a scientific integrity culture.

However, we are not there yet, in 2022, we will take the following actions to consolidate and implement the policies of 2020 and 2021. Research support for data management, ethics and privacy will be offered to improve research integrity workflows. We will promote and improve research quality through principles of DORA, Open Science and Team Science, and foster open and inclusive research practices by lining up support efforts with UB programs (RDS & Open Science). Additionally, we will optimize the Wizwi taskforce and its activities, and establish an Open Science network of experts in the faculty.

#### **4.2 Key figures for Research & Societal Impact**

Onderzoeksindicatoren	Real 2017	Real 2018	Real 2019	Real 2020	Progn 2021	Plan 2022
Aantal promoties	20	23	15	29	11	23
Aantal nieuwe toekenningen Vernieuwingsimpuls	1	3	2	1	1	2
Aantal nieuwe toekenningen ERC's	1	1	2	0	1	2
Aantal nieuwe toekenningen Marie Curie	0	2	2	1	1	1
Participatie H2020 (k€) (excl ERC en excl Marie Curie)	455	265	138	422	500	550
Omvang baten 2de geldstroomonderzoek (M€)	1,5	1,7	2,0	1,7	2,2	2,0
Omvang baten 3de gelstroomonderzoek (M€)	2,3	2,4	3,2	3,9	3,6	3,5

### 4.3 Quality Assurance for Research & Societal Impact

#### 4.3.1 External assessments

In one year time all the research disciplinary research programs were reviewed. In the first half of 2020 four of the six disciplinary research programs of the faculty were programmed to be reviewed by external assessment committee in line with the SEP 2015-2021 guidelines. Due to Covid-19 three external assessments (i.e. the research programs of Social and Cultural Anthropology, Organization Sciences and Political Science) had to be cancelled; they were rescheduled to the second half of 2020. Public Administration was already scheduled for second half 2020, and Communication Science was reviewed in January 2021.

Assesments (1-5)	SOC	SCA	POL	ORG	PA	CW*
Research Quality	2	2	1	2	2	'outstanding'
Societal Relevance	1	2	1	1	2	'head and shoulders above any comparable program
Viability	2	2	3	2	3	Strong Future strategy, but a set of challenges to overcome (related to securing funds, stability PhD candidates, and diversity)

\* Note: CW (CCCC program) is reviewed against the new SEP, thus only narratives of assessment rather than quantitative indicators.

We are proud of these assessments and they reconfirm the quality of our research, both academic and societal relevant. In terms of research quality, all our programs operate between outstanding and very good. In terms of societal relevance, the majority of the programs is assessed as outstanding. Societal relevance was repeatedly emphasized as a unique strength of social sciences at the VU. But they also think we are being too modest. Committees stimulated us to make our impact activities more visible to the outside world and to formulate a clear impact strategy. Finally, the viability of our programs. Although the viability is assessed between very good and good, we do see some challenges ahead of us. The challenges boil down to stable and (preferable) increase our research budget (1G, 2G and 3G), an inspiring and fruitful balance between rigorous and relevant social sciences for and with society, and reputation, how to maintain our global reputation such that young talent want to pursue their career in our faculty of social sciences.

#### 4.3.2 Collaborations

<i>Interdisciplinary research institutes</i>	<i>Relation to VU theme</i>	<i>Partner faculties</i>
Institute for Societal Resilience	Governance for Society	Faculty of Science
Talma Institute	Governance for Society	Faculty of Science, Faculty of Business and economics
Network Institute	Connected World	Faculty of Science, Faculty of Humanities
A-LAB	Governance for Society	Faculty of Law, Faculty of Behavioral and Movement Sciences
Amsterdam Sustainability Institute	Science for Sustainability	Faculty of Science
VU-UT Knowledge center Secure Societies. Resilience in practice	Governance for Society	VU (broadly defined) & Twente

#### 4.3.3 Training and supervision of PhD candidates

Focal points of the PhD policy of the faculty are (for an overview and elaboration see section P4.d):

1. An optimal wellbeing of the PhD candidates
2. Excellent support of the PhD candidate in conducting research and realizing the PhD
3. Timely completion of the project, monitor progress and start with realistic expectations
4. Good prospects for continuing a career in- or outside the academia.

#### *4.3.4 External funding*

The core faculty strategy in recruiting external funding in 2022 boils down to the following 2 main foci:

1. Further optimize support for research & societal impact to reduce workload and procedures for grant writing by:
  - a) Consolidate Creative Spaces methodology. We will foster multidisciplinary research and reduce workload by improving the procedures for creative, effective and efficient grant writing, and indicating individual and team funding pathways (timelines and support in the Creative Spaces Initiative).
  - b) Continuously improving supporting research application processes in collaboration with Finance/IXA/VU-GO;
  - c) Exploring potentials for project management support.
2. Broaden funding and acquisition strategy to seize opportunities and continuously invest in a supportive and facilitating ecosystem for research and impact by:
  - a) Establishing and securing strategic alliances with societal and academic key partners in the context of societal challenges, eg. Horizon Europe and anticipate for Zwaartekracht;
  - b) Professionalising FSS societal partner network (i.c. VU services, lign up with DURF! / PAN Amsterdam).

## Appendix 5. Personnel policy

### 5.1 Priorities for 2022

Two of the five top priorities for 2022 are directly related to human resources management: work pressure reduction and employee well-being. As we come out of a pandemic, we will strive to consolidate the fast transformations in the workplace and address the pressure coming from a high competition in academic careers, while coping with the uncertainty in the funding of the higher education sector. These are complex challenges that can be addressed in the short-term but also require deep structural interventions in the long-term.

During year 2022 we will work on the challenge of **work pressure reduction** with short-term and long-term goals. We aim at validating the new workload model, reorganizing the administrative tasks, exploring possibilities to more decentralization in decision-making processes, and reducing the fragmentation of time during the academic year. We will also introduce “work pressure reduction” as a filter to evaluate all our decisions when we consider new actions.

To increase the **well-being** of our staff we will focus on the consolidation of the career-track model, exploring solutions for more permanent agreements and differentiated profiles, introducing more flexible and hybrid working methods, increasing engagement and teamwork, and increasing social safety and diversity.

### 5.2 Themes

#### A. Work pressure

Work pressure reduction has been a priority for FSS in the last years, took central stage during 2021 and will continue during 2022. The urgency to address work pressure during the first half of 2021 was mainly related with the pandemic and the actions taken to address it. According to the three corona monitors, employees revealed concerns about an even higher workload combined with increased feelings of distress caused by a lack of connection with the VU, and a poor work-life balance. In teaching, the additional work came as a consequence of a fast and unplanned digital transformation, as well as the extra actions that online education/ examinations required. This accentuated the risk of reducing the time for research and valorization, endangering not only the research quality but also the ability to apply for funding and thus to ensure a financially sustainable future for the faculty. In our internal discussions, both academics and non-academics reported that they feel an increase in the administrative tasks (for instance coming from the need to justify how corona money is spent) and a difficulty to understand if they are really needed. However, this short-term plan did not solve the underlying problems that have been causing an increase in the work pressure of both academic and non-academic staff.

During the second half of 2021 the work pressure increased even more with the migration to new systems (project MARS, Digital@VU, and IAM) and the continuation of project TOLL, with the migration to a new external website and a new intranet environment. These caused disruptions in the regular procedures, implied a significant investment of time in extra planning, communication and training for the supporting staff, and a learning period for everyone working at the faculty. As of the moment that we write our Annual Plan, we still encounter very serious problems related to the HR services: the show and tell sessions for users are inadequate; users do not know where to start or what exactly is expected of them and why; Central support is extremely sparse, and the feeling of increased work pressure is high among almost all those involved. In fact, too many processes are still being worked on, while the system is already live and the communication coming from project MARS is fragmented.

During 2021 the CvB endowed FSS with extra funds of € 800k to implement a short-term work pressure reduction plan, to face the increasing working pressure caused mostly by the pandemic but also by the fast introduction of the new systems. Adding to these, the faculty also applied in 2021 the funds received from NPO to address delays related with research (€ 143k, including KDM), funds to support the inflow, well-being and social bounding of students (€ 162k), funds from 0,45%CAO and NWO for extension of contracts (€ 76k to be spent in extensions until mid-2022), and a subsidy scheme for extra help in the classroom during 2021 (€ 82k, a.k.a. corona jobs). The main lines of spending corresponded to hiring and extending contracts for academic staff, non-academic staff, and student assistants. The non-academic staff was reinforced with external services to improve the grants acquisition process and the planning, controlling, and operational management tasks. On top of these activities that required extra funding, the faculty also aimed at reducing work pressure by introducing measures to postpone a few strategic deadlines, simplify different board/committees meetings, and defining activity-free and meeting-free periods.

While implementing the short-term plans, FSS also worked to address the challenge in the long-term. During 2021 the focus was on:

- Introducing a new tenure-track model that provides more time for research in the first two years of the tenure-track period (50% of time devoted to research). During 2021 the investment of the faculty in this policy amounted to € 150k (during 2022 it will amount to € 250k);
- Consolidating the policy (initiated in 2019) of celebrating longer contracts for both lecturers (50 months) and researchers (multi-project) will continue in 2022. During 2021, we celebrated several contracts under these conditions<sup>2</sup>;
- Implementing the new internal allocation model for 1GS funds for education, in such a way that more funds were attributed to departments that had specific needs to hire more teaching staff;
- Discussing a new workload model with all the relevant stakeholders in the faculty, to ensure that tasks are distributed fairly and transparently. The model is now in a final stage of design and includes norms for teaching activities and for activities that buy-out of teaching;
- Improving the workforce planning process, with a critical revision of all educational programs, both in terms of pedagogy and operational management, to ensure that they are able to receive an increasing number of students, while maintaining the quality of education;

To work on the long-term, the Faculty Board organized several workshops during 2021, with academic and non-academic staff, to understand the several causes of the work pressure and design better solutions for the future. The issue was also intensively discussed with Heads of Department and with the Joint Assembly. From the discussions, several topics arose as key to reduce the work pressure in the future. Some were already being addressed (e.g. teaching load model and more flexible working practices that can be supported by hybrid working) but others require a deeper reflection because they imply structural and cultural changes in the faculty. These challenges will be addressed by different taskforces that will bring solutions until the end of 2021 and should be implemented in 2022.

Our focus during 2022 will be on the following five priorities:

1. **Validating the new workload model:** The committee in charge of the new workload model will continue the work to test the model in terms of operational and financial feasibility, finalize and approve the model.
2. **Reorganizing the administrative tasks:** A reason for increasing work pressure has been identified as the lack of supporting staff to facilitate the increasing administrative tasks in the faculty. The organization of support at the VU is complex, with both central and faculty-level services and

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<sup>2</sup> The new CAO brings doubts about the possibility to use this format in the future, so further evaluation of this policy is needed

sometimes even finding the right person to help takes already too long and increases the stress. Some of the administrative tasks require skills that the academics do not have (and should not develop). The lack of support in HR and operational procedures has already been clearly identified and for this reason the faculty will reinforce the HR support with extra 0,2FTE (the total increase in support for 2022 will be 0,5FTE of which 0,3FTE comes from the central services) and the operational support with an operational coordinator for 1 FTE. A taskforce created in 2021 will recommend solutions to re-organize the support of these tasks. These solutions will be implemented during 2022.

3. **Decentralizing the decision-making processes:** The departments and teams also feel pressure coming from the need to address central decision-making, planning and control with increasingly demanding reports, justification, and evidence/ documents. This is sometimes felt as a lack of trust from the higher hierarchies, which increases the negative feelings associated with this increased work. A taskforce created in 2021 will recommend solutions to decentralize decisions to lower-level units, considering the responsibility that comes with it and thus the processes that are needed to ensure the high level coordination, allocation of funds, and mitigation of risks. These solutions will be implemented during 2022.
4. **Reducing the fragmentation of time:** One of the problems identified is the high fragmentation of time that impairs concentration. A taskforce created in 2021 will recommend solutions to re-organize the academic calendar with changes in internal processes, in order to reduce the fragmentation in time that creates workpressure for both academic and non-academic staff. These solutions will be implemented during 2022.
5. Introduce **“work pressure reduction” as a filter** to evaluate all our decisions: The last years brought intensive and fast transformations. Several innovation paths have already been initiated and require extra investment from everyone (learning curve). The request from the staff is to consolidate these transformations and do not initiate new actions that increase the work pressure. Thus during 2022 a new decision-making driver will be introduced, making every decision being analyzed on its impacts on work pressure.

On top of these priorities, FSS will work to consolidate the changes that have been implemented during 2021:

- The new tenure-track model will be adjusted according to the results of the pilot conducted during 2021. The investment of the faculty in providing more time for research for tenure-trackers will amount to € 200k in 2022;
- The policy of celebrating 50 months contracts for lecturers and researchers will have to be evaluated in the light of the new CAO but the wish of the faculty is to increase sustainable employability (see explanation on section B below);
- Consolidating the internal allocation model for 1GS funds for education, which has to be adjusted to consider new programs and inter-departmental programs;
- Consolidating the workforce planning process, with more administrative support to departments coming from an operational coordinator;
- The Teacher Talent Program is another intervention through which FSS wants to better regulate workloads in education. It should enable talented young teaching staff to gain a better grasp of their work by structuring their activities, from the simple to the more complex, by providing better mentoring guidance and through development plans, UTQ training, “pizza meetings” and so on. The program suffered delays in the last years and is due to be implemented in 2022.

A final reason for the increasing work pressure relates with working practices that can be associated with increasingly working in an online environment (such as a high volume of emails, meeting organization, work planning, confusion in available information). This challenge will be explained below.

## **B. Employee well-being: recognition and appreciation, sustainable employability, hybrid working, social safety and diversity**

The second priority for FSS will be employee well-being, which combines issues of recognition and appreciation (with the consolidation of the new career-track model), sustainable employability (with a focus on increasing permanencies and profile differentiation), new ways of working (hybrid working), and increasing social safety and diversity.

Our focus during 2022 will be on the following five priorities:

- 1. Consolidation of the career-track model/ improving recognition and appreciation:** During the last years FSS designed a new tenure-track and career model, which was tested with a pilot during 2021. According to this model, all junior employees taking up a role with teaching and research duties enter a tenure track leading to a permanent position at a higher level in their academic career. Profile specialization with differentiated emphasis on education, research, valorization or organization are allowed from Assistant Professor 1 level onwards. The new model will connect directly to the performance evaluation procedure for all academic staff members, introducing a clear assessment framework that establishes a link with individual career strategies. With the approval and supervision of the JA, the model was introduced in two pilots that included 12 promotions and 14 tenure-track agreements. The feedback from all stakeholders involved was collected with meetings and focus groups and the results will be used to adjust the model. It is expected that the model will be fully adopted in 2022. This tenure track policy is based among others on the 2019 VSNU position paper on recognition and appreciation.
- 2. More permanent agreements and differentiated profiles/ improving sustainable employability:** Employment practices that rely on temporary positions increase the work pressure by generating many administrative controls, checkpoints, and short-time decisions. When related with teaching, they also difficult the long-term planning of resources in programs. But more importantly, they do not abide to the wish of the faculty of being a good employer, they increase the feeling of insecurity among the staff members, and they do not allow them to build perspectives for a future with FSS, thus disengaging them from actively participating as full members of the faculty. However, the faculty has to consider potential budget constraints for granting permanent positions and the current hiring policy may not be sufficient to allow the degree of differentiation in profiles that the faculty needs. Moreover, the new CAO 2021 changes the employment conditions and there is also the need to look into challenges/possibilities in the future. In this sense, the strategic personnel planning for both academic and support staff will be revised in 2022. We intend to invest in talent in a targeted manner based on the strategic planning of the departments. A taskforce created in 2021 will recommend possibilities of increasing the permanent positions of staff with (mostly) teaching or valorization responsibilities. These solutions will be implemented during 2022.
- 3. Flexible and hybrid working methods:** During the last years, the university had already introduced a flexible workplace policy and this was accentuated with the use of several technologic transformations to cope with working from home due to covid-19. Before Covid -19 the flexible workplace policy was perceived as a generator of increasing workloads. After the pandemic this policy will be taken further into the notion of hybrid working. There will be a permanent shift in the use of space and in the work practices, under which working from home becomes an option that has to be negotiated between supervisor and employee. The schedules will be different for employees, but also for departments. Several taskforces are working to address this challenge and the faculty will work closely with the central teams of the university to come up with policies and guidelines that allow us to introduce best practices. The remainder of 2021 will be used to discover together which approach best suits each subgroup of employees and the faculty will prepare a hybrid working plan that will be implemented during 2022.



4. **Increasing engagement and teamwork/ leveraging the art of engagement:** As a consequence of working solely from home during the last years, and on top of the results from the corona monitors, it was reported by departments that staff members feel a lack of engagement, a disconnection from their colleagues, and a lack of meaning in their roles. FSS takes these signs seriously and will experiment with several techniques to understand how the engagement and the teamwork can be boosted in a hybrid working environment. First, this requires the close work with leaders, through the art of engagement and beyond. FSS has been investing in leadership development and will continue during 2022 (e.g. courses in Leadership and Management Skills, Personal Leadership, and individual coaching). Second, it requires innovation in employee development methods. As in previous years, 1 percent of the payroll costs are reserved for training and employees are actively encouraged to participate in the professional advancement courses offered by VU Amsterdam. A program created for support staff, due to run until 2021, was postponed to 2022 due to Covid-19. It includes the components of diversity/bias training, personal effectiveness training and a lunchtime lecture. Third, it requires improvements in the onboarding process, which are already improving during 2021 with the introduction of an onboarding session and an Academic Staff Handbook, but will need continuous improvement during 2022. Lastly, it requires a plan to introduce connection and playful moments in the day-to-day life at FSS.
5. **Increasing social safety and diversity:** A safe and inclusive working and learning environment is key and FSS's plans to work on these issues were partially postponed when we aimed at reducing the work pressure. They will take high priority in 2022. On social safety, we will continue to provide accessible channels for employees to report issues of social safety, increase the awareness of supervisors, and provide everyone with effective tools to address them. On top of the channels offered by the University, the faculty already has confidential counsellors for staff, PhD candidates and scientific integrity. We will work to increase the visibility of these channels, to train the majority of supervisors, and to increase the number of "Active Bystander" sessions for faculty personnel. To foster a more inclusive working and learning environment, we will develop a more integrated policy, as we understood during 2021 that there is a high fragmentation among groups interested in different aspects of diversity and inclusion (gender, culture/ international employees and students, staff under the participation act, and different perspectives developed in the context of a mixed classroom). The intention is to foster a better dialogue and support these different initiatives. On top of that we will implement our previous plan that included a faculty-wide inclusive job analysis, the adjustment of recruitment and promotion procedures to increase awareness and respect to diversity issues, the evaluation of the impact of initiatives such as the mixed classroom, and specific work with employees to create scope for more personalized career paths, in line with their unique perspectives and talents. These efforts are time consuming and thus require an explicit recognition of the time investment of the academic staff and a temporary reinforcement of the HR support. The operational budget of the faculty is not sufficient to cover this investment and thus we applied for policy resources (the decision is still under analysis of the CvB).

On top of these priorities, FSS will work to consolidate the changes that have been implemented during the last years regarding specific employee groups:

- **PhD candidates:** An employee PhD candidate is offered a contract once they have been accepted by the Graduate School of Social Sciences. The funding from external sources can be supplemented by departments to cover all the research and training time they need. A PhD candidate's education and training are tailored as much as possible to their academic and personal needs and there is a mentoring program available. A bridging program for prospective and admitted PhD candidates with a non-Western academic background has been developed by the GSSS and is now being provided by the International Office. During 2021 a new policy for PhD trajectories and evaluation was designed and it will be implemented during 2022. One point requiring attention is that external students tend to have fewer development opportunities. Covid-19 has delayed PhD research and the extra funds for extending contracts and scholarships provided by the University will still be very important in the years to come. Unfortunately, the pandemic has revealed that VU Amsterdam's provision of psychological and other

help for this group as a whole is not enough.

- **Participation Act jobs:** FSS has made a particular effort to recruit employees covered by the Participation Act in the last years. This resulted in four appointments on a temporary basis, two to academic projects, one to Finance and one to the Education Office. But despite investing a great deal of time in their recruitment and supervision, and sincere interest and engagement at all levels within the faculty, only one has a prospect of a permanent appointment. We intend to work more closely with the supporting team at the University to identify the profile of candidates that match the needs of the faculty. The profile of employees recruited in the past require clear structures, close guidance and quiet workplaces in order to thrive, while at the faculty employees have to be highly enterprising and proactive in order to obtain information and organize their work. We remain keen to recruit staff under the Participation Act, but need help with their guidance.

## Appendix 6. Finances

### 6.1 Operating budget

2600	2	3	4	5	6	7	8	9	10	
BEGROTING 2022	Realisatie	Realisatie	Plan	Prognose	CP	Begroting	Raming	Raming	Raming	
(bedragen in k€)	2019	2020	2021	2021 P8	2022	2022	2023	2024	2025	2026
<b>BATEN</b>										
<b>Interne baten</b>										
Toewijzing Onderwijs	11.205	11.182	11.494	11.914	11.570	12.572	13.310	13.739	13.444	13.444
Toewijzing Onderzoek	5.185	5.394	4.819	5.010	5.020	5.137	5.136	5.238	5.058	5.048
Toewijzing KDM	9.816	9.175	9.496	9.497	10.311	10.889	11.184	11.258	11.114	11.114
Toewijzing Overig	-485	302	108	915	0	-	-	-	-	-
Baten uit vaste interne leveringen K	-	0	0	-	0	-	-	-	-	-
Baten uit variabele interne leveringe	678	694	600	700	650	700	700	700	700	700
<b>Subtotaal interne baten</b>	<b>26.399</b>	<b>26.747</b>	<b>26.518</b>	<b>28.036</b>	<b>27.551</b>	<b>29.298</b>	<b>30.331</b>	<b>30.935</b>	<b>30.315</b>	<b>30.306</b>
<b>Externe baten</b>										
Rijksbijdrage	-	0	0	-	0	-	-	-	-	-
Collegegelden	380	528	650	670	650	750	700	700	700	700
Baten GS2	1.974	1.730	2.000	2.200	1.900	2.000	2.000	2.000	2.000	2.000
Baten GS3 onderzoek	3.245	3.892	3.000	3.600	3.500	3.500	3.500	3.500	3.500	3.500
Baten GS3 onderwijs	255	133	547	250	600	600	625	650	700	700
Overige externe baten	821	756	900	900	800	850	900	900	900	900
<b>Subtotaal externe baten</b>	<b>6.675</b>	<b>7.039</b>	<b>7.097</b>	<b>7.620</b>	<b>7.450</b>	<b>7.700</b>	<b>7.725</b>	<b>7.750</b>	<b>7.800</b>	<b>7.800</b>
<b>TOTAAL BATEN</b>	<b>33.074</b>	<b>33.786</b>	<b>33.615</b>	<b>35.656</b>	<b>35.001</b>	<b>36.998</b>	<b>38.056</b>	<b>38.685</b>	<b>38.115</b>	<b>38.106</b>
<b>LASTEN</b>										
<b>Personele Lasten</b>										
Loonkosten eigen personeel	-17.895	-19.069	-19.060	-20.800	-19.200	-20.660	-21.500	-22.100	-22.100	-22.100
Overige eigen personeelskosten	-387	-348	-500	-13	-386	-350	-400	-400	-400	-400
Kosten ingehuurde arbeid	-147	-207	-175	-300	-200	-351	-340	-319	-200	-200
<b>Subtotaal personele lasten</b>	<b>-18.429</b>	<b>-19.624</b>	<b>-19.735</b>	<b>-21.113</b>	<b>-19.786</b>	<b>-21.361</b>	<b>-22.240</b>	<b>-22.819</b>	<b>-22.700</b>	<b>-22.700</b>
<b>Overige primaire lasten</b>										
Afschrijvingslasten	-	0	0	-	0	-	-	-	-	-
Huisvestingslasten	-31	-6	-50	-80	-50	-90	-90	-90	-90	-90
Inkomensoverdrachten	-152	-124	-200	-240	-150	-150	-150	-150	-150	-150
Overige instellingslasten	-2.240	-1.847	-1.900	-1.900	-2.000	-2.000	-2.000	-2.000	-2.000	-2.000
<b>Subtotaal overige primaire lasten</b>	<b>-2.423</b>	<b>-1.977</b>	<b>-2.150</b>	<b>-2.220</b>	<b>-2.200</b>	<b>-2.240</b>	<b>-2.240</b>	<b>-2.240</b>	<b>-2.240</b>	<b>-2.240</b>
<b>Kosten van interne dienstverlening</b>										
Vaste dienstverlening huisvesting (K	-3.806	-3.908	-4.252	-4.252	-4.475	-4.390	-4.344	-4.280	-4.245	-4.245
Vaste dienstverlening IT (KDM)	-2.026	-2.005	-2.084	-2.084	-2.212	-2.402	-2.423	-2.417	-2.392	-2.392
Overige vaste dienstverlening KDM	-5.240	-5.267	-5.517	-5.517	-5.778	-6.364	-6.252	-6.230	-6.169	-6.164
Lasten uit variabele interne levering	-647	-464	-470	-600	-550	-700	-700	-700	-700	-700
<b>Subtotaal kosten interne dienstverlening</b>	<b>-11.719</b>	<b>-11.644</b>	<b>-12.323</b>	<b>-12.453</b>	<b>-13.015</b>	<b>-13.856</b>	<b>-13.720</b>	<b>-13.626</b>	<b>-13.505</b>	<b>-13.501</b>
<b>Interne doorbelastingen</b>										
Interne doorbelastingen	-	-4	-	-	-	-	-	-	-	-
<b>Subtotaal interne doorbelastingen</b>	<b>-</b>	<b>-4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAAL LASTEN</b>	<b>-32.571</b>	<b>-33.249</b>	<b>-34.207</b>	<b>-35.786</b>	<b>-35.001</b>	<b>-37.457</b>	<b>-38.200</b>	<b>-38.685</b>	<b>-38.445</b>	<b>-38.441</b>
<b>RESULTAAT EXPLOITATIE</b>	<b>503</b>	<b>537</b>	<b>-592</b>	<b>-130</b>	<b>-0</b>	<b>-459</b>	<b>-144</b>	<b>0</b>	<b>-330</b>	<b>-335</b>
<b>RESERVES</b>	<b>8.173</b>	<b>8.750</b>	<b>7.123</b>	<b>8.620</b>	<b>8.136</b>	<b>8.161</b>	<b>8.017</b>	<b>8.017</b>	<b>7.687</b>	<b>7.352</b>
<b>VOORZIENINGEN</b>	<b>926</b>	<b>906</b>	<b>900</b>	<b>700</b>	<b>900</b>	<b>800</b>	<b>900</b>	<b>900</b>	<b>900</b>	<b>900</b>
<b>Formatieplan</b>	<b>Realisatie</b>	<b>Realisatie</b>	<b>Plan</b>	<b>Prognose</b>	<b>CP</b>	<b>Begroting</b>	<b>Raming</b>	<b>Raming</b>	<b>Raming</b>	<b>Raming</b>
	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2021 P8</b>	<b>2022</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
Aantal fte wp (incl. studentassistenten)	181,1	192,6	194,0	210,0	194,0	204,5	212,0	218,0	218,0	218,0
Aantal fte obp	36,9	38,6	38,0	41,0	38,0	40,0	41,0	41,0	41,0	41,0
<b>Aantal fte totaal</b>	<b>218,0</b>	<b>231,2</b>	<b>232,0</b>	<b>251,0</b>	<b>232,0</b>	<b>244,5</b>	<b>253,0</b>	<b>259,0</b>	<b>259,0</b>	<b>259,0</b>
<b>KENGETALLEN (formules o.b.v. bovenstaande gegevens)</b>										
GPL (x € 1.000)	€ 82,1	€ 82,5	€ 82,2	€ 82,9	€ 82,8	€ 84,5	€ 85,0	€ 85,3	€ 85,3	€ 85,3
a. % WP	83,1%	83,3%	83,6%	83,7%	83,6%	83,6%	83,8%	84,2%	84,2%	84,2%
b. % OBp	16,9%	16,7%	16,4%	16,3%	16,4%	16,4%	16,2%	15,8%	15,8%	15,8%
Externe inhuur in % personele lasten VU	0,8%	1,1%	0,9%	1,4%	1,0%	1,7%	1,6%	1,4%	0,9%	0,9%

Table 1 details FSS's operating results. The faculty strives to balance its books in regular operations (excluding investments).

In 2021, the faculty submitted an application to use its reserves for funding the start-up costs of the Research Master, the School of Governance, and PPE. We assume the same planning for 2022, which means that the balance sheet will be balanced after consideration of the following results financed through our reserves:

Table 1. Results excluding grants applied for

(x1000)	2022	2023	2024	Financing
Research Master's	-184	-104	0	Reserves
School of Governance (FSS's investment)	-155	0	0	Reserves
PPE	-60	-40	0	Reserves
Interfaculty master track/program (w/SBE)	-60	0	0	Reserves
<b>Result</b>	<b>-459</b>	<b>-144</b>	<b>0</b>	

## Income

### Internal income

- The regular VUSAM revenue for education increases until 2024. The decrease in this revenue for years 2025-26 is due to a change in the VUSAM allocation formula, which reduces payment rates.
- The revenue for research remains almost the same in the coming years with exception of 2024 that shows a slight grow.

### External income

- Our revenue from tuition fees of non EU/EEA students and students following the second study has increased by € 100k.
- The faculty has been quite successful in acquiring of 2e and 3e GS projects in recent years, and we expect these sources of revenue to remain quite constant for the foreseeable future.
- Revenue from contract education has declined in recent years. By joining forces with the School of Business and Economics and the Faculty of Law to form the School of Governance, we had expected a growth in the number of students in postgraduate continuing education from 2021 onwards. This, however, has been slowed down by the pandemic.

## Expenditure

### Personnel costs

Our personnel costs will increase in 2022 due to wage indexation and the appointments of several junior lecturers financed from advance student funding. In subsequent years, these costs will stabilize. If the VUSAM allocation formula remains unchanged (payment rates are currently falling), our personnel costs will rise due to the financing of investments from advance student funding. If the formula is changed to reduce payment rates, those investments will have to be realized at current staffing levels.

### Other primary expenditure

Our other primary expenditure (most notably travel, accommodation and conference costs) has decreased in the last years due to the impact of Covid-19. We now expect this spending to remain more or less at its 2021

level for several years, even when staff is increasing. This is not only due to the pandemic, but also because our sustainability policy will reduce the number of personnel travelling.

## **6.2. Investment budget**

Not applicable.

## **6.3. Control of Quality Funds for Education (Studievoorschotmiddelen)**

Please see table *Table 1.1 FSS projects financed by quality agreements: achievements in 2021 and plans in 2022* on Appendix 3.