


UNIVERSITY OF SMALL&MEDIUM BUSINESS

| CIRCULAR ECONOMY | DIGITALISATION | ENTREPRENEURSHIP |



PROPOSAL TO THE CITY OF HAARLEM

A person is seen from the side, sitting at a desk and working on a laptop. The desk is cluttered with various items, including a glass of water and a pen. In the background, there are blurred city lights and a building, suggesting an urban setting at night. The overall atmosphere is one of focused work in a modern, tech-oriented environment.

“We do not live in an era of change,
but in a change of era.” – Jan Rotmans


These words from Jan Rotmans (professor of transitional science at the Erasmus University of Rotterdam) are used more and more often, as we see that transitions are taking place more rapidly due to climate change, digitalisation and urbanisation. These transitions are often reason for startups to pioneer in fields we do not yet know much about, or for big corporations to change their course radically, but they are just as important and influential on small and medium sized enterprises (SMEs), the often righteously titled ‘motor of society and economy’.

In the paragraphs hereafter the why, how and what of academic education in Haarlem, will be put in the context of a ‘University of Small&Medium Business’ set up by GSE and SRH, focused on SMEs and the transitions they have to deal with now and in the future: digitalisation, circularity and a new kind of entrepreneurship.



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The image shows a large, modern, circular atrium with multiple levels. The central area is a circular stage or performance space with tiered seating. The upper levels are balconies with glass railings. The ceiling is high and features a grid of skylights. The overall design is clean and minimalist.

i. introduction

This proposal is an offer to Haarlem: to its businesses, to cultural life, to new students. An offer to be able to realize the ambition of the bench of Mayor and Aldermen; to bring academic education to the city of Haarlem. At the same time this proposal aims for a demand: to put up intensive collaborations with the business community and cultural institutions in Haarlem and its surroundings, as well as with the municipality and the MRA. It is an encouragement towards other educational institutions to work together, to seize the many opportunities the city offers.

The citizens' initiative of the Panopticon Foundation was specially set up for this purpose by a couple of Haarlemmers, 'Open de Koepel'. The foundation isn't on its own anymore; in the meantime they have found committed and renowned partners with whom we put this proposal together and who will all do the utmost to realise this proposal and 'hit a home run'. First and foremost the SRH Higher Education GmbH (hereafter: SRH) and the Global School for Entrepreneurship (hereafter: GSE) that will jointly set up and implement academic education in the Cupola. Next to this the municipality as facilitator and the DUWO Foundation and housing corporation Elan Wonen who will realize respectively 250 student dwellings and 110 social housing studio's on campus around the Cupola, the Movies/FilmHallén will establish a film theatre and in the entrance building a café, restaurant and retail will pop up.

i. introduction – from past to future

All this would not have been possible without the cooperation of the municipality of Haarlem. Thanks to this collaboration, the foundation was able to purchase the beautiful and iconic building in April 2017, with the aim of enriching Haarlem with an 'academic facility'. In the spring of 2018, on the basis of the Letters of Intent Panopticon made with the educational partners, the municipality then gave permission to realize the program together with SRH and GSE. In addition, the question was asked what kind of 'university college' it would be, now that it would concern private partners, and by what direction the parties involved would realize this.

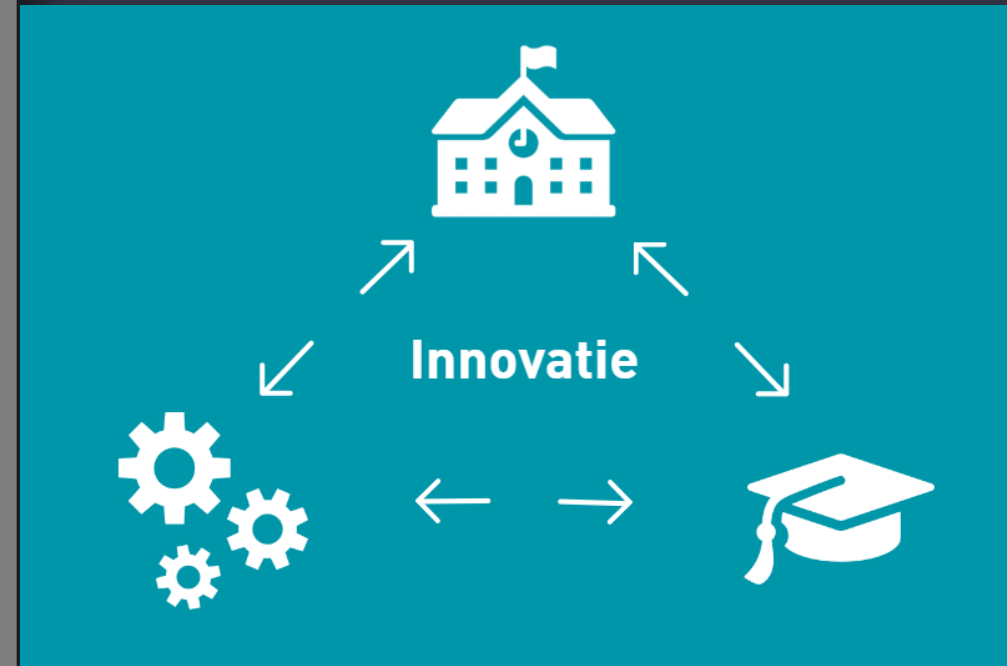
This proposal therefore will put forward in what way the academic education will take shape and with what steps this goal can and will be reached. The latter is important because it involves a unique, international collaboration between two institutions of higher education. It also provides insight into the organization of the cooperation and the entity of the new educational partners in Haarlem. The proposal will be supported by the vision that the partners have on higher education and a brief explanation of the educational concept which will be used in the Cupola. Finally, insight is given into the vast amount of required investments by the educational parties involved.

The educational partners are keen to work very closely with the municipality, other authorities, the business community and other cultural and educational institutes. Not only to make the academic part a success, also to make sure the economic spin-off and the benefits for Haarlem are as big as possible. That is why this proposal is also a proposition to come to a partnership with the municipality and the business community. In this partnership every partner will act within their role and responsibility, to link the education and research to the (business) industry and government in a so called 'triple helix'.

With the restauration, redevelopment and opening up of the Cupola, a long-cherished wish will be fulfilled, offering a unique addition to the city: intellectual breeding ground with academic education and research, space for the development of new and innovative startups and scale-ups and collaboration with SMEs and industry for a development and acceleration in the circular economy and the digital sphere. Culminating in a knowledge cupola for the future. The Panopticon Foundation, together with the educational parties SRH and GSE, the municipality and many other partners, are jointly building a concept for an innovative and interconnected Haarlem - ready for the world of tomorrow.

i. introduction

SETUP OF TRIPLE HELIX



ii. educational partners - SRH

SRH Holding is a leading private provider of the educational and health-care services, important markets for the German economy. The company was founded in 1966. SRH has its focus on the long-term growth opportunities and a high-quality commitment.

Within the Holding, there are ten private universities (Berlin, Calw, Gera, Hamm, Heidelberg, Oestrich-Winkel, Riedlingen, Wiesbaden and Asunción – Paraguay), counting more than 12,000 students and around 110 study programmes in total. Thus, SRH is one of the leading providers of the university education in Germany.



ii. educational partners - GSE

Global School for Entrepreneurship offers entrepreneurial education to students. Meaning: teaching students to think, decide and act as an expert entrepreneur. What makes our approach to education different is that we at GSE offer programs to small groups of diversified students, with a personal approach in an international setting and connecting students with successful business people and startups.

Entrepreneurs and intrapreneurs are welcomed to the in-house incubator from day 1. All content and modules are designed to facilitate the entrepreneurial mindset, to encourage personal development and to stimulate them to give a contribution to the circular economy. So at the end of the journey, students will not only have gained their bachelor degree, they will also have built a venture and be a global citizen.

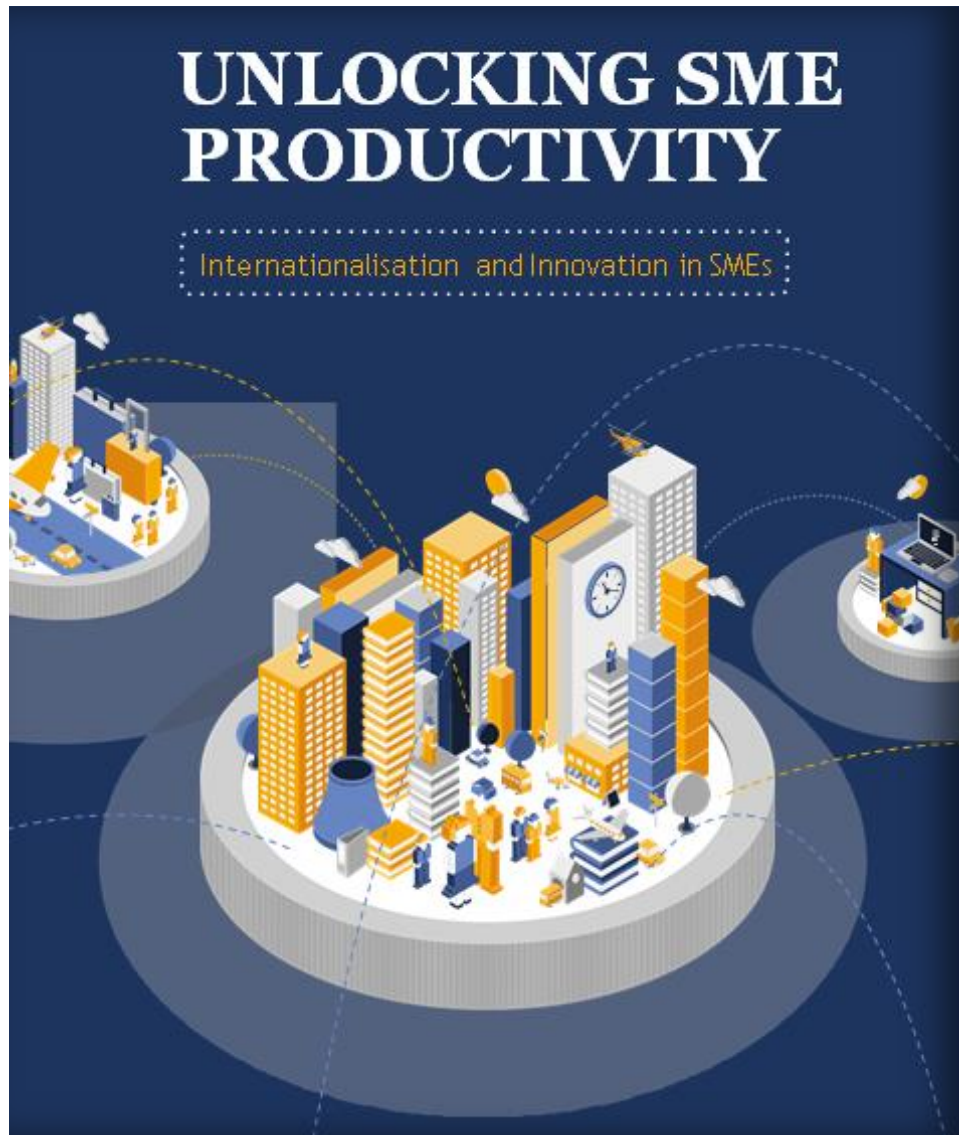
At GSE students are facilitated to unleash and grow their full entrepreneurial potential in the most inspirational way possible. It is our mission to continuously push the envelope in entrepreneurial education, where for students Europe is their classroom, the World their learning environment and entrepreneurship their Future.



BACHELOR - MASTER - MBA
IN ENTREPRENEURSHIP AND INNOVATION

IN PARTNERSHIP WITH

THE STUDENT HOTEL



iii. educational program

WHY A UNIVERSITY OF
SMALL & MEDIUM BUSINESS?

Traditionally Haarlem is an entrepreneurial city with an intellectual humus layer. From book printing towards the letterpress industry, the sprout of humanistic ideas and the Royal Dutch Society of Sciences (KHMW). Nowadays entrepreneurs and small and medium sized businesses still function as a main artery for the city's economy, though many small business are struggling with the consequences of the transitions mentioned above. The internet made a promise to connect, but created also a crumbled network in which you need money to get attention. How to keep up with innovations, stay relevant for customers and attract talent in a society where bulk and endless growth often have priority?

To face these challenges head on Haarlem needs to claim the educational niche of small & medium business. By building up a unique academic program and research environment – none of the Dutch universities focus on this subject – this could help family businesses, franchises and small entrepreneurs in being able to go with the waves of transition, to own a spot and remaining resilient.



iii. educational program

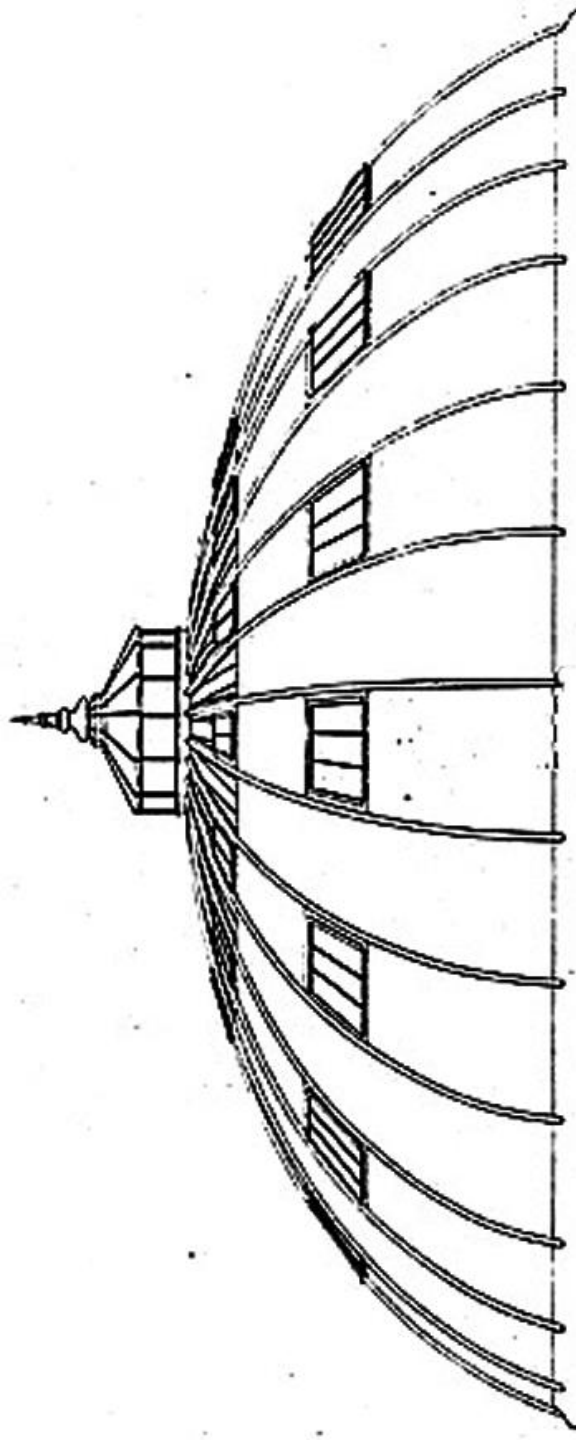
GLOBAL MADE LOCAL

The Cupola in Haarlem will be the place where the future of small business is questioned. By combining *business* and *bildung* the education gives students the assignment to discover in what way businesses of the future can be as meaningful as possible to a village, city, country and its people. The challenge the educational and research programs face, is to make global transitional movements – such as the circular economy or digitalisation – locally applicable and approachable for existing businesses. By encountering these difficulties, transitional symptoms and complex questions together, the Cupola should become an innovating ‘community house’ SMEs from which a new network could sprout through a revolution of small entrepreneurial encounters.



iii. educational program

In order to be successful as a new scientific institute in a city where academic education is not yet present, a specific profile for education must be set up, so said the Dutch Flemish Accreditation Organization (NVAO). We have chosen the focus on the field of future-proofing small and medium enterprises. In many meetings and visits the past year in Haarlem we have gathered enough information to construct an idea of what a fitting supply would look like in the city of Haarlem: education and research on a small scale, personal, but with a broad vision of *business & bildung*. As a result, we selected six Bachelor- and one Master program (see next page) and are considering PhD programs as well. These programs will be developed over time together with partner institutes in Germany and according to the focus – SMEs, digitalization, circularity – and the context and needs in Haarlem. To remain flexible and work with educational- or economic shifts the selected programs will be discussed with parties like InHolland and could change over time as well, the main focus will stay the same though.



iii. educational program

- **Bachelor of Arts- International Business (Berlin or Heidelberg)**
> focus on internationalisation of small and medium enterprises
- **Bachelor of Arts- Business IT (Heidelberg)**
> focus on AI, data science, robotica, deep- & machine learning, blockchain, low code
- **Bachelor of Arts - Social Innovation (Hamm)**
> focus on global connections, local roots, empowerment disadvantaged groups
- **Bachelor of Arts- Circular Economy (Berlin/Heidelberg/Hamm)**
> focus on sustainable solutions throughout the ecosystems of SMEs
- **Bachelor of Arts - Media Management (Berlin)**
> focus on several ways to use new media as an advantage to your business
- **Bachelor of Arts (academic) - Liberal Arts**
> consists of a combination of the 5 programs above and research components
- **Master of Science (academic) - Finance (EBS Universität)**
> focus on SMEs, digitalisation, automation, compliance, service, communication

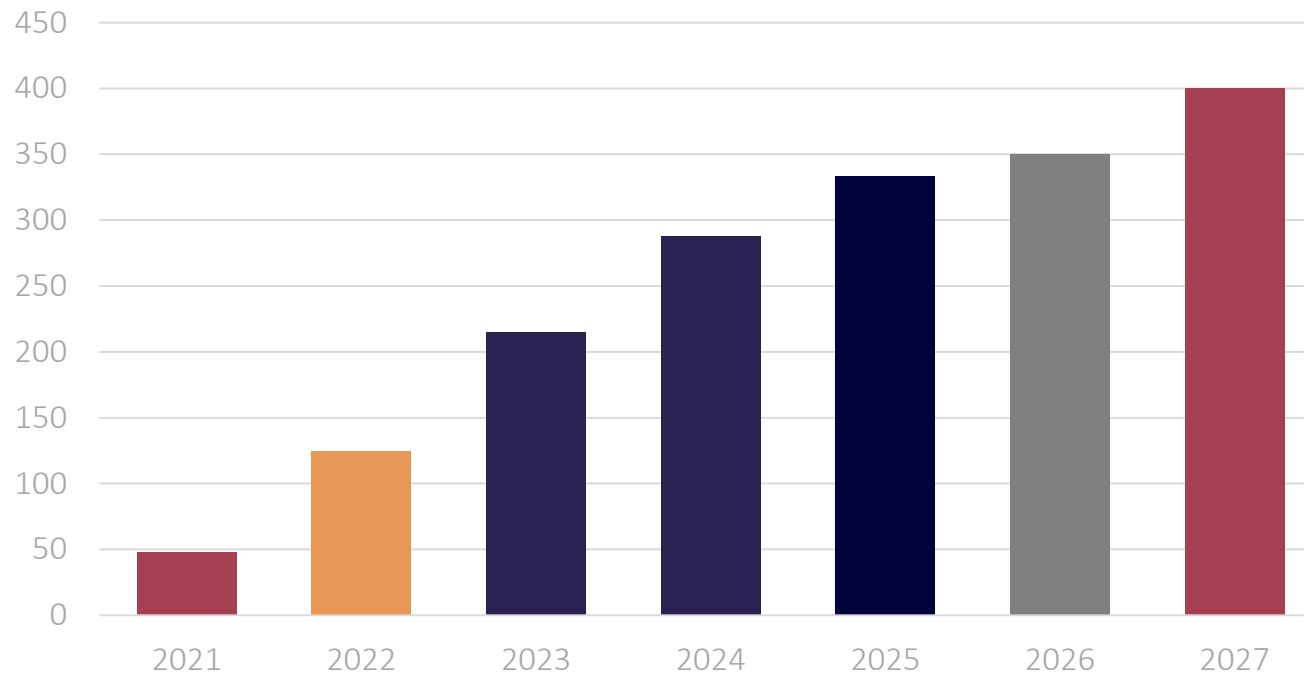
development of student numbers in Haarlem

PROGRAM	2021	2022	2023	2024	2025
BA International Business (HSBe or HD)	13 to 19	26 to 39	41 to 62	45 to 68	47 to 71
BA Business IT (HD)	13 to 19	24 to 36	36 to 55	39 to 58	43 to 65
BA Social Innovation (HA)	13 to 19	24 to 36	36 to 55	39 to 58	43 to 65
BA Circular Economy (HSBe/HSHD/HSBA)		13 to 19	26 to 39	41 to 62	45 to 68
BA Media Management (HSBe)		13 to 19	24 to 36	36 to 55	39 to 58
BA Liberal Arts				13 to 19 (academic)	24 to 36 (academic)
MSc in Finance (EBS)			8 to 11 (academic)	17 to 25 (academic)	25 to 38 (academic)
Student Growth Rate (on average)		159%	73%	34%	16%

small business

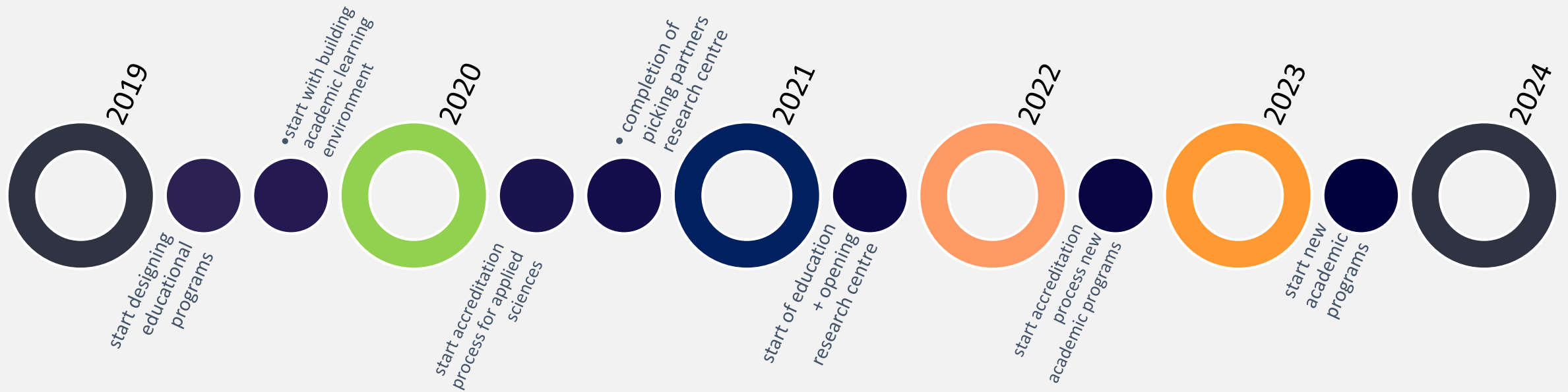
BIG GOALS

total number of students [average]



In the paragraph on the left the total number of students is stated, which will participate the coming years (from 2021 onwards) in the 7 different programs mentioned before. In the business case we have made calculations until 2025 with two different scenarios in student numbers, which are – in our combined experience – very realistic. Hereafter it is still unknown how many students will participate exactly, although it will be around the number of 400 students in total, depending on variations in the programs offered.

iv. academic accreditation - timeline



iv. academic accreditation

We – SRH and GSE – will start at the opening of the new Cupola in Haarlem in 2021 with three programs on the level of applied sciences and up to a total of approximately 7 courses by 2024. SRH has a total of 120 accredited programs and by using the status Legal Person Higher Education (RPHO) of Global School for Entrepreneurship in the Netherlands, accredited programs in Germany (via the German 'Akkreditierungsrat') can also be accredited in the Netherlands. For each SRH program, GSE and SRH will have to go through a process for Dutch accreditation via the 'European Approach'. Within the accreditation process of new *academic* programs by GSE and SRH in the Cupola, a crucial and conditional factor is the presence of an academic learning environment that serves as a model for the scientific orientation of the program. Already from the end of 2019 onwards we will step by step start building towards an academic learning environment to reach the academic goal of the city of Haarlem.

The academic level has to be acquired, assets in these are: (i) a clear research focus; (ii) research innovation and development; (iii) students participating in research as part of their program; (iv) specific expertise of professors; (v) access to scientific literature; (vi) longitudinal knowledge development for the benefit of the educational programs and (vii) publications. An academic learning environment like this isn't built in one day and is clearly a costly process. These demands are included in the educational profile. Although due to the stand-alone and new education situation in Haarlem it would be sensible and beneficial to build up a research centre together with companies, businesses, governments and other educational- and research institutions. We will elaborate on this on the next page. The accreditation process could be completed by 2023, offering the students the opportunity to bridge into a fully accredited WO program in time to fulfil the requirements for a research degree with first anticipated graduation date of summer 2025 (see also the timeline on page 15).



iv. academic accreditation

WHY A RESEARCH CENTRE?

As said before it would be prudent to setup a research centre due to the stand-alone situation in Haarlem. In this new academic city to be, in a new context for both educational parties without a whole institute or several faculties to fall back on a research centre would be a very welcome extra component to a firm scientific fundament. Professors will spend a significant amount of their time in (fundamental) research, write publications in journals and involve students in their projects.

SRH and GSE will form a significant part of this centre with dedicated researchers and contributing students. Next to this though, close collaboration is sought with many big and small businesses from throughout the region and country, governments and other educational or research institutes like InHolland, the Ellen MacArthur Foundation, Erasmus Centre for Entrepreneurship and the KHMW. Especially combined research projects by several institutions in multiple countries are valuable and attract a lot of national, European and international funding possibilities.

Research on SMEs in relation to the educational focus can be defined by themes of contemporary social, economic and environmental relevance, including sustainable consumption, quality of self-employment, inclusive entrepreneurship, empowerment of disadvantaged groups, entrepreneurial potential, and SME internationalisation.

JOINT / DUAL DEGREE



iv. academic accreditation

SRH and GSE will work in Haarlem with a so called 'joint program'. In this way both GSE and SRH offer bachelor and/or masters programmes. For joint programmes an European Approach for Quality Assurance of Joint Programmes is developed which aims to facilitate integrated approaches to quality assurance of joint programmes that genuinely reflect and mirror their joint character.

The NVAO can accredit a joint programme that is co-offered by a Dutch institution (such as GSE) without any additional assessment when the joint programme has been accredited by an organisation that is registered on the European Quality Assurance Register for Higher Education (EQAR) and if the European framework was used for the assessment (European Approach for Quality Assurance of Joint Programmes) or falls under the responsibility of the German Akkreditierungsrat.

Joint programmes are understood as an integrated curriculum coordinated and offered jointly by different higher education institutions from EHEA countries and will lead to double- or joint bachelor/master degree from both SRH and GSE in applied sciences or – from 2023 onwards – academic level (see page 13).

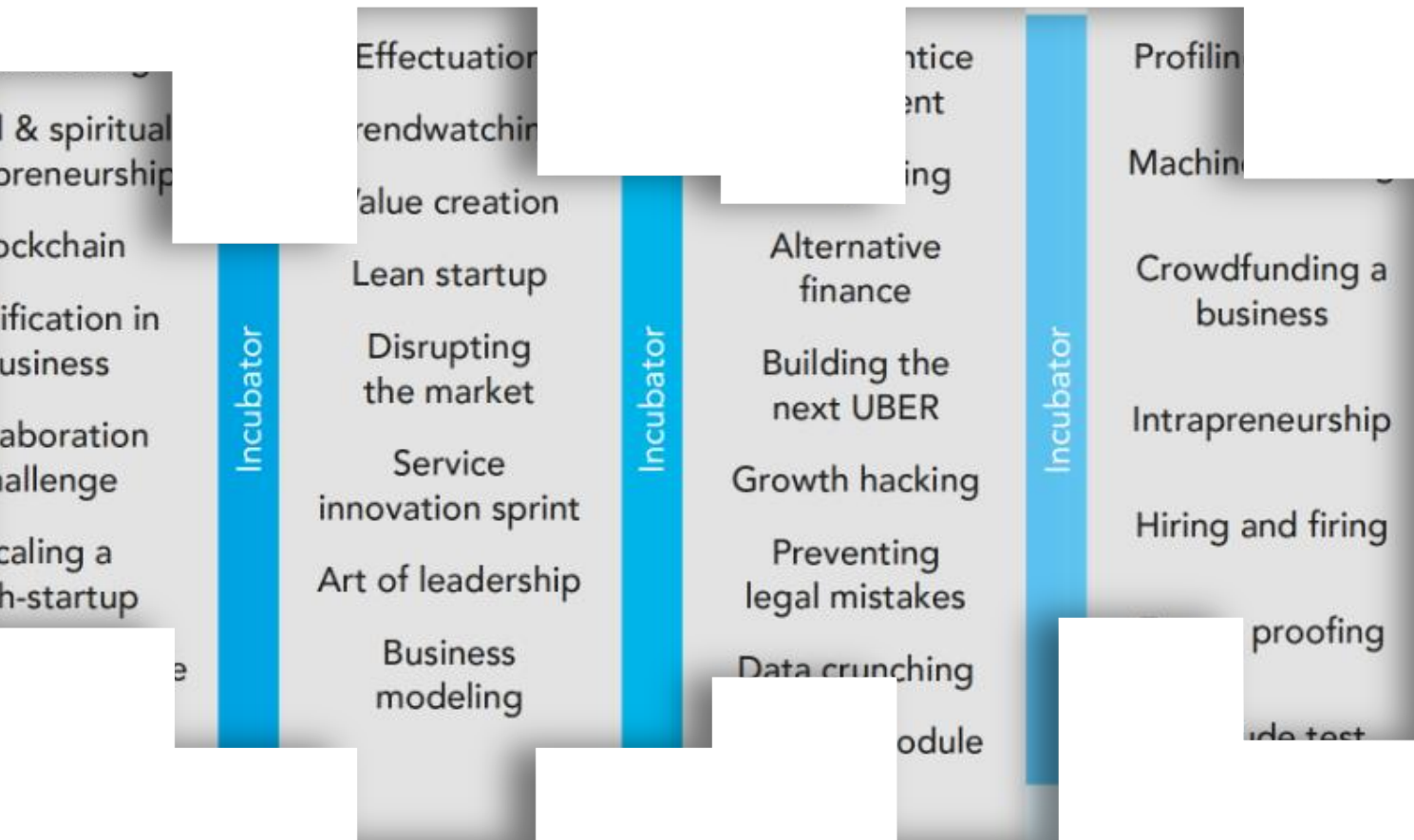
iv. academic accreditation

OTHER EDUCATION

Not only accredited education will start in the Cupola, but – as we noticed in several meetings throughout the year in Haarlem – also tailor-made educational solutions to businesses, entrepreneurs and the government are needed. We will gladly provide a supply for this demand.

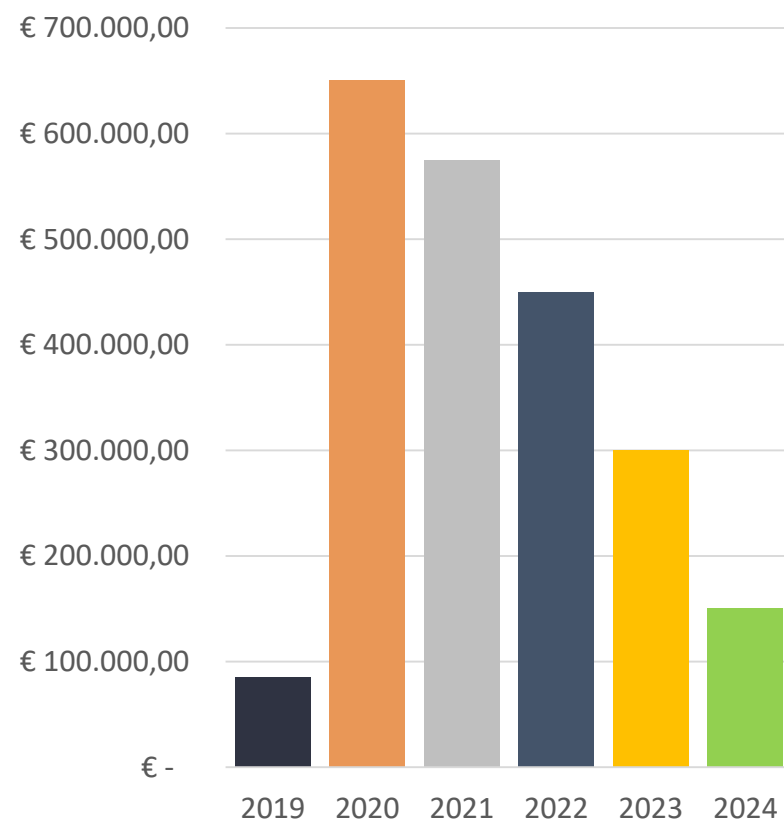
Dual options, which we call ‘cooperative learning’, are in this sense the most interesting. For example 3,5 days of work and 1,5 day of studying. It provides companies with updated knowledge, motivated and innovating employees and gives the opportunity to use relevant work experiences within the educational programs.

With this the educational program in the Cupola is a mix of accredited applied and academic courses, PhD programs and modular just-in time learning. Working on this together with SMEs will create significant cross-overs and synergy.

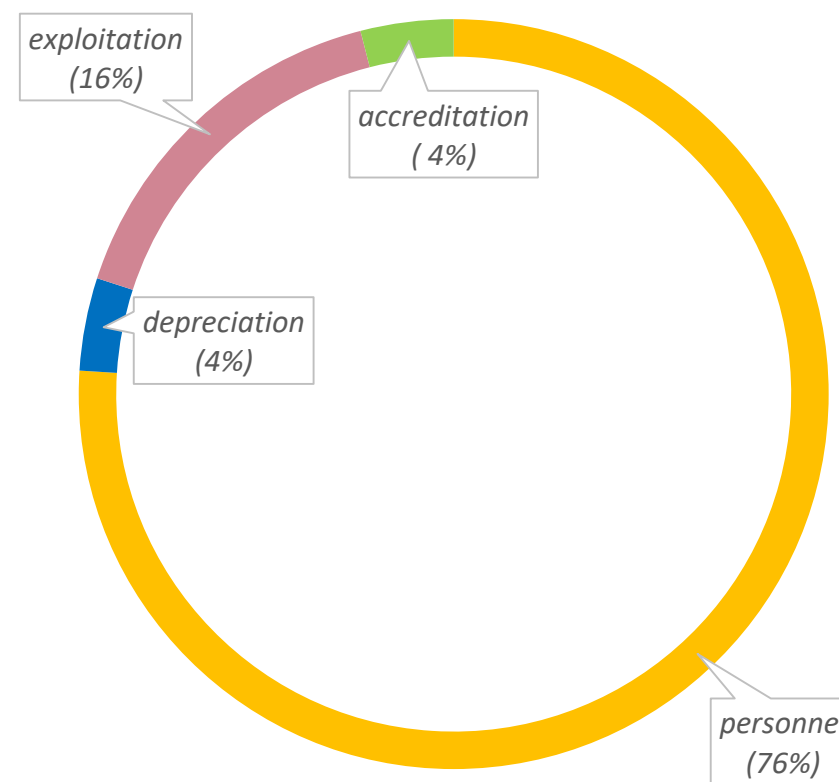


v. business case – educational investments

foreseen investments until 2024



elements of investments until 2024



Total amount of €2.210.000,-

v. business case

Following below are the foundations for the SRH-GSE business case, based on two different student prognosis (scenario's 1 and 2) and tuition fees for Bachelor- and Masters-programmes. Several other conditions mentioned in this document influenced these calculations too. Based on an average between the student prognosis in scenario 1 and 2 SRH and GSE will need to invest ca. € 2.2 million unto 2024. Also based on these two scenario's the institutes will reach a break-even point income-costs after 4-6 years.

1. The business case concerns six Bachelor- and one Master program, other master, modular and PhD programs are considered
2. The CORE principle is taken into account with 8 modules of 5 weeks per year with small groups of students
3. The Bachelor programs have a yearly tuition fee of €13.500 for a Master program it is € 18.000 (in between Wittenborg and Nyenrode)
4. The assumption based on the portfolio is that 30% of the students will be Dutch, 30% EU, 40% non-EU
5. 40% of the Dutch students will get a reduction of 50% (€6.750) based on an SRH-GSE scholarship
6. The Liberal arts students will start their studies in 2023
7. The ratio in the contracts for faculty members is: 1/3 teaching (684hours)/ 300 hours for contact with students and 684 for research
8. There are 40 teaching and 6 holiday weeks
9. The hours for research dedicated to the research centre will be left out of this business case and part of a separate one for research activities
10. For the marketing SRH and GSE will join forces (e.g. the recruitment fairs, the network of study advisors)
11. The promotional role of the City of Haarlem and their network towards (international) secondary education will have enormous added value
12. Due to the many accreditation procedures an accreditation officer will be employed

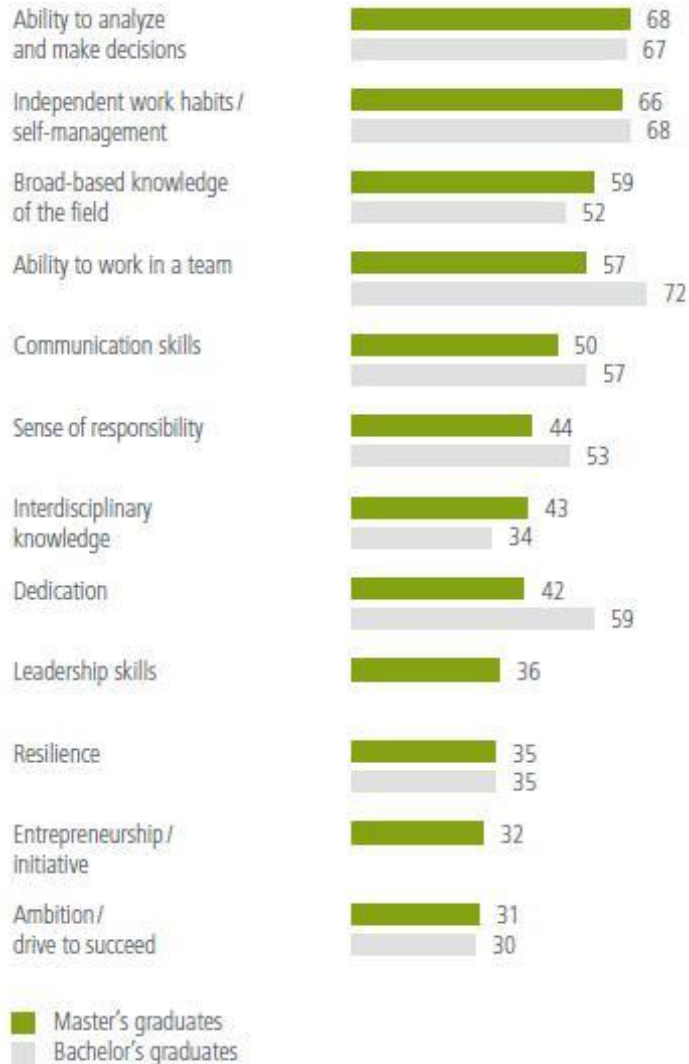


“The active learner takes center stage”

– CORE philosophy SRH

– this is what the SRH network of universities stands for. The innovative teaching and learning model, called the CORE principle (competence oriented research and education), was introduced by SRH in 2012. This model reflects new educational and market challenges. CORE places the highest priority on the development of competencies of our students and will be used in Haarlem as well.

Essential competencies and experience for Master's and Bachelor's graduates – from the employer perspective



Figures expressed in percentage; up to eight competencies could be selected
 Source: DIHK survey, 2015: "Kompetent und praxisnah – Erwartungen der Wirtschaft an Hochschulabsolventen"



The University provides competencies which are in line with industrial requirements on a large scale. I feel not only well-prepared for working life, I have also made huge progress as an individual.



Nithin Belvadi Narayana Rao,
 Master's in Applied Computer Science,
 School of Information, Media and Design,
 SRH Hochschule Heidelberg

vi. educational philosophy

The CORE principle – developed by SRH – will be used in the programs in Haarlem as well, it stands for “competence oriented research and education”. This educational model is based upon active and independent learning. The CORE Principle is based on six elements: Optimal Teaching and Learning Conditions, Five-Week Blocks, Continuous Quality Assurance, Instructor as Learning Coach, Competence Oriented, Lasting Learning Success.

In designing our degree programs, the SRH universities start with the desired outcome and work backwards from there. Our coordinated programs facilitate the best possible employability in an international market. We are committed to this approach in all our offerings, namely the classroom-based, distance-learning, part-time, and certificate programs. An agile, motivating, and innovative culture of learning is both a condition and a result. Working with the industry partners and students, we create the best possible learning environment and continue to evolve as a learning organization.

The students of the SRH universities are empowered to learn specific skills in compact, five-week blocks and in small, hands-on groups – just like they will learn things in their future professional careers. Thereby, the most important question is: What do students need to have learned at the end of their degree programs so that they can be successful on the job? Today, students take the center stage, not teachers.

vi. educational philosophy

The competence oriented examination methods and diverse learning and teaching methods are designed to activate deep-reaching processing mechanisms and achieve lasting learning success.

One important factor in the success of the SRH universities is the integration of science and business, which creates a dynamic culture of innovation, allowing the creativity to flourish. Innovation and development are essential aspects of the degree program. From the beginning, the CORE principle leads the students to the exciting **research activities**.

The research projects at the SRH universities are authentic and multi-generational. The CORE principle itself is subject to research as well. This is the only way to guarantee that the teaching and learning methods keep pace with the latest scientific standards.

We love to hear
parents say 'I wish my
degree program had been
like this!' It shows
the effectiveness of
what we do.

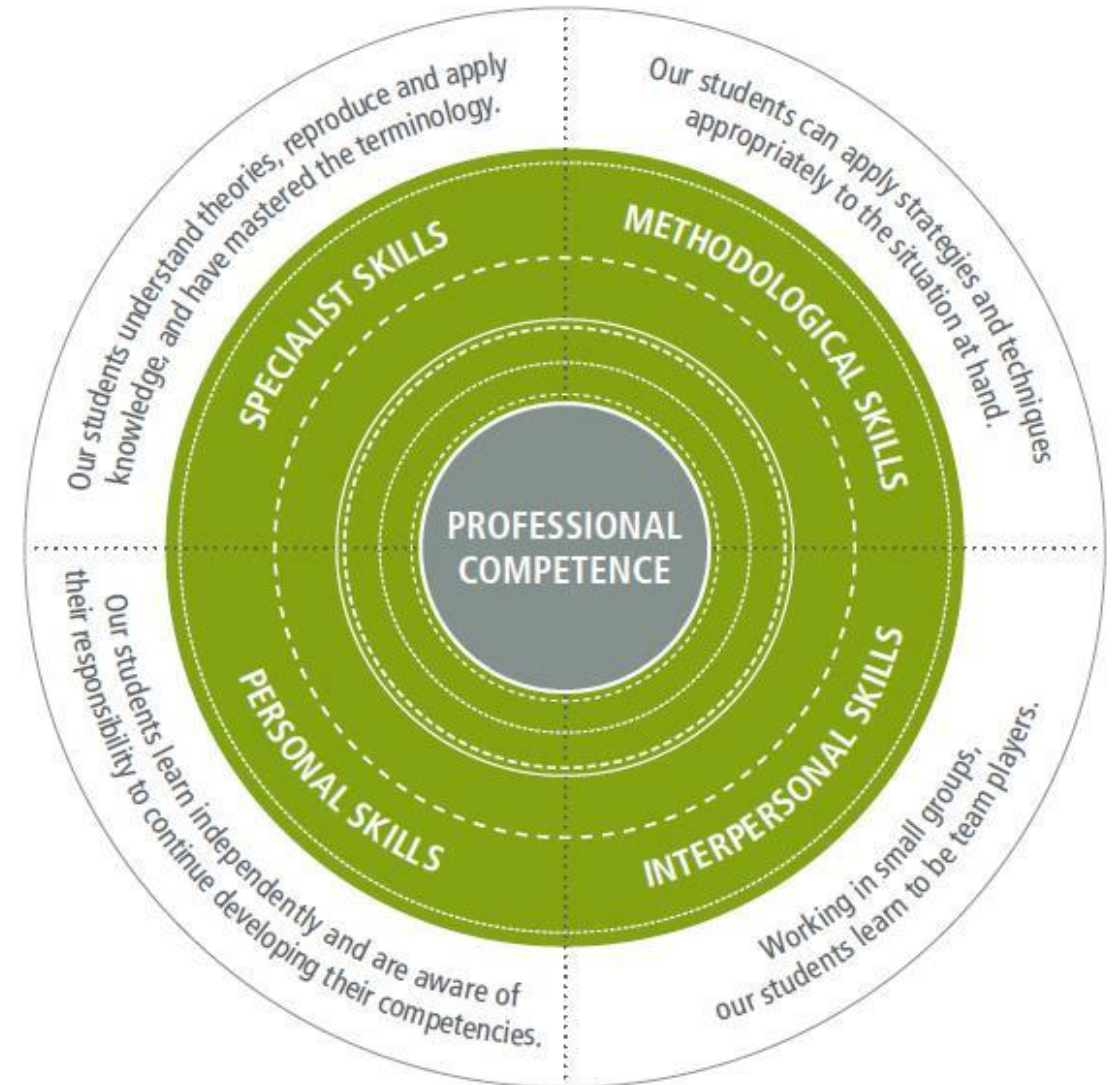
Prof. Dr. Julia Rózsa,
Director, SRH Academy of Higher Education



» In a CORE degree program, we carefully coordinate the learning objectives, examination methods, and content. This lets us provide our students with the best possible preparation for their fields of work. «

Prof. Dr. Dörte Schultze-Seehof,
design akademie berlin
SRH Hochschule für Kommunikation
und Design

The combination of different skills and abilities is what leads to professional competence.

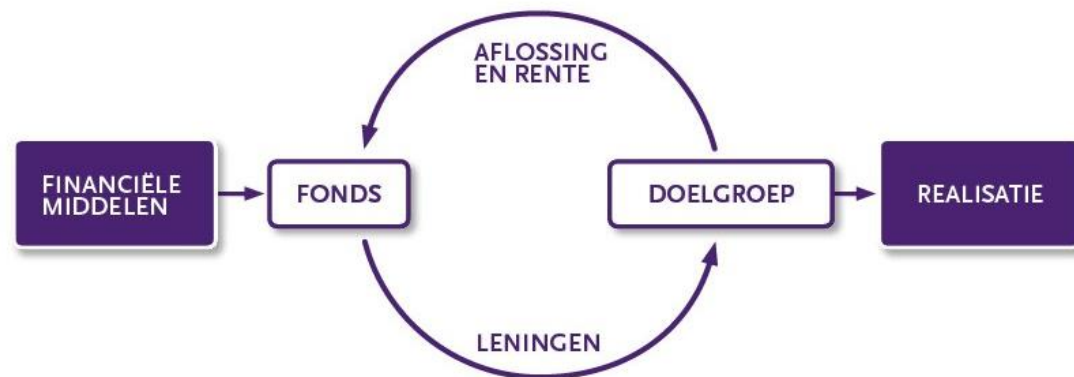


vii. accessibility - internal

Due to the private character of the education the tuition fees will be higher in comparison to the tuition fees of state subsidised education. To make sure the educational programs will be accessible for students who cannot afford the tuition fees, SRH and GSE will – together with Panopticon and the municipality of Haarlem – create or support four possibilities:

1. There is a set amount for solely SRH-GSE scholarships which enables 40% of the Dutch students to get a scholarship for 50% of the tuition fee (€6.750). The height of the scholarship is flexible and could also be 100% of the tuition fee for 20% of the Dutch students, or for that matter 25% of the fee for 80%.
2. SRH/GSE will create dual (working /studying) options for the educational program with the intention to (partly) fund the tuition fees by involved businesses.
3. The parties will set up a revolving fund with several partners which can provide scholarships to those who need it, added to those of SRH/GSE.
4. The parties will – to their best effort – try to find special funds for certain target groups to fulfil their needs.

Option number 1 guarantees a set amount for scholarships funded by SRH/GSE, all extra funds will be added to this amount.

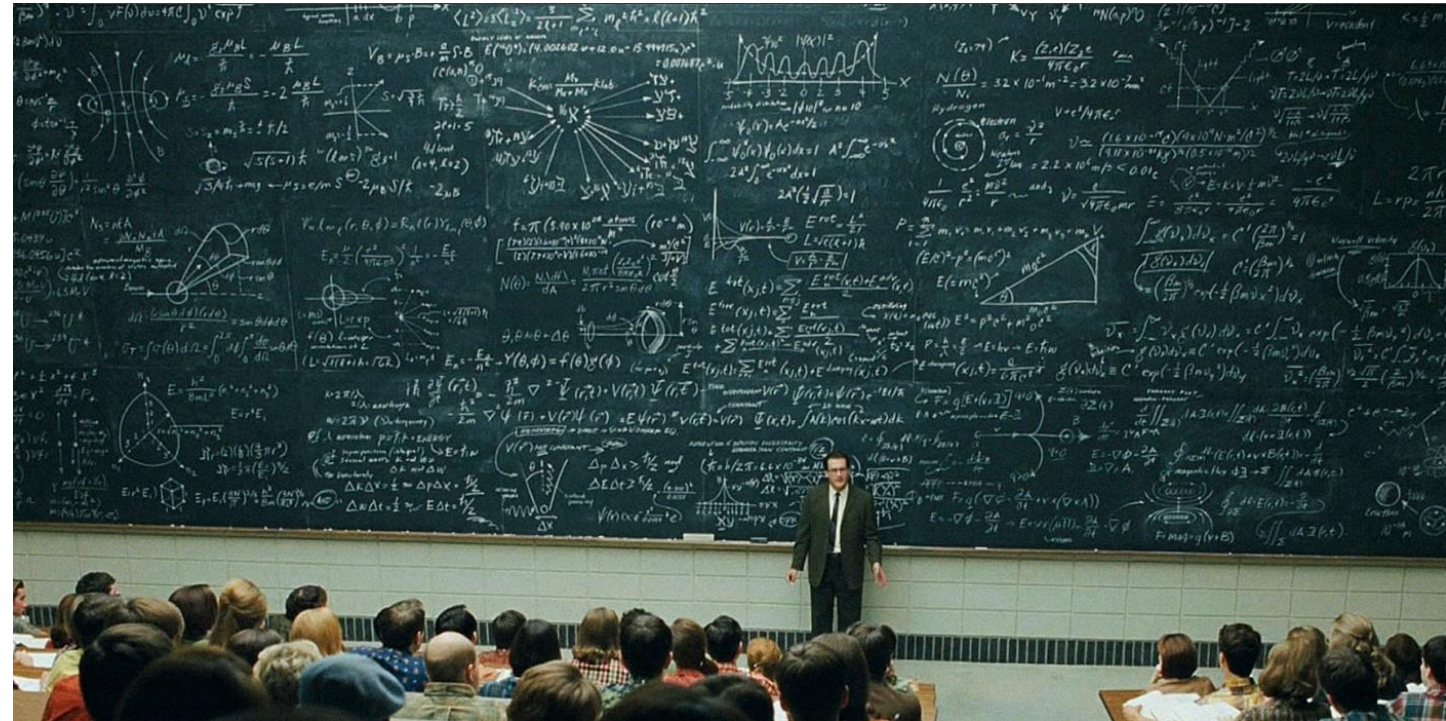


vii. accessibility - external

Not only the internal, also the external accessibility is of significant importance. Where internal accessibility is largely about funding of the educational tuition fees for those who need it, is external accessibility about giving something back to society and showing to the outside world what the educational programs in the Cupola can offer.

By now SRH/GSE have found two – in the coming years until the start more options will be examined – practical approaches to support this external accessibility:

1. Students will have dedicated time in their programs to help out local SMEs which find themselves in ‘bad weather’.
2. A strong connection will be made with interested local high schools of Haarlem. The (online) library and research center will be open to their pupils and SRH/GSE will dedicate themselves to “professor at chalkboard” sessions, in which academic professors will teach the pupils on several subjects.





viii. entity of SRH/GSE

The basic characteristics of the combined entity* SRH and GSE will form, in order to be able to create (academic) education in Haarlem are the following:

- SRH and GSE will create a joint venture (foundation) under Dutch law on a 50/50 bases of co-ownership.
- The education will fall under a non-for profit entity (hard requirement for SRH). Any profit will flow back to educational activities of the entity.
- The licenses for the Dutch accreditation will fall under the GSE Foundation
- The SRH foundation will get a chair in the board of GSE foundation
- Contracts of the joint venture will be signed by two persons. One of SRH and one of GSE.

This separate legal entity is in fact responsible for providing the actual educational services.

** This entity still has to be agreed on by the Advisory Board of SRH and GSE*

ix. triple helix - municipality

The municipality of Haarlem is essential in realizing the Cupola project. Not only because of its public responsibility for the spatial planning process. The city of Haarlem also benefits from a strong regional economy. An important factor for companies to establish (or stay) somewhere is the presence of knowledge institutions. Regions with a strong so-called 'triple helix' stand out economically. In regions where academic education has been established over the past years, it has proved to provide both economically and socially spin-off, see for example the reports about Den Haag and Zeeland. This means governments are prepared to make (financial) contributions to the conditions for academic education. A triple helix requires close collaboration between education and research, the business community and the government. We will offer academic education, what we ask from the municipality of Haarlem is to maximize its spin-off.

The municipality has formulated ambitions to encourage companies to become circular and sustainable and to stimulate business innovation to make the Haarlem SME sector and the manufacturing industry even stronger. These ambitions fit in seamlessly with the profile of education that focuses on entrepreneurship, circular economy and digitization. Cooperation between education and research, industry and the city of Haarlem ensures maximum mutual reinforcement. We therefore also request additional efforts from the municipality of Haarlem to shape this triple helix of business, education and research. The Amsterdam Metropolitan Area has clear ambitions, namely to lead the way in 2025 for smart solutions for preservation and long-term use of raw materials. So there are great chances for Haarlem to put itself on the map and to benefit economically from the mere supply of academic education which will bring extra employment opportunities.

ix. triple helix - business

The connection with local and regional SMEs and the business community is essential. To create a “knowledge cupola” – from which innovative education and entrepreneurship will germinate and create future-forming ideas for SMEs on sustainability and digitalisation – these connections have to be built into the fabric of the programs. Establishing this kind of academic education will create plenty of opportunities for cross-overs and synergy. The spin-off for both businesses and society can be large (see image). The connection between the educational programs and startups and scale-ups is physically facilitated by the fact that they are housed in the same building.

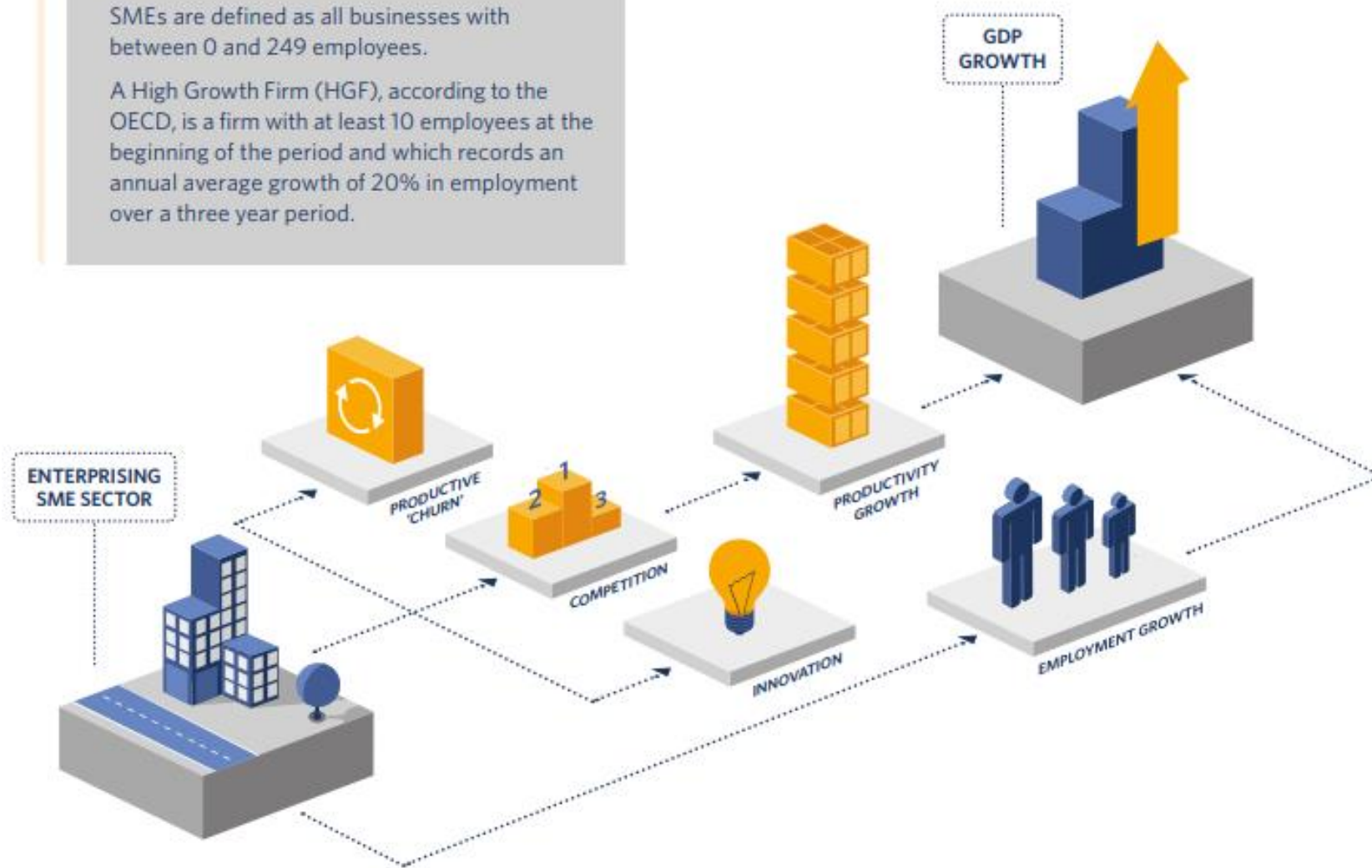
Cooperation will take shape through the design of a new modern research center. With collaborating researchers who, on behalf of the business community, the government and the educational institutions, contribute to the research questions of today and tomorrow. This can have a physical place in the Cupola, with possible links to the surroundings and in relation to the so-called C-district that originates from the 3DMakers zone. This district should become a breeding ground for future-proofing, sustainability and the circular processes of and in companies from Haarlem. This development fits excellent with the new knowledge and specialized research from academic education and is stimulated by the innovative startups that will work in the same Cupola as well.



DEFINITIONS OF SMALL AND MEDIUM-SIZED BUSINESSES

SMEs are defined as all businesses with between 0 and 249 employees.

A High Growth Firm (HGF), according to the OECD, is a firm with at least 10 employees at the beginning of the period and which records an annual average growth of 20% in employment over a three year period.



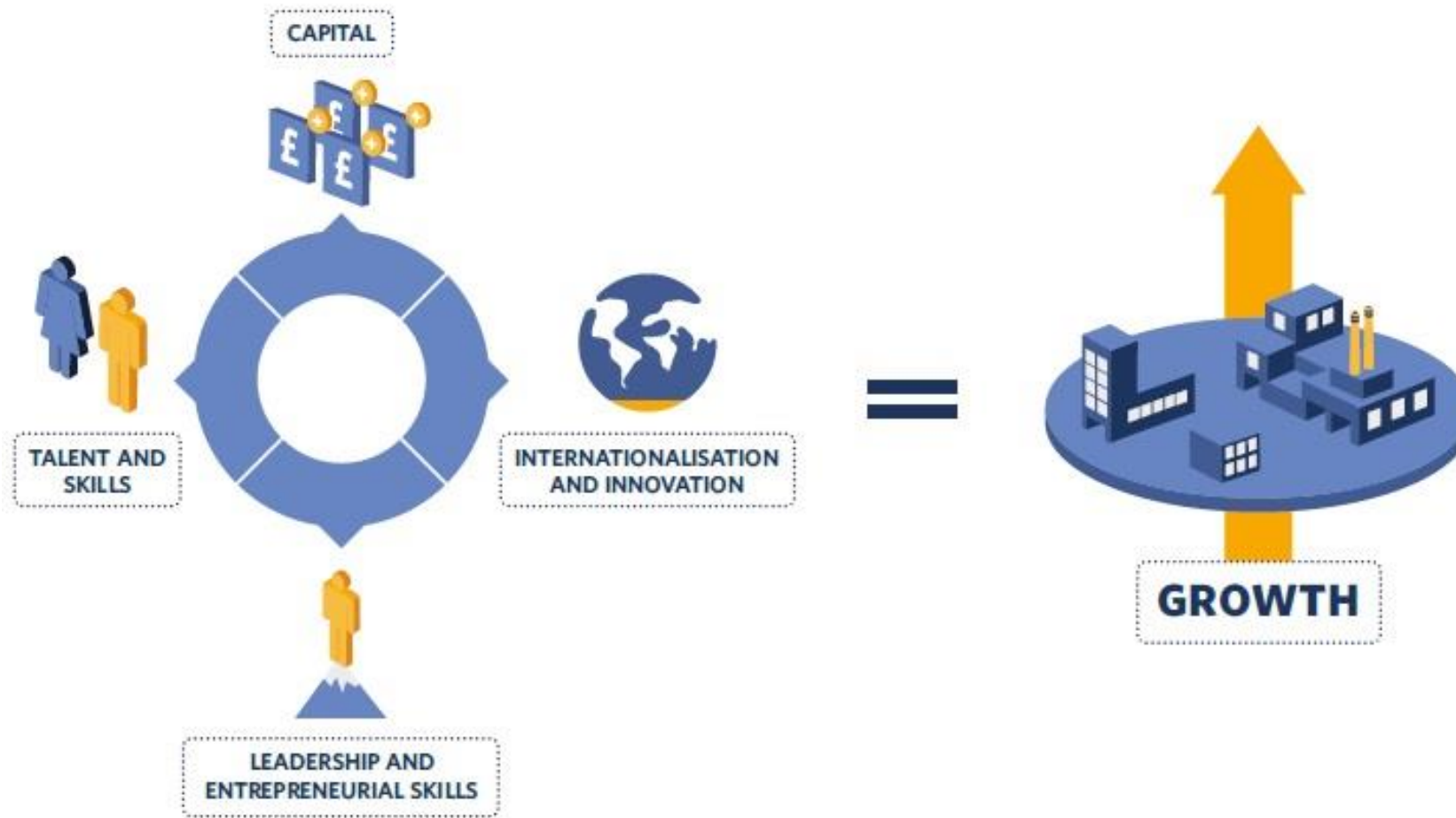
Growth rates among SMEs that innovate are significantly greater than those that do not – many studies show a very positive relationship between innovation and higher growth rates and there is some evidence of a positive relationship between both product and process innovation and productivity growth¹.

¹For a review see Roper S, Du J and Love JH (2008) 'Modelling the innovation value chain', Research Policy, 37, 961–977

Innovative SMEs are also more likely to be operating in export markets and as a result lead to economy-wide productivity benefits through dynamic **competition** in which innovating and exporting firms gain market share at the expense of others².

²Rosenbusch et al. (2011) "Is innovation always beneficial? A meta-analysis of the relationship between innovation and performance in SMEs". Journal of Business Venturing 26, 441–457.

ix. triple helix - business





ix. triple helix - business

In the choice for the educational programs in the Cupola, feedback was collected from the Haarlem business community and SMEs as well. These enterprises stated they are interested in such an 'open innovation center' aimed at sustainable entrepreneurship, digitization and the circular economy where governments and companies gain knowledge and inspiration from research and education and vice versa. From such a hub, specific research themes and questions can be defined and PhD research, special chairs and international collaborations can be made possible.

In addition, it is of course important to train new talent and to adapt the supply of the programs to the specific needs of the market. That is why we - SRH / GSE - opt for future-proofing themes and various forms of education for students, PhD students and employees of companies and governments.

In the design of future internship opportunities, joint field labs and a specific educational offer, we can work towards a so-called City Deal with all educational parties, the municipality and part of the business community, the 'Haarlemse Zaak' to the example of the earlier Rotterdamse and Haagse Zaak. Currently, first steps are being taken towards such a deal via a whitepaper and letter of intent.

x. other stakeholders – cultural institutions



The cultural institutions in Haarlem, such as Teylers Museum and Frans Hals museum could have a connection with the education in the Cupola as well, for example, creating a changing 'university collection', objects from their archives and depots that can provide temporary exhibitions in the Cupola and at the same time be studied in the context of the broad social orientation of the programs. We can offer space to the 'Haarlem Canon' in the Cupola, the cells on the ground floor of the former prison are attractive small units to present them.

With the institutions in the field of music (Conservatorium, Hart, Patronaat), theatre and film (Toneelschuur), from the very beginning, collaboration has been discussed. Think of modules aimed at Bildung, where these elements could get a place. Next to this cooperation partner and intended tenant The Movies/FilmHallén from Amsterdam brings its cultural program to Haarlem and is prepared to coordinate the film program with the Filmschuur.

x. other stakeholders - educational parties



Cooperation with the University of Applied Sciences of Inholland in Haarlem will be essential to the success of the education in the Cupola. By coordinating about the content of the various programs and making sure these are supplementing to each other, the educational offer will be amplified. Next to this there are opportunities for exchanging students (for example with Business, Finance & Law). It is also conceivable Inholland will participate in the research centre which will be set up. Inholland has partnerships with the academic world and can possibly expand this through collaboration.

The Royal Holland Society of Sciences (KHMW), established in Haarlem in 1752, aims to build a bridge between science and society. The Society has an unprecedented network of scientists and is willing to contribute to the strengthening of the scientific character of education and the academic library. For example for the development of teaching and research modules, or by making connections with existing research groups.

With secondary and higher education in Haarlem, the ties have been built up in recent years; these can be converted into concrete collaborations. For example when it comes to pre-college or summer lectures for high school students. But it is also conceivable to make mixed research groups with students from different educational institutions, as is already happening at the hackathons in the 3D Maker Zone.

[illegible]

This beehive of people and possibilities gives unique chances to pupils from secondary schools and the recently established international school and continuing students from MBO / NOVA or InHolland to keep on learning in Haarlem. The rise of bilingual education at all levels of secondary schools in Haarlem makes it easier to connect to education in the Cupola.

xii. multifunctional campus

The terrain of the former Cupola prison is transformed into a university campus. It will be a publicly accessible and green area, the fences and bars will disappear and there will be room for cafés and bars and relaxation. Facilities for academic education will be provided in the Cupola itself. It will become a multifunctional building, also attractive to the public, due to the planned film theatre, startup hub and a Cupola Café. It will be the first big national monument in the Netherlands which is entirely self-sufficient due to a large heat-cold storage and solar panels. A building focused on the future, fitting seamlessly with its educational content.



An aerial photograph of a city block, likely in Haarlem, showing a large circular building with a central courtyard and surrounding urban context. The circular building is the central focus, surrounded by greenery and a paved area. The surrounding area includes residential buildings, a street with cars, and a parking area. The image is tilted at an angle, giving it a dynamic feel.

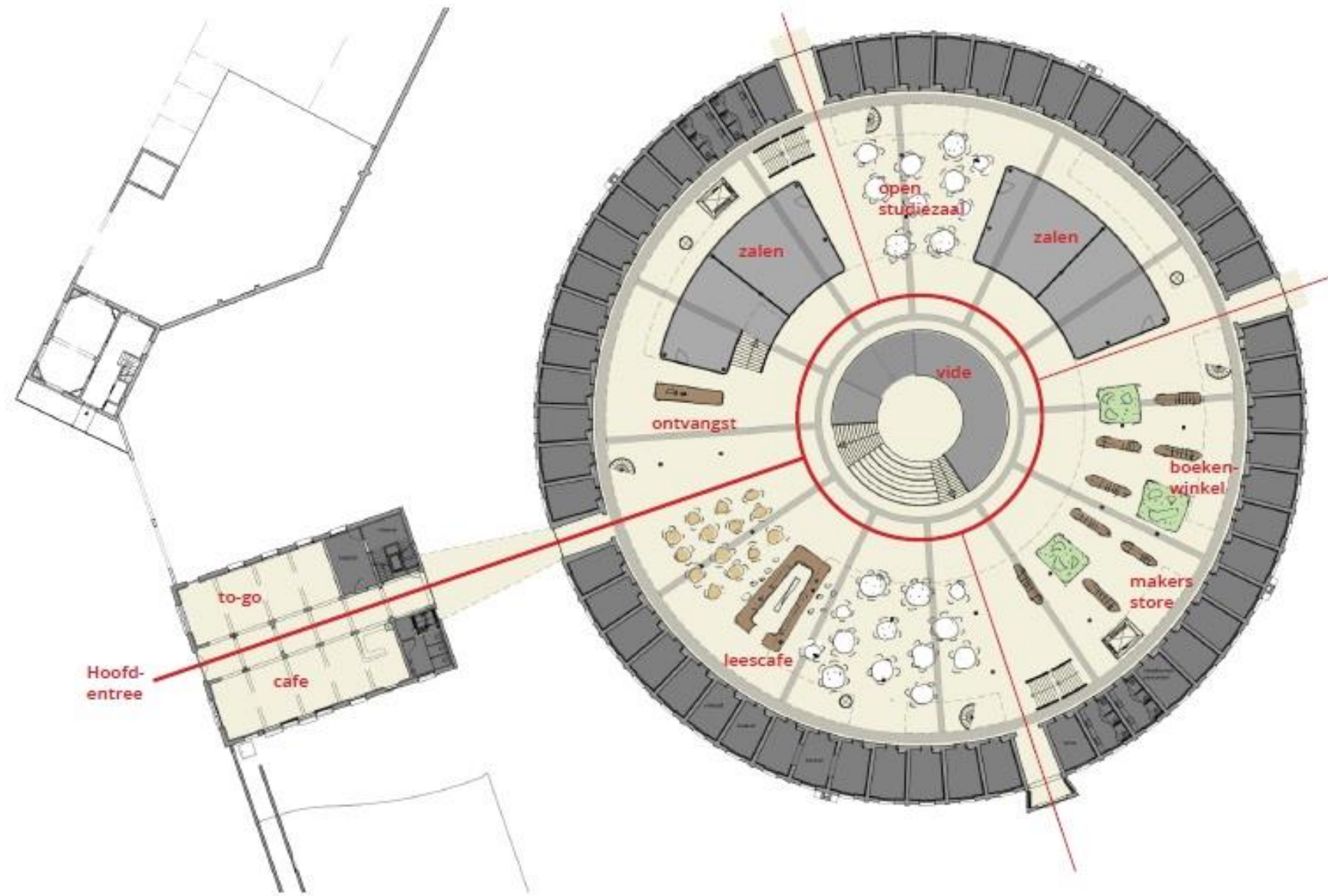
xii. multifunctional campus

In the surrounding area, 110 social rental homes, 250 student apartments (ca. 21m²), a small neighbourhood supermarket, a parking garage and a 'green mobility hub' will be realized. The student housing on campus will be owned by DUWO, the housing corporation that specializes in student housing. This means that there is room for 250 students who live and study on the Koepel campus of Haarlem.

DUWO will rent the studio's – with the possibility of furnished/non-furnished – for students directly to the SRH/GSE entity (with an ingrowth model) so they are able to sub-rent to students of their choice. SRH/GSE are considering renting 50% of the apartments to international students and 50% to national students.

Haarlem will have a living campus where everyone is welcome!

xii. multifunctional campus



THANK YOU

DD. 27 NOVEMBER 2018



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