Outcome of consultation meeting FSP 14 sept 2026

Overall question:
How can the Faculty of Science develop into a more recognizable and connected faculty in which fundamental science, technology, education and social challenges reinforce each other over the next six years?

Round 1 – ca. 13.30–14.00
1. How can we connect better to high schools and value students to become teachers?
2. How can we increase the online visibility of the faculty, on all levels?
3. How can we profile the technology profile more inclusive with a broader view?
4. How can we increase the influence on society and politics by the university and faculty?

Round 2 – ca. 14.00–14.30
5. How can we get more substantial funding from EU?
6. How should societal input and collaboration within the university be managed?
7. How can we include technology in our education programs?
8. How to position the faculty in relation to AI?

Round 1

1. How can we connect better to high schools and value students to become teachers?

- Improve the public image and status of secondary-school teachers.
- Increase awareness within the faculty of the teacher-education programmes and their importance.
- Address the gap between VWO education and university: develop a framework that encourages dual appointments across university and secondary education, building on existing examples in mathematics.
- Expand outreach capacity, as there are currently too few people to respond to requests from schools and pupils.
- Reconsider ways for students to receive study credits for outreach activities; previous arrangements have not been successful.
- Make outreach to secondary schools a shared responsibility across the faculty.
- Encourage UD, UHD and HGL to visit schools and engage directly with pupils and teachers.
- Ensure that children have a positive experience of science before the age of ten.
- Map existing outreach activities: much is already happening, but there is no clear overview of examples, initiatives and responsibilities.
- Put teachers more prominently and positively in the spotlight, for example through a campaign that presents teaching as an attractive and valued profession.
- Create structural recognition and appreciation for outreach, including in annual performance reviews and institute meetings.
- Build on existing efforts and organise them more coherently, rather than starting from scratch.

2. *How can we increase the online visibility of the faculty, on all levels?*

- Strengthen the UvA's online visibility and public presence.
- Avoid communicating only within increasingly narrow academic niches; reach audiences beyond existing specialist communities.
- Engage prospective students earlier, including VWO pupils and students considering particular subject profiles.
- Use social media more strategically to reach the general public.
- Communicate what the public can learn from the UvA, and what the university can learn from society.
- Make UvA expertise visible in relation to current affairs and socially relevant themes.
- Actively counter misinformation by providing accessible, evidence-based information.
- Give the communication department a clear role in facilitating and coordinating public communication.
- Support academics to act as ambassadors: enable enthusiastic staff and students to explain and translate their work for broader audiences.
- Communicate more clearly what students can become and what career opportunities and earnings they may expect.
- Show the practical relevance and societal value of research and education at the UvA.

3. *How can we profile the technology profile more inclusive with a broader view?*

- There are different views within the faculty on the need to map and define the technology profile.
- Improve internal communication and clarify the key stories and messages, as well as the audiences they are intended for.
- Focus discussions on content and shared direction, rather than having a competition between different interests.
- Students from different disciplines can contribute to a problem in one project.

4. *How can the university and faculty strengthen appreciation for knowledge in society and politics?*

- The university should actively encourage staff to take on a public role in political and societal debate, for example through part-time political roles alongside an academic or professional position.
- Support academics as "myth busters": enable them to create accessible videos and other public communications that counter misinformation; provide professional support from communications specialists and journalists; allocate time for spokesperson roles and public engagement; ensure faculty-level and institutional support when staff face backlash.
- The university can offer politicians evidence-informed advice. There is a need to respond visibly when politicians undermine the societal importance and legitimacy of universities.
- Offer support and protection to staff who act as political or public voices.
- Build stronger connections with groups in society that feel excluded or unheard and show how science can help bring about change.
- Rectors and deans should, where necessary, defend universities and science more actively and explicitly in the political arena.
- Make the scientific process more visible to society: for example, by showing debates between experts; this should be done carefully: the aim is not only to demonstrate that experts are knowledgeable, but also to show how scientific debate, uncertainty and evidence work.

- Hold collective discussions within the university about the politically sensitive aspects of international collaboration, including which countries or partners researchers may wish to work with.
- Better prepare students to participate in political and public debate.

Round 2

5. How can we get more substantial funding from EU?

- Secure additional funding for research.
- Adopt a more systematic and strategic approach to research funding.
- Prioritise interdisciplinary opportunities and collaborations.
- Make clearer choices about which funding calls and activities not to pursue.
- Monitor grant opportunities proactively and continuously.
- Provide a "red carpet" service to support researchers in preparing and submitting grant applications.
- Share successful approaches, experiences and best practices across the faculty.

6. How should societal input and collaboration within the university be managed?

- Interdisciplinarity is a choice—and it requires funding and ambition, it requires active work
- Science Park already offers a potential campus or satellite model for cross-faculty collaboration.
- Build on practical formats such as Sustainalab in the Matrix 1 building, where social and natural sciences collaborate on sustainability challenges.
- Create more opportunities for staff and students from different faculties to meet, exchange ideas and develop joint projects.
- Bring students together around problem-based education and support student-led initiatives, such as Beta-Break; study credits could be considered as an incentive.
- Involve companies and other societal partners where this adds value to education, research and societal impact.
- Clarify the rationale for interdisciplinarity: what problem does it address, what is its added value, and why is it necessary?
- Bridge the distance between disciplines by fostering mutual understanding of their different methods, assumptions and contributions.
- Move beyond temporary project funding towards more structural support for interdisciplinary collaboration.
- Identify and connect existing initiatives, such as SEVEN, IAS and STI, to improve visibility, coordination and knowledge sharing.
- Build on interdisciplinary skills already developed in secondary education.
- Strengthen broad networks that connect academia, society and other stakeholders in addressing complex practical and societal challenges.
- Draw lessons from bachelor Science, Technology & Innovation.

7. How can we include technology in our education programs?

- On bachelor level de faculty has developed STI
- Not very clear technology profile in master programmes.
- Develop capstone projects within bachelor's programmes and master's tracks, also projects outside the university.

- Further integrate technology into education and support the professional development of teaching staff in this area.
- Improve educational facilities, taking the planned renovation in 2028 into account.

8. How to position the faculty in relation to AI?

- Companies increasingly present AI as a solution to almost everything. This may affect whether future generations see university education as necessary.
- The faculty should place strong emphasis on critical thinking and creativity.
- Consider how the faculty can demonstrate and promote these capabilities, including through broader interdisciplinary teams.
- The use of phones and AI in classrooms raises questions about assessment: evaluations may need to become more resilient to AI use.
- Assessing student work is becoming more difficult when AI may have contributed to the output; approaches may need to differ by discipline.
- Students should be taught how to use AI responsibly and critically, rather than simply being discouraged from using it.
- The UvA needs to respond quickly to these developments.
- If companies stop requiring university degrees, universities may need to offer more flexible and diverse learning experiences and continuously test what works best.
- Create an AI club or community within the faculty to connect people, share knowledge and exchange experiences.
- Review whether every programme sufficiently teaches academic skills, particularly critical thinking.