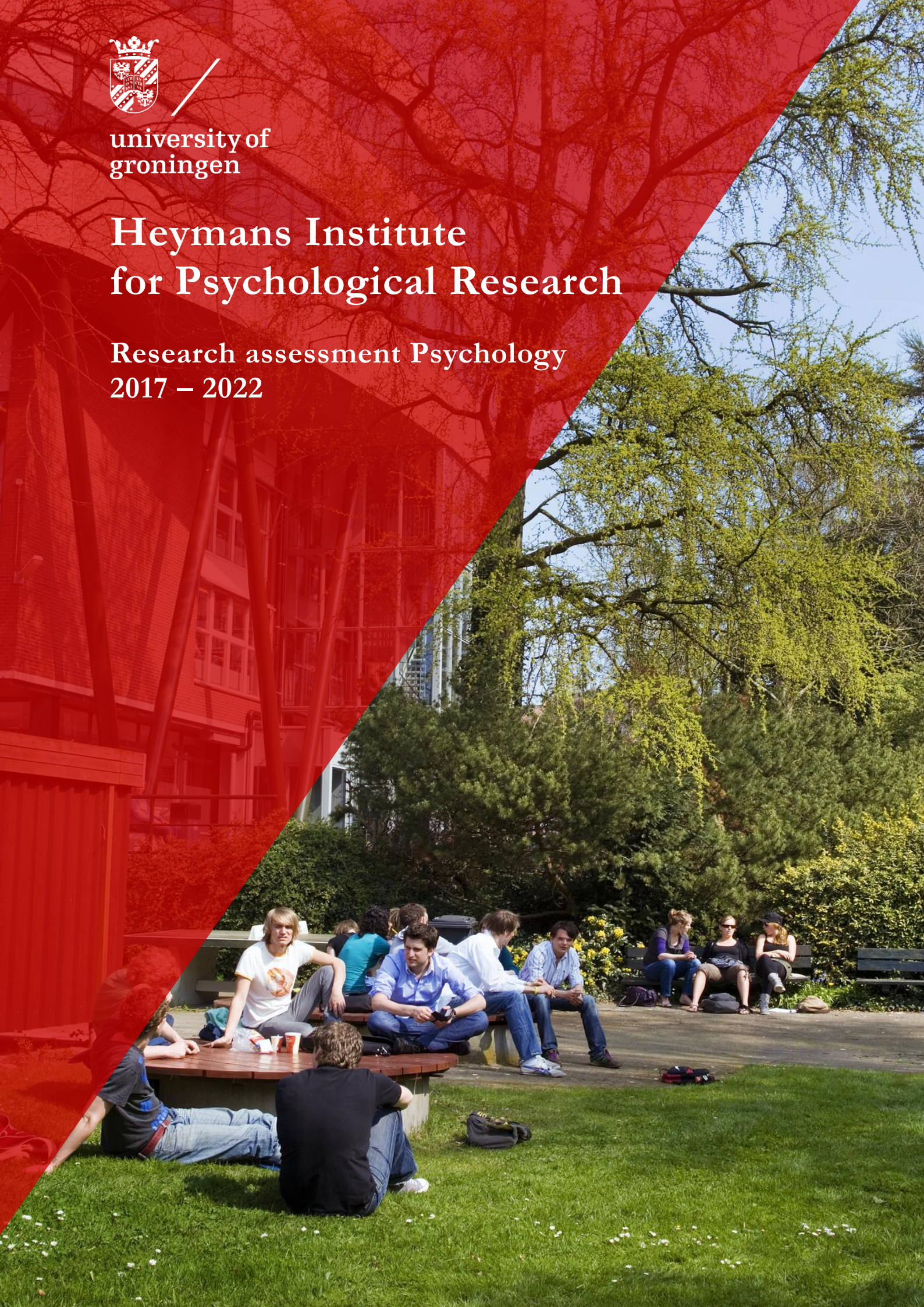




university of
 groningen

Heymans Institute for Psychological Research

Research assessment Psychology
2017 – 2022



Heymans Institute for Psychological Research

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Summary

The **Heymans Institute for Psychological Research** (HI) was founded in 1992 to integrate and strengthen psychological research within the Department of Psychology at the University of Groningen. The University of Groningen (UG) is an innovative, research-driven, and internationally oriented university in the north of the Netherlands, with 37,000 students and 6,400 fte staff. The Department of Psychology is part of the **Faculty of Behavioural and Social Sciences**, and offers both Dutch and English Bachelor's and Master's programs to over 2,500 students.

The research of the Department of Psychology is embedded in the Heymans Institute. The mission of the HI is to conduct excellent, impactful research in the main fields of psychology, with a special focus on collaborative projects and society-driven research. These collaborations include different areas of psychology working together, interdisciplinary research, and cooperation with non-academic partners. The society-driven focus implies that we aim to research challenges and questions that current society faces, but also that our research is expected to have direct visibility and impact in society. Our underlying vision is that: (1) Fundamental curiosity driven research expands our knowledge of human behaviour and obtains societal relevance by providing a foundation for applied psychological research. (2) Application and fundamental scientific progress mutually reinforce each other, making this interaction pivotal to psychological science. (3) Truly exciting innovations tend to emerge bottom-up through collaborations among creative and focused researchers within the institute.

This vision informs the HI's three key targets: We aim for (1) high quality staff in all research units; (2) strong collaborations within the institute and with other academic partners, resulting in impactful research; (3) a clear and visible position in the societal landscape with demonstrable societal impact, both within our region – the north of the Netherlands – as beyond. We adopt a facilitative leadership style with effective incentives and facilitators to promote growth and collaboration.

As a result, the quality of HI research is generally high (as evidenced by an international benchmark analysis). Many HI researchers play active roles in society at various positions, such as at mental health institutions, members of committees such as the IPCC, and writing for national newspapers. HI research tends to have a high societal impact; the areas that HI researchers have impact in include education, psychological testing, clinical practice, development of treatment protocols, reflections on science, and policy and organizational advice. HI researchers are thereby able to reach a broad audience with their work. This has resulted in impact on policy and practice, including a willingness of various societal parties to contribute substantial funds to researchers of the HI.

The future viability of the HI is high and stable. Using the new SSH Sector Plan funding, we can increase our visibility in our three key research themes – Societal Transitions and Behavioural Change, Mental Health, and Resilience in Youth. Our institute is an inclusive institute that embraces open science, team science and other modern views on how to propagate academic citizenship. The HI is well equipped to perform outstanding academic and societally impactful research in the coming.

The present self-evaluation of the Heymans Institute has been written in compliance with the national 'Standard Evaluation Protocol' (SEP 2021-2027). This self-evaluation covers the period 2017–2022 and consists of three parts: Part A, is written under responsibility of the Dean of the Faculty of Behavioural and Social Sciences, and has been compiled by the director of research in co-operation with the nine research units. Part B presents the appendices created for this report (case studies and tables with quantitative information). Part C is a collection of relevant existing policy documents from the HI, BSS and UG.

List of abbreviations

BCN	Research School of Behaviour and Cognitive Neurosciences
BSS	Faculty of Behavioural and Social Sciences
ERC	European Research Council
FAIR	Findable, Accessible, Interoperable, Reusable
FTE	Full time equivalent
FWCI	Field Weighted Citation Impact
HI	Heymans Institute for Psychological Research
HIAR	Heymans Institute Advisory Council
KNAW	Royal Netherlands Academy of Sciences
MHI	Mental Health Institute
NRO	Netherlands Initiative for Education Research
NWO	Netherlands' Organisation for Scientific Research
NWO MaGW	NWO division Behavioural and Social Sciences
NWO OC	NWO Open Competition
NWO Veni	NWO Starting grant
NWO Vidi	NWO Consolidator grant
NWO Vici	NWO Advanced grant
NWO Zwaartekracht	NWO Consortium grant
SNIP	Elsevier's Source Normalized Impact per Paper
UFO	Job Classification System of UvNL
UG	University of Groningen
UMCG	University Medical Centre Groningen
UvNL	Association of Dutch Universities (until 2021 'VSNU')
VSNU	Name for the Association of Dutch Universities until 2021
ZonMW	NWO division Medical Sciences

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1 Introduction

1.1 Structure of the institute

The Heymans Institute for Psychological Research (HI) is embedded within the Faculty of Behavioural and Social Sciences (BSS) of the University of Groningen (UG). The University of Groningen is an innovative, research-driven, and internationally oriented university in the north of the Netherlands. The university has 35,000 students and 6,400 staff, of which 3,750 fte scientific staff.¹

The Faculty of Behavioural and Social Sciences is one out of 11 faculties of the university. The faculty comprises of four departments: Psychology, Sociology, Pedagogics and Educational Sciences, and Teacher Training. The Department of Psychology is, by far, the largest of the four.

The department offers two bachelor degree programmes, 11 master's degree programmes and participates in the faculty wide research master programme Behavioural and Social Sciences and the interfaculty research master programme Brain, Cognition and Neuroscience (BCN).

As of 1 January 2023, the Department of Psychology has 280 staff members, consisting of 93 PhD-students, 53 teaching positions² and 134 other positions, usually with a mix of research and teaching obligations. Table E2 provides more details.

All research activities of the department are integrated into the HI. The institute is divided into nine research based units:

- Clinical Psychology and Experimental Psychopathology (chair: prof. Maaïke Nauta),
- Clinical and Developmental Neuropsychology (chair: prof. Marieke Pijnenborg),
- Developmental Psychology (chair: prof. Marijn van Dijk),
- Environmental Psychology (chair: prof. Linda Steg³),
- Experimental Psychology (chair: prof. Elkan Akyürek),
- Organisational Psychology (chair: prof. Susanne Scheibe),
- Psychometrics & Statistics (chair: prof. Marieke Timmerman),
- Social Psychology (chair: prof. Tom Postmes),
- Theory and History of Psychology (chair: prof. Annette Mülberger).

Furthermore, there is a teaching based unit (mainly focused on small group teaching in the Bachelor programmes; chair dr. José Heesink). The size of the units varies from four to over twenty core staff members. A main driver behind size is the demand for teaching staff in the several degree programmes HI participates in. All units perform very well in terms of quality and quantity of research output and have a respectable international reputation within their disciplines.

The HI is managed by research director prof. Casper Albers. The HI Advisory Council consists of the chairs of the ten units and representatives of several bodies, including the research support department, the Ethics Committee and the PhD Council. The research director and Advisory Council meet every six weeks to discuss issues related to research strategy and policy. Substantive decisions concerning strategies, personnel, support, facilities, and financial matters are taken in weekly meetings with the programme director, prof. Barbara Wisse. Together the directors meet on a monthly basis with the BSS Faculty board. In addition, the HI director of research meets on

¹ <https://www.rug.nl/about-ug/profile/facts-and-figures/>

² Employed as 'docent' according to UFO, with at most 10% research time.

³ Until September 2021, this unit was embedded within Social Psychology, yet already operated mostly as a separate entity.

a regular basis with the research directors of the other departments, the director of the graduate school and the dean of BSS to discuss BSS research strategies and research collaborations between the departments.

1.2 Infrastructure and facilities

HI faculty members have a fully equipped office with their own dedicated desk. The structure of the office building stimulates interaction between scholars, between and within units (e.g., through shared kitchenettes with coffee and tea facilities). Associate and full professors have a private office. The vast majority of HI staff is housed in the Heymans building, located on the north side of the city centre. All other BSS buildings are in the direct vicinity, and nearly all other UG faculties are located at most 2.5 km from the Heymans building, thus facilitating interdisciplinary research.

Since the covid pandemic, the HI has invested in facilitating hybrid working. Through various university-wide schemes, staff got reimbursed for costs related to working from home. This is especially useful for staff with additional duties, such as child care. To avoid alienation, all staff members are encouraged to spend at least half their working time at the university; UG policy (2022) is that full time staff can work up to two days a week from home.

Research infrastructure and facilities are state-of-the-art and to the satisfaction of research staff. It includes several laboratories for behavioural experiments and observation, a laboratory for neuropsychological research, multifunctional cabins for psychophysiological measurements and eye-tracking, and driving simulators.

Moreover, affordable access to fMRI recording and associated technical support is assured through a contract with the University Medical Centre Groningen (UMCG). Also, we have structural connections with mental health institutions such as GGZ Drenthe, Lentis and Accare (providing options for patient-based basic as well as clinical research), and we are part of large scale longitudinal studies including the NESDA (Netherlands Study on Depression & Anxiety) as well as several studies initiated at the HI (see Chapter 5). All UG researchers can make use of the advanced high-performance computer cluster facilities.

Further, we have a psychology student participant pool as well as a paid participant pool, and the HI financially supports research that uses internet-panel samples. For this Internet Research Fund up to € 30k per year is distributed to conduct ten to fifteen of such studies, thus enabling accessible funding for new HI-internal collaborations. The BSS research support unit offers support in various aspects of research, including development of software and websites, acquiring research funding, and data management. The UG library and Groningen Digital Competence Centre offer extensive support with respect to the FAIR principles and Open Science.

1.3 Collaborations

Members of the departments are actively encouraged to collaborate. This is for instance done via regular colloquia and seminars for the HI.⁴ The Psychometrics & Statistics-group offers a ‘statistics helpdesk’ for colleagues from other units.

Within the faculty, there is active collaboration on various levels. Most interaction takes place within the research units, followed by interaction between different units of the HI. Further, there is collaboration with the departments of BSS, within the UG and on a national and international level. Over 10% of our PhD-students are co-supervised by a colleague from an international institute. On a national level, our PhD students participate in various graduate schools and are

⁴ <https://www.rug.nl/research/heyman-institute/more/symposiumcolloquia/>

often co-supervised by colleagues from other departments in the university (15% of all PhD students during the assessment period) or other universities (24%).

A large part of our research centres around the three **key research themes**:

- Understanding Societal Change,⁵
- Mental Health,⁶
- Lifespan Development and Socialisation.⁷

These interdisciplinary themes align with the BSS-specific themes from the **SSH Sector Plans**⁸, Societal Transitions and Behavioural Change, Mental Health, and Resilience in Youth. These themes also connect to three recently awarded NWO Zwaartekracht and other consortium grants in which BSS is heavily involved.

Furthermore, there are several faculty-wide **Centres of Expertise**, where researchers from different departments join forces to work on important societal issues. These centres are:⁹

- Dutch Expertise Centre for Theory & History of Education & Psychology,
- Families with multiple and complex problems,
- Interactions in diverse classrooms,
- LGBTQIA+ research,
- Social sciences, health and well-being,
- Talent development.

There are many active collaborations within the university. These include collaborations with e.g. clinical researchers at the medical faculty through the Interdisciplinary Center Psychopathology and Emotion Regulation, but also more formalised within the four **Schools for Science and Society** of the university:¹⁰

- Wubbo Ockels School of Energy and Climate,
- Jantina Tammes School of Digital Society, Technology and AI,
- Aletta Jacobs School of Public Health,
- Rudolph Agricola School for Sustainable Development.

1.4 Funding

Research in the HI is funded by various sources. The largest source is **direct funding** from the government. The government provides funding for education and research to the UG, which allocates a proportion of this funding to the psychology department. This proportion depends on various criteria, such as number of students and number of successfully defended PhD theses. This direct funding is used to cover part of the research time (in general about 40% of their appointment) of the staff at the psychology department, as well as part of the costs for research materials.

The other source of funding is external funding, through research grants from NWO, ZonMW and other research funders and industry relations. Throughout the assessment period, the HI succeeded in obtaining over 25 million euro in external funding.

⁵ <https://www.rug.nl/gmw/research/themes/understanding-social-change/>

⁶ <https://www.rug.nl/gmw/research/themes/mental-health/>

⁷ <https://www.rug.nl/gmw/research/themes/lifespan-development-and-socialization/>

⁸ <https://sshraad.nl/sectorplannen-2022-ssh/> (in Dutch)

⁹ <https://www.rug.nl/gmw/research/expertise-centre/>

¹⁰ <https://www.rug.nl/society-business/schools/>

2 Mission and Strategic Aims

2.1 Mission Statement

The mission of the HI is to conduct ground-breaking and impactful research in the main fields of psychology, with a special focus on **collaborative projects** and **society-driven research**. Within the HI we actively seek to perform both fundamental and applied research. These collaborations include different areas of psychology working together, interdisciplinary research, and cooperation with non-academic partners. The society-driven focus implies that we aim to research challenges and questions that current society faces, but also that our research is expected to have direct visibility and impact in society.

Our underlying vision is that:

1. Fundamental curiosity driven research expands our knowledge of human behaviour and obtains societal relevance by providing a foundation for applied psychological research.
2. Application and fundamental scientific progress mutually reinforce each other, making this interaction pivotal to psychological science.
3. Truly exciting innovations tend to emerge bottom-up through collaborations among creative and focused researchers within the entire academy.

To fulfil our vision, we aim for high quality staff in all our units; for substantial interaction within and between these units, resulting in impactful research, and for substantial interaction between our institute and academic and non-academic partners, that offer prospects of advancing fundamental understanding of psychological process whilst having a demonstrable societal impact.

The quality of our research is generally high, as can be evidenced by international benchmark analyses and bibliometric analyses. Moreover, our researchers are highly respected. Based on the combination of scientific excellence and societal impact, the HI is increasingly successful in obtaining external funding. Our research tends to have a high societal impact; on areas such as education, psychological testing, clinical practice, development of treatment protocols, and policy and organisational advice. Our staff is able to reach a broad audience – both within as outside academia – with their work. This has resulted in impact on policy and practice, including a willingness of various societal parties to contribute substantial funds to researchers of the institute.

The future viability of the HI is high and stable. With the additional funding from the SSH Sector Plans, we will be able to attract and retain (inter)national excellent researchers, further developing research in our three key areas.

Our staff and students are diverse in terms of age and gender, and very international. Furthermore, the principles of Open Science and Inclusive Science and Inclusive Leadership are embedded in the core of our institute. An integrated overview of the developments, strategy and accomplishments in the field of Open Access is given on page 5, and on HR policy, and Diversity & Inclusion in particular, is given on page 6.

We are convinced that the HI is well equipped to perform outstanding academic and societally impactful research in the coming years.

2.2 Strategic Aims; reflections on previous assessment

Our strategy follows directly from our mission. As our future strategy is recited in detail in Section 6.2, we focus the attention here to the previous evaluation of our strategy, and how we responded to it. In this previous research evaluation it was mentioned that the level of psychology in the Netherlands was very good. The HI was evaluated on Research Quality, Societal Relevance and Viability and received the label ‘very good’ on all three main criteria. We also received four points of critical review. For each of these, we provide a quote from the evaluation report. Our strategic actions on these points are listed in Chapter 3.

1. Limited excellence due to spreading of resources

“Not focusing but rather spreading resources over a large number of psychological disciplines renders it difficult, if not impossible, to excel in all expertise groups.”

2. Insufficiently making use of the unique location

“HI makes the deliberate choice not to focus, but to continue to be inclusive. This is a fair and valid decision considering the unique location. [...] However, the committee would have expected HI to use its broadness as a niche or unique selling point, for instance by supporting highly visible interdisciplinary projects.”

3. No leading role in open science

“Psychometrics and statistics contributes to a better use of statistics and psychometrics in the field but this group has not been at the forefront of taking initiatives to avoid questionable research practices and to promote responsible research practices.”

4. Suboptimal embedding of PhD students

“For a viable future it is important to keep up the number and quality of PhD candidates.”

“In the PhD training, 9% of the PhD candidates are not in a national school and compose their own individualized program.”

2.3 Contextual Developments

Since the previous assessment in 2017, various developments have taken place at a national level, as well as within the university, faculty and institute. Some of these have influenced the strategy of the institute.

National developments

- In 2019, the government advisory committee ‘Committee Van Rijn’ published a report.¹¹ This committee advised a large shift in government funding from the social sciences and humanities towards science and engineering, which put a strain on the future prospects of the institute.
- However, in January 2022 a new government was formed, which planned to invest more in all areas of research and education.¹²
- In 2019, several national academic organisations, including VSNU, KNAW and NWO, issued a position paper on recognition and rewards¹³ arguing for a change in appraisal procedures.
- Various national and international funding organisations¹⁴ have enforced a higher level of open access practices in order to be eligible for funding.
- The SSH Sector Plans are a coordinated effort from all national faculties in social sciences and humanities for improved collaboration and specialisation, providing additional funding.

Developments at the university

- Since 2019, the UG has invested heavily in its regional function. Under the name ‘University of the North’¹⁵ it has joined forces with higher education institutes and industry in the three northern provinces to strengthen collaborations. Whereas the first focus lied on engineering and natural sciences, this also offers opportunities for collaborations for the HI.

¹¹ <https://www.rijksoverheid.nl/documenten/rapporten/2019/07/19/adviesrapport-bekostiging-hoger-onderwijs>

¹² <https://www.rijksoverheid.nl/onderwerpen/rijksoverheid/documenten/publicaties/2022/01/10/coalitieakkoord-omzien-naar-elkaar-vooruitkijken-naar-de-toekomst>

¹³ https://www.universiteitenvannederland.nl/en_GB/Recognition-and-rewards-of-academics.html

¹⁴ cf. <https://www.coalition-s.org/>

¹⁵ <https://universiteitvanhetnoorden.nl/>

- In 2020, the UG presented its Strategic Plan for 2021-2026.¹⁶ In most areas, this plan continues previous strategies, but more emphasis is placed on the importance of team science and recognition and rewards. Furthermore, academic freedom, integrity, inclusivity, sustainability and openness are explicitly listed as core values.

Developments at the faculty and institute

- In the assessment period, the policy that each structural vacancy was opened as a tenure track position was abolished, for various reasons. New tenure track positions are now exceptional.
- In September 2021 the research unit ‘Social Psychology’ was split into two units: ‘Social Psychology’ and ‘Environmental Psychology’, to better strategically support environmental psychology as one of the HI points of excellence.

Open Science

Open Science in all its aspects are important to the HI. Since 2021, BSS has an Open Science Committee, chaired by prof. Don van Ravenzwaaij. The mission of the committee is to advise the faculty on policy and to assist researchers on matters related to open access and open data. It collaborates closely with the UG wide Open Science programme¹⁷ and with the Open Science Community Groningen.¹⁸

The percentage of open access publications has risen to nearly 100%. According to Dutch law¹⁹ all short scientific works, the research for which has been (partly) paid for by Dutch public funds, can be made publicly available a reasonable period after first publication. The committee, jointly with the university library, encourages all staff members to publish their work in line with this amendment.

BSS has a Data Management Protocol (DMP). To ensure compliance to this DMP within the faculty, a working group Data Policy has been set up in 2022 to advise the faculty on monitoring, training, open education, and best practices in the field of open science. The research support department is in ongoing efforts to integrate all aspects of the research pipeline (research protocol, obtaining approval from the ethical committee, DMP, data storage) into a single research platform. It is expected that this will increase the support among staff for full open science.

Members of the HI are active in the development of open software and maintenance of open datasets. Apart from adhering to open science practices, the institute is also prominent in research on open science. Examples of this are the NWO Vidi Grant “Solving the Reproducibility Crisis in Biomedicine” (2018) by prof. Van Ravenzwaaij and the PhD-thesis “Charting the Constellation of Science Reform”²⁰ by dr. Sarahanne Field. Our research in “Reproducibility and Open Science” has a prominence percentile of 99 (see Part B).

¹⁶ <https://www.rug.nl/about-ug/policy-and-strategy/strategic-plan/>

¹⁷ <https://www.rug.nl/openscience>

¹⁸ <http://openscience-groningen.nl/>

¹⁹ The ‘Taverne amendment’, cf. <https://www.openaccess.nl/en/events/amendment-to-copyright-act>

²⁰ <https://dx.doi.org/10.33612/diss.229114775>

HR Policy, Diversity & Inclusion

The HI values an inclusive international research environment. Our HR Excellence in Research logo²¹ is a clear code of conduct for our process of recruitment, evaluation and appraisal, career development and training.

When new staff members are recruited the composition of the selection committee is carefully considered. The members should be diverse with respect to gender, Dutch vs. international background and level of seniority. All the members of a selection committee are expected to work in line with the Recruitment Guide²² and are responsible for an inclusive and transparent process. The Recruitment guide is supportive to this process and learns the members about an open, transparent and merit-based recruitment and selection procedure and gives guidelines to all the different steps in the process.

The HI has a positive attitude towards joining a new round of the UG's Rosalind Franklin Programme²³, special tenure track positions for high-potential female scholars, as has been done in the past (prof. Judith Daniels in 2015-2016, dr. Antje Schmitt in 2017-2018). BSS has a diversity & inclusion officer (prof. Sabine Otten).

For the employees within the system of Tenure Track the memorandum 2015 and its 2018 addendum apply on their evaluations and appraisal. Up to 2020, nearly all permanent academic positions were Tenure Track positions. The guiding principles of "Recognition and Rewards" are embedded in the Dutch University Job Rankings system and will be further embedded in the Tenure Track memorandum of the University and the various faculties.

The Corporate Academy²⁴ offers our staff and managers various ways to train their skills in diversity and inclusion. There are workshops on dealing with intercultural differences in a team and being an inclusive leader and there are also several workshops about the theme internationalisation and intercultural competence²⁵. Twice a year all staff members are invited to sign up for training and development. The HR advisor advises the managers in the HI about possibilities for a collective training for their teams. The yearly Result and Development Interviews between our managers and the staff members is also a moment in time to explore what the wishes are for career development and training. UG wants to promote inclusiveness and for that reason, it is possible for international staff members and their partners to take courses Dutch at the Language Centre. There are various reimbursements available for these courses.

The HI strongly values representation of diversity in management. Throughout the evaluation period, at least one of two positions in the management board was filled by a female staff member. Per January 2023, eight out of ten unit chairs are women, and two of them have non-Dutch nationality.

A healthy workplace is valued higher than short-term goals regarding to research output. During the covid pandemic, measures were taken to contain spread. Furthermore, 45 PhD-students and early career researchers received a total of 170 months contract extension as their research progress was seriously hampered due to the pandemic.

²¹ <https://www.rug.nl/about-ug/policy-and-strategy/room-for-talent>

²² <https://myuniversity.rug.nl/infonet/medewerkers/werk-en-carriere/vacatures/wervingselectie/>

²³ <https://www.rug.nl/about-ug/work-with-us/rff/>

²⁴ <https://www.rug.nl/corporate-academy>

²⁵ <https://www.rug.nl/corporate-academy/interessegebieden/interesse-internationalisering>

3 Strategy

Below, we outline the strategy for four points raised in Section 2.2. Pages 6 provided an integrated overview of developments and strategy on open science, page 9 does so on PhD policies.

Spreading of resources

The tension between spreading of resources and specific investments in excellence and strategic areas of interest is acknowledged. The HI has a tradition of **a broad, bottom-up organised institute**, which in part relates to the geographical location of the university in the Netherlands. This means that students, researchers and societal stakeholders have to need access to the various aspects of the discipline of psychology, ranging from more fundamental to applied research. We simply cannot afford to not do research in all main disciplines, nor do we want to.

However, the tendency of the HI to be broad and inclusive does not preclude excellence. As an example, the receipt of the Akademiepenning by prof. Trudy Dehue (2019) can in fact be seen as support for the bottom-up approach employed by the HI that enables researchers to move against the Zeitgeist at times in order to explore their own niches. No other institute of psychology in the Netherlands has a unit in which the theory and history of psychology is studied. Also the unit of Environmental Psychology has a similarly unique position. Linda Steg received the 2020 Stevin Prize for her work in this unit (see Case Study 2).

Both research themes – Theory and History of Psychology and Environmental Psychology – emerged from bottom-up initiatives, followed by top-down support through making strategic choices, in line with the advices given in the research evaluation 2011-2016.

The decision to focus teaching within the faculty wide research master programme along three research lines is an example of a top-down strategy to excel in certain areas. The recent funding from the SSH Sector Plans will further aid this goal.

The excellence of these two units, as well as the excellence that can be found in other research units demonstrates that spreading of resources does not preclude excellence.

Regional function

There is no other university within a 100 km radius. This provides us both with the responsibility and the opportunity to be the go-to institute for psychological (research) questions for societal institutions in the northern provinces Groningen, Drenthe and Fryslân.

The clinical units within the HI house multiple staff members that are both part-time employed by the HI and by as mental health care institution in the region. These members work on various topics, from anxiety and depression to a range of eating disorders (see Case Study 5) and psychotic disorders. Furthermore, we have multiple endowed professors on behalf of strategically selected (regional) institutes (see page 15) to strengthen our connections and lift our research to a higher level.

Apart from these strategic choices, the HI actively encourages bottom down initiatives for research opportunities with regional partners. Examples of this are the PhD-research by dr. Tom Bergkamp²⁶ who collaborated with the regional football team FC Groningen for his research on talent development and the research by prof. Dick de Waard with the province of Fryslân on road safety using a cycling simulator. Another example is the highly successful and impactful research of the team led by profs. Postmes and Stroebe, collaborating with regional municipalities, on Groningen's earthquakes (see Case Study 1).

²⁶ <https://research.rug.nl/en/publications/talent-assessment-in-soccer-predicting-performance-through-the-le>

PhD policies

The goal of BSS is to provide an inclusive and stimulating environment for PhD candidates. All students who start their PhD project have a sound basis in their field of their specialisation.

The HI has PhD candidates in all four types distinguished by the UvNL²⁷. In 2016, UG decided to join the, now discontinued, scholarship programme,²⁸ vastly increasing the number of Type 2 PhD-students. For students in the Research Master programme, a competitive PhD fund offers several positions yearly. All PhD candidates go through an admission process, including a formal assessment of their research proposal by the director of research and the director of the Graduate School, in consultation with a staff member with expertise in the field.

BSS offers equal facilities, opportunities and obligations for all PhD students as much as possible. All PhD students have access to a research budget and training facilities, regardless of type of contract. Candidates must have a completed and approved research proposal in order to start. All PhD scholarship students receive the same amount of scholarship: international PhD students with insufficient competitive scholarship from their home country receive a top-up from the UG. All PhD students receive a budget of k€ 8 for research costs.

PhD students are strongly encouraged to join a relevant research school, as for example the Kurt Lewin Institute (KLI), Experimental Psychopathology (EPP), the Interuniversity Graduate School of Psychometrics and Sociometrics (IOPS) the Interuniversity Centre for Educational Sciences (ICO) and BCN. Nearly all do: out of all 92 internal PhD candidates that started in the evaluation period, 87 joined a research school.

Apart from training in their field of study, PhD students develop their skills via training offered by the UG. A course in scientific integrity is obligatory. At the start of individual PhD projects, the PhD candidate and their (co)promotors draft a training and supervision plan (TSP), which has to be approved by the director of research and is registered with the BSS Graduate School.

PhD mentors meet regularly with the students to discuss potential struggles and issues. The faculty's BSS PhD council represents the PhD students to the boards and organise social events and the annual faculty's PhD Day.

PhD students work towards a dissertation that has the form of a monograph or a collection of several research papers or journal articles with internal coherence. All PhD students are supervised by two or three staff members. After approval by their supervisors, the work is examined by an assessment committee, consisting of three full professors of whom at least one is from the UG and one from another university.

HI PhD students pursue their career after obtaining their PhD in research (59%), industry (8%), or government (28%). During the evaluation period, 9 internal and 6 external PhD students stopped with their PhD project due to insufficient progress or personal reasons. Six years after starting their PhD, 70% of internal and 50% of external PhD students had finished. The duration of PhD trajectories is longer than desired. Reasons for graduating in more than 5 years are varied and include having a part-time appointment, pregnancy and parental leave, additional teaching duties, the covid pandemic and health issues.

²⁷ www.universiteitenvannederland.nl/files/documenten/Feiten_en_Cijfers/Typering_promovendi_2019.pdf . On this page, we distinguish between 'internal' PhD students (VSNU type 1/2) and 'external' PhD students (type 3/4).

²⁸ <https://www.rug.nl/education/phd-programmes/phd-scholarship-programme/>

4 Evidence

Among the participating universities it was decided to structure the evidence by agreeing on a common set of indicators that every unit can choose from to focus on in their self-evaluation, but that are supplemented by unit specific ones whenever deemed appropriate. All indicators fall in categories of evidence that are classified according to three assessment dimensions in the domain of both research quality and relevance to society, see page 34 of the Strategy Evaluation Protocol.

We summarise our selection of common indicators of research quality and relevance to society in the table below. A brief explanation for the choice of these specific indicators is found in Part B.

	Research Quality	Relevance to Society
Demonstrable products	(i) (Open access) journal articles, reviews, books, book chapters, source publications and exhibition catalogues (x) International bibliographic benchmark analysis	(v) Books, source publications, guidelines, catalogues, blogs, forums and websites for a professional readership. (vi) Lectures, masterclasses, and conferences for a general audience
Demonstrable use of products	(ii) Citation of articles, books, and other products (iii) Digital infrastructures and databases (x) International bibliographic benchmark analysis	(vii) Projects in cooperation with societal parties (viii) Contract research
Demonstrable marks of recognition	(iv) Grants and prizes awarded to individuals or collaborative research projects	(ix) Memberships and/or secondary appointments of/within civil-society organisations

We supplemented these common indicators with a bibliographic benchmark analysis, to provide in depth insights into publication and citation scores.

This benchmark is a novel approach based on Elsevier's Topics²⁹ classification. By pooling the Topics the HI is most active in a custom 'SciVal Research Area', a fingerprint of the institute's academic 'niche' is obtained, further referred to as the HI Core Area.

A range of bibliometric indicators for HI and UG have subsequently been compared with those of the world's most active institutions in the HI Core Area. This has resulted in a benchmark, tailored to the disciplinary main orientation of HI. This benchmark analysis provides additional insight into HI's research activity and its position within the international psychological research community.

²⁹ In Scopus/SciVal each publication with sufficient citations or references is linked to one of appr. 96.000 Topics, representing collections of documents with a "common focused intellectual interest". These are determined with a clustering algorithm based on extended direct citations, developed by Leiden's CWTS. Unlike traditional journal classifications Topics are completely independent of journal classification. In addition, Topics represent real disciplinary micro niches that tend to be well recognized by active authors as (one of their) own areas of expertise.

5 Accomplishments

In the sections below, we will present a **selection of accomplishments** on the topics listed in Chapter 4. Providing full lists of accomplishments would lead to a report that exceeds the page limit. Further evidence is given in the five case studies, presented in Part B.

(i) and (ii) Publications and citations

The table below shows the key statistics over the years: number of peer-reviewed publications by HI members, number of citations these publications received³⁰ and the average FWCI³¹; followed by a distribution of publications over type of Open Access and the SSH Sector Plan Themes.³²

The number of publications rises slowly but steadily over the years. The vast majority of publications (82%) concern peer-reviewed journal articles. We do not only publish many papers, but also on current topics. An important example of this is the covid pandemic, which led to a series of high impact papers (see Case Study 4).

There are various metrics for measuring a paper's impact. The number of citations is informative, but this number is heavily influenced by the field of study. Proposed alternatives to correct for this are the FWCI and the SNIP. At the HI, we publish high quality work. The average FWCI also rises and now lies around 2, indicating that our work receives twice the citations as the average publication in these fields. For the FWCI, 2.9% of our papers belong to the international top 1%, and 19.1% belongs to the international top 10%. For the SNIP, these percentages are even higher, at 3.4% and 29.7%.

The number of citations also heavily correlates with the number of authors. Out of the ten most cited papers by members of the HI, half had over fifty authors. To overcome this bias, we also looked at the scores of FWCI divided by the number of co-authors. The 15 best-scoring papers are provided in Part B. Interestingly, nearly all research units are represented in this list, highlighting the broad ranges of areas in which the HI excels.

Key Statistics	2017	2018	2019	2020	2021	Total
Publications	380	367	395	404	437	1,983
Citations	8,500	7,136	5,933	6,284	3,155	31,008
Average FWCI	1.81	1.79	1.78	1.97	1.98	1.87
Open Access	2017	2018	2019	2020	2021	Total
Gold	15%	21%	22%	27%	30%	23%
Hybrid	14%	20%	26%	33%	40%	27%
Green	61%	53%	47%	34%	27%	44%
None	10%	6%	5%	5%	3%	6%
SSH Theme	2017	2018	2019	2020	2021	Total
Mental Health	212	190	207	221	259	1,089
Societal Transitions & Behavioural Change	131	131	157	162	175	756
Resilience in Youth	97	75	112	91	110	485

³⁰ These numbers are citations received (until 1 January 2023) for work published in year X, not the number of citations in year X for all work published earlier (hence the decline in numbers).

³¹ Scopus FWCI is the ratio of total citations received by total citations expected based on the average of the subject field. FWCI-scores above 1 indicate work with above average impact.

³² Assignment has been done by an automated algorithm. Some papers are assigned to multiple themes, others are assigned to no themes; hence the numbers per year don't add up to the total number of publications.

The third part of our table indicates that the HI is already heavily invested in the three themes of the SSH Sector Plans that UG signed up to; and we will continue to be invested in these.

That our staff collaborates frequently on long term research projects, both within and outside the UG, is evidenced by the fact that 39% of all PhD-students are co-supervised by colleagues from outside the HI (Table E4d).

The international bibliographic benchmark reveals that the HI's Top 27 research Topics account for roughly 23% of HI's output. This highlights the broadness of the HI's research. Furthermore, these topics range from methodological (open science, time series models), to clinical (psychopathology, psychotic disorders) and applied psychology (green behaviour, traffic psychology), covering all our research units. Our work on these topics has a high prominence score³³, as evidence for the quality and impact.

In these Top 27 Topics, HI is of world class quality, with all kinds of metrics (such as publications, citations, FWCI) scoring in the global top 13. Based on number of publications in these Topics, only Yale University and the University of Amsterdam score higher. The tables underlying these claims are provided in Part B of this report.

(iii) Selection of digital infrastructures, such as datasets and software

HI members have developed various successful software packages, often open access. Furthermore, a variety of datasets with valuable data have been developed and maintained. E.g.:

- OpenSesame, a tool developed by Dr. Sebastiaan Mathôt for developing psychology and neuroscience software, aimed at setting up psychological experiments, is launched about 370,000 times per year for both research and teaching in methods-related courses, which makes it one of the most-used products of its kind world-wide.
- SlimStampen, by prof. Hedderik van Dijk, is an adaptive learning system built on computational theories of human learning that aids students in memorising factual knowledge. It is currently being used by five universities in three different countries, and licensed to publishers of educational materials in various countries. Based on these collaborations, about one million students have access to the system, resulting in 10 million study trials per month.
- Resilience is an application where various football teams from the Dutch premier league track daily mental and physical progress of their pupils to receive tailormade training programs.
- The R package baymedr, developed to provide researchers with easy-to-use tools for the computation of Bayes factors for common research designs, by prof. Don van Ravenzwaaij and his team, has been downloaded 17,612 times by March 2023.
- The R package mIVAR, co-written by dr. Laura Bringmann, for performing multilevel vector autoregressive analyses has been downloaded 48,042 times by March 2023.
- How Nuts Are the Dutch (Hoe Gek is NL) is a citizen science database with data on emotional wellbeing with over 14,000 participants. This platform was initiated in 2013 and during the assessment period 15 peer-reviewed papers have used this platform.
- U-can-act is an open source and GDPR-proof platform and dataset for collecting intensive longitudinal data through a mobile web application, developed by various members of the developmental psychology unit.
- Yourspecialforces.nl is an application, dataset and automated analyses script developed by Dr. Ruud den Hartigh for the elite special forces of the Royal Netherlands Army, which is used to track and improve the physical and mental development of the special forces.

³³ The prominence percentile is a proxy for the topic's visibility and impact and is based on number of citations, Scopus views count and average CiteScore.

(iv) Selection of grants and prizes for individuals or collaborative research projects

Research Grants from academic agencies

During the assessment period, the HI obtained on average k€ 1,840 in *'tweede geldstroom'* funding per year, a 61% increase compared to the period 2011-2017.

The individual research grants above k€ 600 are:

• Prof. Hedderik van Rijn	NWO Vici	k€ 1,500	2017-2023
• Dr. Sebastiaan Mathôt	NWO Vidi	k€ 800	2021-2023
• Prof. Don van Ravenzwaaij	NWO Vidi	k€ 799	2018-2026
• Prof. Susanne Scheibe	NWO Vidi	k€ 796	2016-2022
• Dr. Ruud den Hartigh	ZonMw ³⁴	k€ 750	2019-2023
• Prof. Marieke Timmerman	NWO OC	k€ 666	2023-2027
• Prof. Linda Steg	NWO ³⁵	k€ 641	2021-2025
• Dr. Susan Niessen	NRO	k€ 601	2022-2027

That our early career staff is successful in acquiring funding is evident from the fact that nine HI members³⁶ obtained a NWO Veni grants during the assessment period.

Consortium grants, with a key role for a HI member, above k€ 600 (within the HI):

- Prof. Peter de Jonge led the HI team that participates in NWO Zwaartekracht project 'Stress in Action', k€ 2,924, 2023-2032.
- Prof. Linda Steg led the HI team that participates in NWO Living Labs project 'Shared connectivity in Mobility and Logistics Enable Sustainability (SMILES)', k€ 2,000, 2019-2024.
- Dr. Thijs Bouman and prof. Linda Steg participated in the HI team that participates in NWO project 'Smart Grids Plus', k€ 686, 2017-2020.
- Prof. Russell Spears (HI) and prof. Rafael Wittek (sociology BSS) lead the BSS team that participates in the NWO Zwaartekracht project 'SCOOP', for about k€ 6,700.

Awards from peers

- Prof. Trudy Dehue won the prestigious Akademiepenning from the KNAW in 2019, an exceptionally prestigious bi-annual award.³⁷
- Prof. Linda Steg won the NWO Stevin Award (incl. k€ 2,500) in 2020³⁸ for 'exceptional success in the area of knowledge exchange and impact for society'.
- Dr. Maarten Derksen won the 2018 Cheiron Book Prize for his popular scientific book *Histories of Human Engineering: Tact and Technology*.
- Prof. Joke Spikman won the 2018 Betto Deelman award for her contributions to Neuropsychology.

³⁴ Part of a special call on 'Sport and Movement' (Sport en Bewegen)

³⁵ Part of a special call on the energy transition

³⁶ Laura Bringmann, Maarten Eisma, Klaske Glashouwer, Bertus Jeronimus, Namkje Koudenburg, Sebastiaan Mathôt, Susan Niessen, Stephan Schleim & Charlotte Vrijen

³⁷ <https://www.knaw.nl/fondsen-en-prijzen/akademiepenning>

³⁸ <https://www.nwo.nl/en/professor-linda-steg>

(v) and (vi) Selection of outputs for a professional readership and a general audience

The HI members engage in a wide range of activities. As sometimes these are aimed at both a professional readership as a general audience, evidence for both (v) and (vi) is listed here.

Guideline committees

Members from the clinical units are very active in a wide range of guidelines committees on topics including schizophrenia and psychotic disorders (both prof. Marieke Pijnenborg), grief and palliative care (dr. Maarten Eisma), sexual abuse (prof. Rafaële Huntjens), ADHD (prof. Jos de Keijser, prof. Barbara van den Hoofdakker), obesity (dr. Nienke Jonker), and anxiety disorders (prof. Maaïke Nauta). Furthermore various colleagues (dr. Susan Niessen, prof. Rob Meijer, prof. Marieke Timmerman) are active in guidelines committees on test use and test development.

Media and public appearances

- Together with *Dagblad van het Noorden*, a regional newspaper, BSS organises the *Publieksacademie* (Academy of the Public)³⁹ where social scientists discuss current affairs. During the evaluation period, participating HI members include profs. Tom Postmes, Linda Steg and Marieke Pijnenborg.
- As a platform for our researchers, HI has an institutional blog called *Mindwise* with posts from HI staff members.⁴⁰ Throughout the assessment period, these blogs have been read over 22,000 times per month, on average.
- Prof. Casper Albers writes monthly for national newspaper *De Volkskrant* in which he reflects on the news through a statistical lens. He appears in the media regularly⁴¹ to reflect on matters.
- Dr. Stephan Schleim wrote the popular scientific book *Gehirn, Psyche und Gesellschaft: Schlaglichter aus den Wissenschaften vom Menschen. [Brain, Mind, and Society]* (Springer, 2018).
- Prof. Nico van Yperen wrote three popular scientific books on sport psychology.
- Prof. Douwe Draaisma wrote two popular scientific books, *De ivoren cel [The ivory cell]* (2021) and *De man die zijn hoofd verloor [The man who lost his head]* (2022)
- Prof. Hedderik van Rijn organised an exhibition at the University Museum (see Case Study 3). The museum welcomed a record number of visitors in 2022.

(vii) and (viii) Cooperation with societal parties and contract research

Contract research

During the assessment period, the HI obtained on average k€ 1,805 in ‘*derde geldstroom*’ funding per year, a 35% increase compared to the period 2011-2017.

- The social psychology group has repeatedly received large amounts for their research into the psychological consequences of Groningen’s earthquakes. This includes k€ 2,414 (Ministry of Economic Affairs, 2022); k€ 1,384 (Ministry of Economic Affairs, 2018); k€ 1,036 (Ministry of Internal Affairs, 2021).
- Prof. Linda Steg received k€ 1,000 from the Province of Groningen and NAM (the Dutch petroleum company) for a Greenddeal project (2014-2020).

³⁹ <https://www.rug.nl/gmw/publieksacademie/>

⁴⁰ <https://mindwise-groningen.nl/>

⁴¹ <https://www.rug.nl/staff/c.j.albers/research#pure-id-press-media>

Endowed professors

This section contains an overview of our endowed professors (*bijzondere hoogleraren*; appointed for a maximum of two 5-year terms), including the titles of their endowed chairs as well as the appointing institute. These are listed as they are examples of long term commitments that societal institutions made with the HI. The following endowed professors are affiliated with mental health institutions:

- Prof. Richard Bruggeman, *Neuropsychiatry of Psychotic Disorders*, Rob Giel Research Centre, 2018-2023 (first term)
- Prof. Stynke Castelein, *Recovery from Severe Mental Illness*, Lentis, 2016-2026
- Prof. Barbara van den Hoofdakker, *Treatment of behaviour problems in children*, Accare, 2019-2024 (first term)
- Prof. Marike Lancel, *Sleep and psychopathology*, GGZ Drenthe, 2017-2027

The following endowed chairs are affiliated with other institutions:

- Prof. Otto Adang, *Security and Collective Behaviour*, Dutch Police Academy, 2016-2026
- Prof. Michel Dückers, *Crises, safety and health*, National Psychotrauma Centre, 2020-2025 (first term)
- Prof. Veroni Eichelsheim, *Intergenerational continuity of deviant behaviour*, Netherlands Institute for the Study of Crime and Law Enforcement, 2022-2027 (first term)
- Prof. Joost Heutink, *Visual disorders after acquired brain damage*, Royal Visio, 2020-2025 (first term)
- Prof. Jos de Keijser, *Treatment of complex grief*, Stichting Stimuleringsfonds Rouw (Grief Support Fund), 2013-2025 (extended)

A complete list of all professors employed during the assessment period is provided in Part B.

(ix) Selection of memberships/ secondary appointments civil-society organisations

Memberships advisory boards

- Prof. Rafaële Huntjens was and prof. Stynke Castelein is board member of the national Quality Alliance Mental Health (AKWA GGZ).
- Dr. Iris Egberink is senior editor test ratings of the Dutch Committee on Tests and Testing.
- Prof. Linda Steg is lead author of the United Nations IPCC report 'Global warming of 1.5°C: an IPCC special report on the impacts of global warming of 1.5°C above pre-industrial levels and related global greenhouse gas emission pathway' (2018)⁴² and the IPCC's Sixth Assessment Report (2022)⁴³.
- Prof. Casper Albers is advisor to the Covid-19 Behavioural Unit of the National Health Institute (RIVM).
- Prof. Annette Müllberger is member of the advisory board of the Institute for History of Science and international representative of the Forum for the History of Human Sciences.
- Dr. Jeremy Burman is division liaison for the Society for the History of Psychology (APA Division 26).

⁴² <https://www.ipcc.ch/sr15/>

⁴³ <https://www.ipcc.ch/assessment-report/ar6/>

Membership scientific councils

- Prof. Annette Mülberger was president of the European Society for the History of the Human Sciences.
- Prof. Casper Albers is president of the Netherlands Society for Statistics and Operations Research.
- Prof. Monique Lorist was president of the Dutch Psychonomic Society.
- Dr. Dick Barelds is executive committee member of the World Association of Personality Psychology and the European Association of Personality Psychology.
- Prof. Barbara Wisse was research director of the Kurt Lewin Institute.
- Prof. Rob Meijer is director of the Interuniversity Graduate School of Psychometrics & Sociometrics (IOPS).
- Prof. Ernestine Gordijn was, and prof. Nina Hansen is executive committee member of the European Organisation of Social Psychology.
- Prof. Stynke Castelein is secretary of the European Network of Mental Health Services Evaluation.
- Prof. Rafaële Huntjens was board member of the Dutch Trauma Association.
- Dr. Lonneke Lenferink is board member of the Dutch Society for Psychotrauma.
- Dr. Jeremy Burman was board member of the Jean Piaget Society.

Selection of membership editorial boards (associate editor or editor in chief)

- Prof. Annette Mülberger was associate editor of the journal *Theory & Psychology* (2020-2021).
- Prof. Rafaële Huntjens is editor-in-chief of the *Journal of Behaviour Therapy & Experimental Psychiatry* (2021-present).
- Prof. Don van Ravenzwaaij is senior editor of *Collabra: Psychology* (2020-present)
- Prof. Rob Meijer is editor of *Journal of Personality Assessment* (2014-present)
- Prof. Marieke Timmerman (2007-2020) was and prof. Henk Kiers (1992-present) is associate editors of *Psychometrika*.
- Prof. Martijn van Zomeren was editor-in-chief of the *European Journal of Social Psychology* (2018-2020).
- Prof. Barbara Wisse is associate editor of the *Journal of Leadership and Organizational Studies* (2021-present).
- Prof. Ernestine Gordijn was associate editor of the *Journal of Experimental Social Psychology* (2019-2021).

6 Future Focus

6.1 SWOT Analysis

Below, we will list the strengths, weaknesses, opportunities and threats we see for the HI.

Strengths

- Besides excelling within the three SSH themes, we also have several smaller research themes in which we are at the international forefront. These include Theory & History of Psychology, Sport Psychology and Talent Development, and Psychometrics & Statistics.
- Due to the fact that a large part of our teaching is done in English, we have been able to attract a large number of international talents, which benefitted both the quality of teaching and research.
- We are strongly embedded in (regional) societal institutes, especially mental health institutes.
- The board of the HI actively encourages a supportive, collaborative and comfortable atmosphere on the work floor. Several initiatives have started, both bottom-up and from the management, to give new staff members a warm welcome.
- We are one of the leading psychology institutes in the world with respect to open science and reproducibility.
- Compared to other faculties at the UG, the number of students per year – and with that one of the main sources of funding – is relatively constant, which eases long term planning.
- The HI is one of the UG's leading institutes with respect to gender diversity.
- The BSS-wide Research Master programme, as well as other (research) master programmes the HI is involved in, ensures a constant influx of talented PhD-students.
- All research staff members have a research budget (€ 5,000/year) which they can largely spend at their own discretion, e.g. on collecting data, APC fees or attending conferences.
- We have several internal small funding schemes, especially the Internet Research Fund, that help kickstart research ideas and collaborations.

Weaknesses

- Most attention regarding diversity and inclusion in the past years went to gender diversity. Other aspects, such as inclusion of international staff and students, could have benefitted from more attention.
- The decision to stop hiring new staff on a tenure track-contract by default causes feelings of inequality between those employed within and those outside the tenure track framework. Also for those employed outside of the tenure track framework there needs to be perspective; which currently still is under construction.
- Staff, especially staff in the tenure track system, rely on a substantial extent on grant acquisition (e.g., for promotion). The low success rate in many NWO/ERC calls raises discussion about the appropriateness of the current system and often gives a feeling of being part of a lottery rather than being assessed on academic quality.
- The switch in UG's HR-software in 2020 has had severe ramifications on the effectiveness of the HR departments, and by 2023 still not all issues have been resolved.⁴⁴

⁴⁴ <https://ukrant.nl/implementation-afas-software-system-poorly-supervised-too-many-time-constraints/?lang=en>

- The size of our units varies considerably, the smallest having four core staff members, the largest over twenty. Representation of the groups, e.g. within HIAR, does not take unit size into account. That is, currently all groups – large and small – have equal voice. This has advantages (minority inclusion) but also drawback (some feel they should have relatively more influence). A similar concern holds for the four departments that constitute the faculty.
- Engaging in science communication is considered highly important in the HI, yet is currently insufficiently recognised and rewarded, especially within the tenure track-system.

Opportunities

- Geographically, the UG is the only university within a more than 100 km radius. This provides huge opportunities, and responsibilities, as the only psychological research partner in this part of the country.
- The SSH Sector Plan themes align perfectly with the core research themes the HI has been active in for years, as also evidenced by our research past outputs in these themes. With additional funding opportunities, HI can grow even stronger in these fields.
- The four research schools of the university have been growing in the past years. As the HI has research that aligns with all four themes, this provides new opportunities.
- Since about 2020, the HI had the opportunity to convert a number of temporary contracts into permanent assistant professorships, giving young talent better prospects.
- All (intern)national movements in the fields of open science, recognition and rewards, and team science, closely align with the HI's ambition of being a public institute, actively seeking collaborations within and outside academia.
- There is a growing societal demand towards the knowledge development at the HI, e.g. in the area's of climate change, mental health and dealing with crises and disasters.

Threats

- Before the Covid pandemic, the work pressure in Dutch academia was already too high. The pandemic has had serious consequences on the work pressure and wellbeing of our staff and students. We are far from 'back to normal'. With the limited funding of Dutch academia, achieving a healthy workload remains a huge challenge.
- Due to the increased work pressure for teaching activities, especially during the pandemic, less time was available for doing research and applying for funding.
- The unstable political situation makes it difficult to make long term planning. For instance, a growing number of Dutch political parties press universities to reduce the number and/or size of degree programmes taught in English. This can, in the near future, have ramifications for both our current international staff as well as for our attractiveness for new staff.
- The tenure track system caused several units to have a relatively large number of associate/full professors. This hampers the perspective of young talent at the HI.
- Several (often well-intended) measures, whether they are imposed by HI, BSS, UG or external parties such as NWO and the government, increase the bureaucratic burden.
- The Heymans Building, the main office building of the HI, is outdated and lacks proper insulation. Renovation will not commence in the short term.

6.2 Future Strategy

We look back at the period 2017 – 2022 with satisfaction. We have convincingly improved on the areas that were criticised previously. Our research is of excellent quality, with the HI operating internationally on the highest level on many research themes. The research conducted at the HI targets many societally relevant themes, from coping with pandemics to dealing with the challenges due to climate change. The public visibility of our institute and its researchers has increased considerably in the past decade. The HI now clearly is part of the *University of the North*, with collaborations with stakeholders in public government, education, healthcare and sport.

The strategic ambitions of the HI align with those set out in the BSS Strategic Plan 2021 – 2026:

- Education is leading;
- Thematic profile building;
- Greater attention to interaction with society;
- Excellent quality assurance and professional development;
- Proper use of people and resources, and well-developed governance.

Education is leading

The teaching at HI has their own evaluation cycle, separated from the current research evaluation. However, many aspects we value important in our research – such as societal relevance and academic attitude – are also represented in our teaching vision. Furthermore, acknowledging that educating students is the core activity of a university also has consequences for our hiring policy. Staff is generally recruited on permanent positions if there is demand for teaching activities in that field.

To accommodate the increased demand for Dutch education, as well as the inclusion of international staff, HI and BSS will reserve funds to give new international staff a discount on their teaching load, such that they will have time available to learn Dutch.

Thematic profile building

At the HI we aim for excellent research in *all* areas of psychological research. This strategic aim is a necessity to facilitate our bachelor and master programme in psychology, but also for our role as regional contact for all kinds of psychological research.

However, the thematic profiling for research at BSS is based on our common denominator: societal and individual resilience. The three SSH Sector Plan themes align well within this denominator. This provides further funding opportunities to strengthen our research in these areas.

Greater interaction with society

In the past years, the HI has already made large progress in both visibility to society as interaction with society and societal partners.

In line with our strive for visibility BSS has strong ambitions for open science. Transparency is a key ingredient in making science visible. Several policies, such as requiring a data storage protocol and funding for open access publications, are already in place. Recently, the research support unit has grown in fte to offer more assistance with respect to all aspects related to open science. At the moment, we do not aim to enforce full open science practices for everyone. Transitioning to open

science takes time and effort, and with the current work pressure we cannot ask much more from our staff. The current policy is aimed at strongly supporting those who aim to increase their open science practices. We currently already witness that these steps have a ‘trickle down’ effect on the research practice of colleagues.

Another aspect of interaction with society is engagement with the general public. Several individuals within the HI have a long tradition in this field but until recently a strategic policy in this area was lacking. Starting 2023, HI and BSS offer various workshops aimed at training staff at engaging with the public. These workshops have themes such as social media use, media training and writing for a general public. Furthermore, various staff members get the opportunity to record a ‘1.5 minute video’ in which they explain their research to the public in 90 seconds. These staff members range from early career researchers to full professors, from various units in the HI.

Regarding interaction with societal partners, we strive to continue the current path in which we collaborate formally with several institutes in the northern provinces of the Netherlands. As the evaluations of these collaborations so far have been to mutual satisfaction, we are confident about the future.

Excellent quality assurance and professional development

Quality assurance within the HI is in good order, as evidenced by the very good evaluation for the previous research visit, as well as the promising results outlined in the current document. With regards to professional development, the HI relied on the tenure track specifications that held for most staff members that were employed until 2020. The faculty is currently developing, in close collaboration with the boards of the departments, new policy for professional development. This policy will align with the UG’s recognition and rewards⁴⁵ policies.

Proper use of people and resources

Policy in this area is mainly a matter at faculty level. The board of psychology has regular meetings with the faculty board on these matters. The faculty board and board of psychology share the same vision on this matter.

The HI’s principle in the implementation of its vision on research is that research is a collaborative endeavour. Academic staff, support and administrative staff, and (research) students all have their own responsibilities and roles. We can only work as a community if everyone can actively participate, regardless of nationality, gender or position; all those involved are adequately represented in governance structure; everyone’s tasks and responsibilities are clearly delineated; and there is room for individual talent.

⁴⁵ <https://www.rug.nl/about-ug/policy-and-strategy/recognition-rewards>

