

Subject: Action plan E&E-scan ESE, 2025
Appendixes: 3
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Introduction

The EUR Employee Survey (Engagement & Enablement Scan: E&E-scan) was conducted again in March and April 2025, with several adjustments to the questionnaire compared to 2024. A new construct on collaboration was introduced this year. Another change concerns the presentation of the Professional Support Staff (PSS) results. In this action plan, the PSS results are presented as one combined group, covering both Operations and Education Management, rather than as two separate groups, as in the 2025 E&E scan. Starting in 2026 PSS will also be measured as a single group in the E&E-scan.

ESE shared the tips and resources on work pressure and work-related stress that were provided by HR Central Services at the end of the summer. In addition, ESE is aware that assistant professors, PhD candidates (table 3), and employees from diverse cultural backgrounds (table 2) can be considered relatively vulnerable groups. ESE monitors these groups closely and takes targeted action to help manage their work pressure and work-related stress, responding promptly whenever signals or concerns arise.

Local action plans

As in the previous year, department heads, section heads, and other PSS managers were given four months to discuss the 2025 E&E scan results within their respective departments, sections, or teams. Each received the results from their own department/ team, and they had the opportunity – until 1 October 2025 - to update their action plan based on these findings. The approaches taken varied: some managers held individual conversations with team members, while others organized luncheons, meetings, or workshops to review the results and guide the brainstorming process. In total, HR received four action plans so far: from three departments, Applied Economics, Econometrics and General Economics, and from the Professional Support Staff. Business Economics still needs to submit their departmental action plan at the time of writing this report/ action plan on School level. Their 2024 contribution has remained listed in the overview in Appendix 1.

This action plan of Erasmus School of Economics is based on the responses, scores, outcomes, conclusions, and follow-up actions, continuing the direction set in 2024.

Attached are the following appendices: Appendix 1 consists of an overview of proposed actions, comments, and observations from the departments Applied Economics, Econometrics and General Economics and the teams from Professional Support Staff. Appendix 2 is a pie chart of the open questions, and appendix 3 covers the 2025 action plans of the above-mentioned departments and PSS.

Summary eNPS Erasmus School of Economics

The Employee Net Promoter Score (eNPS) is a metric used to measure employee engagement and loyalty — essentially how likely employees are to recommend Erasmus School of Economics as a great place to work.

Year	Promoters	Neutrals	Detractors	eNPS	Score (0–10)
2024	15%	65%	19%	-4	4.8
2025	21%	52%	27%	-6	4.7

In both years, there are more detractors than promoters. The overall sentiment slightly declined from 4.8 to **4.7**, indicating a marginal drop in employee advocacy at Erasmus School of Economics.

Response

In 2025, ESE achieved a response rate of 60%, up from 50% in 2023. Detailed response rates by department and PSS are provided in Appendix 1. At the university level, the overall response rate for Erasmus University in 2025 was 57%.

Scores

The table below presents the scores for the various themes at EUR, our departments, and the PSS. Please note that the PSS results have been reported as one combined group, including both Operations and Education Management, since 1 October 2025. This differs from the 2025 E&E Scan, in which these areas were presented separately. The first table was prepared before the merger of Education Management and Operations. The second table reflect the scores of our employees focused on nationality/ country of birth and LGBTQIA+ and the third and last table presents the scores of the different academic roles at ESE.

Table 1:

Overall results ESE, 2025												
	EUR 2023	EUR 2024	EUR 2025	ESE 2023	ESE 2024	ESE 2025	APEC	BE	ECTRI	ECO	Edu. Man.	OPS
Engagement	7.1	7.2	7.2	7.1	7.1	7.0	7.7	7.3	6.8	7.0	6.0	6.9
Work stress		5.3	5.2		5.0	4.8	4.7	4.5	4.1	4.6	4.5	5.4
Leadership	6.6	6.6	6.8	6.5	6.2	6.5	7.2	6.8	6.9	6.7	4.7	6.3
Autonomy	7.6	7.5	7.3	7.7	7.4	7.3	8.2	7.7	7.2	6.9	6.7	6.9
Clarity	6.4	6.6	6.6	6.4	6.4	6.6	6.9	7.1	6.5	6.6	5.7	6.5
Development Opportunities	6.4	6.2	6.3	6.1	6.1	6.3	6.6	6.8	6.1	6.8	4.1	6.4
Hybrid working	6.5	7.5	7.7	6.2	7.1	7.4	7.8	7.9	6.5	6.7	7.5	7.5
* Collaboration			7.3			7.3	7.9	7.4	7.1	7.3	8.0	6.8
Inclusion		7.1	7.2		6.8	6.9	7.4	7.2	6.8	6.6	6.4	6.8
Psychological Safety	6.6	6.6	6.4	6.5	6.0	6.0	7.1	5.9	6.3	5.4	4.5	5.7
Recognition and Appraisal	6.4	6.4	6.2	6.0	5.9	6.0	6.5	6.3	5.4	6.6	4.7	6.1
Societal impact	6.8	6.8	6.9	6.8	6.5	6.3	6.6	6.6	5.9	5.6	6.4	6.4
Work pressure	5.5	5.7	5.9	5.4	5.1	5.5	5.8	5.4	4.5	5.3	5.5	5.8
Work-life balance	6.2	5.6	6.5	6.0	5.7	6.2	6.8	5.7	4.8	5.3	7.2	6.8
Scores below 6.0: red, scores between 6.0 and 7.5: black, and scores above 7.5: green												

Table 2:

Results Nationality/Country of birth and LGBTQIA+ ESE, 2025										
	Nationality				Country of birth				LGBTQIA+	
	Dutch	Non EEA	Not Dutch but EEA	Prefer not to say	Outside of Europe	Outside Neth. within Europe	Prefer not to say	The Netherlands	No	Yes
Engagement	7.0	7.2	7.8	5.8	7.5	7.6	5.9	7.0	7.3	Insuff. resp.
Work stress	5.1	4.4	4.5	3.1	4.8	4.4	3.1	5.3	5.1	
Leadership	6.5	7.5	6.8	5.9	6.8	6.9	5.7	6.5	6.7	
Autonomy	7.2	7.2	7.8	6.9	6.6	7.8	6.9	7.3	7.4	
Clarity	6.5	7.7	6.9	6.1	7.1	7.2	6.0	6.5	6.9	
Development Opportunities	6.3	7.0	6.6	5.8	6.4	6.7	5.7	6.4	6.4	
Hybrid working	7.4	7.0	7.8	6.6	7.1	7.8	6.6	7.4	7.5	
* Collaboration	7.2	8.4	7.5	6.5	7.6	7.7	6.3	7.3	7.5	
Inclusion	7.0	7.6	7.1	5.6	7.0	7.1	5.4	7.2	7.2	
Psychological Safety	6.0	6.7	6.1	5.2	5.9	6.3	4.8	6.2	6.3	
Recognition and Appraisal	6.1	6.4	6.4	4.8	6.4	6.2	4.6	6.2	6.3	
Societal impact	6.4	6.3	7.0	5.2	6.6	6.9	5.5	6.4	6.6	
Work pressure	5.7	5.3	5.8	4.0	5.3	5.7	4.0	5.8	5.8	
Work-life balance	6.5	5.9	6.2	4.6	6.2	6.0	4.5	6.6	6.5	

Scores below 4.0: orange & larger font, scores below 6.0: red, scores between 6.0 and 7.5: black, and scores above 7.5: green

Table 3:

Results academic roles ESE, 2025							
	(Post-doc) Researcher	Assistant Professor	Associate Professor	Lecturer	Other	PhD Candidate	Professor
Engagement	Insuff. resp.	7.3	7.4	6.9	Insuff. resp.	7.5	7.6
Work stress		3.7	5.2	3.8		3.8	5.6
Leadership		7.2	7.0	7.5		7.1	6.8
Autonomy		7.5	7.8	7.5		8.5	7.4
Clarity		7.3	6.5	7.0		6.3	7.6
Development Opportunities		6.9	6.5	4.7		6.8	6.8
Hybrid working		7.4	7.1	7.0		8.2	7.1
* Collaboration		7.4	7.5	6.5		8.0	7.5
Inclusion		7.0	7.1	7.3		7.9	7.6
Psychological Safety		6.2	6.4	6.3		7.5	6.7
Recognition and Appraisal		5.6	6.2	7.0		6.8	7.3
Societal impact		6.7	5.9	6.2		6.5	6.6
Work pressure		4.5	5.6	5.5		5.7	5.5
Work-life balance		4.8	5.6	4.5		7.1	6.0

Scores below 4.0: orange & larger font, scores below 6.0: red, scores between 6.0 and 7.5: black, and scores above 7.5: green

Most notable results and trends per theme

- ESE's overall **Engagement** score remains stable at **7.0**, aligning with the broader EUR trend, which has consistently maintained a score of 7.2 over the past two years. The department of Applied Economics stands out with a notably score of 7.7 and has shown steady improvement in recent years.
- ESE's score on **work stress** has decreased from 5.0 in 2024 to **4.8**, in 2025, marking a concerning development that requires focused and immediate attention in the upcoming Action plan. Employees from diverse cultural backgrounds, particularly those who preferred not to disclose their specific background, report relatively low levels of work-related stress (score below 4 out of 10). Similarly, employees at the early stages of their academic careers, namely assistant professors, lecturers and PhD candidates, also score low on this construct (below 4 out of 10). Across all departments and Professional Support Staff teams, the scores remain below 5.5, suggesting that work-related stress is not only a prevalent issue within ESE but also a broader concern across the university as a whole. Given that the overall EUR score for this theme in 2025 is 5.2, the issue clearly extends beyond individual departments, underscoring the need for coordinated and effective measures at both School and University level.
- Overall, **Leadership** scores at ESE are perhaps not an immediate reason for concern, apart from one team—Education Management (**4.7**)—which has faced challenging circumstances in the past period due to the absence of permanent leadership and reliance on interim arrangements. This situation has since then been resolved. Nonetheless, the leadership scores should be elevated, as ESE places high value on strong and effective leadership that fosters sustainable, high-quality results and positive commitment with employees and colleagues. Please note that the Professional Support Staff results are presented as one combined group, encompassing both Operations and Education Management in the current Action Plan, rather than as separate results in the 2025 E&E Scan. ESE's 2025 **leadership** score is **6.5**, reflecting an improvement from 6.3 in 2024. For comparison, the EUR score for this theme in 2025 was 6.8.
- The 2025 scores for the theme **Autonomy** are the same for both EUR and ESE, at **7.3**. While this score remains solid, it has shown a slight decline over the past three years. This trend is not an immediate cause for concern but does warrant continued attention. Within ESE, the departments of Applied Economics (8.2) and Business Economics (7.7) stand out positively on this theme.
- The theme **Clarity** shows a gradual improvement over the past three years at both the EUR and ESE levels, with each scoring **6.6** in 2025. The only ESE-team scoring significantly lower than the rest is Education Management (5.7); however, as mentioned earlier, this team experienced challenging circumstances in the recent period.
- Also, the theme **Development opportunities** show a gradual improvement for ESE. Both EUR and ESE score **6.3** in 2025 for this theme. The only ESE team scoring significantly lower than the rest is Education Management (4.1); however, as mentioned earlier, this team experienced challenging circumstances in the past year.
- The theme of **Hybrid Working** has shown consistent year-on-year improvement at both the EUR (7.7) and ESE (**7.4**) levels. Within ESE, the departments of Applied Economics (7.8) and Business Economics (7.9) stand out positively on this theme.
- **Collaboration** is a new theme introduced in the 2025 E&E-scan. Both EUR and ESE achieved a score of **7.3**. Within ESE, the Applied Economics (7.9) department and Education Management (8.0) team stand out even more positively on this theme.
- ESE's score for **Inclusion** is **6.9** in 2025, marking a slight improvement from 2024. There is also a modest positive trend in comparison with the EUR score (7.2).
- The theme of **Psychological Safety** has declined at EUR level, decreasing from 6.6 in 2024 to 6.4 in 2025. At ESE, the score remains unchanged at **6.0**, hovering just above a concerning

threshold and therefore warranting continued attention. Employees from diverse cultural backgrounds, particularly those who preferred not to disclose their specific background (5.2 and 4.8), as well as employees from outside Europe (5.9), report relatively low levels of psychological safety. Interestingly, PhD candidates score significantly higher on this construct, with a score of 7.5, well above ESE's average. In fact, all academic roles report scores above ESE's average: lectures (6.3), assistant professors (6.2), associate professors (6.4), and professors (6.7). By contrast, four of the six ESE departments and teams fall below this average: Business Economics (5.9), General Economics (5.4), and the Professional Support Staff teams, including Operations (5.7) and Education Management (4.5). The lower score of the Education Management team can be partly attributed to the challenging circumstances they experienced in the period preceding the E&E scan. However, the overall results indicate a broader and persistent concern.

It is essential to continue prioritizing and actively strengthening psychological safety across all departments and teams to foster a supportive, open, and trust-based work environment.

- Regarding the theme **Recognition and Appraisal**, the EUR score decreased slightly to 6.2, while ESE's score increased by 0.1 to **6.0** compared with last year. Within ESE, the Econometrics department scores below the overall ESE average at 5.4, and the Education Management team scores even lower at 4.5.
- The theme of **Societal Impact** shows a slight increase at the EUR level, rising to 6.9. In contrast, ESE's score has declined over the past three years, reaching **6.3** in 2025. While the department of Applied Economics performs relatively better with a score of 6.6, this still represents a decrease of 0.5 points compared to last year. Within ESE, the departments of Econometrics (5.9) and General Economics (5.6) score even lower, indicating that strengthening societal engagement and visibility remains an important area for improvement.
- ESE's **Work Pressure** score showed a slight improvement compared to last year, reaching **5.5** in 2025. All ESE departments and Professional Support Staff teams scored below 5.9, with **Econometrics** recording the lowest score at **4.5**, unchanged from the previous year. In 2024, Applied Economics also scored 4.5, but successfully increased their score to 5.8 in 2025. Employees from diverse cultural backgrounds, particularly those who preferred not to disclose their specific background, reported relatively low levels of work pressure (score of 4.0). Similarly, assistant professors scored lower on this construct (score of 4.5). For reference, the overall EUR score this year is 5.9.
- The theme of **Work-Life Balance** has improved at ESE, increasing from 5.7 in 2024 to **6.2** in 2025. However, scores on this theme remain considerably lower among academic staff. Employees from diverse cultural backgrounds, particularly those who preferred not to disclose their specific background, report relatively low levels of Work-Life Balance (around 4.5). Similarly, lecturers (4.5), assistant professors (4.8), and associate professors (5.6), also score below average on this construct. In contrast, PhD candidates report relatively high levels of Work-Life Balance, with a of 7.1 in 2025. At the departmental level, Econometrics (4.8) and General Economics (5.3) fall below the ESE average, while Business Economics (5.7) scores slightly below average. Only Applied Economics performs well above average at 6.8, matching the score of Operations. Education Management reports the highest score at 7.2, marking an improvement of one full point compared to last year.

Conclusions MT

The 2025 E&E Scan results for Erasmus School of Economics (ESE) present a nuanced picture, showing encouraging progress in several areas alongside persistent challenges that warrant continued attention. Themes such as Hybrid Working, Clarity, Development Opportunities, and Work–Life Balance show clear positive trends, reflecting ongoing efforts to enhance flexibility, communication, and staff development across the School.

At the same time, several themes remain cause for concern. Work Stress and Work Pressure continue to be critical issues across most departments and teams, highlighting the need for sustained action, both at the School and university level, to improve workload management and overall well-being. Similarly, the stagnating or declining results on Psychological Safety and Societal Impact point to the importance of fostering a more open, supportive, and externally engaged work culture.

Leadership scores show gradual improvement, suggesting that previous interventions are starting to take effect. However, continued effort is required to ensure consistent, high-quality leadership practices across all levels of the organization. While overall Engagement at ESE remains stable and in line with the EUR average, maintaining and strengthening Engagement will depend on addressing the underlying challenges related to stress- and psychological safety.

Although the 60% response rate achieved in this year's scan is satisfactory, the MT aims to further increase participation in future editions. Broader participation will ensure that an even wider range of perspectives and experiences is represented, providing a more inclusive and reliable basis for action.

In summary, the MT is encouraged by the positive developments in areas such as Hybrid Working, Clarity, Development Opportunities (with the exception of Lecturers) and Work-Life Balance, particularly among PhD candidates and Professors. However, the notably low scores on Work-Life Balance among Assistant Professors, Lecturers, and Associate Professors, as well as the persistently low scores on Work Stress, Work Pressure and Psychological Safety remain matters of concern. Employees from diverse cultural backgrounds, especially those who preferred not to disclose their specific background, and employees from outside Europe report relatively low levels of psychological safety.

The ESE Management Team (MT) is dissatisfied with the results in these areas and particularly concerned about the well-being of specific groups, including international employees and staff from diverse cultural backgrounds, Lecturers, Assistant Professors and PhD candidates. The MT is committed to gaining a deeper understanding of the underlying causes of these outcomes and to taking targeted action to address them.

Most of the proposed actions (see ESE Action Plan on the next page) are designed to achieve sustainable, long-term improvements. At the same time, the MT recognizes the need for short-term measures that can provide immediate relief, for instance, extending the grading period for examinations by one week. The School Council will be invited to contribute ideas and suggestions for such short-term initiatives.

While there are reasons for cautious optimism, the results emphasize the need for sustained, focused, and collective efforts, both within ESE and in close alignment with university-wide initiatives, to strengthen a healthy, supportive, and high-performing academic community.

Action Plan Erasmus School of Economics

In addition to the actions formulated by our departments (Appendix 1), the MT formulated actions that need attention on School level.

Below the actions formulated at School level in 2023 and 2024 ([with update on progress](#)) and [additional actions at School level in 2025](#):

Theme	Objective	Action	Responsible	Planning
What theme is it?	What problem is being solved exactly?	What exactly is going to happen?	Who is in the lead?	When is it completed?
Psychological safety				
Psychological safety	Lack of communication on psychological safety.	Communication on psychological safety: where to find information / where to go? See MyEur/ ESE. Communicated on MyEUR ESE and in MT Update/ Staff update. For some employees it is currently still unclear where employees can find relevant information or whom to contact. Special attention should be given to communicating information about the confidential advisors and the Safe@EUR initiative. Ensure this information is clearly included in the onboarding process for new employees.	Director of Operations	1-1-2025 Finished. 1-1-2026
Psychological safety	Lack of experience leadership in dealing with psychological safety.	Leadership programme with a thematic meeting on psychological safety. Also covered in Annual Plan ESE. Leadership afternoons with workshops on how to deal with psychological safety as leader, for example 'active bystander', how to deal with PhD's, etc. At EUR level also workshops 'active bystander' are organised; stimulate management to attend these workshops.	Dean/ Director of Operations	Ongoing proces
Psychological safety	Feeling of an unsafe working environment in E-building.	In cooperation with team security at EUR investigate which improvements we can make in E-building. Safety buttons installed frontdesk and study advisors, better insight rooms study advisors.	Director of Operations/ Director of Education	1-9-2025 Finished

Psychological safety	Feeling unsafe to report on psychological unsafety.	Create the possibility to report anonymously on psychological safety. Possibility is created by Safe@EUR and already present confidential advisors.	Director of Operations	1-2-2025 Finished
Psychological safety	To gain a deeper understanding of psychological safety (in combination with the constructs: Work pressure, Work stress, and Work-life Balance) within ESE, an external study will be commissioned by MT to further analyze key findings from the 2025 scan.	External study on psychological safety within ESE. Talked to several parties in 2025 to explore possibilities on external studys. Planning is to organise an external study before the next E&E scan in 2026.	Dean/ Director of Operations	1-4-2026
Psychological safety	Keep on addressing the importance of social safety boundaries.	Stimulate speaking up when we notice undesirable behaviour. Also: investigate biases and blind spots and open the discussion. Keep organizing training moments regarding "Active Bystander": on a yearly basis for management and staff.	Dean /Director of Operations	Ongoing
Psychological safety/ Inclusion	Support for junior staff, specifically Assistant Professors, PhD's and lecturers.	Mentoring program (Also covered in Annual Plan ESE). Pilot started and will be evaluated at the end of 2025. Possible continuation when evaluation is positive.	Vice Dean Research	1-1-2026
Societal Impact				
Societal impact	Interdisciplinary collaboration/ impact discussions	Encourage interdisciplinary collaboration, cross-departmental and cross-faculty learning communities to tackle societal themes and where staff share best practices and lessons learned.	Dean/ Vice Dean Research and Education	Ongoing process
Societal impact	Included in School's strategy	Will be incorporated into the School's strategic discussions starting in November 2025	Dean	1-7-2026
Development opportunities				
Development opportunities	Lack of information what employees can expect from their employer.	Use the regular progress interviews (Performance and Development: P&D; new P&D cycle will be implemented in 2024) between head of department/ manager and staff to provide information on what employees can expect from their employer.	Everyone conducting development conversations	Ongoing process

		Part of annual development talks.		
Development opportunities	No transparency in promotion criteria.	Update and communication on promotion criteria aligning with Recognition and Rewards (Also covered in Annual Plan ESE). Phase 1 career profiles finished; phase 2 promotion criteria just started. Draft departmental plan for professor promotion with dean, HR and policy team ESE: currently under development (considering promotion criteria Recognition and Rewards).	Vice Dean Research	1-9-2026
Development opportunities	Transparant regarding career opportunities within EUR	Discuss employees' job-related development goals and career opportunities and ambitions (within EUR) in development conversations and team meetings. Part of development talks.	Everyone conducting development conversations	Ongoing process
Recognition & Appraisal				
Recognition & Appraisal	Employees experience lack of recognition and appraisal.	1.Coach leaders/managers to encourage and support career / training opportunities and empower staff members to voice their career wishes; integrate this in the P&D cycle and Leadership programma. 2.More and proactive nominating employees for various awards offered by ESE and ERIM Part of development talks and leadership programm. Greater managerial focus on expressing appreciation for achieved results and unique talents (e.g. during team meetings, Meet & Greets, etc.). This remains an important point of attention. MT members within ESE should be encouraged to actively recognise and celebrate team achievements and individual strengths.	MT	Ongoing process
Recognition & Appraisal	Achievements/successes are not made visible enough.	Develop and implement a platform within ESE where we can share achievements/	Director of Operations	1-9-2025 Finished

		successes/ failures and learn from them. Also covered in Annual Plan ESE. Covered in Meet & Greet PSS, Town halls Dean, MT Walk In, MT Update, Staff update and Teams Staff All.		
Work pressure/ Work stress/ Work-life balance				
Work pressure/ Work stress/ Work-life balance	Administrative/ bureaucratic burden (academic) staff.	Identify administrative burden (academic) staff and draw up roadmap to delegate administrative tasks to PSS. Also covered in Annual Plan ESE. Part of A3 House In Order and Project Optimisation SSO that is ongoing.	Director of Operations	Ongoing process
Work pressure/ Work stress/ Work-life balance	Suboptimal educational design (academic calendar/ teaching and thesis allocation + processes/ etc.).	Curriculum redesign bachelors. Also covered in Annual Plan ESE. Ongoing, phase 1 finished. Phase 2 just started.	Director of Education	1-9-2026
Work pressure/ Work stress/ Work-life balance	Education allocation model standard does not match practice.	Investigate causes of mismatch between education allocation model standard and practice and adjust based on results of investigation. Part of A3 Allocation Model that just started.	Director of Education/ Director of Operations	1-9-2026
Work pressure/ Work stress/ Work-life balance	Normalize talking about work pressure	Discuss work pressure as a fixed item in development cycle conversations.	Everyone conducting development conversations	Ongoing process
Work pressure/ Work stress/ Work-life balance	Open conversations	Promote open conversations on these themes in PhD council and departmental meetings.	Dean/ Vice Dean of Research/ Directors	Ongoing process
Work pressure/ Work stress/ Work-life balance	Work-related stress due to job insecurity	During the ESE Townhall meetings and PSS Meet & Greet sessions, transparent communication is provided regarding the financial situation of ESE/PSS and how it is being managed. In development meetings, managers will offer employees clarity about the potential impact of the financial situation on their roles, as part of the Strategic Personnel Planning (SPP) process.	Everyone conducting development conversations	Ongoing process
Work pressure/ Work stress/	Score on work-life balance shows a decline	Mention/ discuss office attendance as standard/ fixed	Everyone conducting	Ongoing process

Work-life balance		item in development cycle conversations.	development conversations	
Hybrid working				
Hybrid working	Concerns on housing developments regarding team collaboration/ atmosphere.	Communication on vision future proof office concept and with employee input, work towards setting up departments in Tinbergen. Also covered in Annual Plan ESE. Floorplans are finished and communicated. Updates on housing is covered in MT Updates/ Staff Updates/ Townhall meetings ESE.	Director of Operations	1-1-2026 Finished
Hybrid working	Normalizing working fixed office days.	Mention/ discuss office attendance as standard/ fixed item in development cycle conversations.	Everyone conducting development conversations	Ongoing process
Clarity				
Clarity	Lack of clarity in roles/ tasks/ responsibilities Programme Management	Clarify roles/ tasks and responsibilities of PSS, embedding them in UFO job descriptions and processes. More transparency: what projects/ tasks everyone is working on. Jobdescriptions employees PSS is finished and we launched a Serviceportal PSS. Updates in jobdescriptions and Serviceportal PSS covered in MT PSS.	Director of Operations/ Director of Education	1-9-2025 Finished
Organizational citizenship				
Organizational citizenship	Service to ESE community is currently not valued.	Make service to community ESE visible and valued as part of the recognitions and rewards. Part of career profiles (A3 R&R). Phase 1 career profiles finished, phase 2 promotion criteria just started.	Vice Dean Research	1-9-2026
Engagement				
Engagement	Continuity: to increase awareness of potential talent regarding succession in leadership positions	With SWP, leaders can identify emerging talent and plan for future leadership needs, creating a strong pipeline of capable future leaders. This helps ensure continuity and reduces the impact of leadership transitions on the School.	MT/ Directors	Ongoing process
Engagement	There is still a perceived division of work between	With the introduction of the new A3 Cooperative Teams and the Sustainable	Dean/ Director of	Ongoing process

	departments within ESE/PSS.	Employability initiative, we aim to strengthen collaboration and mutual understanding— particularly between academic departments and PSS. Furthermore, the implementation of chain management (as part of the A3 PDCA Policy & Processes) will make inter- team relationships within processes more explicit and better aligned.	Operations/ Directors	
Leadership				
Leadership	Communicate more transparently with School community	The MT is encouraged to communicate more transparently about the rationale and background of choices made in major organizational change projects. Part of Townhall meetings, MT Update.	MT	Ongoing process
Leadership	Leadership development within Education Office	The organizational restructuring of Education Office offer a more efficient structure. Streamline roles/ tasks and responsibilities. Foster cross-functional collaboration. A project group started mid October 2025 to streamline more effectively.	Vice Dean Education/ Director of Education	1-7-2026
Leadership	Peer Review	Organize peer reviews with leaders on work stress/ work pressure/ psychological safety, based on scores E&E scan (best/ worst) so leaders can learn from each other.	Dean/ Director of Operations	1-9-2026