

TiSEM strategy 2018-2021
EXCEL – INNOVATE – CONNECT

October 12, 2017

1. Introduction

This document contains the School's strategy for the 2018-2021 period. The initial text was based on input from the Dean and Vice Deans. The document was further developed together with the School's relevant internal stakeholders (Associate Deans, Heads of the Support Teams, Heads of Department) and external stakeholders (Societal External Board). Specific elements of the strategy document were discussed with the participants at the Faculty Day on April 19, 2017. The development of this strategy document ran in parallel to the development of the university's strategy document. On October 12, 2017, the plan received a positive recommendation from the Faculty Council.

The strategy document starts with a brief assessment of the 2014-2017 strategy period, and is followed by a statement on the current activity portfolio. Next, the School's core ambitions are listed, followed by an elaboration of the main priorities. The document ends with the one-page strategy which summarizes the School's mission, vision, priorities, and objectives. Please note that the annual executive agenda (a separate document) is an element of the strategy and reporting process. It contains action lines at a more operational level, which describe the actions, resources, and roles that are needed to support the School's strategic ambitions.

2. Assessment of the 2014-2017 strategy

Under the previous Strategic Plan, TiSEM aimed to:

- continue to be one of Europe's leading Schools of Business and Economics, bundling the core fields within these disciplines and ranking in the European top three in all fields;
- offer graduate and undergraduate programs that are very attractive to prospective and current students, and competitive in the European market for higher education;
- have a clear and competitive profile, and strong corporate relations with stakeholders in the public and private sectors;
- offer an inspiring and internationally competitive working environment, with our staff identifying with and contributing to their team and the School as a whole;
- apply an integrated approach to research, education, and outreach, generating impact on both the academic community and business and society;
- use the potential for synergy on campus to create new forms of collaboration in education, research, and outreach;
- remain financially strong.

In order to realize this, the following targets were formulated for the organization of the School:

- decision-making will be transparent and straightforward; those responsible for budgets will have clear budgetary and managerial tasks, and will be frequently provided with the management information they need;
- the School should have a simple and transparent financial allocation system, including a strategic innovation budget managed by the management team, and a stronger link between the government-funded ('first money-stream') budget for research and the teaching tasks of the department;
- an effective hiring and promotion policy should be in place that supports an integrated approach to research, education, and outreach by departmental teams of faculty members. This policy should optimally leverage all talents in the organization and the connections they have, regionally, nationally, and internationally;
- departmental teams should be well-balanced in terms of junior/senior and tenured/non-tenured faculty;
- support facilities and services should be excellent, and information about these services should be clear and easily accessible;
- optimal support and minimal administrative barriers to encourage entrepreneurship, applying for external funding, and networking among researchers from different academic backgrounds.

An assessment of the current strategy¹ presents a diverse picture:

Reputation

TiSEM is still **one of the leading schools in business and economics in Europe** as indicated by our position in various rankings. In recent years, we were ranked #20-35 worldwide and #3-5 in Europe based on the number of publications in leading journals (UTD, EconTop). Moreover, students value TiSEM's programs. Student satisfaction has been increasing since 2012, both at the Bachelor's and at the Master's (and pre-Master's) level. The School has achieved a top position in the Dutch higher education landscape, as reflected in NSE surveys (most satisfied students when compared to competing Dutch schools), ESB, Elsevier rankings, National Study Choice, and the international Times Higher Education ranking (ranked #11 worldwide).

Student inflow

We have managed to substantially increase inflow into our degree programs. After a sudden drop in student inflow in September 2014, the academic directors and ERM redoubled their efforts to promote our degree programs and attract more students. In September 2015 their efforts had resulted in a substantial higher inflow, and this trend has continued through the current academic year. Compared to 2014-15, the **inflow of new first-year students in our Bachelor's programs has increased by almost 40%** (1,075 versus 776). The number of **students taking a pre-Master's program has increased to more than 1,000 students, resulting in substantial inflow in the Master's programs**. The challenge here is to keep the size of the pre-Master's program stable and manageable. However, we must continue to focus on international student inflow. Despite the net increase in total international student inflow, large shifts between the different programs and greater program inflow volatility has been observed.

Study performance

We have implemented a number of initiatives to help Bachelor's students with their choice of study program, the adaptation process during the first year, and commitment to their studies. This student-centered approach has led to **improved study performance among Bachelor's students**. By the end of 2015, TiSEM satisfied all its performance agreement targets: the dropout percentage during the students' first year decreased to 14%, the percentage of first-year students switching study programs decreased to 8%, and the percentage of post-BSA students graduating within four years went up to 75%.

¹ See this [SharePoint page](#) for the annual reports on all action lines of the 2014-2017 strategy.

Education portfolio

Our continuous improvement policy has resulted in **improvements to the portfolio and recruitment**. The Bachelor's portfolio was repositioned (EBE has been reconfigured, IBA is now more distinct from BE, non-specialist Bachelor's programs now have a common first year), 12 credits of skills courses were introduced in the Bachelor's programs, the pre-Master's entry requirements were revised, marketing efforts were greatly enhanced and better coordinated (including abolishing 'Research Based Learning' in communication and a better connection with high schools through the Econasium initiative), budgetary incentives were shifted towards education parameters, and collaboration and coordination with the Asset study association was strengthened. TiSEM initiated the extended Master's in the 2015/16 academic year and focused on data science (with marketing analytics, business analytics and operations research, and collaboration in the Jheronimus Academy of Data Science (JADS)). The development of a university educational profile (Tilburg Education Profile; TEP) was a major initiative, and its implementation is currently being prepared.

Corporate profile

We are **making progress on creating a clear and competitive profile** but are not yet where we want to be. The School has a strong research reputation, but the link to the labor market as perceived by students is relatively weak. Also, the School's profile in the Netherlands is still largely based on our reputation in economics, despite our tremendous progress in the area of business over the course of the last decade. We have taken initial steps toward realizing our ambition to position TiSEM externally as a School of Economics and a Business School. In 2016, TiSEM started to offer professional education programs in order to strengthen its network and its business profile. Corporate relations with stakeholders were strengthened; examples are a well-functioning Societal Advisory Board, the increase in the number of externally funded chairs and PhD positions, innovations in education where private firms are involved (such as extended Master's programs and courses with company-assignments), and improved alumni relations (phone campaigns, Alumni Board, meetings), and a new joint effort with the Asset study association to manage the career orientation activities.

Organization

The School has **implemented a transparent management model** with important roles for the Heads of Department and the Academic Directors. Associate Dean positions were introduced for the Bachelor's programs, for Internationalization, and for Professional Education². Under the **BEST restructuring program**, services were organized jointly at TiU-level to create University Services. Many support staff still work part-time at the School. These organizational changes are still recent, so not all advantages in terms of increased efficiency and professionalism have become apparent yet. TiSEM **collaborates with other schools on campus** in multidisciplinary institutes such as TSC, Tilec, TCE and Netspar. New collaborative efforts were initiated with other schools on campus and TU/e in JADS, and with TLS in the Public Governance initiative. Efforts to increase collaboration with TIAS have not proved successful. TiSEM started to cooperate with other schools on campus in setting up a joint service unit for professional learning.

HR policy

The School has introduced a **new HR policy for academic careers** with a more balanced evaluation of individual contributions to the overall success of the department team in research, education, and outreach. In line with this, departments have been given a more important role in the evaluation of the candidate in cases of promotion and tenure. Although progress has been made, in practice the School continues to struggle with striking a balance between the valuation of top publications and contributions to teaching and outreach. TiSEM offers an inspiring working environment, but

² 'Professional education' describes courses that inform or extend the knowledge or capabilities of people working in professional disciplines. These are more specialized courses designed for career development and progression in fields. See <http://www.epe.admin.cam.ac.uk/about> for the definitions of 'professional education' and 'executive education'.

competition on the market for talent is stiff, and in some fields the packages we can offer are not very competitive in terms of salary. Recent years have also shown that **innovative, entrepreneurial, and internationally focused academic directors** are a crucial asset when it comes to developing highly appealing programs with internship, study trip and/or double degree opportunities. The **balance of departmental teams** in terms of junior/ senior and tenured/non-tenured faculty has improved, leading to more flexibility in department budgets. A new part-time position labeled Professor of Practice was introduced so that we can hire colleagues with extensive experience in business and government and thus strengthen outreach and teaching capacity in our Master's and post-experience programs.

Financial position

In the first two years of the strategy period especially, budget cuts at school and university levels and increased international competition resulted in a heavier teaching load for staff members, the departure of some high-profile staff members from Tilburg, a reduction of the number of PhD and tenure-track positions, and fewer successful applications for personal research grants³. Meanwhile, the **financial allocation mechanism** was made more simple and transparent. Still, more effort is needed to make it easier to work with this mechanism at the department level. A significant part of the government-funding budget for research was allocated to departments on the basis of education parameters in order to create a stronger link between the research budget and the teaching tasks. The incentive to attract external funding was increased by reducing the overhead on contract-funding revenues to 10%. Also, the incentive to supervise external PhD candidates was raised by increasing the budget allocated to a department after a successful dissertation defense. After a period of shrinking budgets, the increase in the student inflow now provides a **sound financial basis for the future** of the School. TiSEM is now able to gradually increase the number of faculty in order to reduce the workload and further improve the quality of research and education. The reserve position is strong and allows for new strategic investments, which should help to further strengthen the School's financial basis.

3. Activity portfolio

TiSEM's portfolio comprises the following key activities:

(1) Pre-experience education

We offer programs that compete with those of the best research schools worldwide. Our teaching is sustainable and relevant. Sustainability is achieved by our focus on analytical academic skills that will remain of value in an increasingly dynamic world. Program relevance is evidenced by the ample labor market opportunities our alumni encounter. Our programs appeal to the best international students.

(2) Post-experience education

We offer tailor-made and open-enrollment programs for profit and non-profit organizations that seek to enhance their human capital. These professional education programs are evidence- and analytics-based, backed by the latest insights from international academics. Our programs stand out thanks to the way they integrate insights from various fields.

(3) Research and graduate program

Our research and PhD programs are among the best in Europe as measured by international standards, such as the number of top placements at prestigious universities and institutes. We compete with the best universities worldwide.

(4) Societal outreach

We reach out to governments, companies, and non-profit organizations more and more through partnerships. We enable them to achieve their goals by providing access to world-class academic research in all areas of business and economics.

³ Actual income from NWO has been quite constant in the last five years (2.3-2.7 million euros), but few successful NWO proposals were awarded specifically in 2015 and 2016.

4. Ambitions

We have identified three key ambitions for the coming strategy period:

EXCEL – Sustain scientific excellence

The School is known for its solid academic research base, covering the main fields in business and economics. In our view a strong scientific research base is a precondition for high-quality academic education, as well as for relevant research. In the coming years TiSEM will maintain a clear and competitive research profile. We intend to remain in the European top three in all fields (as measured by rankings), place an increasing number of PhDs on the academic job market at top schools, and become more successful in obtaining NWO and ERC funding. We therefore must continue to invest in the graduate school, our research environment, and in research staff, and we must sharpen our focus on grants and academic integrity. Excellence does not only apply to research, however; we also wish to offer excellent education programs. Our programs should offer an optimal mix of research-based content and 21st-century skills, delivered by experienced and inspiring teachers. All Bachelor's and Master's programs should be among the best ranked in the Netherlands (top 3) and in Europe.

INNOVATE – Strengthen income base through continuous improvement

Given the demographic development in our region, and the decreasing government-funding budget per student, it is important to increase efforts to boost the inflow of students. This means that we must continue working on improving the appeal of our educational programs by introducing new elements (e.g. skills) and modernizing the students' learning environment. In addition, the School will have to broaden its portfolio of educational programs. New initiatives include a Bachelor's program in Entrepreneurship and new post-experience programs, while the PhD Program for Professionals (PPP) will be expanded. Ultimately we want the School to be a catalyst for innovation. In order to cultivate and sustain an innovative educational culture, TiSEM will further professionalize and incentivize the teaching staff, the academic directors, and those staff members involved in educational matters. Faculty members must interact with each other, but also engage with society and organizations, increasingly via partnerships, to ensure the relevance and impact of their teaching and their research.

CONNECT – Engage with and impact science, business, and society

We believe that we earn our reputation not only by advancing scientific knowledge, teaching Bachelor's and Master's students and training PhD candidates, but also through the practical applicability and implementation of cutting-edge academic insights to problems that really matter. This should, however, never go at the cost of our independent position or the quality of our research. The DFID, Dikes, and UN World Food Program projects, for example, have shown that societal relevance can go hand in hand with publishing in excellent journals. Externally financed chairs are another example of how academic insights, educational programs, and business and societal relevance can be linked in an effective way. We therefore wish to establish more focused partnerships with specific external organizations covering various aspects ranging from internships and guest lectures to PhD positions and access to research data. Smart and strategic connections with the outside world are essential to our ability to create impact. Generating more impact on the academic community, business, and society also means that we must increasingly apply an integrated approach to research, education, and outreach.

5. Action lines

This section contains the topics that we specifically would like to address in the coming strategy period. Some of these topics have been addressed before in previous strategy documents, but new accents will be necessary in the implementation of the new strategy. In other cases new programs and approaches are needed for us to remain viable on the longer term. The latter category includes: upscaling our professional education portfolio, expanding our entrepreneurship portfolio, introducing

a limited number of tenured positions for lecturers, and embedding career preparation throughout curriculums and the services we offer.

(a) Staff recruitment, career perspectives, and diversity balance

TiSEM will continue the implementation of the HR policy developed in the period of the previous strategic plan. The size of the School in terms of number of faculty members is still smaller than four years ago, however. As a consequence, the workload has increased. The first priority is to attract new faculty in order to realize the desired quality of research and education, and to successfully implement the initiatives started in the period of the previous strategic plan. This includes a number of highly visible, high-profile professors⁴, but also young research talent (tenure trackers) and lecturers. Five elements will receive special attention in the coming period. First, given the increasingly competitive and dynamic international job market in some fields, we will make the packages that we offer more attractive. Second, in 2017 TiSEM adjusted its HR policy to create new career paths for teaching-oriented positions, allowing a number of excellent teachers with proven innovative and managerial skills to continue their careers at TiSEM. Departments will be monitored during the strategy period as to whether they create positions of this type⁵. Third, TiSEM will continue its policy of improving the diversity balance (gender, international) at the School. Fourth, we will implement and maintain a faculty sufficiency policy in line with the standards of the AACSB accreditation, allowing an optimal mix of faculty to fulfil our mission. Fifth, we will commit to the implementation of the university's Leadership program.

(b) Boost external income and diversify funding

Now that the School is growing again, we expect external revenues to increase in the years to come. Relying on 'first money-stream' government funding (which is subject to volatile student parameters) is a risky strategy; revenue diversification is crucial to becoming financially resilient. As external revenues come from various sources, this will require a number of concerted actions, including encouraging faculty to invest time in applications and improving support services. Our primary focus will remain on research grants that reward high-quality academic research: in the coming strategy period we will aim for at least five successful NWO VI grant applications (3.5m), two successful ERC applications (2.5m) and at least three successful other personal grants (e.g. Marie Curie). In order to attract external funding we intend to offer guaranteed PhD positions to Research Master's students once⁶ they get into the second round of the NWO Talent Grant scheme. We will encourage collaboration within and between departments and schools to develop large NWO thematic grant proposals. TiSEM will also aim to increase contract-funding revenues, for example through structural partnerships that generate opportunities for applied research, external PhD positions and sponsoring, and we will continue the development of a professional teaching portfolio. The School will continue to match funds for projects with external partners. These ambitions require a more structural approach towards indirect funding and contract funding, including the development and use of external funding plans (at the School and department levels), provision of up-to-date information about funding opportunities, well-organized selection of candidates, and the application of incentive schemes.

In order to further diversify and strengthen the School's revenue sources, professional education will be further developed in all TiSEM disciplines and possibly in collaboration with other schools. By doing so, TiSEM will become a hub for lifelong learning and maintain closer connections with its alumni, business partners, and other organizations. An important strength of our post-experience activities will be the virtuous circle and momentum that results from faculty members being able to make contributions in both pre-experience and post-experience programs. Such a symbiosis, common in

⁴ We expect them to also be active in teaching and outreach.

⁵ This is limited to a few positions per department. Tenured lecturers are expected to hold a PhD and will, apart from teaching and education management, have a small research task, in particular for subject-specific or didactic research.

⁶ We will then immediately communicate this to the students, i.e. (long) before the regular PhD selection takes place.

business schools, takes substantive knowledge and frameworks to the classroom, and practical examples and relevance back to the pre-experience programs. The School's more than 30,000 alumni will continue to be a valuable asset. Our vast network of alumni from around the world will help us recruit participants for our post-experience programs, enhance the content of programs (both pre- and post-experience, by means of guest lectures, internships, etc.), and explore new business opportunities. We will strengthen teaching capacity for post-experience programs and Master's courses by opening up a number of Professor of Practice positions.

(c) Expand and improve our education portfolio

A new English-taught Bachelor's in Entrepreneurship and Business Innovation (EBI) will be developed and offered as of September 2019 in close collaboration with the Tilburg Center for Entrepreneurship (TCE). Tilburg is situated in an innovative part of Europe (the Brainport region) in which entrepreneurial activity is high. Many students signal a strong and increasing interest in entrepreneurship, in commercial startups as well as social and corporate entrepreneurial initiatives. Entrepreneurship also offers an ideal way to connect with other fields outside TiSEM, such as technology and law. Another feature of this new Bachelor's program is the project-based curriculum element that will serve as an alternative to the Bachelor's thesis (a concept that can also be applied in other programs). Projects are already part of the outreaching honors program and the consulting skills course, but could be further developed with on-campus initiatives (e.g. in collaboration with the TiU Green Office) or off-campus initiatives (in organizations). In short, EBI will be the first of its kind in the Netherlands: innovative in its educational approach, multidisciplinary by nature, and actively engaging with the external world.

We expect the Bachelor's inflow to increase by 20% in 2021-2022, compared to the 970 ('newly registered') students in 2016-2017. We see several sources for this growth⁷:

- *the new Bachelor's in Entrepreneurship and Business Innovation (EBI), starting in September 2019 (see above);*
- *the strengthened Bachelor's in International Business Administration (IBA), which will grow to 500 students per year, while aiming for a 30% international inflow to allow for an appealing multicultural classroom; and*
- *further growth of inflow into the Bachelor's in Economics & Business Economics (EBE). Its curriculum, which was recently redeveloped, has already attracted more students than in previous years.*

We will continue to offer appealing pre-Master's programs with an inflow of at least 1,000 students per year.

Through portfolio management, continuous improvement, and international student recruitment, our combined Bachelor's and Master's student population (excluding pre-Master's) is expected to grow by 20% from 5,000 (in 2016-2017) to 6,000 (in 2021-2022)⁸.

In addition to these program-specific portfolio innovations, TiSEM will implement the Tilburg Education Profile (TEP) in all of its Bachelor's programs. TiSEM endorses TiU's vision that education should encompass three elements – knowledge, skills, and character – in order to develop *professionals shaped by TiU*. In addition to state-of-the-art academic knowledge and professional expertise, Tilburg graduates should therefore also possess 21st-century and expert skills, and combine these with an ethical character to make responsible decisions in cooperation with others. TiSEM will contribute to a recognizable and distinctive Tilburg profile, but with its own accents based on its current strengths and expertise. The new profile will be embedded in a learning environment that is student-centered and innovative.

⁷ The new Bachelor's in Entrepreneurship will be an English-taught program, targeted at both Dutch and international students. In our Dutch market we will also target VWO pupils who wish to follow an Entrepreneurship program and, due to the current lack of a dedicated academic program, take a program at a university of applied sciences (HBO).

⁸ We expect the campus infrastructure and facilities to facilitate our growth ambition.

Below is a quick overview of some key TEP elements:

- *Skills: Introduction of 12 skills credits in the Bachelor's curriculum should be fully implemented by 2018/19. Skills are also developed in the Master's portfolio, and the new collaboration plan with Asset should be fully implemented by 2017/18.*
- *Student engagement: Small class cohorts and student mentoring will be implemented in the Bachelor's curriculum and possibly also in the Master's programs. IBA will conduct a pilot in 2017/18, and a broader and gradual implementation is being considered for 2018/19.*
- *TiSEM will further develop (extra) curriculum elements to better prepare students for the labor market and their future role in society, and will implement an e-portfolio in 2018/19 as part of a new Learning Management System.*
- *TiSEM will implement a mobility window in its Bachelor's programs that provides students with a choice of taking a minor (not necessarily at TiSEM), to going on an internship (worth at least 6 credits), or going on an exchange period abroad.*

(d) Prepare students for the labor market

It is essential that TiSEM's education prepares students for the labor market and a successful long-term career. A minimum of 6 credits will be devoted to internships (if students choose this option in the mobility window) in the Bachelor's programs. The extended Master's concept, which includes additional training and an internship, extending the program to 90 credits, will be introduced in nearly all Master's programs. The aim is to offer an extended Master's to at least 100 students per year starting in 2020, and to create a strong network of at least 25 corporate partners to offer internships. The expanded career officers' team will further enhance and facilitate a new collaboration with the Asset study association, and career events will be promoted and planned more effectively for all Master's students. In all TiSEM programs, some curriculum components will be co-developed with industry/societal partners. Guest speakers, industry projects (e.g. analyzing big data), company visits, and pitches are just a few possible curriculum elements.

(e) Internationalize education programs and student population

International student inflow is key for the growth path of TiSEM. For the English-taught Bachelor's programs we have set an international student inflow goal of 20% for EOR, 30% for IBA, 35-40% for EBI, and 60-75% for Economics. For each of the English-taught Master's programs the goal is 30%. The total number of international students enrolled will increase by at least 25% from the 2016/17 level. International internships and study trips will be further developed to promote a global mindset. There will be additional emphasis on the enrollment of non-EER international students. Dual degrees and/or courses shared with international students (through the digital classroom) will be required in all Master's programs in order to encourage an international learning experience. Exchange options will be further developed for Bachelor's students. TiSEM will become an active partner in several international networks in our fields that can help generate opportunities for student exchange, developing double degrees, PhD collaboration and exchanging of best practices. Our academic directors will work in close collaboration with Marketing & Recruitment and the International Office to coordinate internationalization efforts.

(f) Encourage professional and innovative teaching

In order to cultivate and sustain an innovative education culture, TiSEM will further professionalize and incentivize the teaching staff, the academic directors, and those faculty members involved in educational matters (e.g. education committees). Department heads have a great responsibility to promote this attitude and culture. In order to encourage professional and innovative education, all faculty members – both new and current – will obtain a University Teaching Qualification (UTQ) by July 1, 2019⁹, and will be encouraged to participate in education workshops and events to embrace new and effective/efficient didactic approaches. TiSEM supports the Digital Education Enhancement

⁹ This is in line with university policy on University Teaching Qualifications ('100% BKO in 1,000 days').

Program (DEEP) to develop learning and didactical innovation in the digital age. In 2018-2019 a pilot skills program in the new Learning Management System (LMS) will be organized; full implementation of the LMS will take place in 2019-2020. By 2020 all faculty members will be trained in digital education (similar to UTQ training). By 2021 all TiSEM courses will include blended-learning activities and an e-portfolio. An Innovation Lab at the university level will boost innovation and the dissemination of best practices throughout all Schools.

(g) Strengthen the CentER Graduate School and enhance research environment

In the past, budget cuts had a clear effect on the reputation and vitality of the CentER graduate school. In the 2018-2021 period we aim to provide a beneficial and more consistent policy in order to maintain a vibrant environment. We will do so by: offering PhD positions to all Research Master's students in good standing, provided that they have a good research proposal and find a supervisor; increasing the opportunities for PhD students to visit job markets and to go on international visits by means of a travel fund; offering grants to every incoming Research Master's student in order to increase the inflow of outstanding candidates; and making our Research Master's and PhD programs more appealing (i.e., as a 2+3 PhD program). We will aim for a stable, preferably substantial number of excellent CentER PhD candidates, and therefore remain very selective in recruiting Research Master's students. Our main focus here is quality, and not quantity.

Alongside the regular CentER PhD program, we will further develop a well-structured and appealing PhD Program for Professionals, including a track that is connected to the university's strategic innovation themes. Our aim is to increase PPP inflow to 20-25 PhD candidates per year.

Due to increased international salary competition, it is increasingly important to offer an attractive and high-quality research infrastructure. To strengthen our research environment we will enhance the CentER brand, increase our already well-endowed data budget (0.5-1 million euros annually); further develop and equip our CentER lab with state-of-the-art equipment and facilities; and increase the budget for experiments. As mentioned under an earlier heading, we also intend to attract a number of highly visible, high-profile professors in order to strengthen certain research fields and make the research environment more attractive for prospective tenure trackers. In accordance with university policy, we will encourage open access, open science and open data, and offer a clear policy and support structure for scientific integrity and data management.

TiSEM will continue its policy to use rankings as a tool to benchmark its education and research performance.

Research:

We will aim for a European top three position in all fields, as measured by rankings that compare institutions worldwide based on the cumulative number of publications in top journals:

- *EconTop: for publications in the economics (sub)fields*
- *UT Dallas: for publications in the business (sub)fields*

Education:

We will aim for a superior position of our Bachelor's and Master's programs, as measured by:

- *the National Student Survey: overall satisfaction score is at least 4.20 and highest scoring of all Dutch schools in business and economics;*
- *the National Study Guide (Keuzegids): all programs in the top 3 and at least two programs will be ranked as 'top programs';*
- *the Financial Times ranking: the 'international programs' Master's in Finance and Master's in International Management will be ranked among the top 40 by 2020.*

(h) Create more research impact through strategic innovation

Our societal stakeholders increasingly expect us to be relevant as an integrated part of our primary tasks (i.e. academic research and teaching). Our outreach activities, however, will be primarily based on our strong academic reputation and scientific strengths, and go beyond writing opinion articles in the media. Tilburg University has chosen to contribute to three main routes in the Dutch National Science Agenda: Data-Driven Value Creation, Active Aging, Health and Wellbeing and Empowering the Resilient Society. We will therefore organize a larger part of our knowledge utilization activities under these strategic innovation themes and encourage our researchers to collaborate with colleagues from other schools in these fields.

Apart from data science, TiSEM will concentrate its activities in interdisciplinary research institutes on four themes: aging and pensions (Netspar), entrepreneurship (TCE), sustainability (TSC) and governance of economic activity (Tilec). These can all be viewed as elements of the broader theme of Toward a Resilient Society. Finally, we will engage in research projects with industry and governmental partners in areas in which we have proven strengths. The School will continue to match funds for projects with external partners.

Especially when it comes to junior researchers, we will stress the importance of developing expertise in a specific academic discipline. After all, our academic standing is our key competence. However, we expect that there will be senior faculty in all research groups who are involved in research with colleagues from other disciplines and external organizations. This does not imply that we intend to impose a thematic or multidisciplinary approach, nor do we intend to use a scattergun approach. Our approach is to keep mobilizing, encouraging, and facilitating researchers, both financially and otherwise, with a more external orientation, provided that their efforts enrich the School's and/or university's external networks.

Tilburg School of Economics and Management: One-page strategy 2018-2021

VISION

Society is rapidly changing because of developments such as aging, internationalization, differentiation, digitalization, personalization, social responsibility, sustainability, and new business models. In the networked society people are becoming more socially aware, entrepreneurial, and selective. Universities, working increasingly together with partners, provide and develop the knowledge, skills, and mindset needed.

MISSION

Our mission is to contribute to the development and transfer of knowledge at a top level in all the main fields in business and economics. We perform four core activities:

- **Pre-experience education:** we educate students by focusing on analytical academic skills that will remain valuable on the labor market in an increasingly dynamic world.
- **Post-experience education:** we offer professional education programs for non-profit and for-profit organizations that seek to enhance their human capital.
- **Research and PhD program:** we advance academic knowledge and place PhDs at prestigious universities and institutes.
- **Societal outreach:** we engage with and impact governments, companies, and non-profit organizations, and enable them to achieve their goals by making academic research accessible.

AMBITION

Our ambition is to be among the best in Europe in all our fields in business and economics (as measured by rankings), to strive for academic excellence in scientific research and in teaching, and to create societal impact. Key priorities:

- **EXCEL:** Our disciplinary research base is a precondition for high-quality academic education and relevant, impactful research. Our priority is quality, not quantity.
- **INNOVATE:** We enhance the appeal of our educational programs through continuous portfolio innovation and an innovative teaching culture.
- **CONNECT:** We establish, develop and capitalize on focused partnerships in all of our research and education areas.

STRATEGY

PROFILE We will develop into a 'connecting' and 'entrepreneurial' Business School. We will change our School label accordingly. Our competitive portfolio will comprise pre-experience teaching (BSc and MSc programs), post-experience education, research and PhD programs, and societal outreach.

Education We will expand (Entrepreneurship and Business Innovation BSc) and improve our education portfolio. We will extend our post-experience education. We will enhance students' career preparation (curricular internship, extended Master's, cooperation with Asset). We will strongly emphasize an innovative attitude and culture. We will support a student-centered approach. We will commit to TiU-broad programs TEP, DEEP and 100% UTQ in 1,000 days.

Research The CentER Graduate School will remain the School's cornerstone. We will offer a stable, clear, and inspiring research/training environment. We will improve research facilities and invest in recruitment of junior and some distinguished senior faculty. In all research groups senior faculty will engage in research with colleagues from other academic disciplines and external organizations. We will support and adopt open access, open science, and open data. Scientific integrity will remain the basis of our work.

Impact Our outreach activities will be based on our academic reputation and scientific strengths. Our focused partnerships with external organizations will cover various aspects (e.g. PhD positions, research data, internships, guest lectures). We will expand education, research and outreach in Entrepreneurship. We will organize a larger part of our knowledge utilization activities under the TiU strategic innovation themes. We will maintain activities in interdisciplinary research institutes.

Growth Through portfolio management and continuous improvement, our student population (excluding pre-Master's) will grow by 20% from 5,000 (in 2016/17) to 6,000 (in 2021/22). Extra effort will be put into recruiting international students. We will expand post-experience education together with JADS and other schools. We will boost external research revenues. Our faculty numbers will grow significantly.

Location We will co-develop an entrepreneurship ecosystem on the Tilburg Campus in which scientists, students, and outside organizations connect and collaborate. The campus will be an inclusive place for international students and faculty.

Governance The Dean will remain responsible for the School's research, education, and outreach. At the university level the Deans and Executive Board together will form the university's leadership team. On-campus competition will be minimized.

Culture We will create an innovative and entrepreneurial atmosphere. We will improve our ability to interconnect research, education, and outreach. Academic integrity will remain an integral part of our core activities.

Operational excellence Decision-making, implementation, and allocation systems will be transparent and effective. Support services will be efficient yet focused on the needs of primary processes, flexible to facilitate innovation, and of high quality.

OBJECTIVES

Staff recruitment, career perspectives, and diversity balance

- Hire more faculty to ensure research and education quality
- Make the job packages that we offer more attractive
- Emphasize teaching more in existing career track
- Allow some senior tenured teaching positions per dept.
- Help junior teachers to improve their future careers
- Improve the diversity balance (gender, international)
- Implement University Leadership program
- Maintain faculty sufficiency policy cf. AACSB

Boost external income and diversify funding

- Attract more external income: personal research grants, collaborative research, structural partnerships
- Further develop a professional education portfolio

Expand and improve education portfolio

- Develop a new English-taught BSc in Entrepreneurship
- Implement Tilburg Education Profile in BSc programs
- Create space for ≥6 credits for internships in BSc programs
- Implement extended Master's programs (except RM)
- Improve organization of career events
- Co-develop curriculum components with industry/society

Internationalize degree programs and student population

- Increase international student inflow and population
- Improve international internships, study trips, placements
- Offer dual degrees and/or shared courses in MSc programs
- Join and capitalize on int'l networks with HE institutions

Encourage professional and innovative teaching

- Cultivate and sustain an innovative education culture
- All existing and new faculty members to obtain a UTQ
- Implement Digital Education Enhancement Program (DEEP)

Strengthen Graduate School & enhance research environment

- Strengthen CentER brand
- Improve attractiveness of CentER RM/PhD program
- Improve attractiveness of PhD Program for Professionals
- Improve the research infrastructure
- Stimulate open access, open science and open data, while safeguarding scientific integrity

Create more research impact through strategic innovation

- Participate in TiU strategic innovation themes
- Participate in Netspar, TCE, TSC, Tilec institutes
- Engage more with industry and governmental partners