

APRIL 2023

This special issue is a publication by U-Today

Then and now

BMS special issue





Opening story
Connecting factors
of bms faculty

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Colophon

This special edition is a publication of the faculty of BMS and was created in collaboration with U-Today, the independent journalistic medium at the University of Twente.

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Design and layout by:

Jeremiah Wetzels, SchuttersMGZ

Print:

SchuttersMGZ
600 copies





Explore our history

In this special edition, we seek to celebrate the contribution of the many people who, over the past 20 or more years, have worked to make what has become the Faculty Behavioural, Management and Social Sciences (BMS) and University of Twente the great institution it is today, and be inspired by their stories.

The idea for this special edition was born from a celebratory lunch for some colleagues who retired during lockdown. I was amazed to hear their stories about their work at the UT. I strongly believe that as we move forward, we can learn much from the living history of our faculty and from individual experiences, and that we can enjoy building on these reflections. Astonishingly, over 90 employees at BMS have been working here for over twenty years. How should we celebrate and acknowledge the contribution of so many people in our community whose work is not always at the forefront of discussion? Can we learn from our history? If we do not know our history, how can we build our future?

I repeat it tirelessly - people and their talents are central to our vision in BMS. Whether we work in a research group, in a support group, whether you have managerial responsibilities or not, together we should strive to find our individual and collective strengths and talents, to create the best version of ourselves, supported at all levels in our journey.

For a very long time in academia, we have focused on measurable quantitative outcomes, and in turn, neglected measures such as trust, empowerment and confidence which mirror the way we work. With this special edition, we seek to share the BMS narrative through the memories of colleagues who have seen the faculty in its different versions for longer than 20 years. While reading their stories, you will recognise topics that ascend through those years: internationalisation, ways of working, diverse career paths, meaningful jobs, performance appraisals, re-structuring of research and support departments...

Let us look closely at the narratives and ask ourselves: Why did we choose a certain path? What does a healthy work-life balance mean for you? Why is dignity at work so important? Colleagues' stories can inspire us to look differently at our own careers and help us to define what is central to a career in an academic world. How important is the entrepreneurial spirit which is so alive here, where sparks and ideas can be nurtured not only in the academic world, but in the wider business world, bringing collective good to societies further afield. What magnetised all those colleagues whose stories you will read here, to stay at BMS and the University of Twente for so long? My answer is that they found the way to own their careers, to craft their work, to balance their well-being. In my reading of the narratives, two recurring themes run deep - ownership and dignity of work.

Do enjoy reading the stories shared by 21 colleagues. There are more. Look around and explore our history by asking others who are willing to share their reflections. I do hope you draw inspiration from these stories and continue to be amazing.

Tanya Bondarouk,
Dean of the Faculty Behavioural,
Management and Social Sciences (BMS)

Passion, society and making a difference

..... At the faculty of Behavioural, Management and Social Sciences (BMS), students are educated for the world of tomorrow. They want to make a difference and work towards a better society for all. At BMS, they are given every opportunity to do so. According to three experienced lecturers, the strength of BMS lies in the people who work and study there. 'There have been many merges, but the passion has always remained.'

'At BMS we all want to make a difference'

Mark van Vuuren is reminded every single day that at the Faculty of Behavioural Management and Social Sciences, students are being prepared for the world of tomorrow. 'We are living in a world that's on fire. And our students are the ones who will be making a real difference and impact the future. It is our job to ensure, every single day, that they have all the best tools at their disposal. We owe them that. And the great thing is that everyone at the Faculty of Behavioural, Management and Social Sciences knows this. We all really want to make a difference.'

Bridge the gap

Van Vuuren has been working at BMS for over 22 years; as long as this faculty has existed. 'When I first arrived at UT, I was told that at the university's very inception, a philosopher had insisted that engineering graduates would also need good social skills. Not a novel idea, as even Aristotle had already emphasised in his Phronesis that the highest achievement for any scientist would be a practical application of their work. But I think it's fairly typical for the Faculty of Behavioural Management and Social Sciences that we all want to work together and put our shoulders to the wheel. The marriage of technology and society is not an easy one, but we have been able to strike the right balance

at UT. And at BMS we know how to bridge the gap between academia and society. Our education and research are easily accessible for society. And that's cool. Really cool.'

Pioneers

Van Vuuren says that at BMS, everyone is on the same page. 'There are definitely substantive differences, but everyone wants to take part, play the game and make a real difference. The goal? To make a better society for everyone.' He doesn't mind that other universities have taken note and copied the ideas of BMS. 'As long as we remain pioneers here at UT.'

According to Van Vuuren, BMS graduates are the cream of the crop. He loves hearing from students that they can learn something at BMS that they cannot learn anywhere else. He thinks they are right. 'But it does mean that we will have to continue doing new and exciting stuff at this faculty. And should step things up a notch.'

Mark van Vuuren
Associate Professor of Organizational
Communication at the Department
of Communication Science.



'BMS turns the knobs of society'

Martin de Nobel cheerfully steps on his bike every morning to go to the UT. He feels like a fish in water at the BMS faculty. 'My work environment keeps me young. Isn't that fantastic!'

In his position, he spends all day with young people. 'Students who have a fresh, uninhibited and often unprejudiced approach to life. And we let them have a 'taste' at improving our society. Fantastic work.' He will never forget that first-year student who spoke with a Twente accent, who was timid and shy when she entered BMS. 'Three years later, she gave a public lecture about the consequences of the fireworks disaster. A great contrast, which was beautiful to see. Suddenly, someone was really standing there. And I was very proud that we had contributed in that!'

Large variety

The population at the BMS faculty is different from other faculties, he says. 'I think the great thing is that there is such a wide variety of people at BMS. At our faculty's New Year's reception you will meet the philosopher who focuses on Artificial Intelligence (AI), but also the activist who regularly is taped to the asphalt in protest. That makes it interesting. Our common denominator is that we want to turn the knobs of society directly. We want to make an impact with our fundamental



research, that really is our connecting factor at BMS. Our research has short lines of communication with the professional field. When we think about how we can put an end to obesity, the nutritionist and the psychologist simply join us.' Making that connection between different disciplines in society is the great strength of BMS, says De Nobel. 'We need each other, especially for the valorisation of our research. The UT is strong in translating research to society and BMS plays a major role in this.'

Innovations

BMS is above all a flexible faculty, emphasizes De Nobel. 'We pick up social themes, such as sustainability, very quickly. And we are not afraid of ideas that come from higher up, such as educational innovations. Bring it on. At BMS, the glass is always half full!'

Martin de Nobel
Educational Coordinator Public
Administration (bachelor and master)





‘So many mergers, but as passionate as ever’

Susan McKenney came to the Netherlands in 1994 to be with her new boyfriend. They planned to stay for eighteen months and go back the states, where Susan wanted to start a new school. But things turned out differently. Her boyfriend became her husband and they decided to stay in the Netherlands. Both of them found new passions here.

‘A flame had been sparked inside of me. It was here at UT that I discovered how research can serve education. And how fruitful it can be to bring theory and practice together’, says Susan. She says the UT’s great drive to develop high-quality education has been present for a long time, at least since the founding of the Faculty of Applied Educational Science (Toegepaste Onderwijskunde), which now lives on as the department of Learning, Data analytics and Technology (LDT).

Many mergers

‘The faculty has undergone many mergers and name changes. As time went on, I was fortunate to take on many different roles and in each of them, I was able to share my passion with those around me. I’d say that’s what characterises BMS employees. Passion truly is the grease for our gears. Together we believe in our societal mission, and we stay in constant motion.’

When asked what the power of BMS is, McKenney does not have to think long. ‘The power is in the people who work there. People who continuously want to be challenged to improve our education. An example: It often takes time and effort for a teacher in training to find their authenticity. While we recognise how difficult this can be, we will never stop giving our all. Because the results speak for themselves. And because we want to train teachers who can provide high-quality education for society.’

BMS definitely does not keep the expertise available among its ranks to itself. ‘Our approach crosses faculty boundaries and our areas of focus include how teams learn. How can you ensure that in a team or cluster, all employees are happy and productive, leading to sustainable output? BMS has a great deal to offer. And we are happy to share. On campus and far beyond.’ ●

Susan McKenney

Full Professor and Chair of the Department of Learning, Data Analytics and Technology, as well as of ELAN Teacher Professional Development section

RUNNING GAG #1

IT WAS EITHER SINK OR SWIM

Since the 1st of December 1994, I joined the Faculty of Public Administration as a secretary, a completely unknown territory for me. After my first week, my colleague got sick. I still had to be trained. So for me it was either sink or swim, I chose to swim. That’s how I found my way during the first few months, partly thanks to fellow secretaries. Everything was new, especially the computer. I had just mastered Word Perfect, and then MS Word came along. Over the years there were constant innovations. So challenges enough. It was not always easy for me to learn the new systems, but I kept going for it, persevering and trying, and I always succeeded. Swim not sink! I will retire in November 2023. Computer systems keep changing, I’m still learning and I hope to pass that on to the person who will take over my job in a few months. I will certainly miss my work and group/section.

Annette van der Tuuk - Managementassistent



HIGH TECH HUMAN TOUCH

Text:
Nicole Besselink
Photo:
UT archive

Making impact with solutions

.....

It's a crystal clear reality for Erwin Hans: a solution on paper is only useful if it also benefits the world in practice. 'That's why I started studying applied mathematics. I thought to myself: then I'll at least be doing it with a purpose.'

That is exactly what BMS stands for: high tech human touch. In his case, that implies 'care for tomorrow', as he recently heard a colleague aptly put. 'I want to keep healthcare qualitatively healthy given the existing resources. Currently, an obstetrician has to call 15 hospitals for a medical delivery and drive through two provinces with a child in breech. That has to change', says Erwin Hans, professor operations management in healthcare.

Thirty years ago, he arrived at a less hands-on UT. 'When I graduated in 1996, I told my mother: 'I can't even bake bread'. I only had a so-called analytical ability. But I hadn't even seen the world I could use that ability for. I had spent four years studying in my own bubble. I couldn't even name five companies.'

Nowadays Hans observes to his satisfaction that students don't leave the lecture halls with such a gloomy perspective. 'We are currently training resilient students for problems that don't even exist yet. Students want that too: they are frustrated with the mess companies have made on our planet. Transforming industries - from transport to energy - that's really in our DNA now.'

Hans warns that it doesn't mean BMS is there yet. 'We do things so well here and have a unique mix of expertises, but we don't exploit that enough as of yet. We have a lot at our disposal internally, but don't bring it all together. If you want to go fast, you have to go alone. If you want to go far, you have to go together.' ●



Text: **Rense Kuipers**

Photo: **UT archive**

'We always design with people'

..... **Professor Lisette van Gemert gave her goodbyes to the UT last January, after 37 years of service. 'I will undoubtedly become more and more part of the UT's outer shell, but I will always feel like an ambassador.'**

It is and was a unique experiment...; is how Lisette van Gemert announced her farewell symposium. 'I've known this place for over fifty years, since I went to high school not far from here. Those early days were a very fun experiment in the forest. The campus was really unique for its time... Studying, living and recreation in one environment, that was more reminiscent of a campsite or workshop. Everybody was freely dabbling around.'

Although she was captivated by the charms of the then titled THT, she chose to study linguistics (phonetics) at the University of Groningen instead. She started working at the THT in 1985, when she was approached by the applied linguistics department. 'That was incredibly fun, I was going all around campus to teach engineering students. This mainly stemmed from the premise: If you create or design something, how do you clearly explain how it works? That is something which many engineers struggle with and it's a theme that is still relevant today.'

Designing with the people

In that regard, Van Gemert believes the University of Twente has a unique quality that the other – technical – universities don't possess. That something, she says,

can be found in the combination between engineering and social sciences. 'Call it multidisciplinary design if you will, or socio-technical design. Here, we have been doing that for years; we connect engineers, designers, behavioural scientists and users. Because we know like on other that technology is not just a thing, but initiates a process of change, framing a new reality. Only in the past few years have funders like ZonMw and NWO [research councils that provide subsidies, ed.] seen the added value of this, including it in their assessment of research proposals. Yet, in Twente we never designed for the people, we always designed with them.'

Back to 1998, the year when the Communication Science programme started. 'I was then given the opportunity to do a PhD.' She completed that in 2003, shortly after the building she worked in - now Cubicus - partly burned down. Her work was fortunately spared. Van Gemert focused on 'internal and external communication' within organisations and later on in hospitals, work that became the prelude to eHealth, the discipline she has immersed herself into since, eventually becoming a professor of Persuasive Health Technology in 2015. Her efforts were also reflected in a recent

and special project that many will remember without a doubt: the CoronaMelder app. She studied how users interacted with the app. 'Although the biggest mistake was to call it an app in the first place, it was more like a silent monitor. Still, I found it incredibly interesting to witness. On the one hand, I saw that fear ruled and that ministries looked at each other. On the other hand, I thought it was a great initiative, which unfortunately was not fully embraced.'

Keep experimenting

Even though she officially retired, Van Gemert is still overflowing with ideas and energy. 'As far as I'm concerned, if there is one thing that we as a university could set up it would be a centre for artificial intelligence; to address not only the technical side, but also the implications for humans and society.' It brings her to the subject of missed opportunities. 'First of all, it is a pity that the cooperation with Münster has shrunk so much. On the topic of uniqueness... this university should not hyperfocus on the west, when along the border with the east we have a hinterland of forty million people and universities like Münster, Oldenburg and Bielefeld. And internally, I find it such a shame that we did not get the cooperation with ITC off the ground.'

INTERVIEW



It has already been eight years ago since we sought each other out in the field of GeoHealth. But due to lack of support and momentum, that didn't get off the ground that time. Since One health and Geohealth are on the agenda for cross-border research, there are new opportunities.'

Raison d'être

The professor emerita signals caution regarding the bond between the university and the region. 'We should put more effort into seeking out and emphasise our regional significance. In the past, at the time of The Entrepreneurial University, that was much

more present.' Van Gemert states she saw that bond 'dilute'. 'I think that to a considerable extent, this can be attributed to the rapid internationalisation of the UT. As a result, we also lost some of your individuality, whereas we should be displaying said individuality. In a way, we have increasingly become a normal university, with mainly the support staff coming from the region. That puts pressure on our raison d'être.'

Being full of energy, she will continue for as long as she feels welcome on campus. 'I currently have a zero-hour contract. There is a policy for retirees. However, this is mainly

focused on phasing out for the time being, not on: what can these people still mean for the university? It would be wonderful if the UT would make a different policy on that – and I know my faculty is working on something like that. Look, I have now reached a point where when I walk around on campus, I tend to look back rather than forward. But for now, I don't feel like an outcast. I'm happy to keep experimenting in this forest for a very long time.' ●

The BMS Lab

On the second floor of the Cubicus building, the BMS-Lab is located, an open and easily accessible lab that is close to the students. The lab offers motion capture technology, a renewed virtual reality lab, areas to measure reaction times and flexible workplaces. The Brain Computer Interfacing (BCI) lab is also there and is dedicated to 'connecting our brains with computer systems.'

Students who are working on their bachelor's or master's thesis can borrow equipment from the lab or use it on site. In addition, programs such as communication sciences and psychology make extensive use of the space, as well as researchers from other faculties and departments, such as the Human Media Interaction department, and that is exactly the goal.

The BMS Lab possesses mobile lab facilities in addition to its main lab facilities. At times normal lab facilities do not fit the research question or population. Participants might not be able or willing to go to a university or a researcher might want to study in a more naturalistic setting. The Experivan – the BMS Lab's mobile lab facilities – offers a versatile platform to conduct research on the road.





RECOGNITION AND REWARDS

**TYPICAL
BMS#2**

'We definitely matter'

Text and photo: **Peter Koehorst**

..... **After forty years of service at the UT, Leo van der Wegen is retiring next year. The 65 year old mathematician must be looking forward to that. Right? Well, not really. He values his work as lecturer at the BMS faculty to such a degree, that he is staying – if possible - for one or two days per week.**

His passion was and is teaching. In all these years, he has always remained a teacher. 'I'm not much of a researcher,' he notes wittily. 'The UT has always fully recognized me as a teacher.' It is mainly because of mentoring students that he has been a lecturer all his life. 'It still satisfies me when it clicks in the mind of a student, that they truly understand it.'

Van der Wegen is comfortable with the relaxed and open atmosphere of the faculty, as he describes it. 'A common denominator? Although we are a large group with many international students, we often seek each other out and listen to each other's ideas. That perfectly fits my ways.' It is a pity however, according to Van der Wegen, that BMS is divided over two buildings due to lack of space. 'To further enhance the feeling of being part of the same group, it would be better to be in one building.'

According to the lecturer, the faculty has a permanent and important place within the UT. 'We definitely matter. You notice that this recognition and reward is mutual. BMS carries the university's vision in its completeness.'

Van der Wegen is from Roosendaal. After all these years in Twente, his soft accent has not faded. 'And when you hear me while I'm on the phone with one of my sisters, it's flat Brabants,' he laughs. During such conversations, the high work load is also discussed. 'When my wife died two years ago, I realized that I had been reviewing graduation reports night after night for many years. Nowadays, I delegate a lot of things that are not directly related to teaching. I should perhaps, no, definitely should have done that more in the past and given more attention to my family. Stay vigilant for that.' ●

‘Internationalisation is my love baby’

.....

In the nineties, Educational Science was the first UT programme with a master’s programme entirely taught in English. As programme manager, Jan Nelissen (68) is one of the driving forces behind the programme. He looks back on his career and over forty years of internationalisation at UT.

In the early nineties, Nelissen together with colleagues Plon Verhagen and Cees van Vilsteren receive a special request from the dean of what used to be the faculty of Educational Science. The dean wanted to internationalise the doctoral programme in Educational Science to make it accessible to a wide audience. ‘That was not surprising either’, says Nelissen. ‘Twente enjoyed a very good reputation worldwide, with Professor Tjeerd Plomp as one of its figureheads.’

He continues to explain that many departments had international contacts through their research, especially in Africa, Asia and South America. ‘The design-oriented education we offered in Twente was in demand in those countries. Educational science was a hot topic in the 1990s. The end of the Cold War gave many universities in Eastern Europe room to develop their own curricula. The same applied to countries in Asia and Africa. Students and staff wanted to gain that knowledge in Twente.’

To meet this demand, a one-year, fully English taught curriculum at master’s level

was built from the ground up, specifically for international students. The programme was initially be called Educational and Training Systems Design. ‘There was great interest and students came to Twente from far and wide,’ Nelissen notes. ‘The students’ backgrounds were very diverse, but most of them had the necessary work experience and prior knowledge. They were already a bit older and came here to gain the required knowledge to, among other things, eventually develop curricula and teaching materials in their countries of origin, both for regular education and (commercial) organisations.’

Unique

In the 1990s, the Netherlands still had a doctoral exam and English taught education was rare. That made the all-English master’s degree in Twente unique. ‘We were pioneering,’ Nelissen acknowledges. ‘I also found it extraordinary to see how eager our lecturers picked it up. They were doing it for the greater good, as it were, on top of their regular teaching to Dutch students. But in

return they got a small, highly motivated group of international students.’

As programme manager, Nelissen, together with the programme director, is responsible for the design and implementation of the programme, as well as the recruitment and selection of students. He also ensures proper reception and supervision. Many students are even welcomed personally at Hengelo train station or at Schiphol Airport. ‘We paid a lot of attention to what is nowadays called wellbeing,’ Nelissen says. ‘Our office manager played an important role in this in particular: she was like a mother and confident for the students.’

Educational Science is the first fully international programme at UT, although the ITC institute in Enschede deserves an honourable mention. It is only in the early 2000s that the unique situation for Educational Science comes to an end, with the introduction of the bachelor-master structure in the Netherlands. Slowly, more and more UT programmes opted for an English taught master’s variant. Educational Science also integrates the master’s into the regular programme.

Love baby

Although Nelissen switches positions several times within the faculty, he remains closely involved in internationalisation. ‘If people needed me for an educational fair

abroad, they could always call. I could easily drive to an education fair in Germany, or get on a plane to China. In my positions, I have always been lucky enough to travel a lot. For me, it was all ambassadorial work for UT - and I loved doing it.'

Because of his experiences in the nineties, internationalisation has always remained a 'love baby' for Nelissen. 'We are just a small country and need to keep looking beyond our own borders. As universities, we want to prepare students for a bigger world. Not only by bringing students to Twente, but also by sending our students on exchanges. In my view, internationalisation is an enrichment for students.' But, Nelissen stresses, not all UT programmes need to have an equal international orientation. 'It is up to programmes themselves to evaluate the value of internationalisation in their context. Internationalisation is not an end in itself, but a means. For Educational Science, it was a foregone conclusion: our expertise was in demand all over the world. But for some programmes, it is a less logical choice. There, for example, they could suffice with offering a few subjects in English during the third year of the bachelor's programme in order to facilitate exchange.'

Retirement

Current staff and students can put that last piece of advice to good use. Nelissen has been retired for a while now, but UT employees are always welcome to call him for advice. 'I also still have a UT account. I said goodbye to UT in an odd manner in the middle of the covid pandemic. Due to an accident, I was bound to my bed. After that, I retired. As a result, I feel like I never really left the UT.' Despite the strange farewell, Nelissen is now fully enjoying his retirement. 'Fortunately, I can cycle again after revalidation from the accident. We also travel regularly to our apartment in Spain. Moreover, I have become a grandfather as of this year. Once a week, as a devoted grandfather, I look after my granddaughter Fleur - I never thought that I would enjoy that so much!' ●

Jan Nelissen
'In my view,
internationalisation
is an enrichment
for students'



Mindlab

Ellen Giebels, professor of social psychology of conflict and safety, took the initiative for the theatre performance Mindlab, performed by TheaterMakers Radio Kootwijk. The play was about truth-telling, values and truthfulness within the institution 'the university'.

'Science is under scrutiny, for integrity issues, social return, the quality of education, internationalisation and financing. In spite of the increasing demands, I still love to work in academia', says Giebels. 'During the past years, however, I'm thinking more and more often: how can I keep all the plates spinning? What is it that really matters? And I see that others ask themselves the same questions. So, the time is ripe for a reflection on what drives us, defines us, occupies our minds. What do we really value in our work? I myself believe in a multitude of ways to change a culture, one is a theatre performance. Not just standing on the barricade on your own, laying things down on paper or making policy from above.'



Photos:
TMRK

GENDER MINDED

'We had to break open the men's networks'




..... As we talk, she remembers well how perplexed she was at the low percentage of female professors, when she arrived at the UT early this century after 30 years abroad. 'Even in Psychology, there was only one female while the vast majority of staff and students there were women. When I mentioned this to the interim dean, the response was: 'Well, then do something about it.' 'Oh', I said, 'I thought that was the dean's job'. But I did it anyway.'

So in 2005, Carla Miller, emeritus professor international marketing & management, and other UT women were at the cradle of the Female Faculty Network Twente (FFNT), that aims to get more women into senior positions. 'Women just seemed unable to get through that glass ceiling. We had to break open men's networks and make men aware of the value of women in the team.'

Millar sees that the efforts are paying off. 'Nowadays, the odds are improved. The issue is known. Women are increasingly aware of what they need to do to move up the ladder. Many women were doing too much teaching rather than research, but if you didn't have enough publications, you were rejected in job applications. It was about the balance of teaching, research and making a social impact. The Recognition and Rewards programme is now picking this up too.'

Millar emphasises that you have to create this awareness as early as possible. 'Already as a PhD you have to decide: what do I want to achieve, where do I want to go? And as a mentor, I also often ask: why don't you start working five days a week? Academics don't watch Jinek every evening, they read or prepare something. You do the work for that fifth day anyway, but in your own time. By being on the list of full-timers, you show your commitment and you also have 20 per cent more money in your pocket.'

Whether a women's network anno 2023 still makes sense? 'Absolutely, it makes tremendous sense! The facts are that as soon as you stop encouraging and keeping women's promotions actively on the agenda, people will fall back into institutional behaviour.' ●

A close-up, profile photograph of Corrie Huijs, an elderly woman with short, dark hair and glasses. She is looking towards the right of the frame. The background is a solid, dark red color.

‘Empathy for students is the number one priority’

.....

In 1982, Corrie Huijs started her career at the UT. After some forty years of service, she retired earlier this year. The main topic of all these years of service was educational development. Her advice? ‘I hope lecturers continue to pay attention to students’ views.’

Looking back at forty years of the UT, she says educational development is the common thread. ‘And especially education that activates. The issues at stake now are different from those back then. What society expects of graduates, for example, or what the labour market expects of students. Responding to that as an educational institution is the stable factor in all these years. I see education as creating an environment where students develop professionally and personally. It is up to teachers to provide a challenging and consistent environment.’

Huijs cites digitalisation as the biggest change during her career. ‘It offers more opportunities, but the facilities in my early years were also excellent and often already digital.’

The availability of space on campus has always been a matter of concern. In the beginning, I regularly taught evening classes as a result. Similarly, whether research and teaching should be valued equally was also a hot topic back then. On the contrary, themes like sustainability and well-being were less pronounced.'

Huijs vividly remembers how she started at what was then the THT. 'That was in Professor Gerrit Blaauw's department of digital systems design. I had studied mathematics with additional minors in computer science and physics. That actually worked out perfectly, because digital systems design had a close research collaboration with electrical engineering.' Huijs started as an assistant professor. 'I gained great experience there. Back in those days, I also provided all the study information for computer science, as there was no large marketing and communications department yet.'

Secondment

Being a researcher, lecturer and educationist, Huijs switched to what is now Business Information Technology (BIT) before the turn of the century, where she later became the programme coordinator. At that point, the programme was still part of both the EEMCS and BMS faculties. She was also put in charge of project education. At one point, she temporarily lost her position, so she ended up in consultancy on secondment for two years. 'That was actually a lot of fun as I got to work with colleagues who had graduated from BIT,' she states. 'Later on, International Business Administration (IBA) was founded as an English taught bachelor's programme parallel to its Dutch counterpart. I helped develop IBA and shape the internationalisation. The plan was for fifty students to participate in the pilot, which turned into a hundred. It was quite a challenge, but it went well and offered me a new perspective.'

When the Twente Education Model (TOM) took hold, IBA and its Dutch counterpart merged. Huijs made a brief detour into



the organization of minors before returning to IBA a year later at the request of Tanya Bondarouk. 'I enjoyed performing that task up until two years ago. At that point, the faculty asked me to set up the BMS Teaching Academy. A great challenge, where I could put my broad experience to use.'

At faculty and programme level, Huijs experienced differences in her career. 'The three programmes in which I worked a lot with students all have a different character. In computer science you were dealing with really technical people, at IBA you tasted much more business administration and BIT was mainly a combination. For me, it meant that you couldn't always present the content in the same manner.'

Honourable

Huijs proudly talks about the pièce de résistance of her career: the BMS Teaching Academy, which has been created to encourage and facilitate educational development and innovation. In it, teachers are given space to think about educational innovation. 'I consider it an honour that I was given this task and the trust to set up the Teaching Academy. I think we really made something beautiful out of it.'

Experimenting

Huijs is modest when it comes to offering advice or tips to the UT community. 'But I think it would be good if lecturers continued to pay attention to students' views. That is so valuable. Don't let students develop the education, but let them think along with you. And as teachers, take a good look at all the facilities available. Due to the workload, we don't always get around to that, but there is so much support. See how you can utilize it. And experiment in your teaching, even if you take small steps. That way you keep the profession engaging for yourself.'

Finally, Huijs gives the organisation some advice. 'The passion of teachers is not visible to everyone, but I see it everywhere. Sometimes we forget how much passion teachers are putting into their work as we are mainly interested in the measurable aspects. But empathy for students is the most important factor of all. That personal approach is a very clear advantage of the UT.' ●

“ Don't let students develop the education, but let them think along with you ”

Cubicus building

The faculty of Behavioural, Management and Social Sciences is divided over two buildings on campus: Ravelijn and Cubicus.

Cubicus is characterised by rough concrete, its sturdy legs in the water, staggering linked blocks and walkways. It is a building you can easily get lost in, which it was also designed for to promote social contacts and random encounters within the building.

In 2002, there was a fire which caused half of the building to be lost. In 2017, the building renovated with a new entrance, more and modern study areas, good furniture, a fresh look and, not to mention, more power outlets.



Photos:
UT archive

'Look beyond the borders'

Educational scientist Adri Visscher has been affiliated with the BMS faculty for over forty years. In 1983, he started as a university lecturer and progressed to associate professor and later became a full professor. In addition to his personal development, he also saw how the organization changed. 'Together, you can achieve more than alone.'

In the early years, say 1981, Applied Educational Science was a Subfaculty, so-called back then', says Visscher. With a bachelor's and master's according to current terms. The programme differed from other educational programmes on certain spearheads. 'The emphasis was on training educational engineers. We thought that was appropriate within the Technical High School, as it was back then. Our students systematically worked on problems according to the educational technology model. The study also paid attention to training and learning in the business world and to computers in education, which was still new at the time.'

Despite its distinctive character, the programme did not receive sufficient intake. And that, according to Visscher, is quite explainable. 'Doing research into education is especially fun and interesting if you have experience with education. For example, we are now seeing a lot of influx from the PABO (teacher training program for primary education). Teachers who have plenty of experience in front of the class. The result was that the bachelor's had too little growth. It was then decided to shut it down. 'The master's in Educational Science & Technology remained, as did the innovative character of the programme.

Visscher, who recently retired to part-time, also remembers the merger between the faculties of Behavioural Sciences and Management & Government as well. 'Educational Science ended up at the Department of

Learning – interdisciplinary learning science and technology research. By putting people together, you can achieve more than as a scientist alone, or by working only within your section/department. I think that is the positive effect of the merger. Something beautiful is created and you can work together on calls among other things, although a lot depends on the attitude of colleagues. Be open to it and look beyond the borders. I would think it would be a great shame if the cooperation within and between different departments were not given even more shape than is currently the case. I wish that for the faculty and the UT.' ●



Text: **Sandra Pool**

Photo: **Frans Nikkels**

‘You need to step into the mind of the reader’

..... *‘Simplify, simplify, simplify.’* That is the key to successful grant proposals, says professor Ton de Jong. After 30 years at the UT, running various European projects and acquiring numerous grants, the scientist shares his tips and tricks on how to get research projects funded. *‘It’s not about the author, it’s about the reader.’*



What is the most important thing every scientist should know about grant applications?

'When it comes to writing proposals, scientists often think that all the details they are working on are the most important things in the world – but that is not what the audience thinks. Scientists often spend pages describing their process, every single step in their research, but that is not important for the reader.

That is most important lesson: you need to step into the mind of the reader. Simplicity is key. You need to write about difficult things in a very simple way. Reviewers have a lot to read. You need a captivating first sentence that immediately catches their attention – it's almost like going on a date. For the rest of the text: you need to simplify, simplify, simplify. Make the life of the reviewer easier. It's not about the author, it's about the reader.'

What are the main ingredients of a successful grant proposal?

'What you really need in order to succeed is a good idea. Your idea determines your success to a large degree. People need to think that your idea is challenging, but still feasible. It needs to be one step ahead of what exists but still achievable. The second most important aspect is the writing.'

Do you have any tips or tricks when it comes to writing?

'You always need multiple rounds of edits. It's best to put the text aside for a week or two and then look at it again with fresh eyes. That helps you to see what is unclear and could be improved. If I'm writing with a set of people, I usually stop the input a few weeks before the deadline. That gives me the opportunity to go through everyone's input, but write the text as one author. If there are too



many authors, the reviewers see it and don't respond well. The proposal needs to be coherent. It shouldn't become a patchwork.

Another thing I used to do is ask colleagues for feedback. I'd let my colleagues read it and organize a meeting where we'd discuss the draft. I liked it when people were really critical and harsh. If you are in a safe space with your direct colleagues, you should not be afraid to say what you think. It's better to be critical early on, because that can take you further in the end. It helps you to see what you didn't write clearly enough and – once again – put the reader first.'

How has the process of grant applications changed over the years?

'I think the main principle still holds today. There are still reviewing committees and they still need to read a lot. They want to feel the spark, be captivated by the text. This hasn't changed.

Some things have become more complex because research proposals now need to include more sections – such as ethical section, a data management plan and so on. But the process has become easier in other aspects. When I started writing European proposals, everything had to be printed. We had about twenty copies of the long proposal lying around the kitchen, trying to figure out exactly how to wrap them. After that, the copies had to be physically delivered to Brussels either in person or by slow mail. Now you can submit a proposal online and still make edits until

RUNNING GAG #2

'THE COMPANIES OUT THERE, THOSE ARE OUR LABS'

After working at BMS for over 25 years, I still remember this quote of one of our former deans Koos Krabbendam. He always pointed out that labs for Business Administration research are within the companies. We do research in order to further develop theory. However, our main client is not that specific journal neither our colleagues at some conference, but the people who work in industry. I fully agree with him, we have to provide the organizations outside our faculty with proper theories, good data and evidence of best-practices. But the proof is in the pudding. I remembered these words while dealing with today's message of measuring impact. The first immediate impact might be in the 'labs' of our research partners!

Jan de Leede - Assistant professor Human Resource Management and owner of ModernWorkx, a consultancy firm



the deadline. This takes some stress away. But after the submission, I still get nervous. I don't sleep for two nights, going through the proposal in my mind, remembering possible mistakes. This will never stop being stressful.'

You have worked at BMS since its inception. How do you look back at your time there?

'I have really enjoyed working at BMS and its predecessors.

I think the lines are very short. You can contact the dean or even the rector and get a reply. I've heard that at other institutions, people don't tell their colleagues if their papers or proposals are rejected. That is the first we do here! We immediately confide in each other and offer a shoulder to cry on, so to speak. There is also a good support for submitting proposals. I have always received a lot of help. I like the open atmosphere and the interdisciplinarity at BMS.' ●

Philip Brey: Secrets of a successful grant gatherer

Professor Philip Brey has collected a lot of experience – and grants - throughout his 25 years at the UT and BMS Faculty. In this guideline, he reveals the 'secrets of a successful grant gatherer'.



Ten steps to acquiring a grant

1. Subscribe to newsletters and follow news about all grant calls that are relevant in your field.
2. Build up a network for joint proposals. Ideally, you need a network with people from different universities in the Netherlands or Europe, and from different fields.
3. Realize that grant writing is very different from scientific research. Your text needs to persuade a broad audience that you are a great researcher and that you have something interesting to say. This requires new skills that you have to learn.
4. Seek help from people who already have a lot of experience with writing proposals and possibly also people who have been on reviewing committees. I think the most common mistake people make is not seeking help.
5. Work on an innovative idea for your proposal and explain in the proposal why your research is innovative.
6. If possible, pick a topic that has a broad appeal – and sell it as such. Present your research as a topic that is broadly relevant and important.
7. Pay a lot of attention to the methodology section. Proposals are often rejected because weaknesses are found in methodology.
8. Make sure that the draft is read by people from other disciplines, and that they understand it and appreciate the relevance.
9. Pay a lot of attention to operational details. Don't only focus on the approach but also on how you want to organize the project.
10. Don't neglect the impact section. Provide a coherent strategy, not just a general idea of what impact your research might have. Come up with concrete actions and goals.

RUNNING GAG #3

LESSONS LEARNED

My career at BMS started in 1997. After completing my Masters in Applied Mathematics, I entered the realm of social sciences as a PhD student. I first got a crash course in research methodology and after a few months, my supervisor went to the US for a year. During those days we could only communicate via email (Skype or Teams were not available) and I was basically on my own. Even though that wasn't the most productive year of my career, I learned a lot. Most of all I learned how important it is to give young researchers the opportunity to find their own path. A second thing I learned is to always keep an eye out for opportunities. BMS always allowed me to explore, to make my own mistakes, but also to flourish. Finally, I found out that it is really important to keep investing in your own development. In my current role, as Vice-Dean of Research, I face entirely new challenges. So, I'm looking forward to learning even more lessons, and to seeing what the future brings.

Bernard Veldkamp - Vice-Dean Research



'We offer a different perspective'

Text: Peter Koehorst Photo: UT archive

The eyes of Hiska Bakker sparkle when she talks about her work. As programme maker and presenter at the Studium Generale, she and two colleagues make science and social issues accessible. They do this as part of the BMS faculty.

Studium Generale offers a highly varied programme full of lectures, debates, interviews and symposiums in the field of technology, science and society. 'That relation – technology, science and society – is the core task of all education at BMS', Bakker explains. She gives an example: 'During a few episodes of our Studium Generale evenings about the world of chips, we do not exclusively look at the technology, but we also pay attention to the influence of chips on the world stage.'

Everyone is welcome to attend a Studium Generale meeting, not just students and staff members. At a few meetings, Dutch is spoken. According to Bakker, the goal is and will remain the same. 'Studium Generale broadens your world. You sometimes come into contact with subjects that you do not often come across. You learn new things that you may not expect. After each meeting, half an hour is taken for questions from the audience. As a presenter, I try to create an open atmosphere by asking questions myself too. It is especially by formulating the questions that you start to think.'

Not only scientists tell their story, experts also speak about their work and about the world in which we live. Victor Mids is one such example. 'As an illusionist and physician, he brings together illusion and science in a unique way.' Bakker looks at the future positively. 'Studium Generale is always needed, maybe now more than ever. We offer a different perspective on society. Society is so polarized with fixed opinions, we are there to show that there are also other perspectives.'

She hopes to be part of BMS for a very long time. 'The faculty gives us the freedom to fully focus on the content, that has been a benefit on our quality and makes it a joy to work.' ●



‘Educational innovation is a must’

..... All three have a heart for education, especially regarding educational innovation. With their years of experience from within the classroom, Fokko Jan Dijksterhuis, Anne Dijkstra and Klaasjan Visscher know like no other that continuous innovation is the key to job satisfaction and that it forms an integral part of the quality of education.

Text:
Sandra Pool
Photos:
UT archive





Under the banner of the Knowledge Transformation and Society (KiTeS) department, Fokko Jan Dijksterhuis lectures within various programmes. His teaching experience goes back over 30 years, to secondary school where he worked as a maths teacher. Back then, he quickly learnt his first lesson from within the coffee room: keep innovating.

'When I started out as a rookie, I saw two kinds of teachers in the coffee room', Dijksterhuis notes. The older, grumpy teacher and the older, enthusiastic teacher. The latter is always working on something new and is actively involved in teaching.'

A lesson Dijksterhuis took with him into his subsequent career. After he started at UT in 2000, plenty of challenges came his way. 'And I never declined.' Which is another such lesson. 'I provided reflectional education at several programmes. That meant finding different forms of teaching to keep it interesting for both the mechanical engineering student and the philosophy student.'

Coming to his current position at the University College, Dijksterhuis had to flip a switch as a lecturer and as a result, he developed further as a teacher. 'ATLAS is student driven learning. That was new to me. The student is at the helm, while we as lecturers guide you.'

He would like to let new colleagues know that you cannot completely control the learning process. 'The most important thing is to motivate and activate students. Invent something and do something in your lecture through which you achieve that.'

Colleague Anne Dijkstra conducts research on science communication. As an assistant professor, she is involved in the Research Honours Programme in which some fifteen to twenty master's students participate every year.

'They often choose a scientific career later on. I think it's nice to already take them along into my field.' Because, says Dijkstra, science communication is about much more than just giving a talk. 'The researcher is no longer in an ivory tower. Her or his role is linked to what is happening in society. Communicating science is broader than just telling the research story. It is also about dialogue. The conversation with citizens.'

And Dijkstra believes that researchers should actively consider this. 'Do you always have to be neutral? And is that even possible? Or can you have an advisory role? What does a media appearance actually imply?' During the Honours Programme, she prepares students for that future role. 'We provide training courses, workshops and guide the students. It is important that they have a good understanding of the position science has within society. We do this through assignments, customised coaching and interaction during meetings.'

Besides her work, Dijkstra is a volunteer at the Science Café in Deventer. 'It's a great way to share research with a wide audience and engage with citizens.'

Klaasjan Visscher has been in front of the class since his first day of service and, even after 25 years, it still gives him great satisfaction. 'It's great to work with students, they bring new insights and you yourself learn from that too.'

Visscher is associate professor and head of the Knowledge Transformation and Society (KiTeS) section. In his study room, he pulls out a document from 1996 called PRAXIS. 'This regards the implementation of project education which I was involved in as a young PhD. Even then, the faculty saw the importance of collaborating with business and society in education. With the introduction of the Twente Education Model (TOM), courses were even more strongly linked to practice. We have a long tradition of that.'

Challenge-based learning resonates with that tradition. 'That integrated approach suits us. As does building bridges with other disciplines and society'. And that, he says, is important. 'It's a win-win situation. Society gets access to students' brainpower and creativity, and students in turn learn that there is more than just academia.'

Visscher deems that educational innovation has gained recognition and rewarding over the last five years. 'And that it is not just an odd hobby.' Because, according to him, maintaining a high quality of education requires continuous innovation. 'That is increasingly seen and appreciated. The establishment of the Teaching Academy within our faculty also shows that there is attention for educational innovation. A great development and an important boost for higher education.' ●



Ravelijn building

During the 00s, it became apparent that the Ravelijn building was too small for the then titled faculty of Management & Governance – which later fused with the Humanity faculty to become what we know today as the BMS faculty.

The old Ravelijn had to be demolished to make space for a bigger building – with two wings, instead of one. However, the presence of a bat colony turned the demolition of the old Ravelijn building on its head. A special permit was applied for, a bat hotel was installed. The demolition was only allowed to proceed once the youngest generation of bats had fledged and the entire colony had moved out.

The new Ravelijn, which opened its doors in November 2010, has an open character, five floors, an Atrium and there are office and project spaces as well as lecture halls. The second floor houses a proper BMS Lab, see page 10.

Photos:
Frans Nikkels

'Place people where they excel'

.....

He never expected to stay at the UT for so long. But he enjoyed the academic atmosphere as well as the freedom to arrange his work as he saw fit while having the space to follow his interests. Lo and behold: fifteen years after graduating, Jordy Gosselt can still be found on campus, feeling right at home as the programme director of Communication Science.

To bring out the best within his programme, he has given staff with a strong affinity for teaching the room to excel at it - in consultation with the department chair. 'Previously, as an academic, you had to be able to do everything if you wanted to move up the tree: bring in research money, teach well, carry out management tasks and make a social impact. But in my opinion, you need to place people where they can excel.'

In his early days on campus, he himself was not immediately happy with his division of labour either. 'As a PhD student, you spend four years doing research while about ten per cent is spent teaching. So then, for example, you supervise a few undergraduate students with their thesis. I wanted to

do more teaching. After two years, I had my contract changed and that amount of teaching doubled.'

So he also worked with his colleagues to tailor tasks. 'That created a certain relief. People can now focus on what they are good at. Although I do think that all teaching staff should continue to do research and vice versa. After all, that is the basis.'

To give that a new impulse, Gosselt would like to see the wall between the social and technical disciplines within BMS and UT-wide to be broken down further. 'We talk to each other. On topics like energy transition or AI, we can find each other very nicely, and all kinds of nice cross-pollinations are arising.' ●

Text:
Nicole Besselink
Photo:
Rikkert Harink



