

THE CROSS THINKER Impact Through Engagement

2021-2026



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The strength of cooperation: stepping out of bubbles

FSP UvA Economics and Business (EB) is launching inspiring cooperative initiatives. We're stepping out of our bubbles to strengthen and forge relationships within our faculty, the UvA, and beyond. The strength of cooperation supports core areas we want to continue and expand. Special attention will go to promoting a sense of belonging, cohesion, interaction and inclusiveness in the learning and research community of staff and students.

Societal relevance and impact

Active participation in relevant networks will intensify our engagement. It stimulates the articulation of research questions and conducting scientific research and teaching with high societal relevance and impact to further develop towards an open research based campus. Examples of current networks are: guest lecturers, internships advisory bodies, alumni corporate relations of Institute of Executive Programmes, collaborating in the ACE Venture Lab, and joint research and education projects.

Ranking leaders in research

Cooperation in 3 interfaculty, multi-disciplinary research initiatives will contribute to our ranking among the world leaders in a number of research fields of economics and business, and likewise among the European leaders in all other fields.

Three interfaculty, multi disciplinary research initiatives are: Data Science and Business Analytics, Brain and

Cognition, and Amsterdam Centre for European Studies.

Cohesion and a sense of belonging

Strong cross-departmental contacts and working in close collaboration at UvA EB with scope for public debate will promote a sense of belonging, cohesion, interaction and inclusiveness in the learning and research community of staff and students. Examples of projects and initiatives are:

- introductory programmes for staff and students;
- cross-departmental projects in research, teaching and operations;
- Teaching and Learning Centre: by lecturers, for lecturers;
- staff courses on bonding and 'service learning' initiatives;
- mentoring programme for first-year students;
- Master Connect programme;
- MSc Business Administration seminar series 'UvA in Carré';
- EB's Room for Discussion.

A strong programme portfolio

Collaborating with other UvA faculties and partners will innovate and strengthen our regular and executive education portfolio, including in-house and in-company programmes, with a focus on activated learning and research-driven education. Examples of current educational partnerships are:

- Master in Law and Finance with the Amsterdam Law School;
- Master of Entrepreneurship (a joint programme with VU);
- Research Master Business Data Science of the Tinbergen Institute;
- QTEM programme (an international network);
- BSc in Politics, Psychology, Law and Economics (PPLE), administered together with the UvA's Amsterdam Law School and the Faculty of Social and Behavioural Sciences;
- Creative Industries track of the MSc in Business Administration programme with Bocconi University in Italy;
- MBA in Big Data & Business Analytics in close collaboration with the Faculty of Science. This collaboration will be further extended with the BSc Business Analytics and the MSc in Data Science and Business Analytics.

FSP This newspaper is an important milestone in describing and codifying the new Faculty Strategic Plan (FSP) in the context of current developments. Why a newspaper you might ask? Because we truly hope that this format is a more attractive read than a boring strategy document that will probably end up unread in your drawer.



This time around we decided to pursue an inclusive approach in strategising by kicking off with open discussions across all the sections and other departments in UvA Economics and Business (EB), as well as with outside actors such as our international advisory board. These discussions were organised around a number of strategic dilemma's, like 'Serving science or serving society with science'. Through these discussions, a lot of suggestions, novel ideas, or even doubts have been collected. As expected, some sections used the sessions to push their particular agendas. Teaching load, salary scales, teaching careers, work pressure were often mentioned.

After this rich divergence, some sort of synthesis or convergence had to follow. We synthesised the above discussions in the 4 strategic priorities that are summarised in the main article 'Impact through engagement' and discussed in several articles contributed by the many participants. The 4 priorities present vanishing points on the horizon. However, strategising and planning encompass more than these points on the horizon. Things like KPIs and dashboards, projects, allocation of resources, faculty wide policies and incentives, planning and control cycles, et cetera will complete our efforts. Quite a few of these have already been initiated but are dynamic in nature, since it is hard if not impossible to predict how our context will evolve in the coming decade. To handle these dynamics, a QR-code is included in this newspaper that links to our website. By regularly updating the website we intend to capture the dynamics and keep everybody informed on progress made.

As an organisational form, academia has been around for almost a millennium. They have played, play and hopefully will continue to play an important role in teaching and learning, in education, in understanding through research and with these in making a significant contribution to civil society. Let me conclude by paraphrasing the famous line of the Prince of Salina in Tomasi di Lampedusa's beautiful novel *The Leopard*: 'We have to change to be able to remain the same'.

Han van Dissel

CHIEF'S EDITORIAL

Impact Through Engagement

FSP What's next after unlocking our potential? And how can we leverage our potential even further? Every 6 years, the UvA publishes its Strategic Plan (IP) which reflects on activities and performance, and sets the agenda for improvements and innovations. This is when policy decisions are made on how to achieve outcomes that are consistent with the UvA's overall mission and aligned with the activities within the faculties.

UvA Economics and Business (EB) started preparing its new and updated 2021-2026 Strategic Plan in the fall of 2019, as a follow-up to the 2015-2020 plan *Unlocking FEB's potential*. The reason for this early start was that most of the objectives set for 2015-2020 were achieved. In addition, developments involving universities demand strategic



responses. Topics such as 'open science/open access', diversity and inclusiveness, societal demands for valorisation, educational technology, and changes in Dutch government policies were different or less prominent 6 years ago, but may have a major impact on higher education in the next decade. Strategy discussions were held with all sections and other units. These discussions revolved around 5 strategic dilemmas derived from our 3 core values. Some examples of these dilemmas are: 'serving science or serving society with science', 'research or education', 'undergraduate or graduate'. A synthesis of these discussions is summarised in 4 strategic priorities plus a number of enabling/hygiene factors. Each of the priorities breaks down in supporting actions and will be further developed in implementation plans and faculty-wide policies.

Next, resources will be allocated and staff members will be made responsible for the execution of the implementation plans.

The 2021-2026 Strategic Plan *Impact through Engagement* concentrates on the following strategic priorities:

- 1. Optimising the education portfolio to further improve student success;**
- 2. Improving the societal impact and visibility of our research;**
- 3. Strengthening outreach through corporate and alumni networks and career services;**
- 4. Forging relationships.**

For more information about the 4 strategic priorities see page 3.

Substantial organisational progress for UvA EB

FSP UvA Economics and Business (EB) has a high standing within its respective fields of study in Europe. Its more than 7,500 students and almost 450 employees make it one of the larger educational and research institutions in the Netherlands. Depending on the specific field, it ranks among the top 50 worldwide and top 10 in Europe. Over the past decade UvA EB has taken major steps in terms of its organisation. What erupted as a financial crisis in 2009-2010 had its deeper roots in the organisation of the Faculty. Financial responsibilities and incentives were not sufficiently clear and personnel management was underdeveloped. This crisis was a strong impetus for a substantially improved organisational model and structure.

The previous decade shows strong recovery and growth in almost all relevant dimensions. Student numbers and related market share in the Netherlands grew substantially. A large part of this growth is due to the increase in the number of international students. Pursuing a rather prudent financial strategy, UvA EB's financial position also developed very favourably, offering possibilities for substantial investments in the coming period.

UvA EB also managed to maintain a rich community of excellent and renowned researchers who have high levels of research outputs and high scores in international research rankings. The Bachelor's programme has been split into successful pro-

grammes in business and economics with harmonised overall structures and clear learning pathways. New initiatives are under way in the field of data science and business analytics. All in all, we have been able to establish a well-recognised reputation in research and teaching over the last decade.

What does the current structure look like, and is it ready for the future? First, the planning and control cycle are guided by the 5-year strategic plan. Progress in terms of the plan is regularly monitored, and is reflected in the annual plans. An 'integral management report' is produced each quarter to closely monitor finances and the progress made on KPIs. In addition, both the

NVAO accreditation and maintaining the international accreditations (AACSB, EQUIS, AMBA) play a role, and are a core element of our strategy.

The educational organisation has evolved from a somewhat fuzzy structure into a clear matrix structure with defined roles and responsibilities. The Education Directors are on the demand side in terms of teaching capacity, with the Sections on the supply side. The Education Directors are responsible for implementing strategic projects in their respective domains. They develop their annual plans based on the objectives formulated in the strategic plan and other inputs. Within this structure, the Dean has regular management meetings with the Education Directors. They discuss general topics concerning progress with educational innovations and improvements. In parallel, the research directors of both schools lay down their research vision and are responsible for driving its implementation. Budgetary responsibility and responsibility for personnel are delegated to the schools and sub-del-

egated to the Sections. The Sections have to maintain a balanced budget over the years and invest in personnel for teaching and research within these constraints.

Twice a year, UvA EB's Faculty Board meets with the Education Directors, the Research Directors and the Section Heads to evaluate the performance of their respective organisational units and discuss progress on new initiatives and bud-

getary matters. Early each year, the Faculty submits its annual progress report to the University's Executive Board. This information also serves as input for the University's Annual Report. Bilateral progress meetings between the UvA Executive Board and the EB Faculty Board are also held twice a year.

We feel that our organisational progress ensures that we are ready for the next strategic period!

Corporate relations: balancing between Mercurius and Minerva



ARTIST: HAN VAN DISSEL

Interview

What makes us even stronger? Cross-thinking!

FSP A joint strategic plan for UvA Economics and Business (EB), but still wanting to create a distinct profile for the Amsterdam Business School (ABS) and Amsterdam School of Economics (ASE)? What could be the reason behind this? We turned to the Head of Marketing & Communication, Marja van der Meer for answers.

Why project a distinct profile for ABS and ASE instead of UvA EB?

UvA EB is not a brand, but ABS and ASE are. Building a strong, recognisable brand is an asset when recruiting new students, both in the Netherlands and internationally. What's more, having a distinct profile contributes to successfully acquiring accreditations, recruiting new academic staff and strengthening ties with alumni.

But isn't UvA already a strong brand?

That's true, so we'll create synergy by using the school names together with UvA.

How did you approach your positioning research?

To find positioning that is future-proof and relevant, you have to look at which elements make your brand distinctive and/or memorable. In this process, it's important to approach it from both an organisational point of view (inside-out) as well as from the market point of view (outside-in). It's also important to keep in mind that positioning is not a goal in itself, it also has to contribute to the brand's objectives. We used desk research, competitive analyses and interviews (in our organisation and externally) to identify the goals and key elements of the schools.

What's the result?

This image says it all. These elements are incorporated in a brand promise for each school.

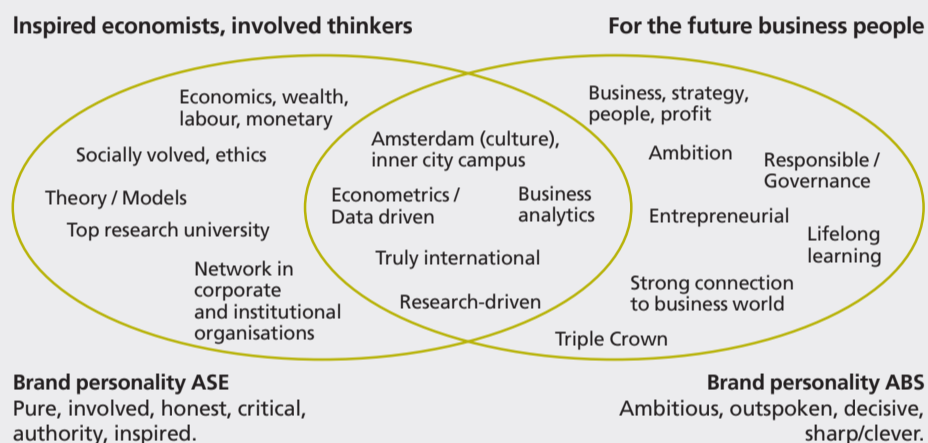
What's next?

The research resulted in follow-up steps for the schools (organisationally) and for Marketing & Communication. One step involves developing 2 campaigns. A creative agency ClubGeist has taken our brand promise and developed a campaign for each school, with an overarching theme that connects ASE and ABS: Cross-thinkers.

What do you mean by Cross-thinking?

Look further than your own academic field or domain. This helps you to come up with new ideas and solutions for challenges. Today's society and businesses will benefit

ASE and ABS decisive elements for positioning



from people who have the courage and ability to challenge existing paradigms and introduce new ones. And that's where Cross-thinking comes in.

That's why we offer staff and students an international community in which they are nurtured and challenged to cross-think. We continue to expand our strong network with alumni, corporate organisations and institutions. We also encourage staff to forge external relationships and students to do internships and go on exchange programmes.

What about the Independent Minds brand profiling from 6 years ago?

That research was done for the whole UvA EB, not for the schools. But it still makes sense. We still foster independent thinkers and critical minds to excel effectively in society, economics and business. But now we're also challenging them to cross-think. The complexity of today's society and business means there is a need for individuals and employees who cross-think and are able to use a multidisciplinary and out-of-the-box approach.

A good example of cross-thinking is the cooperation between ABS and ASE in developing the new Bachelor's programme Business Analytics in which the strengths of the 2 schools come together. This initiative was based on the fact that leading organisations are looking for data and business analytics professionals with an understanding of both business and economics.

COLOFON

The CrossThinker is a publication of UvA Economics and Business (EB). This newspaper is an important milestone in describing and codifying the Faculty Strategic Plan 2021-2026 in the context of current developments. Articles which are part of the Faculty Strategic Plan 2021-2026 can be recognised by the FSP symbol

FSP at the beginning of the article.

UvA EB is part of the University of Amsterdam. Education and research covers a wide range of fields that includes economics, data science, business administration, business analytics, accountancy, control, econometrics, finance and entrepreneurship. This is organised in 2 schools: the Amsterdam Business School (ABS) and the Amsterdam School of Economics (ASE). Over 7,500 students are enrolled in our UvA Economics and Business programmes and

around 500 employees provide education and support.

The CrossThinker is established through the cooperation of UvA EB staff and delegates of the EB Works Council and EB Faculty Student Council:

Bas Bouten, Bob Bom, Edo Roos Lindgreen, Esther Eiling, Deanne den Hartog, Franc Klaassen, Frank Kleiberger, Gérard Kampschöer, Han van Dissel, Hans Amman, Hans Borgman,

Henk van den Bergh, Henk Volberda, Jan Bouwens, Jingyi Wang, Joep Sonnemans, Joris Ebbers, Joris van den Heuvel, Mahmood Nasher, Marc Salomon, Marja van der Meer, Mark van der Veen, Massimo Giuliadori, Maurice Oudejans, Mirjam van Gessel, Peter van Baalen, Peter Boswijk, Raj Pabla, Roel Beetsma, Roger Pruppers, Ronald Does, Sanne Landhuis, Shivangi Sirohi, Willemijn van Dolen, Wilma de Kruijf, Wilma de Munk.

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UNIVERSITY OF AMSTERDAM
Economics & Business

UvA EB's mission

FSP To offer an inspiring, international learning community to study business and economics, where both students and staff can reach their full potential. We prepare students to become well-rounded global citizens and professionals capable of critical 'cross-thinking' and independent in-depth analysis. UvA Economics and Business (EB) strives to conduct ground-breaking high-quality academic research on innovative themes relevant for society, and to offer research-driven teaching that meets the highest international standards. UvA EB is committed to advancing the understanding of business and its role in society, including its economic and institutional context, and to leverage synergies within UvA EB, the UvA, the Amsterdam metropolitan area and beyond.

Value proposition UvA EB

UvA EB's value proposition is excellence in societally relevant education and research. We aim to deliver outstanding graduates and make high-quality relevant scientific contributions to the academic field of business and economics.

UvA EB explicitly opts for a research-driven analytical profile. That's why we want to attract highly qualified students from all over the world who are interested in the fields of business and economics and who want to develop their skills through a combination of rigorous academic thinking and practical content. Teaching at UvA EB is research-driven and aims to deliver graduates who are able to analyse problems on the basis of sound academic concepts and principles. A research-driven attitude helps students prepare for a career rather than for a specific job and facilitates employability during their entire working life in challenging jobs.

Value drivers UvA EB

To constantly and sustainably realise our mission, 3 core value drivers embody UvA EB's organisational DNA:

1 Quality over quantity

High-quality students rather than high student numbers raise our reputation in both the educational and labour markets. Similarly, our goal



is not to excel in all academic fields of business and economic sciences. While substantial coverage of the mainstream remains part of our strategy, we will pursue our policy of focusing on a limited number of areas with a strong societal impact.

2 Internationalisation

UvA EB aims to provide its students with a diverse learning experience to prepare them for a global labour market. We equip them to operate with a global mindset in different countries and cultural settings. This is why UvA EB pursues a 'comprehensive internationalisation' strategy in all its study programmes, both in content and in terms of the student body and staff, at all levels of the organisation and in all of its operations.

3 Leveraging the university and its environment

Big societal challenges transcend

disciplines. This is reflected in UvA EB's efforts to collaborate within and across departments and with other disciplines at the UvA to explore and develop opportunities in research and education. Furthermore, UvA EB seeks to collaborate with other universities all over the world for activities where specific competences matter. Many multinational companies, international non-governmental organisations, as well as important regulatory bodies, are located in the Amsterdam region. This provides excellent opportunities for collaboration and serves as a source of inspiration and empiricism in UvA EB's research activities. Finally, Amsterdam is a hotspot of entrepreneurial activities in the Netherlands and offers excellent research and employment opportunities for our graduates.

4 strategic priorities

FSP

Priority 1: Optimising the education portfolio to further improve student success

Improving study programmes requires time and step-by-step evidence-based refinement. The 3RI (Research-driven, Relevant, Responsible & International) framework will serve to improve study programmes and enhance student success. At the same time, optimisation of the education portfolio on offer and stability in student intake through selection are critical to ensure the efficient use of resources. For reputational reasons, we plan to stabilise the undergraduate intake and increase the graduate student intake while at the same time shifting towards a more analytical profile. In addition, we plan to align electives and match tracks, minors, honours et cetera with the themes of priority 2 (see below) to maintain the research-driven philosophy of our education portfolio.

Geographical and cultural diversification remains a priority to ensure diversity in our student body and staff. UvA EB leverages diversity in its international classrooms in Amsterdam to develop a global mindset in our student population. UvA EB also aims to further strengthen its relationships with a selected set of partner universities all over the world. Finally, we will continue to invest in new learning technologies via the Teaching and Learning Centre to blend and digitise our programmes, and in education logistics and support services.

Priority 2: Improving the societal impact and visibility of our research

Research at UvA EB covers the broad domain of econometrics, economics,

business economics and business. The departments are home to groups of researchers that cover a wide range of relevant research topics in these areas. Besides building on its traditional strengths in the different areas of fundamental and applied research, UvA EB will undertake new initiatives to strengthen research in areas with high societal relevance and impact. Four broad research areas aligned with the 'Profile themes' of the UvA and matching UvA EB's strengths will be developed further with additional incentives:

- Sustainability and Environmental Economics;
- Responsible digital transformations;
- Resilient society and financial stability;
- Nudging for a better world.

Second, in addition to the 4 areas mentioned, another initiative, 'A Sustainable Future', will be launched to stimulate and support younger academic staff in exploring new venues of research directly connected to the Sustainable Development Goals. Third, to improve public visibility and establish UvA EB as a thought leader, an incentive system will be introduced to disseminate research findings to the public at large, in addition to targeting academic top journals.

Priority 3: Strengthening outreach through corporate and alumni networks and career services

Corporate contacts and alumni networks are a critical asset for UvA EB. A lot of progress has been made with the 'Your Future First' programme to create synergy with and connect career services for students to our corporate and alumni corporate networks. UvA EB will continue to invest in this area. Similarly, actively engaging corporates and alumni to help set research agendas, improving education programmes, and creating alumni chapters across the world to increase our global impact requires continuous attention. UvA EB plans to continue investing in this area in a variety of ways, including recognising outreach roles within sections/teams.

Priority 4: Forging relationships

Large societal challenges will require interdisciplinary collaboration, both in research and in education, rather than just a monodisciplinary or specialist mind-set. Similarly, the start of the new BSc Business Analytics Bachelor's programme requires close collaboration between 2 schools leveraging each other's strengths. In the coming period, UvA EB plans to invest in both a Faculty-wide and a University-wide mind-set. We will do this by creating incentives for intra-section, inter-section and departmental collaboration, stimulating interfaculty collaboration, and reaching out to the relevant environment.

In addition to the 4 strategic priorities outlined above, a number of enabling/hygiene factors are acknowledged in support of the strategic priorities.

ANNOUNCEMENT

Selection of key achievements 2015 - 2020

Education



Excellent preparation for the future: alumni earn **highest salaries** in the Netherlands

10,000+ degrees
10 new education programmes
2 in interdisciplinary areas



30+ Learning and teaching innovations



Belonging to **<1%** of Triple Crown accredited schools



Founding father of Amsterdam Center for Entrepreneurship

200+ strong partnerships with key stakeholders: industry, govt. and NGOs



Active Partner Amsterdam ECOSYSTEM for Artificial Intelligence & Data Science



10+ thought leaders, appearing frequently in media



25+ initiatives around Sustainability and Ethics



40+ initiatives around Corporate Governance



Research



25+ prestigious grants
€10M+ contract funding



900+ academic publications
15% in top journals

2018 and 2019
#1 in Economists Top-40



6+ Interdisciplinary Centres & LABS



100+ PhD defences and **World Class** Tinbergen Institute

Top tier applied economic research



20+ initiatives to reduce workload and smoothen work processes

40% of students and **50%** of academic staff is international

30,000+ alumni worldwide, with over **50** alumni events

40% of students and **30%** of staff is female



Study success rates will improve through better student selection mechanisms, optimising the education portfolio, and by carefully implementing online teaching. Our enrolment restrictions (*numerus fixus*), matching procedures and test scores have improved student intake and retention. But we still want to reduce the dropout rates by improving the transition from secondary schooling to university education. The current education portfolio is balanced, but some economising is possible by standardising courses. Potential newly developed programmes will be connected to the outside-in initiatives. The COVID-19 pandemic has compelled us to utilise the benefits of online, blended and hybrid teaching, and we will leverage this experience in new educational designs.

Leveraging our COVID-19 experience

Is online education here to stay?

FSP We all have read about the challenges in online teaching, or we experienced them ourselves: how can we engage and activate students? How do we maintain high-quality teaching? People crave face-to-face interaction and we look back nostalgically on lectures in large halls. After completing the next Zoom-marathon, we might be inclined to get rid of all online classes once the pandemic ends. 'Not so fast', Peter van Baalen (Educational Director Bachelor's programmes, UvA Economics and Business) and Pushpika Vishwanathan (Assistant Professor in Strategy) argue: 'Even in the post-pandemic world, appropriate forms of blended and hybrid learning can actually improve the quality of education and potentially strengthen the bond with the UvA.'

In the business of education, space (in classrooms) and time (with lecturers) are scarce. Peter: 'If it's purely about knowledge transfer, we're better off using pre-recorded video clips featuring experienced lecturers,

and provide the students more quality time on-campus.' Pushpika agrees: 'My students told me that they really like the short knowledge clips I composed. We would rather spend our time together on active feedback sessions in the Hybrid Learning Theatre. These meetings are co-created with students based on their own needs and involve a lot of interaction.' Peter also emphasises that it is actually the campus where people connect, and feel the UvA experience: 'Rather than losing connection because of blended-learning schedules, we can actually enhance our contact with students.'

Going forward, and to determine



Maarten-Pieter Schinkel and Maud Pols engaging with online participants in the Hybrid Learning Theatre

the optimal strategy for blended or hybrid learning, we need to measure its effectiveness. Pushpika: 'The success rate and student satisfaction rate of my course actually went up. Students who appeared passive apparently still managed to do well.' Peter adds: 'We need to develop our own quality standards for UvA online content, including licenses. These have to be translated into specific KPIs at UvA EB level.' Of course, this requires more support

and more resources. Still, aren't we already asking too much from our often-overburdened lecturers? Peter: 'In this new world, teaching a course may increasingly be a team effort, where besides the lecturers, media specialists and educational designers are part of the team.' So perhaps after this period of social distancing, we will become more connected even across disciplines while leveraging economies of scale and scope.



Pushpika Vishwanathan teaching her class in the Hybrid Learning Theatre

Shifting the student intake profile

FSP Academic research and teaching changes over time and over the last 20 years or so, we've seen a more positivistic approach gradually being used next to or integrated in a subjectivist/interpretivist approach in the Economics and Business domain. Consequently, it has become increasingly important to structure what we teach our students into better-defined conceptual frameworks, whether they are formalised or not. These frameworks allow hypotheses to be empirically tested. In short, what we teach has become more scientifically grounded. This is the result of advances in academic research in combination with the availability of large quantities of empirical data. Jan Tinbergen, a lecturer at UvA Economics and Business (EB) in his early years, was one of the first to start using empirical data and related methods. And this is also what today's knowledge-intensive labour market demands of our students.



Our goal is to operate at the forefront of the scientific frontier and aspire to deliver the highest-possible quality of students to the labour market, so we envisage 2 shifts in our educational portfolio.

Undergraduate to graduate

The first is a gradual shift in student intake from undergraduate to graduate students. This supports fulfilling our ambition to provide research-driven teaching to give students the right skills for their future careers. At the same time, it allows our academic staff to deliver a higher calibre of teaching and get stimulating feedback. In other words, this creates an ambitious and energising study environment that adds to UvA EB's reputation. The relative shift towards graduate programmes implies that we need to stabilise our undergraduate intake. However, our high quality and innovative Bachelor's programmes are an important source of intake for our Master's programmes, so healthy numbers have to be maintained at the BSc level.

More analytical

The second shift is also gradual, and directly related to a knowledge-intensive labour market that demands more analytically oriented students. Hence a growth in programmes in the more analytical domains

(Econometrics, Actuarial Science, Data Science and Business Analytics) and more focus on these topics in the other programmes. This shift will occur both at the undergraduate and graduate levels.

The set of analytical methods plus the object of study define an academic discipline. A shift towards more methods does not mean a shift in object of study. The economic and business domains in the broad sense, sustainability, financial stability and resilience, nudging for a better world, responsible digital transformations and corporate governance as focus

areas will remain core objects of study at UvA EB, albeit with a more analytical toolkit.

These shifts have implications for our international marketing efforts and staff recruitment. Marketing efforts will be directed more towards secondary school students focusing on natural sciences who decide not to not pursue their studies in sciences or engineering. Academic staff recruitment will need to focus more on personnel with strong econometric and analytical skills.

Simplification by standardisation

FSP Along with the huge growth in student numbers, the number of new tracks and programmes at UvA Economics and Business has also expanded rapidly. Is this situation optimal?

Students in existing programmes want to optimise their personal curriculum. They also prefer to have access to courses being developed for new programmes. But could having such a variety of programmes and tracks be confusing to students and potential graduates?

We aim to reduce the number of tracks or programme-specific versions of courses that are similar in content, and to create standardised versions available to a wide student audience, particularly in the Bachelor's programmes. This will offer students greater flexibility to design their personal learning path, and at the same time it will improve the management of course development in the sections.

... in the meantime at the Teaching & Learning vision conference ...

‘All right people, so we agree that our teaching vision includes...’

How do we make it more catchy? ReReReIn? RRRI? Reel? We can do better... **Got it!**

- Research-driven
- Relevant
- Responsible
- International

3RI



Opinion

UvA EB Pre-University Internship Programme

Academic and social integration go hand in hand

Getting a degree is the best investment young people can make. That's why the university gate has become a very crowded place. Universities have to decide who will or won't be granted access. Extensive research has shown that just picking the candidates with the highest GPA or test scores doesn't guarantee future academic success and even the smartest students might drop out during the first year. At Dutch universities, things are even more complicated: they are not allowed to make a selection at the gate. Instead, they use a non-binding matching process which doesn't appear very effective in practice. Students who don't perform well during the first year receive a negative Binding Study Advice (BSA); they have to leave the programme. This is not only expensive; it's frustrating for both students and their lecturers.

UvA Economics and Business (EB) vision (3RI) on teaching and learning proposes the innovative idea of a Pre-University Internship Programme (PUIP). According to Vincent Pinto, a well-known American professor of education, academic and social integration need to go hand in hand. Student success is not only determined by intellectual capacity but also by the degree of social integration in the academic programme and community. It's important to understand the very gradual nature of this process. In the current situation the secondary school student is only getting prepared for the final exam. But upon entering university, they are impressed, and even overwhelmed, by its culture of intellectual and social autonomy and independence.

by co-creating programmes oriented towards passing the final exam and a gradual academic and social integration in the university. After finishing step 1 of the PUIP, the student enters the university programme of her choice and step 2 starts. For step 2, UvA EB already launched a series of social engagement and professional career initiatives, called Your Future First.

Ideally, when using the PUIP approach, these initiatives should even be more tightly interwoven with the courses the students are taking.

UvA EB's plan proposes setting up pilot-studies with secondary schools in Amsterdam. If these pilot studies are successful, UvA EB is willing to invest in the further development of PUIP.



Reflection

Are students really asking for research-driven education?

Education and Research. Two main pillars that universities stand on. At UvA Economics and Business (EB), these 2 pillars stand side by side as education is said to be research-driven. What do the students think about this? A series of questions were asked and answered from the students' perspective to get some insights.

From the students' perspective, is this the right way to educate? Do we need to keep combining education and research? Yes, many students claim that research-driven education ensures that the material is up-to-date and it provides a bit of change for the nature of the lecturer's work, which is important for morale and motivation. A stu-

dent would want to see this high morale and motivation reflected in the education itself. However, more input from lecturers is needed to verify this claim.

Would combining research with education lead to lower quality teaching? Should we have lecturers focus only on educating bachelor's students? The students disagree with this because they say researchers who teach have a better insight into their respective field, and that this results in better education. However, students say that education concerning skills involving social and mental aspects should be taught by staff solely focused on these areas, such as social mentoring, or the study and academic writing skills training we received in the first 2 periods of the Principles of Economics and Business 2 course.



Why diversity should be more than a strategic agenda issue

FSP Our strategy focuses on quality over quantity in research and education, and on societal relevance. The world is our playing field, and we should be leaders in innovation and have an international presence. One thing is very clear: we will not gain or maintain that position with a senior staff highly dominated by Dutch speaking men.

It is a *conditio sine qua non*, an essential condition, to enrich our staff with people from all continents who offer a broad set of perspectives, and to have a sound gender balance. If not, we will slide into the middle bracket rankings of the most relevant schools. Diversity isn't a trendy issue on the side. It is inherent to who we want to be. Diversity should be more than a push factor in our recruitment: it deserves a position as an absolutely necessary job requirement.



Research at UvA Economics and Business (EB) covers the broad domain of econometrics, economics, business economics and business. UvA EB provides research-based education through aiming to rank among the world's leaders and also by launching new initiatives to strengthen research in areas where it will have a high degree of societal relevance and impact. Four broad areas have been chosen to strengthen interdisciplinary research that matches our strengths. Since solving problems of high societal relevance are seldom related to a single discipline, we use what we refer to as 'outside-in initiatives' to forge research relationships. These initiatives are stimulated by separate funding to encourage research and education in the selected areas.

Reflection

Measuring impactful research?

Trying to determine the impact of academic research over a period of 50 years, the question is: how do we measure the importance of research?

Scientific journals are a natural outlet for academic research, and they can be ranked by the Journal's Impact Factor (the number of references made to articles published in the journal). This metric can be used as a tool

for assessing the academic quality of academic staff by counting the publications in top-tier journals. However, other outlets of research such as books and conference proceedings are not included in this metric. What's more, only a small fraction of influential papers accounts for most of the citations in a journal. In fact, around 80% of all articles published in academic journals are never referred to. And most journals are monodiscipli-

nary, which does not stimulate interdisciplinary research.

Another popular metric is the h-index, which determines both the quantity and quality of a scholar's research output. This index is based on a list of publications ranked in descending order by the number of citations these publications received. The index value equals the number of papers (h) in the list with h or

more citations. The h-index can be calculated using search engines like Google Scholar and uses the publications in peer-reviewed online academic journals and books, proceedings, theses, preprints, abstracts, technical reports, and other scholarly literature. The h-index cannot be compared across disciplines, as citations and publications patterns differ markedly.

These unidimensional metrics have their shortcomings, leading to much debate about the pros and cons. Another shortcoming is that they don't demonstrate impact for teachers or practitioners, for example. And they look at individuals rather than teams. At UvA Economics and Business, we propose distinguishing several dimensions to evaluate the impact of research: potential metrics to evaluate its impact.

Potential metrics for multi-dimensional impact evaluation

- At least 2 scholars in each section have an h-index > 30; multiple scholars have (or had) editorial board memberships or service roles in their field.
- Every tenured scholar should publish in at least 1 highly ranked A* (e.g. *Management Science*) or A (e.g. *Journal of Economic Behaviour & Organization*) journal every 3 to 5 years. This should be embedded in our system to earn research time.
- Every tenure tracker should apply for a research Grant (ERC, NWO, industry etc.) at least once during the tenure track. Every tenured scholar should apply at least once every 3 to 5 years for a research grant.
- All full-time full professors should have at least 1 PhD student, financed by second or third flow of funds.
- A minimum of 50% of research time for academic staff who meet the publication requirements.
- Aim for at least 1 M-type (e.g. *Harvard Business Review*) publication per section per year that also counts towards research time.
- Every section should have at least 1 member that is frequently in the media, writes blogs, contributes to cases, public policies, etc.
- Value entrepreneurial roles and/or account management types of roles for staff who reach out to the relevant environment on behalf of a team.

Interview

Interview with Rick van der Ploeg & Dick den Hertog New R&D initiatives

FSP UvA Economics and Business (EB)'s aim is to strengthen research in areas with high societal relevance: the outside-in initiative. Two recently appointed professors couldn't agree more. Rick van der Ploeg, University Professor of Environmental Economics, sees similarities with the current strong focus on the relevance of research in the UK and brings in ideas from his Oxford experiences. Dick den Hertog, Professor of Operations Research, sees a trend at top American schools to do both fundamental and impactful research. Together with MIT, he has started a new journal called *Analytics for a Better World*.

Both fundamental and relevant research

Rick: 'UK research assessments nowadays emphasise policy impact. Universities must show how their research has really affected policy.' Consider Rick's research-based advice to invest natural resource revenues of African countries in their domestic economies instead of a sovereign wealth fund, changing the views of IMF and World Bank. Dick's research on optimising the height of dykes in the Netherlands is another example. This project saved the country billions of euros.

Dick: 'The focus at Dutch universities is still on fundamental research. It's a misunderstanding that focusing on relevant research means you cannot do fundamental research. The trend at the top schools in the US is to do both.'

How do we get researchers to care about the relevance of research?

Rick: 'Now that the UK government emphasises relevance when allocating research funds, universities such as Oxford will automatically create conditions to stimulate relevant research.'

Dick: 'There is a trend among young researchers to do meaningful research. Many can combine both aspects, so universities can no longer choose between fundamental or relevant research if they want to attract the best scholars. It helps that institutions like NWO increasingly support relevant research.'

What are you currently working on and how is it relevant for society?

Rick: 'My work covers the economic aspects of climate change, biodiversity and resource depletion, as well as broader social and political aspects. The relevance for society is obvious. I'll also be sharing my insights in new UvA EB Environmental Economics courses.'

Dick: 'My focus areas are motivated by the UN's Sustainable Development Goals. It includes the nutritious supply chain for optimising humanitarian food aid, and I've been involved in optimising radiation against tumors, working with researchers from MIT. This may lead to a patent. Dick knows that in teaching, this type of research will highly motivate students.'

Will Rick meet Dick?

Rick: 'My main work is on climate change and policy. There is a lot of uncertainty about climate modelling, and robust policy is called for. Better safe than sorry. This is 1 of Dick's expertise areas, so I would love to meet Dick and start collaborating.'

Dick: 'I'm eager to talk to Rick. His research fits with some of the Sustainable Development Goals. We both advised the World Bank with our research, so it's only natural for us to further explore the complementary elements in our lines of research. My background in analytics might play a role in Rick's research.'

It goes without saying that UvA EB fully supports bringing these 2 top researchers together to spur interdisciplinary research.



PHOTO: PIETER VAN DORP VAN VLIET



PHOTO: GILLEN@MAIL.COM



Reflection

Towards a responsive university and agile faculty

FSP In today's economy, organisations are confronted with disruptions in markets and technologies and erosion of their business model. Many well-established firms are now experimenting with new ways of working such as agile, lean and scrum, to increase their responsiveness. Moreover, they are adopting new organisational forms based on self-management rather than any hierarchy. But what about long-established universities and business schools? Can they continue with the proliferation of their existing teaching programmes and extending their long-term research programmes?

Most universities operate with a meritocracy based hierarchical organisational forms, a high degree of differentiation in the form of faculties and departments, and rather static planning procedures. In relatively stable environments, these traditional organisational forms are perfectly adequate. Today, universities and especially business schools are facing changing demands from various stakeholders such as generation-Z students, large corporations and SMEs, alumni, policy makers and NGOs. As a result, universities struggle with tremendous challenges such as equitable access to higher education, a shifting student demographic, inclusiveness of a diverse international student body, student engagement, student retention, and the role of new learning technologies. These challenges exist in a reality of increasing operating costs, pressure to seek revenue from non-governmental sources, along with ever-increasing regulatory demands to demonstrate attainment of high-quality academic standards, all while aspiring to improve reputation and ranking. Moreover, with the

COVID-19 acceleration of digitisation, dedicated digital natives may start to compete with traditional universities in the platform world. The monopolies that universities have enjoyed may disappear and be replaced by a global online competitive higher education market. Consequently, the traditional bureaucratic forms may severely hamper universities' ability to respond to accelerating change. How can universities and business schools better serve the changing demands of their stakeholders? How do they deliver even more efficient and effective teaching and research, and how can they innovate and learn?

There is a growing consensus among professionals and scholars that the path to future forms of organising leads away from the traditional prescriptions advocating formalisation and top-down control. Characteristics of agile universities and their faculties include more horizontal hierarchies, decentralised decision-making, empowerment of employees and teams, capacity for renewal, and self-organising units.

The agile university is responsive in its strategy, structure and operations. The agile university can easily start up new teaching curricula or set up new research programmes in collaboration with various stakeholders. Moreover, due to its flat and horizontal structure, it is quite easy to rearrange activities and create cross-border interdisciplinary projects and programmes that demand multiple knowledge domains; scientists, professionals and teaching staff work in semi-autonomous circles of teams in which they perform certain roles. In addition, the agile university can respond to changes in volume and mix of activities and easily upscale and downscale activities, since core professionals are multi-skilled in their knowledge domain.

Of course, the journey towards a more agile university will not be easy. It requires leadership, rapid adoption of digital technologies and cultural change. But the agile university will be a better home for the self-propelling professionals that flourish best when given room for creativity and innovation.

ANNOUNCEMENT

Amsterdam Ship Brokers Ltd



For a client in Amsterdam we are urgently looking for a ship that can become a permanent place in the harbour as an extension of the offices and serve as a social club for the staff. The ship should at least meet the following criteria:

- Potential to become the new icon of the organisation, replacing pictures of the offices that are now on the first slides of every presentation;
- Have a classical appeal referring to the rich history of the city and reflect its entrepreneurial mindset, sustainability and machine learning but should not be associated with the VOC;
- Can be used as an online learning theatre;

- Offer flexible office space for senior staff;
- Should include a social space and champagne tasting facilities for 'heidagen' and other events;
- Sailing qualities are not relevant, but bridging capabilities between 2 departments will be considered a big plus. Cost should be approximately € 20 million (to be paid in instalments).

The editors are happy to bring your suggestions to the attention of our highly esteemed client.

Opinion

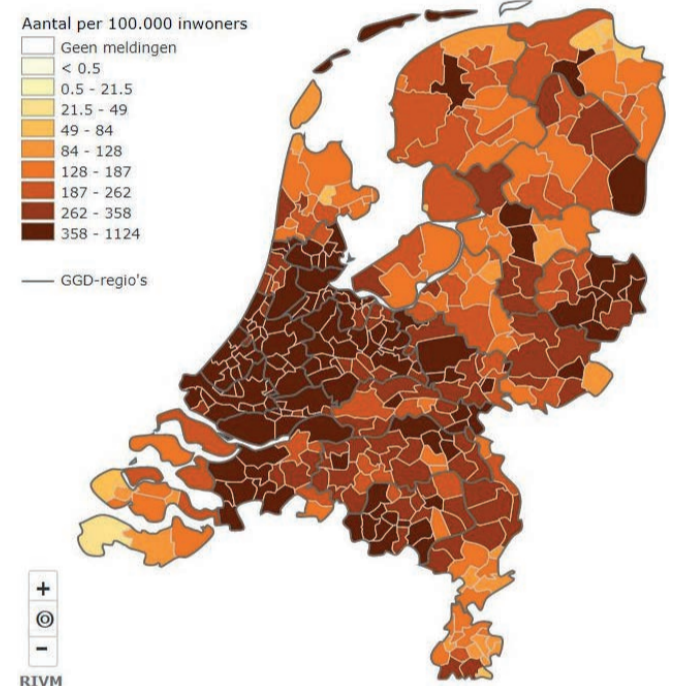
UvA Economics and Business can contribute to topical policy matters by encouraging its faculty to conduct research that speaks to current issues facing society at large. This column is a good example of such a study (see for example Barrios et al, and a similar study conducted by INCODA).

Local lockdown works!

Dutch mayors are apprehensive about taking local measures to bring COVID-19 outbreaks to a halt. But recent research leads to the opposite conclusion: various local-level lockdowns are effective. Dutch mayors collectively oppose the option of adopting local lockdown policies to control outbreaks, arguing that the virus doesn't recognise municipal boundaries. Even in a densely populated country like the Netherlands, there is a significant variation in infection rates (see figure). More densely populated areas have a cumulatively higher infection rate. These aggregate numbers primarily show us the speed of the infection rate.

COVID-19 patiënten

Per gemeente van 30-sep-2020 t/m 13-okt-2020



Aggregate COVID-19 infections per municipality 30/9/20-13/10/20 (Source: RIVM)

It's especially important to stop the virus from spreading as soon as it emerges in these densely populated areas. The key is to know whether the local population complies with the lockdown measures the government imposes and to implement measures accordingly. So the question is whether high or low compliance rates can be predicted. This is exactly what a recent study by Barrios et al. does. Their study shows that the success of intervention can be predicted by the extent to which the population possesses a sense of civic responsibility. Individuals with a higher sense of civic responsibility are more likely to comply with social distancing guidelines issued by the government. This includes their likelihood of staying home, or limiting their visits to grocery stores, stores, parks, restaurants and recreation areas.

But how do we measure civic duty? The researchers came up with the clever idea of measuring the extent to which individuals make an effort to vote, since voting doesn't directly benefit the individual, but society at large does benefit when turnout is high. Their instrument is highly related to civic, religious, political, and other associations as well as to the degree to which people trust each other to do 'the right thing'. This suggests that this measurement is a valid reflection of the sense of civic responsibility. Voting data is readily available, making it possible to select areas where higher and lower levels of enforcement and/or area-specific compliance and lockdown measures are applicable. If you're not convinced by the American data, rest assured that the team found similar results for Europe.

This means the mayors have to provide more convincing arguments against the effectiveness of local lockdown measures!



Message from a COVID-19 frontline

On 18 March 2020, the Netherlands went into an ‘intelligent lockdown’, a term coined by our prime minister, with a set of measures somewhere in between Sweden and Italy: social distancing, personal hygiene, working from home, limited group sizes at meetings, and going into quarantine when feeling sick or testing positive. The University of Amsterdam immediately suspended in-person education, but kept its campuses partly open to facilitate students who have difficulties studying from home. Thanks to the hard work of our staff, UvA Economics and Business (EB) managed to move all its teaching online at warp speed, with off the shelf solutions. In addition, we announced that we would continue doing so for the rest of the academic year, introduced proctored exams, and guaranteed that students would be able to start or continue their studies online in the first semester of the new academic year.

It’s a good moment to take stock and reflect on what we have learned. Although we, like many other schools, were already in the process of incrementally introducing blended solutions in our pedagogy, it is fascinating to observe how the pandemic shock accelerated that process. While a lot of our international students decided to go home when the planes were still flying in April, we managed to finish the academic year online without study delays for our students. We rescheduled some courses and exams in March and April, but were back on track in May and even managed to organise some 300 proctored re-sits in July. With all the COVID-19 disruptions, students earned on average only a few credits less as compared to previous years. And although it’s still too early to tell, learning outcomes of the courses seem similar to previous years. It makes you wonder about the large investments some schools have made in the past to start offering online programmes. Their comparative advantage may have evaporated in the blink of an eye.

Naturally, we also received complaints. Consistent communication in times of crisis is key and very hard when things evolve on a daily basis. Furthermore, lectures, seminars and tutorials can be recorded and watched later, but being forced to sit a proctored exam in the middle of the night in Ecuador or South Korea is probably less than optimal. Also, our student council asked the court for a ruling on privacy issues associated with proctoring. Although the judge ruled in our favour, we fully appreciate the thin line between trying to control fraudulent behaviours via whatsapp groups, etc. during online exams and the edifice of European privacy law.

During the summer break we prepared for the fall semester and made what-if scenario’s. Roughly 60% of our first-year student intake is international, equally divided between Europe and the rest of the world. Although numbers looked very promising at the beginning of the year, the pandemic hit in the middle of the recruitment season. The cost for applying is minimal, but, when admitted, so is the cost of not showing up in September. Almost everybody all over the world predicted that the international student intake would show a dramatic plunge. In our darkest scenario we assumed a 90% drop in demand among the international cohorts, at best compensated slightly by an increase in the number of Dutch students. After graduating from secondary school, many Dutch students take a gap-year to travel the globe or work. Since travel is restricted and the typical student jobs have all but disappeared, they could decide to continue with their studies as the next best option.

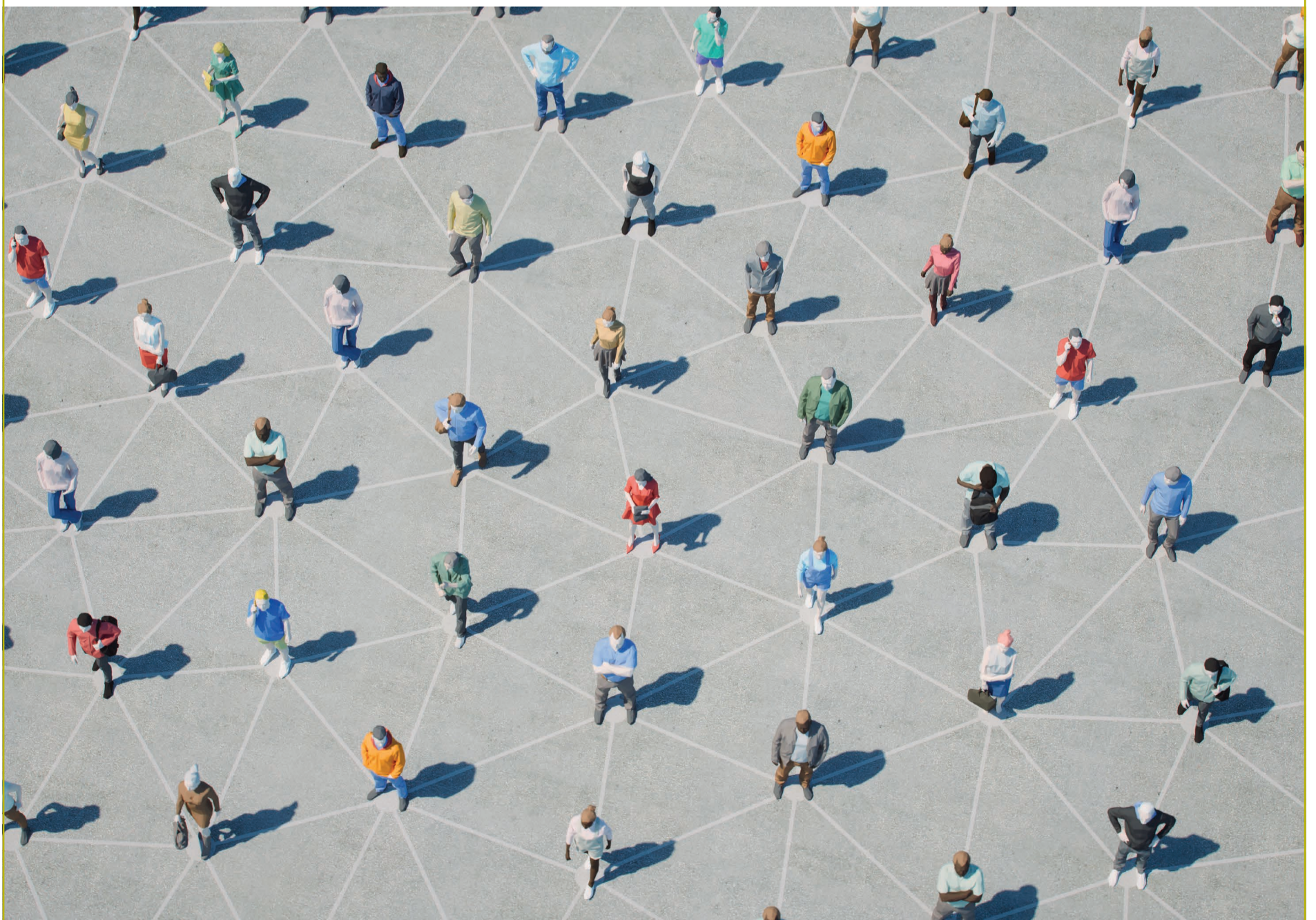
We could not have been more wrong. Because of idiosyncrasies in our regulatory system, it was only in the last week of August that we gained a clear picture of how many students plan to start with their studies via the actual course registrations. It turns out that we have more first-year students than last year and the predicted drop in international students didn't materialise. There is only a slight drop in the non-EU cohort, but this is compensated by increases in the Dutch and EU-cohorts. The big difference is that roughly half of the international students decided to stay home and take the courses online. We see a similar pattern in our post-graduate programmes, including the part-time and executive offerings. They also grew substantially. These students may have decided to continue their studies while labour markets are in decline, or because there is little else to do in lockdown. It's too early to tell whether the international students will relocate to Amsterdam in the course of the academic year, go home, or drop out because of the limitations of online education.

After the summer break, we were allowed to use our facilities again, but only at 20% capacity because of social distancing restrictions. In addition, since parking in the inner city of Amsterdam is not a realistic option, we have to manage the flow of students and staff so it doesn't overstretch the capacity of the public transport systems or cause queues at the entrance. 60% of our students and staff rely on the public transport system to get to the campus. The limitations imply that students and staff can visit the campus only once a week.

While we keep our fingers crossed and hope that science will help solve the pandemic crisis, we can all sympathise with the current generation of students. In their formative years, with all exchange programmes on hold, these students are severely restricted in their freedom to move around, to discover their own interests, and to make new friends and have a good time. A sense of belonging is very important to the academic community and we highly value in-person, face-to-face contacts. Over the summer we developed social mentoring and on-boarding programmes for our first-year students, hired and trained some 50 teaching assistants to deliver these, instructed our staff in online education, built studios, hired support staff, revamped an exam hall to create a Hybrid Learning Theatre, and booked large conference spaces in nearby hotels to make sure we can continue with hybrid forms of synchronous

in-person and online education in the fall. Part-time and executive students have the choice of attending in person or taking their programme online, whilst participating in class discussions and projecting a social presence. The first-year course 'Principles of business and economics' kicked off with around 1000 concurrent participants from all over the world on the Zoom walls of the Hybrid Learning Theatre, plus around 400 more on the YouTube channel. We use the limited physical space available for small scale in-person tutorials and seminars, recording the sessions for students not able to be present in Amsterdam. A lot of first-year students have registered for the social mentoring and on-boarding programmes they can participate in both online and in person, indicating a social need to make new friends. Obviously the expenditure has been substantial and we don't have a clear idea yet of the economics of all the investments. The good news is that we hope to learn a lot in the coming period.

Finally, a few words about academic staff and research related matters. Just like many research-oriented faculties, we may have a pipeline of 2 years of high quality papers. On the one hand, since March, collecting empirical data has been severely hindered. Next to theorising or data crunching, online interviews, surveys or experiment may offer an alternative, but on-site data collection is very difficult. Our behaviourists prefer the controlled environments of their labs that are only now slowly starting up again with a limited set of experiments being possible under social distancing restrictions. On the other hand, the pandemic offers opportunities for tackling new and very relevant research questions for economics and business. However, the longer term effects on research output are elusive, while PhD students and tenure trackers see the clock ticking. We stopped the clock and extended their terms of appointment. In September, newly hired tenure trackers started along with a similar number of PhD students. Some of them weren't able to come to Amsterdam yet. We are trying to immerse them online, organise online staff seminars and mentorship, but that's not quite the same as being warmly welcomed on location and holding in-depth discussions with your feet on the coffee table. And how about the international labour market for our PhD students that hope to finish soon? It is fully understandable that our academic staff is feeling the pressure. As the proverb goes, we live in very interesting times. Let's try to learn as much as we can from it and share what we learn.



For academics, science and business sometimes feels like an uneasy marriage. On the one hand, interacting with business and governmental organisations is seen as important to keep in touch with the latest developments and challenges in society. Also, creative ideas originating from academics and translated to practice can have positive societal benefits. On the other hand, these collaborations – especially through contract research – could compromise independence. Safe conditions for academic staff to explore collaboration and academic entrepreneurship are essential. One way of doing this is through maintaining strong connections with alumni who give access to a large variety of organisations.

Funding Streams

Academic research

Academic research is funded through 3 main funding streams, each with its own advantages and disadvantages.

The first flow of funds is the contribution of the national government earmarked for research. We don't have much control here and the amount depends indirectly on the number of students and the political situation.

The second flow consists of grants awarded by the Netherlands Organisation for Scientific Research (NWO) and the Royal Nether-

lands Academy of Arts and Sciences (KNAW) for specific research projects. The researcher is free to do exactly what she wants to with the money, without any compromises. But she first has to get a grant: there are many applicants and only a few receive funding. Out of 7 researchers – each spending a month or more writing the proposal – only one sees her effort rewarded in an NWO grant. Many researchers see this as an inefficient way of distributing available research funds.

The third flow is generated by contract research commissioned by



national and international governments, non-profit institutions and companies. It's a form of research in which both parties can win: the institution or company gets access to the expertise available at the university, and the researchers get funds to do research that is both academically and societally relevant. However, there are several risks. Companies and policy makers may have a short-term view – they want to know something very specific,

very urgently – while the academic researcher has the long-term goal of contributing to the body of academic knowledge. This may lead to a difference of opinion about the design of the study. In addition, academic researchers have responsibilities to society; for example, the results of the study have to be made public, even if the results are not what the company hoped for. This is very different from how the internal R&D department of such a firm oper-

ates. A long-term contract, where the firm or institution commits to financing PhD students or post-docs could be ideal. But problems could also arise here if the firm changes strategy or experiences a take-over or merger. To avoid future conflicts, the researcher has to be clear about what the academic constraints and goals are before signing any kind of contract.

For the young folks

A newspaper? What's that? In the olden days, before internet, journalists gathered news during the day. During the night, this was printed on large sheets of paper and early in the morning, it was delivered to each letterbox. So, your grandparents could read yesterday's news while having their breakfast!



You can take the student out of the UvA, but you can't take the UvA out of the student



A peek from a hypothetical future

Reflection

Entrepreneurial leave policy and EB's firstborn unicorn

Five years ago, UvA Economics and Business (EB) created new incentives for its academic staff to start their own business. Recently, EB Dean – Han van Dissel – announced that this has led to the first unicorn – a company with a € 1 billion valuation – started by an UvA EB academic-turned-entrepreneur.

UvA EB initially implemented a parental leave policy to stimulate academics to start a family without having to worry about the potential negative effects on their career and/or tenure. Building on this, academics with the ambition to start a new business became eligible for an 8-week entrepreneurial leave to explore the viability of their start-up idea. Those academic entrepreneurs that demonstrated the commercial potential of their startup, were granted an additional year to work on their start-up

with the guarantee that they could return to their old job.

Interviews with academic staff at UvA EB revealed that there was no lack of an entrepreneurial mind-set or aspirations. The main challenge, however, appeared to be the (perceived) risk of hurting one's chances of climbing the academic career ladder when investing time in an uncertain new venture. Both aspiring and experienced academic entrepreneurs identified the incentive structure

with its strong focus on research and publications in high status academic journals as the main culprit blocking the entrepreneurial potential at UvA EB.

For the first 'explore' phase, UvA EB set up an annual competition for 3 seed grants of € 10,000. The selection is made by a jury of experienced academic entrepreneurs from both inside and outside UvA EB. In addition, faculty members could ask for unpaid leave for a maximum of 12 weeks, which could be spread over 1 year, to explore their startup idea. For the second 'build' phase, faculty members could take unpaid leave to work on their start-up for up to 1 year, which could be spread out over a maximum of 5 years.



Sustainability leaders empower honours programme



Eight leaders in the practice of business and sustainability have joined the Advisory Board of our new Sustainability MSc Business Administration Honours Programme, chaired by Dr Arno Kourula and Dr Michelle Westermann-Behaylo. The members of the board have been selected for their pioneering roles in sustainability and work for a diverse set of organisations that are known for their proactive strategies in the field: Philips, Rabobank, The Terrace, Impact Hub, Instock, City of Amsterdam, Project Cece and Eneco.

This is a perfect example of how UvA Economics and Business is joining forces with business, government and civil society to make education both responsible and relevant. The members of the board advise on curriculum design and also have direct contact with the students as guest lecturers, through co-created company projects and internships.

In this kick-off year, the top 25 students were all selected from well over 100 applications submitted by MSc Business Administration students. For next year, we also expect

Honours programmes for 2021-2026:

- are open for selected, highly motivated Master's students
- Involve a 15 EC additional study load;
- are developed and conducted in close collaboration with the professional field;
- take a multidisciplinary approach;
- have a thematic focus on societal challenges.

Link to more information on the Honours Programme Sustainability, click the QR-code.



to welcome students from other programmes and disciplines, because solving sustainability issues is a multidisciplinary challenge by nature. The MSc Sustainability Honours Programme is a model for future honours programmes.

Growing students together Success assurance with a.s.r. insurance

Insurance company a.s.r. will send more students to Amsterdam in 2021. The company made the announcement today during the annual evaluation of the cooperation agreement signed in 2018. Based in the city of Utrecht, the company is ranked as the seventh largest insurance company in the Netherlands and is well-known for its proactive approach to sustainability and social responsibility.

Since 2018, leading scholars of the Amsterdam School of Economics (ASE) and the Amsterdam Business School (ABS) have been giving presentations to a.s.r. finance professionals in the context of permanent education (PE). In addition, a.s.r. employees register as students in our post-experience programmes, including controllers, internal auditors and digital auditors.

In 2020, like most other insurance companies, a.s.r. put the brakes

on external education because of COVID-19 uncertainties. However, the firm will transfer its education budgets to the next year, so that our university can expect substantially more students from the insurer in 2021.

In addition, a.s.r. will send its actuaries to our university. Actuaries are professionals who specialise in the measurement and management of risk using quantitative techniques.

The UvA offers a unique combination of a MSc and a post-Master's programme to educate these professionals: the Amsterdam Executive Master in Actuarial Science and the Actuarial Practice Cycle.

According to a.s.r., it clearly feels the social aspect of learning is an essential part of any post-experience education – networking, socialising, and learning from other students. That's why the firm's representatives were pleased to hear that nearly all post-experience programmes at our faculty will be offered in a hybrid form, where classes are face-to-face, but also accessible to online students.

UvA and a.s.r. go a long way back. Many years ago, the firm was involved in the creation of our Executive Programme of Management Studies, and a.s.r. employs many UvA alumni. The fruitful cooperation between both organisations is a good example, a best practice if you will, of an initiative where all parties closely work together: academia and business, education and research, and in our own schools, ASE and ABS. We look forward to extending our partnership in the next decade, and building similar relationships with other selected companies.



On-campus incubator at Roeterseiland

UvA Economics and Business is implementing its 'impact through engagement' plans in part with an ambitious on-campus incubator. The incubator is open to students and alumni from all EB programmes, as well as students from the UvA-wide entrepreneurship minor. Watch the interview with Joris Ebbers to find out more.



Operational excellence: what does it mean for UvA EB? Operational excellence is aimed towards achieving a professional service organisation fully committed to supporting students, lecturers and management. Together with the UvA organisation, we work continuously on developing high-performing processes, systems and (management) information provision. We strive for efficiency through simplicity, harmonisation and ongoing improvement, while keeping in mind the importance of the human dimension.

Reducing workload: A great spirit for improvement is simply not enough!

FSP 'UvA Economics and Business (EB) has a great spirit for improvement' was 1 of the notable remarks made by the AACSB audit team in mid-November 2020. Good to hear and be recognised! But we all know that we have to deal with high levels of work pressure and work-related stress. A tough issue. So let's use our spirit for improvement to solve this tough, persistent issue. Or is our spirit a pitfall?



Employee surveys, analyses and accreditations all paint a similar picture: the UvA EB is a professional faculty with a solid reputation in terms of education and research. Yet the faculty is confronted with an ongoing problem: work pressure. In spite of all efforts to tackle this multi-headed beast, no single strategy has managed to resolve the issue

structurally and successfully. What are the barriers holding the faculty back, and which new initiatives are currently being developed to reduce workload? A glimpse behind the scenes of UvA EB in its search for business excellence.

Work pressure leads to work pressure: break the cycle

The volume of work is large across the organisation, not in the least among support staff. Financing from the UvA 'Managing your workload' programme enables the Education Service Centre (ESC) to address multiple processes in the upcoming year. 'We are now redesigning the student admission process by changing the role of programme directors; in the new process they

only have to give their opinion about doubtful student cases', explains Bob Bom, head of the ESC. 'We are also investigating our production process for the degree certificate. Lead time from application to finalisation is currently 8 weeks, whereas net production time to create and check a degree certificate and supplement is 4 working hours. That obviously leaves room for improvement.'

Finding the hidden bottlenecks

For the projects initiated by the ESC aimed at efficiency in executing tasks, the Works Council has proposed further integration between actual task load and perceived work pressure. Project initiator Bianca Groen: 'The approach tackles both components simultaneously. The idea is to create more enjoyment, more success, and less stress, by using an integrative and cross-departmental approach. In collaboration with an external project consultant, we'll explore the common interests of employees, students and

the organisation. We then select initiatives that will generate the highest workload reduction, with the lowest amount of investment. These issues are always addressed in periods of 100 days: short enough to keep them prioritised, and long enough to actually make a difference.' The project will cover a time span of 1 year, and will be launched in January 2021.

Road to success

Bob Bom is convinced these projects can be implemented successfully. 'We need a mix between a business approach and the positive spirit in our faculty. The necessity for manageable work pressure and care for both our employees' and the organisation's health is real.' UvA EB's Faculty Board takes this issue seriously. It requires perseverance, a general willingness to question the way we have been doing things so far, and strong leadership at every level. Let's really make things better this time around and resolve this difficult issue.

The Royal UvA EB?



UvA Economics and Business (EB) will be 100 years old in January 2022. That is a memorable milestone and should be celebrated appropriately. Fitting for a number of reasons. Because other faculties are many times older, Adam Smith published his *Wealth of Nations* as early as 1776, and double-entry accounting has also been around for a very long time. You remember Pacioli? Incidentally, double-entry accounting has a somewhat different connotation nowadays. But how does UvA EB ensure that we become royal? How about 1 out of the 3 royal princesses deciding to study here with us?

Opinion

Creating career paths for lecturers

How does our structure (not) help?

In general, career paths are built along the lines of increasing responsibility, innovation/policy and scope. These ingredients are all in the function profiles of our job rating system and they might create barriers in our organisation that impede building a career as a lecturer.

Let's start with the good news. In our schools, research and education are strongly interlinked. This guarantees a common interest of researchers and lecturers. This is the basis for being respectful to each role.

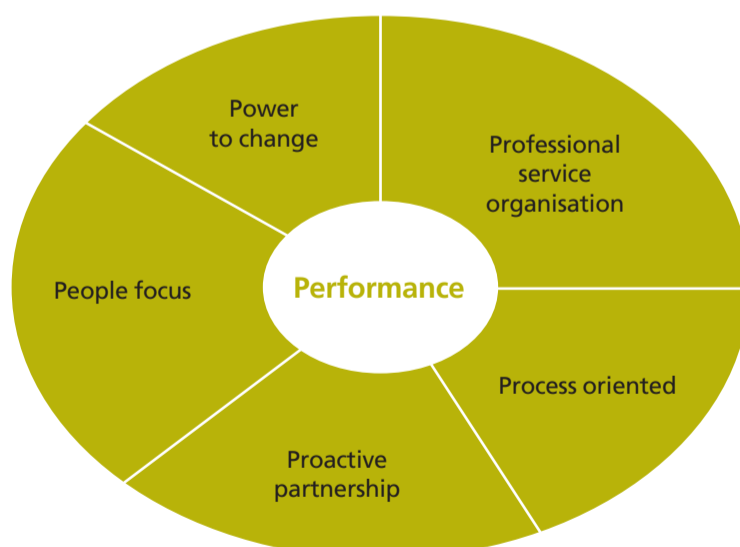
Yet there are also obstacles in the career path of lecturers. Let's address 2 of these. One of these obstacles is that the more strategic oriented management roles in education are traditionally filled by associate and full professors. It follows logically from the structure of the university, but at the same time limits the career opportunities in management positions for lecturers. Another obstacle is the way we are organised as a matrix organisation. Education management is carried out in temporary roles instead of structural positions with management responsibility. Temporary roles do not lead to higher positions, but to temporarily higher pay. That's why we should not only look at better and more detailed career path for lecturers, but also look at the way we have organised ourselves and how we can create more real career opportunities for lecturers.

In search of excellence in a 21st century organisation

Most of us know the classic and famous Tina Turner hit: *Simply the best*. A song people love to sing together because everybody wants to be a winner and wants to be better than the rest. Back to business.

Late 20th century: insight into excellence

Another classic is the 1982 book by McKinsey consultants Peters and Waterman *In search of excellence*, based on lessons from America's best performing companies. The best-selling business book ever. Although many of the best companies of the 80s have disappeared, based on these insights, business excellence models have been designed by European companies such as the EFQM model (European Foundation for Quality Management) and other theories such as the well-known Covey habits, the learning organisation and Business Process Redesign. The 20th century models are about leadership, customer focus, result orientation,



continuous learning, and the first ideas about social responsibility. But times have changed. Globalisation, digitisation, sustainability and social responsibility have a significant impact on work and ways of organising.

Working in the 21st century: times are changing

In the 21st century (now 2020s), in addition to the fundamental principles and lessons learned from the 20th century, it is about communities (across the boundaries of the organisation, partners and chains), it is still about lean management, but also about strength and flexibility with new techniques such as agile working. It is about being able to manage complexity in the search for simplicity and about creating healthy organisations with attention for and investment in people. For all these aspects we do not yet have

5 principles for the ESC

The simple figure below illustrates the 5 principles we will use to continuously improve and become an excellent organisation.

1. Professional service organisation: customer-focused
2. Proactive partnership: keep thinking from the customer's perspective
3. Process oriented: delivering excellence
4. People focus: respect for everybody
5. Power: good change management

integrated, accepted models with which we can position, benchmark and develop ourselves. But they will come and then we can make use of them.

The ESC can make better use of UvA EB knowledge

As the Education Service Centre (ESC) of UvA Economics and Business we deliver services for students and lecturers and much more, like management advice and policy deployment. But can we walk the walk? Can we practice what we preach? Let's find out. Are we using the latest insights from our academic colleagues yet? No, we aren't. But for now, based on a number of fundamental concepts, we have formulated 5 principles that ensure good performance. And yes, we have to cross-check them with our academics.





ESC at its BEST

Because good is just not good enough anymore

FSP ESC is UvA Economics and Business (EB)'s Education Service Center, delivering services for students and lecturers and much more, like management advice and policy deployment. UvA EB wants to belong to the global top of Economics and Business programmes. To realise UvA EB's ambition we also have to deliver the best-in-class quality or business excellence in our support processes. In recent years we have proven that we are rather good in our support processes. But good is just no longer good enough. In order to become and remain the best, we keep working on realising business excellence. This mean: from good to great. We call it BEST and this means Business Excellence through Simplicity and Teamwork. Where are we today? What does good look like?

We achieve results by recruiting good students, organising education properly, providing excellent services and communication to lecturers and students, and delivering good support for education management. We have become a business partner for education with the aim of 'unburdening' our academic staff. That leaves them time to focus on teaching and research. Our support for students is focused on their well-being and academic success. It goes beyond providing them with all the relevant support and information towards ensuring that they bond with the study programme and each other. We also prepare them for a successful career through the Your Future First programme. We do it with passion and attention for our students and lecturers.

organisation; a proactive partner for students, lecturers and education management. Together with the UvA organisation, we continue working on developing high-performing processes and systems and implementing improvements in close cooperation with our lecturers and students. We strive for efficiency, but with attention for the human dimension. How do we do that? First and foremost by employing and retaining good, passionate and professional people who have a deep sense of commitment towards students and lecturers. By focusing on simplicity and working together. We call this BEST: Business Excellence through Simplicity and Teamwork!* ESC at its BEST.

** In 1990 Philips uses the BEST programme for their Philips Business Excellence programme; the Philips BEST meant something slightly different: Business Excellence through Speed and Team effort. There is no copyright.*

Business Excellence: what does that mean? The ESC is developing further into a professional service

How to appreciate teamwork at UvA EB?

Teamwork isn't something that will automatically emerge in an organisation that is based on stimulating individual performance. Of course



you need a clear goal for teamwork. That much is obvious. But people will only contribute to a team when it's clear how they will benefit from it, and if the teamwork is recognised and appreciated. Have you heard of the very popular game FIFA 21? This game is built on 2 pillars. The first is the individual excellence of the players like Messi and Ronaldo. The second pillar is team spirit. The value of the team is largely determined by the team spirit in the team itself in combination with the team spirit of

'As a star player you can play an excellent match, but it takes a team to become champions.'

The challenge of balance

How our Faculty Office combines standards and flexibility

FSP The key role of our Faculty Office is to support the realisation of strategic goals in an effective and efficient way while keeping solutions as simple as possible. The big challenge for our Faculty Office is to find the balance between flexibility and standardisation. Related to the strategic goals, what are the major questions for our staff departments?

How to finance strategic initiatives?

The government-funded budgets for research and education and the income from our non-EU students are distributed within the faculty based on the internal allocation model. This allocation model will continuously be refined to tie in closely with developments in teaching and research. We are always looking for a fair distribution of the budget and giving the right incentives. We are also becoming more and more successful in obtaining funding from the second and third flow of funds.

The financial position of UvA Economics and Business (EB) has improved in recent years. With an annual income stream of over €70M, an annual profit of several millions and equity around €30M at the end of 2020, we have the ability to invest in achieving our strategic priorities. In particular, we will focus on the 4 outside-in initiatives and increasing our societal impact.

How to contribute to UvA EB's professional excellence?

The professional recruitment of staff is crucial for UvA EB's further development. Our main focus in the period ahead will be on scouting talent and academic staff recruitment in areas we want to strengthen. That is crucial for realising our main objectives in the outside-in areas. We aim to retain highly talented academic staff and to further develop their potential. Academic staff will be challenged on the basis of clear and ambitious criteria. To this end, UvA EB offers academic staff a challenging and clear career development policy.

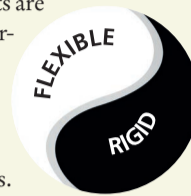
EB also highly values the professionalism and sustainable employability of support staff. Our new colleagues in support have increasingly a more professional or academic background and are eager to further pursue their professional development. Colleagues do not stay in their jobs as long as they used to. That requires a different career policy.

Employees are individually responsible for their own development and their contribution to the UvA and UvA EB community. We provide them a work environment that offers opportunities and challenges to learn and develop and that also enables personal, cooperative-style entrepreneurship. Additionally, we support the development of our staff by offering a wide range of training and professional development opportunities for both academic and support staff.

How to market and communicate convincing messages?

A clear and consistent brand identity and good reputation is crucial in attracting the best students and staff. Furthermore, it contributes to acquiring accreditations and strengthening the bonds with alumni. In the coming years we will take further steps in profiling the Amsterdam Business School and the Amsterdam School of Economics. This will be done in a variety of

ways, including campaigns and expanding communication about our research and expertise.



To expand the 'funnel' of high-quality Dutch and international students, Marketing and Communication (M&C) will employ specific marketing campaigns and tools in the coming planning period. Our online marketing strategy in particular, including optimising the website and social media, will become more and more important.

Communication plays an important role in building and sustaining the UvA EB community. M&C supports and advises in further improvement of the information provision to both students and lecturers. M&C is also responsible for the internal newsletter distributed throughout the UvA EB organisation to ensure that all employees are updated on developments.

Information management as an enabling factor?

ICT has become a major driver of our whole business. It must therefore continue to develop into an infrastructure that seamlessly meets the needs of users. Reliability, availability and safety are important characteristics in this respect. As a faculty, we mainly use the UvA central ICT provider. In order to influence developments, we actively participate in management and user consultations.

Our information manager works in close cooperation with the Education Service Centre, the schools and the other faculties and shared services to make sure we get what we need. For major developments in further digitisation processes, we will (temporarily) bring in specialists to support and 'unburden' the organisation as effectively as possible. In the coming period we will make sure that the right tools are in place to support safe digital collaboration between UvA employees and with colleagues around the world as well.

How to become an even more vibrant campus?

UvA EB aims to further optimise housing and the use of classrooms in order to maximise the facilities offered and minimise housing expenses. Within UvA that is a major challenge, because we depend heavily on central services and housing plans. We remain committed to more student-housing facilities and more student space on campus. In the coming years, housing issues will be influenced by the lessons learned from the COVID-19 pandemic. This may lead to different insights about the development of our campus. More scope will be created for cooperation and start-ups. Not just within EB or at other faculties, but also with companies and institutions that want to invest in research and education.

The balancing act between flexibility and standardisation is definitely a challenge, but it's a rewarding one.

each individual player, including the star players. The individual player's contribution to the team is valued, based on the team role and critical performance indicators.

Let's take the role of a goalkeeper in FIFA 21 as an example. See below how the goalkeeper depending on his/her specific goalkeeper's profile (left column), can earn extra points for individual performance and value to the team (goalkeeper's skills in

the first row) above the team's basic points for team performance.

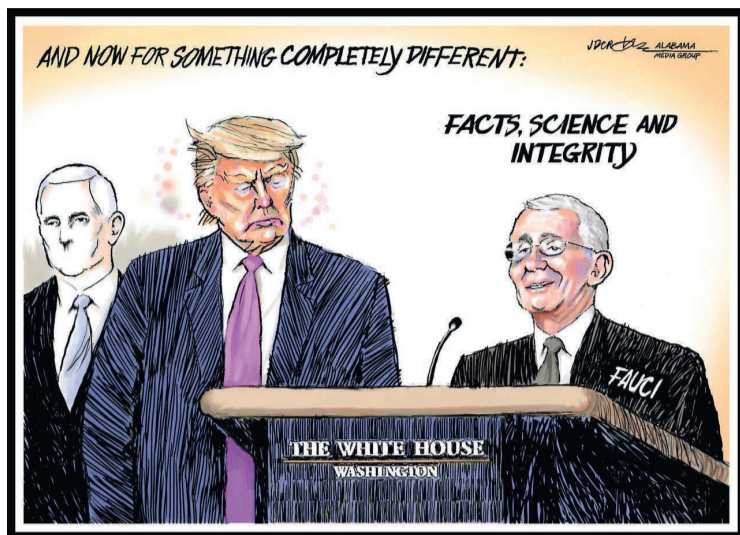
How can we translate this to UvA Economics and Business (EB)? Managing a team and appreciating the team spirit of employees requires

leadership above all else. First we can start by defining the positions and profiles in a section or department. The next step is to find a common understanding about the recognition and appreciation of positions and roles in sections and departments.

	Diving	Handling	Kicking	Reflexes	Speed	Positioning
Basic	5	5	5	5	5	5
Wall	15	5	10	0	0	0
Shield	0	0	10	15	5	0
Cat	0	0	0	10	5	15
Glove	10	15	0	0	0	5

FSP
Enabling factors

In addition to the 4 strategic priorities, a number of enabling/hygiene factors that support the strategic priorities are also acknowledged. These include factors like Open Science/Open Access and its related research data management, scientific integrity as an important hygiene factor for both students and staff, diversity and inclusiveness, sustainability, and more. For each of these factors, UvA Economics and Business policies are either being developed or will be further developed and implemented.



Dealing with scientific integrity: an editor's perspective

Scientific integrity has many dimensions. In this short article we will focus on some practical implications of integrity checks when submitting research output to a scientific journal.

In the last 10 years, the topic of scientific integrity has been high on the agenda in the Netherlands and worldwide. In our country, this discussion has led to the Netherlands Code of Conduct for research (CoCR), which is the by-law for staff members and students of UvA EB. The need for this CoCR emerged from a closer cooperation between institutions of Higher Education (HE) and other parts of society, due to the growing importance of external funding for research and teaching. This blurred the independence of our institutions, making stricter guidelines necessary.

Another driving force for the code was that a number high-profile journals, like *Science*, had to deal with severe fraud and plagiarism cases. In the old days, the first check was the contents of the paper; is it interesting for our audience. Nowadays, the editorial process starts with the integrity check. If a paper does not meet the integrity check, there is no chance of entering the reviewing process. We would like to give some guidelines and insight to new staff members when dealing with this part of the editorial process. Without knowing it, you may cross some line and once crossed, it could have

a substantial impact on your career. You could be blacklisted by the major publishers, or it could taint your reputation in your community.

Brief Guidelines for Scientific Integrity:

1. Determine the authorship team before you submit. Who is the corresponding (lead) author and who will be the co-authors? Changing is a red flag for an editor.
2. Use a tool like iThenticate (a plagiarism tool) before you submit. Without knowing it, your paper may resemble other papers in your domain.
3. Given 2, do not use a working paper (wp) repository. Repositories screw up the integrity tools.
4. Be generous with references to your colleagues. Most journals apply the guidelines from COPE, and if crucial references are missing, they can address your work through COPE.
5. Be careful with rehashing. The same tools that check plagiarism also check your own work and may lead to a claim of self-plagiarism.
6. Use your institutional email address instead of your private email address. This helps the journal with identifying the authors.
7. Although unethical in the perspective of some, citation tracking is done by journals and some journal editors encourage citing their own journal to stay ahead in the ISI ratings.



Time to open access your research to everyone!

FSP Internet has fundamentally changed the way we disseminate scientific knowledge. As a result, Open Science has become a central topic of the European and Dutch political agenda. In February 2017, a number of Dutch institutions, including the UvA signed the National Plan for Open Science (NPOS).

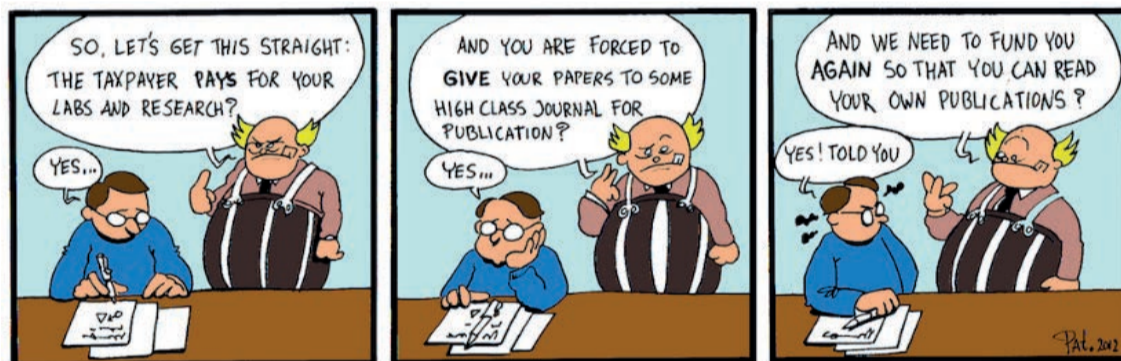
The goal of the NPOS is to provide all publicly funded academic publications direct Open Access (OA) to everyone. This will hugely benefit not only the academic world, but students and lecturers as well. Students will have free access to reference textbooks and journals. Lecturers will be able to use freely research articles in their teaching.

UvA Economics and Business (EB) strongly supports OA and aims at achieving 100% OA publication. But this transition will by no means be a free lunch. Not only in terms of the changes required in the evaluation and appraisal systems, but also



in terms of the monetary costs that researchers face to make their publication OA. UvA EB will support this transition

by covering the full costs of OA publication of each PhD thesis and all individual publications in leading international journals.



Just as all roads lead to Rome, there are unlimited ways to access success

Making lemonade as an analogy to student success

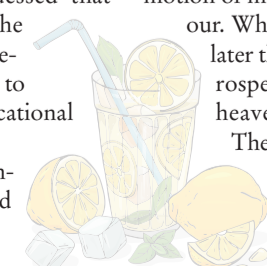
FROM JINGYI WANG,
STUDENT ASSESSOR UVA EB

At UvA Economics and Business (EB), thousands of students come and go, all with the ambition of grasping success. Indeed, student success has always been the focus of education, yet people interpret success in different ways.

In the midst of tough times like these, it's easy to get lost in the constant current of confusion and uncertainty. Yet, as the old adage says: 'When life gives you lemons, make lemonade'. To make a tasty drink, we have to gather ingredients and mix them together in the right proportions. No man is an island and student success is simply a reward – like the lemonade itself – resulting from collective effort. The student themselves, lecturers, staff, support services and essentially

everyone involved in the everyday education processes, are the various ingredients that are combined. We need water, the most crucial element for our existence that sustains the circle of life. The most precious property of water is its capacity for inclusiveness. Water can assume the shape of anything and everything. It represents that balance of diversity we strive to achieve at UvA EB. Next to all of the abracadabra above, we need a glass to drink our magic potion. A crystal-clear vessel, a well-rounded multi-dimensional container. I believe readers with poetic minds already have guessed that this is a metaphor for the transparency and comprehensive scope that needs to be embedded in all educational progress. Last but not least, lemonade is best accompanied

by a piece of fresh mint leaf, and this represents the inspiration that sparks creativity. This newspaper is authentic proof that serves to underscore my point. Whoever came up with such an idea of a story-sharing publication instead of a rather prosaic policy document is obviously a pro at beverage making. Voila, the lemonade is ready to serve! Now we can take a sip and decide whether it's delicious or too sour, just as we can assess success at that 1 fixed point in time during exams. But that's not the whole story. Success is an ongoing and dynamic motion of momentum, vim and vigour. Who knows? Maybe years later the sour aftertaste in retrospect becomes something heavenly and worthwhile. The ultimate key to success remains in our own hands.



‘To me, diversity and inclusion don’t go hand in hand’



Shivangi Sirohi

Interview

We interviewed Shivangi Sirohi, a second-year UvA Economics and Business (EB) student and vice chair of the Faculty Student Council 2020-2021. Last year she studied in Amsterdam but in this academic year she started in Delhi, India, her home country. In her opinion, an international faculty does not automatically lead to an inclusive environment. More is needed to achieve that goal.

Why did you choose to study Economics and Business in the Netherlands, and what did you expect with regard to the student population?

The choice of studying at UvA was guided by its international acclaim and its reputation as a melting pot of all cultures reflected in its diversity. I expected this to provide an enriching international exposure along with my interest in Economics and Business.

UvA EB has grown to be one of the most international EB faculties in the Netherlands, with a very large number of students coming from all parts of the world. In your experience, what does this mean for the feeling of being part of the academic community?

I certainly feel privileged to be a part of this diverse academic community, which has given me the opportunity to think critically about my own beliefs and examine the world in fresh ways.

However, I feel the student-teacher ratio is far too high for personalised interaction and learning. Furthermore, what struck me most was that despite of diversity, the interactions between the students are very limited as there is no concept of campus life and organised initiatives by the university to promote inclusiveness among this diverse population are limited.

One of the strategic goals of UvA EB is to strengthen our community by further enhancing diversity and inclusiveness in both staff and students. In your opinion, is UvA EB on track to achieve this?

As far as UvA EB student community is concerned the diversity goal is fulfilled, as I see people coming from all over the world. For the UvA EB staff, the students are not well aware of the extent of diversity due to limited interactions with faculty staff, something that has worsened due to the COVID-19 situation. In terms of inclusiveness, as I mentioned earlier, there is still a lot that needs to be done.

If you were invited to give your vision on the aforementioned strategic goal, what would your answer be?

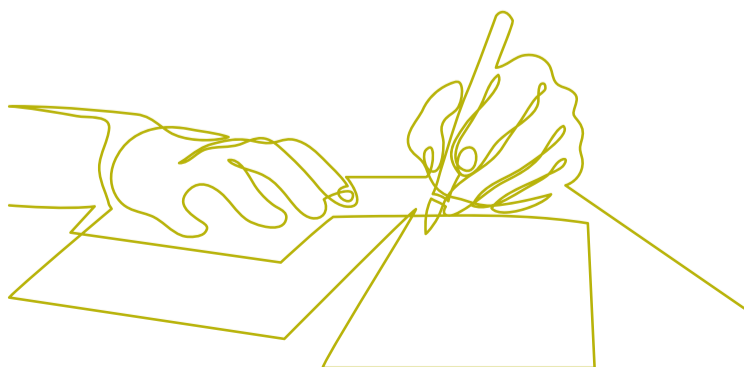
According to me diversity and inclusivity don’t go hand in hand. With increasing diversity comes a greater responsibility to make serious efforts to ensure that those diverse populations feel included. Some things that need to be changed include cultivating the spirit of a more concentrated social environment. This can be achieved by several initiatives, such as organising centralised student clubs (e.g dance, painting, poetry) where students can meet up with other like-minded people, organising large-scale university festivals and tournaments which will not only foster the university spirit but will also help in cultural integration.

Would a more diverse staff of lecturers contribute to greater inclusiveness? And what about the range of courses, what do they contribute to diversity and inclusiveness?

Yes, I feel that when people of different ethnicity, socioeconomic class, religion, background, and personality are put together in a common social setting, they are urged to acknowledge and appreciate the differences that make them unique. This also applies to the lecturers. They also need to get to know their students and discover how students see the world and find out more about students’ personal learning styles. For an educator, understanding cultural diversity in the classroom is a crucial part of being able to anticipate where certain lessons might lead, or any issues that might arise between students of different backgrounds. Educators can establish a tone of inclusion, emphasising that all perspectives are valuable.

December 2020: Student Council’s stance on the Faculty Strategic Plan 2021-2026

This open letter from the UvA Economics and Business Faculty Student Council (‘FSR’) presents our standpoint to the administration regarding the Faculty Strategic Plan 2021-2026.



After carefully examining the sent request for advice for the Faculty Strategic Plan 2021-2026, we are pleased to inform you that we advise positively on the goals and vision of the Faculty Strategic Plan for the upcoming period.

First, the Faculty Strategic Plan is closely aligned with the current FSR values and goals. The FSR is in agreement with the research-driven approach to education at the faculty as it helps students develop a broad mindset with a solid academic background. Moreover, the FSR strongly believes in the importance of prime value drivers such as Quality over quantity, Internationalisation in terms of staff, students and the course structure, and Leveraging the university’s strengths and its environment through inter-faculty and global collaborations that serve as a source of inspiration and empiricism in UvA EB’s research activities. The faculty administration should pay its utmost attention to these points and work efficiently towards achieving them.

Second, regarding the student housing situation and campus facilities, it is good to hear that the faculty is working towards improving the current state of affairs, but we think that there is still more room for improvement as this is a crucial part of a student’s university experience

that ultimately facilitates and fosters academic excellence.

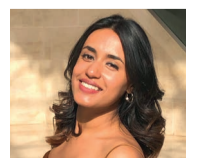
Third, we view the collaboration between both schools the ASE and the ABS as a visionary step for the future that takes advantage of the expertise of both schools. The creation of the new BSc Business Analytics shows that the university is really attuned to what the professional world is looking for in the future.

Finally, the 4 key priorities of the Faculty Strategic Plan are also something which we as the FSR are working to foster. We aim to closely work together with the administration to successfully fulfill these objectives of improving the student experience and the quality of education on different spectrums.

Kind regards,



Mahmood Nasher,
Chair FSR EB



Shivangi Sirohi,
Vice-chair FSR EB

Dear colleagues,

The Economics and Business Works Council (perhaps better known as Ondernemingsraad) is currently reviewing the Faculty Strategic Plan 2021-2026. In our assessment of the plan, we focus on its potential impact on employees of UvA Economics and Business (EB), particularly in regard to our own strategic priorities: work pressure and job satisfaction, career development, and equality.

Work pressure and job satisfaction

Reducing workload and work pressure is always a top priority. We closely monitor work pressure, as well as actions taken to reduce it. Since the outbreak of COVID-19, we have dedicated attention in every meeting to the heavy toll of remote and digital working on both academic and support staff, and we have signaled many issues to the Faculty Board. We also proactively develop initiatives of our own. One such initiative was recently approved and funded by the UvA 'Managing your workload' programme. The objective of this 'Savvy technique' is to involve employees from all layers of the faculty in the development of ideas to create more job satisfaction and enjoyment, more success, and less stress, by means of an integrative and cross-departmental approach. The project will cover a time span of 1 year, and will be launched in January 2021.

Career development

Our second priority involves career development for all employees. Many interesting questions can be raised in the wider area of careers and employability at UvA EB. What are recruitment policies for different types of positions at the faculty? Which long-term career paths can be followed in research, but also with a focus on education, or for support staff? How can we make promotional policies even more transparent and diverse, in the sense that it is clear for all stakeholders which criteria are to be satisfied, and at what moment? How can we ensure equal and equitable treatment and appreciation for employees in different roles within the faculty? The Works



Top left to right: Maurice Oudejans, Alain Dankers, Tim Bianchi, Peter Foldvari, Arianne van der Ven. Bottom left to right: Nancy Edwards, Casper Troost, Sanne Landhuis, Bianca Groen, Roger Pruppers.

Council stands for clear policies and communication to make sure the UvA EB remains an attractive employer for both new and current employees.

Equality in policy implementation

'What's good for the goose, is good for the gander' is a key principle for the Works Council. We strive for transparency in the execution of policies in different departments and sections. Uniform implementation of regulations across all layers of the organisation stimulates a sense of equality in treatment and opportunities. We consider this a fundamental condition for social security and inclusiveness, and we believe this contributes to the perception of UvA EB as a 'good employer'. Additionally, we believe managerial selection and training procedures are vital tools in this process.

Broaden your perspective and make a difference!

The Faculty Strategic Plan covers the big picture. The Works Council plays a central role in the translation of the general plan into more concrete actions. We discuss the implications for employees with the Faculty Board, and give advice or have the right of consent for fundamental topics and plans. Do you feel inspired to be actively involved in this process, or do you have additional ideas to promote the interests of UvA EB employees? We welcome candidates for the Works Council elections in April 2021! For more information, visit us at www.medewerker.uva.nl/workscouncil-eb, send an e-mail to or-feb@uva.nl, or simply contact 1 of our members. We're sure you see at least a few familiar faces on this page, and we're always open for a chat with committed and inspired colleagues!

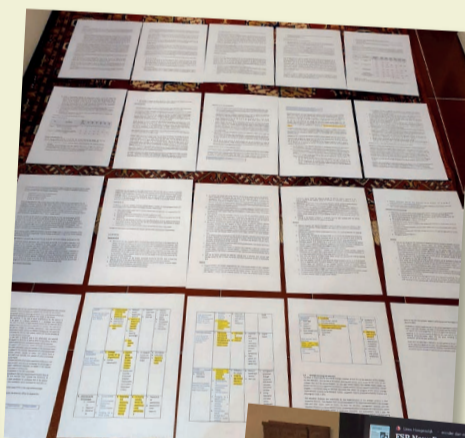
Best regards,
Works Council Economics and Business

The making of... The CrossThinker

Online co-creation of the FSP 2021-2026



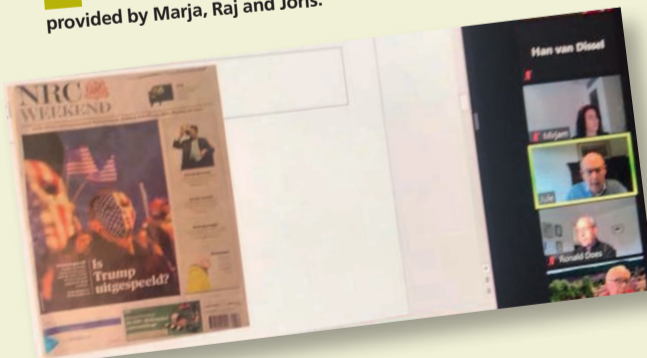
1 05-11 Editorial staff in discussion with communication support provided by Marja, Raj and Joris.



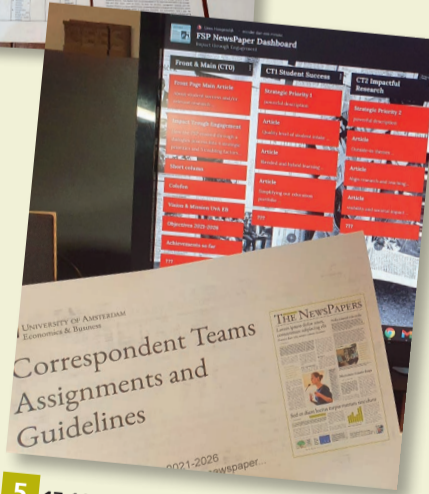
2 17-11 08:30 Last of many preparatory meetings by the editorial team, supervised by Wilma de Munck.



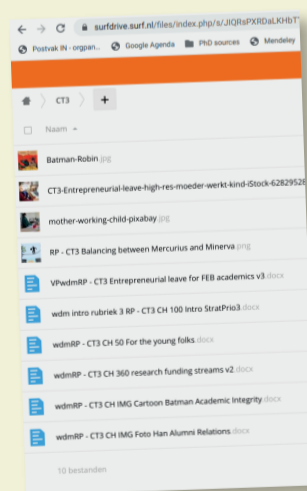
3 17-11 09:30 Welcome by Han van Dissel, Editor in Chief: 'We are going to write a FSP newspaper and you will be its correspondents.'



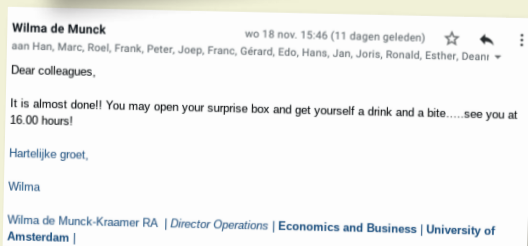
4 17-11 09:45 Jule Hinrichs shares his experience on how to produce a newspaper...



5 17-11 10:45 Cees Hoogendijk presents the newspaper dashboard: all pending articles still in red... waiting to be written.



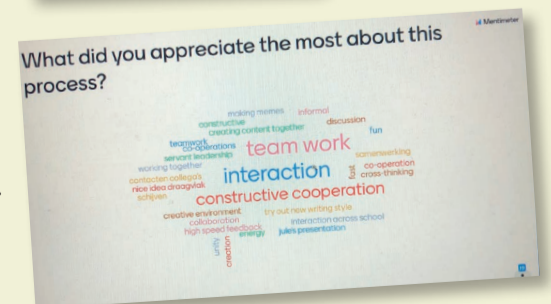
6 17-11 11:00 Mirjam van Gessel prepared and safeguards the Surfdrive folder structure for smooth edit and review purposes.



7 18-11 15:00 After 2 days of fruitful labour, the correspondents are invited for a well-deserved celebration.



8 18-11 16:00 We Made It. Great Job. The newspaper dashboard turned from red to blue: reviewed and finalised articles practically ready for publication...



9 18-11 16:30 What did we appreciate the most in this co-creative process?