

SHAPING OUR FUTURE SOCIETY TOGETHER

Strategy 2022-2027
Tilburg School of Humanities and Digital Sciences

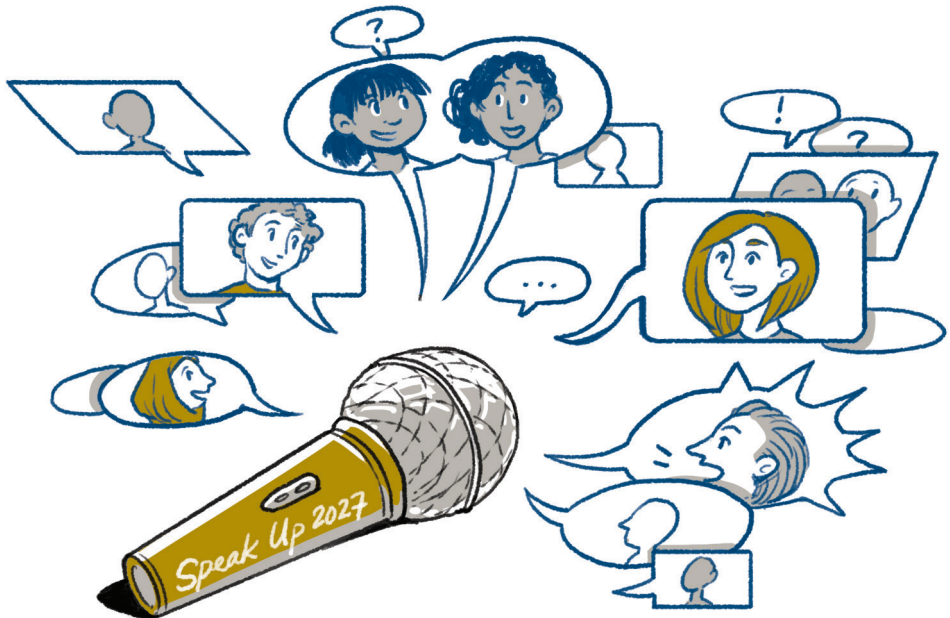
Table of Contents

1	Introduction	5
2	Context	7
3	Vision and Ambition	11
4	Education	15
5	Research	20
6	Culture, Leadership, Recognition and Appreciation	26
7	Business Operations	29
	Sources environment analysis	31
	Infographics	33

1 Introduction

We are proud to present the new strategy of the Tilburg School of Humanities and Digital Sciences (TSHD), which is our guiding principle until 2027. That is the special year in which Tilburg University celebrates its 100th anniversary.

Looking ahead six years, especially within the scope of TSHD, is an impossible task. That is why we work with a rolling strategy, which we reassess after two years and after four years. Our new strategy provides direction for the long term and helps us to establish annual implementation plans that lead us to the desired goals step-by-step. In addition to the implementation plans at the School level, each Department prepares a concise strategy from a discipline perspective.



The entire School community contributed to this strategy. We conducted an environment analysis with a small core team. We also discussed the strategy in two sessions with our societal advisory board. In addition, we gathered important input during the *Speak Up 2027* event, in which both staff and students contributed important ideas. In multiple sessions, we discussed the strategy, exchanged ideas, and shared insights with the four Heads of Departments, the Dean of University College, and the core staff. The Academic Directors and research program leaders also provided input. In addition, we specifically addressed alignment with TSHD's internationalization strategy. The chairs of the four TSHD student associations were also able to provide input. The Board discussed the strategy several times with the School Council. The School Board used this input to make choices and formulate the strategy.

This document focuses on our outline vision and ambition. From the very first moment, we took practicability and feasibility of the strategy into consideration; year by year, we work these out in concrete implementation plans, in which we set clear priorities. The high workload and the demanding environment (including the Ministry of Education, Culture and Science, grants providers, and accreditation bodies) compel us to do this.

The other Schools are also drafting a new strategy, and Tilburg University is presenting a new, overarching strategy. TSHD has contributed considerably to this overarching strategy and our own strategy naturally fits in well with the university-wide plans. Themes that are central to our strategy also have a prominent place in the Tilburg University strategy. These include the centrality of societal challenges and the increasing importance of interdisciplinarity and digitalization, the importance of reducing workloads and restoring the balance between teaching and research, the steps we want to take toward a new way of recognizing and rewarding a diversity of talent, and our commitment to life long learning.

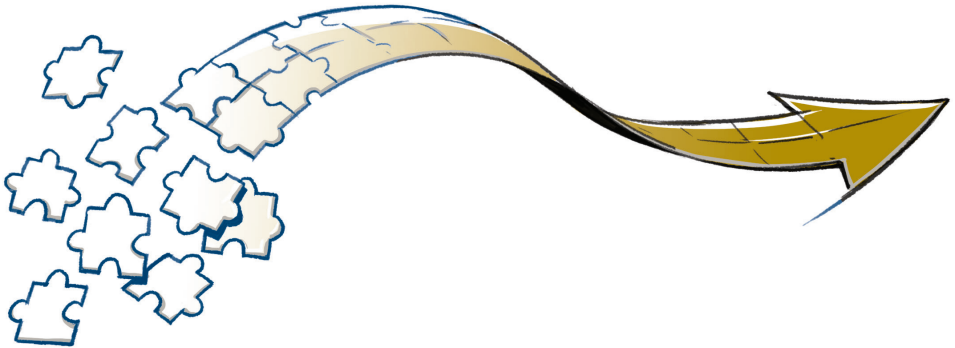
With this strategy we move forward together towards 2027 with great confidence.

November 2021

Boudewijn Haverkort, Dean Tilburg School of Humanities and Digital Sciences,
on behalf of the School Board

2 Context

Changes in the world The world is changing rapidly and this is certainly also true for Europe. Society is facing a number of major transitions, which are also central to the 17 Sustainable Development Goals of the United Nations. Tilburg University wants to respond to these changes as well. After all, we have a responsibility to society in general and, more specifically, the responsibility to educate students to become engaged citizens. We want to educate students who can work together in interdisciplinary and (international) teams. We also have a responsibility to our employees.



Chief Government Architect Floris Alkemade describes the current context as follows in his book *The Future of the Netherlands: The Art of Changing Direction* (2020): 'Rarely has a generation been presented with so many relevant questions and exciting choices. The responsibility we have to take is abstract, but the necessary interventions are anything but.'¹

¹ Floris Alkemade, *De toekomst van Nederland: De kunst van richting te veranderen*, Thoth Publishers, 2020.

The major changes we face concern:



Climate change and sustainability: The desire to use less fossil fuels; the effects of climate change on the Netherlands as a low-lying river delta; on logistics and food supply; a different view of energy, material, and space use; the circular use of materials.



Demography and health: The changing age structure of the population (in Western Europe primarily: aging) and its effects on health care, lifestyle, pension provision, and the sustainability of the welfare state.



Changing geopolitical relations, partly due to climate change: peace and security, migration, issues of division along the north-south and east-west axes, and Europe's position and role in the world.



Changing societal relations: Polarization and increasing inequality between different groups in society, the societal debate and the often fierce public (online) opinion formation, diversity and inclusion, and racism and sexism, among others, as well as the rise and proliferation of fake news and the embrace of alternative truths.



Digitalization and robotization: The blurring between online and offline; the takeover of tasks and roles by digitalization, robotization, and artificial intelligence (AI); the rise of Fintech; the changing perception and appreciation of culture; and information provision and dissemination.



Changing ideas about the structure of the economy and institutions: In Western societies, there is a growing awareness that the existing structure of the economy (with a focus on consumption and growth) is no longer tenable. The organization of states and international institutions also needs to be reassessed in a globalizing world.



Changes in education: Digitalization and globalization are increasingly affecting the way we design our education. On the one hand, we see a continuous process of development and innovation, on the other hand, the pressure is increasing on the frameworks within which education is shaped (shortage of lecturers, workload).



Meaning and fulfillment: All these changes also have a major impact on our ideas of meaning and fulfillment, on our education, on 'lifelong learning', and on public opinion formation.

We also see these changes reflected in our regional context. Consider for example the challenges regarding livability in old city neighborhoods, the increased attention to water resources and green spaces in the city, the special concern for comprehensive welfare and income distribution, and the concern for continued employment where many jobs are disappearing due to automation or robotization.

The covid-19 pandemic, keeping the world in its grip since 2020, has only added to the urgency of these changes. Moreover, all the forced working from home has brought one question into sharper focus more than ever: how do we want to organize ourselves, as a university, as A School with multiple Departments, so that we can carry out our statutory tasks – education, research, and societal impact – in the best possible way? Also in the new context.

TSHD can anticipate these external changes and even help shape them from the strengths of our disciplines. The connection between the disciplines is more important than ever: no single discipline can give the complete answer to the challenges mentioned above. TSHD is ideally equipped for this thanks to our broad spectrum of disciplines: philosophy, cultural studies, communication and information sciences, cognitive sciences, and AI. We have an eye for major, societal challenges in our education and research. It is not the case that all of our research or education can be directly linked to these grand challenges, but they are a source of inspiration and urgency within our research and for our students, whom we give the tools to make a difference in their professional lives.

Changes in the academic context The changing societal context also changes the academic context in which Tilburg University and TSHD operate. We have to deal with structural underfunding from the Ministry, recently confirmed by an extensive study by PriceWaterhouseCoopers.² In addition, the quality of our education and research is under pressure due to perverse incentives and an increase in rules and control. The limited financial resources result in less research time and in increased pressure to write applications for research funding. In fact, the very high competition for centrally available funds, such as from the Netherlands Organisation for Scientific Research (NWO) and the European Research Council (ERC), makes research funding even less efficient. There is also increasing pressure on education due to growing student numbers. Government funding is not keeping pace with that growth,³ increasing the workload of lecturers. This creates a situation in which the academic values – independence, integrity, academic freedom, creativity, a critical basic attitude, and commitment – come under increasing pressure. Staff members are intrinsically motivated and committed, but the pressure they feel creates a culture of fast science that is not conducive to research quality. Nationally and internationally, there is a growing call to refocus on academic values, to create space for a wider diversity of talent, and to focus on quality rather than quantity (slow science rather than fast science).

² PriceWaterhouseCoopers, 'Toereikendheid, doelmatigheid en kostentoerekening in het mbo, hbo en wo', March 2021.

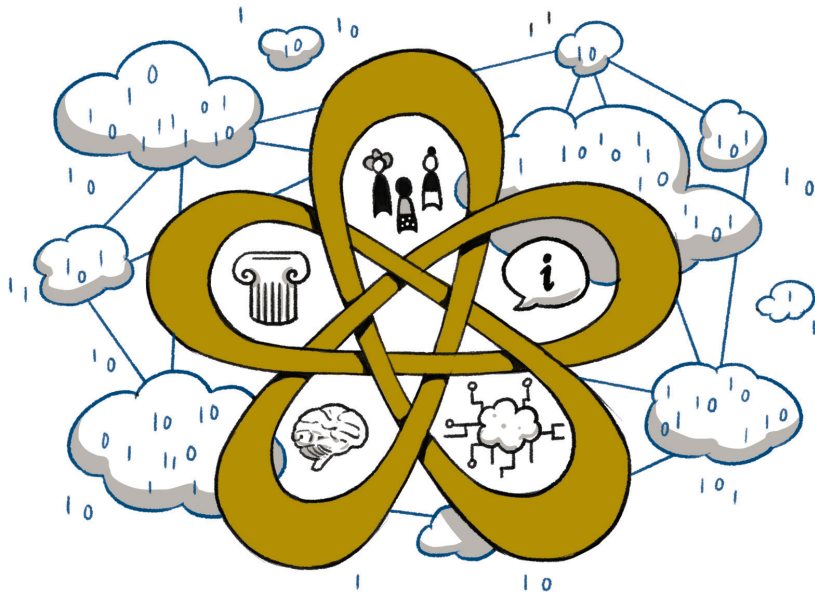
³ State funding per student decreased 25% between 2000 and 2017. See: VSNU, 'Quality of education and research under pressure due to declining state contribution per student', <https://vsnu.nl/dalende-rijksbijdrage.html>.

3 Vision and Ambition

Tilburg School of Humanities and Digital Sciences TSHD has a unique combination of disciplines: philosophy, cultural studies, communication and information sciences, cognitive sciences and AI, the University College, and the Tilburg Center of the Learning Sciences (TiCeLS). From this strong foundation, we join forces to work on the challenges that people, organizations, and society are faced with. In this respect, research into digitalization⁴ is more relevant than ever: the impact of digitalization on the culture that we live in is enormous. It leads to new philosophical and societal issues: digitalization affects the way we communicate with each other (online and offline). It also affects how we build and maintain social and professional relationships. Digital technologies can be used to solve ethical issues, to analyze texts and chats, to develop new educational methods, and to help us live healthier lives. In addition, it is important to think critically about how digitalization can influence our behavior (consider advertising, propaganda, and the creation of alternative truths). The human factor is essential within the world of digitalization and AI; transparency, explainability, and the ethical aspects of digitalization are important here. At Apple, Steve Jobs deliberately put together teams of people from very different backgrounds. He said: ‘...it is in Apple’s DNA that technology alone is not enough; it’s technology married with liberal arts, married with the humanities, that yields us the results that make our heart sing.’⁵

⁴ By *digitalization* we mean the transition of information into a digital form that can be used by electronic devices such as computers. The term can refer to the data itself (digitization), to the associated procedures or to society in general (digitalization). Digitalization opens the way to new forms of work, products, services or even business models.

⁵ Steve Jobs, keynote address during the introduction of the iPad 2.



In TSHD’s profile, digitalization cannot be seen separately from the social sciences and humanities: within all Departments, we conduct research into the interaction between humans (human culture, human communities, and human communication) and technology. TSHD thus inherently brings together the social sciences, humanities, and digital sciences, making us highly relevant and distinctive. The opportunities for collaboration between the various disciplines, both within and outside our School, provide room for creativity and innovation. This is also visible in the university-wide initiatives that TSHD provides, such as the University College and TiCeLS. Whereas other universities often have to go

to great lengths to bring together various disciplines, we already have them available under one roof. In the coming period, TSHD wants to cash in on this unique added value and advantage by working from strong disciplines (with the corresponding funding) and to focus more on collaboration across the boundaries of disciplines. TSHD focuses on the further development of digital sciences,⁶ with strong



⁶ Digital sciences is a broad term. For TSHD, it includes the development, application, and evaluation of methods and techniques in data science, computer science, and AI, specifically in domains such as human-AI interaction, computational linguistics, gaming, (social) robotics, image and video analysis, online media, and virtual reality.

roots *in* the humanities and social sciences, *and* on the further development of the humanities and social sciences *with* digital sciences.

Core Values In our vision of education, research, and impact, Tilburg University's values are guiding:

“Curious. We want to be curious. We are essentially curious and always in search of new and fundamental knowledge and insights. We believe in the importance of fundamental and free research and want to invest in it. We are interested in the still unknown, and we realize the importance of collaborating with other disciplines. We are curious about the new possibilities that digitalization offers us to study people and society.

Caring. We want to be caring, respecting each other and our environment. We draw strength from our differences. Human dignity and sustainability are the basis for our decisions and our actions. We fully realize that the position of the weakest in society are very vulnerable and that the ecological issues are enormous. They require us to take responsibility for keeping society and the earth livable for the generations to come.

Connected. We want to be connected with each other, with society, with other disciplines, and other cultures. We embrace variety and multiple perspectives and recognize and value each other. In our work and our studies, we learn from other disciplines. We stand for the connection between research and education. Our knowledge finds its way into the regional, national, and international ecosystems to which we are linked.

Courageous. We want to be courageous in thought and action. Critical, independent, and decisive: the academic spirit and the independence of academic education and research are essential values in this. We dare to go against established views. We trust each other, challenge each other, and give each other space, also to make mistakes and learn from them. We have the courage to deviate.”

Our ambition TSHD strives to create a culture of diversity and inclusion in which equality, fairness, and *trust* are central. We provide a culture of continuous dialogue, *connection*, and encounter, in which we are open to differences and to everyone's talent and contribution to the team. We *collaborate* with colleagues

from inside and outside our School as a matter of course. In addition, we work closely with our partners:

- **Local:** Think of initiatives like MindLabs and the collaboration with the Elisabeth-TweeSteden Hospital (ETZ) and the Tilburg Municipality.
- **Regional:** Think of the Jheronimus Academy of Data Science (JADS) in Den Bosch, our work in Brabant-AI and Brainport, Midpoint.
- **National and international:** Think of Engage.EU.

In everything we do, we are constructively critical; we embrace what is new when it seems promising and preserve what the good where we can. We go beyond Understanding Society. In our work, we are creative and shape our future society through our scientific output, and through educating our students: shaping our future society. We see our students as partners with whom we embark on a journey together and with whom we maintain a long-term relationship after graduation. In our education, we pay special attention to 'character', in line with the Tilburg Educational Profile (TEP). In our actions, we also have an eye for each other and for our planet (caring). Together we can achieve our ambition when we rely on each other's knowledge and skills and when we help each other and offer leeway where necessary, based on our common values.



4 Education

Vision on Education TSHD offers a rich and diverse educational portfolio with Bachelor's, (research) Master's, and post-Master's programs that provide quality education. Providing meaningful education to our students is and will remain one of our most important tasks. By meaningful education, we mean that students gain knowledge, insights, and *skills* and that they work on their *character* development. Meaningful education also ties in well with current research practice. We want to educate students to become responsible and engaged citizens, who can work in interdisciplinary teams to find solutions to global problems.

To foster this vision, in developing new educational initiatives in the coming years, we are responding to the societal themes we identified earlier in this text. In doing so, we will give priority to initiatives at the intersection of the various disciplines that we have within TSHD, that strengthen the link between humanities and digital sciences, and that contemplate a strong connection with society. We emphasize that a fruitful collaboration at the intersection of the humanities and the digital sciences will benefit from a strong and balanced basis within the disciplines.

Actions regarding the educational portfolio (from small-scale to large-scale):

- We encourage multidisciplinary projects (cooperative learning communities) in which students from different study programs work on societal issues (which we formulate together with societal parties). Developments in international collaborations offer many opportunities for this (consider Engage.EU, for example).
- We encourage collaboration in the field of education by setting up several School-wide minors. We are thinking of a minor in the field of sustainability (for which the University College takes the initiative) and a minor in the field of the learning sciences (initiated by TiCeLS). We would also like to provide a framework for other initiatives that stimulate collaboration.
- We encourage the development of new Master's tracks in the content areas formulated above. An example is the new Master's track Philosophy of Digital Society being developed by the Department of Philosophy.
- In the coming years, we will continue to extend the Program for Academic Study Success (PASS) with activities that focus on student well-being, resiliency, and labor market orientation.

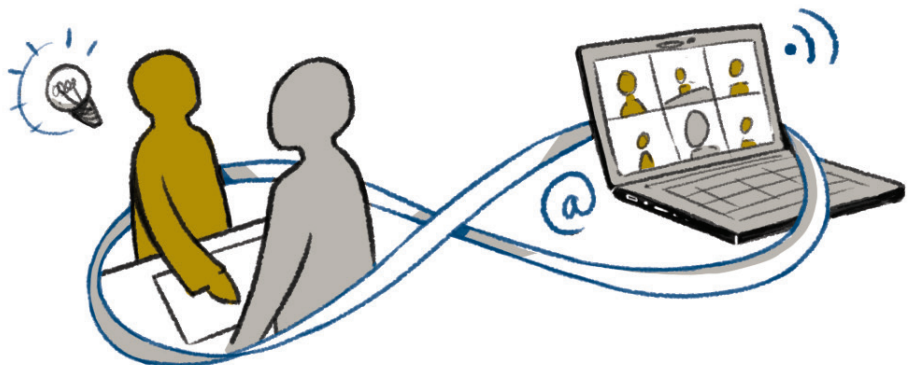


- We encourage activities in education and professionalization outside the regular undergraduate and graduate programs. We have much to offer in areas such as lifelong learning and professional education. We work together with internal partners such as TIAS, Studium Generale and the other Schools, and with external partners from the region. Examples are the TiCeLS professionalization program and the Honors Program on the theme of migration that we coordinate from the Department of Culture Studies (DCU) and that we want to develop into an Honors Academy in cooperation with the Outreaching Honors Program of the Tilburg Law School (TLS).

Vision for growth During *Speak Up 2027* and in the Faculty Council as well, a clear signal was given that, as a School, we should not commit to unbridled growth. An overly ambitious growth ambition is difficult to connect with the great pressure on our lecturers as mentioned above. Therefore, we formulate a sustainable and cautious growth ambition. For programs that have grown substantially in the past period, we will keep growth manageable in the coming years. We support programs that want to grow in the coming years, and we stimulate proposals that focus on growth where we think this offers new opportunities. In the latter case, we carefully consider for which target groups we will develop a particular range of programs: international students (in the context of Engage.EU), students from universities of applied sciences (in the context of covenants), Tilburg University students (when it comes to minors).

Vision for educational innovation We align with the Tilburg University educational vision described in the report *Tilburg University Education 2021-2022 and Beyond*. TSHD wants to play a central role in the development and implementation of blended learning:

- We are committed to blended learning, didactically well thought out combinations of physical and online education.
- We see blended learning as a way to give shape to the core principles of the TEP.
- As a result, TEP takes shape as a model that helps us improve and innovate education, with character building as an element.
- The TEP working group will serve as an engine of educational innovation and improvement in the coming years, realizing our educational vision.
- The starting points for this are the themes from the educational innovation plan 'Towards a future-proof curriculum'.⁷



TSHD programs are continuously improving their curricula. We want to further strengthen this innovative educational climate, focusing on the following points:

- **Further development of blended learning**
Further developing blended learning ('well-thought-out combinations of on-campus and online education') will enhance the didactic and pedagogical expertise in the School. This will have a positive impact on the culture of educational innovation in the School and on the way in which we design our

⁷ Bax, S., and P. Heck, *Educational Innovation Plan Tilburg School of Humanities and Digital Sciences*, March 22, 2021.

courses and our programs. To do this, we must ensure that digital tools are embedded in our education in a reliable and stable manner.

- **Encouragement and support educational innovation**

TSHD continues to invest in educational innovation. We do this, among other things, using the Educational Development and Innovation Project Manager, the activities of the TSHD Educational Innovation Network, the annual budget for education development, and the organization of events aimed at the exchange of ideas and good examples among the various programs.

- **Monitoring of the effects of educational innovation**

The TEP working group and TiCeLS develop research projects in which the effects of our educational innovations are examined in large- and small-scale ways. In this way, we work on research-fueled educational development. They also encourage employees to apply for grants for (research) projects in the field of education, for example, by establishing incentive policies for this.

- **TEP-related topics**

Up to and including 2025, TSHD will focus on the following three themes, which are linked to various elements of character building from the TEP and Tilburg University's ambitions in the area of educational innovation. These themes are further elaborated in TSHD's Educational Innovation Plan.

- Strengthening Critical Academic Skills.
- Elaboration of Sustainability and Diversity in Curricula.
- Focus on Employability.

Sustainable education We want our education to continue to be of high quality in the future. To this end, it is crucial that we remove the obstacles that lecturers currently experience in carrying out this main task. This specifically concerns the high workload, partly caused by a multitude of administrative tasks. Too often, research performance is still considered more important than educational performance. In order to balance education and research more (also in the task load of employees), we aim to better appreciate education tasks and education-related tasks and to organize and allocate administrative tasks as optimally as possible. Stimulating the incorporation of current research in the education we offer and conducting research into (our own) education play a crucial role in this. In this way, we create sustainable and high-quality education, which is offered by academics who are active in both research and education. In line with

the university-wide and national Recognition & Rewards program, we want to give them sufficient space and time for this, reduce the number of administrative tasks where possible, appreciate education more, and also give good performance in education a more important role in their development as academics.

5 Research

Sustainable Research Education and research are increasingly under pressure and the division between these two tasks is out of balance. As a result, research time is becoming increasingly scarce. The national funding model is largely to blame for this. In the coming years, TSHD wants to create opportunities to restore the balance between education and research and make sustainable research possible. By sustainable research we mean:

- Research that is of high quality (and innovative), both theoretically and methodologically, with relevance and added value to science and/or society.
- Research that is not driven by external output indicators, but that stems from the intrinsic motivation of researchers. 'Curiosity-driven', 'slow science', and 'academic freedom' are key concepts in this regard. We also encourage researchers to collaborate and be active members of the scientific community.
- Responsible research that complies with the applicable ethical principles and guidelines, in which the interests of the research participants are paramount. This means that researchers do not collect more data than necessary and that research participants are not unnecessarily burdened. The goal is to collect sufficient good data (and not as much data as possible).
- Research that is, if possible, public and available for reuse (through pre-registration, open access publications, and making research data and materials available).



Sustainable research and education conducted by intrinsically motivated academics increases the vitality of our Departments and School. We would like to see research time and education time more in balance. This will ensure both the quality of research and education and the well-being of our staff. Therefore, the reappraisal of research and education is central. TSHD will facilitate and stimulate sustainable research as follows:

- **Restore balance between research and education time:** TSHD wants to allocate more time for research. A working group is going to investigate whether the existing budget can be redistributed so that academics can get more research time. The working group will draw up alternative scenarios and have them calculated.
- **Quality rather than quantity:** When recruiting new people and assessing existing staff, quality is number one. Within each Department, we look at how this can best be assessed. The assessment of potential new staff members and promotions of existing staff members always involves a team (rather than just a supervisor).
- **Sustainable work environment:** TSHD believes that a healthy and stable work environment is important. Therefore, we provide:
 - Continuity in our policies, innovations are aimed at improving quality or creating more research time.
 - An optimally equipped Graduate School with an eye for the (diversity of) PhD candidates (see also the section Graduate School on page 24).
 - A culture of trust and collaboration with extra attention to the position of PhD candidates.
 - Visible and adequate remuneration for structural tasks in education, research, impact, coordination, and management.
 - Increased knowledge and awareness of open science.
- **Team science, focused on sustainable research:** We optimize collaboration so that we get a better balance between research time and education time with less overhead because each contributes from his/her own role, including administrative, procedural, policy and strategic roles.

Content profiling TSHD is a highly interdisciplinary and innovative School. Our researchers interpret and contribute to the processes of change in contemporary society, particularly regarding digitalization. Not only the substantive themes connect seamlessly to what is going on in society; our open and transparent research attitude means that we are at the heart of society. We believe it is important that academics feel free to conduct autonomous research in their

disciplines. In doing so, we encourage an optimal synergy between fundamental research driven by curiosity and applied or use-inspired research driven by concrete societal issues or their potential use.

While we prioritize the academic freedom of our researchers, we also want to promote the School on some substantive themes. Through incentives, we want to promote multidisciplinary and interdisciplinary research on the following themes. These themes are based on a scientific question with societal impact.



Digitalization of society: How do we ensure responsible and democratic digitalization? How do we use artificial intelligence responsibly to meet the challenges of the 21st century? How do we deal with the vast amount of data available and the ethical issues this raises?



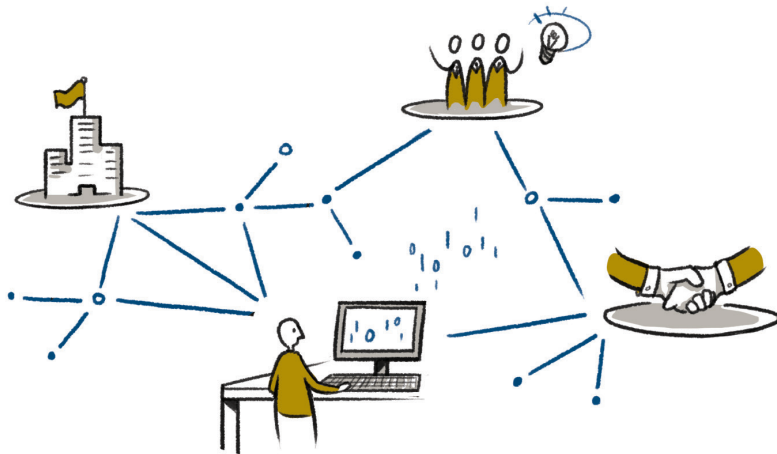
Globalization: What does globalization mean for local, transnationally-networked (linguistic, ethnic, and religious) communities? How do local communities relate to globalization-led mobility? How do we deal with increasing polarization and tensions in our globalizing world? What impact does digitalization have on bringing people closer together or driving them apart?



Health and well-being: What developments regarding health (and health care) are reflected in cultural expressions within society? What role does digitalization play in health care and for our health and well-being? How do new communication technologies affect our health and well-being, and how can they facilitate health care?

In addition, we put the emerging theme of a ‘learning society’ on the agenda. This involves research into (better, evidence-based) education as well as ‘lifelong learning’, reflection, fulfillment, and public opinion formation. What role does learning play in the knowledge society of the future? How do physical, online, and hybrid learning environments relate to one another when looking at learning outcomes? Within the University Teacher Training program and TiCeLS, we will be stimulating research on this topic in the coming years.

Strengthened collaboration in research The strong Departments within TSHD engage in fruitful connections with other Departments, research groups, and regional societal partners. By combining these different perspectives, we achieve high quality research that matters. Currently, we see a lot of collaboration between Departments inside and outside the School (and university). We want to make that collaboration more visible and encourage it further. This also applies to collaboration aimed at scientifically relevant research with societal partners and companies. Such collaboration with external parties must never harm the independence of the researcher (we follow the Netherlands Code of Conduct for Research Integrity).



We elaborate on this as follows:

- We use our themes to stimulate collaboration even further with inspiring and high-profile calls. This should not be at the expense of free or fundamental research.
- We encourage collaboration across the boundaries of our Departments, for example, with the Research Traineeships Program, luncheon colloquia, and the Digital Humanities Symposium.
- We invest in building (larger) consortia to be successful in applying for grants.
- We increase our visibility and profile in (inter)national networks, such as the NWO, the KNAW, the Social Sciences and Humanities Council, Digital Society, Engage.EU, and the European Commission. We do this to draw attention to research schools and to propagate and cash in on our uniqueness.

- We work more closely with the Knowledge Transfer Office (KTO), from which we expect customization for facilitating scientifically relevant research in public-private partnerships.
- We explore the possibilities for exchanging researchers with societal partners and companies. We want to explore the possibilities of academic collaborative centers and remain open to interesting and workable constructions with embedded researchers.

Graduate School for inclusiveness, security, and development

TSHD has an active Graduate School, focused on inclusiveness and safety, that facilitates, informs, reports, identifies, analyzes, and prepares policy. It is committed to including PhD candidates in the academic community and cares about their well-being. We focus on:

- A more visible role for the PhD coordinator, as a neutral person who listens to PhD candidates.
- The relationship between supervisors and PhD candidates.
 - Supervisors are the gatekeeper of the PhD candidates' careers. We want to avoid a one-sided dependence by providing thorough information, offering training, and listening to their needs.
 - Supervisors provide a safe environment in which PhD candidates can express themselves, where there is room for self-development and collaboration within their academic community. PhD candidates know whom they can turn to within the circle of trust.
 - The supervisors are aware of the delicate balance between the PhD program as a vocation and as a professional job and help the PhD candidates set realistic goals and set and monitor boundaries.
 - The broad development of PhD candidates.
- More collaboration with senior staff and support for PhD candidates to develop their teaching skills and soft skills.
- Special attention to the position and needs of external PhD candidates, as they are often less visible and less involved in the academic community, making them more vulnerable.
 - Including external PhD candidates in the community as much as possible (customization).
 - Requiring supervisors of external PhD candidates, as well as the external PhD candidates themselves, to be sufficiently familiar with the standards and relevant procedures. This is monitored at several points: at the beginning, during the program, and when evaluating the manuscript.



6 Culture, Leadership, Recognition and Appreciation

We are proud of who we are and what we do as TSHD. We make a difference for our students, our discipline, society, and ourselves. We work as autonomous and responsible employees because we are all intrinsically motivated. This lays the foundation for a culture of governing based on trust. We want a strong connection between the Board, the management of the School, and the staff.

TSHD is committed to community building, so that we are a community of colleagues who know how to find each other and strengthen each other. We are a personal organization, with attention to the people who work there and our mutual connection. We appreciate each other's efforts and see each other's well-being as the basis for a well-functioning organization. Everyone is welcome and everyone feels at home with us. We strive for diversity and want to be inclusive for all employees. To this end, we focus on openness and dialogue. We are open to differences, using the concept of principled space⁸ as a starting point.



⁸ A *principled space* assumes a set of shared values that all members of the community observe. See: <https://www.uantwerpen.be/en/conferences/decolonizing-philosophy/principledspace/>

This applies to employees as well as students. They are an essential part of our community and play a major role in activities, mutual connections, and student welfare. We consider the warm relationship between students and lecturers as a strong point that we want to maintain.

We clearly communicate to our employees what we expect of them (as a collective and individually). We celebrate our successes, but do not shy away from difficult topics. We provide sufficient open channels for participation and new ideas and places to meet.

In the coming years, we want to help employees further develop their personal leadership. We see this as the foundation for good collaborations and the performance of our work. We want the people with formal leadership roles to do their work from servant leadership. They are motivated to use their talents in this way. The Connected Leading program will be an important instrument for us in this.

In line with the university-wide and national Recognition & Rewards program, we want to make a shift in the coming years to thinking in terms of talents. We recognize and acknowledge each other's strengths and ensure that people are given a place where they can flourish. It will be possible to place an emphasis on education, research, societal impact, or leadership. This means that career paths may start to differ more than before. We will also place more emphasis on collaboration and contributing to the team. We have a greater diversity of talent within our School. More diverse career paths strengthen both the organization as a whole and individual employees.



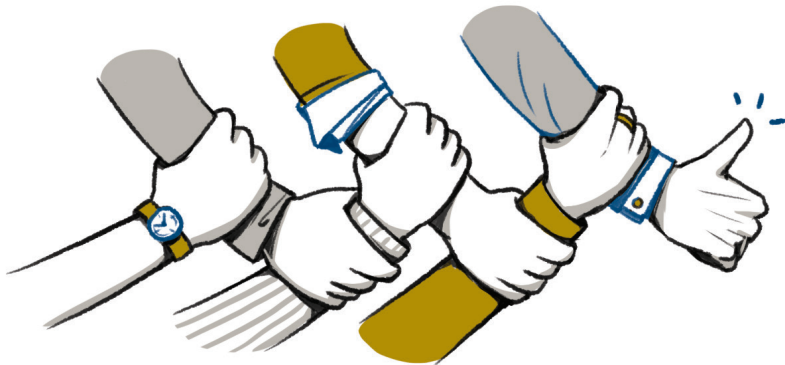
In the coming period, we must also reflect on our way of working. How do we do justice to our principles of connection and collaboration without losing sight of the advantages of working from home?

This leads us to a number of specific focus areas for the coming period:

- We work on community building.
- We update our diversity and inclusiveness policy.
- We maintain a focus on the well-being of our staff and students.
- We support the further development of (personal) leadership in our employees.
- We work toward a culture of recognition and appreciation.

7 Business Operations

Vision for business operations We want the TSHD business operations to be and remain in order. That is why we make the processes and procedures transparent for all those involved. We optimize common processes and standardize them wherever possible. We provide a lean process, based on the principle that 'good is good enough'. We apply the operational excellence model, with a focus on efficiency and low costs. Standard service is the basis, meaning that not all additional questions or requests can be accommodated. This standardization and efficiency gives us the time and space to spend extra time on exceptions where necessary and to invest in strategic developments and new initiatives. We do this in close cooperation with the academics.



We see the Education Support Team, the Research Support Team, the Finance Team (including the project administration), the information manager, the secretary of the Board, the HR advisors, and the account managers internationalization and marketing and communication, as part of the School, even though they work hierarchically at the Divisions. We use the advantage of our matrix organization, in which we can learn from the substantive hierarchical line and, at the same time, maintain close relationships within the School in order to be able to respond well to the needs that arise there. In this way, we achieve optimal collaboration within TSHD. Everyone does this based on their own role, talents, and expertise. We complement each other and keep each other focused where necessary. This collaboration is characterized by a professional and equal approach in which we achieve more together.

In doing so, we strive to reduce the administrative burden. We do this by governing based on trust. We also take a clear position on this outside the School.

The core staff has a strong advisory role within the School. They provide insight and control information in all areas. We want to better utilize and expand the available business intelligence. In doing so, we combine information whenever useful and possible.

All strategic initiatives have a component related to business operations. We tackle these in close collaboration with the Divisions.

In the coming period, we will work on the following topics:

- We optimize work processes and standardize them where possible.
- We pay continuous attention to reducing the administrative burden.
- We improve the use of control information and strengthen the advisory role of the core staff.

Sources environment analysis

Alexander van Deursen and Ellen Helsper, *Digitale vaardigheden: Een onderzoeks- en beleidsagenda*. [Digital skills: An agenda for research and policy], Enschede, Centrum voor digitale inclusie, Universiteit Twente, 2020.

AWTI, *Versterk de rol van wetenschap, technologie en innovatie in maatschappelijke transitie* [Strengthen the role of science, technology, and innovation in societal transitions], Den Haag, AWTI, 2020.

Disciplineorgaan Sociale Wetenschappen, *Van inzicht naar impact: Sectorplan Maatschappij- en Gedragwetenschappen 2020-2025* [From insight to impact: Sector plan Social Sciences and Humanities 2020-2025], Utrecht, DSW, 2020.

European Commission, *Horizon Europe: The next EU research and innovation investment programme (2021-2027)*, 2019. Geraadpleegd/accessed via https://ec.europa.eu/info/sites/default/files/research_and_innovation/strategy_on_research_and_innovation/presentations/horizon_europe_en_investing_to_shape_our_future.pdf

European University Association, *Universities without walls: A vision for 2030*, Brussels, European University Association, 2021.

Floris Alkemade, *De toekomst van Nederland: De kunst van richting te veranderen* [The future of the Netherlands: The art of changing direction] (1st ed.), Bussum, Uitgeverij Thoth, 2020.

KNAW, *Evenwicht in het wetenschapssysteem: De verhouding tussen ongebonden en strategisch onderzoek* [Balance in the academic system: The relationship between fundamental and strategic research], Amsterdam, KNAW, 2019.

KNAW, *Het rolling-grant fonds: Kloppend hart voor ongebonden onderzoek* [The rolling grant fund: A beating heart for fundamental research], Amsterdam, KNAW, 2020.

KNAW, *Staan op kennis: Strategische agenda 2021-2025* [Strategic agenda 2021-2025], Amsterdam, KNAW, 2020.

Ministerie van Economische Zaken en Klimaat, *Nederlandse Digitaliseringsstrategie 2020* [Dutch Digitalization Strategy 2020], Den Haag, Ministerie van Economische Zaken en Klimaat, 2020.

Ministerie van Onderwijs, Cultuur en Wetenschap, *Non-paper Digital Education Action Plan – the Netherlands* [Bijlage kamerbrief], 2020. Geraadpleegd/ accessed via <https://www.rijksoverheid.nl/documenten/brieven/2020/09/11/non-paper-digital-education-action-plan-the-netherlands>

PO-Raad, VO-Raad, MBO Raad, Vereniging Hogescholen and VSNU, *Lerend onderwijs voor een lerend Nederland: Ontwikkelagenda voor een versterkte kennisinfrastructuur voor het onderwijs* [Development agenda for a strengthened knowledge infrastructure for education], 2019.

Raad voor Cultuur, *Onderweg naar overmorgen: Naar een wendbare en weerbare culturele en creatieve sector* [On the road to the day after tomorrow: Towards an agile and resilient cultural en creative sector], Den Haag, Raad voor Cultuur, 2020.

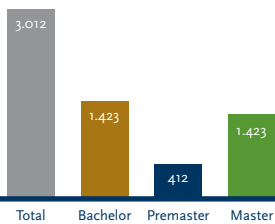
SSH Raad, *WIN Welvaart door Inclusie* [Prosperity through inclusion], Utrecht, SSH Raad, 2020.

VSNU, *Goedemorgen Professor! Visie op studeren in een nieuwe tijd* [Good morning Professor! Vision on studying in a new age], Den Haag, VSNU, 2015.

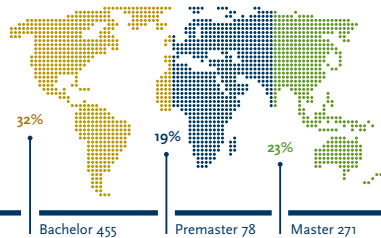
VSNU, *Ruimte voor investeringen en talent: Inzicht in de ambities en knelpunten van de Nederlandse universiteiten en mogelijke financiële oplossingen* [Room for investments and talent: Insight into the ambitions and bottlenecks of Dutch universities and possible financial solutions], Den Haag, VSNU.

TILBURG SCHOOL OF HUMANITIES AND DIGITAL SCIENCES

Number of students 2021/2022
(Reference date October 2021)



International students 2021/2022



PhD degrees 2020



Number of degrees 2020/2021



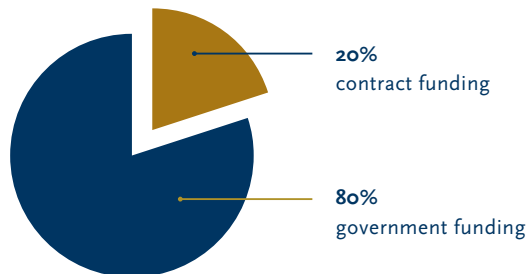
Bachelor	Master	Total
195	769	964

PhD candidates
(Employed)



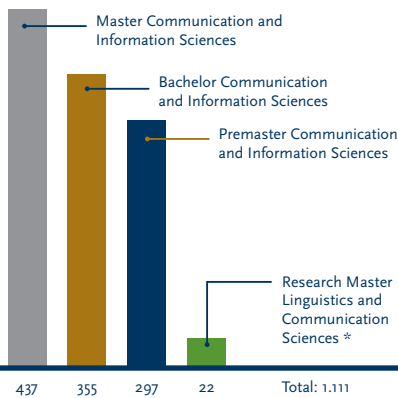
Revenue 2020: € 19.562.000

Academic staff
(Including PhD candidates)



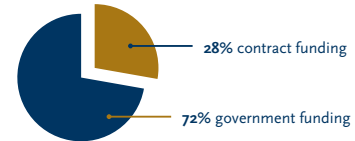
Department of Communication and Cognition

Number of students 2021/2022 (Reference date October 2021)



* Jointly with Department of Culture Studies and Radboud University Nijmegen

Source of income 2020

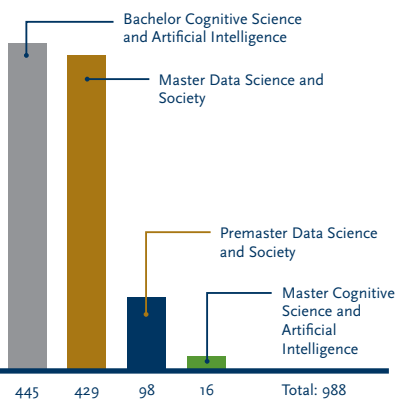


Academic staff

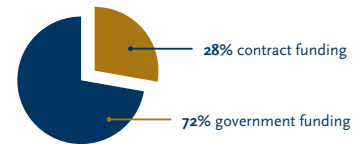


Department of Cognitive Science and Artificial Intelligence

Number of students 2021/2022 (Reference date October 2021)



Source of income 2020

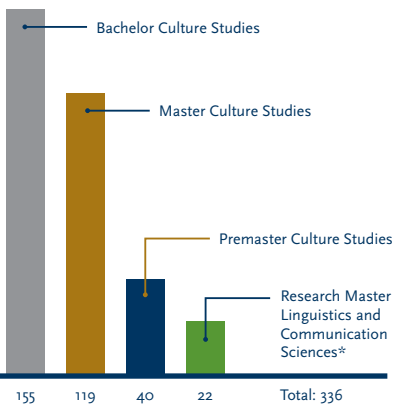


Academic staff



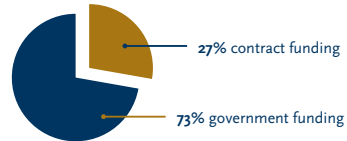
Department of Culture Studies

Number of students 2021/2022
(Reference date October 2021)



* Jointly with Department of Communication and Information Sciences and Radboud University Nijmegen

Source of income 2020



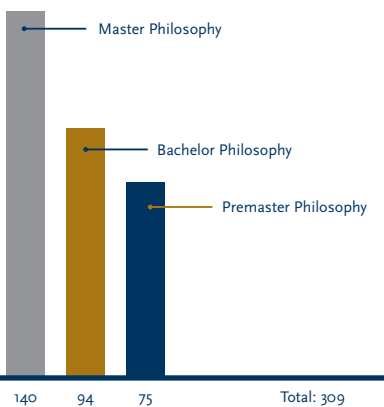
Academic staff



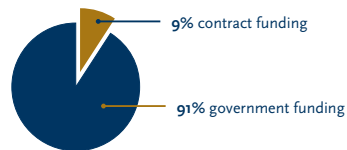
PhD candidates (employed)	Other	Total
9.5	26.4	35.9

Department of Philosophy

Number of students 2021/2022
(Reference date October 2021)



Source of income 2020



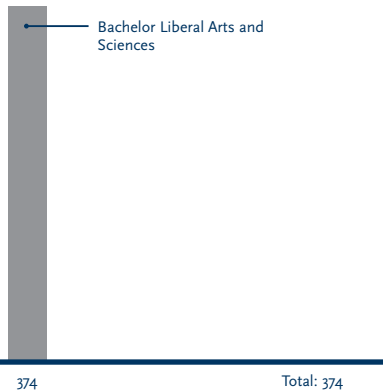
Academic staff



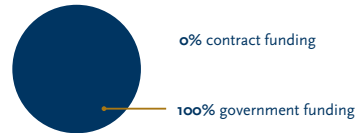
PhD candidates (employed)	Other	Total
5.6	28	33.6

University College Tilburg

Number of students 2021/2022 (Reference date October 2021)



Source of income 2020



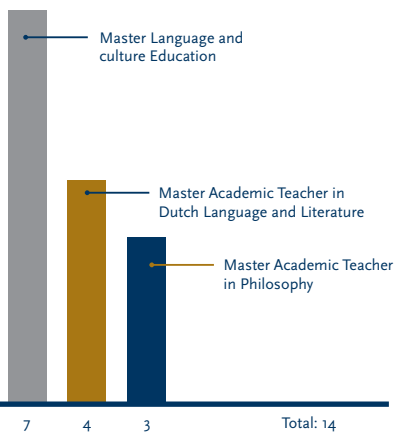
Academic staff



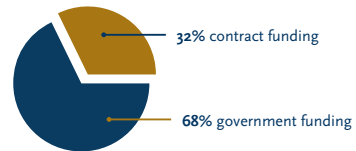
PhD candidates (employed)	Other	Total
0.5	7.3	7.7

Teacher Training Program / Tilburg Center of the Learning Sciences

Number of students 2021/2022 (Reference date October 2021)



Source of income 2020



Academic staff



PhD candidates (employed)	Other	Total
0	2	2