



UNIVERSITY OF AMSTERDAM  
Faculty of Social and Behavioural Sciences

# Strategic Priorities

2020 - 2026



Navigating a complex world

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Drafted by: dean (Hans Brug, Agneta Fischer), department chairs, directors of the research institutes, colleges and graduate schools, director of business operations, secretary to the faculty board.



Navigating a complex world

*As on this page, you can find little snippets of information about our Faculty throughout this document.*



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# 1. Introduction

With this strategy document we aim to identify strategic priorities that will consolidate our position in education, research and society and that will help us respond to anticipated challenges and opportunities. This document does not contain operational plans for the period 2020-2026. In 2019 we will determine what actions will be needed to accomplish the strategic priorities.

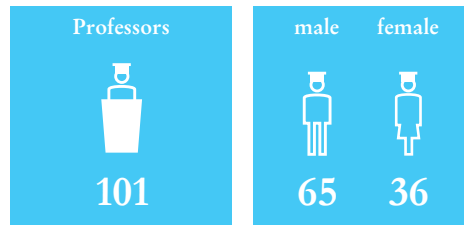


- ▴ Communication Science
- ▴ Psychology
- ▴ Child Development & Education
- ▴ Social Sciences

The Faculty of Social and Behavioural Sciences (FMG), is of high standing within the social sciences in Europe. With 8,000 students and 1,400 members of staff, we are the largest educational and research institution in the social and behavioural sciences in the Netherlands, and in Europe.

During the past decade, we have developed from an accumulation of loose and disconnected departments into a broad and more integrative social and behavioural science faculty. The Faculty is home to all classic disciplines in the social and behavioural sciences, and this breadth of expertise facilitates interdisciplinary initiatives of the study of many different research topics. The availability of a wide range of Bachelor's and Master's programmes, as well as highly competitive Research Master's programmes, is also attractive to a large number of international students who seek high quality teachers. The Faculty employs a rich community of excellent, and internationally renowned researchers and is therefore attractive for many international research master students, PhD's and postdocs. At present, we score high in international rankings, have good, if not excellent, research and teaching assessments and have secured an impressive number of ERC (41) and other prestigious grants over the past 10 years.

In short, we have established an excellent international reputation in research and teaching, but we need to discuss how we will maintain this position in a changing world. In addition, we also need to focus on what we can improve, and which further goals we can set. One ambition is to expand our societal impact. Given our overall excellence in research, both fundamental and applied, we think we should be better able to contribute to tackling challenges that our society faces, whether it is at an individual level (e.g., treating phobias, depression), at the interpersonal level (e.g., dealing with diversity in schools) or at group and societal level (e.g., explaining and dealing with populism).



In line with NWO who have identified a research agenda for the coming decade based on the input of a variety of sources, we will also identify a number of research themes that are related to such societal challenges. We have selected themes on which we have both focus and breadth, and we aim to establish interdisciplinary research teams within and outside the Faculty aimed at answering overarching questions related to these challenges. Obviously, this should be executed in close cooperation with societal partners.

### **Ambitions**

We will continue to be one of the leading faculties of social and behavioural sciences in Europe. We offer a breadth of research-based teaching programmes for academic professionals and the leaders of tomorrow; we conduct excellent fundamental and applied research, and help translate this knowledge and expertise into relevant societal applications and actions.

In order to meet these ambitions, we need a diverse and dedicated community of students, staff and alumni. Our contributions will be acknowledged by major stakeholders (students, peers, professionals, policy makers and the general public) for their impact on scholarly debate and theory building in the Netherlands and beyond and for their relevance to society.



### Goals

- To provide state-of-the-art, research-intensive university education and training for current and future generations of academics in the social and behavioural sciences, and make a clear and positive contribution to the professional development of our students;
- To attract and keep talented staff and students from different countries and backgrounds;
- To contribute to scientific knowledge in the social and behavioural sciences and its translation into education, practice and policy;
- To contribute to tackling societal challenges, with an emphasis on the cooperation with the city of Amsterdam.

# case study

## Healthier choices with a virtual supermarket

How do people make choices in the supermarket? And how can we help them to select healthier products?

To investigate this process, our communication scientists and psychologists, in cooperation with UMC Utrecht, developed the virtual supermarket: a fully immersive environment where participants with virtual reality headsets and controllers can physically move through a virtual supermarket and pick up products. This virtual supermarket is used to study the effects of packaging, prices (subsidies and tax) and 'nudges' (e.g. text boxes on packaging, arrows and social norm messages) on diet choices. The application will also be adapted for groups with special needs, such as diabetics, and formatted as an app for mobile devices that support virtual reality experiences. The virtual supermarket will help users train themselves so they are better able to resist temptations and make healthier food choices.



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## 2. Strategic priorities 2020-2026

Having analysed our situation and defined our ambitions and goals, we have identified four strategic priorities for 2020-2026. These are interlinked and closely interact with each other. Some have already been or are in the process of being established, whereas others have only been discussed or explored.

Research income,  
per year (in euro)



28,500,000

## 1 Maintain and enhance the quality and focus of our research

*Our research portfolio and track record are strong, and we will continue to build on our assets and achievements, thereby consolidating our strong international reputation.*

Although we wish to maintain our strong position in acquiring personal grants with a distinctly disciplinary focus, we also want to help tackle grand challenges that require multidisciplinary collaboration. We have launched several multidisciplinary initiatives, but don't have a strong track record in leading or participating in consortium programmes such as the European Commission's Societal Challenges programmes or the NWO's Gravitation Programme or in securing infrastructure grants (NWO Investment Grants). As a first step, we have therefore appointed an officer to support consortium proposals in the European Commission's H2020 and subsequent programmes. We aim to develop a strategy to showcase and increase our multidisciplinary work, which should improve our chances of leading or participating in national or international, multicentre, interdisciplinary or multidisciplinary consortia. This should improve our position with regard to national or international research agendas and related funding schemes.

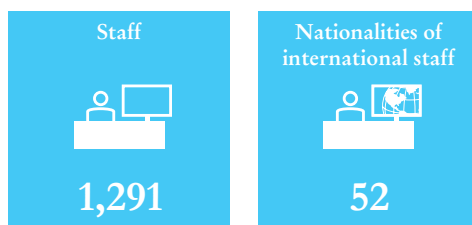
We will continue to consolidate and further support our interfaculty Research Priority Areas (RPAs). These are areas in which our focus is distinctly international and interdisciplinary (both within our faculty and with other UvA faculties) and in which we have gained critical mass. We currently have strong research programmes in the areas of: (personalised) communication, global health, inequality, urban studies, brain and cognition, human development and Europe. In the coming years, we aim to establish a new urban mental health RPA, together with the Faculty of Science and Amsterdam UMC.

Our ability to plan and conduct research often depends on the research infrastructure in the UvA, FMG or a specific research institute. This means 'hard' infrastructure (rooms, facilities, software, hardware, etc.) and 'soft' infrastructure (e.g. Open Science and Good Research Practice (GRP) promotion and

assurance). The FMG and our research institutes have a leading position in GRP and we will further document and implement GRP guidelines that correspond with European and Dutch standards. These will include standard operating procedures for data management and protection that comply with the General Data Protection Regulation and, where possible, support open science.

More particularly we seek to:

- Evaluate, improve and extend our current Research Priority Areas.
- Encourage interdisciplinary collaboration within the FMG as well as between UvA faculties on topics that are societal relevant.
- We have a state-of-the-art infrastructure, among which the REC Lab, including a 3T scanner, eye trackers, EEG labs and a mobile lab, that is required in innovative research. The REC LAB can be used more extensively and more efficiently by FMG researchers as well as by researchers across the University or external parties. We aim to evaluate and improve this research infrastructure.
- Develop and increase our visibility by strategic communications to showcase and advocate our research strengths and impact to various national and international stakeholders.
- Improve our position with regard to national and international research agendas and related funding schemes.
- Improve our research collaboration with societal/professional organisations outside FMG, especially with the city of Amsterdam, but also with national and international organisations.



## 2 Maintain and enhance the quality and focus of our education

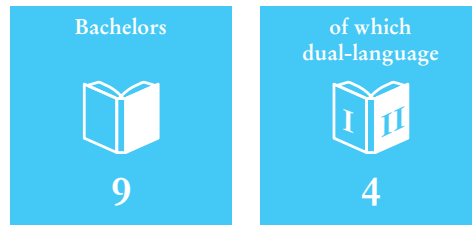
*Education at the UvA is research-intensive, centred on academic development and serves to promote further differentiation and specialisation.*

For this, we need students who are intrinsically motivated and ambitious, and we must further invest in the professionalisation of our lecturers.

The University sets out four educational ambitions:

- We will focus on the development of motivated and ambitious students by offering high-quality, innovative education.
- We are a broad, research-intensive university, and we help our students to acquire the skills and knowledge they will need to flourish in an increasingly complex world.
- We strive to be an open and diverse community in which all students feel at home and have access to the same opportunities.
- We assign responsibility for education to our lecturers where possible, focusing on support, knowledge sharing and the professionalism of our lecturers.

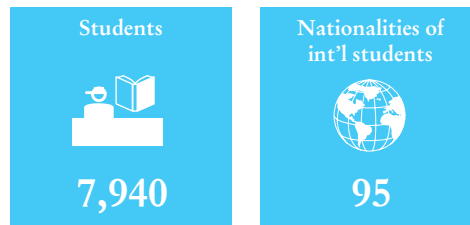
These ambitions define the way in which we maintain and enhance the quality and focus of our education. Additionally to these University ambitions, we endeavour to further enhance our international profile. The social and behavioural sciences already are an international arena and benefit from international diversity in research, teaching, students and staff. The increase of international classrooms in our dual-language or English-language programmes enhances the quality of our education. To ensure sufficient accessibility for Dutch speaking students, our Bachelor's programmes are dual language and not English-language programmes. Our focus now is on improving and maintaining these programmes in a process of continuous evaluation.



#### *Diversity of our student and staff population*

The diversity of student and staff population has increased and is expected to further increase in the upcoming years. We need to make sure that we can adequately deal with diversity. Diversity is a topic of research and teaching in the different domains, and we need to make use of this knowledge.

We have recruited a diversity officer who will work with our community and the UvA diversity officer on a policy that ensures that diversity is part and parcel of our ambition. Our main focus is to develop an inclusive culture in which all students and staff feel accepted. It means we need to further improve our physical, administrative and socio-cultural environment to ensure we create a supportive community for all our students and staff. The relevance, quality and efficiency of our education will further improve if we continue to focus our efforts on addressing these threats and challenges.



More particularly, we seek to:

- ▶ Increase the diversity and international backgrounds of our student population by further implementing dual-language Bachelor's or English-language Master's programmes, and pilot the outreach and diversity programme to secondary schools.
- ▶ Develop an inclusive culture for staff and students. We need to develop strategies for student and staff-student interactions to make everyone more aware of this diversity and to learn from each other, for example through international classrooms, by adjusting FMG documents, procedures, communications and HR management to a diverse audience.
- ▶ Increase our focus on improving the quality and efficiency of education through a teaching and learning centre with a network of knowledge-exchange officers and knowledge-sharing matchmakers for teaching and learning.
- ▶ Facilitate and encourage new methods of teaching, such as pressure cookers, community based learning, blended learning and open and online education.
- ▶ Enrich our portfolio by developing programmes for lifelong learning by establishing a Social and Behavioural Sciences academy for lifelong learning. This would strengthen our education portfolio, for example by providing innovative non-conventional education programmes and masterclasses for policy makers and professionals.
- ▶ Facilitate interdisciplinary programmes by improving the governance and funding of interdisciplinary, interfaculty programmes, such as Politics, Psychology, Law and Economics (PPLE), Cognition, Language and Communication (CLC), Beta-Gamma, Future Planet Studies, Psychobiology, and Brain and Cognitive Sciences.
- ▶ Organise education in such a way to ensure our staff are not overburdened and that our Bachelor's and Master's programmes are taught within budgetary constraints.

# case study

## Remote sensing reveals shrinking green space in Amsterdam

The compact city concept and green spaces are both instruments for achieving a sustainable city.

Yet, they are also policy areas with mutual interdependency and contradictory effects, as research by FMG urban planners has shown. Aided by satellite images and remote-sensing technology, they have revealed a decrease in the amount of green space in Amsterdam and a marketed fragmentation of the green spaces into ever smaller segments. This study offers a valuable instrument for visualising the mutual and inadvertent negative effects of interrelated policy areas and can stimulate coordinated policy changes, enabling cities to effectively use green spaces to adapt to climate change, improve the quality of their air and enhance their liveability. The study was used in November 2018 by the Christian Democratic Party (CDA) to pass a motion by the Second Chamber to increase green space in urban areas.







### 3 Increase our societal support and impact

*This is an important priority for the social and behavioural sciences in the Netherlands and beyond.*

In addition to providing high quality education and research, we aim to increase our collaboration with external stakeholders in our research and education. These stakeholders should be identified carefully, but the preliminary list includes:

- National and regional politicians, policy makers, and thought leaders
- Alumni, especially high-profile alumni
- Grant agencies and other regional, national or international funding bodies
- Policy, professional, and advisory organisations
- Secondary schools and universities of applied sciences in the Amsterdam area
- Private sector, in particular representatives of leading private sector companies in the Amsterdam area
- The general population of Amsterdam.

At the same time we will endeavour to further enhance the societal impact of our work, and to increase the visibility of the societal relevance and impact of the social and behavioural sciences. We will strengthen our research themes on which we have both focus and breadth and that are related to societal challenges. We aim to build and expand our interdisciplinary research teams aiming at answering overarching questions related to these challenges. Obviously, this should be executed in close collaboration with societal partners.



- Amsterdam Brain and Cognition
- (Personalised) Communication
- Institutions and Inequality
- Yield (Human Development)
- ACES (European Studies)
- Global Health
- Urban Studies

More particularly we seek to:

- Advocate the social and behavioural sciences locally (UvA, Amsterdam region), nationally (via DSW – national consultation of deans of social and behavioural sciences and SSH – the sector consultation of Social and Behavioural Sciences and Humanities) and internationally (via LERU – League of Research Universities Europe).
- Develop and increase the strategic communications of our scientific output and societal impact to a wide range of targeted audiences.
- Identify main stakeholders and intensify contact and collaboration with these stakeholders to ensure that our research is inspired or co-created by policy and practice; and vice-versa to have practice-based research feed into our academic research mission. This can be effectuated by establishing a high-level FMG advisory board and organising events. These contacts can also be used to develop strategies to attract philanthropic funding for our research and forge direct links with public and private funding bodies.
- Intensify contacts with relevant societal and professional organisations, e.g. by establishing endowed chairs, intensifying our collaboration with educational research labs and encouraging other public-public, public-private, triple-helix or quadruple-helix partnerships.
- Negotiate with Innovation Exchange Amsterdam (IXA) an FMG proof of concept and/or pre-seed fund to support an FMG translational and design lab for the social and behavioural sciences.
- Include criteria on efforts and achievements in societal impact in the staff performance appraisal.
- Increase the focus on career opportunities and career planning, enhancing the training in professional (transferable) skills and stimulating entrepreneurship within and outside academia, in both the public and private sector.

#### Research institutions



4

- Amsterdam Institute for Social Science Research
- Amsterdam School of Communication Research
- Psychology Research Institute
- Research Institute of Child Development and Education

#### 4 Broaden our acquisition portfolio and financial basis

*In addition to government funding, the Faculty community should endeavour to tap into other sources of funding.*

Obviously, this shift should correspond with our academic mission, which means our teaching will continue to be research-led and our research will continue to be driven by scientific curiosity and the desire to contribute to knowledge development. More particularly, broadening of our acquisition portfolio should never compromise on academic freedom.



More particular, we seek to:

- Establish a Social and Behavioural Sciences academy for lifelong learning that would offer profitable lifelong learning and postgraduate courses and programmes.
- Explore the possibility of using other funds to extend the matching of the third flow of funds (funds acquired through research grants other than from the NWO and European Commission).
- Develop a philanthropy policy and fundraising strategy that would be piloted in at least one domain or research priority area.
- Develop a strategy on exploring and supporting business development in our domains in cooperation with IXA.
- Increasing our involvement and infrastructure in and support for applications in the Horizon Europe Programme of the European Commission (KP9).
- Developing a plan to improve the financial basis of our lab facilities and other infrastructure.

# case study

## Blog linking political research to current events

On the blog *StukRoodVlees*, our political, social and communication scientists link political science research to current political events.

The founders are daily discussing important social and political issues - from electoral behaviour to political trust, from political parties to the functioning of electoral systems. With this blog, they offer a counterweight to volatile opinions and unfounded analyses in times when empirically based analyses of political processes are scarce, and make scientific research accessible to a wider audience. Since its inception in 2013, the blog has established itself as a reliable source for policy makers, news media and the broader public on topics such as the anti-vaccination movement, the British electoral system, populism and gentrification, as evidenced by the visiting numbers of and interaction with their blog articles, podcast episodes and tweets.

StukRoodVlees

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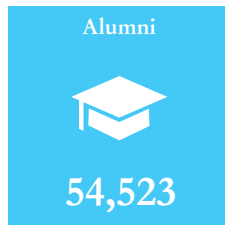


OVER SRV



### 3. The process behind developing this strategy





During a 'strategy day' in early 2018, the dean, vice-deans, managing director, department chairs and directors of the research institutes, colleges and graduate schools of FMG discussed a first draft paper that had been written by the dean.

Members of the Faculty Office also attended, as did representatives of the Works and Student Councils. The second version of the paper, a green paper, was based on the feedback received. This was then discussed in the four domains and seven departments, as well as with the Works and Student Councils and the Executive Board (College van Bestuur) of the UvA. A white paper was the result of this broad consultation. This white paper was published online to allow staff and external stakeholders to provide input that enabled us to further prioritise and define our strategic priorities. After this online consultation, our strategic priorities were determined in close consultation with representatives of each of the domains within the FMG.

Starting 2019 our strategic priorities will be translated into operational plans. These operational plans will be aligned with the University's overarching strategy and its new Institutional Plan for 2021-2026 and measurable targets will be added to the operational plans.

As at other faculties and universities, the academic and support staff of FMG are faced with increasing workloads and stress. We must therefore ensure that any new or revised strategies do not unnecessarily add to their workload or increase their levels of stress.

We will involve the Faculty's students and staff as much as possible in the development and implementation of the new strategic priorities.

# case study

## Education Research Center Amsterdam

Teachers are increasingly dealing with diverse composed classrooms.

In metropolitan areas, such as in the Amsterdam region, this diversity requires huge skills and competences of teachers in navigating social, cultural and cognitive differences of their pupils. The term 'diversity' refers to individual differences in pupils' development, but also to characteristics of the social context in which they grow up. Differences in cultural values, socio-economic status, gender, religion and family composition may all lead to differences in students' motives and needs. Many teachers find it difficult to meet the needs of all students, and are confronted with the fact that diversity can bring incomprehension, exclusion and discrimination. In the Education Research Center Amsterdam (Werkplaats Onderwijsonderzoek), educational scientists from FMG, together with schools and other knowledge institutions in the city, develop practical knowledge and useful products for educational professionals with the aim of increasing the capacity of teachers around diversity.



## 4. Appendix

### **Departments**

Our Faculty is home to seven departments:

- Anthropology
- Child Development and Education
- Communication Science
- Human Geography, Planning and International Development Studies
- Political Science
- Psychology
- Sociology

### **Education**

Our four colleges provide the following Bachelor's programmes:

- BSc Political Science (in English and Dutch)
- BSc Sociology (in English and Dutch)
- BSc Cultural Anthropology (in Dutch)
- BSc Interdisciplinary Social Sciences (in Dutch)
- BSc Human Geography and Planning (in Dutch)
- BSc Communication Science (in English and Dutch)
- BSc Psychology (in English and Dutch)
- BSc Educational Sciences (in Dutch)
- BSc Pedagogical Sciences (in Dutch)

Our four graduate schools provide the following Master's programmes:

- MSc Political Science (in English)
- MSc Conflict Resolution and Governance (in English)
- MSc Sociology (in English)
- MSc Cultural and Social Anthropology (in English)
- MSc Medical Anthropology and Sociology (in English)
- MSc Human Geography (in English)
- MSc Urban and Regional Planning (in English)
- MSc International Development Studies (in English)
- Research Master Urban Studies (in English)
- Research Master International Development Studies (in English)
- Research Master Social Sciences (in English)
- MSc Communication Science (in English)
- MSc Journalism, Globalisation and Media (joint degree, in English)
- Research Master Communication Science (in English)
- MSc Psychology (in Dutch and English)
- MSc Health Psychology (in Dutch)
- Research Master Psychology (in English)
- MSc Educational sciences (in Dutch)
- MSc Pedagogical sciences (in Dutch; one track in English)
- Research Master Child Development and Education (in English and Dutch)
- Three postgraduate teacher training Master's (in Dutch)

### **Research institutes**

Our research is carried out at the Faculty's various research institutes and is extensive and innovative and has a strong international focus. Faculty members are actively involved in externally funded projects and joint international research programmes. Our research institutes conduct fundamental research within the broad field of the social and behavioural sciences. The four research institutes of the Faculty are:

- Amsterdam Institute for Social Science Research
- Amsterdam School of Communication Research
- Psychology Research Institute
- Research Institute of Child Development and Education

### **Amsterdam Institute for Social Science Research (AISSR)**

AISSR brings together all social science research at the UvA. The research programme focuses on the functioning of contemporary societies and their interrelationships from historical, comparative and empirical perspectives. The research programme is organised into thematically focused groups with an anchor in one or more of the represented disciplines: sociology, geography, planning and development studies, political science and anthropology. Cooperation across these programme groups is institutionalised in seven interdisciplinary centres: the Centre for Urban Studies (CUS), the Centre for Social Sciences and Global health (SSGH), the Centre for Inequality Studies (AMCIS), the Centre of Gender and Sexuality (ARC-GS), the Centre for Migration and Ethnic Studies (IMES), the Centre for Sustainable Development Studies (CSDS) and the Amsterdam Centre for European Studies (ACES).

### Amsterdam School of Communication Research (ASCoR)

ASCoR is the Faculty's communication science research institute. It is the largest research institute of its kind in Europe and one of the largest worldwide. More than 50 senior researchers are permanently associated with ASCoR, and its English-language PhD programme hosts 25 students. Life in contemporary Western societies heavily depends on media and communication technologies. How we work and how we spend our spare time; what we do as citizens and as consumers; how we relate to others and to ourselves – all of this is now heavily pervaded by new media and communication technologies. The pervasiveness of our current media and communication technologies presents many exciting challenges for communication researchers.

### Psychology Research Institute (PsyRes)

The research carried out at PsyRes takes a strongly empirical approach to the major themes in psychology, and focuses on the underlying processes of various forms of normal and abnormal human behaviour. This long-standing research focus is characteristic of the teaching programmes offered by the College and Graduate School of Psychology. The institute's research programmes seek to answer research questions that relate to basic processes of human functioning, but also to address issues in more applied contexts.

This research focus requires adequate methodological and technical facilities. Substantial funds are therefore invested in maintaining and upgrading the extensive laboratory infrastructure of the Institute. A major advantage of this up-to-date infrastructure is that it attracts other research groups from inside and outside the Institute. Intradisciplinary and interdisciplinary links already have been and continue to be established between our research programmes and research programmes in biology, neurobiology, medicine, environmental sciences, mathematics and social sciences.



### Research Institute of Child Development and Education (CDE)

CDE aims to acquire and develop scientific knowledge in child development and education, and to disseminate this knowledge within and outside the scientific community. It has two research programmes, Child Development (RPCD) and Education (RPEDU). RPCD involves empirical research on cognitive, social-emotional and biological development, and the effects of contextual factors and interventions on child and adolescent development and behaviour (normal and abnormal). RPEDU involves empirical research on learning, learning disorders and instruction, and the effects of learner characteristics, specific educational interventions and contextual factors on the acquisition and development of cognitive and social-emotional skills.

# case study

## Sharing new insights into the functioning of brands and communication

The communication field is constantly evolving, and science is constantly gaining new insights into the functioning of brands and communication.

This scientific knowledge is indispensable for practitioners in the field. Stichting Wetenschappelijk Onderzoek Commercieel Communicatie (SWOCC), affiliated with the Communication Science department of FMG, makes this knowledge accessible and applicable. With practical relevance as starting point, SWOCC collects and develops scientific knowledge about the functioning of brands and communication and offers publications and training courses to marketing and communication professionals to apply new knowledge in their working fields. SWOCC was founded in 1995 on the initiative of Giep Franzen, professor by special appointment at the University of Amsterdam.



### **Research Priority Areas (RPAs)**

Our RPAs mobilise our researchers and their expertise around broad themes that cut across our domains and disciplines and actively foster the further development of interdisciplinary research within defined themes.

We are involved in the following interfaculty RPAs:

#### **Amsterdam Brain and Cognition (ABC)**

Here we study how our brain facilitates the skills we need to interact with our environment and learn how to improve ourselves. ABC seeks to fully understand who we really are, whether we are normal or abnormal and how our environment and society influence our brain, and collaborates between various disciplines that approach these questions from different perspectives. This spans the spectrum from brain cell to social behaviour, thus paving the way towards unravelling identity, behaviour, the mystery of the mind and its relationship with the brain. ABC brings together researchers from the Faculties of Social and Behavioural Sciences, Science, Medicine, Humanities and Economics and Business. *The programme is run by the Amsterdam Brain and Cognition Centre.*

#### **Global Health**

Health and illness are as much social as they are medical phenomena, and they are increasingly global. With the expansion of international traffic and globalisation, diseases have likewise become global in scope. To understand the impact of globalisation on health practices, our research projects are designed to learn from the care techniques that ordinary people use in their everyday lives by focusing on those techniques that are valued by participants as 'good' in relation to their own (health-related) goals. What is their understanding of health and well-being? What techniques do they use to achieve their goals? What makes these techniques work for them? And crucially, what can we learn from cases of 'good care' that may also work in other settings? *SSSH works closely with the Amsterdam Institute for Global Health and Development (AIGHD) at the Faculty of Medicine.*

### (Personalised) Communication

Few things have changed as drastically as communication over the past centuries. Technological changes and advancements have caused fundamental changes in how information is generated, distributed, received and processed. But how does this affect us as individuals or a community? What influence does it have on us? Does it change our opinion, tastes or voting behaviour? These matters are brought into focus in the Communication RPA. Communication focuses on the content, uses and consequences of media and communication, and addresses the threat that disruptive communication technologies pose to our society.

### Amsterdam Research Centre European Studies (ACES)

The urgency and importance of contemporary Europe as a subject for research, education and public debate is beyond doubt. The increasing interdependencies between the Netherlands, Europe and the wider world demand long-term investment in the capacity to analyse and respond to the challenges they pose for all concerned. ACES unites research, education and public debate about Europe, the European Union and its member states. It revolves around a core team of researchers working in the fields of social and behavioural sciences, law, humanities and economics, and focuses on three core interdisciplinary themes: European Political Economy and Governance; European Politics and Society; and Europe and the World.

In addition, we also have RPAs within the faculty:

#### Urban Studies

With more than half of humanity already living in urban areas and the world projected to be in a process of 'planetary urbanisation,' many vital societal challenges are linked to the urban context. Urban Studies facilitates interdisciplinary, international and societal collaborations that are essential to understanding these challenges. The programme builds on the insights, expertise and knowledge of social and political scientists, geographers and planners at the University of Amsterdam. Urban Studies especially enables research that aims to understand the implications of current developments for the viability of urban commons – alternative collaborative and co-management arrangements between city administrators, 'active' citizens and private property owners for managing certain kinds of space within the urban area. *This Research Priority Area is run by the Centre for Urban Studies (CUS).*

#### Institutions and Inequality (INSTINE)

INSTINE brings together researchers from sociology, education, political science and public health to study how inequalities develop in areas such as education, the job market, family relationships, well-being, political orientation and behaviour and health. As inequality has many faces, INSTINE takes expertise from various fields to understand why, how and where inequalities arise and accumulate. INSTINE particularly focuses on the impact of institutions and structures and on the impact of social origin, education, gender and ethnicity on the domains of education, work and income; political behaviour and opinions; and living arrangements. *The programme is run by the Amsterdam Centre for Inequality Studies (AMCIS).*

### Yield (Human Development)

Yield conducts multidisciplinary research on the bioecology of human development, from infancy to young adulthood, with perspectives from medicine, psychology, pedagogics, education, communication, economics and psychometrics. Development is considered successful if a child grows up to be an adult who fully participates in society. Yield's goal is to conduct fundamental research that extends scientific knowledge that can be used to improve clinical and educational practice and that contributes to children's successful development. Yield investigates the underlying processes of biological, cognitive and social development and the relationships between risk factors, protective factors and interventions in health, cognitive and social development.

**Faculty of Social and Behavioural Sciences**

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