Sara Geven

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Academic Positions

2024-now	Associate Professor, University of Amsterdam, Department of Sociology; Program group: Institutions Inequality and Life courses (IIL)
2021-2024	Assistant Professor (tenured), University of Amsterdam, Department of Sociology; Program group: Institutions Inequality and Life courses (IIL)
2019-2021	Assistant Professor, University of Amsterdam, Department of Sociology; Program group: Institutions Inequality and Life courses (IIL)
2016-2019	Postdoctoral researcher, University of Amsterdam, Department of Sociology; Project: "Between institutions and social mechanisms: education and inequality in comparative perspective", P.I.: Prof. dr. Herman van de Werfhorst
2011-2016	Ph.D. researcher, Interuniversity Center for Social Science Theory and Methodology (ICS), Utrecht University (0.8 fte until 2015). Title: "*Adolescent problem behavior in school: the role of peer networks"* Supervisors: Prof. dr. Frank van Tubergen & Dr. Jeroen Weesie
2011-2015	Co-coordinator of the Children of Immigrants Longitudinal Survey (CILS4EU) data collection in the Netherlands, Utrecht University (0.2 fte).

Education

2019	Basiskwalificatie Onderwijs (BKO), Centrum voor Nascholing, Vrije Universiteit Amsterdam
2011-2016	Ph.D. in Sociology, Utrecht University
2009-2011	Research Master Sociology and Social Research, Utrecht University (*Cum Laude; with distinction*)
2006-2009	University College Maastricht Bachelor, Maastricht University (*Cum Laude; with distinction*)

Academic visits

Spring, 2023	European University Institute (EUI), Florence, Italy.
Spring, 2017	New York University, U.S.A. Data collection and visiting Dr. R. Fish
Winter, 2014	Nuffield College, University of Oxford, U.K. Visiting Prof. dr. Jan O. Jonsson [Hillary term; 3 months]
Fall, 2018	University of California, Berkeley, U.S.A. [Education Abroad Program, 5 months]

Refereed articles

Burchartz, L., de Keere, K., & *Geven*, S. Interactions between Cultural and Human Capital Signals in Hiring Evaluations – A Factorial Survey Experiment across Contexts. *The British journal of sociology.* Online first.

van de Werfhorst, H., Ten Dam, G., *Geven*, S., Huijsmans, T., Mennes, H., Mulder, L., van Slageren, J. & van der Meer, T. (2025). Track Differences in Civic and Democratic Engagement During Secondary Education: A New Panel Study From the Netherlands. *The British journal of sociology, 76(5), 987-1000.*

Geven, S. (2025). Tracking procedures and criteria and the SES bias in teacher track recommendations. *American Educational Research Journal, 62*(2), 271-304.

Geven, S. & Zwier, D. (2025). Students' Interactional Cultural Capital and Academic Performance in Test- and Teacher-Based Assessments. *British Journal of Sociology, 76*(3), 622-634.

Van de Werfhorst, H.G., Zwier, D., Geven, S., Bol, T., & Haelermans, C. (2024). Inequality in pandemic effects on school track placement and the role of social and academic embeddedness. *npj Science of Learning 9.1 (2024):* 71

Zwier, D., & *Geven*, S. (2023). Knowing me, knowing you: Socio-economic status, school choice, and (segregation in) students' networks in primary school. *Social Networks, 74*, 127-138.

Batruch, A.H., *Geven*, S., Kessenich, E., & van de Werfhorst, H.G. (2023). Are tracking recommendations biased? A review of teachers' role in the creation of inequalities in tracking decisions. *Teacher and Teaching Education, 123,* 103985 . [first and second author contributed equally to the manuscript]

Zwier, D., & *Geven*, S., Bol, T., & van de Werfhorst, H.G. (2023). Let's Stick Together: Peer Effects in Secondary School Choice and Variations by Student Socio-Economic Background. *European Sociological Review 39*(1)*,* 67-84

Geven, S., & Spörlein, C. (2022). Who benefits from school-to-work linkages in the labor market? A comparison between natives, migrants educated abroad, and those educated domestically. *European Sociological Review, 39*(3), 418-432. *[authors contributed equally to the manuscript]*

Van de Werfhorst, H.G., Kessenich, E., & *Geven*, S. (2022). The Digital Divide in Online Education. Inequality in Digital Preparedness of Students and Schools before the Start of the COVID-19 Pandemic. *Computers and Education Open 3*, 100100.

Geven, S. & Forster, A.G. (2021). The formation of educational expectations in response to ability tracking signals: variations by a student's migration background. *British Journal of Sociology, 72*(5), 1284-1310.
** Wiley certificate for top cited article in 2021-2022*

Geven, S., Wiborg, O., Fish, R., & van de Werfhorst, H.G. (2021). How teachers form future expectations for students: a comparative factorial survey experiment in New York, Amsterdam and Oslo. *Social Science Research 100*, 102599

Zwier, D., *Geven*, S., & van de Werfhorst, H.G. (2020). Social inequality in shadow education: the role of high-stakes testing. *International Journal of Comparative Sociology 61*(6), 412-440.

Geven, S., & van de Werfhorst, H.G. (2020). The role of intergenerational networks in students' school performance in two differentiated educational systems: a comparison of between- and within-individual estimates. *Sociology of Education, 93*(1), 40-64.

Geven, S. (2019). The Impact of School Tracking on School Misconduct: Variations by Migration Background in England, The Netherlands, and Sweden. *Journal of Ethnic and Migration Studies, 45*(15), 2864-2887.

Geven, S., Jonsson, J. O., & van Tubergen, F. (2017). Gender Differences in Resistance to Schooling: The Role of Dynamic Peer-Influence and Selection Processes. *Journal of Youth and Adolescence, 46*(12), 2421-2445.

Geven, S., Kalmijn, M., & van Tubergen, F. (2016). The ethnic composition of schools and students' problem behaviour in four European countries: the role of friends. *Journal of Ethnic and Migration Studies, 42*(9), 1473-1495.

Geven, S., Weesie, J., & van Tubergen, F. (2013). The influence of friends on adolescents' behavior problems at school: The role of ego, alter and dyadic characteristics. *Social Networks, 35*(4), 583-592.

Book chapters and reports

Geven, S. (2026). Schooladviezen in Perspectief: Een onderzoek ten behoeve van de ontwikkeling van een wetenschappelijk onderbouwde schooladviesprocedure. Beschikbaar via: https://sarageven.com/schooladviesprocedure/

Jaap van Slageren, Hester Mennes, Laura Mulder, Carmen van Alebeek, Boris van den Berg, Twan Huijsmans, Geert ten Dam, Sara Geven, Tom van der Meer, Herman van de Werfhorst (2023). *Democratische kernwaarden in het voortgezet onderwijs - Adolescentenpanel Democratische Kernwaarden en Schoolloopbanen (ADKS) - Jaar 4.*

Bol, T. & *Geven*, S. (2022). We maken een kringetje – Kansenongelijkheid in de Nederlandse onderwijssociologie. In J. van den Berg, R. Bosman, M. Ham en G. Engbersen (Ed.) *Raadselen van de Sociologie: Honderd jaar academische sociologie in Nederland.* Amsterdam: Uitgeverij van Gennep. [Invited contribution to book to celebrate 100 years sociology in the Netherlands; authors contributed equally to the chapter]

Gaikhorst, L., *Geven*, S., & Baan, J. (2019). Diverse leerlingen, diverse competenties, diverse verwachtingen? De rol van basisschoolleerkrachten in het creeren van kansengelijkheid. In H. van de Werfhorst & E. van Hest (Ed.) *Gelijke kansen in de stad (pp. 36-54).* Amsterdam: Amsterdam University Press. [first and second author contributed equally to the chapter]

Articles Revise & Resubmit / Under Review

Buschman, E., *Geven*, S., & Bol, T. Standardization of teachers' evaluation practices and bias in their expectations for students in terms of gender, SES and migration background. *Under Review.*

Tauil, P. M., & Geven, S. Reassessing the politics of homeownership: How do changes in homeownership status relate to changes in men's and women's party preferences? *Under Review.*

Non-refereed publications / popular scientific publications

Geven, S. (2026). Schooladviezen in Perspectief: Een onderzoek ten behoeve van de ontwikkeling van een wetenschappelijk onderbouwde schooladviesprocedure. University of Amsterdam.

Van de Werfhorst, H.G., Kessenich, E., & *Geven, S.* (2020). The Digital Divide in Online Education: Who Was Prepared for Online Education Before the COVID-19 Pandemic Took Place? *International Education Blog,* 16 November 2020

Geven, S. (2020). Intergenerationale netwerken en de schoolprestaties van leerlingen in Nederland en Duitsland. *Mens & Maatschappij,* 95 (2), pp. 158-162(5)

Geven, S. (2020). Afblazen basisischool-eindtoets leidt tot verwarring en mogelijk ongelijke kansen. *Sociale Vraagstukken.*
* This article also appeared in 'Schoolmanagement', june 2020

Geven, S. (2020). Track recommendation procedures and the cancellation of the school leavers' test during the COVID-19 pandemic in the Netherlands. Available at: https://osf.io/preprints/socarxiv/rdw3m/

Geven, S., Batruch, A., & van de Werfhorst, H.G. (2018). Inequality in Teacher Judgements, Expectations and Track Recommendations: A Review Study. Amsterdam: Universiteit van Amsterdam.
* Study commissioned by the Dutch Ministry of Education, Culture and Sciences

Geven, S. (2017). De etnische samenstelling van scholen en het schoolspecifieke probleemgedrag van leerlingen in vier Europese landen: de rol van vrienden. *Mens & Maatschappij, 92* (3), 314-316.

Data collections

2022-2023	On Track: Ability Tracking in Amsterdam Primary Schools. Co-creation with three Amsterdam school managements (68 schools), at 'Werkplaats Onderwijsonderzoek Amsterdam (WOA)'. https://doi.org/10.17026/SS/FGFEMW
2022-2024	'Adolescent Panel Democratic Values and School Trajectories'. Member of the research team. Together with: Prof. dr. Tom van der Meer (Political Sciences),

	Prof. dr. Geert ten Dam (Educational Sciences), Prof. dr. Herman van de Werfhorst (Sociology), Laura Mulder (Political Sciences), Hester Mennes (Educational Sciences), Jaap van Slageren (Sociology). https://doi.org/10.17026/SS/20Z4IB
2019-2020	'Track Recommendations in the Netherlands' and 'The impact of the Coronacrisis on primary education staff in the Netherlands'. Data collections among all staff involved in the track recommendation procedure in the Netherlands. Sole PI. https://doi.org/10.17026/DANS-ZV7-8ER2,
2019-2020	PRIMS Project. "Peer Relations in the Transition from Primary to Secondary school: Social, Behavioral and Academic Aspects of Social Integration." Data collection in primary schools for the NCO. Together with: Prof. dr. René Veenstra (RUG), Dr. Jan Kornelis Dijkstra (RUG), Dr. Maaike Engels (RUG), Eline van den Brink (RUG), Sofie Lorijn (RUG), Prof. dr. Herman van de Werfhorst (UvA), Dr. Thijs Bol (UvA), Dieuwke Zwier (UvA). https://doi.org/10.34894/U6XDT0
2017-2019	Teachers in Three Cities Project. Data collection among teachers in New York, Oslo, and Amsterdam (vignette experiment). Collaboration with Dr. Rachel Fish (New York University), Dr. Øyvind Wiborg (University of Oslo) and Prof. dr. Herman van de Werfhorst (University of Amsterdam). https://doi.org/10.17026/DANS-XBB-JJZ7
2010-2015	YES! / CILS4EU project, Co-coordinator in the Netherlands (0.2 fte between 2012-2015). Panel data collected among ±7000 adolescents in ±100 schools in the Netherlands. Collaboration with the University of Oxford, University of Stockholm, and the University of Mannheim. Principal investigators in the Netherlands: Prof. dr. Frank van Tubergen & Dr. Eva Jaspers. https://doi.org/10.4232/cils4eu.5353.3.3.0

Grants and prizes

2024	NRO grant, "Making or Breaking the Class Ceiling: growth affording teacher beliefs and practices in a selective school system", (900.000 euro, together with Prof. dr. Louise Elffers, Prof. dr. Thijs Bol & Dr. Lisa Gaikhorst)
2023	ODISSEI Microdata Access Discount (MAD) for "Schooladviezen in perspectief" (CBS project number 9473)
2023	Amsterdam University Fund (AUF), PI, subsidy for costs of the project "On track: an exploration into the design and implementation of a scientifically-informed ability tracking procedure for primary schools" that are not covered by other grants/funds (20.332 euro)
2023	ODISSEI Microdata Access Discount for the project "On track: an exploration into the design and implementation of a scientifically-informed ability tracking procedure for primary schools"
2023	Impact Explorer grant, NWO, PI of the project "On track: an exploration into the design and implementation of a scientifically-informed ability tracking procedure for primary schools" (29.366 euro)
2023	Pre-finalist of the IXA – Amsterdam Science & Innovation Award 2023 (AmSIA 2023)
2023	NWO SSH open competition, M grant "Tracing the roots of gendered inequalities in political participation and ambition: The interaction of gender, gender norms, and the school context on girls' and boys' participatory intent and political ambitions during adolescence. (319.358 euro), co-applicant. Main applicant: Prof. Dr. Geert ten Dam

2020	ZonMw grant "De maatschappelijke dynamiek van de COVID-19 pandemie: onderwijs, sociaal-economische positie en solidariteit". (116.850 euro), co-applicant. Main applicants: Prof. dr. Herman van de Werfhorst and Prof. dr. Godfried Engbersen.
2019	AMCIS (Amsterdam Centre for Inequality Studies) seed grant (2.000 euro)
2018	NRO grant, "Peer Relations in the Transition from Primary to Secondary school: Social, Behavioral and Academic Aspects of Social Integration." (600.000 euro, together with Prof. dr. René Veenstra, Prof. dr. Herman van de Werfhorst, Dr. Jan Kornelis Dijkstra, Dr. Thijs Bol & Dr. Gerine Lodder)
2018	VENI grant, NWO, 2018-2021 (250.000 euro) PI of the project "What do you expect? Studying teacher expectations through an institutional lens"
2018	Dutch Ministry of Education, Culture and Sciences, Literature review about teacher expectations and track recommendations. Together with Dr. Anatolia Batruch and Prof. dr. Herman van de Werfhorst (14.959 euro).
2016	J.E. Jurriaanse Stichting, printing grant for dissertation (1.200 euro)

Reviewer

Journals	Acta Sociologica; British Journal of Sociology; British Educational Research Journal; Educational Researcher; European Sociological Review; Frontiers in Sociology; International Journal of Educational Research; Journal of Family Research; NPJ Science of Learning; Pedagogische Studiën; Research in Social Stratification and Mobility; Sociology of Education; Social Forces; Social Networks; Social Science Research; Studies in Educational Evaluation; The Journal of Early Adolescence; The Sociological Quarterly; Socius; Teaching and Teacher Education.
Book proposals	Edward Elgar Publishing Ltd
Grants	ERC Starting Grant 2023 (European Research Council); Luxembourg National Research Fund (FNR)

Management, organization, board and panel membership

2026-now	Chair of the Examination Board of the Bachelor Interdisciplinary Social Sciences, University of Amsterdam
2025	Member of the Program Committee of the Research Master Social Sciences (RMSS), University of Amsterdam
2025	Committee member (/replacing chair) of the Netherlands Initiative for Education Research (NRO) 'Verbinding Jeugd' grant
2025	Expert focus group member 'primary education' to provide input for the knowledge agenda 2026-2029 of the Netherlands Initiative for Education Research (NRO)
2023	Member of the selection committee for a Post-Doctoral researcher for the ADKS project (Adolescent Panel Democratic Values and School Trajectories) at the Sociology department at the University of Amsterdam (taking the role of Diversity Advocate member)
2022	Member of the selection committee for an Assistant Professor at the Sociology department at the University of Amsterdam
2022-2025	Member of the Program Committee of the Bachelor Interdisciplinary Social Sciences, University of Amsterdam
2022	Member of the selection committee for a Post-Doctoral researcher for the ADKS project (Adolescent Panel Democratic Values and School Trajectories) at

	the Sociology department at the University of Amsterdam (taking the role of Diversity Advocate member)
2022	Member of the selection committee for an Assistant Professor at the Sociology department / Computational social sciences program at the University of Amsterdam (taking the role of Diversity Advocate member)
2022	Scientific committee ECSR 2022 Amsterdam.
2021-2025	Member of the advisory board for the project 'Hulpbronnen, intersectionaliteit en instituties: Determinanten van uitkeringsafhankelijkheid' of Prof. dr. Cok Vrooman, Utrecht University / Sociaal Cultureel Planbureau (SCP)
2021	Member of the selection committees for a Post-doctoral researcher and two Ph.D. students for the ERC project of Dr. Thijs Bol at the University of Amsterdam
2020	Member of the selection committee for an Assistant Professor at the Sociology department at the University of Amsterdam
2020	Member of the committee for the 'best master thesis' prize, NSV
2020	Member of the scientific committee of the ECSR 2020 conference
2019-2023	Student Assistant coordinator for the IIL program group, sociology department University of Amsterdam
2019-2020	Member editorial board 'Sociologie Magazine'
2019	Panel member at the Talent Scheme Information Meeting (Veni, Vidi, Vici), NWO, the Hague
2019	Member of the selection committee for a Post-doc for the VICI project of Prof. dr. Herman van de Werfhorst at the University of Amsterdam.
2017-2019	Co-organizer of the sociology departmental seminars at the University of Amsterdam
2018	Co-organizer of the 'Educational Inequality – Mechanisms and Institutions' conference at the University of Amsterdam.
2017	Member of the selection committee for a Post-doc for the VICI project of Prof. dr. Herman van de Werfhorst at the University of Amsterdam.
2017	Co-organizer of the AMCIS workshop "Using Experimental Methods in the Social Sciences" at the University of Amsterdam.
2012-2014	Ph.D. representative for the Board of Research of the faculty of Behavioral and Social Sciences, Utrecht University
2012-2014	Member of the Ph.D. council of the faculty of Behavioral and Social Sciences, Utrecht University
2014	Member of the ICS selection committee for new PhD students for the ICS in Groningen, Nijmegen and Utrecht
2014	Member of the preparation group of the 'Valorisatie Parade Faculteit Sociale Wetenschappen' [Valorization Parade, Faculty of Social Sciences], Utrecht University

Ph.D. committee / opposition

Francisco Cerón Acevedo (Sociology, University of Amsterdam, 2025, doctorate committee member)
Ilaria Lievore (Sociology, University of Trento, Italy, 2023; doctorate committee member)
Carlijn Bussemakers (Sociology, Radboud University Nijmegen, 2022; opposition commitee member)

Invited academic presentations

Geven, S. (08.07.2025). (How) does the context of the school (re)produce SES inequalities in educational outcomes? Institute of Empirical-Analytical Research (InFER), Frankfurt, Germany.

Geven, S. (28.09.2023). School processes in the generation of educational inequality by student's SES. UNED50 International Seminar in Advance Research in Inequality and Social Demography. Universidad Nacional de Educación a Distancia (UNED), Madrid, Spain.

Geven, S. (22.06.2023). SES bias in teacher track recommendations. Workshop on Discrimination based on Social Class: New Perspectives on a Classical Question. Centre for the Experimental-Philosophical Study of Discrimination. Aarhus University, Aarhus, Denmark.

Geven, S. (18.04.2023). A relational approach to inequality in educational outcomes. Comparative Life Course and Inequality Research Centre (CLIC) seminar series. European University Institute (EUI), Florence, Italy.

Geven, S. (24.05.2022). Educational institutions and inequality in teacher expectations, and its repercussions for students. Swedish Institute for Social Research (SOFI) Seminars on Social Stratification, Welfare and Social Policy, University of Stockholm, Stockholm, Sweden.

Geven, S. (10.11.2021). Disscusion of the paper "Upper secondary tracks and student competencies: A selection or a causal effect?". Discussant. Presentation at the 'Opportunity, Mobility and the Intergenerational Transmission of Inequality' seminar at the London School of Economics, London, UK.

Geven, S. (14.7.2021). Educational institutions and inequality in teacher expectations, and its repercussions for students. Presentation at the Institute of Sociology and Social Psychology research seminar, Cologne, Germany (online presentation due to COVID-19).

Geven, S. (10.2.2021). Educational institutions and inequality in teacher expectations, and its repercussions for students. Presentation at Nuffield College Sociology Seminar, University of Oxford, United Kingdom (online presentation due to COVID-19).

Geven, S. (27.06.2019). 'The Utopian University', speech at the plenary session of the yearly meeting of Dutch and Flemish sociologists. 'Dag van de Sociology', University of Amsterdam, Amsterdam, The Netherlands.

Geven, S. (15.11.2016). Why are boys more resistant in school? The role of peer networks. Presentation at AMCIS Education & Citizenship seminar. University of Amsterdam, Amsterdam, the Netherlands.

Geven, S. (14.14.2015). Ethnic composition in school and students' problem behavior in school: the role of friends. Oslo, Norway. Invited presentation at the CILS-NOR international conference and workshop April 13-14.

Presentations at academic conferences

Geven, S. (05.07.2022). Tracking procedures and criteria and the SES bias in teacher track recommendations. University of Amsterdam, Amsterdam, The Netherlands. Paper presented at the 'European Consortium for Sociological Research (ECSR)' conference.

Geven, S. (22.04.2022). Tracking procedures and criteria and the SES bias in teacher track recommendations. London School of Economics, London, United Kingdom. Paper presented at the 'Research Committee 28 (RC28)' conference.

Geven, S. (09.07.2021). Adviesprocedures en de invloed van leerlingkenmerken op het schooladvies. Onderwijs Research Dagen 2021 (online presentation due to COVID-19)

Geven, S. (13.09.2019). A new macro-micro approach to social inequality: a case-study of teacher expectations in German, University of Lausanne in Switzerland. Paper presented at the 'European Consortium for Sociological Research (ECSR)' conference

Geven, S. (31.10.2018). The Impact of Track Level on School Misconduct: Variations by Immigrant Background in Three European Countries? Sciences Po, Paris, France. Paper presented at the 'European Consortium for Sociological Research (ECSR)' conference

Geven, S. (5.07.2018). The Impact of Track Level on School Misconduct: Variations by Immigrant Background in Three European Countries? University of Amsterdam, Amsterdam, The

Netherlands. Paper presented at the 'Educational Inequality – Mechanisms and Institutions' conference

Geven, S. (9.08.2017). The role of intergenerational closure in math achievement in two differentiated educational systems. Columbia University, New York, United States. Paper presented at the 'Research Committee 28 (RC28)' conference.

Geven, S. (5.04.2017) Why are boys more resistant to schooling? The role of peer influence. Economics and Sociology Workshop. Amsterdam Centre for Inequality Studies (AMCIS) and the Amsterdam Center for Applied Microeconometrics (ACAM). Hortus Botanicus, Amsterdam.

Geven, S., & van de Werfhorst, H.G. (2.12.2016). The Role of Intergenerational Closure in Math Achievement in two Differentiated Educational Systems. Paper presented at 1st International CILS4EU User Conference. Mannheim Centre for European Social Research (MZES), Mannheim, Germany.

Geven, S. (14.09.2016). Adolescent problem behavior in school: the role of peer networks. Dissertation presented at Department of Sociology's colloquium, Utrecht University, Utrecht, the Netherlands.

Geven, S. (09.06.2016) The academic performance level of school classes and student problem behavior in school: comparative or normative reference group processes? Tilburg Unviersity, Tilburg, The Netherlands, Paper presented at the 'Dag van de Sociologie'.

Geven, S. (25.06.2016) Friends in transition: The effect of a changing peer context across the transition to a new classroom on students' problem behavior in school. Sunbelt XXXV, Brighton, United Kingdom, 2016.

Geven, S. (11.11.2014). The gender gap in problem behavior in school: The role of peer influence'. Paper presented at 6th International Conference on Social Informatics (SocInfo 2014). Barcelona, Spain, November 2014 (10-13)

Geven, S. (01.11.2013). Ethnic composition in school and students' problematic school behavior in 4 European countries: A social network approach. Berlin, Germany, Paper presented at the '5th Norface Migration Conference', Centre for Research and Analysis of Migration.

Geven, S. (30-5-2013). The effect of ethnic diversity in schools on students' school outcomes: a social network approach. Radboud Universiteit Nijmegen, Nijmegen, The Netherlands, Paper presented at the 'Dag van de Sociologie'.

Geven, S. (25-5-2013). The effect of ethnic diversity in schools on students' school outcomes: a social network approach. Hamburg, Germany: Sunbelt XXXIII, International Network for Social Network Analysis.

Teaching

Ph.D.

2021 - now	Lecturer ICS course 'Theory Construction and Modeling'. Week 5 'Institutions'; 15-20 students

Research master

2025 – now	Thesis supervision
2025 - now	Course coordinator/lecturer 'Statistical Modelling' Msc-1 level; ±20 students; required course for students in the analytical track
2023	Course coordinator/lecturer 'Multivariate modelling' Msc-1 level; ±20 students; elective course
2019 - 2022	Course coordinator/lecturer 'Research Proposal Workshop for Quantitative Research' Msc-2 level; 5-25 students; elective course
2020; 2023	Individual reading course; elective course

Undergraduate / bachelor

2020 - now	Coordinator/lecturer 'Mens en Maatschappij' [Introduction to Sociology] BA-1 level; > 200 students; obligatory course
2013; 2014; 2017; 2024	Thesis supervision (14 theses)
2019 - 2022	Coordinator/lecturer/seminars 'Onderzoeksmethode 1' [Research Methods] BA-1 level; > 200 students; obligatory course
2019	Coordinator/lecturer/seminars 'Onderzoeksproject' [Research Project] BA-2 level; 100-150 students
2019	Internship supervision (1 internship)
2018	Seminars 'Sociologische Theorie 3' [Sociological Theory 3] BA-2 level, 25 students
2017	Seminars 'Mens en Maatschappij' [Introduction to Sociology] (BA-1 level) BA-1 level, 2 x 25 students
2013-2016	Seminars/lecture 'Research Orientation Phase' (BA-1 level)
2012-2015	Seminars 'Inleiding Sociologie' [Introduction to Sociology] (BA-1 level)

Academic master

2015; 2017;	Thesis supervision (3 theses)
2018; 2019; 2020	Second assessor thesis (6 theses)

Ph.D. supervision (ongoing and successfully finished)

2023 - now	Elke Buschman (co-promotor)
2021 - 2026	Luisa Burchartz (co-promotor) 'Employers' evaluation of late-career vocational and general graduates in two countries' (approved by committee)
2019 - 2025	Dieuwke Zwier (co-promotor) 'Social networks and educational inequality in the transition from primary to secondary education' (*cum laude*, with distinction)

Post-doc supervision

2022 - 2023	Post-doc team for 'Adolescent Panel Democratic Values and School Trajectories'

Certificates, courses, and workshops (post-master)

Teaching

Didactiek Basiskwalificatie UvA-docent (6 whole day sessions, University of Amsterdam);
Teaching for Ph.D. students and Post-Docs (6 half day sessions, Utrecht University)

(Personal) leadership and supervision

Individual coaching sessions (11 personal meetings)
Superb Supervision (3 days + peer-group and individual coaching sessions, Mennen Training and Consultancy)
Personal Leadership Program for Veni Scholars (7 days + peer consultancy sessions, LEARN! Academy, Vrije Universiteit Amsterdam);

Media and popular writing

Media training (half day workshop, ABC communicatie & mediaproducties)
Workshop popular-scientific writing for sociologists (one-day workshop; instructors: A. Vonk, M. Ham and J. Van den Berg; 'Nederlandse Sociologie Vereniging' and 'Sociale Vraagstukken')

Inclusion and social safety

Hot Moments in Class (half day workshop, VU Mixed Classroom Vrije Universiteit Amsterdam)
Social Safety Training (two hour workshop, University of Amsterdam)

Statistical analyses
NEPS user training (two-day workshop; Leibniz *Institute* for Educational Trajectories, Bamberg);
Longitudinal Data Analysis (one week, Utrecht University);
RSIENA workshop (two days, MZES Mannheim);
Multilevel Analysis in Mplus (one week, Utrecht University);
Introduction to MPlus (one day, Utrecht University);
RSIENA workshop (one week, University of Groningen);
Sociometric workshop (two-day workshop, MZES Mannheim);
Multivariate statistical analyses and comparative cross-national survey data (2 weeks, ECPR Summer School, Ljubljana);
Multivariate statistics with SPSS (two weeks, Utrecht University)

Theory construction and writing
Workshop on Social Influence (SocInfo, Barcelona)
ICS 'writing the first paper'
ICS 'theory course'

Public outreach

Media appearances

2026	EenVandaag website. Expert Comment. Waarom daalt de leesvaardigheid van kinderen? En andere vragen over de onderwijsachterstand beantwoord
2025	NOS website. Expert comment. Scholen onderschatten meisjes in adviezen: te vaak naar vmbo, te weinig naar vwo
2025	Kader Primair. Expert comment. We hebben een monster geschapen: De gedroomde doorstroomtoets, November 2025, 33e jaargang #2; [vakblad voor leidinggevenden in het funderend onderwijs]
2025	Algemeen Dagblad; Regional newspapers. Expert comment. Doorstroomtoets heeft effect op schooladviezen: 20.000 leerlingen meer naar gemengde brugklas and Eén op vier achtstegroepers in Nijmegen van basisschool af met vwo-advies
2025	ANP [Algemeen Nederlands Persbureau; General Dutch Press Office]. Interviewed for press release about primary schools switching to different standardized tests. (used by e.g., Noordhollands Dagblad).
2025	NPO Radio 1; Spraakmakers; "We moeten terug naar één doorstroomtoets voor alle basisschoolleerlingen"
2024	NPO Radio 1; EenVandaag, Feit of Fictie [fact or fiction) "Is het opleidingsniveau van ouders van invloed op een schooladvies?"
2023	IXA, Amsterdam Science and Innovation Award. Video about the project "On Track" [PI]
2023	Universiteit van Amsterdam, Faculteit der Maatschappij en gedragswetenschappen. Video about my research. "Hoe geven we alle leerlingen echt gelijke kansen".
2022	Algemeen Dagblad (and regional papers). Expert comment. "'Problematische' ongelijkheid in schoolkansen tussen kinderen in Randstad en daarbuiten". Also mentioned on nu.nl: "Kinderen op dorpsscholen krijgen vaker lager schooladvies dan in grote stad"

2022	Didactief. Article about research paper “The formation of educational expectations in response to ability tracking signals: variations by a student’s migration background.” “Invloed van tracking”. Mei 2022
2022	Folia, Universiteit van Amsterdam. Expert comment. “Waarom vrouwelijke studenten het nog steeds moeilijk hebben op de bètafaculteit”
2022	Onderwijsblad, Algemene Onderwijsbond (FNV). Expert comment. “Schooladvies? Wees beducht op een tunnelvisie”
2021	Gelijke Kansen Alliantie, Dutch Ministry of Education, Culture and Sciences. Guest at talkshow “Talent, Inzet, Geluk?”
2021	Radio Swammerdam. Radio/podcast interview about research. “Kansenongelijkheid in het onderwijs en High Dosage Tutoring”
2021	Noordhollands Dagblad/Leidsch Dagblad/Haarlems Dagblad. Expert comment. “Meer discussie verwacht over schooladvies door soepelere eindtoets, sommige ouders gaan wel heel ver door leerkrachten te paaien met cadeautjes”
2021	de Volkskrant. Expert comment. “Kunnen kinderen die door afblazen eindtoets een lager schooladvies kregen hun achterstand nog inhalen?”
2021	Breed Bestuurlijk Overleg Amsterdam (BBO), Pakhuis de Zwijger, Amsterdam. Webinar presentation. “Kansrijk Adviseren”,
2021	Kader Primair. Interview. “Kansrijk adviseren”, jaargang 26, nummer 6, februari 2021 [vakblad voor leidinggevenden in het funderend onderwijs]
2021	NOS Jeugdjournaal. Expert comment on national television. “Meeste kinderen willen dat de eindtoets niet doorgaat”
2021	PO-raad. Interview. “Onderzoeker: ‘Geef kwetsbare leerling bij schooladvies voordeel van de twijfel”.
2020	NOS website. Expert comment. “Achterstand kind met laagopgeleide ouders veelal blijvend: 'Heel alarmerend'”
2020	Didactief. Interview based on research. “Drie vragen aan Sara Geven”
2020	NOS website. Expert comment. “Breuken leren met pannenkoeken: duizenden kinderen leren bij op de zomerschool”
2020	NOS website. Expert comment. “Kortere zomervakantie? Langere schooldagen? Scholen denken na over adviezen”
2020	NOS Journaal [Dutch prime-time news] and NOS Jeugdjournaal. Expert comment on national television. “1 op 3 kinderen komt op ander niveau dan schooladvies’
2020	NOS website. Expert comment. “Latere schoolkeuze: 'Zonde als je leerlingen meteen in een hokje duwt'”
2019	NOS Jeugdjournaal and NOS Journaal [Dutch prime-time news]. Expert comment on national television. ‘Tienerscholen in opkomst
2019	NOS Journaal [Dutch prime-time news] and NOS Jeugdjournaal. Expert comment on national television. ‘Meer particuliere basisscholen’
2019	‘Onze School’. Interview about research. ‘We kunnen van alles doen om de kansen eerlijker te verdelen’
2016	Nederlands Dagblad. ‘Promovendus van de week’, Interview for national newspaper (24-09-2016)

Consultancy and invited presentations to educational professionals/general public

2024	Consultancy for The Netherlands Institute for Human Rights [College voor de Rechten van de Mens] about livelihood security and (the importance of) education.

2024	Consultancy for 'Strategic evaluation of national policies on inequality in educational opportunities in foundational education' by Andersson Elffers Felix (AEF) consultancy, administered by the Ministry of Education, Culture and science.
2023	Feedback on 'Handreiking Schooladvisering' [A manual for educational professionals to provide guidance concerning track recommendation]; edition 2023-2024; Dutch Ministry of Education, Culture and Sciences.
2023	Review of a reflection on policies aiming to enhance equality of opportunities by the Social Cultural Planning office (SCP)
2023	Participation in knowledge session and expert meeting on the development of democratic values among adolescents. Organized by the Dutch Ministry of the Interior and Kingdom Relations and the Ministry of Education, Culture and Science
2023	Keynote Leernetwerk Kansrijk Curriculum; Leraareenkleurrijkberoep.nl; Zuiderlicht College Amsterdam
2023	Presentation "ASKO Webinar - Onderzoek Schooladvies in perspectief" Online event ASKO; board of 33 primary schools in Amsterdam
2022	Reviewer for www.onderwijskennis.nl; Website to connect educational research and practice(Nationaal Regieorgaan Onderwijsonderzoek, NRO)
2022	Reflection on proposal for reducing educational inequality in light of the 'Staat van het Onderwijs 2022' [yearly report by the Dutch Inspectorate of Education].
2021	Consultancy for 'Groeiacademie' on the transition from primary to secondary education.
2020-2021	Consultancy on creating equality of opportunities in track recommendations for PO-Raad (sector organization for Dutch primary education), various meetings.
2021	Presentation and discussion group leader at "STAIJ Themamiddag: praten over adviseren! Waar liggen kansen?" Online event by STAIJ [Stichting Openbaar Primair Onderwijs "Samen Tussen Amstel en IJ"; board of 18 primary schools in Amsterdam
2020	Participation in a dialogue session about the promotion of equality of opportunity by the Social and Economic Council (SER)
2020	Participation in an expert meeting about the transition from primary to secondary school organized by the Dutch Ministry of Education, Culture and Sciences
2020	Participation in an expert meeting on school segregation organized by the Dutch Ministry of Education, Culture and Sciences
2020	Invited presentation about teacher expectations for teachers and educational professionals at the Conference 'Onderwijsachterstanden', organized by NRO, Dutch Ministry of Education, Culture and Sciences and the PO-Raad (sector organization for Dutch primary education)
2019	Attendance at the conference 'de overgang van primair naar voortgezet onderwijs' at the Dutch Ministry of Education, Culture and Sciences (Personal invite by the Dutch Minister for Primary and Secondary Education and Media)
2019	Consultation for SLO (Nationaal expertisecentrum leerplanontwikkeling) about equality of opportunities in education
2019	Participant of 'Kansentafel Onderwijs' with councilor Marjolein Moorman of the Amsterdam city Council. (De Ichtusschool, 16-5-2019)

2019	Invited presentation ‘Kansenongelijkheid in de beoordelingen, verwachtingen en schooladviezen van leerkrachten’, meeting with the Dutch Ministry of Education, Culture and Sciences and the Ministry of Education of Flanders, (Brussels, Belgium).
2019	Participant of the expert meeting on school track recommendations at the Dutch Ministry of Education, Culture and Sciences
2018	Invited presentation about inequality in teacher track recommendations and educational outcomes for teachers and educational professionals for the personnel day for the ‘Vereniging Openbaar Onderwijs’ (VOO) [Association for Public Schools].
2018	Alumna Speech for the graduates of University College Maastricht 2018/2019, het ‘Vrijthof’, Maastricht.
2017	Invited presentation for teachers and professionals working in education at the Eduhackaton, organized by trainees of ‘Eerst de Klas’ [Teach First]. Title: ‘Niveauoverstijgend onderwijs en onderwijs gelijkheid’ [Educational differentiation and educational equality]