

Report on Development Dialogue

Programme details	
School	Erasmus School of Social and Behavioural Sciences (ESSB)
Programme name	B Bestuurskunde (B Public Administration), M Public Administration, M International Public Management and Public Policy
CROHO	56627. 60020. 60448

Accreditation details				
NVAO Framework	2018			
Date site visit	26-27 October 2023			
Panel	<i>Chair</i>	Prof. Andrew Massey, professor of Government, King's College London		
	<i>Member (EAPAA)</i>	Prof. Thurid Hustedt, professor of Public Administration and Management at Hertie School Berlin		
	<i>Member</i>	Prof. Peter Bursens, professor of Political Science, University of Antwerp		
	<i>Member</i>	Prof. Leo Huberts, emeritus professor of Public Administration, Vrije Universiteit		
	<i>Member</i>	Prof. Ria Janvier, professor of Social Law, University of Antwerp		
	<i>Student member</i>	Tom Hillenaar BSc, master student Engineering and Policy Analysis, Delft University of Technology		
	<i>Secretary</i>	Mark Delmartino		
Panel conclusion		56627	60020	60448
	<i>Standard 1</i>	<i>Satisfactory</i>	<i>Satisfactory</i>	<i>Satisfactory</i>
	<i>Standard 2</i>	<i>Satisfactory</i>	<i>Satisfactory</i>	<i>Satisfactory</i>
	<i>Standard 3</i>	<i>Satisfactory</i>	<i>Satisfactory</i>	<i>Satisfactory</i>
	<i>Standard 4</i>	<i>Satisfactory</i>	<i>Satisfactory</i>	<i>Satisfactory</i>
	<i>Standard 5</i>	<i>Satisfactory</i>	<i>Satisfactory</i>	<i>Satisfactory</i>
	<i>Eindoordeel</i>	<i>Satisfactory</i>	<i>Satisfactory</i>	<i>Satisfactory</i>
NVAO decision	4 juli 2024			
The most recent results of the programme accreditation can be consulted at https://www.nvao.net/nl/besluiten/opleidingen .				

Development dialogue details	
Date	27 oktober 2023
Participants	Accreditation panel and programme management

Context development dialogue

In line with the NVAO assessment framework, each study programme or cluster of study programmes conducts a 'development dialogue' (ontwikkelgesprek) with the assessment panel following the assessment visit. During this development dialogue, future developments, associated with potential improvements, are discussed from a development perspective. The agenda is drawn up by the study programmes, and the programmes jointly proposed three themes to discuss in the dialogue. Although the development dialogue is part of the programme review, the outcomes are not part of the accreditation assessment. Pursuant to the Higher Education and Scientific Research Act (WHW), Article 5.13, paragraph 6, we publish the report of the development dialogue with this document. The development dialogue took place immediately after the site visit for the three programmes.

Context Themes dialogue

- Artificial Intelligence (AI)
- Internationalisation and language
- Cultural Diversity

Discussion takeaways

Artificial Intelligence (AI)

Development in AI are moving faster than imagined. The programme management had therefore asked the accreditation panel to reflect and possibly advice on the rise of AI within universities. More specifically on aspects concerning the monitoring of the use and abuse of AI for testing and assignments, use of AI by (future) professionals and use of AI in the development and organization of education. Ideas that were proposed were for instance monitoring AI by actively engaging students to report and reflect on their use of AI within their course work. This may also provide more insight on how to improve rules and regulation guidelines (win-win). Concerning the demands of the professional field the panel stresses the importance of monitoring the developments within the professional field to help students prepare before entering the work field. AI could furthermore be seen as a skill students need to learn how to use. Hence, the need of exploring the options of using AI as a tool in the more practical courses as this could benefit the learning process of students when using AI. It is shared by all participants that AI remains a development that will affect education, but at the same time won't alter everything in education. Last, proper anticipation on AI developments remains a joined effort of students, staff, and professional services within the faculty.

Internationalisation and language

Regarding internationalisation and language, the programme management wished to discuss how to maintain the connection of international students within international educational programmes considering also the national political developments that aim to reduce the number of international students. In response, connecting international students within the educational programmes could be maintained by taking note of the value of diversity that internationalisation brings and how it could furthermore be fostered

by the presence of programmes within an educational institution that focus on diversity, equity, and inclusion as international students might look specifically at these aspects when selecting a university and/or applying to be part of a student body within the university. Related to this is also the availability for aid when students turn to the university for practical matters (e.g. finding housing), in the absence of for example close contacts in the Netherlands. Hence, nurturing and acknowledging the importance of a community feel as a university also serves as a home away from home for international students. Language is furthermore considered important in terms of communication (Dutch or English) and the benefit of language (e.g., English) when entering the (international) work field. This is especially the case for Master students. The accreditation panel understands the complexity of this theme in the context of the current political discussion on internationalisation and language in The Netherlands. Balance is however key for international students who wish to work in the Dutch labour market, but also for Dutch students seeking international work positions and careers abroad. Thus, educating future public administration professionals require a broader discussion on how to educate our students in universities. University education should provide different perspectives beyond the Dutch context and prepare students for positions where international collaboration is required.

Cultural Diversity

Concerning the need for enriching the cultural diversity within the programmes (inc. staff composition) the accreditation committee advises to for instance invest in evidence-based research into consequences of lack of certain groups of potential staff members (e.g., PhD-candidates). It was furthermore advised to look at the use of (diversity) principles and procedures to safeguard (e.g. percentagewise) a representation of a diverse range of academic staff within the workplace. In addition, this also includes fostering talent and guiding staff in their progression in the workplace. Last, to increase diversity in courses, it was advised to for instance include a diversity and inclusion statement in the syllabus with the invitation to staff to reflect on how diversity and inclusion is embedded in the reading materials of the courses.