

## Erasmus School of Economics School Council 143

Date: Thursday 12 October 2017 at 10.00

Location: H 12-30

---

## Draft Agenda

1. Welcome (by Vice chair), appointment chair School Council and adoption of the agenda
2. Announcements
3. The SC meeting dates for final approval.

School Council 144	09.11.2017	10.00-12.00 hrs.
School Council 145	07.12.2017	10.00-12.00 hrs.
School Council 146	01.02.2018	10.00-12.00 hrs.
School Council 147	29.03.2018	10.00-12.00 hrs.
School Council 148	17.05.2018	10.00-12.00 hrs.
School Council 149	05.07.2018	10.00-12.00 hrs.
School Council 150	23.08.2018	10.00-12.00 hrs.

4. Minutes of the 142<sup>nd</sup> School Council (text) (approval) ./.
5. Follow up issues of the 142<sup>nd</sup> School Council
6. Draft Annual Report School Council (approval) ./.

## EDUCATION

7. Update Quality Impetus Project (QIP) (information/discussion) ./.
8. Experiences first year Tutor Academy (part of QIP) (information/discussion) ./.
9. Education Statistics (information/discussion) ./.

## HR MATTERS

10. Risk Inventory and Assessment (approval by Personnel Council) ./.

## ORGANISATIONAL MATTERS

11. Sustainability (item from Student Council) (discussion)
12. Resolutions Management Team July and August (information) ./.
13. Mailing list Management Team August (information) ./.
14. Any other business
15. Closing

For information:

-Final Design Renovated Tinbergen building

-From EUR: Organisation Sitevisit Institutional Audit Quality Assurance (only in Dutch, with short summary in English)

## Draft Minutes of the Erasmus School of Economics School Council 142

Date: Thursday 24 August 2017 at 10.00

=====

Present:

Student Council: Gaby Budel (GB, Chair), Korrein Volders (KV), Job Heidkamp (JH)

Personnel Council: Vladimir Karamychev (VK), Milky Viola Gonzales (MVG), Harry Trienekens (HT/vice-chair/chair Personnel Council)

Other participants: Dean Philip Hans Franses (PHF), Deputy Dean Ivo Arnold (IA), Nine van Gent (NG) Executive Secretary Dean's Office, Thomas Michelotti, president Faector, Reino de Boer (RdB) ESE controller/demand manager ICT, Secretary participation bodies Paula Endevelde (PE, minutes)

**Not present**: Student council: Lemeng Li (LL, Chair Student Council), Hendrik van 't Foort (HF), Harmanan Singh (HS) / Personnel council: Rommert Dekker (RD), Teresa Marreiros Bago d'Uva (TBdU), Head Dean's Office, Margaretha Buurman (MB)

=====

### 1. Welcome and adoption of the agenda

The agenda is adopted as presented.

### 2. Announcements

The School Council received a message from Ata Choudry, one of the student members, that due to personal circumstances, he decided to step down from the council as of 14 August.

IA informs the School Council that preliminary BSA (Binding Study Advice) figures show that the BSA success rates for the first year Econometrics students in 2016-2017 improved from 49 to 63%. It may be the result of redesigning the first year Ba of Econometrics.

### 3. Minutes of the 141<sup>st</sup> School Council

The minutes are approved as presented.

### 4. Follow up issues of the 141<sup>st</sup> School Council

- Quality Impetus Programme: no news due to the holidays. The SC will receive an update next meeting (143).

- CFA: no news, still work in progress.

- Renovation: PHF: Right now, the focus is on the improving the E and N building, so that ESE can be housed properly during the renovation of the Tinbergen building. Furthermore, it is clear that renovation is postponed, which means that the ESE move to E & N building might be postponed as well. More information on this will become available in September.

- Anti-virus software for staff and students to be used at home

RB explains that there is no anti-virus software available for staff members and students outside the @wEURk environment. The IT security officer has given some advice on (free) software that anyone can obtain.

The Personnel Council requests to share this information with the ESE community.

## EDUCATION

### 5. Questions/items Student Council

The Student Council has no questions/items.

## ORGANISATIONAL MATTERS

### 6. ESE Budget 2018

The MT requests the School Council to approve the ESE budget 2018 on headlines (including quality impetus ('studievoorschotmiddelen') and for advice on the rest of the budget plan.

A pre-meeting was organized where representatives of the Student Council and the Personnel Council convened with the controller and questions were asked and answered. A short report on this meeting was sent with the documents of this SC meeting (appendix 6c).

The School Council has some remaining questions:

- HT: re: page 16 chapter 5.2.4. Workload: The Personnel Council would like to ask the MT to set specific, measurable, attainable, realistic and timely (smart) goals to reduce the workload. PHF replies that it is quite difficult to set goals for this. On the one hand, the high workload experienced by staff at the Department of Econometrics, is well known. Agreed is that this department can hire extra staff –even before it is clear how many FTE will be needed exactly. On the other hand, high experienced workload is often an individual issue, which requires a tailored approach.

-MVG: re: page 19 chapter 6.4.2. Efficiency

MVG would like to know why the evaluation of the Secretariat Pilot (that was planned for July 2017) was postponed.

NvG: Since the pilot and implementation is still an ongoing process, it will be continued and evaluated in 2018, and therefore it is included in the budget plan for 2018.

- HT: re: page 19 chapter 6.4.4. Further professionalisation of participation.

Since the described professionalisation already is in place, HT would like to know if there are new ideas to improve the support.

NvG explains that since the legal changes for the Programme Committees come into effect as of 1 September 2017, the organisation and support of the participation may still improve in the coming years.

- KV: re: Table page 4:

The table shows an (expected) increase of support staff's fte's in the past and coming years. Will this increase be within the limit set by the government?

IA confirms and explains that this increase is due to the plans to hire more general support staff as well as education support. For example, a new head of communication will start as of 1 September, with focus on student marketing, alumni and online communication.

## **7. Resolutions Management Team June**

## **8. Mailing list Management Team June, July**

## **9. Any other business**

KV: would like to take this opportunity to thank the members of the ESE MT for the positive cooperation during the past academic year.

## **10. Closing**

The meeting is closed at 10.31 hrs.

This meeting will be followed at 11.00 hrs. by an information meeting for new School Council members and after that at 12.00 hrs. by a lunch for current and future School Council members and ESE Management Team members.

## Action Points

1.	Tenure track	- further adjustments CBBA criteria - is internal competitiveness felt? - student evaluations differ for male/female teachers?	MB	SC 143
2.	Quality Impetus	Update every other meeting	IA	SC 143
3.	Merchandise	Update when available	Student council	SC 143
4.	CFA	Is ESE willing to be a partner in level 1 exam?	IA	SC 143
5.	Renovation	Update when available	MB	2017/2018
6.	Anti virus software	RdB will share information from IT security officer with ESE community	RdB	SC 143



Erasmus  
School of  
Economics

## Annual Report School Council 2016/2017

# Preface

It is my pleasure to present to you the annual report of the School Council of the Erasmus School of Economics (hereafter: ESE) for the academic year 2016/2017. The School Council represents the interests of student and employees of the ESE. For this purpose, the School Council meets regularly with the management team (hereafter: MT) of the School, who are expected to keep the Council informed about ongoing topics in the decision making. The dean is the head of the MT and the School; he is ultimately responsible for the School's policy. In doing this job, the dean is assisted by the vice dean, therefore they are both present at Council meetings to represent the School.

The Council consists of the Student Council (hereafter: SC) and the Personnel Council (hereafter: PC), both with their own rights and duties. The main difference is that the PC holds more rights when it comes down to organisational matters than the SC. The SC also attends discussions regarding organisational matters however; in order to stay informed on the latest developments and to potentially also provide input.

In the past year eight School Council meetings were held, in which constructive discussions took place about the management of the School. This report discusses these meetings one by one by giving a short summary of the contents of the discussions. The documents with extensive minutes of the meetings are publicly available and can be found on the website of the School.

I would like to thank everyone who has been involved with the School Council throughout the past year: together we have been able to have fruitful discussions about the School's bright future. After all these meetings, I cannot but conclude that the MT is doing an excellent job in governing the School. I hope that the School Council has been able to contribute to this performance in the past year, and that our successors will keep on doing so. Finally, I would like to thank Paula Endevelde, the secretary of participation, who enabled the members of the School Council to do their job in the best way possible.

Gaby Budel  
*Chair School Council 2016/2017*

### 135th ESE School Council (13th of October 2016)

- The School Council is opened by Mr. Harry Trienekens as temporary Chair. Mr. Gaby Budel is nominated by the SC to act as Chair. As there are no objections, Mr. Gaby Budel is appointed as Chair of the ESE School Council 2016/17.
- The SC elects Mr. Lemeng Li as their Chair. Mr. Harry Trienekens will continue to perform the duties of Chair of the PC.
- The Council approves the meeting dates for the academic year 2016/2017.
- The Council approves the year report of 2015/2016 written by former Chair Yrla van de Ven.
- The MT announces that adapting the CBBA criteria will take more time than expected, more information is expected in Spring 2017.
- The MT announces that the USC has added longer opening hours of the Polak and G-building to its budget proposal.
- The SC asks questions about improvement of the branding of the ESE (e.g., with merchandise), the MT suggests that the SC talks to the study associations of the ESE for cooperation.
- An update on the Quality Impetus project (the project that aims to spend the stimulation funds) shows that there has been good progress in the project. The right format and place in the curriculum for the Umbrella project and Skills has still not been found, especially related to the Bachelors in Economics. The idea is to find a place for the Umbrella project within the Skills curriculum, where knowledge of different subject areas can be integrated. The progress is monitored. The PC provides several suggestions for the Tutor Academy, an important part of the Quality Impetus project.
- The SC presents a list with topics that will have their attention throughout the year. The MT acknowledges the importance of the improvement of the thesis trajectory and asks for input of the students.
- After a request of the SC on information about the BKO policy plan, the MT explains that the ESE makes good progress on meeting the requirements.
- The School Council approves the proposal of the MT related to Tinbergen Institute to raise the institutional fee for the TI MPhil in Economics to € 15.000 for the academic year 2018/19.
- The SC asks whether the MT has followed up on the request of becoming a partner of the CFA institute, the MT will ask the finance department about his.

### 136th School Council (the 10th of November 2016)

- In response to a request of the SC, the programme committees advise not to increase the length of the internship in BSc-3. However, response of the Econometrics programme committee is still to be received.
- An evaluation of the new set-up of the Master Introduction days will be sent to the School Council.
- The MT presents the education statistics of 2015.
- The SC express concern about the imbalanced population of international student (e.g., Greek students represent 40% of the international students). The ESE has no policy on balance in the class room and does not want to discriminate on nationality. Yet, problems in the output and quality should be taken seriously and objective feedback can offer information for adapting admission criteria. The MT will conduct an analysis to see if there are groups among the international students who perform less good than is expected from them.
- The Master completion rates are an issue: 1-year completion: 20%, 2-year completion: 65%. The thesis appears to be the problem in many cases. A project group will have a closer look at improving the thesis process and the completing rates.

- The student associations are positive about cooperating with the school for merchandise, a special project group will be initiated for this.
- The SC has looked into opportunities for establishing more partnerships with universities in the UK and USA, but this appears to be difficult, as parity is needed.
- The MT will start giving regular updates on the renovation of the Tinbergen Building, as requested by the Council. The architect of the project will give a presentation during the ESE Christmas Drinks.
- The MT announces that they are looking for a Dean of Research on short notice. The Dean of Research will be accountable for research budget and can make proposals, just like the current vice dean does for education. ESE's MT will consist of a Dean, a Vice Dean of Education and a Vice Dean of Research.

#### 137th School Council (the 8th of December 2016)

- The SC will organize another edition of the ESE Drink in January and will introduce a new event, the University Innovation Challenge, later in the year. These events are meant for improving the bonding between ESE students.
- The first meeting for the merchandise project group is planned.
- All programme committees advise not to increase the length of the internship in BSc-3.
- The evaluation of the Master Introduction Days is sent to the School Council. The programme management would like to continue with the new set-up.
- The SC asks about the availability of statistical software required for the ESE programmes. The MT will look into the opportunities for acquiring software licenses for personal computers of students. The SC will discuss this topic further with a staff member of the ESE who controls the software licenses.
- Update Quality Impetus project: the Tutor Academy will systematically offer trainings to TA's and TA's will be evaluated regularly.
- The latest updates on the renovation of the Tinbergen building are shared with the Council. The PC will have a separate meeting with the head of the dean's office to discuss the plans in more detail.
- The MT announces that the ESE is planning to have its own diversity officer, in addition to the Chief Diversity Officer of the university.

#### 138th School Council (the 2nd of February 2017)

- The MT announces that the ESE scores high on the university wide employee survey.
- The MT announces that the (lengthy) registration process to become a partner of the CFA institute has been started.
- The MT asks the PC for input on their wishes for the temporary housing during the renovation period of the Tinbergen building.
- The project group that will look into the issues associated with the thesis trajectory has been started and it is chaired by Brigitte Hoogendoorn. The project group is called the Thesis Milestone project. The SC will take place in the project group to provide their input.
- The MT has been informed about the costs of acquiring software licenses. A meeting with Mathworks is scheduled to discuss a Matlab campus license.
- The merchandise project group will start with a pilot of a few small items, in collaboration with study associations EFR and Faector.
- The SC met with the students in the programme committees. They discussed an FAQ about Teaching and Exam Regulations (TER) made by the Econometrics programme committee, the workload for lecturers at the Economics of Taxation programme, and the diploma of the BSc<sup>2</sup> programme.

- The PC asks whether the plagiarism check procedure for the thesis could be improved in terms of speed. The MT will look into this.
- The PC raises the issue that the procedure of hiring temporary staff is unclear. This topic will be further discussed within the department of Econometrics (as they are facing temporary understaffing).

#### 139th School Council (the 30th of March 2017)

- The MT announces that data on ill performing international Master students have been collected and showed some evidence that ESE is not selecting the best students from the best universities. All international applications should be looked into more carefully. However, changing application criteria cannot be done during the application season. The Examination Board has been asked to investigate whether it would be possible to work with stricter criteria.
- The MT has decided -conform the proposal- to order EViews for all students who start the course Econometrics 1 (block 3, year 2) and are registered for the study Econometrics as well as to order the full Matlab campus license for students and personnel. The MT will evaluate this decision after one year.
- Abdurrahman Calkin, ESE student member of the University Council, has drafted a proposal to introduce weblectures for all lectures at Woudestein. The ESE has hosted a successful pilot with weblectures in the past. The MT proposes -as a next step- to make all plenary lectures of the first two years of the IBEB programme available online as long as the lecturer agrees. The School Council agrees with this proposal and the relevant programme committee will be asked for their opinions.
- The SC asked questions about relative grading in ESE seminars, the MT asks the SC to draft a memo about this matter for the next meeting.
- As programme committees become participation bodies in the academic year of 2017/2018, the PC would not like to see that the dean appoints the members of these committees. The MT proposes to give the School Council right of approval, this proposal will be discussed in the next meeting, after the Council discussed the matter in a separate meeting.
- The ESE appointed two diversity officers and members of the Council are asked to provide input on the diversity action plan. The School Council members have no comments and agree with the policy in the diversity action plan.

#### 140th School Council (the 18th of May 2017)

- The design phase of the first merchandise items is finished and the options for production are now being investigated.
- News on the partnership with the CFA institute is expected in the next academic year.
- Regarding the level of the international students, the MT explains that the Exam Committee does not want to discriminate based on nationality. The Students Administration Service is asked to collect more information on the relation of university of origin and performance at ESE. Furthermore, in the new TER the language requirements for admission into an ESE master will be much stricter.
- The MT announces that the moving out of the Tinbergen building for the renovation is a little delayed, it is now scheduled for May 2018.
- The SC has drafted a memo on relative grading in ESE seminars. The conclusion of the discussion is that the ESE has no rules that forbid relative grading and that it is unavoidable in most cases. The memo of the SC also mentions a case where relative grading is combined with peer review, which causes wrong incentives; the MT will ask the Exam Committee to look into this case.

- The relevant programme committee sent an answer regarding introduction of weblectures at the IBEB programme: the members of the committee advise negative. The MT will now look into introducing weblectures more gradually and making it part of a broader plan.
- The secretary of the participation bodies drafted a proposal to award all members of these bodies a certificate for their efforts from now on. The chair of the corresponding body will decide who has shown enough commitment to be awarded the certificate. The secretary will make sure that this norm is consistent among all bodies.
- The meeting on the composition of the programme committees has taken place and from this meeting a proposal for the composition process resulted. This proposal will be part of the new School Regulations that should be approved in the next meeting.
- The diversity action plan of the two diversity officers has been drafted, the opinion of the School Council is asked. The PC agrees that the best way to reach the goals is to move forward slowly. The Council agrees with the proposal.
- The PC mentions that with the current time schedule for the TER the programme committees cannot give their advice. The MT answers that they would like to stick to the current schedule and discuss the major changes with the programme committees as soon as possible.

#### 141st School Council (the 30th of June 2017)

- The MT informs the Council that the new Master programme Data Science and Business Analytics will start next academic year.
- Regarding the case of a seminar with relative grading combined with peer review, the Examination Boards has advised no to do this anymore.
- The MT informs that lecturer of statistics Michel van de Velden has put himself forward to investigate how he can implement weblectures for his statistics courses.
- The presence of student members in participation body meetings is a problem throughout the whole EUR. The Student Service Center advises a few measures that the bodies can take, involving registering attendance and spreading the payment of the grant more over the year.
- The School Council approves the TERs for the academic year 2017-2018, with one condition as requested by the PC: information on the evaluations of lecturers will not be anonymously anymore when they are sent to the participation bodies, therefore these bodies will handle the information confidentially.
- The School Council approves the revised School Regulations.
- Brigitte Hoogendoorn attended the meeting to present the resulting report of the thesis milestone project group. The problems of the thesis trajectory have been identified and several solutions are proposed. Taking into account remarks of staff members, the programme committees, and the School Council, a plan will be drafted on how to implement these changes. This plan will be proposed to the School Council for approval when ready.

#### 142nd School Council (the 24th of August 2017)

- Ata Choudhry informed the School Council that he stepped down from his position in the SC.
- The MT informs the School Council that preliminary Binding Study Advice figures show that the success rates for the first year Econometrics students in 2016-2017 improved from 49 to 63%. It may be the result of redesigning the first year BSc of Econometrics.
- The PC requested whether there is anti-virus software available for staff and students to be used at home, staff member Reino de Boer declares that this is not the case. Reino de

Boer claims that the school's IT security officer drafted an advice about free anti-virus software that can be used instead, the PC asks whether this advice can be shared with the entire ESE community; Reino de Boer will share the advice.

- The School Council approves the headlines of the ESE budget for 2018.

## Progress Report Programme Quality Impetus ESE

September/October 2017

The overview below is based on the activities and planning as included in the document [Implementation Programme](#) Quality Impetus ('studievoorschotmiddelen') of 05-03-16.

### Progress Tutor Academy

Implementation of the Tutor Academy has been completed (see for an overview of the implementation activities the schedule below). An evaluation of the Tutor Academy's first operational year, including recommendations for the future, has been made (see appendix 1 to this Progress Report).

	Implementation Activities	State of affairs
	Select and hire graduate teachers (5.0 fte)	Done. 8 teachers have started, the last on January 1 2017. A dedicated administrative assistant has started October 1th 2016.
	Develop procedures for selection of tutors (division of activities between lecturers, capacity group and Tutor Academy)	Done. The report "Outline Tutor Academy" provides an outline of the procedures concerning the promotion, selection, training and guidance, and evaluation of tutors as discussed by the Implementation Team. School management has approved of this outline. Last July the report has been send to all parties involved.
	Implement procedures for selection of tutors/stop current procedures	Done. The new procedures for selection have been implemented. From now on all vacancies will be published on the <a href="#">Tutor Academy-website</a> .
	Develop and implement training programme(s) for starting tutors (didactical, practical and course related)	Done. The content and quality of the current training programme has been inventoried. Several adjustments have been made. Requirements on the future training programme are outlined. All new tutors receive training.
	Develop and implement a guidance programme for tutors	Done. Current ways of coaching of tutors have been inventoried. The Implementation Team has formulated an outline of the new guidance programme (part of the aforementioned report). The teachers have started the guidance of the current BA tutors. Further Development of this Guidance programme will be done by the Tutor Academy and is not in the scope of this project.
	Develop and implement procedures and/or tools (e.g. digital platform such as Project Campus) to improve the	Done. <a href="#">A website</a> with relevant information and vacancies for tutors and tutors to be is available. Course coordinators, tutors and teachers Tutor Academy can also use project Campus as a digital communication platform.

	involvement of and communication between lecturers, teachers, tutors and students	
	Develop a database for tracking tutors during their tutor career including a process on how to evaluate tutors	Done. The database has been realised. Evaluation of tutors has started.
	Provide evaluation criteria for the objectives of the Tutor Academy	<p>Done. Criteria are:</p> <ul style="list-style-type: none"> <li>- Number/% extremely low scores in student satisfaction with tutor performance (must decrease)</li> <li>- Attendance BA2 Tutorials</li> <li>- Tutor satisfaction with guidance</li> <li>- Satisfaction lecturers with quality of tutors</li> </ul> <p>The first evaluation has been made. See Appendix 1 of this report.</p>
	Teambuilding Tutor Academy team	Done. The TAc team meets regularly.

### Progress Innovation Hub

Implementation of the Innovation Hub (staff and website) is almost completed (see for an overview of the implementation activities the schedule below). In 2018 the additional funding for projects aimed at educational improvement will be continued.

	Selection IC consultant and Education Expert Innovation Hub	Done. Currently there are two educational experts working for the Innovation Hub. One started May 1 2016, the other September 1 2017.
	Selection Academic member Innovation Hub	Pending. First more clarity is needed if selection of a leading academic member for the innovation hub is really necessary.
	Promoting Innovation Hub (seminar, workshop, news)	<p>The following promotional activities have taken place:</p> <ul style="list-style-type: none"> <li>• A series of meetings by the educational expert with staff members to explore their ideas about redesigning courses and to offer help when and where needed.</li> <li>• Asking attention to the possibilities to innovate in the project newsletters QIP Last newsletters have been sent in March and April 2017</li> <li>• Organising a short inspiration session about redesigning courses</li> <li>• Distributing a flyer with information about the Programme QI and the possibilities to innovate during the ESEbility afternoon 2016</li> </ul>

	<ul style="list-style-type: none"> <li>• Stressing the importance of innovation and the possibilities of the Innovation Hub by the Vice Dean and the Dean during the yearly meetings of the Cap-groups</li> <li>• Discussing the possibilities in the BA1 and BA2 course coordinator meetings in November 2016</li> <li>• Several items in the ESE-newsletters for Staff</li> <li>• Posters about the new website Innovation Hub</li> <li>• Organising several workshops for the Esebility afternoon 2017</li> </ul> <p>Until now we've received 22 proposals for course innovation, 16 are approved, 1 has been rejected and 1 has been withdrawn after approval. An evaluation report of all approved proposals will be available at the end of this year.</p>
Realising the Innovation Hub website	Done. The <a href="#">Innovation Hub website</a> is up and running since April 2017.

### Progress intensifying large-scale masters

As of 2018 the additional funding for projects to intensify large-scale courses will be available for all courses, not only for master courses. We encourage course coordinators who want to intensify a course to take the opportunity to simultaneously introduce other educational improvements/innovations.

Develop procedure for applying for the available funds	Done. A procedure for applying for funds is finalized and communicated with the parties involved.
Organizing and promoting ESE Innovation fund (round 2016) Organizing and promoting ESE master intensification fund	<p>Done. Fund promotion has been started. Promotion is combined with the promotion of the innovation Funds. See above for further details.</p> <p>Until now we've received and approved 6 proposals for intensification of masters. The evaluations of the approved proposals will be part of the evaluation report mentioned before.</p>
Monitoring progress of approved projects	Done. The procedure for monitoring process is communicated with the parties involved. Each project will be evaluated. An evaluation report of all approved proposals will be available at the end of the project.

### Progress umbrella project/skills

The renewed skills course has started this September for all B1 students of the Erasmus School of Economics. The new skills program for the B2 students will start in the next academic year.

Select and install umbrella project team	Done. The Umbrella project team has advised to start with the introduction of Skills education in BA Econometrics and to continue the development of Skills in BA Economics and Business Economics. The project team has advised to reconsider an umbrella project, as described by the workgroup Educational Renewal, when the Skills and Knowledge courses are fully developed.
Describe broad design Umbrella/skills project including the organisation of research clinics for Ba3 students	<p>Project leaders have been appointed to develop the Skills course for Economics/Business Economics, Econometrics, as well as for Fiscale Economie. These new courses will be effective in the academic year 2017-2018.</p> <p>Plans for the further development of the skills courses, including an operationalisation of the umbrella project ideas have been made. These plans have been discussed with the Examination Board and the Education Committees.</p> <p>Additional temporary staff to realise these plans is available.</p>
Course content and schedule	Started as of end of March 2017
Development study guide information	Started as of end of March 2017
Development material	Started as of end of March 2017
Training execution team umbrella project	Since the umbrella ideas are integrated in the new Skills courses training of an execution team for the umbrella project is not relevant any more.

## Communication

- Students have been informed about the website Tutor Academy by ESE- News - students January 2017, March 2017, April 2017 and by Facebook. The students associations have been asked to inform their members.
- Staff is informed by regular project newsletters. The next project newsletter is planned for the end of September 2017. Furthermore the project has communicated in several ESE-newsletters for staff (last time was September 15 2017).
- A special newsletter on the launch of the website of the Innovation Hub was sent in March 2017.
- A Flyer about the project has been distributed during the ESEbility afternoon 2016.
- Flyers with information about the available digital tools are distributed during the ESEbility afternoon 2017.
- A [Website with general information](#) about the QI programme is available. This website is regularly updated.

# The Tutor Academy

Experiences in the first year

07-09-2017



*Authors:* Monique Klück, Jara Verkleij

## Contents

Contents .....	2
The Tutor Academy; experiences in the first year .....	5
Hiring experienced and graduated teachers.....	5
Facilitating the recruitment of tutors for the different courses .....	5
Increasing the quality of tutors by proper training and guidance .....	6
Training .....	6
Guidance .....	7
Facilitating communication between and involvement of lecturers, tutors and students .....	9
Evaluation .....	9
Positioning and design TAc in ESE.....	10
Effect TAc on content and design of tutorials.....	11
Conclusion.....	12
Appendix 1 Overview of recommendations .....	13
Appendix 2 Outline Tutor Academy.....	15
Appendix 3 Yearly evaluation of the TAC.....	17
Some key figures about the TAC .....	17
Number / % extremely low scores in student satisfaction with tutor performance .....	17
Conclusion.....	18
Attendance B2 tutorials .....	19
Conclusion .....	20
Tutor satisfaction with guidance.....	20
The selection procedure .....	20
Training .....	21
Guidance .....	22
Feedback .....	22
Contact during the course.....	23
Overall opinion on guidance .....	23
Conclusion .....	24
Satisfaction lecturers .....	25



Recruitment .....	25
Guidance .....	25
Training .....	26
Added value TAc .....	26
Conclusion Yearly evaluation .....	26



## The Tutor Academy; experiences in the first year

One of the goals of the Quality Impetus programme (QIP) is improving the quality of tutorials in BA1 and BA2 by establishing a Tutor Academy (TAc). Last year (June 2016), an Implementation team has provided an Outline (see Appendix 2) of the new processes to professionalise the promotion, selection, training and guidance, and evaluation of tutors<sup>1</sup>.

The TAc aims to realise her goals by:

1. Hiring experienced and graduated teachers to a total of 5.0 FTE, who will execute most of the TAc-activities.
2. Facilitating the recruitment of tutors for the different courses.
3. Increasing the quality of tutors by proper training and guidance.
4. Facilitating communication between and involvement of lecturers, tutors and students.

This document provides the evaluation of TAc's first operational year, as well as recommendations for further actions. The TAc's aims will be further elaborated below.

The information in this document is based on interviews with the TAc's teachers and administrative assistant, the QIP project team (Brigitte Hoogendoorn, Erik Kole, Yvonne Tigelaar-Klootwijk, Annette Teijl-Toet) and two members of the Implementation team (course coordinators Wilco van den Heuvel, and Jurjen Kamphorst). Furthermore, we have used the data collected for the yearly evaluation of the TAc (see appendix 3).

### Hiring experienced and graduated teachers

The establishment of the TAc started with the description of its new position, as well as of the teacher TAc, and the recruitment of suitable candidates. The implementation team has drafted a job description for the teachers of the TAc. Key activities are:

- selection, training and guidance of tutors
- quality monitoring of tutors
- organising communication about tutorials between tutors, course coordinators and students
- development – with the course coordinator- of teaching material for small scale teaching

When developing the TAc one of the issues was whether TAc's teachers should teach tutorials themselves. In the end, the final decision on this issue has been left open. In practice all teachers without prior knowledge of ESE tutorials, have taught tutorials to familiarise themselves with the content of the course and to experience what it needs to be a good tutor.

The TAc now consists of eight teachers (5.0 fte), two administrative assistants and one director. Four members of the TAc staff were previously working for ESE, all other members have been recruited externally. Five teachers work solely for the TAc, the others combine their tasks for the TAc with other activities like teaching courses and/or research.

### Facilitating the recruitment of tutors for the different courses

The following changes in the recruitment process have been realised:

---

<sup>1</sup> In this document the terms tutor or teaching assistant are used interchangeably.

- a. All vacancies are available on the (newly developed) website of the TAc. Vacancies are open for all interested students. Information about procedure, selection criteria and tasks is available before the start of the procedure. This makes the recruitment process more transparent.
- b. Vacancies are promoted by the website and –like before- by actively approaching suitable candidates and messages on SIN-Online.
- c. The teachers TAc actively participate in the recruitment and contracting of new tutors. Most course coordinators choose to interview and select the candidates together with the teachers, some course coordinators leave the interviews to the teachers. Promotion of vacancies and contracting is mostly executed by the teachers in cooperation with the administrative assistant. As a result, course coordinators are relieved of these tasks.
- d. Information about the contracts of all currently and previously active tutors (like number of working hours, course, Risbo certificate, correspondence) is stored in a shared folder. This facilitates sharing of information about applicants with previous tutor experience.
- e. Up till now, the teachers have only occasionally shared information about an applicant's past performance as a tutor; this is not (yet) a standard procedure. Information about past performance is not (yet) stored in the shared folder.
- f. The relation with P&O has improved. This has for example resulted in new and improved selection and employment procedures, as well as a joint use of the HR-database; hence this leads to less administrative work.

Improvement is possible on the subject of the workload of TA's. The workload differs among departments and courses, e.g. some tutorials take considerable more tutor time than other tutorials, following Risbo training is sometimes in working time sometimes in own time. The contractual hours (fte) seem not always in balance with the actual workload.

Another issue yet to be tackled is the diminishing of administrative paperwork by combining contracts and solving the issues with the paperwork for non-EU tutors.

In addition, the TAc's website needs more promotion; it is a new channel and students have to look for vacancies on this new website.

### **Recommendations**

1. Use available information about former experiences with applicants at all times.
2. Store all information about the TA's performance in a shared folder.
3. Compare the actual workload (training, preparation time, tutorials, meetings, other duties) of the tutors in the courses with the usual contractual hours. Adjust if necessary. Apply uniform rules regarding payment for extra tasks like attending a training or meeting.
4. Continue promoting the TAc's website.

### **Increasing the quality of tutors by proper training and guidance**

#### **Training**

The following changes regarding to the training of tutors have been realised:

- a. All new tutors are obliged to follow a didactical training performed by Risbo. Participation is actively monitored. Absence is reported and results in an alternative solution (e.g. a new training date,

participation in the training of an experienced tutor, sometimes combined with writing a report on the visit.

- b. The content of the Risbo training has been evaluated and improved. Participants have to write a reflection report about their didactical skills before receiving their certificate of participation. This reflection report can be used for further coaching by the teachers of the TAc.
- c. At the end of the year, additional didactical workshops have been organised for experienced tutors.

Most tutors and teachers are satisfied with the quality of the training, but tutors and teachers working at econometrics courses are more critical about the usefulness of the training.<sup>2</sup> It seems difficult for tutors to translate what they learned at the Risbo training, to their role in the tutorials in the econometrics courses.

Several teachers and tutors made comments about the timing of the additional didactical workshops and suggested that it would be better to organise them during the year, so more tutors would benefit from those workshops.

The practical training as described in the Outline (see Appendix 2 page 6) has not been realised. The TAc team prefers a Tutor Manual with practical information to a training. This Tutor Manual has not been realised yet.

### **Recommendations**

- 5. Give extra support to tutors in the Econometrics department on how to apply what they learned in the Risbo training to the daily practice of a tutor. E.g. by discussing this subject in the start meeting (see recommendation 13) or in a separate meeting with new tutors.
- 6. Organise didactical workshops for tutors during the year (e.g. at the start of every block), so more tutors can participate and benefit from these workshops.
- 7. Finish the Tutor Manual and make it available for all tutors.

### **Guidance**

Guidance is a crucial task for the Tutor academy. According to the Outline all tutors should be visited in the first three weeks of the block and receive personal feedback on their performance. New tutors should be visited at least twice. The reflection report which new tutors write during their didactical training can be used as a starting point for personal feedback

The following changes have been realised:

- a. The system of visiting Tutors in the first three weeks has been fully implemented in the departments Economics and Business Economics. Also in the other departments a large number of tutors has been visited and has received individual feedback on their teaching skills.
- b. The TAc has developed a feedback form/checklist to use when observing tutors. Using a checklist ensures that all teachers evaluate (more) similarly.
- c. For courses of > 8 tutors the TAc has introduced a short student evaluation for tutor performance in the second week of each block. This makes quick intervention possible if necessary.

---

<sup>2</sup> See appendix 3 chapter 3.2. for the exact data on this subject

d. Tutors have been informed about what to expect of the teacher's visit.

Visiting tutors in the first three weeks has not yet been realised in all departments<sup>3</sup>. Reasons are the amount of tutors who have to be visited in a short period or lack of time due to other (more importantly deemed) tasks like teaching tutorial groups, developing new course content or tasks not regarding the TAc.

All teachers mention a peak in workload during the first three weeks of the block. Especially in tutorials with many tutors it is not possible for one teacher to visit all tutors in this time period. The teachers in the departments of Economics and Business Economics have actively cooperated to overcome this problem.

Feedback given to tutors is not (yet) always documented and reports are not easily accessible for all teachers. Risbo evaluations are only incidentally used as starting point for guidance.

The teachers in the Econometrics department do not use the second week student evaluation or the evaluation checklist.

Most tutors who did receive feedback think this feedback was useful<sup>4</sup>.

### Recommendations

8. Make an overall planning of visits and periodically discuss progress of the visits/the overall planning in the TAc team meetings (preferably at the start of each block). Solve occurring problems.
9. Find a solution for the peak problems mentioned above. Possible solutions:
  - More cooperation, joint effort of teachers, if necessary over the boundaries of the departments. Feedback on didactical performance from a teacher with didactical knowledge is always more useful than no feedback at all, even if the teacher does not know much about the course content.
  - Make an overall planning for each period and divide the visits equally between all teachers.
  - Reduce the time spent on teaching of tutorials by the TAc teachers. The initial arguments to do so (learning about the content and experiencing being a tutor) are not valid anymore for most teachers.
10. Use the results of the observations by the teacher during the first visit for the selection and planning of necessary second visits.
11. Use the evaluation checklist to document findings and store this information in the available shared folder. This takes no more time than storing information in a personal folder and hence makes the information available for future use by other teachers, e.g. when selecting tutors or for future guidance.
12. Always use the Risbo evaluations as a starting point for guidance of new tutors. In this way the guidance builds further on the Risbo training and connects to the individual learning needs of the tutor. As a result, tutors will experience a consistent approach and can relate theory to practice.

---

<sup>3</sup> Economics and Business Economics; almost all tutors have been visited in the first three weeks  
 Econometrics: Most tutors have been visited but mostly in week 5 or even later  
 Applied Economics: 28 of 163 tutors have been visited.

<sup>4</sup> According to results yearly tutor survey. See Appendix 3 for more details.

## Facilitating communication between and involvement of lecturers, tutors and students

According to the Outline TAc each course should start with a start meeting of all tutors, the course coordinator and the teacher to discuss design, learning objectives, content *and* didactics of the tutorials. Further group guidance could include meetings or contact via Blackboard/Canvas or social media. At least one meeting during each course is recommended in the Outline. The teacher TAc should be actively involved in organising these meetings and communicating by social media. In all instances the course coordinator has to support the organization of this kind of meetings.

The quality of teaching by tutors can be improved by regular contact about content and didactics. Tutors can share experiences and learn from each other, as well as from the teacher and course coordinator.

Group guidance is an issue that needs further development in the TAc. Some start meetings -as described in the Outline- have taken place, though in most cases only about the content of the course and often without the presence of the teacher. Meetings during the course are rare, let alone meetings where didactics are discussed.

Moreover, beside the visits teachers and tutors in general have little contact<sup>5</sup>. Teachers are willing to help tutors, but they are not actively seeking contact.

Contact between teachers and tutors seems to be more intensive when teachers are also capable to answer questions about the content of the course. A question by a tutor about content can be a great opportunity to discuss didactics.

At the end of the academic year the TAc has organised a closing event for all tutors consisting of several didactical workshops and drinks. 36 tutors have participated in this closing event.

### Recommendations

13. Organise start meetings for all courses to explicate design, learning objectives and content *and* didactics in the presence of course coordinator *and* teacher. Organising these meetings should be a joint responsibility of Course Coordinator and Teacher TAc.
14. Let the teacher TAc take a more active and inviting approach on communicating between teachers and tutors e.g. by organizing a meeting (possible with drinks or lunch) during the course to discuss tutor experiences or by participating actively in WhatsApp groups or other social media used by tutors.

## Evaluation

According to the Outline, each course should be ended with a closing meeting with tutors, teacher and course coordinator, to evaluate the tutorials and discuss the student evaluation results. The discussion in the closing meeting provides input for the course coordinator to ameliorate the content and/or design of the tutorials. The underlying reason for establishing the TAc is the wish to improve small scale teaching. The closing meetings are a crucial element to achieve this goal.

In addition to this evaluation of the tutorials, all tutors should –according to the Outline- receive an individual evaluation as well as feedback on performance based on the student evaluation and the observations of the teacher. These individual evaluations should provide useful information; for the

---

<sup>5</sup> 95% of the respondents in the tutor survey interacted only a few times, or almost never with the teacher. See appendix 3, chapter 3.5.

tutor on his personal performance and the TAc can use the information on behalf of the recruitment of tutors for the next academic year.

Closing meetings as described in the Outline have not been organised (yet). Some closing meetings have occurred but mostly only content has been discussed. Sometimes the closing meetings were without teachers or without tutors. Sometimes the closing meeting consisted only of drinks.

The individual evaluations as described in the Outline are also not realised. Some teachers have thanked the tutors by mail, informed them about the student evaluation results and asked for feedback on the content, design and organization of the course. This resulted in some useful suggestions for improvement.

The yearly performance measurement of the TAc as a whole has taken place. See for the results of this measurement appendix 3.

### **Recommendations**

15. Organise closing meetings for all courses to evaluate design *and* didactics of the tutorials with the tutors in the presence of course coordinator *and* teacher. Organising these meetings should be a joint responsibility of Course Coordinator and Teacher TAc.
16. Forget the individual evaluations at the end of the course. It is a lot of extra work and seems to add little to the feedback already given to the tutor.

### **Positioning and design TAc in ESE**

As of January 1 2017, the TAc is fully operational and works for all teaching assistants in B1 and B2. Up until now, PhD's and teaching assistants in B3 are excluded. Several interviewees have commented on this issue. PhD's are often as inexperienced as tutors and can benefit from some guidance. The same can be said about tutors in B3.

The teachers TAc are positioned in the departments and report to the department director *and* to the director TAc (dual management). All interviewees are satisfied with this arrangement. Frequent and easy contact with course coordinators and other academic staff members is essential for the functioning of the teachers. A certain level of knowledge of economics and of course content appears to be essential in the acceptance of the teachers by the other department members. One of the interviewees even suggested that it would be easier to teach candidates for a teacher's position with lots of economic knowledge the necessary didactics than the other way around. Drawback of appointing former ESE PhD students in the teacher's position is that they are accustomed to a certain way of tutoring and less open for improvement.

The distribution of teacher fte's among the departments seems to be to the disadvantage of the department Econometrics. This department has more (smaller) courses in the bachelor. More courses means more start and closing meetings and more (different) tutors to visit, so more workload for the teachers Econometrics.

The administration is positioned in the dean's office. In the beginning of the year there was only one administrative assistant, now there are two<sup>6</sup>, which is better with regard to continuity. Advantage of

---

<sup>6</sup> The total amount of fte for administrative tasks has remained unchanged.

this arrangement is that all departments use the same administrative processes, all information about tutors is available in a central place and Risbo and P&O now have one contact person so there is less miscommunication. Improvement can be made in the central storage of information, so all involved in the TAc have access to up to date files.

The tutors are positioned in (and paid by) the departments. Drawback of this arrangement is that combining contracts or prolonging contracts beyond the departmental boundaries is not possible, which results in extra administration.

Regarding the activities of the TAc, the director of the TAc is in the lead. The department directors do not actively participate in this matter.

More cooperation between teachers is advisable. The boundaries of departments do not apply for students and tutors; this requires a coordinated approach of tutors. Furthermore, cooperation leads to shared knowledge and development, which is also more efficient.

Further improvement of the cooperation between teachers in the TAc is clearly a topic to address next year. There is little real cooperation. Except for teachers in Economics and Business Economics who work together, there is no cooperation or contact outside the TAc team meetings. All teachers mention frictions in the cooperation. When there is disagreement in the TAc team about the best approach (e.g. the use of the evaluation checklist or the use of the 2 week's student evaluation) this is not solved, but only leads to ignoring the new approach by some teachers. Meetings are not perceived as effective, because the same discussions are repeated. The assumed differences between Economics and Econometrics are, according to most interviewees, an important reason for these frictions.

### **Recommendations**

17. Extend the scope of the TAc to all tutors in B3 and (on request) to PhD's who are teaching Bachelor tutorials.
18. When selecting new teachers, make sure they have enough knowledge of economics/econometrics *and* enough didactical knowledge (or the capacity to acquire this knowledge in a short period of time) to improve teaching.
19. Monitor the workload of the Econometrics teachers closely.
20. Store all communication and information about the tutors in shared folders. Let the administration TAc organise this.
21. Reconsider the positioning of tutors (e.g. central contracting in combination with intra school settlement)
22. Discuss the friction in the cooperation in the TAc team in a positive manner (no scapegoats). Try to find solutions in the context of 1 TAc for all tutors in the ESE.

### **Effect TAc on content and design of tutorials**

The underlying reason of establishing the TAc is the wish to improve small scale teaching. The assumption is that better qualified tutors make active learning in small groups possible. The didactical input of the teachers TAc can stimulate course coordinators to improve the design of the tutorials. Teachers TAc can play an active role in the development and implementation of redesigned tutorials.

But before teachers can play this role they have to prove themselves in the field of economics and didactics. Staff members are critical when teachers lack knowledge of the course content. The teachers

without ESE-history have invested a lot of time in the first year to acquire the necessary knowledge of economics.

In the first year of the TAc therefore, only some small steps on improving the design of tutorials have been made. However, the teachers are now actively involved in most of the courses and in a position to discuss the design with the course coordinators. This will not always lead to redesign. Sometimes there is no need, sometimes the course coordinator is not (yet) convinced that change is necessary.

Developments such as the introduction of the new LMS Canvas and the continuing availability of funds for innovation can give a boost to improvement of small scale learning. A joint effort of management and the officers of the innovation hub to motivate course coordinators to evaluate and improve their courses can also be helpful. The teachers of the TAc can provide the necessary implementation capacity.

### **Recommendations**

23. If teacher vacancies occur in the TAc, select candidates with sufficient knowledge of economics to prevent long introduction periods for new teachers.
24. Use the introduction of new ICT tools (LMS Canvas, Sowiso, Ans) to discuss the course design including the design of tutorials with all course coordinators. E.g. by planning a personal visit of the educational officer and a member of the Canvas project group to all course coordinators to discuss the impact of Canvas on their course and the possible improvements that will be possible.
25. Revise the Outline TAc according to the findings and recommendations in this document.

### **Conclusion**

Most of the TAc's aims have been realised the last year. A new team consisting of 11 people, with little ESE-experience among them, started with a total new concept; the Tutor Academy. Now, a year later, they have an active role in the recruitment, selection, training and guidance of teaching assistants. The recruitment process is improved and more transparent. By means of the TAc website students are better informed about the possibilities to work as a tutor. The didactical training and guidance of tutors is improved. The performance of tutors is monitored and subject of evaluation.

Nevertheless, a lot remains to be done; training of experienced tutors can be extended, the current level of guidance and communication can be improved, evaluation of tutors and the improvement of tutorials have just started.

According to those who are interviewed, it is too early to draw conclusions about the effectiveness of the TAc. The TAc has to prove its added value in the years to come. However, the improvements in the past year are already valuable. We hope the recommendations in this report lead to further improvement of the activities of the TAc and contribute to the quality of small-scale teaching.

## Appendix 1 Overview of recommendations

	<b>Responsible party:</b>
1. Use available information about former experiences with applicants at all times.	Teachers TAc
2. Store all information about the TA's performance in a shared folder.	Teachers TAc
3. Compare the actual workload (training, preparation time, tutorials, meetings, other duties) of the tutors in the courses with the usual contractual hours. Adjust if necessary. Apply uniform rules regarding payment for extra tasks like attending a training or meeting.	Director Tac (comparison) /Department Directors (applying uniform rules)
4. Continue promoting the TAc's website.	Director Tac
5. Give extra support to tutors in the Econometrics department on how to apply what they learned in the Risbo training to the daily practice of a tutor. E.g. by discussing this subject in the start meeting (see recommendation 13) or in a separate meeting with new tutors.	Teachers Tac Econometrics Department
6. Organise didactical workshops for tutors during the year (e.g. at the start of every block), so more tutors can participate and benefit from these workshops.	Director Tac
7. Finish the Tutor Manual and make it available for all tutors.	Teachers Tac
8. Make an overall planning of visits and periodically discuss progress of the visits/the overall planning in the TAc team meetings (preferably at the start of each block). Solve occurring problems.	Teachers Tac
9. Find a solution for the peak problems mentioned above. Possible solutions: <ul style="list-style-type: none"> <li>More cooperation, joint effort of teachers, if necessary over the boundaries of the departments. Feedback on didactical performance from a teacher with didactical knowledge is always more useful than no feedback at all, even if the teacher does not know much about the course content.</li> <li>Make an overall planning for each period and divide the visits equally between all teachers.</li> <li>Reduce the time spend on teaching of tutorials by the TAc teachers. The initial arguments to do so (learning about the content and experiencing being a tutor) are not valid anymore for most teachers.</li> </ul>	Director Tac/Teachers TAc
10. Use the results of the observations by the teacher during the first visit for the selection and planning of necessary second visits.	Teachers TAc
11. Use the evaluation checklist to document findings and store this information in the available shared folder. This takes no more time than storing information in a personal folder and hence makes the information available for future use by other teachers, e.g. when selecting tutors or for future guidance.	Teachers TAc
12. Always use the Risbo evaluations as a starting point for guidance of new tutors. In this way the guidance builds further on the Risbo training and connects to the individual learning needs of the tutor. As	Teachers TAc

a result, tutors will experience a consistent approach and can relate theory to practice.	
13. Organise start meetings for all courses to explicate design, learning objectives and content <i>and</i> didactics in the presence of course coordinator <i>and</i> teacher. Organising these meetings should be a joint responsibility of Course Coordinator and Teacher TAc.	Course Coordinators/Teachers TAc
14. Let the teacher TAc take a more active and inviting approach on communicating between teachers and tutors e.g. by organizing a meeting (possible with drinks or lunch) during the course to discuss tutor experiences or by participating actively in WhatsApp groups or other social media used by tutors.	Teachers TAc
15. Organise closing meetings for all courses to evaluate design <i>and</i> didactics of the tutorials with the tutors in the presence of course coordinator <i>and</i> teacher. Organising these meetings should be a joint responsibility of Course Coordinator and Teacher TAc.	Course Coordinators/Teachers TAc
16. Forget the individual evaluations at the end of the course. It is a lot of extra work and seems to add little to the feedback already given to the tutor.	Director TAc
17. Extend the scope of the TAc to all tutors in B3 and (on request) to PhD's who are teaching Bachelor tutorials.	Director TAc
18. When selecting new teachers, make sure they have enough knowledge of economics/econometrics <i>and</i> enough didactical knowledge (or the capacity to acquire this knowledge in a short period of time) to improve teaching.	Department directors/director TAc
19. Monitor the workload of the Econometrics teachers closely.	Department director Econometrics/director TAc
20. Store all communication and information about the tutors in shared folders. Let the administration TAc organise this.	Administration TAc
21. Reconsider the positioning of tutors (e.g. central contracting in combination with internal compensation of costs)	School management
22. Discuss the friction in the cooperation in the TAc team in a positive manner (no scapegoats). Try to find solutions in the context of 1 TAc for all tutors in the ESE.	Director Tac/Teachers TAc
23. If teacher vacancies occur in the TAc, select candidates with sufficient knowledge of economics to prevent long introduction periods for new teachers.	Department director Econometrics/director TAc
24. Use the introduction of new ICT tools (LMS Canvas, Sowiso, Ans) to discuss the course design including the design of tutorials with all course coordinators. E.g. by planning a personal visit of the educational officer and a member of the Canvas project group to all course coordinators to discuss the impact of Canvas on their course and the possible improvements that will be possible.	Members Innovation Hub team/ Project group Canvas
25. Revise the Outline TAc according to the findings and recommendations in this document.	Director Tac/Teachers TAc



## Appendix 2 Outline Tutor Academy

Separately appended



## Appendix 3 Yearly evaluation of the TAC

24-8-2017

According to the Outline TAc the performance of the TAc will be measured by:

- Number/% extremely low scores in student satisfaction with tutor performance.
- Attendance BA 2 Tutorials (BA1 tutorials are obligatory) (Joint responsibility with course coordinators);
- Tutor satisfaction with guidance;
- Satisfaction lecturers with quality of tutors;

For this evaluation, we have used the results of the course evaluations via the SIN-Online questionnaires and the records of attendance in B2 tutorials. To get information about tutor satisfaction a digital survey has been provided to 276 TA's. Finally, all 35 course coordinators of courses in Bachelor 1 and 2 have been sent a brief digital survey.

In this document you will find the results for academic year 2016-2017. If possible and relevant we will compare the results with the results for the academic year 2015-2016.

Please note that the staff of the TAc has started between august 2016 and January 2017, therefore not all the new procedures were implemented at the start of the academic year. Furthermore many TA's have been recruited before the start of the TAc.

### Some key figures about the TAC

	<b>2016-2017</b>
Number of Tutors	276
Number of tutors visited	141 <sup>7</sup>
Number of new contracts (including prolongations)	541
Number of participants Risbo training	149
Number of participants Hofplein training	90
Number of participants closing event	36
Number of courses with TAc support	44
Number of teachers TAc	8 (5.0 fte)

### Number / % extremely low scores in student satisfaction with tutor performance

The first performance indicator is the number of TA's with an (extremely) low score on student satisfaction.

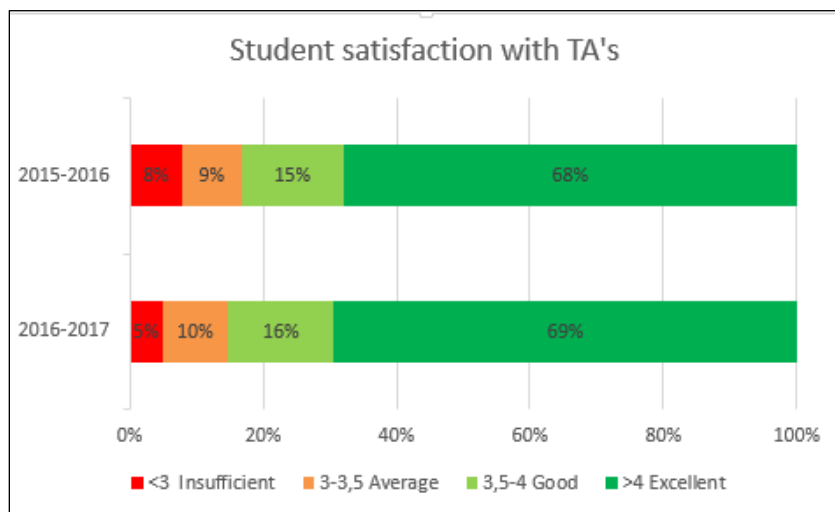
For this evaluation, we have used the results of the course evaluations via the SIN-Online questionnaires. These data has to be viewed with some restraint; sometimes the tutor's score is based on only a few respondents (e.g. 39% of the scores in 2016-2017 are based on less than 5 respondents).

---

<sup>7</sup> By estimation; there is no central registration of visits (yet).

Furthermore, sometimes students give low grades on tutor performance because of personal motives (e.g. not liking the tutor, the tutor was strict with the rules).

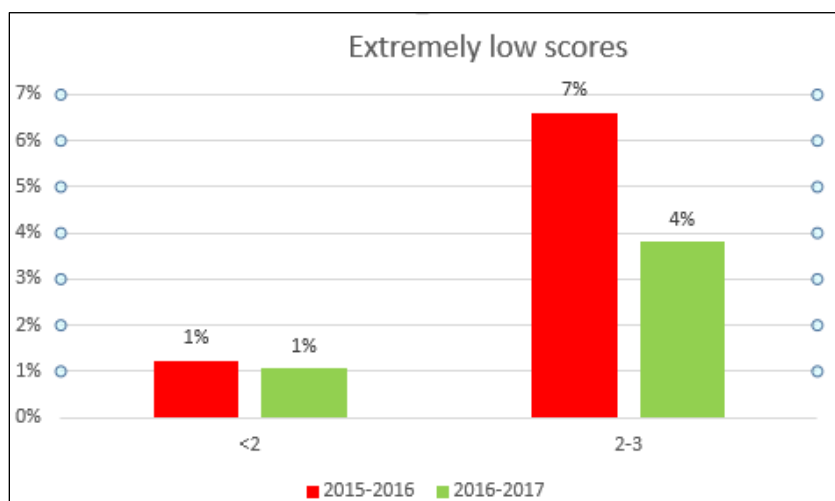
Figure 1



The average results over 2015-2016 and 2016-2017 are quite comparable (figure 1). According to the students most tutors were excellent teachers.

The number of (extremely) low scores was relatively low in both years (figure 2). The number of extremely low scores was lower in 2016-2017 (so after the start of the TAC), but the differences were too small to draw any conclusions.

Figure 2



## Conclusion

Student satisfaction with tutor performance was relatively high before and after the introduction of the TAc. Only a few tutors were performing insufficient according to the students. As a result, the measurable effect of the TAc on the student satisfaction with TA's will be small.

## Attendance B2 tutorials

The second performance indicator is 'attendance B2 tutorials'. Participation in B2 tutorials is not obligatory which tends to result in declining numbers of participants during an educational period. The assumption is that when the quality of small scale learning increases, students experience more added value, which should result in higher levels of participation. Starting as of block 2 2016-2017, attendance in B2 tutorials has been recorded. See Table 1 and 2 for the results.

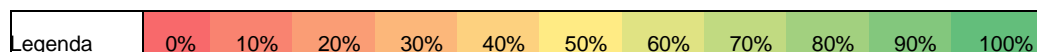
Table 1: Attendance B2 tutorials 2016-2017 Economics and Business Economics

Block	Course		Session												
			1	2	3	4	5	6	7	8	9	10	11	12	13
2	Finance 1	NL	46%	42%	37%	37%	36%	29%	27%						
2	Finance 1	EN	34%	30%	39%	26%	43%	36%	30%						
2	Toegepaste statistiek 2	NL	78%	81%	78%	81%	78%	80%	73%						
2	Applied statistics 2	EN	71%	86%	83%	84%	86%	87%	81%						
3	Toegepaste micro-economie	NL	45%	40%	30%	37%	25%	34%	24%	35%	32%	35%	24%	31%	25%
3	Applied microeconomics	EN	37%	36%	35%	28%	29%	24%	23%	22%	27%	21%	22%	19%	25%
3	Geschiedenis van het economisch denken	NL	81%	88%	84%	79%									
3	History of economic thought	EN	58%	92%	86%	83%									
4	Inleiding gedragseconomie	NL	61%	54%	48%										
4	Introduction to behavioural economics	EN	58%	49%	38%										
4	Methoden & Technieken	NL	75%	84%	85%	85%	83%	80%	74%	68%	70%				
4	Methods & Techniques	EN	76%	86%	85%	88%	86%	88%	79%	78%	76%				
5	Intermediate Accounting	NL	50%	38%	33%	30%	31%	20%	27%	24%	20%	18%	19%	14%	geen data
5	Intermediate Accounting	EN	41%	36%	29%	27%	20%	19%	15%	13%	25%	10%	geen data	geen data	geen data

Table 2: Attendance B2 tutorials 2016-2017 Econometrics & Operations research

Block	Course		Session						
			1	2	3	4	5	6	7
2	Niet-lineair optimaliseren	NL	58%	49%	42%	42%	66%	31%	23%
2	Non-linear optimisation	EN	63%	47%	50%	42%	43%	30%	14%
3	Econometrie 1	NL	88%	89%	90%	89%	88%	88%	55%
3	Econometrics 1	EN	90%	94%	94%	95%	93%	90%	71%
3	Markov processen	NL	39%	22%	16%	13%	17%	11%	8%
3	Markov processes	EN	54%	34%	31%	23%	20%	19%	24%
3	Numerieke methoden	NL	60%	51%	45%	43%	34%	28%	6%
3	Numerical methods	EN	42%	geen data	geen data	geen data	geen data	geen data	geen data
4	Simulatie	NL	60%	52%	42%	50%	71%	40%	25%
4	Simulation	EN	60%	58%	36%	29%	34%	31%	27%
4	Econometrie 2	NL	85%	78%	88%				
4	Econometrics 2	EN	83%	73%	86%				

5	Tijdreeksanalyse	NL	geen data	geen data	geen data	geen data			
5	Time series analysis	EN	geen data	geen data	geen data	geen data			



## Conclusion

In 2016-2017 attendance of B2 tutorials has been measured for the first time. There are no data available of previous years, therefore comparison with earlier years is not yet possible.

On the other hand, we think the results as such has to lead to further reflection on design and content of the B2 tutorials. However this is beyond the scope of this yearly measurement.

We recommend to proceed with the collection of this data and to ensure in the following academic year the data will be collected by *all* tutors about *all* tutorials (as this was not yet the case in 2016-2017).

## Tutor satisfaction with guidance

One of the goals of the TAc is improvement of training, coaching and guidance of TA's. Satisfaction of tutors with guidance is therefore the next performance indicator for the TAc.

As in the previous year a digital survey was provided to all B1 and B2 TA's, containing questions about their job responsibilities, training and guidance. The survey was sent to 276 TAs, of which 87 (32%) completed the survey and 17 (6%) completed part of the survey. The variety of respondents is quite representative for the different courses and departments. 30% of the respondents was in their second year of study, 36% in their third year and 33% were master students. 56% of the respondents had no previous experience as a tutor.

We have asked respondents to answer the questions based on their *last* experience as a tutor.

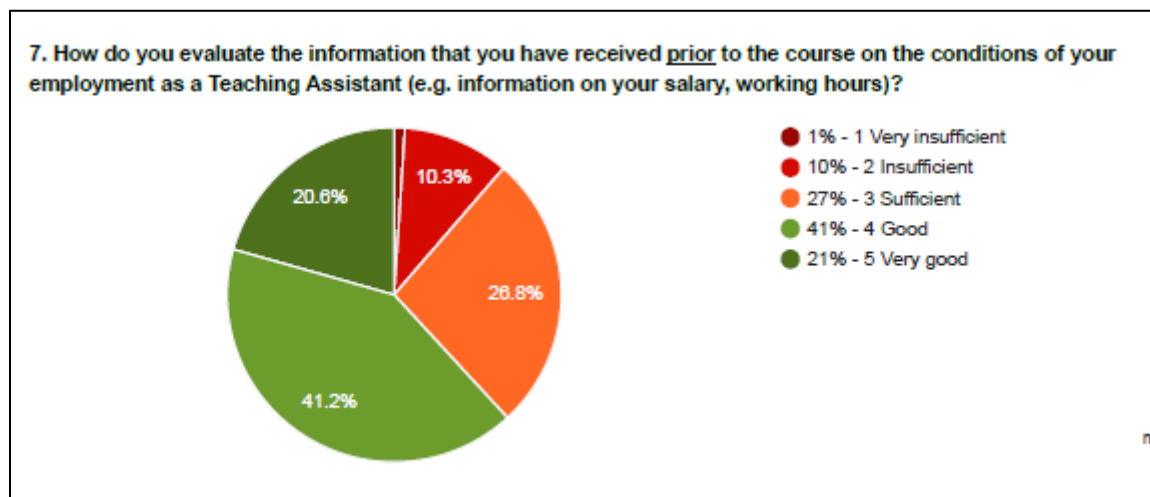
We have compared the results of this year with last year's results when possible. Please note; the response on the review last year was much lower (n=25) than this year (n=87) and therefore less reliable.

## The selection procedure

62% of the respondents were satisfied or very satisfied with the received information (Figure 1). 27% found the information sufficient, 11% were dissatisfied. The percentage (very) satisfied respondents is higher than last year (Review 2016: 56% good or very good).

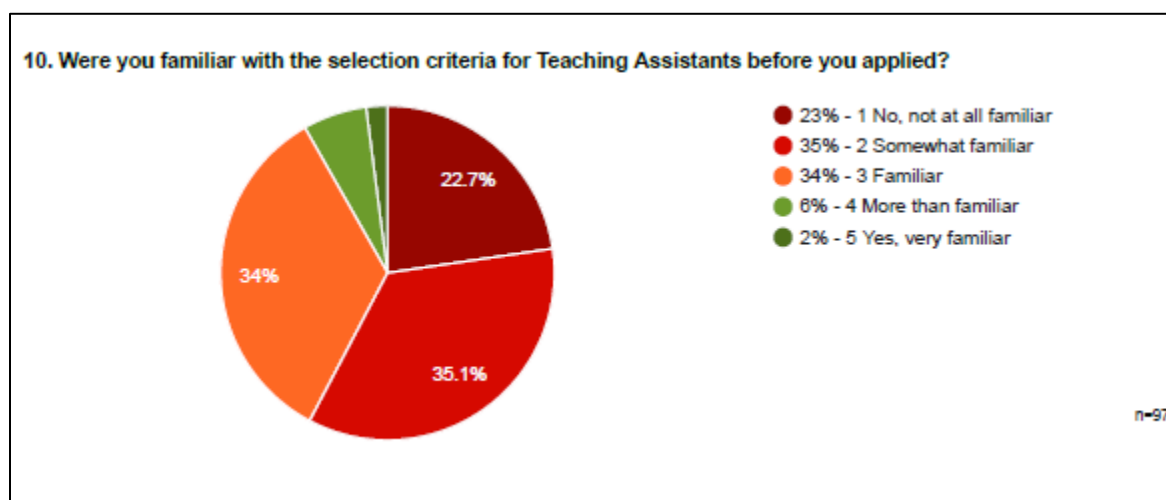
The course coordinator was the most named source of information (53%) on vacancies, employment conditions and job description. 7% of the respondents named the TAc website.

Figure 3 Satisfaction with received information prior to the course



23% of the respondents were not familiar with the selection criteria, 35% somewhat familiar, 34% familiar and 8% more than familiar (figure 4). Remarkably, this score was almost the same for experienced and new tutors, while we would rather have expected that experienced tutors would have more prior knowledge of selection criteria and what is expected of them.

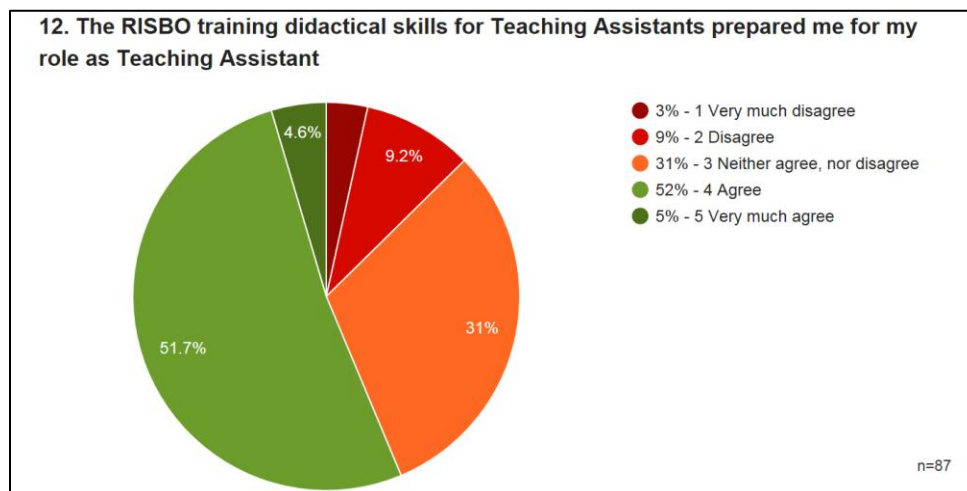
Figure 4 Knowledge of selection criteria



## Training

90% of the respondents took the Risbo training. 57% of them agreed with the statement 'this training has prepared me for my role as TA', 31% were not positive or negative (Figure 5). There was no difference in opinion between experienced and new tutors. However, there was a difference in judgment between the TA's of Applied Economics, Economics and Business economics on the one hand (61% considered the Risbo training useful) and Econometrics on the other hand (46% felt the Risbo training was useful).

Figure 5 Perceived value Risbo training

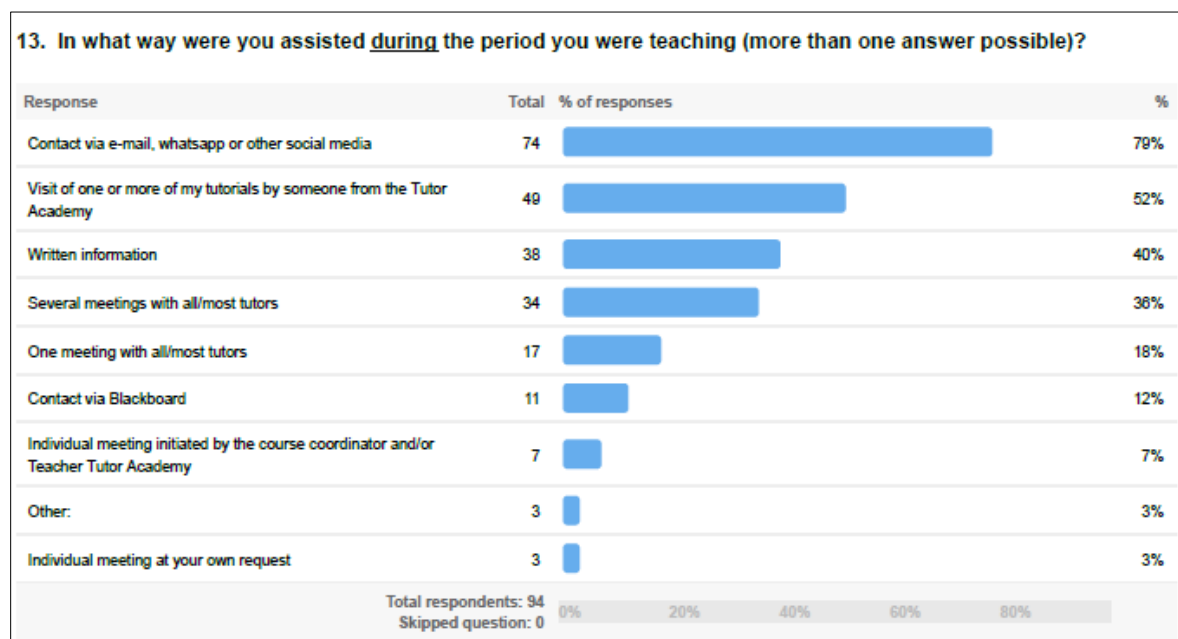


## Guidance

In the previous survey 56% of the respondents perceived to have received no guidance at all. The group of 2016 respondents that did receive guidance acquired it mainly through social media or e-mail (82%). 64% of respondents in the 2016 review never received personal feedback.

This picture has changed considerably. All respondents indicated to have received some form of guidance (figure 6). Contact via social media was still the most common form of guidance, though forms of personal contact were named also by many respondents.

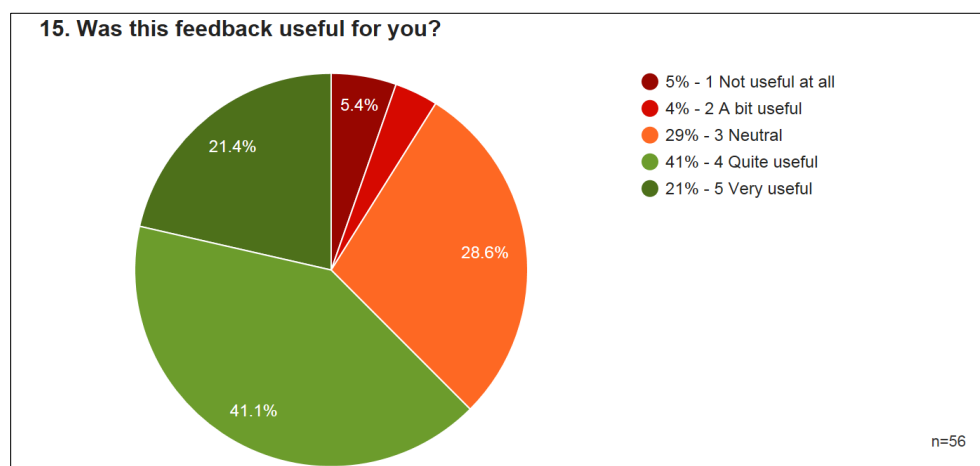
Figure 6 Guidance during the course



## Feedback

60% of the respondents received feedback during the course. Only 5% of the respondents did not find this feedback useful at all (Figure 7). Respondents working for the departments Economics (66%) and Business Economics (67%) received the most feedback, respondents working for Applied Economics (56%) and Econometrics (47%) the least.

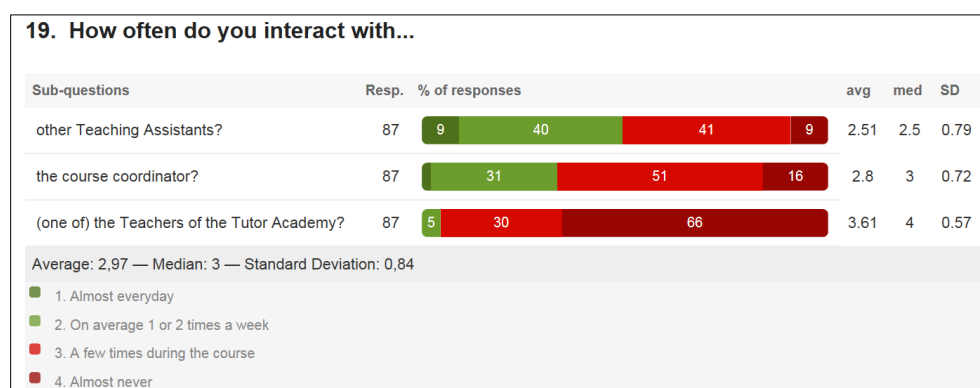
Figure 7 Perceived value of feedback



## Contact during the course

In the survey some questions were asked about the interaction during the course (Figure 8). Respondents mainly had contact with other TA's by using Whatsapp. Communication with the course coordinator and teacher was mostly by email. Respondents had little contact with the teachers of the Tutor Academy. This result could be unreliable though, we do not know if tutors always know the difference between a teacher of the Tutor Academy or a course coordinator.

Figure 8 extent of contact

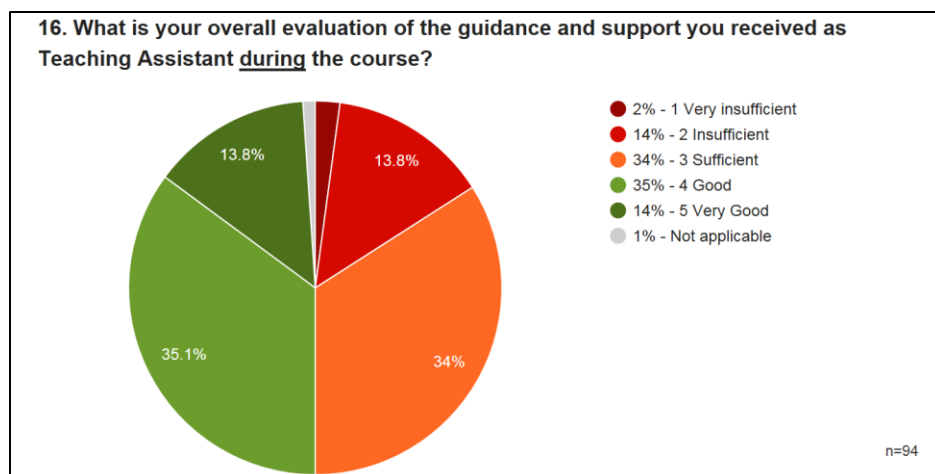


## Overall opinion on guidance

About half of the TA's appreciated the support they received as 'good' or 'very good', 34% felt it was sufficient (Figure 9). Respondents working for the department of Economics were the most satisfied

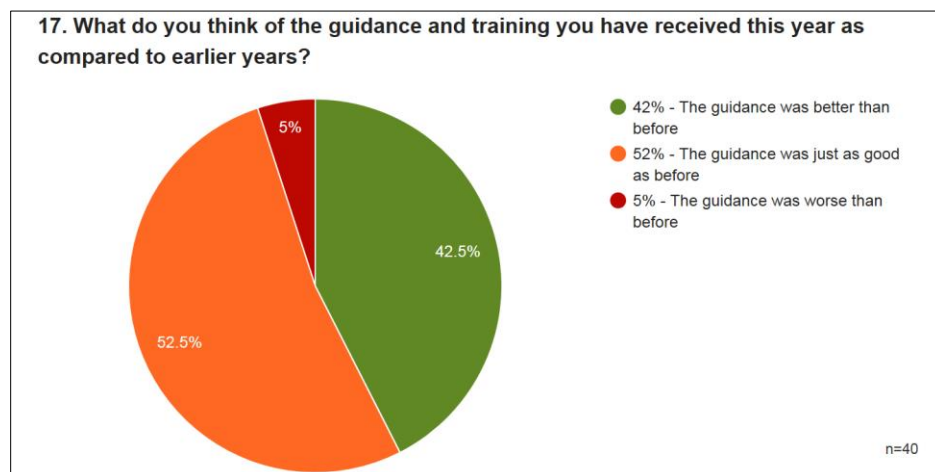
(52% (very) good, 38% good), respondents working for the department of econometrics the least (44% (very) good, 25% good).

Figure 9 Perceived value guidance



TA's who taught in previous years have been asked if they experienced any difference in the guidance they received during the course. 42% indicated that the guidance was better than before (figure 10), 52% perceived no difference and 5% found guidance worse than before.

Figure 10 Comparison with earlier years



## Conclusion

Overall, most TA's were positive about the received information, training and guidance, but improvement is possible on all subjects.

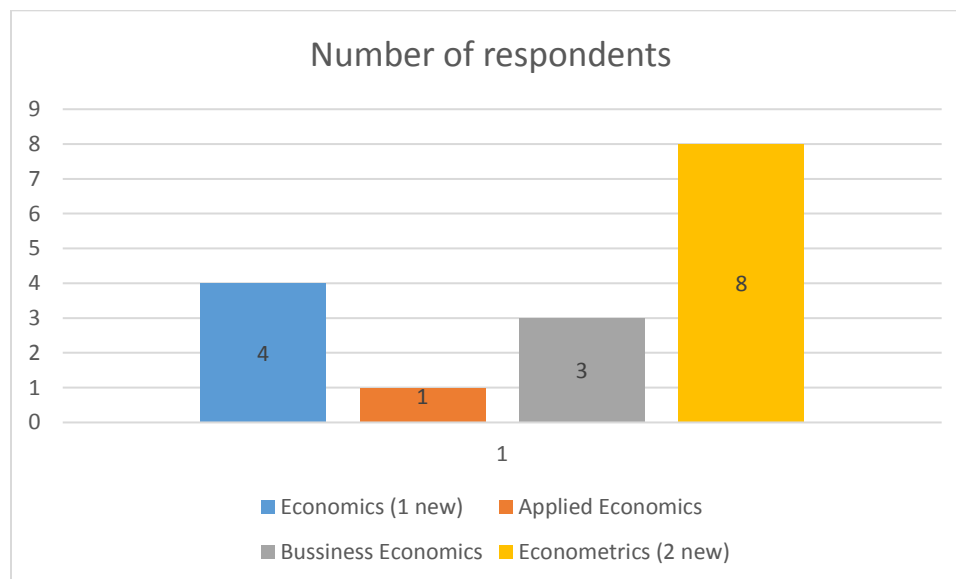
While the results of the survey of last year were not reliable, comparison with earlier years, before the start of the Tutor Academy is difficult. Next year, when we will repeat this survey, more information will be available.

## Satisfaction lecturers

The last performance indicator is satisfaction of lecturers with the TAc and the Tutors.

All 35 course coordinators of courses in Bachelor 1 and 2 have been sent a brief digital survey. 16 of them have completed the questionnaire (figure 11). Three of the respondents were new at the Erasmus School of Economics, so they could not compare the current situation with the situation before the start of the Tutor Academy.

Figure 11 Number of respondents survey lecturers



## Recruitment

*The Tutor Academy aims to improve the recruitment process of Teaching Assistants. Did you notice any changes in the recruitment process last year? Please explain.*

6 of 13 course coordinators experienced a (positive) change in the recruitment process. The course coordinators who did not experience any change were coordinating a course in the first block, hired tutors just after the first block (when the TAc was not yet fully operational) or were working for the department of Econometrics. It should be noticed that the change for course coordinators in the department of Econometrics will be relatively smaller: recruitment of TA's has already been executed by Paul de Boer in the last years, to the full satisfaction of the course coordinators in this department.

## Guidance

*The Tutor Academy aims to improve the guidance for Teaching Assistants. Did you notice any changes in the guidance that Teaching Assistants receive? Please explain.*

7 respondents experienced a change in the guidance Teaching Assistants received. Changes which were mentioned were the visits of tutorials and the 2 weeks student satisfaction survey. The respondents who did not notice any changes were teaching in the first block (2) or at the department of Econometrics (4).

## **Training**

*The Tutor Academy aims to improve training for Teaching Assistants. Did you notice any changes in training of Teaching Assistants? Please explain.*

9 respondents did not notice any difference. Four respondents did notice change and mentioned the Risbo training and weekly meetings with TA's. Two of them were somewhat critical about the usefulness of the Risbo training.

## **Influence TAc on quality TA's**

*Do you think that the Teacher of the Tutor Academy has a positive influence on the quality of the Teaching Assistants? Please explain.*

8 of 13 respondents felt the teacher of the Tutor Academy had a positive impact on the quality of the TA or will have a positive impact in the future. Of the 5 respondents who did not think there will be a positive influence, 1 respondent did not know yet because he was teaching in block 1; 2 respondents thought it would have no influence, because they felt that teaching quality depends on the personality of the TA and cannot be influenced that much.

## **Added value TAc**

*Do you believe that the Tutor Academy is of added value to your course? Please explain.*

11 of 13 respondents believe that the TAc is of added value or will be of added value in the future, 2 respondents see no difference with previous years.

## **Conclusion**

Overall course coordinators give the TAc the benefit of the doubt. They have experienced some positive effects, though more results have to be seen in the future.

## **Conclusion Yearly evaluation**

Prior to the start of the TAc in 2016-2017 4 performance indicators have been selected. This report describes the results on these 4 performance indicators for the year 2016-2017. When possible the results have been compared with data of previous years when the TAc was not yet in existence.

Looking at the results of this evaluation it is difficult to draw any conclusions about the impact of the TAc on tutor quality yet. The number of extremely low scores on student satisfaction was lower than before but too small to draw any conclusions. The second indicator, attendance of B2 tutorials, has not been recorded in previous years, so any comparison is not yet possible. TA satisfaction with guidance, the third performance indicator, was overall quite positive. However, again reliable previous information is lacking. As for the last indicator, the course coordinators have noticed the first changes, but were still a bit reserved about the effects of the TAc.

Overall, the data imply that the potential of the TAc has not yet been fully reached. Next academic year the TAc will be fully functioning. It will be interesting to see if this results in even better scores on the selected performance indicators, as the first results are rather positive.

# Outline Tutor Academy

## Foreword

One of the themes of the Quality Impetus programme is improving the quality of small-scale teaching in BA1 and BA2 by establishing a Tutor Academy (TAc).

Starting March 15<sup>th</sup> an Implementation Team has been working on an outline for this new TAc. The members of the Implementation Team were chosen because of their experience with the selection and guidance of tutors and as a representative from their departments. Furthermore an experienced tutor has joined the team.

The participants in this Implementation Team were:

Nelly Twigt	Representative Skills and Guidance
Brigitte Hoogendoorn	Representative TE and Academic Director Tutor Academy a.i.
Nico van der Sar	Representative BE
Jurjen Kamphorst	Representative AE
Wilco van den Heuvel	Representative Ectrie
Maikel Samsom	Tutor
Monique Kluck	Programme Manager QI

This document provides an outline of the processes concerning the promotion, selection, training and guidance, and evaluation of tutors as discussed by the Implementation Team. This outline includes a proposed division of labour between all those involved in small scale teaching in BA1 and BA2. Herewith the tasks and obligations of the TAc are sketched. Evaluation criteria for the objectives of the TAc have been formulated.

The Implementation Team is of the opinion that the described outline serves as a good starting point for the improvement of the quality of ESE's small scale teaching. The outline is open for improvement, leaves room for flexibility and specificities of each course. TAc and course coordinators together have to experience what works out well and what adjustments to this outline are needed.

## Realizing the goals of the Tutor Academy

The aim of the TAc is to improve the quality of small-scale teaching at ESE by professionalizing the selection, training, guidance and coordination of tutors. In addition, we expect that a professional TAc will increase the status of tutors and signal that being a tutor is a valuable learning experience next to a source of income. This will increase the pool of potential qualified tutors.

The TAc aims to realize her goals by:

1. Hiring experienced and graduated teachers for each department and for skills to a total of 5.0 FTE, who will play a crucial role in the tasks of the TAc. These teachers TAc<sup>1</sup> will have no research obligations.
2. Facilitating the recruitment of tutors for the different courses.
3. Increasing the quality of tutors by proper training and guidance.
4. Facilitating communication between and involvement of lecturers, tutors and students.

---

<sup>1</sup> In Dutch; docenten TAc. During the recruitment proces the term "Wetenschappelijk docent" has been used. While this name non-existent in the University Function Matrix this name has been replaced by "Teacher".

The TAc consists of all the teachers TAc of the different departments and all the tutors involved with BA1 and BA2 tutorials, under the leadership of an Academic Director. The TAc will be supported by an administrative assistant.

In the next chapters you will find a more detailed elaboration per process.

## Recruitment Tutors

On a yearly basis ESE recruits up to 250 tutors for teaching in BA1 and BA2. Hence, an efficient and well-functioning recruitment process is an essential task of the TAc. The activities in the recruitment process are described in Figure 1.

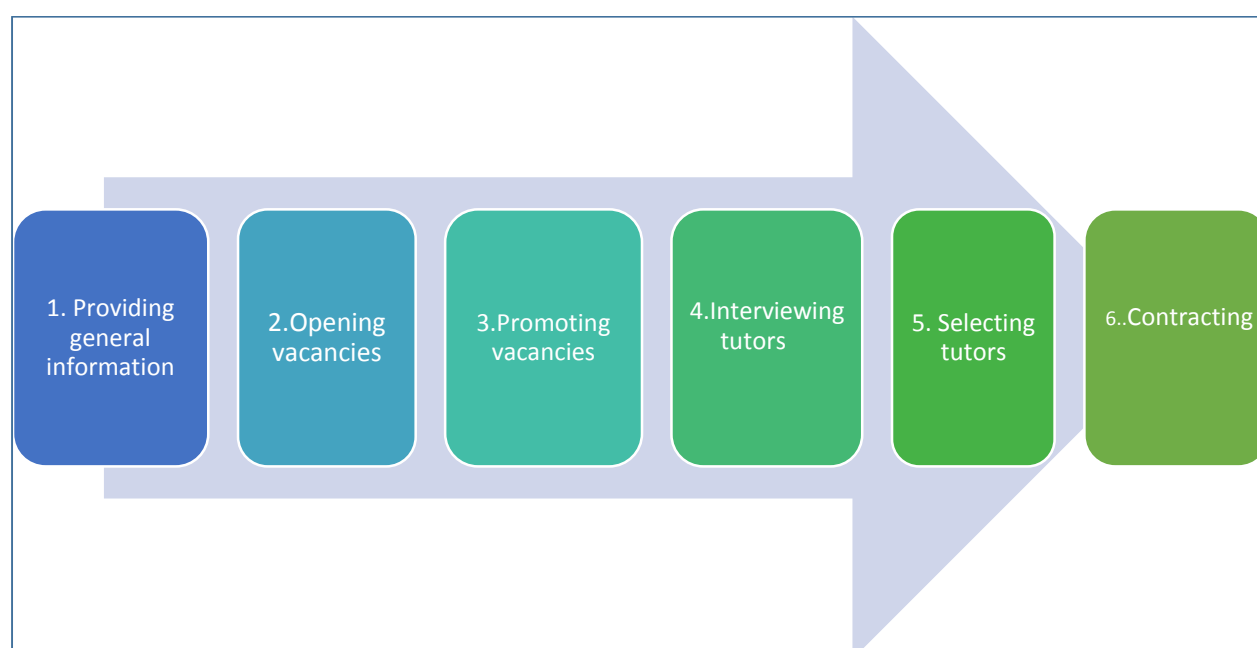


Figure 1. The recruitment process

### Step 1. Providing general information

**How:** Through a website with general information about working as a tutor such as information about salary, number of hours, training and guidance, general selection criteria, vacancies. And through the usual channels like newsletters, posters etc.

The TAc<sup>2</sup> takes care of the design and the general content of the website. The course coordinators provide the necessary information about the courses.

**When** The website will be updated regularly (min. once per 3 months).

**Responsible party** Administrative Assistant TAc (information tutor, design, working, actualising website)  
Course coordinators (course related content)

<sup>2</sup> From this point onwards, while speaking of the TAc we mean Teachers TAc, the Academic Director and the administrative assistant.

## Step 2. Opening Vacancies

How:	The TAc takes care of a format for the vacancy texts. The course Coordinator provides the necessary information about the actual vacancies. The vacancy will be published on the website of the TAc.
When	In the last weeks of each block. When applicable.
Responsible party	Administrative Assistant TAc (format vacancy and publishing) Course coordinator (content vacancy)

## Step 3. Promoting vacancies

How:	Actively approaching suitable candidates and stimulating their job application. Providing oral information to interested students.  On the website an online application form will be available, possibly linked to OSIRIS, with which students can apply for a specific Tutor function. Included are questions about motivation, grades, availability (also for other courses).  Applicants will be always referred to the website of the TAc for the actual job application.
Responsible party	Course coordinator (approaching suitable candidates/oral information). Teacher TAc (approaching suitable candidates e.g. students with high marks who are missed by course coordinators) Administrative Assistant TAc (website information, processing of the application forms, providing general information)

## Step 4. Interviews

How:	Making a list of potential candidates. Selecting who to invite and interview. Planning job interviews/sending invitations.
Responsible party	Administrative assistant (list, planning and invitations) Course coordinator and/or teacher TAc (selection and interviews)

## Step 5. Selection

How:	Selection by course coordinator and/or teacher Tac.  If possible, tutors will be asked to teach several courses so the duration of their job will be longer in time and their expertise in teaching is more fully used.
When	Most of the selection for the following academic year, will take place at the end of block 5. Remaining vacancies will be filled in later in the year. Application is open all year round so later selection is possible. Periodically applicants will be asked if they are still available.

Responsible party	Course coordinator and/or teacher TAc (selection) Administrative assistant TAc (actualisation of applications)
-------------------	---

### Step 6. Administration

How:	Making contracts and informing the selected tutors about their selection. Financial handling.
Responsible party	Administrative assistant TAc and employee HR

## Training, guidance and involvement Tutors

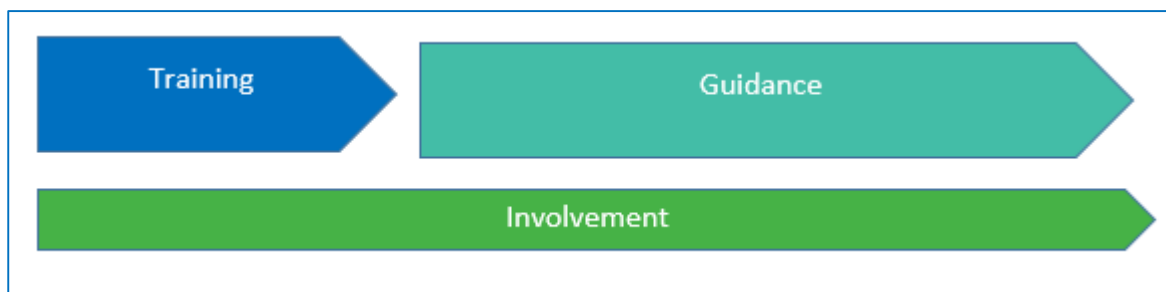


Figure 2.

The second task of the TAc is the training and guidance of tutors and ensuring the involvement of the tutors with the TAc.

### Training

Not only new tutors receive training, but there will also be a training programme for experienced tutors.

- What: Training for new tutors<sup>3</sup>:
1. Obligatory **didactical training**.  
Subjects include:
    - Presentation techniques (video practice)
    - Active learning
    - Didactics
    - leading a discussion
    - how to give feedback
 At least once a year the quality of the training will be evaluated by the Academic Director TAc.
  2. Obligatory **practical training** about teaching in ESE, school rules, sharing experiences with experienced tutors, technical information about the use of a pc in class or the cables which are needed, how to register e.g. attendance in SIN-online and other tips and tricks. This can be given on a general school level.

<sup>3</sup> New meaning the first time somebody is tutor in ESE.

#### Training for experienced tutors;

A **training personal performance**. There is some discussion if this training should be voluntary or obligatory. The advice is to start on an obligatory basis. Participating tutors will be asked afterwards if this should be continued.

When	General training (i.e. didactical training, practical training and training personal performance) will be provided on a number of occasions throughout the year. The dates of the training will be published on the TA-site.
Responsible party	Academic Director TAc; evaluation didactical training, developing practical training for new tutors. Teachers TAc; performing practical training for new tutors. Administrative assistant TAc: Invitations for training, registration of participation, planning.

### Guidance

During the course the tutors will receive guidance on a personal and on a group level.

What	<b>Individual guidance</b> The teacher TAc will attend tutorials of all tutors in the first three weeks of the block and give personal feedback afterwards. New tutors will be visited at least twice. Additionally, new tutors can visit tutorial sessions of more experienced tutors.  <b>Course specific guidance (group);</b> <b>Start meeting</b> on the content of the course and the content of the tutorials. Practical questions regarding role of and contact with teacher TAc and course coordinator, handing in assignments etc.  Further group guidance during the block is voluntary and depends on the course coordinator/teacher TAc and could include <b>weekly briefings</b> .  It is recommended to organise <b>at least one meeting</b> for all tutors, teacher TAc and course coordinator during a course.  The teachers TAc actively shares practical information –e.g. by use of social media- with all the tutors involved in a course
When	The start meeting can be held in the first week of the course or prior to the start of the block.
Responsible party	Teacher TAc: organizing guidance, active use of social media, organizing weekly/periodical briefings, visiting tutors in action and providing feedback Course coordinator: content (start meeting/weekly/periodical) meetings

### Involvement and appreciation

Qualified Tutors are essential to ESE's small scale teaching. We would like to express our appreciation for the work they are doing, bond our best TAs and offer them, next to an interesting

job, a valuable learning experience. To achieve this several options are open for the TAc. Possible ideas are:

- Selecting a Tutor of the year.
- Providing personal invitations for special academic ceremonies such as the yearly Mandeville lecture
- Organising informal TAc-gatherings
- Rewarding experienced tutors with vouchers which they can use to exchange for workshops or training on subjects of their own liking.
- Inviting Tutors to actively participate in the further development of the TAc, e.g. the evaluation of the didactical training, the program of the obligatory trainings, developing information for the website, promoting being a tutor.

When the TAc is up and running choices can be made and actions can be taken.

## Evaluation

The aim of the TAc is improving the quality of small-scale teaching in BA1 and BA2. So evaluation of achieved results is of importance. Obviously, the findings has to lead to appropriate actions if necessary. Evaluation will find place at different levels (see Figure 3).

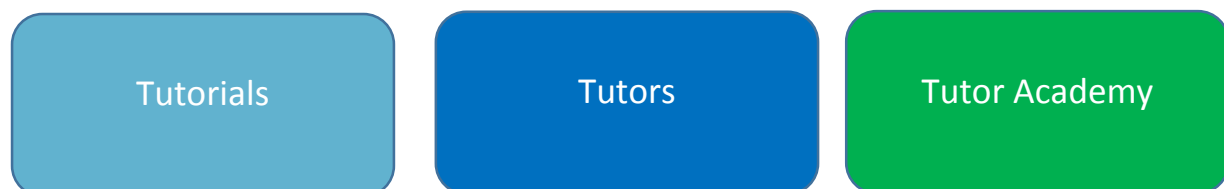


Figure 3.

## Evaluation tutorials

Indicators	<ul style="list-style-type: none"> <li>- (existing) student evaluations</li> <li>- Input by student representatives</li> <li>- Oral feedback tutors during weekly/periodical sessions</li> </ul>
How	<p>End meeting for each course with course coordinator, teacher TAc and tutors to discuss evaluation results and general evaluation on tutorials and on guidance of tutors by teacher TAc and course coordinator, tips/suggestions for next course.</p> <p>Based on the information received during the course, action will be taken if necessary.</p>
Responsible party	<p>Teacher TAc; actively seeks contact with student representatives and tutors regarding the courses in their own department, initiates action if necessary during the course and organizes the end meeting.</p> <p>Administrative assistant TAc: filing the information</p>

## Evaluation tutors

Indicators	<ul style="list-style-type: none"> <li>- Observations teacher TAc during visits tutorials</li> <li>- student evaluations</li> <li>- Input by student representatives</li> <li>- input course coordinator if applicable</li> </ul>
------------	---

How	At the end of each course every tutor gets an individual evaluation and feedback on performance  The TAc provides a format for these evaluations. Part of the evaluation will be an advise if the Tutor can be hired again for this or other courses and if necessary an advice about extra training.
Responsible party	Teacher TAc: organizing personal evaluation and feedback Administrative Assistant TAc; filing personal results tutors

### Evaluation Tutor Academy

Indicators	The performance of the TAc will be measured by: <ul style="list-style-type: none"> <li>- Attendance BA 2 Tutorials (BA1 tutorials are obligatory.) (Joint responsibility with course coordinators)</li> <li>- Tutor satisfaction with guidance</li> <li>- Satisfaction lecturers with quality of tutors</li> <li>- Number/% extremely low scores in student satisfaction with tutor performance</li> </ul>
How	The Academic Director will make a yearly report about the performance of the TAc to be discussed with BT.
Responsible party	The Academic Director; collecting the data and discussing the findings with the Teachers TAc. If necessary proposals for improvement will be made

# Education Statistics

December 2016



# Contents

<b>1 Introduction .....</b>	<b>5</b>
<b>2 First-year students 2016: bachelor &amp; master .....</b>	<b>6</b>
2.1 First-year bachelor students.....	6
2.2 First-year pre-master students.....	7
2.3 First-year master students .....	9
2.3.1 First-year master students differentiated by programme.....	10
2.3.2 First-year master students by specialisation .....	11
2.3.3 First-year master students differentiated by nationality.....	12
2.4 Honours programmes students.....	13
2.4.1 Bachelor Honours Class .....	13
2.4.2 Bachelor Honours Research Class.....	13
2.4.3 PwC Honours Master .....	13
2.4.4 Master Class Actuarial Sciences .....	13
2.4.5 Master Class Commodity Trading .....	14
2.4.6 Erasmus Honours Programme.....	14
<b>3 Cohort performance .....</b>	<b>15</b>
3.1 Cohort size.....	15
3.2 Binding Study Advice .....	16
3.3 Cohort performance bachelor students .....	17
3.3.1 Cohort performance per bachelor programme .....	18
3.3.2 Bachelor performance after Binding Study Advise .....	21
3.4 Cohort performance master students.....	23
3.4.1 Cohort performance per master programme.....	24
3.4.2 Cohort performance per master specialisation .....	27
<b>4 Degrees conferred.....</b>	<b>34</b>
4.1 Degrees conferred per programme.....	34
4.2 Percentage cum laude per programme.....	35
<b>5 Enrolments.....</b>	<b>36</b>
5.1 Enrolments per level.....	36
5.2 Student enrolments with foreign nationality .....	37
5.3 Student/staff ratio .....	40
<b>6 Exchange.....</b>	<b>41</b>
<b>7 Student course evaluations .....</b>	<b>43</b>
7.1 Average course ratings .....	43
7.2 Lecturer evaluations.....	44
7.3 Lecturer deployment .....	45
7.4 Curriculum evaluation .....	47
<b>8 Course performance and contact hours.....</b>	<b>50</b>

8.1 Course performance per level .....	50
8.2 Course performance per programme.....	51
8.3 Contact hours per course and programme .....	52
<b><i>Appendix 1. Course performance 2015-2016.....</i></b>	<b><i>53</i></b>
<b><i>Appendix 2. Course contact hours 2015-2016.....</i></b>	<b><i>62</i></b>
<b><i>Appendix 3. Exchange 2012-2016 .....</i></b>	<b><i>74</i></b>

# 1 Introduction

The *Education Statistics – December 2016* report gives an overview of the most important data regarding Erasmus School of Economics students concerning the enrollment, performance and degrees conferred. Also included in this report are the international exchange, student course evaluation and course performance figures.

The *Education Statistics* report is based on data collected in November 2016.

If you discover any errors or are missing information please contact us, your input is invaluable for improving the quality of this report.

Harry Post  
André Cheung Tam He  
Harry Trienekens

Education Service Center  
March 2017

## 2 First-year students 2016: bachelor & master

### 2.1 First-year bachelor students

The table 'First-year bachelor students' shows all new students who enrolled for the first time into an ESE bachelor programme. Students who withdrew before 1-10-2016 are not included.

*First-year bachelor students*

Programme	12-13	13-14	14-15	15-16	16-17	% Difference
Economie en Bedrijfseconomie	506	564	532	521	507	-3%
IBEB year 1*	194	240	183	204	297	46%
IBEB year 2 or 3	9	10	8	21	19	-10%
Fiscale Economie	51	97	85	81	66	-19%
Econometrie en OR	171	202	200	236	237	0%
International Bachelor Econometrics and OR	41	40	45	64	53	-17%
BSc <sup>2</sup> (Int. Ba. Econometrics+IBEB) year 1		19	31	46	58	26%
BSc <sup>2</sup> (IBEB) enrolment year 2 **		5	4	4	7	75%
<b>Total</b>	<b>972</b>	<b>1177</b>	<b>1088</b>	<b>1177</b>	<b>1244</b>	<b>5,69%</b>

Source: OSIRIS-Studielink, 4 October 2016

\* IBEb = *International Bachelor Economics and Business Economics*

\*\* New students BSc2 enrolled in year 2 started previous academic year with for example Econometrics and because of this are counted twice

In this report the data of two information sources have been combined:

- the Osiris student information system
- the databases of the ESE Education Service Centre

The data for 2016-2017 are still provisional. The new student enrolments have been corrected for previous ESE programme enrolments. Most of these corrections are made for students who previously had enrolled for the *Economie en Bedrijfseconomie* or *Fiscale Economie* programme.

The influx of new students for *IBEB* year 2 or year 3 is mentioned separately because these students are categorized as first-year students.

The *International Bachelor Econometrics and OR* programme started in 2012-2013.

The double degree programme *BSc<sup>2</sup>* (Econometrics + IBEb) started in 2013-2014.

The *BSc<sup>2</sup>* year 2 influx is caused by students that switched after their first year from *Econometrics* to the *BSc<sup>2</sup>* programme.

Of the 507 *Economie en Bedrijfseconomie* students in 2016-2017 there are 84 that are enrolled for the *Mr.drs.* programme. The *Mr.drs.* programme is a double degree programme, these students are also enrolled at the Erasmus School of Law. In the next table you can see the influx of *Mr.drs.* students for the last 5 years.

*First-year Mr.drs. students*

Academic year	Mr-drs	Econ	% Mr-drs
2011-2012	64	508	12.6%
2012-2013	79	506	15.6%
2013-2014	85	564	15.1%
2014-2015	93	532	17.5%
2015-2016	87	521	16.7%
2016-2017	84	507	16.6%

## 2.2 First-year pre-master students

### First-year pre-master students

Programme	12-13	13-14	14-15	15-16	16-17	Difference
Economie en Bedrijfseconomie	8	11	7	2	0	-100%
IBEB	43	48	32	37	30	-19%
Accounting, Auditing and Control (ft)*	12	31	4	12	14	17%
Accounting, Auditing and Control (pt)*	10	9				
Fiscale Economie	9	11	5	12	2	-83%
Econometrie en OR	38	58	15	35	61	74%
International Bachelor Econometrics and OR		8	15	21	15	-29%
<b>Total</b>	<b>120</b>	<b>176</b>	<b>78</b>	<b>119</b>	<b>122</b>	<b>2,52%</b>

Source: OSIRIS-Studielink, 4 October 2016

\* ft = fulltime and pt = part-time

The total intake of pre-master students has grown by 3%, where the intake in 2015 had grown with 53%. *Economie en Bedrijfseconomie* programme has shrunk to zero because the program is not available since last academic year (2015-2016). This academic year *Econometrie en OR* shows a big increase in students with 74%. *Economie en Bedrijfseconomie*, *IBEB*, *Business Administration* and *IBA* students who want to do the pre-master *Econometrics* have to complete specific *Econometrics* bachelor courses for their admission to the programme. For this "pre-pre-master" the next table shows the enrolment numbers.

### First-year "pre-pre-master" students

Programme	enrollments 2013-2014	enrollments 2014-2015	enrollments 2015-2016	enrollments 2016-2017
Economie en Bedrijfseconomie	27	38	69	67
Fiscale economie			2	0
IBEB	9	1	13	19
Business Administration		8	16	14
IBA		2	5	8
<b>Total</b>	<b>36</b>	<b>49</b>	<b>105</b>	<b>108</b>

Source: OSC, 4 October 2016

The tables for the first-year pre-master students with Dutch HBO and university diplomas are removed from the Education Statistics report since last year. The totals are still given at the end of the first-year international pre-master students table (students with a foreign nationality and an international diploma).

### First-year international pre-master students

Country of origin	12-13	13-14	14-15	15-16	16-17
Netherlands*		4	12	23	6
China	20	22	13	18	10
Greece	2	14	5	5	4
Bulgaria			1	3	
Indonesia		1	2	2	1
India				2	1
Romania	1		2	1	3
Nigeria		1	1	1	
Great Britain		1		1	
Latvia		1		1	
United States of America		1		1	
Thailand		1		1	1
Spain	1			1	1
Poland	1			1	
Germany	1			1	5

Country of origin	12-13	13-14	14-15	15-16	16-17
Czech Republic				1	
Hungary				1	
Italy				1	3
South Korea				1	
Luxemburg				1	
Suriname				1	
Estland				1	
Croatia				1	
Vietnam			2		
Sierra Leone	3	2	1		
Philippines		2	1		
Slovakia		1	1		
Bangladesh		1	1		
Russia			1		
Iran			1		
Ukraine	5		1		1
Albanie	2		1		
Austalia			1		
Belgium		2			
Canada	1	1			
Egypt		1			1
Pakistan	1				1
Moldava	1				
Jamaica	1				
France					1
Kenya					1
Lithunia					1
Norway					2
Sweden					1
Switzerland					1
Finland	1				
Austria-Hungary	1				
<b>Total</b>	<b>42</b>	<b>56</b>	<b>47</b>	<b>70</b>	<b>45</b>
<b>Total Dutch HBO + university students</b>	<b>78</b>	<b>120</b>	<b>31</b>	<b>49</b>	<b>77</b>
<b>Total intake all pre-master programmes</b>	<b>120</b>	<b>176</b>	<b>78</b>	<b>119</b>	<b>122</b>

Source: Osiris, 4 October 2016

\* Students with a Dutch nationality and an international diploma

## 2.3 First-year master students

*Enrolment data for the master programme*

Programme	12-13	13-14	14-15	15-16	16-17	% Difference
Economics and Business including AAC	837	849	846	950	883	-7%
Fiscale Economie	35	35	35	38	58	53%
Econometrics and Management Science	100	127	134	192	215	12%
Economics and Informatics	4	0	0	0	0	
MSc in Business Research – ERIM Master	9	10	9	9	13	44%
MSc in Economics – Tinbergen Institute	4	4	4	2	3	50%
<b>Total (excl. Research masters)</b>	<b>976</b>	<b>1011</b>	<b>1015</b>	<b>1180</b>	<b>1156</b>	<b>-2,03%</b>
<b>Total</b>	<b>989</b>	<b>1025</b>	<b>1028</b>	<b>1191</b>	<b>1172</b>	<b>-1,60%</b>

Source: Osiris, 4 October 2016

## 2.3.1 First-year master students differentiated by programme

*First-year master students differentiated by programme*

<b>First-year master students by programme</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>% Difference</b>
<b>Admitted from the Bachelor ESE</b>	<b>391</b>	<b>447</b>	<b>482</b>	<b>501</b>	<b>531</b>	<b>6%</b>
Economics and Business	257	277	305	282	304	8%
Accounting, Auditing and Control	51	69	79	83	69	-17%
Fiscale Economie	31	27	27	32	50	56%
Econometrics and Management Science	48	74	71	104	108	4%
Economics and Informatics	4	0	0	0	0	
<b>Admitted from the pre-master programme</b>	<b>136</b>	<b>126</b>	<b>104</b>	<b>95</b>	<b>90</b>	<b>-5%</b>
Economics and Business	62	46	21	31	28	-10%
Accounting, Auditing and Control	29	42	43	21	9	-57%
Fiscale Economie	4	3	6	4	4	0%
Econometrics and Management Science	41	35	34	39	49	26%
Economics and Informatics	0	0	0	0		
<b>Admitted from HBO+ (pre-master on HBO)</b>	<b>26</b>	<b>41</b>	<b>42</b>	<b>35</b>	<b>41</b>	<b>17%</b>
Economics and Business	16	24	27	25	24	-4%
Accounting, Auditing and Control	10	15	15	9	16	78%
Fiscale Economie	0	2	0	1	1	0%
Econometrics and Management Science	0	0	0	0	0	
Economics and Informatics	0	0	0	0	0	
<b>Admitted students with an international diploma</b>	<b>287</b>	<b>244</b>	<b>203</b>	<b>277</b>	<b>283</b>	<b>2%</b>
Economics and Business	237	176	156	216	216	0%
Accounting, Auditing and Control	48	64	39	54	47	-13%
Fiscale Economie	0	0	0	0	0	
Econometrics and Management Science	2	4	8	7	20	186%
Economics and Informatics	0	0	0	0	0	
<b>Admitted students with a Dutch diploma</b>	<b>136</b>	<b>153</b>	<b>184</b>	<b>272</b>	<b>211</b>	<b>-22%</b>
Economics and Business	120	112	143	197	145	-26%
Accounting, Auditing and Control	7	24	18	32	25	-22%
Fiscale Economie	0	3	2	1	3	200%
Econometrics and Management Science	9	14	21	42	38	-10%
Economics and Informatics	0	0	0	0	0	
<b>Total excluding the Research Masters</b>	<b>976</b>	<b>1011</b>	<b>1015</b>	<b>1180</b>	<b>1156</b>	<b>-2%</b>
Economics and Business	692	635	652	751	717	-5%
Accounting, Auditing and Control	145	214	194	199	166	-17%
Fiscale Economie	35	35	35	38	58	53%
Econometrics and Management Science	100	127	134	192	215	12%
Economics and Informatics	4	0	0	0	0	
<b>Research Masters</b>	<b>13</b>	<b>14</b>	<b>13</b>	<b>11</b>	<b>16</b>	<b>45%</b>
MSc in Business Research – ERIM Master	9	10	9	9	13	44%
MSc in Economics – Tinbergen Institute	4	4	4	2	3	50%
<b>Total</b>	<b>989</b>	<b>1025</b>	<b>1028</b>	<b>1191</b>	<b>1172</b>	<b>-2%</b>

Source: Osiris and OSC, 5-10-2016

## 2.3.2 First-year master students by specialisation

*First-year master students differentiated by specialisation*

Master	Specialisation	12-13	13-14	14-15	15-16	16-17	% Difference
<b>Master Economics and Business</b>		<b>692</b>	<b>635</b>	<b>652</b>	<b>751</b>	<b>717</b>	<b>-5%</b>
	Accounting and Finance	58					
	Behavioural Economics	41	43	67	81	89	10%
	Economics of Markets, Org's and Policy						
	Economics of Management and Organisation	29	28	40	41	27	-34%
	Policy Economics	17	27	20	28	33	18%
	Entrepreneurship and Strategy Economics	57	37	27	36	40	11%
	Financial Economics	244	259	261	320	300	-6%
	Health Economics	8	16	16	21	19	-10%
	International Economics	72	80	68	57	64	12%
	Marketing	115	86	81	90	80	-11%
	Urban, Port and Transport Economics	51	56	72	76	65	-14%
	Free Master / unknown	0	3	0	1		
<b>Master Accounting, Auditing and Control</b>		<b>145</b>	<b>214</b>	<b>194</b>	<b>199</b>	<b>166</b>	<b>-17%</b>
	Accounting, Auditing and Control (ft)						
	Accounting, Auditing and Control (pt)						
	Accounting and Auditing (ft)	96	102	91	120	99	-18%
	Accounting and Auditing (pt)	23	17	12			
	Accounting and Controlling	26	26	36	33	18	-45%
	Accounting and Finance		69	55	46	49	7%
<b>Master Fiscale Economie</b>		<b>35</b>	<b>35</b>	<b>35</b>	<b>38</b>	<b>58</b>	<b>53%</b>
	Fiscale Economie	35	35	35	38	58	53%
<b>Master Econometrics and Management Science</b>		<b>100</b>	<b>127</b>	<b>134</b>	<b>192</b>	<b>215</b>	<b>12%</b>
	Econometrics	12	25	20	13	15	15%
	OR and Quantitative Logistics	30	25	24	39	46	18%
	Quantitative Finance	50	68	76	102	105	3%
	Quantitative Marketing	8	9	14	38	49	29%
<b>Master Economics and Informatics</b>		<b>4</b>					
	Computational Economics	4					
	Economics and ICT						
<b>Research Masters</b>		<b>13</b>	<b>14</b>	<b>13</b>	<b>11</b>	<b>16</b>	<b>45%</b>
	MSc in Business Research – ERIM Master	9	10	9	9	13	44%
	MSc in Economics – Tinbergen Institute	4	4	4	2	3	50%
<b>Total</b>		<b>989</b>	<b>1025</b>	<b>1028</b>	<b>1191</b>	<b>1172</b>	<b>-2%</b>

## 2.3.3 First-year master students differentiated by nationality

*First-year master students differentiated by nationality (Dutch/Non-Dutch and Non-EER)*

Programme	16-17				% Non-Dutch including Non-EER				
	Dutch	Non-Dutch including Non-EER	Non-EER	Total	16-17	15-16	14-15	13-14	12-13
Economics and Business	447	270	70	717	38%	38%	32%	36%	42%
Accounting, Auditing and Control	95	71	45	166	43%	39%	34%	44%	37%
Fiscale Economie	58	0	0	58	0%	0%	0%	0%	3%
Econometrics and Management Science	173	42	15	215	20%	13%	13%	7%	5%
Economics and Informatics									0%
MSc in Business Research – ERIM Master	1	12	10	13	92%	100%	80%	90%	89%
MSc in Economics – Tinbergen Institute	2	1	0	3	33%	50%	75%	25%	75%
<b>Total</b>	<b>776</b>	<b>396</b>	<b>140</b>	<b>1172</b>	<b>34%</b>	<b>34%</b>	<b>29%</b>	<b>34%</b>	<b>37%</b>

## 2.4 Honours programmes students

### 2.4.1 Bachelor Honours Class

<i>Bachelor Honours Class</i>	
Academic year	Students
2011-2012	16
2012-2013	20
2013-2014	20
2014-2015	20
2015-2016	20

Source: coordinator Honours Class, October 2016

### 2.4.2 Bachelor Honours Research Class

<i>Bachelor Honours Research Class</i>	
Academic year	Students
2014-2015	13
2015-2016	13

Source: coordinator Honours Class, October 2016

### 2.4.3 PwC Honours Master

<i>PricewaterhouseCoopers Honours Master</i>					
Academic year	Students	Graduated year 1	Graduated year 2	Graduated year 3+	Percentage
2011-2012	13	9	2	2	100%
2012-2013	15	10	4	1	100%
2013-2014	16	13	3		100%
2014-2015	20	18	2		100%
2015-2016	19	16			84%
2016-2017	15				

Source selected students: Business Economics secretariat

Source graduated students: Osiris, November 2016

### 2.4.4 Master Class Actuarial Sciences

<i>Masterclass Actuarial Sciences</i>		
Academic year	Students	Graduated
2011-2012	48	39
2012-2013	44	33
2013-2014	44	31
2014-2015	59	45
2015-2016	37	30

Source: coordinator Masterclass Actuarial Sciences, October 2016

The masterclass Actuarial Sciences is only accessible for *Econometrics and Management Science* students.

## 2.4.5 Master Class Commodity Trading

*Master Class Commodity Trading*

Academic year	Students
2013-2014	24
2014-2015	16
2014-2015	16
2016-2017	

Source: secretariat Masterclass Actuarial Sciences, October 2016  
The master class is not available anymore from 2016-2017

## 2.4.6 Erasmus Honours Programme

*Erasmus Honours Programme*

Academic year	Students
2016-2017	9

Source: Coordinator Erasmus Honours Academy

## 3 Cohort performance

### 3.1 Cohort size

Since the introduction of the bachelor-master system students have to enrol for as well the bachelor programme as the master programme in order to obtain both their bachelor and master degree.

In the section 'Admission into the bachelor' the cohort size has been corrected by removing students who already had an enrolment for another ESE programme. The students removed are mainly students who transfer from the *Economie en Bedrijfseconomie* programme to *Fiscale Economie* or vice versa. For the cohort performance tables these students are not removed.

Pre-master students are not included in the bachelor cohort performance numbers. If they complete the pre-master programme or have earned enough credits to be admitted to the master programme they are included in the master cohort.

*Cohort size*

<b>Cohort</b>	<b>Bachelor *</b>	<b>(IBEB-3)</b>	<b>Master**</b>	<b>(Research master)</b>
Cohort 2005-2006	707	(28)	691	
Cohort 2006-2007	787	(28)	659	(18)
Cohort 2007-2008	835	(9)	745	(21)
Cohort 2008-2009	952	(16)	745	(14)
Cohort 2009-2010	962	(3)	765	(11)
Cohort 2010-2011	979	(4)	835	(17)
Cohort 2011-2012	914	(5)	865	(15)
Cohort 2012-2013	1014	(9)	989	(13)
Cohort 2013-2014	1259	(8)	1025	(14)
Cohort 2014-2015	1172	(8)	1028	(13)
Cohort 2015-2016	1284	(21)	1191	(13)

\* Bachelor numbers include the intake of IBEB-3 first-year students. These are also reported separately.

\*\* Master numbers include the Research master students. These are also reported separately.

The cohort size is measured at the start of the academic year in September 2016 and not in October 2016 which is the reference date for the Erasmus University to check which students are still enrolled.

## 3.2 Binding Study Advice

BSA first-year students

		Students					Percentages				
	Year	11-12	12-13	13-14	14-15	15-16	11-12	12-13	13-14	14-15	15-16
<b>Econ</b>	Total	476	448	475	467	448	100%	100%	100%	100%	100%
	Positive	271	298	342	384	356	57%	67%	72%	82%	79%
	Conditional	108					23%	0%	0%	0%	0%
	PC	8	11	7	4	12	2%	2%	1%	1%	3%
	Negative	89	139	126	79	80	19%	31%	27%	17%	18%
<b>IBEB</b>	Total	138	182	197	170	188	100%	100%	100%	100%	100%
	Positive	71	140	136	147	151	51%	77%	69%	86%	80%
	Conditional	42					30%	0%	0%	0%	0%
	PC	3	1	5	2	5	2%	1%	3%	1%	3%
	Negative	22	41	56	21	32	16%	23%	28%	12%	17%
<b>FiscEc</b>	Total	62	43	83	70	68	100%	100%	100%	100%	100%
	Positive	31	31	54	46	52	50%	72%	65%	66%	76%
	Conditional	12					19%	0%	0%	0%	0%
	PC	3	1	4	2	4	5%	2%	5%	3%	6%
	Negative	16	11	25	22	12	26%	26%	30%	31%	18%
<b>Ectrie</b>	Total	129	141	157	170	188	100%	100%	100%	100%	100%
	Positive	47	89	107	91	113	36%	63%	68%	54%	60%
	Conditional	48					37%	0%	0%	0%	0%
	PC	1	3	5	2	5	1%	2%	3%	1%	3%
	Negative	33	49	45	77	70	26%	35%	29%	45%	37%
<b>Ectrics</b>	Total		39	34	46	57		100%	100%	100%	100%
	Positive		25	24	35	43		64%	71%	76%	75%
	Conditional								0%	0%	0%
	PC		1					3%	0%	0%	0%
	Negative		13	10	11	14		33%	29%	24%	25%
<b>BSc<sup>2</sup></b>	Total			19	30	45			100%	100%	100%
	Positive			15	22	36			79%	73%	80%
	Conditional									0%	0%
	PC					1				0%	2%
	Negative			4	8	8			21%	27%	18%
<b>Total</b>	Total	805	853	965	953	994	100%	100%	100%	100%	100%
	Positive	420	583	678	725	751	52%	68%	70%	76%	75,6%
	Conditional	210	0	0	0	0	26%	0%	0%	0%	0%
	PC	15	17	21	10	27	2%	2%	2%	1%	2,7%
	Negative	160	253	266	218	216	20%	30%	28%	23%	21,7%

\*BSA: Positive = 60 ECTS-credits, Conditional = 40-59 ECTS-credits, PC = Personal Circumstances, Negative = 0-39 ECTS-credits.

### 3.3 Cohort performance bachelor students

#### *Cohort performance*

<b>Cohort:</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>
Stopped with bachelor (without BA degree)*	315	338	378	399	402	414	300	410	523	392	390
Studying in the bachelor	4	6	7	10	11	24	49	79	330	780	894
Studying in the master (without BA degree)**	3	2	2	6	12	11	17	24	24		
Studying in the master (with BA degree)	2	11	14	32	82	126	262	290	237		
Stopped after bachelor degree*	57	81	78	126	108	132	112	146	128		
Earned master's degree	326	349	356	379	347	272	174	65	7		
<b>Total</b>	<b>707</b>	<b>787</b>	<b>835</b>	<b>952</b>	<b>962</b>	<b>979</b>	<b>914</b>	<b>1014</b>	<b>1249</b>	<b>1172</b>	<b>1284</b>
<b>Performance bachelor</b>	<b>54%</b>	<b>56%</b>	<b>54%</b>	<b>56%</b>	<b>56%</b>	<b>54%</b>	<b>60%</b>	<b>49%</b>	<b>30%</b>		
<b>Performance master</b>	<b>46%</b>	<b>44%</b>	<b>43%</b>	<b>40%</b>	<b>36%</b>	<b>28%</b>	<b>19%</b>	<b>6%</b>	<b>1%</b>		

Source: Osiris, November 2016

\* Not continuing during or after completing the bachelor is measured by the student not enrolling for the bachelor/master the next year. It is not a fixed number, student can always return after a period of absence.

\*\* Students without BA degree, the examination board has given permission to start with the master programme

### 3.3.1 Cohort performance per bachelor programme

D3, D4, D5, etc. = Earned bachelor degree in 3 year, 4 years, 5 years, etc.

*Cohort performance per bachelor programme*

Economie en Bedrijfseconomie								
Cohort	Students	D3*	D4*	D5*	D6*	D7+*	Enrolled	Stopped**
02-03	529	3%	18%	32%	42%	55%	1%	44%
03-04	462	3%	18%	31%	40%	52%	1%	47%
04-05	487	8%	27%	39%	46%	55%	1%	44%
05-06	481	14%	35%	45%	52%	56%	0%	43%
06-07	433	17%	31%	44%	51%	54%	1%	45%
07-08	497	16%	34%	45%	48%	50%	1%	49%
08-09	507	15%	42%	48%	51%	51%	1%	47%
09-10	623	22%	41%	52%	54%	55%	1%	43%
10-11	581	20%	43%	50%	53%		3%	44%
11-12	528	27%	52%	62%			9%	29%
12-13	524	25%	49%				9%	42%
13-14	591	27%					31%	41%
IBEB								
Cohort	Students	D3	D4	D5	D6	D7+	Enrolled	Stopped
02-03								
03-04								
04-05								
05-06								
06-07	157	36%	50%	61%	68%	68%	1%	31%
07-08	122	35%	53%	63%	66%	66%	1%	34%
08-09	149	45%	69%	75%	77%	77%	0%	23%
09-10	121	34%	55%	65%	71%	72%	2%	26%
10-11	156	43%	58%	65%	67%		2%	31%
11-12	148	45%	64%	70%			3%	27%
12-13	205	49%	63%				7%	30%
13-14	258	37%					22%	41%
Fiscale Economie								
Cohort	Students	D3	D4	D5	D6	D7+	Enrolled	Stopped
02-03	57	35%	58%	61%	65%	75%	0%	25%
03-04	98	27%	40%	50%	55%	61%	1%	38%
04-05	80	21%	29%	33%	36%	41%	0%	59%
05-06	95	25%	32%	39%	43%	45%	2%	53%
06-07	68	18%	25%	34%	35%	40%	3%	57%
07-08	61	13%	18%	31%	34%	36%	2%	62%
08-09	107	14%	27%	30%	34%	35%	3%	63%
09-10	104	17%	28%	29%	31%	33%	5%	63%
10-11	97	13%	22%	28%	30%		5%	65%
11-12	85	14%	29%	34%			11%	55%
12-13	75	24%	37%				11%	52%
13-14	135	24%					27%	49%

Econometrie en OR								
Cohort	Students	D3	D4	D5	D6	D7+	Enrolled	Stopped
02-03	72	0%	26%	47%	58%	69%	0%	31%
03-04	64	3%	27%	41%	47%	55%	0%	45%
04-05	88	10%	19%	45%	51%	59%	2%	39%
05-06	90	24%	41%	49%	58%	66%	2%	32%
06-07	84	17%	33%	51%	57%	60%	0%	40%
07-08	110	22%	40%	59%	60%	61%	4%	35%
08-09	136	18%	50%	58%	60%	63%	2%	35%
09-10	179	13%	30%	34%	36%	36%	2%	26%
10-11	145	26%	47%	53%	55%		3%	41%
11-12	153	25%	52%	57%			3%	40%
12-13	169	27%	40%				14%	46%
13-14	201	32%					21%	47%
International Bachelor Econometrics and OR								
Cohort	Students	D3	D4	D5	D6	D7+	Enrolled	Stopped
02-03	0							
03-04	0							
04-05	0							
05-06	0							
06-07	0							
07-08	0							
08-09	0							
09-10	0							
10-11	0							
11-12	0							
12-13	41	41%					22%	37%
13-14	59	25%					39%	36%
Economics and Computer Science								
Cohort	Students	D3	D4	D5	D6	D7+	Enrolled	Stopped
02-03	84	4%	24%	39%	44%	55%	0%	45%
03-04	74	7%	27%	30%	35%	54%	0%	46%
04-05	63	22%	25%	38%	43%	48%	0%	52%
05-06	41	5%	7%	17%	27%	29%	0%	71%
06-07	45	16%	27%	31%	31%	36%	0%	64%
07-08	45	13%	31%	38%	40%	42%	0%	58%
08-09	53	19%	49%	55%	57%		0%	43%
09-10	0							
10-11	0							
11-12	0							
12-13	0							

Total								
Cohort	Students	D3	D4	D5	D6	D7+	Enrolled	Stopped
02-03	742	5%	22%	37%	46%	58%	1%	42%
03-04	698	7%	23%	34%	42%	54%	1%	46%
04-05	718	11%	26%	39%	45%	53%	1%	46%
05-06	707	17%	34%	43%	50%	54%	1%	45%
06-07	787	20%	34%	47%	52%	55%	1%	44%
07-08	835	20%	36%	48%	51%	52%	1%	46%
08-09	952	20%	46%	52%	55%	55%	1%	43%
09-10	951	23%	43%	52%	55%		2%	44%
10-11	954	24%	45%	52%			3%	45%
11-12	838	30%	56%				8%	36%
12-13	826	38%					12%	50%
* D3, D4, D5, etc. = Earned bachelor degree in 3 year, 4 years, 5 years, etc.								
** Because of rounding errors totals can be less or more then 100%								

### 3.3.2 Bachelor performance after Binding Study Advise

In the next table the cohort performance is shown for the students with a positive **Binding Study Advise (BSA)**. Students with a negative BSA have been removed from the cohort. Students that switched from *Economie en Bedrijfseconomie* to *Fiscale Economie* and vice versa are also removed from the cohort.

*Post-BSA bachelor performance*

<b>Economie en Bedrijfseconomie</b>							
	<b>Cohort</b>	<b>Students</b>	<b>D3*</b>	<b>D4*</b>	<b>D5*</b>	<b>D6*</b>	<b>D7*</b>
	05-06	305	22%	53%	68%	79%	86%
	06-07	254	25%	48%	69%	79%	84%
	07-08	269	26%	58%	76%	81%	86%
	08-09	304	24%	68%	79%	83%	84%
	09-10	374	34%	67%	85%	87%	89%
	10-11	347	31%	69%	80%	85%	
	11-12	385	36%	69%	83%		
	12-13	310	40%	80%			
	13-14	346	43%				
<b>IBEB</b>							
	<b>Cohort</b>	<b>Students</b>	<b>D3</b>	<b>D4</b>	<b>D5</b>	<b>D6</b>	<b>D7</b>
	05-06	n/a	n/a	n/a	n/a	n/a	n/a
	06-07	88	35%	61%	80%	91%	91%
	07-08	87	41%	67%	80%	84%	84%
	08-09	110	48%	80%	88%	90%	90%
	09-10	88	45%	75%	88%	94%	95%
	10-11	109	60%	82%	90%	92%	
	11-12	120	53%	78%	87%		
	12-13	141	66%	87%			
	13-14	146	61%	0%			
<b>Fiscale Economie</b>							
	<b>Cohort</b>	<b>Students</b>	<b>D3</b>	<b>D4</b>	<b>D5</b>	<b>D6</b>	<b>D7</b>
	05-06	19	21%	26%	42%	53%	53%
	06-07	19	5%	26%	42%	47%	63%
	07-08	11	9%	18%	45%	45%	55%
	08-09	33	9%	48%	55%	58%	58%
	09-10	38	16%	39%	42%	47%	53%
	10-11	34	18%	35%	53%	56%	
	11-12	45	11%	40%	49%		
	12-13	33	24%	55%			
	13-14	58	29%				

Econometrie en OR							
	Cohort	Students	D3	D4	D5	D6	D7
	05-06	67	33%	54%	64%	76%	87%
	06-07	61	23%	46%	70%	79%	82%
	07-08	74	32%	59%	86%	88%	88%
	08-09	91	27%	75%	86%	88%	93%
	09-10	73	32%	74%	84%	89%	89%
	10-11	89	43%	76%	87%	90%	
	11-12	96	40%	82%	90%		
	12-13	93	49%	72%			
	13-14	112	57%				
International Econometrics and OR							
	Cohort	Students	D3	D4	D5	D6	D7
	12-13	26	42%				
	13-14**	31	45%				
Economie en Informatica							
	Cohort	Students	D3	D4	D5	D6	D7
	05-06	21	10%	14%	33%	52%	57%
	06-07	22	32%	55%	64%	64%	73%
	07-08	22	23%	64%	73%	77%	82%
	08-09	33	30%	79%	88%	91%	
	09-10	0					
Total							
	Cohort	Students	D3	D4	D5	D6	D7
	05-06	412	23%	50%	64%	76%	83%
	06-07	444	26%	50%	70%	79%	84%
	07-08	463	30%	59%	78%	82%	85%
	08-09	571	29%	71%	81%	84%	85%
	09-10	573	34%	67%	82%	86%	88%
	10-11	579	37%	71%	82%	85%	
	11-12	646	38%	71%	82%		
	12-13	603	47%	78%			
	13-14	693	48%				
* D3, D4, D5, etc. = Earned bachelor degree in 3 year, 4 years, 5 years, etc							
** BSC2 students are not included							

The bachelor performance after BSA is as to be expected higher when filtered on positive BSA (see also H3.3.1 table). With the exception of *Fiscale Economie*, This is because *Fiscale Economie* has a large number of students that switched from *Economie en Bedrijfseconomie* after they received a positive BSA. These students are not counted in the post-BSA calculations but are included in the calculation of the cohort performance (H3.3.1).

### 3.4 Cohort performance master students

*Cohort performance (research masters excluded)*

Cohort:	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
Earned master's degree	267	464	579	572	648	624	661	694	753	861	799	672	304
Studying in the master	0	2	2	1	3	14	11	17	30	60	147	325	878
Stopped with programme	27	63	90	68	73	93	82	107	67	59	69		
<b>Total</b>	<b>294</b>	<b>529</b>	<b>671</b>	<b>641</b>	<b>724</b>	<b>731</b>	<b>754</b>	<b>818</b>	<b>850</b>	<b>980</b>	<b>1015</b>	<b>997</b>	<b>1182</b>
Performance master	91%	88%	86%	89%	90%	85%	88%	85%	89%	88%	79%	67%	26%

Source: Osiris, November 2016

The percentage of master students who earn their master's degree within one year is low (26%). The percentage of master students who graduate within two years is 67% (last year: 61%). Within three years 79% of the master students earn their master's degree.

The total percentage of master graduates is close to 90%, the exception are the part-time master students. In the part-time master category more than 20% of the students does not complete their master (see H3.5.1).

### 3.4.1 Cohort performance per master programme

D1, D2, D3, etc. = Earned master's degree in 1 year, 2 years, 3 years, etc.

*Cohort performance per master programme*

<b>Economics and Business (ft)</b>								
<b>Cohort</b>	<b>Students</b>	<b>D1*</b>	<b>D2*</b>	<b>D3*</b>	<b>D4*</b>	<b>D5+*</b>	<b>Enrolled</b>	<b>Stopped**</b>
03-04	201	8%	56%	79%	85%	92%	0%	8%
04-05	356	17%	61%	76%	82%	89%	1%	10%
05-06	490	26%	63%	77%	83%	88%	0%	12%
06-07	480	21%	64%	81%	86%	90%	0%	10%
07-08	528	23%	65%	81%	87%	90%	1%	9%
08-09	510	23%	62%	77%	84%	88%	1%	10%
09-10	567	17%	65%	79%	87%	88%	2%	10%
10-11	520	23%	72%	83%	87%	89%	1%	10%
11-12	565	25%	68%	83%	89%	91%	2%	7%
12-13	652	20%	68%	82%	88%		6%	6%
13-14	521	22%	62%	80%			14%	6%
14-15	360	21%	66%				31%	2%
15-16	751	26%					74%	0%
<b>Economics and Business (pt)</b>								
<b>Cohort</b>	<b>Students</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>	<b>D5+</b>	<b>Enrolled</b>	<b>Stopped</b>
03-04	14	0%	0%	14%	36%	71%	0%	29%
04-05	27	11%	41%	56%	56%	59%	0%	41%
05-06	37	3%	14%	38%	54%	65%	0%	35%
06-07	25	0%	20%	40%	44%	60%	4%	36%
07-08	38	0%	18%	39%	53%	76%	0%	24%
08-09	64	5%	13%	34%	44%	53%	6%	41%
09-10	41	5%	15%	44%	63%	76%	2%	22%
10-11	11	9%	18%	27%	36%	36%	9%	55%
12-13	0							
<b>Fiscale Economie</b>								
<b>Cohort</b>	<b>Students</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>	<b>D5+</b>	<b>Enrolled</b>	<b>Stopped</b>
03-04	23	4%	52%	70%	91%	96%	0%	4%
04-05	38	5%	47%	74%	84%	92%	0%	8%
05-06	28	14%	39%	71%	79%	86%	0%	14%
06-07	31	3%	68%	87%	97%	97%	0%	3%
07-08	43	9%	40%	63%	74%	93%	0%	7%
08-09	41	5%	49%	71%	78%	83%	0%	17%
09-10	31	6%	42%	77%	87%	90%	0%	10%
10-11	40	5%	45%	70%	75%	80%	0%	20%
11-12	28	7%	28%	62%	76%	79%	7%	14%
12-13	33	0%	71%	86%	91%		3%	6%
13-14	30	0%	46%	60%			34%	6%
14-15	17	3%	54%				46%	0%
15-16	38	8%					92%	0%

Econometrics and Management Science								
Cohort	Students	D1	D2	D3	D4	D5+	Enrolled	Stopped
03-04	30	7%	53%	87%	93%	93%	0%	7%
04-05	44	5%	52%	70%	80%	91%	0%	9%
05-06	59	12%	66%	80%	83%	86%	0%	14%
06-07	54	7%	59%	81%	85%	91%	0%	9%
07-08	61	7%	54%	75%	79%	89%	0%	11%
08-09	80	7%	59%	80%	83%	88%	4%	9%
09-10	79	11%	62%	81%	85%	87%	1%	11%
10-11	97	11%	72%	87%	92%	94%	0%	6%
11-12	116	11%	60%	75%	86%	86%	6%	8%
12-13	91	12%	64%	81%	90%		6%	4%
13-14	97	14%	61%	85%			13%	2%
14-15	63	9%	62%				37%	1%
15-16	192	9%	0%				91%	
Economics and Informatics								
Cohort	Students	D1	D2	D3	D4	D5+	Enrolled	Stopped
03-04	26	0%	50%	77%	81%	88%	0%	12%
04-05	64	0%	33%	58%	73%	88%	0%	13%
05-06	57	7%	63%	77%	81%	84%	2%	14%
06-07	51	12%	78%	92%	92%	94%	0%	6%
07-08	54	6%	44%	65%	72%	89%	0%	11%
08-09	36	0%	61%	83%	94%	97%	0%	3%
09-10	36	11%	58%	78%	86%	89%	0%	11%
10-11	39	10%	77%	79%	82%	82%	3%	15%
11-12	14	29%	36%	50%	64%	64%	7%	29%
12-13	3	0%	0%	25%	50%		0%	50%
14-15	0							
Accounting, Auditing and Control (ft)								
Cohort	Students	D1	D2	D3	D4	D5+	Enrolled	Stopped
10-11	70	23%	47%	66%	70%	70%	9%	21%
11-12	87	26%	63%	79%	89%	89%	5%	7%
12-13	101	33%	63%	74%	91%		5%	4%
13-14	169	29%	67%	80%			11%	9%
14-15	130	44%	73%				25%	2%
15-16	199	46%					54%	
Accounting, Auditing and Control (pt)								
Cohort	Students	D1	D2	D3	D4	D5+	Enrolled	Stopped
10-11	41	0%	15%	37%	39%	59%	7%	34%
11-12	27	0%	14%	34%	69%	76%	7%	17%
12-13	20	8%	21%	50%	67%		21%	13%
13-14	16	0%	11%	26%			47%	26%
14-15	10	8%	25%				75%	0%
15-16	0							

Total								
Cohort	Students	D1	D2	D3	D4	D5+	Enrolled	Stopped
03-04	294	6%	52%	76%	83%	91%	0%	9%
04-05	529	13%	55%	72%	80%	88%	0%	12%
05-06	671	21%	59%	75%	81%	86%	0%	14%
06-07	641	17%	63%	80%	85%	89%	0%	10%
07-08	724	18%	59%	76%	82%	90%	0%	10%
08-09	731	17%	56%	74%	80%	85%	2%	13%
09-10	754	15%	60%	77%	85%	88%	1%	11%
10-11	818	19%	65%	78%	82%	85%	2%	13%
11-12	837	22%	63%	79%	87%	89%	4%	8%
12-13	900	20%	65%	80%	88%		6%	6%
13-14	833	21%	61%	79%			14%	7%
14-15	580	23%	66%				32%	2%
15-16	1180	26%					74%	0%
* D1, D2, D3, etc. = Earned master degree in 1 year, 2 years, 3 years, etc.								
** Because of rounding errors totals can be slightly less or more than 100%								

### 3.4.2 Cohort performance per master specialisation

D3, D4, D5, etc. = Earned master's degree in 1 year, 2 years, 3 years, etc.

#### *Master Economics and Business*

<b>Accounting, Auditing and Control</b>								
<b>Cohort</b>	<b>Students</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>	<b>D5+</b>	<b>Enrolled</b>	<b>Stopped</b>
04-05	39	13%	79%	87%	92%	92%	0%	8%
05-06	74	22%	59%	73%	77%	86%	1%	12%
06-07	100	16%	63%	78%	83%	89%	1%	10%
07-08	78	17%	46%	68%	78%	83%	1%	15%
08-09	81	36%	62%	80%	83%	86%	1%	12%
09-10	108	21%	60%	71%	84%	84%	4%	12%
10-11	35	37%	71%	74%	83%	86%	0%	14%
11-12	1	0%	0%	0%	0%	0%	0%	100%
12-13	0							
<b>Master Accounting, Auditing and Control (FT)</b>								
<b>Cohort</b>	<b>Students</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>	<b>D5+</b>	<b>Enrolled</b>	<b>Stopped</b>
10-11	70	23%	47%	66%	70%	70%	9%	21%
11-12	87	26%	63%	79%	89%	89%	5%	7%
12-13	0							
<b>Master Accounting, Auditing and Control (FT) - Accounting and Auditing</b>								
<b>Cohort</b>	<b>Students</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>	<b>D5+</b>	<b>Enrolled</b>	<b>Stopped</b>
12-13	96	31%	58%	72%	89%		6%	5%
13-14	103	43%	79%	87%			9%	4%
14-15	91	49%	70%				29%	1%
15-16	120	52%					48%	0%
<b>Master Accounting, Auditing and Control (FT) - Controlling</b>								
<b>Cohort</b>	<b>Students</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>	<b>D5+</b>	<b>Enrolled</b>	<b>Stopped</b>
12-13	25	40%	80%	84%	100%		0%	0%
13-14	26	12%	42%	62%			27%	12%
14-15	36	50%	78%				22%	0%
15-16	33	45%					55%	0%
<b>Accounting and Finance</b>								
<b>Cohort</b>	<b>Students</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>	<b>D5+</b>	<b>Enrolled</b>	<b>Stopped</b>
04-05	12	8%	50%	58%	75%	75%	8%	17%
05-06	45	11%	47%	64%	76%	82%	0%	18%
06-07	24	8%	67%	79%	83%	88%	0%	13%
07-08	61	8%	46%	69%	77%	84%	0%	16%
08-09	37	8%	57%	73%	89%	95%	0%	5%
09-10	27	7%	67%	85%	89%	89%	4%	7%
10-11	39	23%	69%	82%	85%	87%	0%	13%
11-12	49	27%	61%	84%	92%	92%	0%	8%
12-13	58	19%	53%	67%	78%		10%	12%
13-14	69	14%	55%	72%			10%	17%
14-15	55	31%	73%				22%	5%
15-16	46	30%					70%	0%

Behavioural Economics								
Cohort	Students	D1	D2	D3	D4	D5+	Enrolled	Stopped
12-13	41	41%	73%	83%	90%		5%	5%
13-14	42	31%	71%	86%			10%	5%
14-15	67	31%	72%				27%	1%
15-16	81	42%					58%	0%
Economics of Markets, Organisations and Policy								
Cohort	Students	D1	D2	D3	D4	D5+	Enrolled	Stopped
04-05	30	7%	57%	73%	80%	90%	0%	10%
05-06	37	16%	54%	78%	81%	84%	0%	16%
06-07	25	16%	36%	80%	80%	88%	0%	12%
07-08	27	7%	56%	93%	93%	96%	0%	4%
08-09	24	17%	54%	67%	83%	100%	0%	0%
09-10	41	10%	49%	71%	76%	78%	5%	17%
10-11	36	17%	78%	86%	89%	89%	3%	8%
11-12	38	16%	63%	84%	95%	97%	0%	3%
12-13	0							
Economics of Management and Organisation								
Cohort	Students	D1	D2	D3	D4	D5+	Enrolled	Stopped
12-13	29	14%	59%	83%	86%		10%	3%
13-14	29	10%	41%	59%			24%	17%
14-15	40	15%	58%				38%	5%
15-16	41	17%					83%	
Policy Economics								
Cohort	Students	D1	D2	D3	D4	D5+	Enrolled	Stopped
12-13	17	12%	65%	88%	88%		6%	6%
13-14	27	19%	59%	74%			11%	15%
14-15	20	40%	85%				15%	0%
15-16	28	0%					100%	0%
Entrepreneurship and Strategy Economics								
Cohort	Students	D1	D2	D3	D4	D5+	Enrolled	Stopped
04-05	33	18%	64%	73%	79%	82%	0%	18%
05-06	62	15%	66%	79%	82%	90%	0%	10%
06-07	63	8%	70%	81%	83%	90%	0%	10%
07-08	71	21%	75%	86%	90%	94%	1%	4%
08-09	64	31%	72%	81%	88%	88%	0%	13%
09-10	59	14%	66%	78%	86%	86%	0%	14%
10-11	34	38%	76%	79%	85%	88%	0%	12%
11-12	44	25%	66%	84%	84%	86%	2%	11%
12-13	57	33%	81%	93%	95%	0%	2%	4%
13-14	37	27%	65%	81%			11%	8%
14-15	27	44%	74%				22%	4%
15-16	36	50%					50%	0%

Financial Economics								
Cohort	Students	D1	D2	D3	D4	D5+	Enrolled	Stopped
04-05	60	10%	43%	67%	72%	85%	2%	13%
05-06	90	11%	48%	72%	81%	88%	0%	12%
06-07	98	15%	55%	81%	91%	94%	0%	6%
07-08	130	12%	65%	84%	88%	91%	1%	8%
08-09	127	10%	57%	79%	83%	91%	2%	8%
09-10	157	16%	64%	83%	90%	92%	1%	7%
10-11	191	20%	71%	84%	87%	88%	1%	11%
11-12	223	24%	68%	82%	87%	89%	3%	8%
12-13	244	18%	67%	77%	86%		7%	7%
13-14	260	21%	62%	79%			15%	6%
14-15	261	16%	67%				32%	2%
15-16	320	20%					80%	0%
International Economics								
Cohort	Students	D1	D2	D3	D4	D5+	Enrolled	Stopped
04-05	40	8%	55%	68%	73%	83%	0%	18%
05-06	43	14%	56%	63%	70%	77%	0%	23%
06-07	52	15%	56%	77%	85%	87%	0%	13%
07-08	46	17%	65%	78%	89%	96%	0%	4%
08-09	52	15%	65%	79%	87%	90%	0%	10%
09-10	48	8%	56%	73%	81%	88%	0%	13%
10-11	50	16%	64%	76%	80%	80%	6%	14%
11-12	55	22%	75%	84%	89%	91%	2%	7%
12-13	72	18%	68%	83%	88%		8%	4%
13-14	81	12%	53%	81%			16%	2%
14-15	68	19%	59%				40%	1%
15-16	57	30%					70%	0%
Marketing								
Cohort	Students	D1	D2	D3	D4	D5+	Enrolled	Stopped
04-05	63	46%	83%	97%	98%	98%	0%	2%
05-06	97	68%	93%	97%	98%	98%	0%	2%
06-07	86	50%	81%	85%	87%	88%	0%	12%
07-08	87	69%	91%	92%	93%	95%	0%	5%
08-09	71	38%	73%	83%	93%	93%	0%	7%
09-10	68	54%	79%	85%	91%	93%	0%	7%
10-11	94	31%	72%	86%	93%	95%	0%	5%
11-12	116	36%	72%	84%	91%	93%	3%	3%
12-13	115	18%	67%	85%	90%		3%	7%
13-14	87	32%	71%	91%			7%	2%
14-15	81	28%	64%				32%	4%
15-16	90	30%					70%	0%
Organisation								
Cohort	Students	D1	D2	D3	D4	D5+	Enrolled	Stopped
04-05	13	15%	92%	92%	92%	100%	0%	0%
05-06								

Health Economics								
Cohort	Students	D1	D2	D3	D4	D5+	Enrolled	Stopped
09-10	12	8%	75%	83%	83%	83%	0%	17%
10-11	9	22%	78%	89%	89%	89%	0%	11%
11-12	18	22%	83%	100%	100%	100%	0%	0%
12-13	8	38%	88%	88%	88%		13%	0%
13-14	16	25%	63%	75%			13%	13%
14-15	16	25%	69%				19%	13%
15-16	21	57%					43%	0%

Urban, Port and Transport Economics								
Cohort	Students	D1	D2	D3	D4	D5+	Enrolled	Stopped
04-05	21	10%	62%	86%	90%	95%	0%	5%
05-06	34	24%	68%	82%	88%	91%	0%	9%
06-07	24	25%	88%	92%	96%	96%	0%	4%
07-08	27	11%	67%	78%	81%	81%	0%	19%
08-09	34	24%	71%	82%	88%	88%	0%	12%
09-10	47	30%	72%	83%	91%	94%	0%	6%
10-11	31	6%	90%	90%	97%	97%	3%	0%
11-12	31	10%	65%	77%	84%	87%	3%	10%
12-13	51	14%	73%	94%	94%		4%	2%
13-14	54	17%	63%	78%			19%	4%
14-15	72	15%	65%				32%	3%
15-16	76	18%	0%				82%	0%

Other **								
Cohort	Students	D1	D2	D3	D4	D5+	Enrolled	Stopped
04-05	41	7%	34%	63%	76%	85%	0%	15%
05-06	6	17%	33%	67%	67%	67%	0%	33%
06-07	8	0%	25%	63%	63%	63%	0%	38%
07-08	1	100%	100%	100%	100%	100%	0%	0%
08-09	20	10%	15%	25%	25%	35%	20%	45%
09-10	0							
10-11	1	0%	0%				0%	100%
11-12	0							
12-13	0							
13-14	0							
14-15	0							
15-16	1	0%					0%	100%

Master Economics and Business (PT)

Accounting, Auditing and Control (PT)								
Cohort	Students	D1	D2	D3	D4	D5+	Enrolled	Stopped
04-05	10	10%	30%	40%	40%	40%	0%	60%
05-06	18	0%	6%	17%	39%	56%	0%	44%
06-07	12	0%	17%	33%	33%	58%	0%	42%
07-08	16	0%	6%	31%	50%	88%	0%	13%
08-09	29	0%	10%	45%	59%	69%	0%	31%
09-10	37	5%	16%	43%	62%	73%	3%	24%
10-11	0							

Master Accounting, Auditing and Control (PT) (2013: Accounting and Auditing)								
Cohort	Students	D1	D2	D3	D4	D5+	Enrolled	Stopped
10-11	41	0%	15%	37%	39%	59%	7%	34%
11-12	29	0%	14%	34%	69%	76%	7%	17%
12-13	24	8%	21%	50%	67%		21%	13%
13-14	19	0%	11%	26%			47%	26%
14-15	12	8%	25%				75%	0%
15-16	0							
Accounting and Finance (PT)								
Cohort	Students	D1	D2	D3	D4	D5+	Enrolled	Stopped
04-05	7	14%	43%	57%	57%	57%	0%	43%
05-06	11	0%	9%	55%	55%	64%	0%	36%
06-07	13	0%	23%	46%	54%	62%	0%	38%
07-08	19	0%	26%	42%	47%	63%	0%	37%
08-09	17	0%	6%	24%	35%	47%	18%	35%
09-10	4	0%	0%	50%	75%	100%	0%	0%
10-11	0							
Other (PT) **								
Cohort	Students	D1	D2	D3	D4	D5+	Enrolled	Stopped
04-05	10	10%	50%	70%	70%	80%	0%	20%
05-06	8	13%	25%	63%	88%	88%	0%	13%
06-07	0							
07-08	3	0%	33%	67%	100%	100%	0%	0%
08-09	18	17%	22%	28%	28%	33%	6%	61%
09-10	0							
10-11	11	9%	27%	27%	36%	36%	9%	55%
11-12	0							
Master Econometrics and Management Science								
Econometrics								
Cohort	Students	D1	D2	D3	D4	D5+	Enrolled	Stopped
04-05	5	80%	80%	80%	80%	80%	0%	20%
05-06	8	13%	75%	75%	88%	88%	0%	13%
06-07	5	60%	60%	80%	80%	80%	0%	20%
07-08	8	13%	38%	38%	38%	75%	0%	25%
08-09	5	0%	60%	80%	80%	80%	0%	20%
09-10	10	20%	20%	50%	50%	60%	10%	30%
10-11	12	33%	67%	92%	92%	92%	0%	8%
11-12	18	22%	67%	83%	94%	94%	0%	6%
12-13	12	25%	67%	75%	92%		8%	0%
13-14	25	32%	64%	92%			8%	0%
14-15	20	0%	65%				35%	0%
15-16	13	0%					100%	0%

Operations Research and Quantitative Logistics								
Cohort	Students	D1	D2	D3	D4	D5+	Enrolled	Stopped
04-05	13	8%	38%	92%	92%	92%	0%	8%
05-06	7	86%	86%	86%	100%	100%	0%	0%
06-07	12	42%	83%	83%	83%	92%	0%	8%
07-08	11	9%	73%	100%	100%	100%	0%	0%
08-09	13	38%	77%	85%	85%	92%	0%	8%
09-10	17	18%	88%	94%	94%	94%	0%	6%
10-11	22	14%	82%	91%	91%	95%	0%	5%
11-12	23	4%	65%	70%	83%	83%	0%	17%
12-13	30	10%	70%	83%	87%		7%	7%
13-14	25	16%	80%	96%			4%	0%
14-15	24	13%	58%				42%	0%
15-16	39	13%					87%	0%
Quantitative Finance								
Cohort	Students	D1	D2	D3	D4	D5+	Enrolled	Stopped
04-05	19	5%	47%	58%	74%	89%	0%	11%
05-06	31	13%	61%	81%	84%	87%	0%	13%
06-07	30	7%	60%	80%	83%	90%	0%	10%
07-08	36	6%	50%	75%	81%	86%	0%	14%
08-09	51	2%	61%	84%	86%	92%	2%	6%
09-10	42	10%	52%	81%	86%	88%	0%	12%
10-11	58	5%	71%	86%	93%	95%	0%	5%
11-12	63	11%	60%	73%	83%	83%	11%	6%
12-13	50	8%	60%	78%	90%		6%	4%
13-14	68	9%	51%	78%			18%	4%
14-15	76	9%	62%				37%	1%
15-16	102	7%					93%	0%
Quantitative Marketing (2015: Business Analytics and Quantitative Marketing)								
Cohort	Students	D1	D2	D3	D4	D5+	Enrolled	Stopped
04-05	6	83%	83%	83%	83%	100%	0%	0%
05-06	11	18%	73%	91%	91%	91%	0%	9%
06-07	5	40%	80%	100%	100%	100%	0%	0%
07-08	6	67%	83%	83%	83%	100%	0%	0%
08-09	10	0%	40%	60%	70%	70%	10%	20%
09-10	10	0%	80%	90%	100%	100%	0%	0%
10-11	5	20%	60%	60%	80%	80%	0%	20%
11-12	12	8%	42%	83%	100%	100%	0%	0%
12-13	8	25%	63%	100%	100%		0%	0%
13-14	9	0%	78%	89%			11%	0%
14-15	14	14%	64%				36%	0%
15-16	38	13%					87%	0%

*Master Economics and Informatics*

<b>Computational Economics</b>								
<b>Cohort</b>	<b>Students</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>	<b>D5+</b>	<b>Enrolled</b>	<b>Stopped</b>
04-05	19	0%	37%	63%	74%	89%	0%	11%
05-06	13	0%	15%	54%	69%	69%	8%	23%
06-07	4	0%	75%	75%	75%	100%	0%	0%
07-08	12	8%	50%	67%	67%	100%	0%	0%
08-09	10	0%	50%	70%	100%	100%	0%	0%
09-10	7	14%	86%	86%	100%	100%	0%	0%
10-11	15	0%	80%	80%	80%	80%	0%	20%
11-12	5	0%	20%	60%	100%	100%	0%	0%
12-13	4	0%	0%	25%	50%		25%	25%
13-14	0							
<b>Economics and ICT</b>								
<b>Cohort</b>	<b>Students</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>	<b>D5+</b>	<b>Enrolled</b>	<b>Stopped</b>
04-05	45	0%	31%	56%	73%	87%	0%	13%
05-06	45	4%	64%	78%	82%	89%	0%	11%
06-07	47	13%	79%	94%	94%	94%	0%	6%
07-08	42	5%	43%	64%	79%	86%	0%	14%
08-09	24	0%	67%	92%	92%	96%	0%	4%
09-10	29	10%	52%	76%	83%	86%	0%	14%
10-11	24	17%	75%	79%	83%	83%	4%	13%
11-12	9	33%	44%	44%	44%	44%	11%	44%
12-13	0							

\* D1, D2, D3, etc = Earned master's degree in 1 year, 2 years, 3 years, etc.

\*\* Doctoraal examen to master students conversion, specialisation is not available.

## 4 Degrees conferred

### 4.1 Degrees conferred per programme

Degrees conferred per programme

Programme	Level	09-10	10-11	11-12	12-13	13-14	14-15	15-16	Difference
<b>Economie en Bedrijfseconomie</b>	<b>Total</b>	<b>727</b>	<b>867</b>	<b>960</b>	<b>869</b>	<b>982</b>	<b>875</b>	<b>1027</b>	<b>17%</b>
	Bachelor	281	324	399	327	383	329	375	14%
	Master	446	543	561	542	599	546	652	19%
<b>IBEB</b>	<b>Total</b>	<b>63</b>	<b>89</b>	<b>96</b>	<b>116</b>	<b>102</b>	<b>150</b>	<b>141</b>	<b>-6%</b>
	Bachelor	63	89	96	116	102	150	141	-6%
	Master	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
<b>Accounting, Auditing and Control</b>	<b>Total</b>		<b>17</b>	<b>48</b>	<b>101</b>	<b>120</b>	<b>202</b>	<b>202</b>	<b>0%</b>
	Bachelor	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
	Master	n/a	17	48	101	120	202	202	0%
<b>Fiscale Economie</b>	<b>Total</b>	<b>65</b>	<b>61</b>	<b>78</b>	<b>64</b>	<b>69</b>	<b>70</b>	<b>97</b>	<b>39%</b>
	Bachelor	27	34	43	39	31	39	68	74%
	Master	38	27	35	25	38	31	29	-6%
<b>Econometrie en OR</b>	<b>Total</b>	<b>127</b>	<b>148</b>	<b>190</b>	<b>180</b>	<b>173</b>	<b>212</b>	<b>230</b>	<b>8%</b>
	Bachelor	57	77	97	86	78	106	101	-5%
	Master	70	71	93	94	95	106	129	22%
<b>International Econometrics and OR</b>	<b>Total</b>						<b>11</b>	<b>21</b>	<b>91%</b>
	Bachelor	n/a	n/a	n/a	n/a	n/a	11	21	91%
	Master	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
<b>Economie en Informatica</b>	<b>Total</b>	<b>69</b>	<b>71</b>	<b>68</b>	<b>21</b>	<b>11</b>	<b>3</b>	<b>1</b>	<b>-67%</b>
	Bachelor	30	31	24	8	6	0	0	
	Master	39	40	44	13	5	3	1	-67%
<b>MSc in Economics (Tinbergen Institute)</b>	<b>Total</b>	<b>5</b>	<b>7</b>	<b>0</b>	<b>3</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>-60%</b>
	Bachelor	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
	Master	5	7	0	3	7	5	2	-60%
<b>Total</b>	<b>Bachelor</b>	<b>458</b>	<b>555</b>	<b>659</b>	<b>576</b>	<b>600</b>	<b>635</b>	<b>706</b>	<b>11%</b>
	<b>Master</b>	<b>598</b>	<b>705</b>	<b>781</b>	<b>778</b>	<b>864</b>	<b>893</b>	<b>1015</b>	<b>14%</b>
<b>Total</b>	<b>Total</b>	<b>1056</b>	<b>1260</b>	<b>1440</b>	<b>1354</b>	<b>1464</b>	<b>1528</b>	<b>1721</b>	<b>13%</b>

Source: Osiris, 22 November 2016

## 4.2 Percentage cum laude per programme

Percentage cum laude graduates

Programme	Level	10-11	11-12	12-13	13-14	14-15	15-16
Economie en Bedrijfskunde	<b>Total</b>	<b>6%</b>	<b>8%</b>	<b>6%</b>	<b>12%</b>	<b>10%</b>	<b>12%</b>
	Bachelor	0%	2%	2%	3%	4%	3%
	Master	10%	12%	9%	18%	13%	17%
IBEB	<b>Total</b>	<b>4%</b>	<b>6%</b>	<b>8%</b>	<b>13%</b>	<b>8%</b>	<b>8%</b>
	Bachelor	4%	6%	8%	13%	8%	8%
	Master	n/a	n/a	n/a	n/a	n/a	n/a
Accounting, Auditing and Control	<b>Total</b>	<b>0%</b>	<b>4%</b>	<b>2%</b>	<b>8%</b>	<b>5%</b>	<b>9%</b>
	Bachelor	n/a	n/a	n/a	n/a	n/a	n/a
	Master	0%	4%	2%	8%	5%	9%
Fiscale Economie	<b>Total</b>	<b>0%</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>	<b>1%</b>	<b>3%</b>
	Bachelor	0%	0%	0%	0%	3%	4%
	Master	0%	3%	0%	0%	0%	0%
Econometrie en OR	<b>Total</b>	<b>10%</b>	<b>10%</b>	<b>12%</b>	<b>16%</b>	<b>9%</b>	<b>12%</b>
	Bachelor	1%	5%	13%	17%	6%	11%
	Master	20%	15%	12%	16%	13%	12%
International Econometrics and OR	<b>Total</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>27%</b>	<b>19%</b>
	Bachelor	n/a	n/a	n/a	n/a	27%	19%
	Master	n/a	n/a	n/a	n/a	n/a	
Economie en Informatica	<b>Total</b>	<b>17%</b>	<b>4%</b>	<b>5%</b>	<b>9%</b>	<b>33%</b>	<b>0%</b>
	Bachelor	3%	0%	0%	0%	0%	0%
	Master	28%	7%	8%	20%	33%	0%
MSc in Economics (Tinbergen Institute)	<b>Total</b>	<b>0%</b>	<b>0%</b>	<b>33%</b>	<b>0%</b>	<b>40%</b>	<b>0%</b>
	Bachelor	n/a	n/a	n/a	n/a	n/a	n/a
	Master	0%	0%	33%	0%	40%	0%
<b>Total</b>	<b>Bachelor</b>	<b>1%</b>	<b>3%</b>	<b>5%</b>	<b>6%</b>	<b>6%</b>	<b>6%</b>
	<b>Master</b>	<b>11%</b>	<b>11%</b>	<b>8%</b>	<b>15%</b>	<b>11%</b>	<b>14%</b>
<b>Total</b>	<b>Total</b>	<b>7%</b>	<b>7%</b>	<b>7%</b>	<b>11%</b>	<b>9%</b>	<b>11%</b>

Source: Osiris, 22-11-2016

## 5 Enrolments

### 5.1 Enrolments per level

*Students and enrolments for initial programmes*

		11-12	12-13	13-14	14-15	15-16	16-17	Difference
Enrolled for one programme	# students	4280	4691	4964	5016	5353	5583	4%
	# enrolments	4280	4691	4964	5016	5353	5583	4%
Enrolled for more than one programme	# students	382	251	328	353	378	392	4%
	# enrolments	787	508	666	719	761	789	4%
<b>Total</b>	<b># students</b>	<b>4662</b>	<b>4942</b>	<b>5292</b>	<b>5369</b>	<b>5731</b>	<b>5975</b>	<b>4%</b>
	<b># enrolments</b>	<b>5067</b>	<b>5199</b>	<b>5630</b>	<b>5735</b>	<b>6114</b>	<b>6372</b>	<b>4%</b>

Source: Osiris, 22 november 2016. Bachelor includes the pre-master students

BSc<sup>2</sup> students are enrolled for International Econometrics and OR and IBEB

The tables in this chapter only contain bachelor and master enrolments. The students who are enrolled for the bachelor and the follow-up master make up most of the population with more than one enrolment. The other double enrolments are for the most part students enrolled for bachelor *Economie en Bedrijfseconomie* and *Fiscale Economie*.

*Enrolments per programme and level*

Programme	Level	11-12	12-13	13-14	14-15	15-16	16-17	Difference
Economie en Bedrijfseconomie	bachelor	1833	1747	1784	1712	1695	1664	-2%
	master	1306	1411	1443	1461	1602	1598	0%
Accounting, Auditing and Control (FT)	bachelor	n/a	n/a	n/a	n/a	n/a		
	master	130	211	320	369	386	348	-10%
Accounting, Auditing and Control (PT)	bachelor	n/a	n/a	n/a	n/a	n/a		
	master	66	83	81	73	41	25	-39%
IBEB	bachelor	441	551	653	658	742	892	20%
	master	n/a	n/a	n/a	n/a	n/a		
Economie en Bedrijfseconomie (PT)	bachelor	6	2	1	n/a	n/a		
	master	n/a	n/a	n/a	n/a	n/a		
Fiscale Economie	bachelor	259	235	297	322	339	321	-5%
	master	100	98	98	88	95	122	28%
Econometrie en OR	bachelor	542	506	547	557	566	629	11%
	master	242	244	268	309	388	463	19%
International Econometrics	bachelor		41	95	163	251	302	20%
	master		n/a	n/a	n/a	n/a		
Economie en Informatica	bachelor	52	22	10				
	master	83	39	22	13	4	1	-75%
MSc in Business Research - ERIM *	bachelor	n/a	n/a	n/a	n/a	n/a		
	master							
MSc in Economics - Tinbergen Institute	bachelor	n/a	n/a	n/a	n/a	n/a		
	master	7	9	11	10	5	7	40%
<b>Total</b>	<b>bachelor</b>	<b>3133</b>	<b>3104</b>	<b>3387</b>	<b>3412</b>	<b>3593</b>	<b>3808</b>	<b>6%</b>
	<b>master</b>	<b>1934</b>	<b>2095</b>	<b>2243</b>	<b>2323</b>	<b>2521</b>	<b>2564</b>	<b>2%</b>
	<b>Total</b>	<b>5067</b>	<b>5199</b>	<b>5630</b>	<b>5735</b>	<b>6114</b>	<b>6372</b>	<b>4%</b>

Source: Osiris, 22 november 2016. Bachelor includes the pre-master students.

\* ERIM is MSc in Economics coordinator. The ESE does not have access to their Osiris data.

Included in the 3808 bachelor enrolments (2016-2017) are 160 pre-master students (4,2%).

## 5.2 Student enrolments with foreign nationality

The next table shows the students with a foreign nationality per continent and initial programme level (including *IBEB*, *International Bachelor Econometrics and OR*, exchange students are not included).

*Enrolled students with foreign nationality 2016-2017*

Continent	Nationality	Bachelor	Master	# Enrolments	# Students
<b>Europe - EER</b>	<b>Total</b>	<b>355</b>	<b>527</b>	<b>882</b>	<b>848</b>
	Greek	16	228	244	240
	German	86	54	140	127
	Italian	27	38	65	63
	Bulgarian	18	33	51	51
	Spanish	11	20	31	30
	Lithuanian	23	19	42	42
	Romanian	23	15	38	36
	Polish	16	15	31	28
	Surinamese	11	14	25	23
	Citizen of the United Kindom	21	12	33	31
	Slovak	5	10	15	15
	Hungarian	5	9	14	14
	Czech	2	9	11	11
	Belgian	27	7	34	32
	French	15	5	20	19
	Cypriot	2	5	7	7
	Austrian	4	4	8	8
	Croatian	3	4	7	7
	Latvian	2	4	6	6
	Finnish	5	3	8	8
	Citizen of Luxembourg	5	3	8	7
	Swedish	3	3	6	6
	Portuguese	8	2	10	10
	Norwegian	5	2	7	6
	Swiss	5	2	7	7
	Irish		2	2	2
	Estonian	5	1	6	6
	Danish	2	1	3	3
	Icelandic		1	1	1
	Maltese		1	1	1
	Slovene		1	1	1

Europa - Non EER	Total	100	42	142	128
	Citizen of the Russian Federation	20	17	37	31
	Citizen of Azerbaijani	20	5	25	25
	Albanian	19	5	24	21
	Turkish	15	5	20	17
	Ukrainian	8	5	13	12
	Kazakh	6	1	7	7
	Citizen of Armenia	5	1	6	6
	Georgian	2		2	1
	Moldovan	1		1	1
	Macedonian	1	1	2	2
	Citizen of the Soviet Union	1		1	1
	Citizen of Montenegro	1		1	1
	Citizen of Bosnia and Herzegovina	1	1	2	2
	Citizen of Kosovo		1	1	1
Asia and Oceania	Total	202	151	353	337
	Chinese	90	90	180	172
	Citizen of the Republic of Korea	34	1	35	33
	Indonesian	32	40	72	71
	Indian	19	6	25	22
	Vietnamese	7	2	9	9
	Citizen of Pakistan	6	2	8	7
	Thai	5	1	6	6
	Uzbek	2	1	3	3
	Taiwanese	2	3	5	4
	Philippine	1	1	2	2
	Malaysian	1	1	2	2
	Kyrgyz	1		1	1
	Iranian	1	1	2	2
	Citizen of Bangladesh	1	1	2	2
	Australian		1	1	1
North and South America	Total	18	15	33	31
	American	6		6	5
	Brazilian	4	1	5	5
	Canadian		4	4	4
	Ecuadorian	1	3	4	4
	Colombian		3	3	3
	American Subject	2		2	1
	Peruvian	1	1	2	2
	Mexican	1	1	2	2
	Chilean	1	1	2	2
	Venezuelan	1		1	1
	Argentine	1		1	1
	Chilean		1	1	1

<b>Africa</b>	<b>Total</b>	<b>21</b>	<b>6</b>	<b>27</b>	<b>25</b>
	Egyptian	9	2	11	11
	Nigerian	1	3	4	4
	Mauritian	2		2	2
	Ugandan	2		2	1
	Burundian	1	1	2	1
	Cameroonian	1		1	1
	Citizen of Burkina Faso	1		1	1
	Kenyan	1		1	1
	Mauritanian	1		1	1
	Moroccan	1		1	1
	South African	1		1	1
<b>Unknown</b>		<b>4</b>	<b>3</b>	<b>7</b>	<b>7</b>
<b>Stateless</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>		<b>700</b>	<b>744</b>	<b>1444</b>	<b>1376</b>

Source: Osiris, 30 October 2016

- 23% of the enrolled students had a foreign nationality (1376 of 5975 students).
- There are 83 different foreign nationalities.
- 71% of the students with a foreign nationality has a European nationality (976 of 1376 students).
- The top seven nationalities are:
  - Greek (240)
  - Chinese (172)
  - German (127)
  - Indonesian (71)
  - Italian (63)
  - Bulgarian (51)
  - Lithuanian (42)
- The most common nationality in the bachelor is the Chinese nationality (90) and in the master the Greek nationality (228).

The next table shows the student enrolments from Europe and outside Europe:

	<b>Bachelor</b>	<b>Master</b>
<b>EU</b>	455 (65%)	569 (77%)
<b>Outside EU</b>	241 (35%)	171 (23%)
<b>Total</b>	696 (100%)	741 (100%)

For students with dual citizenship (i.e. Moroccan, Turkish, Surinamese nationality) the first nationality is used.

## 5.3 Student/staff ratio

The student/staff ratio is based on the student participation for courses and examinations (passed and failed courses), and the amount of teachers ('FTE') deployed for these courses.

*Student/staff-ratio*

	students	'FTE' staff	credits courses passed	credits courses participated	60 credits courses participated	Student/staff-ratio, both in 'FTE'
2009-2010	4512	73,5	144162	178898	2982	40,6
2010-2011	4751	75,5	151691	186850	3114	41,2
2011-2012	4830	83,3	160062	191621	3194	38,3
2012-2013	4942	83,3	170762	200873	3348	40,2
2013-2014	5292	89,0	179476	213089	3551	39,9
2014-2015	5369	93,4	187982	216171	3603	38,6
2015-2016	5822	96,1	206737	237225	3954	41,1

Source participated courses: Osiris, source 'FTE': OD, November 2016

## 6 Exchange

In the next table you can view the inbound and outbound Exchange students in the period 2010-2016 (academic years). A distinction is made between coming from or going to European destinations (EU) and non-European destinations (non-EUR).

*Exchange 2010-2016*

	10-11	11-12	12-13	13-14	14-15	15-16	Fall 16-17
EU inbound	107	120	87	66	48	71	52
EU outbound	40	39	49	78	88	97	101
Non-EU inbound	22	17	38	32	40	52	42
Non-EU outbound	30	28	36	45	44	64	70
<b>Total in</b>	<b>129</b>	<b>137</b>	<b>125</b>	<b>98</b>	<b>88</b>	<b>123</b>	<b>93</b>
<b>Total out</b>	<b>70</b>	<b>67</b>	<b>85</b>	<b>123</b>	<b>132</b>	<b>161</b>	<b>171</b>

For 2015-2016 the expectation has come true that there would be more inbound and outbound students compared to last academic year 2014-2015. Inbound has grown with 40% and outbound has grown with 22%.

In appendix 3 you can view detailed information about the inbound and outbound students 2010-2016. The appendix also shows which contracts will not be extended for next year.

The following table shows the top 8 universities for inbound students for the fall of 2016. The greyed out column shows the outbound students.

*University top 8 - inbound students fall 2016*

Partner university	Inbound	Outbound
China, Shanghai University of Finance and Economics	5	3
Italy, Università Commerciale Luigi Bocconi	5	15
China, Fudan University	4	4
China, Hong Kong, City University of Hong Kong	4	5
Italy, Università Degli Studi Di Milano Bicocca	4	3
Russia, Higher school of economics, Moscow	4	4
Spain, Universitat Pompeu Fabra	4	4
South Korea, Sungkyunkwan University	3	5

The following table shows the top 8 universities for outbound students, fall of 2016. The greyed out column shows the inbound students.

*University top 8 - outbound students fall 2016*

Partner university	Outbound	Inbound
Italy, Università Commerciale Luigi Bocconi	15	5
Spain, Universidad Carlos III Madrid	8	2
China, Hong Kong, City University of Hong Kong	5	4
South Korea, Sungkyunkwan University	5	3
China, Fudan University	4	4
Russia, Higher school of economics, Moscow	4	4
Spain, Universitat Pompeu Fabra	4	4
South Korea, Yonsei University	4	3

The next two tables show the top 8 universities for the period 2010-2016.

*University top 8 - inbound students 2010-2016*

<b>Partner university</b>	<b>Inbound</b>	<b>Outbound</b>
Italy, Università Commerciale Luigi Bocconi	68	96
Spain, Universidad Carlos III Madrid	42	44
China, Shanghai University of Finance and Economics	31	28
China, Hong Kong, City University of Hong Kong	29	30
Spain, Autónoma de Madrid	21	13
Portugal, Nova School of Business and Economics	19	21
Russia, Higher school of economics, Moscow	19	9
France, EM Lyon Business School	17	8

*University top 8 - outgoing students 2010-2016*

<b>Partner university</b>	<b>Outbound</b>	<b>Inbound</b>
Italy, Università Commerciale Luigi Bocconi	96	68
Spain, Universidad Carlos III Madrid	44	42
China, Hong Kong, City University of Hong Kong	30	29
China, Shanghai University of Finance and Economics	28	31
Portugal, Nova School of Business and Economics	21	19
Sweden, Gothenburg University	21	14
United Kingdom, City University London	20	2
Spain, Universitat Pompeu Fabra	18	16

## 7 Student course evaluations

The student course evaluations are done via the SIN-Online questionnaires. In 2015-2016 the average response rate was 25%, 1% higher than 2014-2015.

### 7.1 Average course ratings

In 2015-2016 the evaluation took place for 295 courses in five blocks:

*Course ratings 2015-2016*

	# courses	No course evaluations	Courses evaluated	Average response rate	Average course score	Average lecturer score
Block 1	73		73	31%	4,00	4,00
Block 2	65	4	61	24%	3,98	4,00
Block 3	72	6	66	24%	4,07	4,08
Block 4	60	8	52	18%	4,03	3,85
Block 5	25	4	21	20%	3,89	3,94
<b>Total</b>	<b>295</b>	<b>22</b>	<b>273</b>	<b>25%</b>	<b>4,01</b>	<b>3,98</b>

Courses with a response rate lower than 5 respondents are not evaluated

In 2015-2015 there were 22 courses with a response rate lower than 5 respondents

The average course score disaggregated in levels (Ba1, Ba2, Ba3 and Ma):

*Average course rating 2015-2016*

Average course rating	Ba1	Ba2	Ba3	Ma	Total
5,0					0
4,9			1		1
4,8			1		1
4,7			1	3	4
4,6			1	5	6
4,5	1	1	2	14	18
4,4	2	1	6	2	11
4,3	6	4	7	18	35
4,2	5	3	9	14	31
4,1	3	8	7	8	26
4,0	5	7	9	10	31
3,9	8	4	10	11	33
3,8	5	1	5	7	18
3,7	4	7	3	4	18
3,6		2	5	5	12
3,5	2	2	1	2	7
3,4		1	2	5	8
3,3	1	1	1	2	5
3,2					0
3,1		1		1	2
3,0	1				1
2,9	1	1			2
2,8					0
2,7			1		1
2,6		1			1
2,5					0
2,4				1	1
<b>Total</b>	<b>44</b>	<b>45</b>	<b>72</b>	<b>112</b>	<b>273</b>
<b>Average course score</b>	<b>3,94</b>	<b>3,84</b>	<b>4,05</b>	<b>4,07</b>	<b>4,01</b>
<b>Average response rate</b>	<b>27%</b>	<b>17%</b>	<b>21%</b>	<b>31%</b>	<b>25%</b>

The average course score for Ba1, Ba2, Ba3 and Ma for the last five years are:

*Average course rating per level 2008-2015*

	Ba1	Ba2	Ba3	Ma	Total
<b>2015-2016</b>	3,94	3,84	4,05	4,07	<b>4,01</b>
<b>2014-2015</b>	4,01	3,99	3,96	4,02	<b>3,99</b>
<b>2013-2014</b>	3,89	3,89	3,93	3,93	<b>3,91</b>
<b>2012-2013</b>	4,01	3,82	3,97	3,97	<b>3,94</b>
<b>2011-2012</b>	3,94	3,89	4,07	4,07	<b>4,02</b>

## 7.2 Lecturer evaluations

The ESE management team has defined the following classification for the scientific staff performance review:

	Insufficient	Average	Good	Excellent
Ba1 and Ba2	[ 0 , 3 )	[ 3 , 3.5 )	[ 3.5 , 4 )	[ 4 , 5 ]
Ba3 and Master	[ 0 , 3.25 )	[ 3.25 , 3.75 )	[ 3.75 , 4.25 )	[ 4.25 , 5 ]

The lecturer score is the average score of two questions: "The lecturer has explained the subject matter well" and "The lecturer makes you enthusiastic for the subject". For the 480 average lecturer scores in 2015-2016, where at least five students answered the two questions, the following classification can be made:

*Average lecturer score lectures 2015-2016*

<b>2015-2016</b>	<b>Insufficient</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>	<b>Total</b>
Ba1	4	12	18	20	54
	7%	22%	33%	37%	100%
Ba2	10	19	29	37	95
	11%	20%	31%	39%	100%
Ba3	6	20	56	46	128
	5%	16%	44%	36%	100%
Master	14	32	74	83	203
	7%	16%	36%	41%	100%
<b>Total 2015-2016</b>	<b>34</b>	<b>83</b>	<b>177</b>	<b>186</b>	<b>480</b>
	<b>7%</b>	<b>17%</b>	<b>37%</b>	<b>39%</b>	<b>100%</b>
<b>2014-2015</b>	21	85	141	165	412
	5%	21%	34%	40%	100%
<b>2013-2014</b>	26	77	157	157	417
	6%	18%	38%	38%	100%
<b>2012-2013</b>	38	74	152	155	419
	9%	18%	36%	37%	100%
<b>2011-2012</b>	21	78	128	176	403
	5%	19%	32%	44%	100%

## 7.3 Lecturer deployment

In the next tables the lecturers (HL, UHD, UD, PhD, SA, Ext), lecture categories (lecture, exercise lecture, tutorial, skills and guidance) are presented. External lecturers (Ext) are often lecturers in the ESE BV (Eurac, FEI, RHV, etc.)

<i>Lecturer deployment 2015-2016</i>									
	# courses	L/E/T/S *	HL	UHD	UD	PhD	SA	Ext	Total
<b>Ba1</b>	44	L	5	8	41				54
		E	5	3	9	4	2		23
		T			2	14	215		231
		S					84		84
<b>Ba2</b>	49	L	20	24	26	14		11	95
		E	2	6	14	4		1	27
		T	1		4	18	125	10	158
		S					51		51
<b>Ba3</b>	81	L	17	11	47	8		45	128
		E	1						1
		T	1		3	3	6	3	16
		S							0
<b>Ma</b>	122	L	49	21	77	16		40	203
		E	2	1	1	2			6
		T		1	8	13	2	3	27
		S							
<b>Total 2015-2016</b>	<b>296</b>	<b>L</b>	<b>91</b>	<b>64</b>	<b>191</b>	<b>38</b>	<b>0</b>	<b>96</b>	<b>480</b>
		<b>E</b>	<b>10</b>	<b>10</b>	<b>24</b>	<b>10</b>	<b>2</b>	<b>1</b>	<b>57</b>
		<b>T</b>	<b>2</b>	<b>1</b>	<b>17</b>	<b>48</b>	<b>348</b>	<b>16</b>	<b>432</b>
		<b>S</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>135</b>	<b>0</b>	<b>135</b>
<b>2014-2015</b>	291	L	77	33	186	16	0	100	412
		E+T+S+G	6	4	34	54	291	8	397
<b>2013-2014</b>	296	L	96	40	200	24	1	135	496
		E+T+S	6	8	49	80	274	19	436
<b>2012-2013</b>	290	L	96	42	179	29	0	144	490
		E+T+S	13	2	40	93	229	26	403

Lecturer deployment in percentages:

*Lecturer deployment 2015-2016 (percentages)*

	# courses	L/E/T/S *	HL	UHD	UD	PhD	SA	Ext	Total
<b>Ba1</b>	44	L	9%	15%	76%	0%	0%	0%	100%
		E	22%	13%	39%	17%	9%	0%	100%
		T	0%	0%	1%	6%	93%	0%	100%
		S	0%	0%	0%	0%	100%	0%	100%
<b>Ba2</b>	49	L	21%	25%	27%	15%	0%	12%	100%
		E	7%	22%	52%	15%	0%	4%	100%
		T	1%	0%	3%	11%	79%	6%	100%
		S	0%	0%	0%	0%	100%	0%	100%
<b>Ba3</b>	81	L	13%	9%	37%	6%	0%	35%	100%
		E							
		T	6%	0%	19%	19%	38%	19%	100%
		S							
<b>Ma</b>	122	L	24%	10%	38%	8%	0%	20%	100%
		E	33%	17%	17%	33%	0%	0%	100%
		T	0%	4%	30%	48%	7%	11%	100%
		S							
<b>Total 2015-2016</b>	<b>296</b>	<b>L</b>	<b>19%</b>	<b>13%</b>	<b>40%</b>	<b>8%</b>	<b>0%</b>	<b>20%</b>	<b>100%</b>
		<b>E</b>	<b>18%</b>	<b>18%</b>	<b>42%</b>	<b>18%</b>	<b>4%</b>	<b>2%</b>	<b>100%</b>
		<b>T</b>	<b>0%</b>	<b>0%</b>	<b>4%</b>	<b>11%</b>	<b>81%</b>	<b>4%</b>	<b>100%</b>
		<b>S</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>	<b>0%</b>	<b>100%</b>
<b>2014-2015</b>	291	L	19%	8%	45%	4%	0%	24%	100%
		E+T+S+G	2%	1%	9%	14%	73%	2%	100%
<b>2013-2014</b>	296	L	19%	8%	40%	5%	0%	27%	100%
		E+T+S	1%	2%	11%	18%	63%	4%	100%
<b>2012-2013</b>	290	L	20%	9%	37%	6%	0%	29%	100%
		E+T+S	3%	0%	10%	23%	57%	6%	100%

## 7.4 Curriculum evaluation

At the end of the bachelor and master programmes, similar to the course evaluations, an exit survey is conducted via SIN-Online concerning 1) The thesis guidance, 2) The curriculum and 3) Alumni related questions.

The results of the exit survey are reported separately. In the table below, the average score on the questions asked are represented for the past 5 years.

Programme:	Academic year	Number of respondents	Grade for the programme (scale 1-10)	Programme has adequate international character *	Sufficient time to complete the programme *	Study workload is distributed evenly over the programme *	Sufficient offer of different Master programmes available *	Adjust the proportion of lectures **	Adjust the ratio of seminars **	Adjust the ratio of tutorials **	Sufficient attention for writing skills *	Sufficient attention for verbal skills *	Sufficient attention for research skills *	Master programme connects well to bachelor **
<b>Economie en bedrijfseconomie</b>														
	2011	111	7,25	3,52	3,99	2,72		3,01	2,23	2,84	3,24	3,10	3,21	
	2012	200	7,17	3,81	4,17	3,07		3,02	2,47	2,73	3,40	3,17	3,35	
	2013	209	7,25	3,66	4,11	3,21		3,01	2,41	2,79	3,24	2,97	3,37	
	2014	170	7,19	3,72	4,16	3,17		3,07	2,39	2,66	3,36	2,81	3,38	
	2015	161	7,35	3,76	4,29	3,39		2,97	2,35	2,76	3,39	2,76	3,46	
	2016	150	7,43	3,88	4,35	3,39		3,05	2,45	2,78	3,39	2,83	3,53	
<b>Econometrie en OR</b>														
	2011	41	7,71	3,30	3,88	2,73		2,90	2,76	2,76	2,92	3,56	3,54	
	2012	36	7,83	3,42	3,97	2,64		2,94	2,69	2,56	3,19	3,08	3,33	
	2013	40	7,75	3,35	4,10	2,88		3,00	2,80	2,78	2,87	3,05	3,48	
	2014	34	7,71	3,40	3,94	3,28		3,03	2,76	2,88	2,90	2,82	3,94	
	2015	37	7,78	3,54	4,16	2,68		2,97	2,70	2,68	2,92	2,77	3,62	
	2016	7	8,57	4,14	4,00	2,86		2,86	2,86	3,00	3,14	2,57	3,86	
<b>Fiscale Economie</b>														
	2011	9	7,22	2,86	3,89	3,22		2,67	2,56	2,11	3,63	2,78	3,33	
	2012	20	7,25	3,30	4,05	2,65		3,00	2,65	2,50	3,70	3,45	3,55	
	2013	13	7,23	3,54	3,46	2,77		3,15	2,69	2,31	3,17	3,08	3,46	
	2014	13	7,15	3,45	3,69	3,08		3,00	2,62	2,46	3,46	2,75	3,00	
	2015	35	7,43	2,94	3,77	3,09		2,89	2,74	2,34	3,00	2,62	3,06	
	2016	89	7,26	3,32	3,95	2,97		2,92	2,70	2,53	3,06	2,61	3,12	
<b>International Bachelor Economics and Business</b>														
	2011	32	7,31	4,03	4,34	2,94		2,78	2,13	2,56	3,41	3,78	3,03	
	2012	73	7,48	4,03	4,16	2,82		2,85	2,22	2,49	3,23	3,15	3,36	
	2013	56	7,68	4,05	4,50	3,18		3,02	2,39	2,54	3,09	2,61	3,46	
	2014	66	7,65	4,27	4,25	3,60		2,80	2,41	2,59	3,19	2,63	3,60	
	2015	65	7,68	4,39	4,18	3,48		2,89	2,37	2,62	3,35	2,68	3,63	
	2016	73	7,49	4,22	4,47	3,33		2,93	2,29	2,62	3,00	2,88	3,84	
<b>International Bachelor Econometrics</b>														
	2015	6	7,83	3,50	4,00	3,00		3,00	2,33	2,83	2,50	2,40	3,50	
	2016	1	7,00	3,00	4,00	2,00		4,00	5,00	4,00	3,27	1,00	3,00	
<b>BSC2</b>														
	2015	1	8,00	3,00	4,00	4,00		3,00	4,00	3,00	2,00	2,00	3,00	
	2016	0												

<b>Total Bachelor</b>		<b>1748</b>	<b>7,39</b>	<b>3,74</b>	<b>4,16</b>	<b>3,13</b>		<b>2,98</b>	<b>2,45</b>	<b>2,68</b>	<b>3,25</b>	<b>2,92</b>	<b>3,42</b>	
<b>Master AAC</b>														
	2012	57	7,72	4,02	3,79	3,09	4,00	2,82	2,63	2,51	3,77	3,28	3,95	3,88
From 2013 with specialisation:														
Master AAC	2013	35	7,31	3,94	3,71	3,00	4,21	2,97	2,60	2,51	3,49	3,26	3,91	4,18
	2014	33	7,21	4,00	3,97	2,94	4,04	2,91	2,70	2,55	3,38	3,55	4,10	3,88
	2015	42	7,76	4,37	3,93	3,26	4,17	3,10	2,76	2,43	3,61	3,57	3,93	4,00
	2016	151	7,54	4,14	4,07	3,85	3,65	2,94	2,87	2,55	3,51	3,47	4,03	4,09
Master Accounting and Finance	2013	14	7,43	3,93	3,86	3,43	4,15	2,64	2,71	2,43	3,29	3,43	3,64	4,00
	2014	8	7,63	4,25	3,88	3,13	3,88	2,75	2,63	2,25	3,38	3,63	3,63	4,40
	2015	13	7,77	4,08	3,62	3,23	3,83	2,92	3,08	2,69	3,33	3,50	4,15	4,33
	2016	36	7,53	4,09	4,00	3,67	3,75	3,11	3,06	2,69	3,12	3,31	3,76	4,24
<b>Master Economics and Business</b>														
	2011	103	7,50	3,89	3,98	2,96	3,84	2,92	2,54	2,55	3,46	3,35	3,55	4,00
	2012	151	7,70	4,10	3,86	2,99	4,15	2,90	2,68	2,66	3,54	3,54	3,72	4,06
From 2013 with specialisation:														
Master Behavioral Economics	2013	16	7,63	4,38	4,50	3,19	4,27	2,88	2,63	2,69	3,64	3,53	3,69	4,29
	2014	9	7,78	4,11	4,56	2,89	4,63	3,11	2,44	2,44	3,22	3,56	3,44	4,25
	2015	20	7,70	4,25	4,45	3,05	4,10	3,15	2,55	2,65	3,79	3,61	3,95	4,33
	2016	83	8,04	4,15	4,23	3,73	3,95	2,96	2,70	2,58	3,48	3,73	3,83	4,26
Master Economics of M&O	2013	5	7,80	3,80	4,00	2,60	4,00	3,00	2,80	2,80	2,60	3,60	3,00	4,00
	2014	15	7,53	3,87	3,27	3,07	4,07	2,93	2,87	2,40	3,60	3,33	4,00	4,36
	2015	23	7,83	4,00	3,87	3,09	4,09	2,96	2,70	2,70	3,55	3,35	3,87	4,40
	2016	35	7,74	4,03	3,66	3,34	4,09	2,91	2,49	2,54	3,71	3,31	3,86	4,31
Master Economics of MOP	2013	17	7,41	3,94	3,41	2,94	3,94	2,76	2,82	2,71	3,13	3,13	3,41	3,65
	2014	6	7,67	4,40	3,00	3,50	4,00	3,00	2,50	2,83	3,00	3,33	3,83	3,83
	2015	2	8,00	4,50	2,50	3,00	3,50	3,00	3,00	3,00	3,00	4,00	3,50	4,50
	2016	0												
Master Entrepr. and Strat. Econ.	2013	10	8,10	4,10	4,60	3,30	4,20	3,10	3,10	2,90	3,60	3,44	4,20	4,20
	2014	14	7,14	4,14	4,00	3,50	3,93	2,86	2,86	2,50	3,85	3,31	4,00	3,89
	2015	12	7,58	3,92	3,92	3,50	4,17	3,08	2,75	2,42	3,92	3,58	4,42	3,57
	2016	38	7,34	4,24	4,53	3,84	4,00	2,84	2,82	2,42	3,61	3,13	4,13	4,00
Master Financial Economics	2013	58	7,74	4,22	3,78	3,17	4,15	2,69	2,62	2,40	3,21	3,38	3,69	4,15
	2014	48	7,67	4,04	3,93	3,35	4,30	2,92	2,52	2,40	3,32	3,44	3,83	4,17
	2015	71	7,80	4,32	3,77	3,16	4,30	2,87	2,83	2,46	3,65	3,77	3,72	4,33
	2016	250	7,88	4,25	4,07	3,62	3,99	2,96	2,86	2,50	3,23	3,60	3,67	4,11
Master Health Economics	2013	4	6,50	4,00	2,50	2,25	4,67	2,75	2,50	1,75	3,50	4,00	4,25	3,00
	2014	2	7,00	3,50	2,00	3,00	3,00	2,50	1,50	2,00	3,00	3,50	3,50	0,00
	2015	7	7,86	4,00	3,71	3,00	3,86	3,00	2,86	2,71	3,57	3,43	4,29	4,25
	2016	14	7,57	3,92	4,36	3,50	4,00	3,07	2,64	2,50	2,54	2,85	4,00	3,60
Master International Economics	2013	52	7,71	4,31	3,69	2,73	4,10	2,88	2,63	2,33	3,62	3,23	3,92	4,10
	2014	41	7,56	4,17	3,88	2,73	3,98	2,90	2,54	2,37	3,66	3,00	4,07	4,12
	2015	53	7,70	4,26	3,72	2,87	4,11	2,74	2,58	2,32	3,60	3,33	3,87	4,11
	2016	56	7,59	4,21	4,04	3,32	3,89	2,82	2,48	2,68	3,29	3,11	3,84	4,21
Master Marketing	2013	37	7,68	4,16	3,89	2,30	4,13	2,73	2,81	2,59	3,39	3,40	3,62	4,22
	2014	27	7,33	4,16	4,31	2,72	3,86	2,78	2,67	2,74	3,36	3,40	3,85	4,11
	2015	83	7,78	4,37	4,11	3,41	3,86	2,96	2,55	2,51	3,11	3,30	3,78	4,03
	2016	84	7,63	4,25	3,99	3,45	3,58	3,02	2,62	2,52	3,12	3,08	3,75	4,04
Policy Economics	2013	8	7,75	3,75	4,38	3,13	3,75	3,00	2,50	2,50	3,75	3,38	3,75	4,00
	2014	13	8,23	4,08	3,62	2,54	4,27	2,85	2,54	2,46	3,67	3,55	4,08	4,25
	2015	19	7,68	3,89	3,68	2,58	4,06	2,79	2,68	2,47	3,83	3,78	4,06	4,09
	2016	15	8,07	3,86	3,29	3,00	4,00	3,07	2,47	2,60	3,50	3,86	4,00	4,00
Urban, Port & Transport Economics	2013	8	7,50	4,38	3,88	3,13	4,25	3,00	3,13	2,00	4,13	3,75	3,63	4,00
	2014	10	8,10	4,50	3,70	3,50	4,44	2,90	3,00	2,20	4,00	3,60	3,90	3,60
	2015	11	8,00	3,64	3,64	3,55	4,27	3,09	2,36	3,00	3,64	3,36	3,91	4,44
	2016	64	7,77	4,25	3,94	3,66	3,72	2,92	2,83	2,73	3,62	3,58	3,84	4,05

Econometrics														
	2011	9	7,22	3,78	3,67	2,89	3,78	2,67	3,00	2,56	4,11	3,89	3,89	3,88
	2012	55	7,96	4,00	3,55	3,31	4,07	2,82	2,56	2,51	3,58	3,25	4,09	4,35
From 2013 with specialisation:														
Master Econometrics	2013	5	7,80	4,33	3,60	2,80	4,00	3,00	3,00	2,80	3,60	3,67	3,80	5,00
	2014	10	7,80	4,13	4,30	3,60	3,80	3,00	2,60	2,80	3,40	3,10	4,20	4,33
	2015	24	7,57	3,39	3,58	3,38	4,00	3,00	2,71	2,63	3,00	3,00	3,91	4,18
	2016	35	8,00	3,88	3,34	3,37	4,06	2,71	2,89	2,63	2,82	3,00	4,03	4,33
Master OR and Quant. Logistics	2013	11	7,91	3,50	3,10	3,09	4,10	3,00	2,73	2,82	3,33	3,30	3,80	4,50
	2014	14	7,86	3,85	3,50	3,14	4,17	3,00	2,71	2,79	3,83	3,58	4,08	4,55
	2015	19	7,87	3,12	3,42	3,26	3,95	3,11	2,79	2,47	3,47	3,53	3,79	4,33
	2016	15	7,80	3,27	3,27	3,67	4,13	2,93	3,07	2,60	2,79	2,71	3,79	4,27
Master Quantitative Finance	2013	16	8,19	4,13	3,44	3,38	4,13	2,81	2,56	2,56	3,38	2,56	4,00	4,50
	2014	12	7,83	4,27	3,67	3,42	4,33	3,00	3,00	2,67	3,33	2,67	4,17	3,89
	2015	30	7,75	4,20	3,97	3,50	3,80	2,73	2,73	2,67	2,81	2,61	3,83	4,48
	2016	60	7,98	4,00	3,46	3,35	3,90	2,90	2,72	2,33	3,00	2,71	4,07	4,33
Master Quantitative Marketing	2013	2	8,00	4,00	4,00	4,00	4,50	3,00	2,50	2,50	3,50	3,50	4,00	4,00
	2014	7	7,57	3,43	2,57	3,57	4,00	2,86	2,57	2,43	3,43	3,29	3,29	4,86
	2015	2	10,00	4,50	4,50	4,50	5,00	3,00	3,00	3,00	4,50	4,00	4,50	5,00
	2016	14	7,57	3,79	3,64	3,86	3,86	3,07	3,00	2,64	3,08	2,77	3,92	3,75
Master Fiscale Economie														
	2011	4	6,25	3,50	4,00	2,75	3,25	2,75	2,50	3,00	3,67	3,75	3,25	3,67
	2012	25	7,55	4,14	3,86	2,77	4,00	2,86	2,55	2,23	3,82	3,59	3,95	4,20
	2013	8	7,75	4,00	2,88	2,71	3,83	2,75	2,88	2,75	3,71	3,57	3,86	4,33
	2014	10	8,00	4,00	2,80	2,10	3,29	2,80	3,10	2,80	3,60	3,90	3,40	4,56
	2015	13	7,77	4,00	3,31	3,54	3,46	3,00	2,69	2,54	3,62	3,85	3,38	4,18
	2016	26	7,46	3,28	2,84	3,12	3,12	2,96	3,08	2,88	3,68	3,72	3,68	4,13
Master Economics and Informatics														
Computational Economics	2015	2	6,00	4,00	3,00	3,00	2,50	2,50	3,00	2,50	4,00	3,50	3,00	4,50
	2016	0												
<b>Total Master</b>		<b>2411</b>	<b>7,71</b>	<b>4,10</b>	<b>3,87</b>	<b>3,28</b>	<b>3,97</b>	<b>2,91</b>	<b>2,72</b>	<b>2,54</b>	<b>3,42</b>	<b>3,39</b>	<b>3,84</b>	<b>4,13</b>

\* Scale 1= strongly disagree ... 5= strongly agree

\*\* Scale 1=much more ... 5=much less, therefore a high or low average indicates a need for adjustment, 3 indicates no change needed

## 8 Course performance and contact hours

In addendum 1 you can view the performance for the ESE courses 2015-2016.

For each course you can see the number of participants, the average grade and the fail/pass percentages (exam and resit). In the last two columns you can view the total unique participants and the total pass percentage for the course. We call this the course performance figure or course success rate.

### 8.1 Course performance per level

For the course performance figures the administrative courses are removed (thesis courses, skills and guidance courses etc). Also the Tinbergen Institute courses are not included for the performance calculation.

*Course performance per level 2015-2016*

Class	Ba1		Ba2		Ba3		Ma		Total	
	#	%	#	%	#	%	#	%	#	%
21-30%									0	0%
31-40%									0	0%
41-50%	1	2%							1	0%
51-60%					2	2%			2	1%
61-70%	6	13%	3	7%	4	5%	2	2%	15	5%
71-80%	9	19%	10	23%	10	12%	10	8%	39	13%
81-90%	14	29%	19	43%	18	21%	18	14%	69	22%
91-99%	16	33%	8	18%	20	24%	44	33%	88	28%
100%	2	4%	4	9%	31	36%	59	44%	96	31%
<b>Total</b>	<b>48</b>	<b>100%</b>	<b>44</b>	<b>100%</b>	<b>85</b>	<b>100%</b>	<b>133</b>	<b>100%</b>	<b>310</b>	<b>100%</b>
<b>Avg. 15-16</b>	<b>48</b>	<b>81%</b>	<b>44</b>	<b>82%</b>	<b>85</b>	<b>87%</b>	<b>133</b>	<b>93%</b>	<b>310</b>	<b>86%</b>
<b>Avg. 14-15</b>	<b>49</b>	<b>80%</b>	<b>49</b>	<b>83%</b>	<b>95</b>	<b>87%</b>	<b>120</b>	<b>92%</b>	<b>313</b>	<b>85%</b>
<b>Avg. 13-14</b>	<b>45</b>	<b>77%</b>	<b>50</b>	<b>77%</b>	<b>88</b>	<b>88%</b>	<b>115</b>	<b>89%</b>	<b>298</b>	<b>85%</b>
<b>Avg. 12-13</b>	<b>48</b>	<b>78%</b>	<b>40</b>	<b>79%</b>	<b>92</b>	<b>90%</b>	<b>110</b>	<b>93%</b>	<b>290</b>	<b>87%</b>
<b>Avg. 11-12</b>	<b>37</b>	<b>80%</b>	<b>43</b>	<b>77%</b>	<b>95</b>	<b>91%</b>	<b>105</b>	<b>92%</b>	<b>280</b>	<b>88%</b>
<b>Avg. 10-11</b>	<b>32</b>	<b>75%</b>	<b>42</b>	<b>75%</b>	<b>84</b>	<b>88%</b>	<b>104</b>	<b>93%</b>	<b>262</b>	<b>87%</b>

As expected, the average success rate of the Ba3-courses (87%) and Ma-courses (93%) is higher than the success rate of Ba1-courses (81%). Partially, this can be explained by the fact that for several courses only passing grades are registered in Osiris especially for tutorials and classes with oral examinations. These type of courses occur more in the Ba3/Ma study phase than in the Ba1/Ba2 study phase.

## 8.2 Course performance per programme

Upon examining success rate per programme (Economie, Econometrie and Fiscale Economie), where every course is divided per primary programme, the following data presents itself:

*Course performance per programme 2015-2016*

Class	Econ		Ectrie		FiscEc		Total	
	#	%	#	%	#	%	#	%
21-30%							0	0%
31-40%							0	0%
41-50%			1	1%			1	0%
51-60%	2	1%					2	1%
61-70%	10	5%	5	6%			15	5%
71-80%	19	9%	12	13%	8	42%	39	13%
81-90%	45	22%	21	24%	3	16%	69	22%
91-99%	55	27%	30	34%	3	16%	88	28%
100%	71	35%	20	22%	5	26%	96	31%
<b>Total</b>	<b>202</b>	<b>100%</b>	<b>89</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>310</b>	<b>100%</b>
<b>Avg. 15-16</b>	<b>202</b>	<b>86%</b>	<b>89</b>	<b>85%</b>	<b>19</b>	<b>84%</b>	<b>310</b>	<b>86%</b>
<b>Avg. 14-15</b>	<b>203</b>	<b>86%</b>	<b>87</b>	<b>84%</b>	<b>22</b>	<b>81%</b>	<b>311</b>	<b>85%</b>
<b>Avg. 13-14</b>	<b>193</b>	<b>85%</b>	<b>78</b>	<b>83%</b>	<b>22</b>	<b>80%</b>	<b>293</b>	<b>85%</b>
<b>Avg. 12-13</b>	<b>196</b>	<b>88%</b>	<b>71</b>	<b>88%</b>	<b>21</b>	<b>77%</b>	<b>290</b>	<b>87%</b>
<b>Avg. 11-12</b>	<b>181</b>	<b>89%</b>	<b>55</b>	<b>86%</b>	<b>21</b>	<b>78%</b>	<b>280</b>	<b>88%</b>
<b>Avg. 10-11</b>	<b>161</b>	<b>88%</b>	<b>55</b>	<b>85%</b>	<b>18</b>	<b>79%</b>	<b>262</b>	<b>87%</b>

## 8.3 Contact hours per course and programme

In appendix 2, the number of contact hours per course is registered according to the scheduled hours of 2015-2016. Based on this information, the number of contact hours per programme is calculated in 2015-2016 for bachelor 1 and bachelor 2.

*Contact hours per programme 2015-2016*

BA programme	Year	Lectures	Exercise lecture	Tutorial	Guidance group	Exam viewing	Question time	Guest lecture	Skills	subtotal	Test	Examination	Total
Economie	1	160	65	172	12	6	18	17	16	466	13	58	537
	2	232	66	138		3	36		10	485	14	54	553
Econometrie	1	350	71	220	12	3	16			672	3	78	753
	2	276	40	264		2	6			588	6	69	663
Fiscale Economie	1	178	65	172	12	6	18	17	16	484	13	58	555
	2	262	66	148		3	16			495	14	60	569
IBEB	1	176	77	172	12	6	6	17	16	482	13	54	549
	2	216	70	134		3	36		10	469	12	54	535
Econometrics	1	349	71	218	12	9	8			667	3	78	748
	2	276	40	260		2	6			584	6	69	659
BSc <sup>2</sup>	1	367	71	226	12	9	8			693	3	84	780
	2	259	74	174		4	2	6	16	535	14	66	615

## Appendix 1. Course performance 2015-2016

Glossary:

#P	Examination participants
Aver.	Average grade for examination
Pass%.	Participants that passed examination
#U	Unique participants for examination and resit

Course code	Course name	Exam			Resit			Total	
		#P	Aver.	Pass%	#P	Aver.	Pass%	#U	Pass
FEB11001	Micro-economie	817	6,2	71%	76	4,69	30%	822	73%
FEB11001X	Microeconomics	318	6,9	79%	31	4,74	35%	321	80%
FEB11002	Macro-economie	715	6,5	76%	77	5,31	47%	721	80%
FEB11002X	Macroeconomics	289	7,2	82%	35	4,78	37%	289	84%
FEB11003	Wiskunde 1	613	5,6	57%	101	5,74	65%	622	65%
FEB11003X	Mathematics 1	276	6,4	70%	42	6,01	74%	280	77%
FEB11004	Wiskunde 2	512	6,8	83%	33	5,72	64%	512	86%
FEB11004X	Mathematics 2	192	7,4	89%	12	7,08	83%	193	92%
FEB11005	Toegepaste Statistiek 1	502	6,4	73%	98	5,53	54%	503	81%
FEB11005X	Applied Statistics 1	206	6,5	73%	38	5,87	68%	208	81%
FEB11006	Organisatie en Strategie	500	6,9	91%	34	6,00	68%	504	93%
FEB11006X	Organisation and Strategy	204	7,2	95%	22	6,94	77%	210	95%
FEB11008	Marketing	516	6,6	91%	37	6,40	76%	519	94%
FEB11008X	Marketing (IBEB)	228	7,0	94%	14	6,25	57%	230	95%
FEB11013	ICT	569	6,6	78%	79	6,58	80%	574	87%
FEB11013X	ICT (IBEB)	204	6,3	75%	34	6,89	85%	207	87%
FEB11018	Accounting	641	5,8	62%	108	5,20	42%	649	67%
FEB11018X	Accounting (IBEB)	260	6,1	65%	51	5,38	47%	263	71%
FEB11019	Vaardigheden en mentoraat	2	6,2	100%	530	6,99	87%	530	87%
FEB11019X	Skills and Guidance	218	7,2	94%				218	94%
FEB12001	Toegepaste micro-economie	514	5,6	57%	144	5,69	60%	529	70%
FEB12001X	Applied Microeconomics	266	6,2	72%	58	5,84	66%	269	81%
FEB12002	Filosofie van de economie	451	6,1	73%	116	6,21	76%	465	88%
FEB12002X	Philosophy of Economics	348	6,2	80%	91	5,93	80%	372	92%
FEB12003	Finance 1	628	7,4	88%	31	3,85	16%	639	88%
FEB12003X	Finance 1 (IBEB)	306	7,9	91%	10	4,39	30%	308	91%
FEB12004	Internationale economie	511	5,8	60%	116	5,06	47%	527	68%
FEB12004X	International Economics	239	6,7	79%	48	5,45	63%	243	88%
FEB12005	Toegepaste Statistiek 2	443	6,7	80%	37	5,75	68%	450	84%
FEB12005X	Applied Statistics 2	211	7,7	88%	17	5,61	47%	215	90%
FEB12006	Geschiedenis van het economisch denken	451	5,8	62%	135	6,18	76%	462	81%
FEB12006X	History of Economic Thought	178	5,9	65%	50	6,57	84%	180	82%
FEB12007	Intermediate Accounting	465	5,8	59%	131	5,35	51%	481	69%
FEB12007X	Intermediate Accounting (IBEB)	240	6,2	66%	63	5,95	68%	243	80%
FEB12008	Administratieve en comptabele inform 1a	173	5,7	68%	21	6,40	81%	174	77%
FEB12010	Fiscale economie	504	6,1	68%	53	5,36	53%	514	72%
FEB12012	Methoden & technieken	453	6,3	74%	59	4,60	25%	462	76%

		Exam			Resit			Total	
Course code	Course name	#P	Aver.	Pass%	#P	Aver.	Pass%	#U	Pass
FEB12012X	Methods & Techniques	202	6,9	82%	24	3,87	13%	203	82%
FEB12013	Onderzoeksproject	399	7,5	100%				399	100%
FEB12013X	Research Project	156	8,0	100%				156	100%
FEB12015	Inleiding gedragseconomie	479	6,4	75%	66	4,61	39%	486	78%
FEB12015X	Introduction to Behavioural Economics	199	6,9	81%	22	5,30	59%	205	85%
FEB12017X	Economics of the Welfare State	187	7,5	98%	10	6,63	60%	189	98%
FEB13001	Finance 2	275	7,0	84%	37	5,21	43%	289	86%
FEB13004	Werkcollege Externe verslaggeving	59	8,0	100%				59	100%
FEB13004X	Seminar Financial Accounting and Reporti	17	7,1	100%				17	100%
FEB13005X	Seminar Management Accounting and Contro	18	7,4	100%				18	100%
FEB13006	Advanced Financial Accounting	134	5,8	66%	38	6,18	79%	146	81%
FEB13007	Advanced Management Accounting	137	5,8	69%	34	5,82	74%	143	83%
FEB13008	Stock Pricing and Corporate Events	179	5,6	62%	69	5,96	70%	194	79%
FEB13009	Werkcollege Corporate Finance	71	7,1	100%				71	100%
FEB13009X	Seminar Corporate Finance	47	7,3	100%				47	100%
FEB13011	Financial Methods & Techniques	190	5,9	59%	69	6,70	78%	195	85%
FEB13012	Consumer Behavior	89	6,5	81%	11	6,60	82%	89	90%
FEB13014	Marketing Strategy for the Life Sciences	28	7,3	89%	4	7,20	100%	29	100%
FEB13015	Werkcollege Marketing Strategy	22	7,9	100%				22	100%
FEB13015X	Seminar Marketing Strategy	19	8,3	100%				19	100%
FEB13016	Marketing Research	184	7,8	100%				184	100%
FEB13018	Supply Chain Management: Industriële eco	12	7,4	100%				12	100%
FEB13020	Administratieve en comptabele inform 1b	54	6,6	81%	9	7,64	100%	59	90%
FEB13021	Money, Credit and Banking	101	6,4	74%	17	5,66	59%	105	80%
FEB13022	Werkcollege Stock Pricing and Investment	24	7,2	100%				24	100%
FEB13022X	Seminar Stock Pricing and Investment Str	23	7,5	100%				23	100%
FEB13023	Labour Economics	117	7,7	93%	16	7,01	88%	127	97%
FEB13027	Environmental Economics	74	6,1	74%	12	4,38	25%	76	76%
FEB13028	Introduction to Urban & Regional Economi	99	6,3	77%	15	6,08	67%	100	85%
FEB13029	Introduction to Transport Economics	64	7,3	88%	14	5,14	57%	72	89%
FEB13030	Seminar Urban, Port and Transport Econom	51	7,0	100%				51	100%
FEB13031	Fiscaal concernrecht	51	6,2	69%	10	5,19	50%	57	68%
FEB13035	Small Business Economics	69	6,5	84%	5	5,68	80%	69	90%
FEB13036	Seminar Competition Policy	46	7,4	91%	5	6,80	80%	45	98%
FEB13037	Seminar The Economics of Exchange Rates	24	7,7	96%	1			24	96%
FEB13040	Seminar Interest Rates and Stock Markets	43	7,5	100%				43	100%
FEB13044	Introduction to Entrepreneurship, Strate	64	6,7	89%	4	5,75	50%	64	92%
FEB13047	Financiële rekenkunde & levensverzekering	171	4,9	46%	36	6,14	75%	173	60%
FEB13048	Fiscaal ondernemerschap	50	5,5	62%	14	5,03	50%	55	67%
FEB13050	Economics of Markets and Organisation	101	7,0	77%	15	6,71	87%	105	87%
FEB13051	Seminar Entrepreneurship and Organisatio	30	7,5	97%				30	97%
FEB13053	Health Economics	38	7,1	87%				38	87%

		Exam			Resit			Total	
Course code	Course name	#P	Aver.	Pass%	#P	Aver.	Pass%	#U	Pass
FEB13060	Corporate Finance	227	6,2	73%	32	6,53	81%	234	82%
FEB13061	Behavioural Economics	113	7,2	88%	8	7,06	100%	116	92%
FEB13063	Energy Finance & Economics	102	5,6	60%	13	5,71	77%	107	66%
FEB13065	Seminar Economics of the Public Sector	44	7,5	100%				44	100%
FEB13066	Impact Evaluation	71	7,5	99%	2	6,60	50%	71	99%
FEB13068	Political Economy	76	7,1	88%	5	4,52	40%	79	87%
FEB13069	New Research Methods in Marketing	24	7,8	100%				24	100%
FEB13073	Seminar Organisational Design and Manage	20	7,6	100%				20	100%
FEB13075	Current Research in Economics	8	7,1	88%				8	88%
FEB13080	Socio-neuro-economics	40	8,1	100%	1	6,00	100%	41	100%
FEB13081	EFR Skills Week	46		100%				46	100%
FEB13082	EFR/KPMG Research Project	19	7,8	100%				19	100%
FEB13100	Bachelorscriptie Economie en Bedrijfseco	248	7,4	100%	1	7,50	100%	246	100%
FEB13100AE	Bachelorscriptie Economie (AE)	66	7,5	100%	1	7,50	100%	67	100%
FEB13100BE	Bachelorscriptie Economie (BE)	7	7,9	100%				7	100%
FEB13100TE	Bachelorscriptie Economie (TE)	65	7,5	100%	1	8,50	100%	65	100%
FEB13100X	Bachelor's Thesis IBEB	154	7,7	100%	2	8,25	100%	145	100%
FEB21001	Analyse 1	251	5,6	59%	20	6,54	80%	252	65%
FEB21001X	Calculus 1	110	6,8	80%	5	5,90	60%	113	81%
FEB21002	Analyse 2	201	6,1	67%	27	6,40	70%	203	75%
FEB21002X	Calculus 2	99	6,9	82%	5	6,00	60%	100	84%
FEB21003	Matrix algebra 1	302	7,6	92%	1	8,60	100%	303	92%
FEB21003X	Matrix Algebra 1 (econometrics)	118	8,4	95%	3	5,53	67%	120	95%
FEB21004	Matrix algebra 2	195	5,4	51%	41	6,23	73%	197	65%
FEB21004X	Matrix Algebra 2 (econometrics)	99	6,1	72%	13	5,25	46%	102	75%
FEB21005	Kansrekening	158	6,3	76%	22	6,56	86%	162	85%
FEB21005S	Probability Theory (pre-master)	39	6,6	77%	4	5,05	50%	40	80%
FEB21005X	Probability Theory	89	7,3	84%	8	6,94	75%	91	88%
FEB21006	Inleiding statistiek	244	4,4	34%	35	5,57	57%	245	42%
FEB21006X	Introduction to Statistics	109	5,5	59%	13	5,92	62%	110	65%
FEB21007	Statistiek	153	8,0	91%	9	6,00	67%	156	93%
FEB21007S	Statistics (pre-master)	33	7,0	91%				33	91%
FEB21007X	Statistics	89	8,1	92%	10	7,05	90%	92	96%
FEB21009	Lineair programmeren	164	7,1	88%	14	5,72	71%	166	92%
FEB21009X	Linear Programming	91	7,5	92%	6	6,87	83%	95	93%
FEB21010	Wiskundige methoden	136	7,0	91%	6	6,92	83%	137	92%
FEB21010X	Mathematical Methods	88	7,1	85%	10	6,75	90%	88	92%
FEB21011	Inleiding programmeren	152	7,3	76%	21	6,07	71%	156	84%
FEB21011S	Introduction to Programming (pre-master)	47	8,4	94%	2	3,75	50%	48	94%
FEB21011X	Introduction to Programming	95	7,8	82%	11	6,64	91%	96	89%
FEB21012	Mentoraat (Econometrie)	221		87%				221	87%
FEB21012X	Guidance (Econometrics)	105		91%				105	91%

		Exam			Resit			Total	
Course code	Course name	#P	Aver.	Pass%	#P	Aver.	Pass%	#U	Pass
FEB21014	Basiswiskunde	234	5,4	57%	18	8,22	100%	236	64%
FEB21014X	Precalculus	109	7,0	82%	7	7,14	86%	110	84%
FEB22002	Combinatorisch optimaliseren	111	5,9	67%	28	5,74	75%	123	76%
FEB22002X	Combinatorial Optimisation	52	6,1	69%	8	5,49	50%	55	73%
FEB22003	Voortgezette statistiek	137	6,0	74%	11	6,95	91%	140	79%
FEB22003X	Advanced Statistics	75	6,7	81%	11	7,36	91%	76	92%
FEB22004	Econometrie 1	146	5,3	67%	44	5,29	64%	151	83%
FEB22004X	Econometrics 1	79	5,4	62%	22	5,97	86%	80	84%
FEB22005	Econometrie 2	145	5,4	63%	48	5,97	77%	148	85%
FEB22005X	Econometrics 2	63	5,8	67%	20	6,19	75%	67	85%
FEB22006	Niet-lineair optimaliseren	143	6,3	73%	16	5,50	69%	147	78%
FEB22006X	Non-linear Optimisation	67	6,8	84%	5	6,42	80%	68	87%
FEB22007	Numerieke methoden	104	6,7	85%	6	5,05	50%	105	87%
FEB22007X	Numerical Methods	33	7,5	91%	1	7,30	100%	33	94%
FEB22008	Markov processen	139	6,5	77%	32	6,97	91%	151	89%
FEB22008X	Markov Processes	63	6,5	68%	21	6,09	62%	71	77%
FEB22009	Basiswerkcollege Econometrie				89	7,22	100%	89	100%
FEB22009S	Basisweco Econometrie (pre-master)	4	7,8	100%	31	7,60	100%	33	100%
FEB22009X	Intro Seminar Econometrics				39	6,88	90%	39	90%
FEB22009XS	Intro Seminar Econometrics (pre-master)				14	7,29	100%	14	100%
FEB22012	Programmeren	87	7,7	93%				87	93%
FEB22012X	Programming	50	8,5	100%				50	100%
FEB22013	Simulatie	116	7,5	95%	8	5,89	88%	119	97%
FEB22013X	Simulation	55	7,5	93%	4	5,80	50%	55	95%
FEB23001	Tijdreeksanalyse	143	6,6	83%	21	5,45	67%	147	88%
FEB23001X	Time Series Analysis	55	7,0	85%	7	5,30	43%	56	89%
FEB23002	Marketing Models	28	6,8	86%	7	6,81	100%	31	100%
FEB23004	Quantitative Methods for Logistics	32	7,7	97%	1	6,80	100%	33	97%
FEB23005	The practice of financial markets	172	6,8	87%	13	7,18	92%	179	91%
FEB23006	Quantitative Methods for Finance	72	7,3	92%	10	7,10	100%	77	97%
FEB23007	Advanced Programming	40	8,7	98%	4	8,05	100%	44	98%
FEB23010	Monetary Economics	101	7,4	90%	7	6,27	86%	102	95%
FEB23012	Seminar in Econometrics	6	8,0	100%				6	100%
FEB23013	Seminar in Financial Econometrics	70	8,0	100%				70	100%
FEB23014	Seminar in Quantitative Logistics	34	7,8	100%				34	100%
FEB23015	Seminar BA and Quantitative Marketing	26	7,8	100%				26	100%
FEB23016	Advanced Econometrics	92	7,3	90%	11	7,07	100%	93	99%
FEB23017	Mathematical Economics	91	5,7	54%	58	6,79	78%	111	85%
FEB23100	Bachelorscriptie Econometrie en Operatio	110	7,7	100%				110	100%
FEB23100X	Bachelor's Thesis Econometrics	25	7,9	100%				25	100%
FEB24100	Bachelor's Thesis BSc2	4	8,6	100%				4	100%
FEB33004	Enterprise Information Systems	95	6,7	86%	14	5,62	57%	96	94%

		Exam			Resit			Total	
Course code	Course name	#P	Aver.	Pass%	#P	Aver.	Pass%	#U	Pass
FEB33013	Semantic Information Systems	26	9,2	100%				26	100%
FEB41001	Introductie Fiscale Economie				70		96%	70	96%
FEB42001	Inkomstenbelasting A	95	6,5	87%	6	6,42	100%	95	94%
FEB42001S	Inkomstenbelasting A (schakel)	3	7,0	100%	2	6,05	50%	5	80%
FEB42002	Omzetbelasting	98	5,8	71%	22	5,58	59%	104	80%
FEB43004	Formeel bestuurs- en belastingrecht	83	6,7	86%	12	6,18	75%	85	93%
FEB43005	Successiewet	85	6,5	79%	5	6,06	80%	86	83%
FEB43007	Economics of Taxation	131	5,6	58%	34	5,91	71%	135	74%
FEB43008	Belasting op onroerende zaken	97	6,0	73%	14	6,30	79%	98	83%
FEB43010	Privaat- en ondernemingsrecht	141	6,4	83%	23	6,40	83%	145	93%
FEB43011	Inkomstenbelasting B	106	5,7	65%	24	4,98	63%	108	78%
FEB43012	Inkomstenbelasting C	99	5,5	58%	22	6,39	86%	102	75%
FEB43013	Vennootschapsbelasting	103	5,5	56%	28	6,29	86%	106	75%
FEB43014	Integratie Fiscale Economie				86	7,12	100%	86	100%
FEB43015	Internationaal en Europees belastingrech	94	5,7	60%	25	6,14	84%	96	79%
FEB43100	Bachelorscriptie Fiscale Economie	80	7,1	100%				80	100%
FEB53002	Essay Ondernemen en Belastingen	5	6,3	100%	5	6,30	100%	5	100%
FEB53101M	Entrepreneurship in the Modern Economy	36	7,8	100%				36	100%
FEB53102M	Development Economics	44	7,5	100%				44	100%
FEB53103	Computer Science	22	7,8	95%				22	95%
FEB53103M	Computer Science	23	7,3	91%	2	5,85	100%	24	96%
FEB53104M	Ondernemen en belastingen	41	6,8	100%	1	7,20	100%	39	100%
FEB53107	Port Management and Maritime Logistics				5	6,18	100%	5	100%
FEB53107M	Port Management and Maritime Logistics	61	7,1	90%				61	90%
FEB53108	Behavioural Finance	1	9,2	100%	30	5,54	53%	31	55%
FEB53108M	Behavioural Finance	143	5,8	59%	43	5,59	56%	147	73%
FEB53109	Stage Economie en Bedrijfseconomie	11		100%				11	100%
FEB53109X	Internship IBEB	15		100%				14	100%
FEB53110	Stage Econometrie en Operationele Resear	21		100%				21	100%
FEB53112M	Innovation and Marketing	31	7,6	100%				31	100%
FEB53113	Quality of Life and Happiness Economics	6	7,2	67%				6	67%
FEB53113M	Quality of Life and Happiness Economics	17	7,4	94%				17	94%
FEB53114	Educatieve Minor Economie				9	8,01	100%	9	100%
FEB62003	Bachelor Honours Class	26		100%				26	100%
FEB63004	Bachelor Honours Research Class	7		100%	5		100%	12	100%
FEM11001	Seminar Advanced Corporate Finance: Corp	68	7,6	100%				68	100%
FEM11003	Seminar Advanced Corporate Finance: Priv	97	7,7	100%				167	100%
FEM11005	Seminar Risk Management	71	7,6	100%				116	100%
FEM11006	Advanced Corporate Finance and Strategy	315	6,2	77%	62	6,52	77%	327	84%
FEM11008	Asset Pricing	30	6,0	67%	5	5,62	40%	31	68%
FEM11009	Master's Thesis Urban, Port &Transport E	61	7,4	100%				61	100%
FEM11010	Seminar Pension Funds	25	7,7	100%				25	100%

		Exam			Resit			Total	
Course code	Course name	#P	Aver.	Pass%	#P	Aver.	Pass%	#U	Pass
FEM11011	Economics of Innovation	43	7,5	95%				43	95%
FEM11013	Seminar Management Control	93	7,1	96%	5	5,68	80%	93	99%
FEM11014	Seminar Financial Accounting Research	132	7,1	91%	46	5,62	65%	177	98%
FEM11015	Advanced Money, Credit and Banking	86	6,1	74%	12	5,82	75%	88	82%
FEM11018	Seminar Advanced Money, Credit and Banki	22	7,4	100%				22	100%
FEM11020	Accounting Process Management	164	6,5	79%	36	5,23	58%	172	88%
FEM11023	Financial Risk Management	210	6,9	84%	20	5,94	65%	213	86%
FEM11025	Poverty and Inequality	37	7,4	100%				37	100%
FEM11026	Neuromarketing	129	7,7	95%	6	7,60	100%	130	98%
FEM11027	Marketing Research and Analysis	106	7,1	87%	16	6,56	94%	107	98%
FEM11028	Seminar Strategic Marketing	96	8,2	100%				95	100%
FEM11029	Seminar Consumer Channel Dynamics	22	8,1	100%				22	100%
FEM11031	Branding	143	7,2	78%	35	6,83	86%	153	93%
FEM11032	Master's Thesis Accounting, Auditing & C	16	7,4	100%				16	100%
FEM11033	Urban Economics & Real Estate	23	7,1	78%	4	6,60	50%	24	79%
FEM11036	Advanced Macroeconomics	92	6,8	76%	29	5,42	66%	100	88%
FEM11037	Economics of Organisations	76	6,2	76%	19	6,34	89%	82	91%
FEM11038	Industrial Organisation	59	6,7	80%	9	6,59	100%	62	89%
FEM11040	Tax Policy	38	7,4	100%				38	100%
FEM11043	Transport Economics and Policy	69	7,2	100%				69	100%
FEM11044	Seminar Port Econ and Logistics	56	7,4	100%				56	100%
FEM11045	Seminar Regional and Transport Economics	27	7,4	96%				27	96%
FEM11046	Strategic Management of the Transport an	57	7,3	84%	9	6,85	67%	58	93%
FEM11048	Advanced Development Economics	48	7,2	92%	3	6,87	100%	49	96%
FEM11049	The Practice of Economic Policy Making	24	8,0	100%				24	100%
FEM11051	Port Economics	69	5,9	68%	15	5,83	67%	74	77%
FEM11054	Seminar International Financial Markets	33	7,6	100%				33	100%
FEM11055	Seminar Small Business and Entrepreneurs	17	7,8	100%				17	100%
FEM11056	Game Theory and its Applications	109	6,9	81%	32	5,62	53%	128	80%
FEM11059	Economics of Strategy	87	7,5	91%	10	6,45	80%	94	93%
FEM11060	Economics of Governance	32	7,4	97%	4	5,00	75%	34	97%
FEM11061	Economics of Entrepreneurship	43	6,9	95%	3	7,30	100%	45	98%
FEM11062	International Trade and Trade Policy	63	7,1	89%	3	7,00	100%	63	92%
FEM11063	Seminar Innovation and Entrepreneurship	18	7,7	100%				18	100%
FEM11066	Master's Thesis Accounting and Finance	39	7,1	100%	1	7,00	100%	40	100%
FEM11067	Master's Thesis Financial Economics	274	7,7	100%				274	100%
FEM11069	Master's Thesis Marketing	86	7,5	100%				86	100%
FEM11070	Master's Thesis International Economics	63	7,6	100%				63	100%
FEM11072	Master's Thesis Entrepreneurship, Strate	41	7,6	100%				40	100%
FEM11074	Advanced Investments	145	6,4	80%	17	6,24	76%	150	82%
FEM11075	Seminar Advanced Investments	64	7,3	100%				64	100%
FEM11076	Advanced Behavioural Finance	260	6,5	77%	55	6,28	75%	277	84%

		Exam			Resit			Total	
Course code	Course name	#P	Aver.	Pass%	#P	Aver.	Pass%	#U	Pass
FEM11077	Master's Thesis Health Economics	23	7,4	100%				23	100%
FEM11078	Seminar Energy Finance	24	8,0	100%				24	100%
FEM11080	Seminar Developing and Marketing New Pro	24	8,0	100%				24	100%
FEM11082	Seminar Topics in Organisation and Strat	18	8,2	100%				18	100%
FEM11083	Seminar Multinationals and Business Netw	21	7,5	95%				21	95%
FEM11085	Seminar Advanced Corporate Finance: Empi	24	7,5	100%	23	7,67	100%	93	98%
FEM11087	Quantitative Methods for Applied Econom	146	7,7	76%	66	7,39	38%	147	91%
FEM11088	Economics of Corporate Entrepreneurship	31	6,7	81%	1	3,10		31	81%
FEM11089	Experimental Economics	110	8,0	99%	12	6,19	75%	118	97%
FEM11090	Applied Econometrics	161	6,4	86%	24	6,52	83%	164	93%
FEM11091	Seminar Marketing Analytics	42	8,2	100%				42	100%
FEM11093	Seminar Behavioural Finance	70	7,7	100%				70	100%
FEM11094	Fixed Income Securities and Portfolio Ma	131	6,9	86%	37	6,74	81%	139	93%
FEM11096	Master's Thesis Behavioural Economics	70	7,7	100%				70	100%
FEM11097	Master's Thesis Policy Economics	14	7,7	100%				14	100%
FEM11098	Master's Thesis Economics of Management	28	7,5	100%				28	100%
FEM11099	City Marketing	105	6,3	75%	23	6,04	83%	114	84%
FEM11101	Empirical Personnel Economics	33	6,5	85%	7	6,06	100%	35	97%
FEM11104	Seminar Global Marketing	25	7,9	100%				25	100%
FEM11105	Strategy and Organisational Design	55	6,6	91%				55	91%
FEM11106	Advanced Behavioural Economics	135	6,7	81%	28	6,19	71%	141	89%
FEM11108	Seminar Applied Behavioural Economics	90	7,9	100%				90	100%
FEM11109	Auditing Theory	163	6,7	82%	29	5,71	52%	168	89%
FEM11110	Introduction to Accounting Research	191	6,8	76%	59	7,43	93%	209	95%
FEM11111	Accounting and Business Ethics	190	7,3	100%	10	7,73	100%	199	100%
FEM11112	Master's Thesis Accounting and Auditing	117	7,2	100%				117	100%
FEM11113	Master's Thesis Controlling	32	7,3	100%				32	100%
FEM11115	Advanced International Financial Reporti	229	6,8	79%	51	5,22	59%	240	87%
FEM11116	Advanced Financial Statement Analysis	418	7,3	90%	70	6,95	96%	445	98%
FEM11118	Advanced Corporate Finance and Governanc	282	7,0	85%	60	5,88	75%	297	91%
FEM11119	Seminar Supply Chain Management and Opti	67	7,5	100%				67	100%
FEM11120	Seminar Multinational Strategy and Forei	14	7,5	93%				14	93%
FEM11121	Advanced Public Economics	40	5,6	60%	12	5,27	67%	40	80%
FEM11122	Seminar Multinationals and International	47	7,8	85%	8	7,59	88%	47	98%
FEM11123	Seminar Trade and Growth	45	7,6	100%				45	100%
FEM11124	Seminar Empirics of Trade and Developmen	10	8,4	100%				10	100%
FEM11125	Seminar Quantitative Macroeconomics	17	7,4	100%	2	7,35	100%	17	100%
FEM11127	Policy issues in public spending on educ	14	7,1	100%				14	100%
FEM11128	Seminar Economic Policy	18	7,1	94%				18	94%
FEM11130	Seminar Cases in Policy Evaluation	25	7,4	100%				25	100%
FEM11131	Seminar Economics of Organisations	24	7,7	79%	3	6,70	67%	24	88%
FEM11132	Seminar Recent Advances in Economics of	39	7,5	100%				39	100%

		Exam			Resit			Total	
Course code	Course name	#P	Aver.	Pass%	#P	Aver.	Pass%	#U	Pass
FEM11133	Seminar Behavioural Investing	23	7,5	100%				23	100%
FEM11134	Quantitative Spatial Analysis	84	7,4	77%	17	7,06	88%	84	95%
FEM11135	Quantitative Logistics	53	8,1	89%	5	7,16	100%	54	96%
FEM11136	New Media Analytics	109	7,6	97%	3	7,07	100%	110	99%
FEM11138	Seminar Nudging in Finance	23	7,6	100%				23	100%
FEM11139	Seminar Customer Relationship Management	22	8,5	100%				22	100%
FEM11140	Retail Marketing and E-commerce	119	8,2	98%	4	7,68	100%	121	99%
FEM21001	Seminar Case Studies in QMarketing	40	7,8	100%				40	100%
FEM21003	Asset Pricing (QF variant)	111	6,0	73%	24	5,25	58%	117	80%
FEM21004	Quantitative Methods in Fixed Income	105	5,5	63%	29	5,31	66%	106	76%
FEM21005	Applied Microeconometrics	51	5,9	65%	24	5,97	75%	56	86%
FEM21006	Multivariate Statistics	57	7,5	98%				56	100%
FEM21007	Advanced Time Series Analysis	13	6,6	85%	4	6,95	100%	15	93%
FEM21008	Stochastic Models and Optimisation	40	5,2	45%	15	5,63	60%	42	64%
FEM21009	Advanced Inventory Supply Chain Manageme	39	7,5	97%				39	97%
FEM21010	Portfolio Management	99	6,4	76%	21	5,98	81%	103	88%
FEM21011	Financial Derivatives	96	6,5	82%	21	7,35	95%	104	93%
FEM21012	Financial Econometrics	89	5,6	61%	41	6,80	80%	100	80%
FEM21013	Marketing Models and Large Datasets	70	7,8	100%				70	100%
FEM21014	Advanced Mathematical Programming	40	6,4	70%	15	5,85	80%	43	93%
FEM21019	Seminar Financial Case Studies	99	7,7	99%				99	99%
FEM21022	Seminar Case Studies in Appl. Econometr.	12	7,8	100%				12	100%
FEM21024	Advanced Marketing Models	47	6,1	68%	14	6,98	93%	47	94%
FEM21026	Bayesian Econometrics	55	6,3	75%	15	6,25	73%	57	91%
FEM21028	Production Planning and Scheduling	37	7,8	95%				37	95%
FEM21030	Master's Thesis Proposal E&MS	133	8,3	100%				129	100%
FEM21031	Master's Thesis Econometrics & Managemen	127	7,8	100%	1	9,00	100%	127	100%
FEM21032	Bayesian Econometrics in Finance	105	5,8	61%	33	5,55	58%	109	74%
FEM21033	Seminar Logistic Case Studies				38	8,01	100%	38	100%
FEM21034	Quantitative Risk Management	99	6,7	85%	15	7,01	93%	105	91%
FEM21035	Mathematical Programming	41	6,8	66%	11	6,56	73%	41	85%
FEM21036	Case Studies in Inventory Control	38	8,1	100%				38	100%
FEM21037	Computer Science for Business Analytics	42	8,9	100%	1	8,30	100%	42	100%
FEM31002	Machine Learning	79	9,3	100%				79	100%
FEM31005	Security and ICT Audit	126	7,1	87%	20	6,44	85%	132	95%
FEM31010	Master's Thesis Proposal E&I	2		100%				2	100%
FEM31011	Master's Thesis Economics & Informatics	1	8,0	100%				1	100%
FEM31012	Intelligent Information Systems	15	8,9	100%	1	6,50	100%	15	100%
FEM41002	Advanced Economics of Taxation	37	6,5	84%	5	6,04	80%	37	95%
FEM41004	Werkcollege Midden- en Kleinbedrijf	44	5,9	80%				44	80%
FEM41005	Werkcollege Multinationale onderneming	38	6,2	79%				38	79%
FEM41006	Master's Thesis Fiscale Economie	28	7,3	100%				28	100%

		Exam			Resit			Total	
Course code	Course name	#P	Aver.	Pass%	#P	Aver.	Pass%	#U	Pass
FEM41007	Capita Selecta Europese BTW en ind belas	17	7,2	100%				17	100%
FEM41008	Capita Selecta Intern en Eur Belastingr	22	6,4	95%				21	100%
FEM41009	Europees belastingrecht	39	5,4	59%	25	5,85	84%	51	86%
FEM41010	Internationaal belastingrecht	40	5,8	78%	10	6,16	90%	40	98%

## Appendix 2. Course contact hours 2015-2016

In the next table only the contact hours used in 2015-2016 are shown, the following contact hours are available:

- lecture (hoorcollege)
- exercise lecture (sommencollege)
- tutorial (practicum)
- seminar (werkcollege)
- guidance group (mentorgroep)
- exam viewing (nabespreking)
- question time (vragenuur)
- guest lecture (gastcollege)
- company visit (bedrijfsbezoek)
- skills (vaardigheden)
- introduction (introductie / voorlichting)
- language lab (taallab)
- presentation (presentatie)
- workshop (workshop)
- conference (congres bezoek)
- intervision (intervisie)
- class catch up (inhaal)
- test (toets)
- examination (tentamen)
- resit (hertentamen)

The table is sorted on course credits and course code.

credits	course code	course name	lecture	exercise lecture	tutorial	seminar	guidance group	exam viewing	question time	guest lecture	company visit	skills	introduction	language lab	presentation	workshop	interview	class catch up	subtotal	test	examination	resit	total
0	FEB13071X	Guidance Pre-Master			2		1												3				3
0	FEB21012	Mentoraat (econometrie)					12												12				12
0	FEB21012X	Guidance (econometrics)					12												12				12
0	FEB41001	Introductie Fiscale Economie	16																16				16
0	FEB61000	Take-Off Bachelor	4																4				4
0	FEB61000X	Take-Off Bachelor	5																5				5
1	FEB13081	EFR Skills Week			14														14				14
2	FEB43005	Successiewet	21																21		3	3	27
3	FEB53002	Essay Ondernemen en Belastingen																	0				0
4	FEB11003	Wiskunde 1	1	12	14			2											29	2	3	3	37
4	FEB11003X	Mathematics 1	1	12	14														27	2	3	3	35
4	FEB11004	Wiskunde 2		13	14			2											29	2	3	3	37
4	FEB11004X	Mathematics 2		13	14														27	2	3	3	35
4	FEB11005	Toegepaste statistiek 1	14	12	14														40		3	3	46
4	FEB11005X	Applied Statistics 1	14	12	14														40		3	3	46
4	FEB11013	ICT	19		14														33		3	7	43
4	FEB11013X	ICT (IBEB)	15		14			6											35		3	3	41
4	FEB11019	Vaardigheden en mentoraat	4				12					16							32				32
4	FEB11019X	Skills and Guidance	4				12					16							32				32
4	FEB12002	Filosofie van de economie	16																16		3	3	22
4	FEB12002X	Philosophy of Economics	18		8														26		3	3	32
4	FEB12005	Toegepaste statistiek 2	28		14			1	6										49		3	3	55
4	FEB12005X	Applied Statistics 2	28		14			1	6										49		3	3	55
4	FEB12006	Geschiedenis van het economisch denken	14									10							24		3	3	30
4	FEB12006X	History of Economic Thought	14									10							24		3	3	30
4	FEB12008	Administratieve en comptabele informatie 1a	14		14														28	1	3	3	35
4	FEB12010	Fiscale economie	28	4	10														42	2	3	3	50
4	FEB12013	Onderzoeksproject	6						20						26				52				52
4	FEB12013X	Research Project	6						20						27				53				53
4	FEB12015	Inleiding gedragseconomie	14		6														20		3	3	26
4	FEB12015X	Introduction to Behavioural Economics	14		6														20		3	3	26

credits	course code	course name	lecture	exercise lecture	tutorial	seminar	guidance group	exam viewing	question time	guest lecture	company visit	skills	introduction	language lab	presentation	workshop	interview	class catch up	subtotal	test	examination	resit	total
4	FEB12017X	Economics of the Welfare State	12	8	6														26		3	3	32
4	FEB13001	Finance 2	21																21		3	3	27
4	FEB13006	Advanced Financial Accounting	20																20		3	3	26
4	FEB13007	Advanced Management Accounting	14		7			2											23		3	3	29
4	FEB13008	Stock Pricing and Corporate Events	21																21		3	3	27
4	FEB13011	Financial Methods & Techniques	18		3			6											27		3	3	33
4	FEB13012	Consumer Behavior	21																21		3	3	27
4	FEB13014	Marketing Strategy for the Life Sciences	14																14		3		17
4	FEB13016	Marketing Research	14																14		3		17
4	FEB13018	Supply Chain Management: Industriële economie en bedrijfshuishoudkunde	21																21				21
4	FEB13020	Administratieve en comptabele informatie 1b	21		21														42		3	3	48
4	FEB13021	Money, Credit and Banking	14																14		3	3	20
4	FEB13023	Labour Economics	22																22		3	3	28
4	FEB13027	Environmental Economics	18																18		3	3	24
4	FEB13028	Introduction to Urban & Regional Economics	18																18		3	3	24
4	FEB13029	Introduction to Transport Economics	20																20		3	3	26
4	FEB13031	Fiscaal concernrecht	21																21		3	3	27
4	FEB13035	Small Business Economics	21																21		3	3	27
4	FEB13044	Introduction to Entrepreneurship and Strategy Economics	18																18		3	3	24
4	FEB13047	Financiële rekenkunde en levensverzekeringswiskunde	16																16	1	3	3	23
4	FEB13048	Fiscaal ondernemerschap	21																21		3	3	27
4	FEB13050	Economics of Markets and Organisation	21																21		3	3	27
4	FEB13053	Health Economics	16		6														22		3		25
4	FEB13060	Corporate Finance	21																21		3	3	27
4	FEB13061	Behavioural Economics	22																22		3	3	28
4	FEB13063	Energy Finance & Economics	21																21		3	3	27
4	FEB13066	Impact Evaluation	23					2							2				27		3	3	33
4	FEB13068	Political Economy	22																22		3	3	28
4	FEB13069	New Research Methods in Marketing	18		3														21		3		24
4	FEB13076	EFR-Shell Research Project								20									20				20
4	FEB13080	Socio-neuro-economics	21																21		3	3	27

credits	course code	course name	lecture	exercise lecture	tutorial	seminar	guidance group	exam viewing	question time	guest lecture	company visit	skills	introduction	language lab	presentation	workshop	interview	class catch up	subtotal	test	examination	resit	total
4	FEB13082	EFR/KPMG Research Project																	0				0
4	FEB21001	Analyse 1	28	7	14														49		3	3	55
4	FEB21001X	Calculus 1	28	7	14														49		3	3	55
4	FEB21002	Analyse 2	28	7	14														49		3	3	55
4	FEB21002X	Calculus 2	28	7	14														49		3	3	55
4	FEB21003	Matrix algebra 1	28	12	12														52		3	3	58
4	FEB21003X	Matrix Algebra 1 (econometrics)	28	12	12														52		3	3	58
4	FEB21004	Matrix algebra 2	26	3	14				2										45		3	3	51
4	FEB21004X	Matrix Algebra 2 (econometrics)	26	3	14				1										44		3	3	50
4	FEB21005	Kansrekening	28		14														42		3	3	48
4	FEB21005S	Probability Theory (pre-master)	26		6														32		3	3	38
4	FEB21005X	Probability Theory	28		14														42		3	3	48
4	FEB21006	Inleiding statistiek	30	13	12			1											56		3	3	62
4	FEB21006X	Introduction to Statistics	30	13	12			1											56		3	3	62
4	FEB21007	Statistiek	28		18														46		3	3	52
4	FEB21007S	Statistics (pre-master)	26		8														34		3	3	40
4	FEB21007X	Statistics	28		18														46		3	3	52
4	FEB21009	Lineair programmeren	26		18														44		3	3	50
4	FEB21009X	Linear Programming	26		16			2											44		3	3	50
4	FEB21010	Wiskundige methoden	26		14														40		3	3	46
4	FEB21010X	Mathematical Methods	26		14														40		3	3	46
4	FEB21011	Inleiding programmeren	14		14				14										42		3	3	48
4	FEB21011S	Introduction to Programming (pre-master)	12	1	12														25		4	3	32
4	FEB21011X	Introduction to Programming	14		14				7										35		3	3	41
4	FEB21014	Basiswiskunde	16	15	24			2											57		3	3	63
4	FEB21014X	Precalculus	16	15	24			2											57		3	3	63
4	FEB22002	Combinatorisch optimaliseren	28		18														46		3	3	52
4	FEB22002X	Combinatorial Optimisation	28		18														46		3	3	52
4	FEB22003	Voortgezette statistiek	14	14	14														42		3	3	48
4	FEB22003X	Advanced Statistics	14	14	14														42		3	3	48
4	FEB22004	Econometrie 1	28		14			1											43		3	3	49

credits	course code	course name	lecture	exercise lecture	tutorial	seminar	guidance group	exam viewing	question time	guest lecture	company visit	skills	introduction	language lab	presentation	workshop	interview	class catch up	subtotal	test	examination	resit	total
4	FEB22004X	Econometrics 1	28		14			1											43	3	3		49
4	FEB22005	Econometrie 2	22	12	6			1											41	3	3		47
4	FEB22005X	Econometrics 2	22	12	6			1											41	3	3		47
4	FEB22006	Niet-lineair optimaliseren	28		14														42	3	3		48
4	FEB22006X	Non-linear Optimisation	28		14														42	3	3		48
4	FEB22007	Numerieke methoden	14		14			6											34	3	3		40
4	FEB22007X	Numerical Methods	14		14			6											34	3	3		40
4	FEB22008	Markov processen	30		14														44	3	3		50
4	FEB22008X	Markov Processes	30		14														44	3	3		50
4	FEB22009S	Basiswerkcollege Case Studies Econometrie en Operationele Research (pre-master)																	0				0
4	FEB22009XS	Introductory Seminar Case Studies Econometrics and Operations Research (pre-master)																	0				0
4	FEB22012	Programmeren	14		18														32	3	3		38
4	FEB22012X	Programming	14		18														32	3	3		38
4	FEB22013	Simulatie	24		14														38	3	3		44
4	FEB22013X	Simulation	24		14														38	3	3		44
4	FEB23001	Tijdreeksanalyse	26		6														32	3	3		38
4	FEB23001X	Time Series Analysis	26		6														32	3	3		38
4	FEB23002	Marketing Models	21																21	3	3		27
4	FEB23004	Quantitative Methods for Logistics	26	8															34	3	3		40
4	FEB23005	The Practice of Financial Markets	21																21	3	3		27
4	FEB23006	Quantitative Methods for Finance	21													2			23	3	3		29
4	FEB23007	Advanced Programming	12		12													2	26	3	3		32
4	FEB23010	Monetary Economics	14																14	3	3		20
4	FEB23016	Advanced Econometrics	22													2			24	3	3		30
4	FEB23017	Mathematical Economics	28																28	3	3		34
4	FEB33004	Enterprise Information Systems	21																21	3	3		27
4	FEB33013	Semantic Information Systems	14					12											26				26
4	FEB42001	Inkomstenbelasting A	22		6														28	3	3		34
4	FEB42001S	Inkomstenbelasting A (schakel)																	0	3	3		6
4	FEB42002	Omzetbelasting	28		4														32	3	3		38
4	FEB43004	Formeel bestuurs- en belastingrecht	21																21	3	3		27

credits	course code	course name	lecture	exercise lecture	tutorial	seminar	guidance group	exam viewing	question time	guest lecture	company visit	skills	introduction	language lab	presentation	workshop	interview	class catch up	subtotal	test	examination	resit	total
4	FEB43007	Economics of Taxation	14		10														24	3	3	3	30
4	FEB43008	Belasting op onroerende zaken	21																21	3	3	3	27
4	FEB43010	Privaat- en ondernemingsrecht	21																21	3	3	3	27
4	FEB43011	Inkomstenbelasting B	28		12			2											42	3	3	3	48
4	FEB43012	Inkomstenbelasting C	28		10			2											40	3	3	3	46
4	FEB43015	Internationaal en Europees belastingrecht - basis	21		3														24	3	3	3	30
4	FEM11006	Advanced Corporate Finance and Strategy	21																21	3	3	3	27
4	FEM11008	Asset Pricing	28																28	3	3	3	34
4	FEM11011	Economics of Innovation	18																18	3	3	3	24
4	FEM11015	Advanced Money, Credit and Banking	14																14	3	3	3	20
4	FEM11020	Accounting Process Management	14					2											16	3	3	3	22
4	FEM11020	Accounting Process Management	14					2											16	3	3	3	22
4	FEM11023	Financial Risk Management	21																21	3	3	3	27
4	FEM11025	Poverty and Inequality	14		2														16	3	3	3	22
4	FEM11026	Neuromarketing	21																21	3	3	3	27
4	FEM11027	Marketing Research and Analysis	14		14											2			30	3	3	3	36
4	FEM11031	Branding	24					2											26	3	3	3	32
4	FEM11033	Urban Economics & Real Estate	18																18	3	3	3	24
4	FEM11036	Advanced Macroeconomics	21		6														27	3	3	3	33
4	FEM11037	Economics of Organisations	21		10					2									33	3	3	3	39
4	FEM11038	Industrial Organisation	22	14															36	3	3	3	42
4	FEM11040	Tax Policy	6																6				6
4	FEM11043	Transport Economics and Policy	12							2									14	3	3	3	20
4	FEM11046	Strategic Management of the Transport and Logistics Firm	12		6														18	3	3	3	24
4	FEM11048	Advanced Development Economics	21																21	3	3	3	27
4	FEM11049	The Practice of Economic Policy Making				20													20				20
4	FEM11051	Port Economics	12																12	3	3	3	18
4	FEM11056	Game Theory and its Applications	21		14														35	2	3	3	43
4	FEM11059	Economics of Strategy	18							2									20	3	3	3	26
4	FEM11060	Economics of Governance	20																20	3	3	3	26
4	FEM11061	Economics of Entrepreneurship	21							2									23	3	3	3	29

credits	course code	course name	lecture	exercise lecture	tutorial	seminar	guidance group	exam viewing	question time	guest lecture	company visit	skills	introduction	language lab	presentation	workshop	interview	class catch up	subtotal	test	examination	resit	total
4	FEM11062	International Trade and Trade Policy	21																21	3	3		27
4	FEM11074	Advanced Investments	21																21	3	3		27
4	FEM11076	Advanced Behavioural Finance	21																21	3	3		27
4	FEM11087	Quantitative Methods for Applied Economics	16	10				13											39	3	3		45
4	FEM11088	Economics of Corporate Entrepreneurship	20																20	3	3		26
4	FEM11089	Experimental Economics	16																16	3	3		22
4	FEM11090	Applied Econometrics	28		10														38	3	3		44
4	FEM11094	Fixed Income Securities and Portfolio Management	28																28	2	3	3	36
4	FEM11099	City Marketing	16						4										20	3	3		26
4	FEM11101	Empirical Personnel Economics	20																20	3	3		26
4	FEM11105	Strategy and Organisational Design	18																18				18
4	FEM11106	Advanced Behavioural Economics	24					3											27	3	3		33
4	FEM11110	Introduction to Accounting Research	14																14	3	3		20
4	FEM11111	Accounting and Business Ethics	18																18	3	3		24
4	FEM11115	Advanced International Financial Reporting Standards	14																14	3	3		20
4	FEM11116	Advanced Financial Statement Analysis	16																16	3	3		22
4	FEM11118	Advanced Corporate Finance and Governance	23																23	3	3		29
4	FEM11121	Advanced Public Economics	42																42	3	3		48
4	FEM11127	Policy Issues in Public Spending on Education,Health and Labor	27																27	3			30
4	FEM11134	Quantitative Spatial Analysis	12	12				12											36	3	3		42
4	FEM11135	Quantitative Logistics	28																28	3	3		34
4	FEM11136	New Media Analytics	14				1												15	3	3		21
4	FEM11140	Retail Marketing and E-commerce	21																21	3			24
4	FEM21003	Asset Pricing (QF variant)	28																28	3	3		34
4	FEM21004	Quantitative Methods in Fixed Income	21																21	3	3		27
4	FEM21005	Applied Microeconometrics	21																21	3	3		27
4	FEM21006	Multivariate Statistics and Data Visualisation	21																21				21
4	FEM21007	Advanced Time Series Analysis	18																18	3	3		24
4	FEM21008	Stochastic Models and Optimisation	28																28	3	3		34
4	FEM21009	Advanced Inventory Supply Chain Management	22	8															30	3	3		36
4	FEM21010	Portfolio Management	28																28	3	3		34

credits	course code	course name	lecture	exercise lecture	tutorial	seminar	guidance group	exam viewing	question time	guest lecture	company visit	skills	introduction	language lab	presentation	workshop	interview	class catch up	subtotal	test	examination	resit	total
4	FEM21011	Financial Derivatives	27																27	3	3	3	33
4	FEM21012	Financial Econometrics	28																28	3	3	3	34
4	FEM21013	Marketing Models and Large Datasets	14																14	3			17
4	FEM21014	Advanced Mathematical Programming	26					2											28	3	3	3	34
4	FEM21024	Advanced Marketing Models	27																27	3	3	3	33
4	FEM21026	Bayesian Econometrics	21																21	3	3	3	27
4	FEM21028	Production Planning and Scheduling	22	14															36	3	3	3	42
4	FEM21030	Master's Thesis Proposal E&MS											2						2				2
4	FEM21032	Bayesian Econometrics in Finance	21																21	3	3	3	27
4	FEM21034	Quantitative Risk Management	21																21	3	3	3	27
4	FEM21035	Mathematical Programming	28		2														30	3	3	3	36
4	FEM21036	Case Studies in Inventory Control	12		11														23				23
4	FEM21037	Computer Science for Business Analytics	14					14											28				28
4	FEM31002	Machine Learning	14					14											28				28
4	FEM31005	Security and ICT Audit	16						4										20	3	3	3	26
4	FEM31012	Intelligent Information Systems	14					14											28				28
4	FEM41002	Advanced Economics of Taxation	21		14														35	3	3	3	41
4	FEM41007	Capita Selecta Europese BTW en andere indirecte belastingen	21																21				21
4	FEM41008	Capita Selecta internationaal en Europees belastingrecht	21																21				21
4	FEM41009	Europees belastingrecht	21																21	3	3	3	27
4	FEM41010	Internationaal belastingrecht	21																21	3	3	3	27
6	FEB13075	Current Research in Economics																	0				0
6	FEB43014	Integratie Fiscale Economie	7		11														18				18
8	FEB11001	Micro-economie	23	14	26														63	2	3	3	71
8	FEB11001X	Microeconomics	28	14	26			4											72	2	3	3	80
8	FEB11002	Macro-economie	42		26														68	1	3	3	75
8	FEB11002X	Macroeconomics	38		26														64	1	3	3	71
8	FEB11006	Organisatie en strategie	28		12				6										46		3	3	52
8	FEB11006X	Organisation and Strategy	28		12				6										46		3	3	52
8	FEB11008	Marketing	1		26			2	18	11									58	2	3	3	66
8	FEB11008X	Marketing (IBEB)	16	12	26			2		11									67	2	3	3	75

	credits	course code	course name	lecture	exercise lecture	tutorial	seminar	guidance group	exam viewing	question time	guest lecture	company visit	skills	introduction	language lab	presentation	workshop	interview	class catch up	subtotal	test	examination	resit	total
8	FEB11018	Accounting		24	14	26														64	4	3	3	74
8	FEB11018X	Accounting (IBEB)		27	14	26														67	4	3	3	77
8	FEB12001	Toegepaste micro-economie		28	8	26			2	2										66	2	3	3	74
8	FEB12001X	Applied Microeconomics		28	8	26			2	2										66	2	3	3	74
8	FEB12003	Finance 1		28	14	14														56	6	3	3	68
8	FEB12003X	Finance 1 (IBEB)		28	14	14														56	6	3	3	68
8	FEB12004	Internationale economie		28	14	26														68		3	3	74
8	FEB12004X	International Economics		28	14	26														68		3	3	74
8	FEB12007	Intermediate Accounting		26	12	24														62	2	3	3	70
8	FEB12007X	Intermediate Accounting (IBEB)		26	12	24														62	2	3	3	70
8	FEB12012	Methoden & technieken		32	14	18				8										72	2	3	3	80
8	FEB12012X	Methods & Techniques		32	14	18				8										72	2	3	3	80
8	FEB13100	Bachelorscriptie Economie en Bedrijfseconomie																		0				0
8	FEB13100X	Bachelor's Thesis IBEB																		0				0
8	FEB22009	Basiswerkcollege Case Studies Econometrie en Operationele Research		6		118														124				124
8	FEB22009X	Introductory Seminar Case Studies Econometrics and Operations Research		6		114														120				120
8	FEB23100	Bachelorscriptie Econometrie en Operationele Research																		0				0
8	FEB23100X	Bachelor's Thesis Econometrics and Operational Research																		0				0
8	FEB43013	Vennootschapsbelasting		55		10			3											68		3	3	74
8	FEB43100	Bachelorscriptie Fiscale Economie																		0				0
8	FEM11109	Auditing Theory		22		18														40		3	3	46
10	FEM11122	Seminar Multinationals and International Financial Markets					28													28		3	3	34
10	FEM11123	Seminar Trade and Growth					21													21		3	3	27
10	FEM11124	Seminar Empirics of Trade and Development					22													22		3	3	28
10	FEM11125	Seminar Quantitative Macroeconomics					35													35		3		38
10	FEM11128	Seminar Economic Policy					42													42				42
10	FEM11130	Seminar Cases in Policy Evaluation					30													30				30
10	FEM11131	Seminar Economics of Organisations					21													21		3	3	27
10	FEM11132	Seminar Recent Advances in Economics of Management and Organisations					26													26				26
12	FEB13004	Werkcollege Externe verslaggeving					28					3								31				31
12	FEB13004X	Seminar Financial Accounting and Reporting					30													30				30

credits	course code	course name	lecture	exercise lecture	tutorial	seminar	guidance group	exam viewing	question time	guest lecture	company visit	skills	introduction	language lab	presentation	workshop	interview	class catch up	subtotal	test	examination	resit	total
12	FEB13005	Werkcollege Management Accounting and Control																	0				0
12	FEB13005X	Seminar Management Accounting and Control				32													32				32
12	FEB13009	Werkcollege Corporate Finance				28				2									30				30
12	FEB13009X	Seminar Corporate Finance				30													30				30
12	FEB13015	Werkcollege Marketing Strategy				42													42				42
12	FEB13015X	Seminar Marketing Strategy				42													42				42
12	FEB13022	Werkcollege Stock Pricing and Investment Strategies	4			32													36				36
12	FEB13022X	Seminar Stock Pricing and Investment Strategies				32													32				32
12	FEB13026X	Seminar Marketing for Entrepreneurs																	0				0
12	FEB13030	Seminar Urban, Port and Transport Economics	16			14													30				30
12	FEB13036	Seminar Competition Policy	12	2		14				4									32		3	3	38
12	FEB13037	Seminar The Economics of Exchange Rates				28													28		3	3	34
12	FEB13040	Seminar Interest Rates and Stock Markets				28				3									31				31
12	FEB13051	Seminar Entrepreneurship and Organisation				30													30				30
12	FEB13065	Seminar Economics of the Public Sector				28													28		3		31
12	FEB13073	Seminar Organisational Design and Management				20													20				20
12	FEB13077X	Seminar Sustainable Marketing																	0				0
12	FEB23012	Seminar in Econometrics				5													5				5
12	FEB23013	Seminar in Financial Econometrics				10													10				10
12	FEB23014	Seminar in Quantitative Logistics				10													10				10
12	FEB23015	Seminar in Business Analytics and Quantitative Marketing				6													6				6
12	FEB24100	Bachelor's Thesis BSc <sup>2</sup> Econometrics/Economics																	0				0
12	FEB53101	Entrepreneurship in the Modern Economy																	0				0
12	FEB53102	Development Economics																	0				0
12	FEB53103	Computer Science																	0				0
12	FEB53107	Port Management and Maritime Logistics																	0				0
12	FEB53108	Behavioural Finance																	0				0
12	FEB53109	Stage Economie en Bedrijfseconomie																	0				0
12	FEB53109X	Internship IBEB																	0				0
12	FEB53110	Stage Econometrie en Operationele Research																	0				0
12	FEB53110X	Internship Econometrics and Operations Research																	0				0

credits	course code	course name	lecture	exercise lecture	tutorial	seminar	guidance group	exam viewing	question time	guest lecture	company visit	skills	introduction	language lab	presentation	workshop	interview	class catch up	subtotal	test	examination	resit	total
12	FEB53112	Innovation and Marketing																0					0
12	FEB53113	Quality of Life and Happiness Economics																0					0
12	FEM11001	Seminar Advanced Corporate Finance: Corporate Governance	4			30				4								38					38
12	FEM11003	Seminar Advanced Corporate Finance: Private Equity				28				6						2		36					36
12	FEM11005	Seminar Risk Management				32												32					32
12	FEM11010	Seminar Pension Funds				32												32					32
12	FEM11013	Seminar Management Control				33							3					36		3	3		42
12	FEM11014	Seminar Financial Accounting Research				33												33		3	3		39
12	FEM11014	Seminar Financial Accounting Research				33												33		3	3		39
12	FEM11014	Seminar Financial Accounting Research																0					0
12	FEM11018	Seminar Advanced Money, Credit and Banking				24												24					24
12	FEM11028	Seminar Strategic Marketing	12		30													42					42
12	FEM11029	Seminar Consumer Channel Dynamics				30												30					30
12	FEM11044	Seminar Port Economics and Global Logistics	4			16											8	28					28
12	FEM11045	Seminar Regional and Transport Economics	3			24				10								37					37
12	FEM11054	Seminar International Financial Markets				21												21		3			24
12	FEM11055	Seminar Small Business and Entrepreneurship			12	21									5			38					38
12	FEM11063	Seminar Innovation and Entrepreneurship				19												19					19
12	FEM11075	Seminar Advanced Investments				21				3								24					24
12	FEM11078	Seminar Energy Finance				32												32					32
12	FEM11080	Seminar Developing and Marketing New Products				42												42					42
12	FEM11082	Seminar Topics in Organisation and Strategy				32												32					32
12	FEM11083	Seminar Multinationals and Business Networks			20	20				2								42					42
12	FEM11085	Seminar Advanced Corporate Finance: Empirical Corporate Finance				32												32					32
12	FEM11091	Seminar Marketing Analytics			18	21												39		3			42
12	FEM11093	Seminar Behavioural Finance				32												32					32
12	FEM11104	Seminar Global Marketing				22		1										23					23
12	FEM11108	Seminar Applied Behavioural Economics	12			10			54	61								137					137
12	FEM11119	Seminar Supply Chain Management and Optimization				15												15					15
12	FEM11120	Seminar Multinational Strategy and Foreign Direct Investment	4		40	16												60					60
12	FEM11133	Seminar Behavioural Investing				32												32					32

credits	course code	course name	lecture	exercise lecture	tutorial	seminar	guidance group	exam viewing	question time	guest lecture	company visit	skills	introduction	language lab	presentation	workshop	interview	class catch up	subtotal	test	examination	resit	total
12	FEM11138	Seminar Nudging in Finance				16													16				16
12	FEM11139	Seminar Customer Relationship Management				30													30				30
12	FEM21001	Seminar Case Studies in Business Analytics and Quantitative Marketing				10													10				10
12	FEM21019	Seminar Financial Case Studies				8													8				8
12	FEM21022	Seminar Case Studies in Applied Econometrics				5													5				5
12	FEM21033	Seminar Logistic Case Studies				27				10									37				37
12	FEM41004	Werkcollege Midden- en Kleinbedrijf	5			48				2			1						56				56
12	FEM41005	Werkcollege Multinationale onderneming				47				8									55				55
15	FEB53101M	Entrepreneurship in the Modern Economy	35							2									37		3		40
15	FEB53102M	Development Economics	51																51	3	3		57
15	FEB53103M	Computer Science	61	1	14				19										95	12			107
15	FEB53107M	Port Management and Maritime Logistics	52								4								56	2	3	3	64
15	FEB53108M	Behavioural Finance	42							12									54		3	3	60
15	FEB53112M	Innovation and Marketing	42																42		3		45
15	FEB53113M	Quality of Life and Happiness Economics	30		39														69				69
16	FEM11009	Master's Thesis Urban, Port & Transport Economics	2													6			8				8
16	FEM11066	Master's Thesis Accounting and Finance	2																2				2
16	FEM11067	Master's Thesis Financial Economics	12																12				12
16	FEM11069	Master's Thesis Marketing	2						3										5				5
16	FEM11070	Master's Thesis International Economics and Business Studies																	0				0
16	FEM11072	Master's Thesis Entrepreneurship and Strategy Economics								4			2						6				6
16	FEM11077	Master's Thesis Health Economics																	0				0
16	FEM11096	Master's Thesis Behavioural Economics														19			19				19
16	FEM11097	Master's Thesis Policy Economics																	0				0
16	FEM11098	Master's Thesis Economics of Management and Organisation																	0				0
16	FEM11112	Master's Thesis Accounting and Auditing	2																2				2
16	FEM11112	Master's Thesis Accounting and Auditing																	0				0
16	FEM11113	Master's Thesis Controlling	2																2				2
16	FEM21031	Master's Thesis Econometrics and Management Science																	0				0
16	FEM41006	Master's Thesis Fiscale Economie																	0				0
30	FEB53114	Educatieve Minor Economie	147																147		3	3	153

## Appendix 3. Exchange 2012-2016

The next table provides an overview of the incoming and outgoing students for each partner university with whom the ESE has an exchange contract *and* exchange has taken place during the last 5 years.

Partner university	Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016		Fall 2016		Total	
	in	out	in	out	in	out	in	out	in	out	in	out	in	out	in	out	in	out	in	out	in	out
Argentina, Universidad Buenos Aires	0	0	0	0	3	0	0	2	0	1	0	1	0	0	0	2	0		1	1	4	7
Australia, Swinburne University of Technology	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	1	1		0	1	3	3
Australia, University of Sydney	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	0		0	1	2	2
Australia, University of Technology Sydney	0	0	1	3	0	0	1	1	0	0	1	1	0	0	0	2	0		1	2	4	9
Australia, University of Western Sydney	1	1	0	0	1	0	0	0	0	0	1	0	0	0	0	3	0		0	1	3	5
Australia, Australian National University																	0		0	3	0	3
Australia, Monash University																					0	0
Austria, WU (Vienna University of Economics and Business)	0	0	0	1	0	0	2	2	0	0	1	2	0	0	2	2	1		2	2	8	9
Belgium, Ghent university	0		1		1		1		1		0		0		1		1		0	0	6	0
Belgium, Katholieke Universiteit Leuven	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0		2	0	3	1
Belgium, University of Antwerp		0		1		0		1		0		0		0		0			0	0	0	2
Brazil, University of Sao Paulo	0	0	1	0	1	0	1	0	1	0	1	1	1	0	1	2	0		1	2	8	5
Canada, Carleton University	0	0	0	3	0	0	0	2	1	0	1	3	1	0	0	2	1		2	2	6	12
Canada, Haskayne School of Business, Calgary	0	0	0	1	0	0	1	2	0	0	0	3	0	0	0	2	0		0	2	1	10
Canada, University of Western Ontario	0	0	0	3	1	0	1	1	1	0	0	2	2	0	0	2	0		0	2	5	10
Canada, York University	0		0		0		0		0		1		1		0	1	1		0	1	3	2
Chile, Universidad de Chile	0	0	1	0	0	0	0	2	0	0	2	2	0	0	1	2	1		1	2	6	8
China, Fudan University															2	4	0		4	4	6	8
China, Hong Kong, City University of Hong Kong	2	0	2	5	1	0	4	4	0	0	1	5	5	0	2	5	3		4	5	24	24
China, Shanghai University of Finance and Economics	0	0	4	3	0	0	4	7	0	0	5	4	0	0	5	4	0		5	3	23	21
China, Renmin University																			0	1	0	1
China, Peking University																			2	2	2	2
Colombia, Universidad de los Andes																			0	1	0	1
Croatia, University of Zagreb	0		1		0		1		1		1		0		2		0		2	2	8	2
Czech Republic, Prague, University of Economics	0	0	1	1	1	0	2	1	0	0	0	1	2	0	0	3	2		0	2	8	8
Denmark, Aarhus University Business and Social Sciences																3			2	2	2	5

Partner university	Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016		Fall 2016		Total	
	in	out	in	out	in	out	in	out	in	out	in	out	in	out	in	out	in	out	in	out	in	out
Denmark, University of Copenhagen		0		0		0		1		0		3		0	3	0	0		1	2	4	6
Finland, University of Helsinki	1	0	1	2	1	0	1	2	1	0	0	2	0	0	1	1	0		1	2	7	9
Finland, University of Turku																					0	0
France, Audencia Nantes School of Management																3	1		0	1	1	4
France, Ecole de Management de Normandie	0		2		2		0		0		0		0		0		0		0	0	4	0
France, EM Lyon Business School	1	0	3	3	1	0	0	0	1	0	0	2	1	0	1	0	0		1	2	9	7
France, ESSEC Business School	1	0	0	0	1	0	0	1	2	0	1	2	0	0	0	3	0		0	3	5	9
France, Groupe ESC Troyes	0	0	0	1	3	0	0	1	0	0	0	0	0	0	0	0	0		0	0	3	2
France, Université Paris 1 Panthéon Sorbonne															2		1		2	2	5	2
France, Aix Marseille III - Université Paul Cézanne	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0		0	0	1	1
France, University of Strasbourg																			1	0	1	0
France, Toulouse 1 Capitole																			0	1	0	1
France, ENSAI																					0	0
Germany, Goethe University Frankfurt	0	0	2	0	0	0	2	0	0	0	1	1	0	0	3	2	0		1	2	9	5
Germany, Ludwig Maximilians Universität München	0	0	2	1	0	0	0	1	0	0	2	3	0	0	2	5	0	1	2	4	8	15
Germany, Universität Bonn	0		1		0		2		0		2		0		2		0		2	0	9	0
Germany, University of Mannheim	0	0	2	1	0	0	2	2	0	0	2	1	0	0	1	2	1		1	2	9	8
Greece, Athens University of Economics and Business	1	0	0	1	0	0	0	1	0	0	0	0	2	0	2	1	1	1	0	2	6	6
Hungary, Corvinus University of Budapest	1	0	1	1	0	0	2	4	1	0	3	4	1	0	1	4	2		1	4	13	17
Indonesia, Universitas Gadjah Mada	0	0	0	1	0	0	2	1	0	0	0	0	0	0	0	4	0		1	4	3	10
Ireland, Trinity College Dublin	0	0	0	0	0	0	0	2	0	0	0	1	4	0	0	2	2		0	2	6	7
Italy, Università Commerciale Luigi Bocconi	4	0	8	12	6	0	2	19	3	0	1	15	4	0	4	14	5		5	15	42	75
Italy, Università Degli Studi Di Milano Bicocca	1	0	0	0	0	0	0	5	0	0	0	0	0	0	1	2	0		4	3	6	10
Italy, University of Pisa	1	0	2	0	0	0	2	0	0	0	2	1	0	0	1	0	1		2	1	11	2
Italy, University of Bologna																			2	2	2	2
Japan, Hitotsubashi University	1	0	2	0	2	0	1	1	0	0	2	2	2	0	2	4	2		1	4	15	11
Japan, Keio University	0	0	0	0	0	0	1	1	1	0	0	1	0	0	0	1	0		1	1	3	4
New Zealand, Auckland University of Technology	0	0	0	2	0	0	2	2	0	0	0	2	0	0	1	1	2		1	1	6	8
Norway, BI Norwegian School of Management	0	0	2	2	0	0	0	1	0	0	0	3	0	0	0	3	0		0	2	2	11
Norway, Norwegian University of Science Trondheim, NTNU	0	0	0	0	0	0	1	0	0	0	0	2	0	0	2	2	1		2	2	6	6
Norway, University of Bergen	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1	1		0	1	1	4

Partner university	Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016		Fall 2016		Total	
	in	out	in	out	in	out	in	out	in	out	in	out	in	out	in	out	in	out	in	out	in	out
Norway, University of Oslo																					0	0
Portugal, Nova School of Business and Economics	0	0	3	2	0	0	2	2	0	0	2	4	0	0	6	4	0		2	4	15	16
Portugal, Universidade de Coimbra	1	0	0	0	0	0	0	0	0	0	0	2	0	0	2	1	0		1	1	4	4
Russia, Higher school of economics, Moscow	0	0	2	0	2	0	1	0	2	0	0	1	1	0	0	2	3		4	4	15	7
Russia, Lomonosov Moscow State University																	2		0	2	2	2
Singapore, Nanyang Technological University	0	0	3	0	0	0	0	5	0	0	5	3	0	0	0	1	0		0	2	8	11
Singapore, Singapore Management University	0	0	0	3	1	0	1	2	0	0	1	2	1	0	2	2	0		1	2	7	11
Slovenia, University of Maribor	2	0	1	0	1	0	0	2	0	0	1	0	0	0	0	0	0		0	0	5	2
South Korea, Sungkyunkwan University	0		0		0		0		0		0		3		4	5	4		3	5	14	10
South Korea, Yonsei University	0	0	0	1	0	0	1	2	0	0	0	2	0	0	1	2	2		3	4	7	11
Spain, Autònoma de Barcelona	0	0	2	0	1	0	0	0	0	0	1	2	1	1	0	2	0		0	2	5	7
Spain, Autònoma de Madrid	3	0	3	1	1	0	1	1	1	0	1	3	0	0	1	5	1		2	2	14	12
Spain, Universidad Carlos III Madrid	6	0	5	5	5	0	4	6	4	0	0	6	0	0	0	7	0		2	8	26	32
Spain, Universitat Pompeu Fabra	1	0	1	2	0	0	2	2	2	0	1	2	2	0	1	4	2		4	4	16	14
Sweden, Gothenburg University	0	0	2	2	0	0	1	4	0	0	2	4	1	0	0	4	0		1	4	7	18
Sweden, Örebro University	0	0	2	0	0	0	1	0	0	0	0	2	0	0	0	2	0		0	2	3	6
Sweden, Stockholm University	0	0	0	2	2	0	0	2	1	1	0	3	2	0	0	1	0		0	1	5	10
Sweden, Lund University																					0	0
Switzerland, University of Zurich	0	0	1	1	0	0	1	1	0	0	1	3	0	0	0	4	1		1	3	5	12
Turkey, Bogaziçi University	0	0	0	0	0	0	0	1	0	2	0	0	0	1	0	3	2		0	0	2	7
Turkey, Middle East Technical University																			2	0	2	0
United Kingdom, City University London	0	0	0	4	0	0	1	3	1	1	0	4	0	0	0	4	0		0	4	2	20
United Kingdom, University of Essex	0	0	1	1	1	0	2	4	2	1	0	3	0	0	2	2	2		2	2	12	13
United Kingdom, University of Glasgow																			0	1	0	1
Uruguay, Universidad de Montevideo	0	0	0	2	0	0	0	2	0	0	0	2	2	0	0	2	2		0	1	4	9
USA, George Mason University	0	0	3	3	1	0	1	1	1	0	0	4	0	0	3	0	1		0	3	10	11
USA, Texas A&M University	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	4			3	1	5	7

Partner university	Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016		Fall 2016		Total	
	in	out	in	out	in	out	in	out	in	out	in	out	in	out	in	out	in	out	in	out	in	out
<b>Partner universities with terminated contracts</b>																						
Austria, University of Applied Sciences BFI	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0					1	1
France, IAE de Poitiers	0		0		2		0		0		0		0		0						2	0
France, University of Nantes	1		0		0		0		2		0		0		0						3	0
Germany, Christian-Albrechts-Universität zu Kiel	0		0		0		0		0		0		0		0						0	0
Germany, Friedrich-Schiller-University Jena	0		0		0		0		0		0		0		0						0	0
Germany, Technical University Dresden	1		1		0		0		0		0		0		0						2	0
Germany, University of Munster	0		2		0		2		0		0		0		0						4	0
Israel, Technion Israel Institute of Technology		0		1		0		0		0		0		0		0					0	1
Italy, Universita Ca' Foscari di Venezia	0		0		1		1		1		0		0		0						3	0
Italy, Universita degli Studi di Roma "La Sapienza"	0		1		0		0		0		0		0		0						1	0
Kazakhstan, KIMEP University																			1	0	1	0
Russia, St. Petersburg Economics and Finance	0		2		0		0		0		0		0		0						2	0
Slovakia, University of Economics in Bratislava	0		0		0		0		0		2		0		0						2	0
South Africa, Stellenbosch University		0		3		0		2		0		2		0		1					0	8
Spain, Universidad de Zaragoza	4	0	1	0	1	0	1	0	1	0	0	1	0	0	0	0					8	1
Spain, Universitat de les Illes Balears	1		0		0		0		0		0		0		0						1	0
Sweden, University of Uppsala	0	0	1	2	0	0	1	1	0	0	0	2	1	0	1	2					4	7
Switzerland, CEMEX Research Group		0		0		0		1		0		0		0		0					0	1
Turkey, Sabanci University	0		1		0		0		0		0		0		0						1	0
USA, University of Richmond	0		1		0		0		0		0		0		0						1	0
<b>Total EU</b>	<b>32</b>	<b>0</b>	<b>56</b>	<b>49</b>	<b>31</b>	<b>0</b>	<b>40</b>	<b>75</b>	<b>26</b>	<b>3</b>	<b>27</b>	<b>87</b>	<b>21</b>	<b>1</b>	<b>45</b>	<b>95</b>	<b>26</b>	<b>2</b>	<b>51</b>	<b>101</b>	<b>355</b>	<b>413</b>
<b>Total Non-EU</b>	<b>4</b>	<b>1</b>	<b>23</b>	<b>36</b>	<b>15</b>	<b>0</b>	<b>24</b>	<b>42</b>	<b>8</b>	<b>3</b>	<b>21</b>	<b>44</b>	<b>19</b>	<b>1</b>	<b>25</b>	<b>64</b>	<b>27</b>	<b>0</b>	<b>42</b>	<b>70</b>	<b>208</b>	<b>261</b>
<b>Total</b>	<b>36</b>	<b>1</b>	<b>79</b>	<b>85</b>	<b>46</b>	<b>0</b>	<b>64</b>	<b>117</b>	<b>34</b>	<b>6</b>	<b>48</b>	<b>131</b>	<b>40</b>	<b>2</b>	<b>70</b>	<b>159</b>	<b>53</b>	<b>2</b>	<b>93</b>	<b>171</b>	<b>563</b>	<b>674</b>

ESE School Council  
Chair Personnel Council  
Harry Trienekens  
c/o Secretary School Council,  
Ms Paula Endevelde

**Date**  
11 September 2017

**Subject**  
Risk Inventory and Assessment 2017

**Our reference**  
BB/tk/ese 36217

**Your reference**

**Page**  
1/1

**Appendix**  
2

**Department**  
Dean's Office

**Visiting address**  
Erasmus School of Economics  
Burgemeester Oudlaan 50  
Tinbergen Building  
H6-26

**Postal address**  
PO Box 1738  
3000 DR Rotterdam  
The Netherlands

**T** +31 10 408 1377  
**E** [decaan@ese.eur.nl](mailto:decaan@ese.eur.nl)  
**W** [www.eur.nl/ese/english](http://www.eur.nl/ese/english)

Dear Mr. Trienekens,

In 2014 the last Risk Inventory and Assessment was presented to the personnel council. The present RI&A is an update of this last version. The changes are highlighted in yellow.

You will find two versions, one in Dutch and one in English.

Herewith I am presenting this update for advice to the Personnel Council, to be put for discussion on the agenda of the next School Council Meeting.

Sincerely yours,



Philip Hans Franses  
Dean Erasmus School of Economics

Cc: HR-Advice

## **RISK INVENTORY AND ASSESSMENT**

**Erasmus School of Economics (ESE)**

**Erasmus University Rotterdam**

Conducted 18 October 2010

Current situation as of June 2017

**(CHANGES HIGHLIGHTED IN YELLOW)**

BT version

*Identified problem areas and Action Plan*

## PARTIAL REPORT SPECIFICALLY FOR ESE

## ESE Risk Inventory and Assessment

## Action Plan

Subject	Observation/Risk/Problem area	R	P	Recommendation/action to be taken	Name person responsible	Date completed	Current situation on assessment date
<b>OHS (Arbo-wet) management and absence policy</b>							
<b>Action Plan</b>	ESE does not have an up-to-date RI&A. The most recent RI&A was conducted in 2000. There is no longer a current plan of action available based on the previous RI&A.	1	1	<ul style="list-style-type: none"> <li>Prepare an 'Action Plan' based on this report that can be developed into a RI&amp;A version that complies with statutory requirements.</li> <li>Involve the Faculty Advisory Board's staff delegation (PGFR) in preparing the Action Plan.</li> </ul>	HR	Annually	RI&A available, updated annually.
<b>OHS and absence policy</b>	<p>The EUR-wide Occupational Health and Safety policy is a comprehensive component of HR policy. The mandate scheme (part of EUR's Administrative and Management Regulations) forms the basis of implementing this policy in organisational units. Examples of this include policy regulations related to absence due to illness, policy dealing with undesirable behaviour, KANS flyer.</p> <p>For compliance with OHS policy, university and other procedures have been adopted in the SSC Facility Services.</p> <p>Two health and safety officers have been appointed for the faculty, ESE personnel consultants.</p>	3	1	<p>New employees are informed about OHS policy during their orientation meeting and the information is also available on the ESE staff website.</p> <p>This information is also included in the orientation materials provided to all new employees.</p>	HR	continuous	<p>Ongoing. Most of the information can now be found on MyEUR.</p> <p>Due to the establishment of the USC, there are no centrally appointed health and safety officers available for ESE. Each department has an employee who conducts a workplace survey. They will be appointed soon.</p>
<b>Absence due to illness procedure</b>	Procedures for absence due to illness and the regulations governing absence due to illness are in place and have been set out in writing. Employees can read the agreements on intranet and in a flyer. The HR department, in addition to direct managers, is the first point of contact for questions concerning the reintegration process.	3	1	Continue along these lines.	HR	continuous	An explanation in English regarding policy and regulations for absence due to illness will be prepared and sent out by HR in the autumn of 2017.
<b>Absence due to illness registration</b>	An effective digital registration of absence due to illness is in place. The figures for absence due to illness can be	-	1	Continue along these lines.		continuous	Ongoing. The possibility of compiling useful ab-

Specification for each column:

R= Risk

P= Prioritisation

## ESE Risk Inventory and Assessment

## Action Plan

Subject	Observation/Risk/Problem area	R	P	Recommendation/action to be taken	Name person responsible	Date completed	Current situation on assessment date
	filtered for age, gender, department, position, and frequency and duration of the absence. This provides for a good overview of the figures for absence due to illness.						<p>sence reports was improved by way of a training session attended by HR.</p> <p>Frequent absence is now better monitored than in early 2017. HR informs Office Managers when an employee has reported ill 3 or more times in the last six months. The OM then gathers information from the manager regarding the person in question and alerts HR if necessary so that the following steps (i.e. arrange a meeting with the occupational physician) can be undertaken.</p>
<b>OHS management and absence policy</b>							
<b>Policy meetings/Employee meetings related to work</b>	<p>Formal meetings take place at various levels within ESE: there is a weekly policy meeting with the Dean as chairman.</p> <p>Once every six weeks there is a meeting with the department directors.</p> <p>Structural meetings also take place within the departments, at the Education Service Centre, and in programme management. Meeting frequency varies per organisational unit.</p>	<b>3</b>	<b>2</b>  <b>1</b>  <b>2</b>  <b>1</b>	<ul style="list-style-type: none"> <li>Holding work meetings in the organisational units is ongoing. The structure of this meeting is periodically evaluated by the participants.</li> <li>The RI&amp;A action plan is discussed in the relevant bodies (MT, directors' meeting, periodically in HR, and in PGFR).</li> <li>The health and safety officers provide further details upon request to the various consultative structures regarding OHS policy.</li> </ul>	All service managers	Annual evaluation	Ongoing.

Specification for each column:

R= Risk

P= Prioritisation

## ESE Risk Inventory and Assessment

## Action Plan

Subject	Observation/Risk/Problem area	R	P	Recommendation/action to be taken	Name person responsible	Date completed	Current situation on assessment date
	OHS and absence due to illness are fixed agenda items in the bilateral meetings between HR and the department director. The Faculty Advisory Board holds periodic meetings with the Dean. OHS and absence due to illness are not fixed agenda items.		2	<ul style="list-style-type: none"> <li>Discussion regarding OHS and absence due to illness in the periodic HR meeting with the service managers will be continued.</li> <li>It will be determined whether the staff website requires supplemental information regarding OHS aspects.</li> </ul>			
<b>Works Council (OR)/ Faculty Advisory Board (FR)</b>	ESE has a Faculty Advisory Board. No annual plan has been prepared to date. The FR is involved in the preparation of the RI&A.	3	2	The action plan/annual plan resulting from this report is discussed annually with the PGFR.	MT	annually	Ongoing.
<b>Health and safety officer</b>	Two personnel consultants have been appointed as health and safety officers. Their tasks and responsibilities have been specified. The customised training is also specified. Not all employees are aware of the job role and the identity of the health and safety officers, even though this is discussed in all terms of employment meetings.	3	1  2	<ul style="list-style-type: none"> <li>In each organisational unit there is a support staff employee trained in working with monitors and in adjusting the height of a desk and chair so that each organisational unit can be instructed on these aspects. Periodic extra training is given to these employees.</li> <li>The ESE website offers information on the range of duties of the health and safety officer and this is also referred to in the newsletter.</li> </ul>	HR/office management	Implemented in January 2011, followed by on-going training and provision of information  Completed	Ongoing. Checks will take place through 4-monthly meetings and the orientation meeting. Upon appointment, all new employees receive an orientation folder which also contains the workplace survey. The names of the health and safety officers are included in the latest version of this folder.
<b>Occupational illness and occupational health complaints</b>	No occupational illness was observed by the OHS service or reported to the Netherlands Centre for Occupational Diseases (NCB). The occupational physician reported a limited number of work-related psychological health complaints for the entire EUR organisation. This topic was regularly discussed with the occupational physician in the Social-Medical meeting.	3	1	Continue along these lines.  With regard to the relationship between workload and psychological complaints, ways of reducing a high workload are being sought. There is increasing focus on this aspect in the course offering.	HR	continuous	Ongoing.  The Staff Welfare Officer organised a workshop for ESE in May 2017 focusing on 'recognising stress signals'. A follow-up to this

Specification for each column:

R= Risk

P= Prioritisation

## ESE Risk Inventory and Assessment

## Action Plan

Subject	Observation/Risk/Problem area	R	P	Recommendation/action to be taken	Name person responsible	Date completed	Current situation on assessment date
							workshop is desired which focuses on conversational techniques and how to raise this subject with employees when necessary.
<b>OHS management and absence policy</b>							
<b>Working Conditions Consultation/Preventive medical examinations</b>	Not all employees are aware of the possibility to attend a working conditions consultation (a consultation with the occupational physician for employees who are not absent due to illness, but still have an occupational health-related question). Managers are aware of this and will advise their employees in this matter. A policy related to preventive medical examinations (focusing on the effects of work-related risks) has not been formulated and implemented to date.	3	2 1	<ul style="list-style-type: none"> <li>Employees are periodically informed in the ESE newsletter of the possibility of attending a working conditions consultation (in relation to ERASMUS Vitality).</li> <li>A preventive medical examination recommendation has been prepared further on in this report. Discuss with the occupational physician and incorporate the preventive medical examination recommendation in the action plan.</li> </ul>	HR	Each year around September.	An explanation in English regarding policy and regulations for absence due to illness will be prepared and sent by HR in the autumn of 2017. This message will also announce the possibility of undergoing a Health Check and in this way serve as a reminder.
<b>Introduction</b>	An orientation meeting is held 3x per year for new ESE employees. The agenda of the meeting also covers evacuation procedures and a campus tour.	3	1	The orientation programme also covers OHS matters. For new employees, the following matters are clearly covered upon commencing employment: <ul style="list-style-type: none"> <li>- Evacuation (In-House Emergency Service)</li> <li>- Setting up monitors for use in the workplace</li> <li>- General and specific operating instructions.</li> </ul>	HR	2x a year and in each terms of employment meeting	Ongoing. In connection with the drop in hiring new personnel, the number of orientation meetings has been scaled back to 2 per year, starting in 2014. The meetings are held in April and October.
<b>Information, education and instructions</b>	There is a structural lack of information for employees with regard to working conditions in their job role.	3	2	Prepare a training plan based on this RI&A. The information provided to employees must focus on the employee's position and the workplace. This may include:	HR		Continue workplace surveys and ongoing monitoring.

Specification for each column:

R= Risk

P= Prioritisation

ESE Risk Inventory and Assessment

Action Plan

Subject	Observation/Risk/Problem area	R	P	Recommendation/action to be taken	Name person responsible	Date completed	Current situation on assessment date
	There is currently no structure in place with regard to work-related employee consultations to discuss procedures. There is a lack of a comprehensive policy in the area of training and information, such as the policy on workplace aggression and violence, and the In-House Emergency Service.			<ul style="list-style-type: none"> <li>- Procedures to follow in an emergency.</li> <li>- The set-up of the workplace and the monitor.</li> <li>- Undesirable behaviour</li> </ul> <p>Monitors the execution of this policy and regularly evaluates and makes adjustments as needed.</p>			<p>toring. In-House Emergency Service is dealt with at the central level.</p> <p>In the new (2016) P&amp;D form for support and management staff, some of the core values of Supporting Ambitions Together deal with: Collaboration, taking responsibility and effectiveness. Undesirable behaviour can also be addressed there.</p> <p>In 2017 the confidential counsellors were introduced to ESE employees in a newsletter.</p> <p>In 2015, procedures in the event of an emergency were drawn up and distributed to all employees. The procedures state who should be warned in the event of an emergency and the structure of the emergency response organisation.</p>

Specification for each column:

R= Risk

P= Prioritisation

## ESE Risk Inventory and Assessment

## Action Plan

Subject	Observation/Risk/Problem area	R	P	Recommendation/action to be taken	Name person re-sponsible	Date completed	Current situation on assessment date
							Additionally, work schedules and breaks will be discussed during the P&D interview. Ongoing.
<b>Personal protective equipment (PPE)</b>	In light of the nature of the work, there is no PPE policy in place.	-	-	-	---	---	---
<b>Examinations/Machines/Tools</b>							
<b>Regulations</b>	In light of the nature of the work, there are no applicable safety regulations.	-	-	-	---	----	--
<b>General facilities</b>							
<b>Break rooms</b>	There are a few rooms that are or could be used as break rooms. There are also various canteens located on campus. Most employees eat at their desk.	3	1	It is beneficial to leave the workplace to eat meals. Managers will point out the benefits of lunch breaks to employees.	Service managers	Through P&D interviews	Ongoing.
<b>Sanitary facilities</b>	Some sanitary facilities contain filing cabinets due to a lack of space elsewhere on the floor.  The sanitary facilities for the disabled are often used as storage areas and are thus no longer wheelchair accessible.	3	2  1	<ul style="list-style-type: none"> <li>While the presence of the filing cabinets is not a risk, their presence in the sanitary facilities is still a form of improper use.</li> <li>Instruct the office managers to keep these sanitary facilities clear.</li> </ul>	Office managers  HR	Ongoing and monitored by office managers	All sanitary facilities are clear and inspected annually. Ongoing.
<b>Organization of workplaces</b>							
<b>Warehouse storage racks</b>	In many areas such as archives and offices, the storage racks are not propped up. This is not possible because many of the walls contain asbestos. Because the racks bear loads right to the top, there is a risk that they might fall over.	2	1  1	<ul style="list-style-type: none"> <li>Remove obsolete materials from the archives.</li> <li>Instruct office managers to not use the top-most layer of the storage racks.</li> </ul>	Office managers	Address this during the office manager meeting	Ongoing.
<b>Lighting and view</b>							
<b>Working hours and breaks</b>							

Specification for each column:

R= Risk

P= Prioritisation

ESE Risk Inventory and Assessment

Action Plan

Subject	Observation/Risk/Problem area	R	P	Recommendation/action to be taken	Name person responsible	Date completed	Current situation on assessment date
<b>Working hours/breaks</b>	Working hours and breaks have been set out and communicated to the employees. During the interviews it emerged that especially academic staff work many hours. For the most part they did not experience this as stressful.	3	2	Ongoing focus area.	Service managers	Continuous attention is given to this matter, specifically address it in the P&D interviews.	Ongoing, also a part of the Action Plan prepared in early 2017 as a result of the findings in the 2016 Employee Satisfaction Survey in which workload was discussed.
<b>Exposure to various risks</b>							
<b>Harmful/nuisance noise</b>	In light of the nature of the work, harmful or nuisance noise is not a risk.	-	-	-	---	---	--
<b>Physical strain</b>	In light of the nature of the work, there is little to no risk of physical strain.	-	-	-	---	---	--
<b>Working at a computer screen, KANS</b>	<p>The set-up of the office workplace does not meet the requirements on all the floors.</p> <p>Employees have not received information regarding working at a computer screen.</p> <p>Not all the employee workplaces have been assessed and adjusted to the needs of the employee using the workplace. If an employee reports complaints then a workplace survey will be conducted by a health and safety officer.</p> <p>No assessment has taken place at the individual level.</p>	1	2	<ul style="list-style-type: none"> <li>Periodically inform employees about working at a computer screen and make adjustments to the workplace. Use policy that will prevent complaints and make an inventory of the ergonomic aspects of computer work stations. This inventory can be used directly to provide employees with information about working at a computer screen.</li> <li>Place monitors directly in front of the employee so that the employee, the keyboard and monitor are in alignment.</li> <li>Repeat the assessment twice a year to update information regarding workplace set-up and computer work stations.</li> </ul>	HR	Assessment with measures in place where needed has been completed. Employees have been trained as health and safety officers in each organisational unit. In the period spanning 2011-2012, a workplace survey was carried out among all employees present.	<p>All new employees and employees switching to a new workplace are supposed to receive a workplace survey within 2 months. Monitoring the execution of workplace surveys within the stipulated period takes place through the 4-monthly meeting reports. Workplace surveys are also addressed during the orientation meetings.</p> <p>This evaluation revealed that workplace surveys do not always take place within the stipulated period of time.</p>

Specification for each column:

R= Risk

P= Prioritisation

ESE Risk Inventory and Assessment

Action Plan

<i>Subject</i>	<i>Observation/Risk/Problem area</i>	<i>R</i>	<i>P</i>	<i>Recommendation/action to be taken</i>	<i>Name person responsible</i>	<i>Date completed</i>	<i>Current situation on assessment date</i>
							This was discussed with the Office Managers in mid-2017 to ensure the surveys take place on time.

Specification for each column:

R= Risk

P= Prioritisation

Hazardous materials							
<b>Hazardous materials registry</b>	No hazardous chemicals or other hazardous materials are used.	-	-	-			--
<b>Product information sheets</b>	No hazardous chemicals or other hazardous materials are used.	-	-	-			--
<b>Removal of chemical materials</b>	No hazardous chemicals or other hazardous materials are used.	-	-	-			--
<b>Storing chemicals</b>	No chemicals are used.	-	-	-			--
Welfare							
<b>Job demands:</b>	In general, the score in this section was satisfactory, with the exception of emotional burden.	2	2	<ul style="list-style-type: none"><li>In the FGs, discuss how employees experience the emotional burden of work. If needed, look for solutions such as offering a training session in dealing with aggression and violence.</li></ul>	Managers	A pilot training session for dealing with assertive students has been introduced and this will be given for the first time in the autumn.	<b>The 2016 Employee Satisfaction Survey revealed that 8.5% of ESE employees experienced unwanted behaviour. This is less than the EUR-wide score (12.7%), but it is still something that ESE could address and improve. One way of doing this is promoting awareness of the confidential counsellors and their role. This would make it easier for employees to know who they should approach with a complaint and what kind of support they can expect.</b>  <b>Please see the next page for more about a high workload and steps taken to reduce it.</b>
<b>Work pace and amount of work</b>	<ul style="list-style-type: none"><li>All interviewees expressed they were familiar with the role of activities within the work process in the department and at the faculty. However, sometimes student assistants experience ambiguities related to their role being situated between being a student and an employee.</li></ul>			<ul style="list-style-type: none"><li>Create an inventory of the role ambiguity experienced by student assistants and provide clarification where needed.</li></ul>	Service managers		
<b>Emotional burden</b>	<ul style="list-style-type: none"><li>Academic staff are able to effectively regulate their workload and work pace and can discuss these matters with their manager. A long working week is not experienced as problematic by academic staff.</li></ul>			<ul style="list-style-type: none"><li>Ensure that the computer work stations are set up properly. Using a program installed on the PC, employees are encouraged to take adequate breaks and micro-breaks.</li></ul>	HR/OM/I&A		
<b>Physical exertion</b>	<ul style="list-style-type: none"><li>However, the work sometimes brings an emotional burden. Specifically, this is observed when working with students. For example, when relaying bad news, a student can behave in an intimidating manner. Negative evaluations from students also have a negative effect.</li><li>Physical exertion is not an issue except when working at a computer screen.</li><li>Support staff experience a higher workload because they are not always able to regulate this themselves. There are also numerous disruptions, such as by telephone calls or visitors.</li></ul>			<ul style="list-style-type: none"><li>Be aware of the fact that academic staff sometimes have long work weeks, even though they are not experienced as problematic because academic staff have a high level of job satisfaction.</li></ul>	FGs  Service managers	  The break module has been adjusted.	

Specification for each column:

R= Risk

P= Prioritisation

	<p><u>Noteworthy comments:</u></p> <ul style="list-style-type: none"> <li>- Due to the passion for research work, a high level of work performance is required. In this instance the workload is not experienced as being high.</li> <li>- There is evidence of pressure to perform among lecturers: "grow or go"</li> <li>- Lecturers determine their own pace of work; many peaks and troughs; the peaks are experienced as difficult at an older age.</li> <li>- Your work is never done as a researcher; it can always be improved and this can be mentally stressful.</li> <li>- It is not possible to take a lunch break if you have 2 lectures scheduled consecutively between 11:00 and 15:00 hours.</li> </ul> <p>There is an increasing amount of ad-hoc work from the central organisation I have to deal with as a support employee.</p>			<ul style="list-style-type: none"> <li>▪ Discuss the noteworthy comments in the employee meetings and ask if colleagues recognise this. Resolve any problem areas.</li> </ul>			
	<p>Emotional burden is a new risk aspect. The incrementally increasing emotional burden, amongst PhD students especially, appears to be a risk. No common factors have been discovered yet, but we still want to address this. An aggravating factor could be the fact that PhD students work in relative isolation.</p>	2	2		ongoing HR	11 October 2013, subsequently regularly.	<p>In the 2016 Employee Satisfaction Survey, ESE scored relatively well in the area of workload: 61.3% have no problems with their workload, compared to 56.1% in the 2014 Employee Satisfaction Survey. 29.4% feel the workload is too high and 6.7% find it much too high. These figures are also lower than the figures from the 2014 Employee Satisfaction Survey, when 31.6% found the workload to be too high and 8.8% found it much too high. There has been a perceptible improvement.</p>

Specification for each column:

R= Risk

P= Prioritisation

							<p>To further reduce the workload, we have taken the following steps based on the Action Plan prepared in early 2017 as a result of findings in the 2016 Employee Satisfaction Survey: because it takes longer to hire someone for an academic position, using external expertise in this process could help in reducing the workload. Furthermore, with the same intent, PhD appointments will be extended more frequently. Finally, the process of hiring student assistants has been professionalised by hiring them via the Tutor Academy instead of via the course itself.</p> <p>It is worth mentioning that it is in fact the PhD group that indicated it was much more satisfied compared to the 2014 Employee Satisfaction Survey. The activities undertaken by ESE between 2014 and 2016 are clearly paying off. However, monitoring the workload will remain a point requiring attention in general, also for PhD candidates.</p>
	For the secretariats, the staffing levels are vulnerable due to part-time work and this is a risk.	3, 2	2		HR/managers	P.M. Coming year	The pilot 'restructuring the secretariats' is clearly paying off. The numerous cases of

Specification for each column:

R= Risk

P= Prioritisation

	This group (and others) is experiencing increasing pressure because a large number of employees are informal caregivers.						absence due to illness have been largely resolved, and in addition to improved staffing levels, the work atmosphere is also better following a number of implemented changes. The Manager Secretarial Support Office has clearly had a calming effect on the employees. The 2016 P&D interviews revealed that employees feel more comfortable in their role and can work more effectively after taking a number of courses. The pilot also helps with simplifying the process of transferring work from one colleague to another. This is helpful, for example, in relation to part-time staffing.
<b>Welfare</b>							
<b>Work versatility:</b>  <b>Variety in work</b>  <b>Learning opportunities</b>	<p>This section scored well in general.</p> <ul style="list-style-type: none"> <li>- Most of those interviewed had ample variety in their work; this was less the case for secretarial and support staff.</li> <li>- The skills present in the workplace are used to an adequate degree.</li> <li>- All those interviewed had sufficient opportunity to expand their knowledge or skills.</li> </ul>	<b>3</b>	<b>2</b>	<ul style="list-style-type: none"> <li>▪ Retain that which works.</li> <li>▪ Discuss the noteworthy comments in the employee meetings/FGs and ask if colleagues recognise this. Resolve any problem areas.</li> </ul>	Service managers	continuous	Ongoing. The 2016 Employee Satisfaction Survey revealed that, in general, ESE employees feel their job role matches their skills and that they can effectively utilise their talents (score: 7.7 for the question "My current tasks match my abilities"). The item 'I enjoy my work' received a 7.9 in the 2014

Specification for each column:

R= Risk

P= Prioritisation

	<ul style="list-style-type: none"> <li>- Personal development and preferences for training opportunities are always discussed in the annual performance review.</li> </ul> <p><u>Noteworthy comments:</u></p> <ul style="list-style-type: none"> <li>- Interviews with academic staff revealed that while training options are available, this cannot always be realised due to scheduling reasons.</li> <li>- Student assistants keep you on your toes.</li> <li>- Sometimes the possibility of providing your own input can be overwhelming; it requires a strong proactive approach that not everyone is capable of.</li> <li>- Not all tasks have the same degree of variation, but within the tasks there is sufficient scope for creativity.</li> <li>- You can learn something every day.</li> </ul>						<p>and 2016 Employee Satisfaction Surveys. To maintain this good score, we will continue to follow current policy. For example, support staff will be assessed more frequently in order to develop their talents, and by having the right person in the right job role (such as in the pilot 'restructuring the secretariats'). Furthermore, we will assist employees looking to work elsewhere, or assist employees who want to take on a new job role by having them undergo a development assessment to match their aptitudes with an appropriate, new position.</p> <p>The 2016 P&amp;D interviews clearly show that the employees involved in the pilot 'restructuring the secretariats' feel more comfortable in their job role and have more variation in their work now that the focus of the handover of work is between the employees. Everyone is able to carry out all work activities instead of each employee having his/her own area of expertise.</p>
Welfare							

Specification for each column:

R= Risk

P= Prioritisation

<p><b>Control options:</b></p> <p><b>Independence in the job</b></p> <p><b>Participation</b></p>	<p>In general, the section on control options received a satisfactory score.</p> <ul style="list-style-type: none"> <li>- There is sufficient independence in the work process for employees to structure and prioritise their own work. This is not always the case for support employees: some of them do as they are asked and others feel they have sufficient independence.</li> <li>- There is sufficient scope for participatory input.</li> <li>- Structural employee meetings are not held regularly. However, a majority of the meetings do have an agenda and an action list. This usually involves a job-related or coordination meeting. OHS is not regularly included in the agenda. Additionally, there are a great deal of unofficial meetings.</li> </ul> <p><u>Noteworthy comments:</u></p> <ul style="list-style-type: none"> <li>- Some academic staff find switching between teaching and research in a single period to be difficult. This is not intentional, but in practice this is what happens.</li> <li>- Secretariat employees have a daily informal meeting.</li> <li>- PhD candidates only have meetings with their promotor.</li> <li>- Business Economics will be introducing a newsletter to improve and support communication.</li> </ul>	3	2	<ul style="list-style-type: none"> <li>▪ Retain what works.</li> <li>▪ Discuss the noteworthy comments in the employee meetings/FGs and ask if colleagues recognise this. Resolve any problem areas.</li> </ul>	Service managers		Ongoing
<b>Welfare</b>							
<p><b>Socio-organisational aspects:</b></p>	<p>This section scored well in general.</p> <ul style="list-style-type: none"> <li>- Employees show the most satisfaction when it comes to coordinating collaboration with immediate colleagues.</li> </ul>	3	2	<ul style="list-style-type: none"> <li>▪ Retain what works.</li> <li>▪ Discuss the noteworthy comments in the employee meetings/FGs and ask if colleagues recognise this. Resolve any problem areas.</li> </ul>	Service managers		Ongoing.

Specification for each column:

R= Risk

P= Prioritisation

<b>Relationship with colleagues</b>  <b>Relationship with immediate manager</b>	<ul style="list-style-type: none"> <li>- Most of those interviewed experienced the atmosphere as good.</li> <li>- There is a good relationship with the manager. The interviewed employees are satisfied with the support and expectations of the manager.</li> </ul> <p><u>Noteworthy comments:</u></p> <ul style="list-style-type: none"> <li>- A very good team; a feeling of familiarity.</li> <li>- It is possible to communicate openly and candidly with this manager.</li> <li>- Doubts with regard to upper management. The university's organisation is sluggish and inflexible.</li> <li>- It is sometimes difficult for new employees to fit in.</li> <li>- There is a lack of cohesion among the Tinbergen Institute PhD candidates. There is no sense of being part of a team. The PhD candidate usually works in isolation.</li> </ul>						<p>In the 2016 Employee Satisfaction Survey, these categories, along with leadership-related questions, were more than satisfactory for ESE. For example, a score of 8.8 was given for satisfaction related to collaborating with immediate colleagues.</p> <p>Leadership-related questions such as 'My direct supervisor shows appreciation for my efforts towards extra tasks' received a 7.5, and 'I am satisfied with my direct supervisor' scored 7.9. The complaints accompanying the feedback provided by managers in the 2014 Employee Satisfaction Survey showed a strong improvement: 'If there are any points that I could improve on, my direct supervisor tells me' received a 7.4, and 'contact with my direct supervisor is good' scored 8.3.</p>
<b>Welfare</b>							
<b>Terms of Employment:</b>  <b>Uncertainty about the future</b>	<p>In general this section received a satisfactory score.</p> <ul style="list-style-type: none"> <li>- A number of employees indicated that their future was at times uncertain. These employees have a long-term temporary contract. Extend-</li> </ul>	<b>3</b>	<b>2</b>	<ul style="list-style-type: none"> <li>▪ Retain what works.</li> <li>▪ Discuss the noteworthy comments in the employee meetings/FGs and ask if colleagues recognise this. Resolve any problem areas.</li> </ul>	Service managers		Ongoing

Specification for each column:

R= Risk

P= Prioritisation

	<p>ing this to a permanent appointment is dependent on a number of factors, such as publications and the PhD defence.</p> <ul style="list-style-type: none"> <li>- If you have a permanent contract, there is little insecurity about the future with regard to remaining employed.</li> </ul> <p><u>Noteworthy comments:</u></p> <ul style="list-style-type: none"> <li>- At I&amp;A and finance there is insecurity due to not being incorporated in the SSC.</li> <li>- There is also work available for me elsewhere.</li> <li>- As long as there is no permanent contract, insecurity regarding keeping my job is on my mind from time to time.</li> </ul>					
<p><b>Well-being:</b></p> <p><b>Job satisfaction</b></p> <p><b>Commitment to the organisation</b></p>	<p>In general this section received a satisfactory score.</p> <ul style="list-style-type: none"> <li>- Overall, there is a feeling of job satisfaction among employees. This can be diminished by a high workload. This is why some of the employees interviewed indicated that they are sometimes reluctant to work and having to continue this way until retirement.</li> <li>- The commitment of employees is reasonably apparent and is chiefly limited to their own job role and the faculty.</li> </ul> <p><u>Noteworthy comments:</u></p> <ul style="list-style-type: none"> <li>- There is a strong sense that people are doing what they enjoy. Retired employees often remain involved.</li> <li>- There is no collaboration between faculties.</li> <li>- Many of the academic staff do not have many hobbies outside of work.</li> <li>- Job satisfaction stems from the type of work, not from collegiality.</li> </ul>	3	2	<ul style="list-style-type: none"> <li>▪ Retain what works.</li> <li>▪ Discuss the noteworthy comments in the employee meetings/FGs and ask if colleagues recognise this. Resolve any problem areas.</li> </ul>	Service managers	<p>Ongoing.</p> <p>In general, our employees are satisfied. In the 2016 Employee Satisfaction Survey, satisfaction was rated 7.5 compared to 7.3 in 2014. It is worth mentioning that it is in fact the PhD group that indicated it was much more satisfied compared to the 2014 Employee Satisfaction Survey.</p>

Specification for each column:

R= Risk

P= Prioritisation

Welfare							
<b>Tension:</b>  <b>Recovery needs</b>  <b>Worrying</b>	In general this section received a satisfactory score. - In general employees are able to leave work-related matters in the workplace. Some of the employees interviewed indicated that they are spending more time on work at home than they would like. - Some of the employees interviewed are too tired in the evening to engage in other activities. This is primarily the case for older employees.  <u>Noteworthy comments:</u> - Being able to work flexibly is good protection against a high workload. - Some of the employees interviewed literally lay awake at night thinking of work. - I only have a social life in the weekend. During the week I'm too tired or too occupied with work.	3	2	<ul style="list-style-type: none"> <li>Retain that which works.</li> <li>Discuss the noteworthy comments in the employee meetings/FGs and ask if colleagues recognise this. Resolve any problem areas.</li> <li>Determine which employees are too tired to engage in other activities after work. Are these only the older employees or is it a more varied group?</li> <li>Be aware of employees who have difficulty recovering and leaving work-related matters at the office. Consider, for example, a training session on how to deal with a high workload or a time management course.</li> </ul>	Service managers	annually	In the regular courses offered via TOP there is increasing focus on this subject, such as the courses 'Time Management' and 'Focus on self-management', which also deals with Mindfulness.

Partial report on ESE findings that need to be addressed across the entire EUR organisation.

#### ESE Risk Inventory and Assessment

#### Action Plan

Subject	Observation/Risk/Problem area	R	P	Recommendation/action to be taken	Name person responsible	Date completed
OHS management and absence policy						
<b>Alcohol, drugs and medication</b>	Regulations regarding the use and possession of medications causing drowsiness, drugs and alcohol have not yet been included in the company rules. There are general provisions in the rules of procedure, the Collective Labour Agreement Dutch Universities (CAO NU) and the Integrity Code, all of which stipulate	3		Include regulations regarding the possession of medications causing drowsiness, drugs and alcohol in the company rules. Present this to all employees and have them sign it for receipt.	HR Director	Not a priority

Specification for each column:

R= Risk

P= Prioritisation

## ESE Risk Inventory and Assessment

## Action Plan

Subject	Observation/Risk/Problem area	R	P	Recommendation/action to be taken	Name person responsible	Date completed
	a code of conduct for employees.					
<b>Workplace accidents</b>	No workplace accidents were reported in 2009. The responsibility for the registration of accidents rests with the security service.	3		Be aware of any workplace accidents and make sure no underregistration occurs.	J. Jager	Action item in progress. Furthermore, efforts are being made to improve reporting through the Safe Campus project.
<b>Confidential Counsellor/policy regarding undesirable behaviour</b>	EUR has policy in place to tackle all forms of aggression, violence, sexual harassment, bullying and discrimination against personnel and students. EUR has confidential counsellors and a Complaints Committee. Related information is available on intranet. In spite of this, many employees do not know what action to take when experiencing undesirable behaviour. In 2009, 7 reports were made to the confidential counsellor at EUR.	3		Take further steps to improve awareness of the policy and procedure for undesirable behaviour among all employees. Preferably, this should take place through the confidential counsellor.	HR Director in consultation with the confidential counsellor.	ESE news regularly contains information focusing on this subject.
<b>OHS management and absence policy</b>						
<b>At-risk groups</b>	More than 21% of employees are over the age of 45. This group is labelled an at-risk group.	2		<p>Make supplemental agreements for these groups of ESE personnel. These agreements can be made at group level or with individuals. Draft a policy framework for the entire organisation for an age-aware personnel policy. This could include, for example, a baseline measurement of lifestyle habits and lifestyle effects (such as physical health complaints or feeling stress) of the older employees. These employees complete an online survey, for example. This could be combined with a physical health assessment measuring blood pressure, cholesterol, glucose levels, lung capacity and BMI. Additionally, the following aspects could be considered:</p> <ul style="list-style-type: none"> <li>What are the factors at home and in the workplace that have an impact on their health, either positively or negatively?</li> <li>Which trends are identified at the faculty?</li> </ul>	PM	Erasmus Vitality and Health Check. Take action next year (also depends on statutory options) to further develop this policy. The age limit of 45 is set quite low. There was extra focus on the vitality programme

Specification for each column:

R= Risk

P= Prioritisation

## ESE Risk Inventory and Assessment

## Action Plan

Subject	Observation/Risk/Problem area	R	P	Recommendation/action to be taken	Name person responsible	Date completed
				<ul style="list-style-type: none"> <li>This information comes from data on workplace absenteeism, the employee satisfaction survey and other research conducted, such as RI&amp;As.</li> </ul>		during the Centennial Year.
<b>Procurement policy</b>	There is a centralised procurement policy for EUR. Requirements such as a CE approval mark and NEN/EN standards and other specifications are structurally included in the schedule of requirements for invitations to tender. This guarantees that newly acquired goods meet the required standards.	<b>3</b>		Maintain this policy.	PM	
<b>Emergency measures/company contingency plan</b>						
<b>In-House Emergency Service (BHV)</b>	<p>The OHS management plan describes the In-House Emergency Service (BHV). The Head of BHV <b>Jelle Jager</b> is the BHV coordinator. The tasks of the BHV coordinator, the head BHV for each main location and the In-House Emergency Service member have been set out in detail. The BHV organisation is operational on a full-time basis.</p> <p>There is regular and frequent consultation with the fire service and insurance regarding BHV.</p> <p>In-House Emergency Service members receive further training annually.</p> <p>Evacuation assistants are present on each floor. The annual evacuation drill was in early 2010. Students were also part of this drill. In principle there is one evacuation drill per year.</p> <p>Employees are aware of the activation of the alarm system by the In-House Emergency Service members.</p>	<b>1</b>		<p>Ensure the In-House Emergency Service plan is kept up to date.</p> <p>Full quality control of in-House Emergency Service policy and procedures</p> <p>Recruit new In-House Emergency Service members</p> <p>Train new In-House Emergency Service members</p> <p>Prepare an In-House Emergency Service and first-aid schedule for drills and training sessions for <b>2018</b>.</p> <p>Execute the scheduled drills and training sessions.</p> <p>Commence with preparing the schedule for drills in 2012.</p> <p>Ongoing coordination with external emergency service providers regarding drills and changes in the area of safety.</p> <p>Repeat the evacuation drill annually.</p>	J. Jager	<p><b>Continuously</b></p> <p><b>1/6/11</b></p> <p><b>Continuously</b></p> <p><b>Continuously</b></p> <p><b>Continuously</b></p> <p><b>Continuously</b></p> <p><b>Continuously</b></p> <p><b>Continuously</b></p> <p><b>According to the schedule</b></p>
<b>Emergency measures/company contingency plan</b>						

Specification for each column:

R= Risk

P= Prioritisation

## ESE Risk Inventory and Assessment

## Action Plan

Subject	Observation/Risk/Problem area	R	P	Recommendation/action to be taken	Name person responsible	Date completed
<b>In-House Emergency Service on location</b>	<p>In-House Emergency Service is organised in the EUR Emergency Response dossier. Using flowcharts, the procedures for scaling up a given emergency situation are described along with which team must have a role in this. There are an Emergency Management Team, an Employee Emergency Response Team, a Students Emergency Response Team and a Physical Emergency Response Team. Depending on the severity and scope of the emergency, the scaling up procedure determines the Crisis Team that will be deployed.</p> <p>Within the In-House Emergency Service there are team members trained in first aid (30), Evacuation Assistants (160) and In-House Emergency Service members. (40)</p> <p>There is a central alarm number. When this number is called, the required response is activated and the emergency is registered.</p> <p>Evacuation assistants are present in all buildings/on all floors.</p> <p>EUR's In-House Emergency Service is currently being restructured. Topographically, the buildings are divided into 4 zones. In each zone there will be 6 team members trained in first aid and 6 In-House Emergency Service members. A certified first-aid member will not automatically be/become an In-House Emergency Service member. The first-aid and In-House Emergency Service members will be equipped with <b>handheld transceivers</b>, ensuring access to these members and sufficient coverage of the zone.</p>	1		<p>Ensure the In-House Emergency Service organisation is kept up to date.</p> <p>Full quality assurance of the emergency response organisation</p> <p>Overhaul the Emergency Response dossier</p> <p>Develop and supplement existing scenarios; subsequently use as a filter for procedures and as inspiration for the drill schedule.</p> <p>Drills twice a year involving the Emergency Management Team, the Employee Emergency Response Team, the Students Emergency Response Team and the Physical Emergency Response Team.</p> <p>Once a year schedule a drill involving the entire Emergency Response Organisation.</p> <p>Schedule a drill at least once a year with the external emergency service providers (Regional Medical Assistance Organization, fire service or police).</p>	J. Jager	<p>In the event of an incident, the In-House Emergency Service and the Security Service are the first joint responders. That is why the In-House Emergency Service holds regular drills. This past year the In-House Emergency Service held 18 drills and almost all campus buildings held an evacuation drill.</p> <p>The In-House Emergency Service organisation consists of:</p> <p>40 In-House Emergency Service members</p> <p>30 team members trained in first aid - of these 24 are on call via</p>

Specification for each column:

R= Risk

P= Prioritisation

ESE Risk Inventory and Assessment

Action Plan

Subject	Observation/Risk/Problem area	R	P	Recommendation/action to be taken	Name person responsible	Date completed
						<p>handheld transceivers</p> <p>120 Evacuation Assistants</p> <p>The campus is divided into 4 zones. Each zone has approximately 6 team members trained in first aid and 6 In-House Emergency Service members equipped with a handheld transceiver. They are on call in emergency situations.</p> <p>A new In-House Emergency Service plan has been in place since May 2017. Closer collaboration with the fire service.</p> <p>The Emergency Response Organisation is described</p>

Specification for each column:

R= Risk

P= Prioritisation

## ESE Risk Inventory and Assessment

## Action Plan

Subject	Observation/Risk/Problem area	R	P	Recommendation/action to be taken	Name person responsible	Date completed
						in what is referred to as the Emergency Response dossier. This was revised in September 2014. ESE complements this dossier with an internal emergency response organisation. The next emergency response organisation drill is planned for 2017.
<b>Inspection of the first-aid kit</b>	Until now the contents of the first-aid kits have not been inspected on a semi-annual basis. There is a lack of overview and infrequent inspection of these kits.	<b>3</b>		Conduct an inventory of the presence of first-aid kits at all locations. Subsequently, have the content of the first-aid kits inspected periodically to check the expiration dates of various medicinal products and ensure the kits are complete.	PM	All first-aid resources are up to date and centrally inspected by the In-House Emergency Service organisation.
<b>Emergency measures/company contingency plan</b>						
<b>Fire extinguishing equipment</b>	<p>Hose reels are present on the various floors. Dry chemical extinguishers are present on the landings. This fire extinguishing equipment has been approved by the fire service.</p> <p>Computers are used in all areas. This means of using water to extinguish a fire creates an electrocution hazard or large-scale damage to equipment due to a complete power outage.</p>	<b>3</b>		The amount and type of fire extinguishing equipment is not regulated by OHS legislation. In determining the required number of fire extinguishers, there is a distinction between basic security and supplemental security. The total number of fire extinguishers depends on the floor area (square metres) of the zones to be secured and the maximum walking distance to the closest fire extinguisher. In this	PM	This recommendation has to be included. The manner in which it will be implemented on campus will be taken

Specification for each column:

R= Risk

P= Prioritisation

## ESE Risk Inventory and Assessment

## Action Plan

Subject	Observation/Risk/Problem area	R	P	Recommendation/action to be taken	Name person responsible	Date completed
	<p>The distance to the dry chemical extinguishers is quite far (landings), making accessibility and adequate fire suppression difficult.</p> <p>NB</p> <p><i>Basic unit per 150 square metres</i></p> <p>☐ 6-litre extinguishing unit with water as the extinguishing agent or water with additives, or foam;</p> <p>☐ 6-kilogram extinguishing unit with BC or ABC powder as the extinguishing agent.</p> <p><i>Basic unit per 200 square metres</i></p> <p>☐ 9-litre fire extinguishing unit with water as the extinguishing agent or water with additives, or foam;</p> <p>☐ 9-kilogram fire extinguishing unit with BC or ABC powder as the extinguishing agent.</p> <p>Equipment with a higher capacity can also be used as a basic unit.</p> <p>Each zone must be equipped with a basic unit for every 150 square metres or 200 square metres of floor area or a part thereof, with a minimum of two fire extinguishers per zone.</p> <p>The fire extinguishers must be placed in clearly visible locations using mounting braces or stands. The maximum height of the upper end of the extinguisher to the floor is 1.5m for 4 kg (or litres) or less, and 1m for 5 kg (or litres) and up. The location of the fire extinguishing equipment must be marked by pictograms in compliance with directive 92/58/EEG.'</p>			<p>matter the building manager applies the Buildings Decree 2003 and the NEN 4001.</p> <p>Place CO<sub>2</sub> extinguishers at more strategic locations.</p> <p>Legislation: 'What are referred to as portable fire extinguishers must be rated to deal with the risks at hands. They must also be available to a sufficient degree. The number and type are not specifically stipulated in legislation. However, this is the case for hose reels, for which certain requirements stated in the Building Decree are in force.</p> <p>A configuration methodology has been developed for portable fire extinguishers. This is based on basic security and supplemental security.</p> <p>This configuration methodology is based on basic security and supplemental security.</p> <p>The required number of fire extinguishers is determined per zone in the workplace. A zone is a defined area:</p> <p>☐ in which primarily one fire class is relevant;</p> <p>☐ in which the same types of activities are carried out (factory, warehouse, storage, office);</p> <p>☐ in which all individual areas are connected to each other.</p> <p>The zones usually correspond to the fire compartments in a building. A zone with a surface area of 30 m<sup>2</sup> or less can be considered a local risk. Doors in a zone can form obstacles to accessing the fire extinguishing equipment and make it necessary to designate areas on each side of the door as separate zones.</p>		into consideration.
<b>Examinations/Machines/Tools</b>						
<b>Inspection of fire extinguishing equipment</b>	The fire extinguishing equipment is inspected annually by an external firm.	3		Check that inspection stickers are present on the fire extinguishing equipment.	PM	Completed.
<b>Maintenance/inspections</b>	A legionella management plan has been implemented.	-			PM	

Specification for each column:

R= Risk

P= Prioritisation

## ESE Risk Inventory and Assessment

## Action Plan

Subject	Observation/Risk/Problem area	R	P	Recommendation/action to be taken	Name person responsible	Date completed
<b>General facilities</b>						
<b>Maintenance</b>	The general state of maintenance of the building is satisfactory.	3		Ongoing focus area.	PM	
<b>Accessibility</b>	The entrance doors are often opened with difficulty by disabled persons. The lift buttons are not accessible for disabled persons due to obstacles. There is no access system using access cards. Anyone can enter, especially in the evenings. Employees find this distressing.	2 3		Make changes to the accessibility of the doors. Make the lift buttons accessible to everyone.  Design/implement an access system.	PM	An accessibility standards inspection was conducted and the faults in the subsequent report were remedied immediately. An action plan has been prepared for remaining matters.  In the Safe Campus project, campus zoning with corresponding security is being developed.  Any remaining items are ongoing points being addressed or they have been completed.
<b>Sanitary facilities</b>	There are sufficient sanitary facilities at all locations and they are well maintained.	3		Ongoing focus point	PM	
<b>Organization of workplaces</b>						

Specification for each column:

R= Risk

P= Prioritisation

## ESE Risk Inventory and Assessment

## Action Plan

Subject	Observation/Risk/Problem area	R	P	Recommendation/action to be taken	Name person responsible	Date completed
<b>Maintenance status of building</b>	The general state of maintenance of the building is satisfactory.	3		Ongoing focus area.	PM	
<b>Cleaning</b>	Cleaning is outsourced. There are no checklists indicating that the toilets have been cleaned.	3		Place and check checklists in consultation with the cleaning organisation.	PM	Completed
	Even without a strike, the cleaning of the offices is substandard. I&A (ICT service) encounters dust traps when installing new computers; others have also complained about the cleaning service.	2		Raise the quality requirements of the cleaning service		
<b>Electronic installations</b>	In some places the fluorescent light fixtures and fittings are partially dangling from the ceiling.	2		Repair the fluorescent light fixtures and fittings.	PM	
<b>Electrical work</b>	This is carried out internally	3		Ongoing focus area.	PM	
<b>Emergency exits</b>	These are designated and in operation	3		Ongoing focus area.	PM	
<b>Emergency lighting</b>	This is present and in operation	3		Ongoing focus area.	PM	
<b>Escape routes</b>	Escape routes are free of obstacles.	3		Ongoing focus area.	PM	
<b>Floors</b>	The floors can sometimes be slippery, especially in the hallways.	3		Point of attention during maintenance; place warning signs after floors have been mopped.	PM	
<b>Stairs</b>	Stairs are in good condition and free of obstacles. The PA system cannot be heard clearly.	3		Ongoing focus area.	PM	
<b>Climate</b>	Climate problems have been reported: heat/cold/draughts/stuffiness. Measured by Erasmus Facility Services, but communication on this matter is perceived to be poor.	2		Announce the results of the various measurements and engage in consultations regarding which solutions are needed.	PM	At H3 work is taking place on renovating Building H. There is special emphasis on the

Specification for each column:

R= Risk

P= Prioritisation

ESE Risk Inventory and Assessment

Action Plan

Subject	Observation/Risk/Problem area	R	P	Recommendation/action to be taken	Name person responsible	Date completed
						climate control aspect. With a full renovation of Building H, this problem is expected to be resolved.
<b>Working hours and breaks</b>						
<b>Lighting</b>	There is sufficient lighting in all locations. In some places the fluorescent light fixtures and fittings are partially dangling from the ceiling.	2		Repair this	PM	Repairs completed
<b>Sun blinds</b>	Individually speaking, some find the sun blinds are adequate and some feel they are inadequate.	3		Ongoing focus area.	PM	At H3 work is taking place on renovating Building H. There is special emphasis on the climate control aspect. With a full renovation of Building H, this problem is expected to be resolved.
<b>Climate</b>						
<b>Ventilation</b>	There is evidence of large temperature fluctuations at the secretariats. Particularly after the weekends it is chilly and it takes more than a day before the temperature in these areas returns to normal levels. Even though climate control is an ongoing concern, there are many individual complaints.	2		In consultation with the employees, attempt to resolve this problem.	PM	At H3 work is taking place on renovating Building H. There is special emphasis on the climate control aspect. With a full renovation of

Specification for each column:

R= Risk

P= Prioritisation

ESE Risk Inventory and Assessment

Action Plan

<i>Subject</i>	<i>Observation/Risk/Problem area</i>	<i>R</i>	<i>P</i>	<i>Recommendation/action to be taken</i>	<i>Name person responsible</i>	<i>Date completed</i>
						Building H, this problem is expected to be resolved.
<b>Temperature</b>	There is evidence of large temperature fluctuations at the secretariats. Particularly after the weekends it is chilly and it takes more than a day before the temperature in these areas returns to normal levels.	<b>2</b>		Ensure better temperature regulation in the main buildings.	PM	At H3 work is taking place on renovating Building H. There is special emphasis on the climate control aspect. With a full renovation of Building H, this problem is expected to be resolved.

Specification for each column:

R= Risk

P= Prioritisation

## **RISICO-INVENTARISATIE EN –EVALUATIE**

**Erasmus School of Economics (ESE)**

**Erasmus Universiteit Rotterdam**

Uitvoering 18 oktober 2010

Stand van zaken per juni 2017

**(IN GEEL WIJZIGINGEN)**

Versie BT

*Gesignaleerde knelpunten en Plan van Aanpak*

## DEELRAPPORTAGE SPECIFIEK VOOR ESE

## Risico-Inventarisatie en –Evaluatie ESE

## Plan van Aanpak

Onderwerp	Constatering / Risico / Knelpunt	R	P	Advies / te nemen maatregel	Naam verantwoordelijke	Datum gereed	s.v.z. per evaluatiedatum
<b>Arbozorg en verzuimbeleid</b>							
<b>Plan van Aanpak</b>	ESE beschikt niet over een actuele RI&E. De meest recente RI&E dateert van 2000. Er is aan de hand van de oude RI&E geen actueel plan van aanpak meer aanwezig.	1	1	<ul style="list-style-type: none"> <li>Stel een 'Plan van Aanpak' op naar aanleiding van deze rapportage om tot een wettelijk goedgekeurde versie van de RI&amp;E te komen.</li> <li>Betrek de PGFR bij het opstellen van het plan van aanpak</li> </ul>	P&O	Jaarlijks	RI&E aanwezig, actualisatie gebeurt jaarlijks.
<b>Arbo- en verzuimbeleid</b>	<p>Het overkoepelende arbobeleid van de EUR is integraal onderdeel van het HR-beleid, waaraan door middel van de mandaatregeling (onderdeel van Bestuurs- en Beheersreglement van de EUR) uitvoering wordt gegeven door de organisatieonderdelen. Voorbeelden hiervan zijn: beleidsregels m.b.t. ziekteverzuim, regeling ongewenst gedrag, KANS folder.</p> <p>Voor de harde kant van Arbo worden vanuit het SSC EFB (universitaire) procedures vastgelegd.</p> <p>Er zijn 2 preventiemedewerkers voor de faculteit benoemd, P-beheerders van ESE.</p>	3	1	Arbobeleid wordt gecommuniceerd op de introductiebijeenkomst nieuwe medewerkers en op medewerkerswebsite van de ESE geplaatst En vermeld in de introductiemap die aan alle nieuwe medewerkers wordt uitgereikt.	P&O	continu	<p>Gecontinueerd. De meeste informatie is nu te vinden op MyEUR.</p> <p>Met de vorming van het USC zijn er geen centrale preventiemedewerkers voor ESE. Iedere capgroep heeft een medewerker die een werkplekonderzoek doet. Deze zullen spoedig worden aangesteld.</p>
<b>Verzuim procedure</b>	De verzuimprocedure en het verzuimreglement zijn aanwezig en schriftelijk vastgelegd. Medewerkers kunnen de afspraken lezen op intranet en in een folder. De HR-afdeling is naast de directe leidinggevendenden het eerste aanspreekpunt bij vragen over het re-integratietraject.	3	1	Continueer dit.	P&O	continu	Een Engelstalige uitleg over de verzuimprocedure en reglement zal worden verzorgd en rondgestuurd door P&O in de herfst 2017.
<b>Verzuim registratie</b>	Een goede, digitale verzuimregistratie is aanwezig. De verzuimcijfers kunnen worden opgesplitst naar zowel leeftijd, geslacht, afdeling en functie, de frequentie en duur van het verzuim. Dit geeft een goed inzicht in de verzuimcijfers.	-	1	Continueer dit.		continu	Gecontinueerd. De mogelijkheden om goede verzuimrapportages te draaien is vergroot door

Kolomaanduiding:

R= Risico

P= Prioritering

## Risiko-Inventarisatie en –Evaluatie ESE

## Plan van Aanpak

Onderwerp	Constatering / Risico / Knelpunt	R	P	Advies / te nemen maatregel	Naam verantwoordelijke	Datum gereed	s.v.z. per evaluatiedatum
							<p>dat er een training is gevolgd door HR.</p> <p>Frequent verzuim wordt steeds beter in de gaten gehouden sinds begin 2017. HR geeft Office Managers een seintje indien een medewerker de laatste zes maanden 3 of meer keer ziek is geweest zodat de OM dit op kan pakken in het kader van het aanpakken van frequent verzuim.</p>
<b>Arbozorg en verzuimbeleid</b>							
<b>Beleidsoverleg/ Werkoverleg</b>	<p>Binnen ESE wordt op diverse niveaus formeel overleg gevoerd: er is wekelijks een beleidsoverleg met de decaan als voorzitter.</p> <p>1x per 6 weken is er een overleg met de capaciteits-groepsdirecteuren.</p> <p>Ook binnen de capgroepen, bij het onderwijsservicecentrum en het opleidingsmanagement wordt gestructureerd overleg gevoerd. De frequentie wisselt per organisatieonderdeel.</p> <p>Arbo en verzuim is een vast agendapunt bij het bilaterale overleg tussen P&amp;O en de capaciteitsgroepsdirecteur.</p> <p>De FR voert periodiek overleg met de decaan. Arbo en verzuim is geen vast agendapunt.</p>	<b>3</b>	<b>2</b>   <b>1</b>  <b>2</b>  <b>1</b>  <b>2</b>	<ul style="list-style-type: none"> <li>Het houden van werkoverleg in de organisatie-onderdelen wordt gecontinueerd. Periodiek wordt de inrichting van dit overleg geëvalueerd met de deelnemers.</li> <li>Het plan van aanpak RI&amp;E wordt besproken in de geëigende gremia (BT, directeurenoverleg, in periodieken P&amp;O en in PGFR).</li> <li>De preventiemedewerkers lichten desgewenst punten over het Arbobeleid in diverse overleg-structuren toe.</li> <li>De bespreking over Arbo en verzuim in het periodiek overleg P&amp;O met de hoofden van dienst wordt gecontinueerd.</li> <li>Bezien wordt of de website voor medewerkers aanvulling behoeft m.b.t. de informatievoorziening rond Arbo-aspecten.</li> </ul>	Alle hoofden dienst	Jaarlijks evaluatie	Gecontinueerd.

Kolomaanduiding:

R= Risico

P= Prioritering

## Risico-Inventarisatie en –Evaluatie ESE

## Plan van Aanpak

Onderwerp	Constatering / Risico / Knelpunt	R	P	Advies / te nemen maatregel	Naam verantwoordelijke	Datum gereed	s.v.z. per evaluatiedatum
<b>OR / faculteitsraad (FR)</b>	Er is een FR aanwezig binnen ESE. Er wordt nog geen jaarplan opgesteld. De FR is betrokken bij de totstandkoming van de RI&E.	3	2	Het plan van aanpak / jaarplan voortkomende uit deze rapportage wordt jaarlijks besproken met de PGFR.	BT	jaarlijks	Gecontinueerd.
<b>Preventiemedewerker</b>	Er zijn 2 P-beheerders als preventiemedewerker benoemd. Taken, verantwoordelijkheden en bevoegdheden voor de preventiemedewerker zijn beschreven. Ook de maatwerkscholing staat beschreven. De functie en de persoon van de preventiemedewerkers zijn nog niet bekend bij alle medewerkers ondanks het feit dat dit in elk arbeidsvoorwaardengesprek besproken wordt.	3	1  2	<ul style="list-style-type: none"> <li>Bij elk organisatieonderdeel wordt een OBP medewerker geschoold in beeldschermwerk / hoogte bureau en stoel, zodat deze medewerkers binnen het organisatieonderdeel kan instrueren. Periodiek vindt bijscholing van deze medewerkers plaats.</li> <li>Op de ESE website wordt aandacht besteed aan het takenpakket van de preventiemedewerker en in de nieuwsbrief wordt hiernaar verwezen.</li> </ul>	P&O / officemanager	Per januari 2011 doorgevoerd, daarna continueren scholing en infoverstrekking  Is gebeurd	Gecontinueerd. Controle vindt plaats via 4 maands gesprekken en bij introductiebijeenkomst. Bij aanstelling ontvangen alle nieuwe medewerkers een introductie map, waarin het workplace survey vermeldt staat. De namen van de preventiemedewerkers zullen worden opgenomen in de nieuwste versie van de map.
<b>Beroepsziekte, beroep gerelateerde klachten</b>	Er zijn het laatste jaar geen beroepsziekten geconstateerd door de Arbodienst en gemeld aan het Nederland centrum voor Beroepsziekten (NCB). Voor de gehele EUR is een beperkt aantal werk gerelateerde psychische klachten gemeld door de bedrijfsarts. In het SMO wordt dit onderwerp geregeld met de bedrijfsarts besproken.	3	1	<p>Continueer dit.</p> <p>Met betrekking tot relatie werkdruk en psychische klachten wordt gezocht naar manieren om de werkstress te verminderen. Binnen het cursus aanbod wordt hieraan steeds meer aandacht gegeven.</p>	P&O	continu	Gecontinueerd.  De Bedrijfsmaatschappelijk werker heeft in mei 2017 een workshop georganiseerd aangaande het “herkennen van stress-signalen” voor ESE. Vervolg hiervan is gewenst over gesprekstechnieken als het op het aankakten van dit onderwerp met medewerkers aankomt.

Kolomaanduiding:

R= Risico

P= Prioritering

## Risico-Inventarisatie en –Evaluatie ESE

## Plan van Aanpak

Onderwerp	Constatering / Risico / Knelpunt	R	P	Advies / te nemen maatregel	Naam verantwoordelijke	Datum gereed	s.v.z. per evaluatiedatum
<b>Arbozorg en verzuimbeleid</b>							
<b>AOS / PMO</b>	Het is niet alle medewerkers bekend welke mogelijkheden er zijn om het arbeidsomstandighedensprek uur (het spreekuur bij de bedrijfsarts waar een medewerker terecht kan die niet verzuimt, maar wel een vraag heeft over zijn werk in relatie tot zijn gezondheid (AOS)) te bezoeken. Leidinggevend zijn wel op de hoogte en adviseren hun medewerkers in deze. Er is geen PMO-beleid (Preventief Medisch Onderzoek gericht op de effecten van de risico's die het werk met zich mee brengt) geformuleerd en geïmplementeerd.	<b>3</b>	<b>2</b> <b>1</b>	<ul style="list-style-type: none"> <li>Via de ESE nieuwsbrief worden de medewerkers periodiek op de hoogte gesteld van de mogelijkheden van het AOS (in relatie tot ERASMUS Vitaal).</li> <li>Later in deze rapportage wordt een PMO-advies geformuleerd. Bespreek dit met de bedrijfsarts en neem het PMO advies mee in het plan van aanpak.</li> </ul>	P&O	Elk jaar rond september	Een Engelstalige uitleg over de verzuimprocedure en reglement zal worden verzorgd en rondgestuurd door P&O in de herfst 2017. Dit bericht zal ook de mogelijkheid tot het doen van een Health Check vermelden om dit zodanig opnieuw onder de aandacht te brengen.
<b>Introductie</b>	Voor nieuwe medewerkers van ESE wordt 3x per jaar een introductiebijeenkomst gehouden. Tot de agenda van de bijeenkomst behoort ook ontruiming en een rondgang over de campus.	<b>3</b>	<b>1</b>	Het introductieprogramma schenkt aandacht aan Arbo aspecten. Voor nieuwe medewerkers worden de volgende zaken bij indiensttreding duidelijk aan de orde te laten komen: <ul style="list-style-type: none"> <li>- Ontruiming (BHV-organisatie)</li> <li>- Instelling beeldschermwerkplek</li> <li>- Algemene en specifieke werkinstructies.</li> </ul>	P&O	2 * per jaar en bij elk arbeidsvoorwaarden-gesprek	Gecontinueerd. In verband met de teruggang van aanname nieuw personeel wordt het aantal introductiebijeenkomst teruggebracht naar 2 per jaar m.i.v. 2014, in april en oktober.
<b>Voorlichting, onderwijs en instructies</b>	Medewerkers worden onvoldoende structureel geïnstrueerd met betrekking tot de arbeidsomstandigheden in hun werk. Er is geen structuur aanwezig ten aanzien van het werkoverleg om procedures te bespreken. Een compleet beleid op het gebied van voorlichting en onderricht ontbreekt, zoals bv het beleid over agressie en geweld en de BHV-organisatie.	<b>3</b>	<b>2</b>	Stel vanuit deze RI&E een opleidingsplan op. De voorlichting voor de medewerkers moet toegespitst zijn op de functie en de werkplek. Te denken valt aan: <ul style="list-style-type: none"> <li>- Werkinstructies over wat te doen bij calamiteiten.</li> <li>- De inrichting van de beeldschermwerkplek.</li> <li>- Ongewenst gedrag</li> </ul> Houdt toezicht op de uitvoering van dit beleid, evalueer regelmatig het effect en stuur bij.	P&O		Continuering werkplek-onderzoeken + controle hierop. BHV is centraal aangepakt.  In het nieuwe (2016) R&O formulier voor OBP gaat een deel over de kernwaarden van Supporting Ambitions Together: Samenwerken,

Kolomaanduiding:

R= Risico

P= Prioritering

## Risiko-Inventarisatie en –Evaluatie ESE

## Plan van Aanpak

Onderwerp	Constatering / Risiko / Knelpunt	R	P	Advies / te nemen maatregel	Naam verantwoordelijke	Datum gereed	s.v.z. per evaluatiedatum
							<p>verantwoordelijkheid nemen en klantgericht handelen. Daarbij kan ook ongewenst gedrag aan de orde komen.</p> <p>In 2017 zijn de vertrouwenspersonen via een nieuwsbrief aan de medewerkers van ESE onder de aandacht gebracht.</p> <p>In 2015 is een calamiteitenprocedure opgesteld en verspreid onder alle medewerkers. Hier staat kort in wie ze moeten waarschuwen bij calamiteiten en hoe de calamiteitenorganisatie is georganiseerd.</p> <p>Tevens wordt tijdens de R&amp;O houden van werktijden en pauzes aan de orde gesteld. Gecontinueerd.</p>
<b>PBM's (Persoonlijke beschermingsmiddelen)</b>	Gezien de aard van de werkzaamheden is er geen PBM-beleid aanwezig.	-	-	-	---	---	---

Kolomaanduiding:

R= Risiko

P= Prioritering

## Risico-Inventarisatie en –Evaluatie ESE

## Plan van Aanpak

Onderwerp	Constatering / Risico / Knelpunt	R	P	Advies / te nemen maatregel	Naam verantwoordelijke	Datum gereed	s.v.z. per evaluatiedatum
<b>Keuringen/ Machines/ Gereedschappen</b>							
<b>Voorschriften</b>	Gezien de aard van de werkzaamheden zijn er geen veiligheidsvoorschriften van toepassing	-	-	-	---	----	--
<b>Algemene voorzieningen</b>							
<b>Pauzeruimtes</b>	Er zijn enkele ruimtes die als pauzeruimtes gebruikt (kunnen) worden. Daarnaast zijn er diverse kantines op de campus. De meeste medewerkers gebruiken de maaltijd achter hun eigen bureau.	3	1	Het is zinvol om voor het eten van de maaltijd de werkplek te verlaten. Leidinggevendenden brengen het nut van lunchpauzes onder de aandacht van de medewerkers.	Hoofden dienst	Via R&O-gesprekken	Gecontinueerd.
<b>Sanitair</b>	In sommige toiletruimtes staan archiefkasten in verband met ruimtegebrek elders op de etage.  Ook invalidentoiletten worden vaak als opslagruimte gebruikt en zijn daardoor niet meer rolstoeltoegankelijk	3	2  1	<ul style="list-style-type: none"> <li>Hoewel de aanwezigheid van archiefkasten geen risico vormt is het plaatsen van deze kasten in een toiletruimte toch een vorm van oneigenlijk gebruik</li> <li>Instrueer de officemanagers om deze toilet-ruimtes vrij te houden.</li> </ul>	officemanagers  P&O	Continu en bewaking via OMO	Alle sanitaire ruimtes zijn leeg. Wordt jaarlijks gecontroleerd. Gecontinueerd.
<b>Inrichting Arbeidsplaatsen</b>							
<b>Magazijnstellingen</b>	In vele ruimtes zoals archief ruimtes en kamers zijn de magazijnstellingen niet geschoord. Dit kan ook niet omdat veel wanden asbest bevatten. Omdat de stellingen tot boven aan toe gebruikt worden bestaat de kans op omvalgevaar	2	1  1	<ul style="list-style-type: none"> <li>Ruim zoveel mogelijk niet meer actuele zaken op ook uit de archieven.</li> <li>Instrueer de officemanagers om de bovenste laag van die stellingkasten niet te gebruiken.</li> </ul>	officemanagers	Via OMO aan de orde stellen	Gecontinueerd.
<b>Verlichting en uitzicht</b>							
<b>Werk- en rusttijden</b>							
<b>Werktijden / pauze</b>	Werktijden en pauzes zijn vastgelegd en bekend gemaakt bij de medewerkers. Tijdens de interviews blijkt dat m.n. het wetenschappelijke personeel veel uren werkt. Zij geven meestal ook aan dit niet als belastend te ervaren.	3	2	Blijvend aandachtspunt.	Hoofden dienst	Continu op letten en specifiek in de R&O's aandacht aan besteden	Gecontinueerd, ook als deel van het Actieplan dat opgesteld is begin 2017 naar aanleiding van de bevindingen in het Medewerkerstevredenheidsonderzoek 2016, waarin de ervaren werkdruk wordt besproken.
<b>Blootstelling aan diverse risico's</b>							

Kolomaanduiding:

R= Risico

P= Prioritering

## Risico-Inventarisatie en –Evaluatie ESE

## Plan van Aanpak

Onderwerp	Constatering / Risico / Knelpunt	R	P	Advies / te nemen maatregel	Naam verantwoordelijke	Datum gereed	s.v.z. per evaluatiedatum
<b>Schadelijk / hinderlijk geluid</b>	Gezien de aard van de werkzaamheden is er geen sprake van schadelijk of hinderlijk geluid.	-	-	-	---	---	--
<b>Fysieke belasting</b>	Gezien de aard van de werkzaamheden is er weinig tot geen sprake van fysieke belasting	-	-	-	---	---	--
<b>Beeldschermwerk, KANS</b>	<p>De inrichting van de bureauwerkplekken op de diverse etages voldoet niet altijd aan de eisen.</p> <p>Medewerkers hebben geen voorlichting gekregen m.b.t. beeldschermwerk.</p> <p>Niet alle werkplekken van de medewerkers zijn geïnventariseerd en aangepast aan de desbetreffende medewerker. Als een medewerker klachten aangeeft dan volgt een werkplekonderzoek door de preventiemedewerker.</p> <p>Er is geen inventarisatie geweest op individueel niveau</p>	<b>1</b>	<b>2</b>	<ul style="list-style-type: none"> <li>Geef de medewerkers periodiek voorlichting over het werken met beeldscherm en pas de werkplekken aan. Voer een preventief beleid en breng van alle beeldschermwerkplekken de ergonomische aspecten in kaart. Deze inventarisatie kan gelijk benut worden voor een beeldschermvoorlichting aan de medewerkers.</li> <li>Plaats beeldschermen recht voor de gebruiker, zodat medewerker, toetsenbord en scherm zich in een rechte lijn bevinden.</li> <li>Tweejaarlijks herhalen actualisatie inventarisatie werkplekinrichting van beeldschermwerkplekken</li> </ul>	P&O	<p>Inventarisatie met waar nodig maatregelen is afgerond</p> <p>Per organisatie onderdeel zijn medewerkers geschoold als preventiemedewerker. In de periode 2011 – 2012 is bij alle aanwezige medewerkers een werkplekonderzoek verricht.</p>	<p>Alle nieuwe medewerkers, en medewerkers die van werkplek wisselen horen binnen 2 maanden een werkplekonderzoek te krijgen. Controle op tijdige uitvoering van de werkplekonderzoeken vindt plaats door de 4-maandsgespreksverslagen en ook tijdens de introductiebijeenkomsten wordt de aandacht gevestigd op het werkplekonderzoek.</p> <p>Uit deze evaluatie blijkt dat de werkplekonderzoeken niet altijd tijdig uitgevoerd worden. Dit is besproken met de Office Managers medio 2017 om tijdige uitvoering te bevorderen.</p>

Kolomaanduiding:

R= Risico

P= Prioritering

Gevaarlijke stoffen							
Register ge- vaarlijke stof- fen	Er wordt geen gebruik gemaakt van chemische of an- derszins gevaarlijke stoffen	-	-	-			--
Productinfo bladen	Er wordt geen gebruik gemaakt van chemische of an- derszins gevaarlijke stoffen	-	-	-			--
Afzuiging che- mische stoffen	Er wordt geen gebruik gemaakt van chemische of an- derszins gevaarlijke stoffen	-	-	-			--
Opslag Chemi- sche stoffen	Er wordt geen gebruik gemaakt van chemische stoffen	-	-	-			--
Welzijn							
Taakeisen:  Werktempo en werkhoeveel heid  Emotionele be- lasting  Lichamelijke in- spanning	Over het algemeen scoort dit blok voldoende, m.u.v. emotionele belasting.  - De rol van de werkzaamheden binnen het werkpro- ces op de afdeling én bij de faculteit worden door alle geïnterviewde als bekend ervaren. Wel ervaren student-assistenten soms een rolonduidelijk tussen hun student zijn en hun medewerker zijn. - Werkdruk, snelheid van werken en werkhoeveel- heid zijn door het WP goed te reguleren en zijn be- spreekbaar met de leidinggevende. Een lange werk- week wordt door het WP niet als knelpunt ervaren. - Emotioneel is het werk soms zwaar. Mn bij het wer- ken met studenten komt dit voor, zeker bij het brengen van een ongunstige boodschap kan een student intimiderend reageren. Ook worden nega- tieve beoordelingen door studenten als zwaar erva- ren. - Lichamelijke inspanning wordt behoudens de belas- ting t.g.v. beeldschermwerk niet ervaren. - Bij het OP wordt meer werkdruk ervaren, doordat zij het werk niet altijd zelf kunnen reguleren. Daarbij is er sprake van veel verstoringen, bv door telefoon- tjes en bezoekers. <u>Opvallende opmerkingen:</u>	2	2	<ul style="list-style-type: none"><li>Bespreek in de FG's hoe medewerkers de emo- tionele belasting in het werk ervaren. Kijk zo nodig naar oplossingen door bv een training omgaan met agressie en geweld aan te bieden.</li><li>Inventariseer de ervaren rolonduidelijkheid van de student-assistenten en verduidelijk dit waar nodig.</li><li>Draag er zorg voor dat de beeldschermwerk- plekken goed ingericht zijn. Via programma op de PC worden medewerkers gestimuleerd vol- doende (micro)pauzes te nemen.</li><li>Heb aandacht voor de soms lange werkweken van het wetenschappelijke personeel, ook al worden deze nu niet als knelpunt ervaren om- dat ze veel voldoening uit hun werk halen.</li><li>Bespreek de opvallende opmerkingen in het werkoverleg en vraag naar de herkenning hier- van bij de collega's en los eventuele knelpun- ten op.</li></ul>	Leidinggeevenden   		

Kolomaanduiding:

R= Risico

P= Prioritering

	<ul style="list-style-type: none"> <li>- Bij de onderzoekstaken wordt vanuit passie een hoog niveau van werken vereist. Werkdruk wordt daarbij niet als hoog ervaren.</li> <li>- Er is sprake van een prestatiedruk bij de docenten: "grow or go"</li> <li>- Docenten bepalen hun werktempo zelf; veel pieken en dalen; op oudere leeftijd worden de pieken als heftig ervaren.</li> <li>- Je bent als onderzoeker nooit klaar; het kan namelijk altijd beter en dat geeft mentale druk.</li> <li>- Er ontbreekt de mogelijkheid om te lunchen als je 2 colleges aaneengesloten hebt tussen 11.00 en 15.00 uur.</li> </ul> <p>Er is steeds meer ad hoc werk dat vanuit "centraal" op mij als ondersteuner afkomt.</p>						
	<p>Emotionele belasting Nieuw' risicopunt. Bij met name Ph.D. studenten blijkt de emotionele belasting in toch iets toenemende mate een risico te vormen. Er is nog geen echte gezamenlijke factor te ontdekken, toch willen we hier aandacht aan besteden.</p> <p>Een versterkende factor zou kunnen zijn, dat de Ph.D.'ers vrij solitair werken.</p>	2	2	'	continuering P&O	11 oktober 2013, vervolgens regulier.	<p>In het MO 2016 scoorde ESE relatief goed als het op workload/werkdruk aankwam: 61,3% vinden de werkdruk prima, in tegenstelling tot 56,1% in het MO 2014. 29,4% vindt het te hoog, en 6,7% vindt het veel te hoog. Ook die getallen zijn lager dan dat van het MO 2014, waarin 31,6% de werkdruk te hoog vond, en 8.8% het veel te hoog. Een verbetering is dus merkbaar.</p> <p>Om de werkdruk verder te verminderen hebben we, volgens het Actieplan dat opgesteld is begin 2017 naar aanleiding van de bevindingen in het Medewerkerstevreden-</p>

Kolomaanduiding:  
R= Risico  
P= Prioritering

							<p>heidsonderzoek 2016 de volgende stappen ondernomen: omdat het langer duurt om een academische positie in te vullen, kan het inhuren van externe expertise hulp bieden om de werkdruk sneller te verminderen. Hiernaast en met dezelfde bedoeling, zullen er vaker PhD-aanstellingen verlengt worden. Als laatste is het aannemen van Student Assistenten geprofessionaliseerd door ze via de Tutor Academy aan te nemen in plaats van het vak zelf.</p> <p>Bijzonder is het feit dat juist de groep PhD-ers liet blijken dat ze veel gelukkiger zijn dan in de vorige MO meting van 2014. De acties dat de ESE heeft ondernomen in de periode 2014-2016 werpt dus duidelijk zijn vruchten af. Toch blijft het een punt van aandacht om de werkdruk in zijn geheel in de gaten te houden, ook voor PhD-ers.</p>
	<p>Bij de secretariaten lijkt de kwetsbaarheid van de bezetting door het parttime werken een risico te zijn. Tevens wordt binnen deze groep (e.a.) steeds meer een druk ervaren doordat er een flink aantal medewerkers mantelzorgers zijn.</p>	<b>3, 2</b>	<b>2</b>		P&O/leidinggevenden	P.M. Komende jaar	<p>Het project 'herstructureren secretariaten' werpt duidelijk zijn vruchten af. De vele verzuimdossiers zijn inmiddels grotendeels afgerond, en er is naast een betere bezetting ook een be-</p>

Kolomaanduiding:  
R= Risico  
P= Prioritering

							tere sfeer in de secretaria- ten na het doorvoeren van een aantal veranderingen. De Manager Secretarial Sup- port Office heeft duidelijk een rustgevend effect op de medewerkers. Via de R&O gesprekken 2016 is duidelijk te merken dat de medewer- kers zich beter op hun plek voelen en na het volgen van een aantal cursussen, effec- tiever kunnen werken. Ook helpt de pilot om het over- dragen van werk van een collega naar de andere, te vergemakkelijken. Dit helpt bijvoorbeeld i.v.m. de part- time bezetting.
<b>Welzijn</b>							
<b>Veelzijdigheid van het werk:</b>  <b>Afwisseling in het werk</b>  <b>Leermogelijk- heden</b>	Over het algemeen scoort dit blok goed. <ul style="list-style-type: none"><li>- Er is voor de meeste geïnterviewden veel afwisseling in het werk; voor de secretariael en ondersteunend medewerkers geldt dat er minder afwisseling is.</li><li>- Er wordt in ruim voldoende mate een beroep gedaan op de aanwezige vaardigheden.</li><li>- Er zijn voor alle geïnterviewden voldoende kansen om hun kennis en vaardigheden te vergroten</li><li>- In het jaarlijkse functioneringsgesprek zijn persoonlijke ontwikkeling en opleidingswensen een vast onderwerp van gesprek.</li></ul>	<b>3</b>	<b>2</b>	<ul style="list-style-type: none"><li>▪ Behoud het goede.</li><li>▪ Bespreek de opvallende opmerkingen in het werkoverleg / de FG's en vraag naar de herkenning hiervan bij de collega's en los eventuele knelpunten op.</li></ul>	Hoofden dienst	continu	Gecontinueerd. Uit het MO 2016 bleek dat ESE medewerkers in het algemeen voelen dat ze op de juiste plek zitten en hun talent goed gebruikt wordt (score: 7,7 voor de vraag "My current tasks match my abilities"). Het punt 'I enjoy my work' kreeg 7,9 in het MO 2014 en 2016. Om deze goede score te waarborgen blijven we het huidige beleid volgen, bijvoorbeeld door OBP meer assessments te laten doen om

Kolomaanduiding:

R= Risico

P= Prioritering

	<p><u>Opvallende opmerkingen:</u></p> <ul style="list-style-type: none"> <li>- Mogelijkheden om te scholen zijn er; agenda-technisch is het niet altijd te realiseren blijkt in de interviews mn voor het WP.</li> <li>- Student-assistenten houden je jong en scherp.</li> <li>- Soms wordt de mogelijkheid tot eigen inbreng als teveel ervaren; het vereist een pro-activiteit die niet iedereen heeft.</li> <li>- De taken zijn niet altijd even afwisselend; maar binnen de taken is er voldoende ruimte voor creativiteit.</li> <li>- Je kunt elke dag leren.</li> </ul>						<p>zo hun talenten te ontwikkelen, en door zo veel mogelijk de juiste persoon op de juiste plek te laten werken (zoals te zien is in de pilot 'herstructureren secretariaten'). Bovendien helpen we medewerkers die ergens anders willen gaan werken, of een andere functie willen vinden, door ze een ontwikkelings-assessment te laten nemen om zo hun talenten te matchen aan een passende, nieuwe functie.</p> <p>Vanuit de R&amp;O 2016 is duidelijk te zien dat de medewerkers van het project 'herstructureren secretariaten' beter op hun plek zitten en een meer gevarieerde functie hebben nu dat de focus op werkoverdracht ligt tussen de werknemers. Iedereen kan alle werkzaamheden verrichten in plaats dat ze elk hun expertise hebben zoals vroeger.</p>
<b>Welzijn</b>							
<p><b>Regelmogelijkheden:</b></p> <p><b>Zelfstandigheid in het werk</b></p>	<p>Het blok regelmogelijkheden scoort over het algemeen voldoende.</p> <ul style="list-style-type: none"> <li>- Er is voldoende zelfstandigheid in het werk om het eigen werk in te delen en de volgorde te bepalen. Bij het ondersteunende personeel is dit een wisselend beeld: sommige doen wat er</li> </ul>	<b>3</b>	<b>2</b>	<ul style="list-style-type: none"> <li>▪ Behoud het goede.</li> <li>▪ Bespreek de opvallende opmerkingen in het werkoverleg / de FG's en vraag naar de herkenning hiervan bij de collega's en los eventuele knelpunten op.</li> </ul>	Hoofden dienst		Gecontinueerd

Kolomaanduiding:

R= Risico

P= Prioritering

<b>Inspiraak</b>	<p>gevraagd wordt en anderen ervaren voldoende zelfstandigheid.</p> <ul style="list-style-type: none"> <li>- Er is voldoende ruimte voor inspraak.</li> <li>- Gestructureerd werkoverleg wordt wisselend gehouden. Een groot deel van de overleggen heeft echter wel een agenda en een actiepuntenlijstje. Het is veelal een vakinhoudelijk of afstemmingsoverleg. Arbo staat niet met regelmaat op de agenda. Daarnaast is er veel wandelgangenoverleg.</li> </ul> <p><u>Opvallende opmerkingen:</u></p> <ul style="list-style-type: none"> <li>- Het wisselen tussen onderwijs en onderzoek in 1 blok wordt door een deel van het WP als lastig ervaren. Dit is ook niet de bedoeling, maar in de praktijk gebeurt het wel.</li> <li>- Secretariaatsmedewerkers hebben dagelijks een informeel werkoverleg.</li> <li>- Promovendi hebben alleen overleg met hun promotor.</li> <li>- Bij bedrijfseconomie gaat een nieuwsbrief komen om de communicatie te ondersteunen.</li> </ul>					
<b>Welzijn</b>						
<b>Sociaal organisatorisch:</b>  <b>Relatie met collega's</b>  <b>Relatie met direct leidinggevende</b>	<p>Dit blok scoort over het algemeen goed.</p> <ul style="list-style-type: none"> <li>- Het meest tevreden is men over de afstemming en samenwerking met de directe collega's.</li> <li>- De sfeer wordt door de meeste geïnterviewden als goed ervaren.</li> <li>- De relatie met de leidinggevende is goed. De geïnterviewden zijn tevreden over de ondersteuning door en verwachtingen van de leidinggevende.</li> </ul> <p><u>Opvallende opmerkingen:</u></p>	<b>3</b>	<b>2</b>	<ul style="list-style-type: none"> <li>▪ Behoud het goede.</li> <li>▪ Bespreek de opvallende opmerkingen in het werkoverleg / de FG's en vraag naar de herkenning hiervan bij de collega's en los eventuele knelpunten op.</li> </ul>	Hoofden dienst	<p>Gecontinueerd.</p> <p>In het MO 2016 waren de scores voor deze categorieën, alsmede alle leiderschap gerelateerde vragen, prima in orde voor ESE. Een 8,8 werd bijvoorbeeld gegeven aan hoe tevreden men is over de samenwerking met directe collega's.</p>

Kolomaanduiding:

R= Risico

P= Prioritering

	<ul style="list-style-type: none"> <li>- Heel goed team; voelt als een warm bad.</li> <li>- Er is een eerlijke en open communicatie mogelijk met deze leidinggevende.</li> <li>- Twijfels bij het hogere management. De organisatie van de universiteit is log/ stug.</li> <li>- Voor nieuwkomers is het niet altijd gemakkelijk om ertussen te komen.</li> <li>- Bij de AIO's van het Tinbergen Instituut is er weinig cohesie. Het teamgevoel is er niet. De AIO werkt meestal solitair.</li> </ul>						<p>Leiderschapsgerelateerd: vragen als 'My direct supervisor shows appreciation for my efforts towards extra tasks' kreeg een 7,5, en 'I am satisfied with my direct supervisor' kreeg een 7,9. De feedback van leidinggevend, dat in het MO 2014 nog klachten met zich mee bracht, is inmiddels sterk verbeterd in score: 'If there are any points that I could improve on, my direct supervisor tells me' kreeg een 7,4, en 'contact with my direct supervisor is good' een 8,3.</p>
<b>Welzijn</b>							
<b>Arbeidsvoorwaarden:</b>  <b>Toekomstonzekerheid</b>	<p>Dit blok scoort in het algemeen voldoende.</p> <ul style="list-style-type: none"> <li>- Een deel van de geïnterviewden geeft aan dat hun toekomst niet altijd zeker is. Zij hebben een langlopend tijdelijk contract. Verlenging hiervan richting een vaste aanstelling hangt o.a. af van publicaties en promotie.</li> <li>- Als je een vast contract hebt, is er weinig toekomstonzekerheid t.a.v. behoud van werk.</li> </ul> <p><u>Opvallende opmerkingen:</u></p> <ul style="list-style-type: none"> <li>- Bij I&amp;A en financiën is er onzekerheid over het al dan niet opgaan in het SSC.</li> <li>- Er is ook elders werk voor mij aanwezig.</li> <li>- Zo lang er geen vast contract is, speelt de onzekerheid t.a.v. baanbehoud zo nu en dan door mijn hoofd.</li> </ul>	<b>3</b>	<b>2</b>	<ul style="list-style-type: none"> <li>▪ Behoud het goede.</li> <li>▪ Bespreek de opvallende opmerkingen in het werkoverleg / de FG's en vraag naar de herkenning hiervan bij de collega's en los eventuele knelpunten op.</li> </ul>	Hoofden dienst		Gecontinueerd

Kolomaanduiding:

R= Risico

P= Prioritering

<b>Welbevinden:</b>  <b>Plezier in het werk</b>  <b>Betrokkenheid bij de organisatie</b>	Dit blok scoort in het algemeen voldoende. - De medewerkers hebben over het algemeen plezier in het werk. De hoge werkdruk kan dit verminderen. Sommige geïnterviewden geven aan daarom op te zien tegen een dag werken en door te moeten tot het pensioen. - De betrokkenheid van de medewerkers is redelijk eenduidig en beperkt zich vooral tot het eigen werk en de faculteit.  <u>Opvallende opmerkingen:</u> - Er is een groot hobbygevoel. Gepensioneerden blijven ook vaak betrokken. - Samenwerking tussen de faculteiten is er niet. - Veel mensen van het WP hebben maar weinig hobby's naast het werk. - De werkvreugde komt vanuit de inhoud van het werk, niet door de collegialiteit.	3	2	<ul style="list-style-type: none"> <li>Behoud het goede.</li> <li>Bespreek de opvallende opmerkingen in het werkoverleg / de FG's en vraag naar de herkenning hiervan bij de collega's en los eventuele knelpunten op.</li> </ul>	Hoofden dienst		Gecontinueerd.  Over het algemeen hebben onze werknemers het goed naar hun zin. In het MO 2016 is de tevredenheid 7,5 in tegenstelling tot 7,3 in 2014. Bijzonder is het feit dat juist de groep PhD-ers liet blijken dat ze veel gelukkiger zijn dan in de vorige MO meting van 2014.
<b>Welzijn</b>							
<b>Spanning:</b>  <b>Herstelbehoefte</b>  <b>Piekeren</b>	Dit blok scoort in het algemeen voldoende. - Het werk loslaten lukt in het algemeen wel, maar een deel van de geïnterviewden geeft aan thuis meer met het werk bezig te zijn dan ze willen. - Een deel van de geïnterviewden is 's avonds te moe om nog iets te ondernemen. Dit speelt met name bij de oudere medewerkers.  <u>Opvallende opmerkingen:</u> - Het flexibel kunnen werken beschermt goed tegen de hoge werkdruk. - Er zijn geïnterviewden die 's nachts letterlijk wakker liggen van het werk.	3	2	<ul style="list-style-type: none"> <li>Behoud het goede.</li> <li>Bespreek de opvallende opmerkingen in het werkoverleg / de FG's en vraag naar de herkenning hiervan bij de collega's en los eventuele knelpunten op.</li> <li>Inventariseer welke medewerkers te moe zijn om na het werk nog iets te ondernemen. Zijn dit de oudere medewerkers of is het een meer diverse groep?</li> <li>Heb aandacht voor de medewerkers die moeite hebben met het herstellen en het werk lastig kunnen los laten. Denk hierbij bv.</li> </ul>	Hoofden dienst	jaarlijks	In het reguliere opleidingsaanbod van TOP is er steeds meer aandacht voor dit onderwerp, zoals via de cursussen 'Timemanagement' en 'Focus op zelfmanagement,' waarvan een deel over Mindfulness gaat.

Kolomaanduiding:

R= Risico

P= Prioritering

	- Mijn sociale leven speelt zich alleen af in het weekend. Door de week ben ik te moe of te druk met het werk.			aan een training omgaan met werkdruk of een cursus timemanagement.			
--	--	--	--	--	--	--	--

Deelrapportage bevindingen bij ESE die EUR-breed opgepakt moeten worden

#### Risico-Inventarisatie en –Evaluatie ESE

#### Plan van Aanpak

Onderwerp	Constatering / Risico / Knelpunt	R	P	Advies / te nemen maatregel	Naam verantwoordelijke	Datum gereed
<b>Arbozorg en verzuimbeleid</b>						
<b>Alcohol, drugs en medicijnen</b>	Regels over het gebruik of in het bezit zijn van versuffende medicijnen, drugs, alcohol zijn nog niet opgenomen in een (huis)reglement. Er zijn wel algemene bepalingen in o.a. het reglement van orde, CAO-NU, Integriteitcode, waarin staat dat je je moet gedragen als een goede medewerker.	3		Neem regels over het bezit zijn van versuffende medicijnen, drugs, alcohol op in een (huis)reglement en verstrek het reglement aan alle medewerkers en laat hen tekenen voor ontvangst.	Directeur HR	Geen prioriteit
<b>Bedrijfsongevallen</b>	In 2009 zijn er geen bedrijfsongevallen gemeld. De verantwoordelijkheid van de registratie en melding van ongevallen ligt bij de bewaking.	3		Blijf alert op bedrijfsongevallen en let op dat er geen onderregistratie plaats heeft.	J. Jager	Actiepunt loopt. Bovendien wordt er vanuit het project Veilige Campus gewerkt aan een verbeterde rapportage.
<b>Vertrouwenspersoon/ beleid ongewenst gedrag</b>	De EUR heeft een beleid dat alle vormen van agressie, geweld, (seksuele) intimidatie, pesten en discriminatie tegen personeel en studenten tegengaat. De EUR heeft vertrouwenspersonen en een klachtencommissie. Eea staat in een folder en op intranet. Desondanks weten veel medewerkers niet wat ze moeten doen bij ongewenst gedrag.	3		Breng het beleid en de procedure ongewenst gedrag nogmaals goed onder de aandacht bij alle medewerkers. Laat dit bij voorkeur doen door de vertrouwenspersoon.	Directeur HR i.o.m. vertrouwenspersoon	Er wordt in ESE news regelmatig aandacht geschonken aan informatie hieromtrent.

Kolomaanduiding:

R= Risico

P= Prioritering

## Risico-Inventarisatie en –Evaluatie ESE

## Plan van Aanpak

Onderwerp	Constatering / Risico / Knelpunt	R	P	Advies / te nemen maatregel	Naam verantwoordelijke	Datum gereed
	In 2009 zijn er voor de EUR 7 meldingen bij de vertrouwenspersoon gedaan.					
<b>Arbozorg en verzuimbeleid</b>						
<b>Risicogroepen</b>	Meer dan 21% van de medewerkers is ouder dan 45 jaar deze groep wordt bestempeld als een risicogroep.	2		<p>Maak voor deze groepen personeel van ESE aanvullende afspraken. Dit kan op groepsniveau of op individueel niveau. Stel voor gehele organisatie een beleidskader op voor het leeftijdsbewust personeelsbeleid (LPB). Denk hierbij bijvoorbeeld aan een nulmeting van de leefstijlgewoonten en leefstijleffecten (o.a. fysieke klachten en stressgevoelens) van de oudere medewerkers. Die vullen daartoe een vragenlijst in, bv via internet. Dit kan gecombineerd worden met fysieke gezondheidsmetingen, zoals bloeddruk, cholesterol, glucose longinhoud en BMI.</p> <p>Daarnaast kan er gekeken worden naar:</p> <ul style="list-style-type: none"> <li>• Welk factoren, thuis en op de werkplek beïnvloeden hun gezondheid, positief of juist negatief?</li> <li>• Welke trends zijn er te ontdekken bij de faculteit?</li> <li>• Deze informatie komt uit de verzuimgegevens, medewerkers tevredenheidsonderzoek en ander uitgevoerde onderzoeken zoals RI&amp;E's.</li> </ul>	PM	Erasmus Vitaal en Health Check. Volgend jaar actie om (ook afhankelijk van wettelijke mogelijkheden) beleid verder uit te werken. Leef-tijdsgrens van 45 jaar is erg laag gesteld. Tijdens het Centennial jaar was er extra aandacht voor het vitaliteitsprogramma.
<b>Inkoopbeleid</b>	Er is een centraal inkoopbeleid voor de EUR. De eisen zoals een CE-merk, NEN/EN normen en overige specificaties worden structureel bij aanbestedingen in het programma van eisen als eis opgenomen. Hierdoor wordt gewaarborgd dat nieuw aangeschafte zaken aan de gestelde normen voldoen.	3		Continueer dit beleid.	PM	
<b>Noodvoorziening/ Bedrijfsnoodplan</b>						
<b>BHV -organisatie</b>	<p>In het Arbo-beleidsplan is de bedrijfshulpverleningsorganisatie beschreven. Het Hoofd BHV <b>Jelle Jager</b> is coördinator BHV. De taken van de coördinator BHV, hoofd BHV per hoofdlocatie en bedrijfshulpverlener zijn uitgewerkt. De BHV-organisatie is full-time operationeel.</p> <p>Er is zeer regelmatig overleg met brandweer en verzekering over de BHV.</p>	1		<p>Houd het BHV plan actueel.</p> <p>Complete borging van BHV beleid en procedures</p> <p>Werven nieuwe BHV-ers</p> <p>Opleiden nieuwe BHV-ers</p>	J. Jager	<p>Continue</p> <p>1/6/11</p> <p>Continue</p> <p>Continue</p>

Kolomaanduiding:

R= Risico

P= Prioritering

## Risico-Inventarisatie en –Evaluatie ESE

## Plan van Aanpak

Onderwerp	Constatering / Risico / Knelpunt	R	P	Advies / te nemen maatregel	Naam verantwoordelijke	Datum gereed
	<p>De BHV-ers krijgen elk jaar na- en bijscholing</p> <p>Er zijn ontruimers op elke etage.</p> <p>De jaarlijkse ontruimingsoefening was begin 2010. Daar werden ook de studenten in meegenomen. In principe is er 1x per jaar een ontruimingsoefening.</p> <p>De alarmering van de BHV-ers is bekend bij de medewerkers.</p>			<p>Maak een BHV en EHBO oefen- en opleidingschema voor 2018</p> <p>Voer het oefen- en opleidingschema uit</p> <p>Start met het maken van het oefenschema 2012</p> <p>Voortdurende afstemming over oefenen en wijzigingen op het gebied veiligheid met externe hulpverleners</p> <p>Herhaal elk jaar de ontruimingsoefening</p>		<p>Continue</p> <p>Continue</p> <p>Continue</p> <p>Als in planning</p>
<b>Noodvoorziening/ Bedrijfsnoodplan</b>						
<b>BHV op locatie</b>	<p>BHV is georganiseerd in de Calamiteiten Ordner van de EUR. Daarin is door middel van flow charts aangegeven hoe elke calamiteit ingeschaald dient te worden en welk team hierin een rol moet spelen. Er is een Calamiteiten Management Team, een Calamiteiten Team Medewerkers, een Calamiteiten Team Studenten en een Calamiteiten Team Fysiek. Afhankelijk van ernst en omvang van een calamiteit vindt opschaling plaats van het in te zetten Calamiteiten Team.</p> <p>Binnen de BHV is er sprake op dit moment van EHBO'ers (30), Ontruimingsmedewerkers (160) en BHV-ers. (40)</p> <p>Er is een centraal alarmnummer. Als dit gebeld wordt, wordt de benodigde actie ingezet en tevens wordt de calamiteit geregistreerd</p> <p>Ontruimingsmedewerkers zijn in alle gebouwen/ etages aanwezig.</p> <p>Er wordt op dit moment gewerkt aan een reorganisatie van de BHV binnen de EUR. De gebouwen zijn topografisch ingedeeld</p>	1		<p>Zorg ervoor dat de BHV-organisatie actueel blijft.</p> <p>Complete borging van calamiteiten organisatie</p> <p>Reviseren calamiteiten ordner</p> <p>Bestaande scenario's uitwerken en aanvullen; daarna gebruiken als filter voor procedures en als inspiratie voor het oefenschema</p> <p>Twee maal per jaar oefening van CMT, CTM, CTS en CTF</p> <p>Plan een maal per jaar oefening van de complete Calamiteiten Organisatie</p> <p>Oefen minimaal een maal per jaar met externe hulpverleners (GHOR, brandweer of politie)</p>	J. Jager	<p>In geval van incidenten verzorgt de BHV samen met de beveiligingsdienst voor een eerste respons. Daarom oefent de BHV-organisatie regelmatig.</p> <p>Afgelopen jaar hebben de BHV-ers 18 keer kunnen oefenen, bovendien hebben bijna alle gebouwen op de cam-</p>

Kolomaanduiding:

R= Risico

P= Prioritering

## Risiko-Inventarisatie en –Evaluatie ESE

## Plan van Aanpak

Onderwerp	Constatering / Risico / Knelpunt	R	P	Advies / te nemen maatregel	Naam verantwoordelijke	Datum gereed
	in 4 zones. Per zone zal er sprake zijn van 6 EHBO'ers en 6 BHV-ers, waarbij niet automatisch een EHBO gediplomeerde medewerker BHV-er wordt/ is. De EHBO-ers en BHV-ers worden voorzien van <b>portofoons</b> , waardoor bereikbaarheid en inzetbaarheid per zone goed is afgedekt					<p>pus een ontruimingsoefening gehad.</p> <p>De BHV-organisatie bestaat uit:</p> <p>40 BHV-ers</p> <p>30 EHBO-ers, waarvan 24 oproepbaar d.m.v. een portofoon</p> <p>120 Ontruimers-medewerkers</p> <p>De campus is verdeeld in 4 zones. Elke zone heeft ongeveer 6 BHV-ers en 6 EHBO-ers met een Portofoon. Zij zijn oproepbaar bij calamiteiten.</p> <p>Er is een nieuw BHV plan vanaf Mei 2017 nauwer samenwerkt met de brandweer.</p>

Kolomaanduiding:

R= Risico

P= Prioritering

## Risiko-Inventarisatie en –Evaluatie ESE

## Plan van Aanpak

Onderwerp	Constatering / Risico / Knelpunt	R	P	Advies / te nemen maatregel	Naam verantwoordelijke	Datum gereed
						De calamiteitenorganisatie is beschreven in de zogeheten calamiteitenordner, deze is bijgewerkt in september 2014. ESE maakt een aanvulling op deze ordner voor de interne calamiteitenorganisatie. In 2017 is de volgende oefening van de calamiteitenorganisatie gepland.
<b>Controle verbanddoos</b>	Tot nu toe wordt de inhoud van de verbandtrommels nog niet halfjaarlijks gecontroleerd. Het overzicht en de controle op dit onderwerp ontbreekt.	<b>3</b>		Voer een inventarisatie uit op alle locaties m.b.t. de aanwezigheid van verbanddozen. Laat vervolgens de inhoud van de verbanddozen op alle locaties periodiek controleren op de inhoud (compleetheid) en uiterste gebruiksdata van de diverse middelen.	PM	Alle EHBO-middelen zijn up to date, en worden centraal gecontroleerd door de BHV organisatie.
<b>Noodvoorziening/ Bedrijfsnoodplan</b>						
<b>Blusmiddelen</b>	Op de diverse etages zijn slanghaspels aanwezig. In de trappenhallen zijn poederblussers aanwezig. Door de brandweer zijn deze blusmiddelen goedgekeurd.	<b>3</b>		Het aantal en de soort blustoestellen is niet in de Arbo - wet geregeld. Bij de bepaling van het vereiste aantal blustoestellen wordt onderscheidt gemaakt tussen basisbeveiliging en aanvullende beveiliging. Het totaal aantal blustoestellen hangt af van het vloeroppervlak (m2) van de te beveiligen zone en de maximale loopafstand tot	PM	Dit advies is meegenomen en er wordt bekeken hoe dit vorm kan

Kolomaanduiding:

R= Risico

P= Prioritering

## Risico-Inventarisatie en –Evaluatie ESE

## Plan van Aanpak

Onderwerp	Constatering / Risico / Knelpunt	R	P	Advies / te nemen maatregel	Naam verantwoordelijke	Datum gereed
	<p>In alle ruimtes wordt gebruikt gemaakt van computers. Dit betekent dat bij het blussen met water er kans bestaat op elektrocutie of grote materiele schade omdat er een volledige stroomuitval is.</p> <p>De poederblussers zijn op erg grote afstand geplaatst (trappenhall) zodat snelle bereikbaarheid en adequate repressie moeilijk verloopt.</p> <p>NB</p> <p><i>Basiseenheid per 150 m<sup>2</sup></i></p> <p><input type="checkbox"/> 6 liter blustoestel met als blusstof water, water met additieven of schuim;</p> <p><input type="checkbox"/> 6 kilogram blustoestel met als blusstof BC- of ABC poeder.</p> <p><i>Basiseenheid per 200 m<sup>2</sup></i></p> <p><input type="checkbox"/> 9 liter blustoestel met als blusstof water, water met additieven of schuim;</p> <p><input type="checkbox"/> 9 kilogram blustoestel met als blusstof BC- of ABC-poeder.</p> <p>Als basiseenheid mag ook een toestel met grotere inhoud worden toegepast.</p> <p>Elke zone moet worden toegerust met een basiseenheid voor iedere 150 m<sup>2</sup> of 200 m<sup>2</sup> vloeroppervlakte of deel daarvan, met een minimum van twee blustoestellen per zone. De blustoestellen moeten op duidelijk zichtbare plaatsen worden geplaatst op ophangbeugels of statieven. De maximale hoogte van de bovenkant van het blustoestel tot de vloer is 1,5 m bij 4 kg (of liter) of minder, en 1 m vanaf 5 kg (of liter). De plaats van de toestellen moet zijn gemarkeerd met pictogrammen volgens de richtlijn 92/58/EEG."</p>			<p>het dichtstbijzijnde blustoestel. De beheerder van het gebouw handelt hierbij het Bouwbesluit 2003 en de NEN 4001.</p> <p>Plaats op meer strategische plaatsen CO<sub>2</sub> blussers.</p> <p>Wetgeving: "De zogenoemde kleine blusmiddelen moeten zijn afgestemd op de risico's. Ook moeten ze in voldoende mate aanwezig zijn. Het aantal en de soort zijn niet specifiek voorgeschreven in de wetgeving. Dit is overigens wel het geval voor slanghaspels, waaraan eisen waaraan in het Bouwbesluit bepaalde eisen worden gesteld.</p> <p>Voor kleine blusmiddelen is een projecteringsmethodiek ontwikkeld. Daarin wordt uitgegaan van basisbeveiliging en aanvullende beveiliging.</p> <p>In deze projecteringsmethodiek wordt uitgegaan van basisbeveiliging en aanvullende beveiliging.</p> <p>Het vereiste aantal blussers wordt bepaald per zone in het bedrijf. Een zone is een gedefinieerd gebied:</p> <p><input type="checkbox"/> waarin in hoofdzaak één belangrijke brandklasse relevant is;</p> <p><input type="checkbox"/> waarin eenzelfde soort activiteiten wordt uitgevoerd (fabriek, magazijn, opslag, kantoor);</p> <p><input type="checkbox"/> waarvan alle individuele ruimten met elkaar in verbinding staan.</p> <p>De zones komen meestal overeen met de brandcompartimenten van een gebouw. Een zone met een oppervlak van 30 m<sup>2</sup> of kleiner, kan worden beschouwd als een lokaal risico. Deuren in een zone kunnen de bereikbaarheid van middelen hinderen en het noodzakelijk maken om de gebieden aan weerszijden van de deur als aparte zone te definiëren.</p>		krijgen op de campus.
<b>Keuringen/ Machines/ Gereedschappen</b>						
<b>Keuring blusmiddelen</b>	Jaarlijks worden de blusmiddelen gekeurd door een externe firma.	<b>3</b>		Controleer de aanwezigheid van keuringsstickers op de blusmiddelen.	PM	Is gebeurd.

Kolomaanduiding:

R= Risico

P= Prioritering

## Risiko-Inventarisatie en –Evaluatie ESE

## Plan van Aanpak

Onderwerp	Constatering / Risico / Knelpunt	R	P	Advies / te nemen maatregel	Naam verantwoordelijke	Datum gereed
<b>Onderhoud / keuringen</b>	Er is een legionella-beheerplan geïmplementeerd	-			PM	
<b>Algemene voorzieningen</b>						
<b>Onderhoud</b>	Staat van onderhoud van het pand is over het algemeen goed.	<b>3</b>		Blijvend aandachtspunt.	PM	
<b>Toegankelijkheid</b>	De toegangsdeuren zijn voor minder validen vaak zwaar te openen. De liftknopjes zijn voor minder validen onbereikbaar tgv obstakels. Er is geen toegangssysteem zoals pasjes. Met name in de avonden kan iedereen naar binnen lopen. Medewerkers ervaren dit als beangstigend	<b>2</b>		Pas de toegankelijkheid van de deuren aan. Zorg dat de liftknopjes voor iedereen bereikbaar zijn.	PM	Er is een ITS-keuring geweest, de storingen uit de daaropvolgende rapportage zijn direct verholpen, vorige overige zaken is een actieplan opgesteld. In het project Veilige Campus wordt zonering van de campus en de bijbehorende beveiliging uitgewerkt.  Overige punten zijn continue aandachtspunten, of al gereed.
		<b>3</b>		Ontwerp/ implementeer een toegangssysteem.		
<b>Sanitair</b>	De sanitaire voorzieningen zijn op alle locaties in voldoende mate aanwezig en worden goed onderhouden.	<b>3</b>		Blijvend aandachtspunt	PM	
<b>Inrichting Arbeidsplaatsen</b>						

Kolomaanduiding:

R= Risico

P= Prioritering

## Risiko-Inventarisatie en –Evaluatie ESE

## Plan van Aanpak

Onderwerp	Constatering / Risico / Knelpunt	R	P	Advies / te nemen maatregel	Naam verantwoordelijke	Datum gereed
<b>Staat van onderhoud gebouw</b>	Staat van onderhoud van het pand is over het algemeen goed.	3		Blijvend aandachtspunt.	PM	
<b>Schoonmaak</b>	Schoonmaak is uitbesteed. Er hangen geen aftekenlijsten dat schoonmaak van toiletten gebeurd is.	3		In overleg met schoonmaakorganisatie dergelijke lijsten ophangen en aftekenen	PM	Is gebeurd
	Schoonmaak van kantoren is ook zonder staking onder de maat. Mn I&A komt bij het plaatsen van nieuwe computers in stofnesten terecht; ook anderen klagen over de schoonmaak.	2		Verhoog de kwaliteitseisen aan de schoonmaakdienst		
<b>Elektrische installatie</b>	Op sommige plaatsen hangen TL-bakken half uit het plafond	2		Repareer de TL-bakken.	PM	
<b>Elektrotechnische werkzaamheden</b>	Deze worden intern uitgevoerd	3		Blijvend aandachtspunt.	PM	
<b>Nooduitgangen</b>	Zijn aangewezen en functioneren	3		Blijvend aandachtspunt.	PM	
<b>Noodverlichting</b>	Is aanwezig en functioneert	3		Blijvend aandachtspunt.	PM	
<b>Vluchtwegen</b>	Vluchtwegen zijn vrij van obstakels	3		Blijvend aandachtspunt.	PM	
<b>Vloeren</b>	Met name de vloeren in de gangen kunnen glad zijn	3		Aandachtspunt bij onderhoud; plaats waarschuwbordjes na het dweilen van een vloer.	PM	
<b>Trappen</b>	Zijn goed en vrij van obstakels. De omroepinstallatie is er niet goed te horen.	3		Blijvend aandachtspunt.	PM	
<b>Klimaat</b>	Er worden klimaatproblemen ervaren: hitte/ koude/ tocht/ bedompt. Wordt gemeten door EFB, maar de communicatie hierover wordt als slecht ervaren	2		Maak de uitslagen van de diverse metingen bekend en pleeg overleg over de oplossingen die getroffen moeten worden	PM	Op H3 is gewerkt aan renovatie van het H-gebouw. Hierin wordt het klimaataspect uitdrukkelijk meegenomen. Bij de volledige renovatie van het H-gebouw zal dit probleem

Kolomaanduiding:

R= Risico

P= Prioritering

## Risico-Inventarisatie en –Evaluatie ESE

## Plan van Aanpak

Onderwerp	Constatering / Risico / Knelpunt	R	P	Advies / te nemen maatregel	Naam verantwoordelijke	Datum gereed
						naar verwachting opgelost zijn.
<b>Werk- en rusttijden</b>						
<b>Verlichting</b>	Verlichting is overal voldoende. Op sommige plaatsen hangen TL-balken half uit het plafond	2		Repareer dit	PM	Is gerepareerd.
<b>Zonwering</b>	De zonwering wordt individueel zowel als voldoende als onvoldoende ervaren;	3		Blijvend aandachtspunt.	PM	Op H3 is gewerkt aan renovatie van het H-gebouw. Hierin wordt het klimaataspect uitdrukkelijk meegenomen. Bij de volledige renovatie van het H-gebouw zal dit probleem naar verwachting opgelost zijn.
<b>Klimaat</b>						
<b>Ventilatie</b>	Op de secretariaten is sprake van grote temperatuurschommelingen. Mn na het weekend is het koud en dan duurt het meer dan een dag eer e.e.a. weer op temperatuur is. Hoewel klimaat beheersing een constant punt van aandacht is, wordt op individueel niveau veel geklaagd.	2		Probeer zoveel mogelijk in overleg met de medewerkers tegemoet te komen aan de wensen	PM	Op H3 is gewerkt aan renovatie van het H-gebouw. Hierin wordt het klimaataspect uitdrukkelijk meegenomen. Bij de volledige renovatie van het H-gebouw zal dit probleem naar verwachting opgelost zijn.

Kolomaanduiding:

R= Risico

P= Prioritering

Risico-Inventarisatie en –Evaluatie ESE

Plan van Aanpak

Onderwerp	Constatering / Risico / Knelpunt	R	P	Advies / te nemen maatregel	Naam verantwoordelijke	Datum gereed
<b>Temperatuur</b>	Op de secretariaten is sprake van grote temperatuurschommelingen. Mn na het weekend is het koud en dan duurt het meer dan een dag eer e.e.a. weer op temperatuur is.	2		Draag zorg voor een betere temperatuurregulatie in de hoofdgebouwen.	PM	Op H3 is gewerkt aan renovatie van het H-gebouw. Hierin wordt het klimaataspect uitdrukkelijk meegenomen. Bij de volledige renovatie van het H-gebouw zal dit probleem naar verwachting opgelost zijn.

Kolomaanduiding:

R= Risico

P= Prioritering

Decision number	Date	Document number (ese)	Decision
342-1	7/3/2017	35977	The Management Team adopts the proposition to use the present mandate forms (financial and organisational) for future use for all mandates to be made within ESE.
342-2	7/3/2017	35967	The revised RI&E ESE 2016/17 has been adopted. After some minor changes and additions to be made, and after translation into English, the revised version will be put on the agenda of the School Council in their meeting of 24 August 2017 for their approval.

Decision number	Date	Document number (ese)	Decision
343-1	8/21/2017	36191	The MT agrees with the nomination of the student members for the Programme Committee Economics and Business Economics for the academic year 2017-2018. The list of nominated students will be passed on the School Council for their approval (within 14 days after the letter of nomination).
343-2	8/21/2017	36152	The request of registration in the EUR register for post graduate education of 4 different post-graduate programmes as presented by EURAC BV have all been granted. The Executive Board EUR will be asked to take care of the actual registration. EURAC BV also proposed 5 changes of existing courses in the register. These changes have been granted as well and the Executive Board will be asked to give follow-up to this changes as well.

Decision number	Date	Document number (ese)	Decision
345-1	9/9/2017	35965	The Supervisory Board EUR has requested a more structural implementation of risk management at all different schools of EUR. After an introduction by the corporate controller EUR about this subject, the management team agrees with a pilot at ESE (and RSM). Risk management will be a.o. an item at the biennial meetings of each school with the executive board EUR (see also resolution 341-1).
345-2	9/9/2017	36183	Concerning ESE Annual Reports and ESE Key Figures, the management team adopts the following resolutions. ESE Marketing & Communication is asked to take care of the implementation: Per 1 November 2017, the part of the ESE website concerning annual reports will be dedicated to annual reports in general (Examination board, programme committees, etc) and not for ESE annual reports, as they are not available anymore since 2013. The website will be adapted accordingly (only English website); ESE Marketing and Communication will be asked to provide and publish an annual fact sheet (can be added to digital and/or paper version of yearly ESE Backbone); ESE Marketing and Communication will be asked to yearly update the ESE Key Figures as they are being published on the website.
345-3	9/9/2017	36219	The report 'The Tutor Academy; experiences in the first year' is adopted by the MT. The report will be sent to the School Council for their October meeting.
345-4	9/9/2017	36210	The MT agrees with the ESE Periodical Financial Report until August 2017 (progress report nr 3) as presented. The report, including the required tables, will be sent to the Executive Board shortly as requested.
346-1	9/18/2017	36155	After consulting the ESE directors in their meeting of September 11, the management team has adopted the update of ESE's strategy 2017-23: 'Erasmus School of Economics 2023, Your Gateway!'. The final version will be put on the agenda of School Council meeting.
347-1	9/25/2017	36212	<p>The ESE controller has carried out a screening of the situation of the power of authorization and mandates at ESE. As a few topics are not covered as they should, a few changes were proposed. These changes concern a change in the Management Instructions ESE and changes of procedures at ESE to either match the Management Instructions as they are, or changes in order to simplify procedures. All decisions were adopted by the Management Team:</p> <p>1) As the Head ESC, the Head of the Dean's office as a whole and the Director of the Tinbergen Institute are not designated as sub-administrators in the Management Instructions (Ch 12, Art 12) a letter of appointment is needed for all three of them as well as for their deputies in order to grant them sub-mandate. In case the Tinbergen Institute Director does not have an appointment at EUR, the executive board EUR has to be asked permission for this position of sub administrator (Ch 1, Art 9).</p> <p>2) The Head of the Dean's office as a whole will be added as sub-administrator in the next edition of the Management Instructions ESE.</p> <p>3) All sub-administrators can grant sub-mandates to other personnel in addition to their deputies. This has to be done in writing, a) by means of a notification for sub-mandates in systems as the ess-portal (even if they are temporary). b) by means of a special mandate form for sub-mandates (see also resolution 342-1 dated 3 July 2017).</p> <p>4) The obligations and expenses as are determined in the yearly budget are automatically endorsed as soon as the dean has given his approval (and with him the ESE School Council and the Executive Board EUR).</p> <p>All practical consequences of these different decisions will be taken care of by the ESE controller.</p>

347-2      9/25/2017      36212

The procedure concerning requests of opening vacancies submitted to the Management Team will be revised (for original procedure see resolution BT 220-03, dated 17 Feb 2014).

Among others:

All vacancies as mentioned in the budget will be recorded, but don't need to be requested again, unless they are not occupied within the budget year in question.

Requests for new PhD places not being mentioned in the budget need to be submitted before they are turned in to the VCW. For this the VCW procedure concerning PhD projects needs to be revised.

The total revision of the procedure is being specified in memo ese 36212 as being discussed in the MT of 25 Sept 2017. The result of the new procedure will be less requests for vacancies for the MT on one hand and on the other hand a better (yearly) recording of the vacancies.

All practical consequences of this decision will be taken care of by the ESE controller.

**Overzicht poststukken Erasmus School of Economics  
periode 01.08.2017 t/m 31.08.2017**

*Stuknummer:* ese0036166  
*Datum poststuk:* 08/08/2017  
*Ref/Kenm:*  
*Afzender:* koninklijke vereniging voor de staathuishoudkunde  
*Geadresseerde:* decaan ese  
*Inhoud:* dank voor bijdrage aan nederlandse economendag bij de nederlandse bank op 3 november a.s.  
*Actie medewerker:* decaan ese  
*Actie:* afh  
*Deadline:*

---

*Stuknummer:* ese0036191  
*Datum poststuk:* 17/08/2017  
*Ref/Kenm:*  
*Afzender:* chairman programme committee economics and business economics (j. delfgaauw)  
*Geadresseerde:* decaan ese  
*Inhoud:* nomination studentmembers programme committee economics & business economics 2017-2018  
*Actie medewerker:* secretariaat b&b ese  
*Actie:* afh  
*Deadline:*

---

*Stuknummer:* ese0036199  
*Datum poststuk:* 24/08/2017  
*Ref/Kenm:*  
*Afzender:*  
*Geadresseerde:* decaan ese  
*Inhoud:* privacy-bijeenkomst op 19.10.2017 ivm algemene verordening gegevensbescherming die per 25 mei 2018 in werking zal treden.  
*Actie medewerker:* bestuurs secretaris ese  
*Actie:* tk  
*Deadline:*

---

*Stuknummer:* ese0036200  
*Datum poststuk:* 28/08/2017  
*Ref/Kenm:*  
*Afzender:* student council ese  
*Geadresseerde:* decaan ese

**Inhoud:** student council of ese school council approves the nomination of the members of the programme committee economics & business economics  
**Actie medewerker:** secretariaat b&b ese  
**Actie:** afh  
**Deadline:**

---

**Stuknummer:** ese0036227  
**Datum poststuk:** 30/08/2017  
**Ref/Kenm:**  
**Afzender:**  
**Geadresseerde:** decaan ese  
**Inhoud:** nias - lorentz program - call for nominations for the distinguished lorentz fellowship & prize 2018-2019  
**Actie medewerker:** as de rijk  
**Actie:** afh  
**Deadline:** 15/10/2017

---

## Annual Report School Council 2016/2017

# Preface

It is my pleasure to present to you the annual report of the School Council of the Erasmus School of Economics (hereafter: ESE) for the academic year 2016/2017. The School Council represents the interests of student and employees of the ESE. For this purpose, the School Council meets regularly with the management team (hereafter: MT) of the School, who are expected to keep the Council informed about ongoing topics in the decision making. The dean is the head of the MT and the School; he is ultimately responsible for the School's policy. In doing this job, the dean is assisted by the vice dean, therefore they are both present at Council meetings to represent the School.

The Council consists of the Student Council (hereafter: SC) and the Personnel Council (hereafter: PC), both with their own rights and duties. The main difference is that the PC holds more rights when it comes down to organisational matters than the SC. The SC also attends discussions regarding organisational matters however; in order to stay informed on the latest developments and to potentially also provide input.

In the past year eight School Council meetings were held, in which constructive discussions took place about the management of the School. This report discusses these meetings one by one by giving a short summary of the contents of the discussions. The documents with extensive minutes of the meetings are publicly available and can be found on the website of the School.

I would like to thank everyone who has been involved with the School Council throughout the past year: together we have been able to have fruitful discussions about the School's bright future. After all these meetings, I cannot but conclude that the MT is doing an excellent job in governing the School. I hope that the School Council has been able to contribute to this performance in the past year, and that our successors will keep on doing so. Finally, I would like to thank Paula Endevelde, the secretary of participation, who enabled the members of the School Council to do their job in the best way possible.

Gaby Budel  
*Chair School Council 2016/2017*

### 135th ESE School Council (13th of October 2016)

- The School Council is opened by Mr. Harry Trienekens as temporary Chair. Mr. Gaby Budel is nominated by the SC to act as Chair. As there are no objections, Mr. Gaby Budel is appointed as Chair of the ESE School Council 2016/17.
- The SC elects Mr. Lemeng Li as their Chair. Mr. Harry Trienekens will continue to perform the duties of Chair of the PC.
- The Council approves the meeting dates for the academic year 2016/2017.
- The Council approves the year report of 2015/2016 written by former Chair Yrla van de Ven.
- The MT announces that adapting the CBBA criteria will take more time than expected, more information is expected in Spring 2017.
- The MT announces that the USC has added longer opening hours of the Polak and G-building to its budget proposal.
- The SC asks questions about improvement of the branding of the ESE (e.g., with merchandise), the MT suggests that the SC talks to the study associations of the ESE for cooperation.
- An update on the Quality Impetus project (the project that aims to spend the stimulation funds) shows that there has been good progress in the project. The right format and place in the curriculum for the Umbrella project and Skills has still not been found, especially related to the Bachelors in Economics. The idea is to find a place for the Umbrella project within the Skills curriculum, where knowledge of different subject areas can be integrated. The progress is monitored. The PC provides several suggestions for the Tutor Academy, an important part of the Quality Impetus project.
- The SC presents a list with topics that will have their attention throughout the year. The MT acknowledges the importance of the improvement of the thesis trajectory and asks for input of the students.
- After a request of the SC on information about the BKO policy plan, the MT explains that the ESE makes good progress on meeting the requirements.
- The School Council approves the proposal of the MT related to Tinbergen Institute to raise the institutional fee for the TI MPhil in Economics to € 15.000 for the academic year 2018/19.
- The SC asks whether the MT has followed up on the request of becoming a partner of the CFA institute, the MT will ask the finance department about his.

### 136th School Council (the 10th of November 2016)

- In response to a request of the SC, the programme committees advise not to increase the length of the internship in BSc-3. However, response of the Econometrics programme committee is still to be received.
- An evaluation of the new set-up of the Master Introduction days will be sent to the School Council.
- The MT presents the education statistics of 2015.
- The SC express concern about the imbalanced population of international student (e.g., Greek students represent 40% of the international students). The ESE has no policy on balance in the class room and does not want to discriminate on nationality. Yet, problems in the output and quality should be taken seriously and objective feedback can offer information for adapting admission criteria. The MT will conduct an analysis to see if there are groups among the international students who perform less good than is expected from them.
- The Master completion rates are an issue: 1-year completion: 20%, 2-year completion: 65%. The thesis appears to be the problem in many cases. A project group will have a closer look at improving the thesis process and the completing rates.

- The student associations are positive about cooperating with the school for merchandise, a special project group will be initiated for this.
- The SC has looked into opportunities for establishing more partnerships with universities in the UK and USA, but this appears to be difficult, as parity is needed.
- The MT will start giving regular updates on the renovation of the Tinbergen Building, as requested by the Council. The architect of the project will give a presentation during the ESE Christmas Drinks.
- The MT announces that they are looking for a Dean of Research on short notice. The Dean of Research will be accountable for research budget and can make proposals, just like the current vice dean does for education. ESE's MT will consist of a Dean, a Vice Dean of Education and a Vice Dean of Research.

#### 137th School Council (the 8th of December 2016)

- The SC will organize another edition of the ESE Drink in January and will introduce a new event, the University Innovation Challenge, later in the year. These events are meant for improving the bonding between ESE students.
- The first meeting for the merchandise project group is planned.
- All programme committees advise not to increase the length of the internship in BSc-3.
- The evaluation of the Master Introduction Days is sent to the School Council. The programme management would like to continue with the new set-up.
- The SC asks about the availability of statistical software required for the ESE programmes. The MT will look into the opportunities for acquiring software licenses for personal computers of students. The SC will discuss this topic further with a staff member of the ESE who controls the software licenses.
- Update Quality Impetus project: the Tutor Academy will systematically offer trainings to TA's and TA's will be evaluated regularly.
- The latest updates on the renovation of the Tinbergen building are shared with the Council. The PC will have a separate meeting with the head of the dean's office to discuss the plans in more detail.
- The MT announces that the ESE is planning to have its own diversity officer, in addition to the Chief Diversity Officer of the university.

#### 138th School Council (the 2nd of February 2017)

- The MT announces that the ESE scores high on the university wide employee survey.
- The MT announces that the (lengthy) registration process to become a partner of the CFA institute has been started.
- The MT asks the PC for input on their wishes for the temporary housing during the renovation period of the Tinbergen building.
- The project group that will look into the issues associated with the thesis trajectory has been started and it is chaired by Brigitte Hoogendoorn. The project group is called the Thesis Milestone project. The SC will take place in the project group to provide their input.
- The MT has been informed about the costs of acquiring software licenses. A meeting with Mathworks is scheduled to discuss a Matlab campus license.
- The merchandise project group will start with a pilot of a few small items, in collaboration with study associations EFR and Faector.
- The SC met with the students in the programme committees. They discussed an FAQ about Teaching and Exam Regulations (TER) made by the Econometrics programme committee, the workload for lecturers at the Economics of Taxation programme, and the diploma of the BSc<sup>2</sup> programme.

- The PC asks whether the plagiarism check procedure for the thesis could be improved in terms of speed. The MT will look into this.
- The PC raises the issue that the procedure of hiring temporary staff is unclear. This topic will be further discussed within the department of Econometrics (as they are facing temporary understaffing).

#### 139th School Council (the 30th of March 2017)

- The MT announces that data on ill performing international Master students have been collected and showed some evidence that ESE is not selecting the best students from the best universities. All international applications should be looked into more carefully. However, changing application criteria cannot be done during the application season. The Examination Board has been asked to investigate whether it would be possible to work with stricter criteria.
- The MT has decided -conform the proposal- to order EViews for all students who start the course Econometrics 1 (block 3, year 2) and are registered for the study Econometrics as well as to order the full Matlab campus license for students and personnel. The MT will evaluate this decision after one year.
- Abdurrahman Calkin, ESE student member of the University Council, has drafted a proposal to introduce weblectures for all lectures at Woudestein. The ESE has hosted a successful pilot with weblectures in the past. The MT proposes -as a next step- to make all plenary lectures of the first two years of the IBEB programme available online as long as the lecturer agrees. The School Council agrees with this proposal and the relevant programme committee will be asked for their opinions.
- The SC asked questions about relative grading in ESE seminars, the MT asks the SC to draft a memo about this matter for the next meeting.
- As programme committees become participation bodies in the academic year of 2017/2018, the PC would not like to see that the dean appoints the members of these committees. The MT proposes to give the School Council right of approval, this proposal will be discussed in the next meeting, after the Council discussed the matter in a separate meeting.
- The ESE appointed two diversity officers and members of the Council are asked to provide input on the diversity action plan. The School Council members have no comments and agree with the policy in the diversity action plan.

#### 140th School Council (the 18th of May 2017)

- The design phase of the first merchandise items is finished and the options for production are now being investigated.
- News on the partnership with the CFA institute is expected in the next academic year.
- Regarding the level of the international students, the MT explains that the Exam Committee does not want to discriminate based on nationality. The Students Administration Service is asked to collect more information on the relation of university of origin and performance at ESE. Furthermore, in the new TER the language requirements for admission into an ESE master will be much stricter.
- The MT announces that the moving out of the Tinbergen building for the renovation is a little delayed, it is now scheduled for May 2018.
- The SC has drafted a memo on relative grading in ESE seminars. The conclusion of the discussion is that the ESE has no rules that forbid relative grading and that it is unavoidable in most cases. The memo of the SC also mentions a case where relative grading is combined with peer review, which causes wrong incentives; the MT will ask the Exam Committee to look into this case.

- The relevant programme committee sent an answer regarding introduction of weblectures at the IBEB programme: the members of the committee advise negative. The MT will now look into introducing weblectures more gradually and making it part of a broader plan.
- The secretary of the participation bodies drafted a proposal to award all members of these bodies a certificate for their efforts from now on. The chair of the corresponding body will decide who has shown enough commitment to be awarded the certificate. The secretary will make sure that this norm is consistent among all bodies.
- The meeting on the composition of the programme committees has taken place and from this meeting a proposal for the composition process resulted. This proposal will be part of the new School Regulations that should be approved in the next meeting.
- The diversity action plan of the two diversity officers has been drafted, the opinion of the School Council is asked. The PC agrees that the best way to reach the goals is to move forward slowly. The Council agrees with the proposal.
- The PC mentions that with the current time schedule for the TER the programme committees cannot give their advice. The MT answers that they would like to stick to the current schedule and discuss the major changes with the programme committees as soon as possible.

#### 141st School Council (the 30th of June 2017)

- The MT informs the Council that the new Master programme Data Science and Business Analytics will start next academic year.
- Regarding the case of a seminar with relative grading combined with peer review, the Examination Boards has advised no to do this anymore.
- The MT informs that lecturer of statistics Michel van de Velden has put himself forward to investigate how he can implement weblectures for his statistics courses.
- The presence of student members in participation body meetings is a problem throughout the whole EUR. The Student Service Center advises a few measures that the bodies can take, involving registering attendance and spreading the payment of the grant more over the year.
- The School Council approves the TERs for the academic year 2017-2018, with one condition as requested by the PC: information on the evaluations of lecturers will not be anonymously anymore when they are sent to the participation bodies, therefore these bodies will handle the information confidentially.
- The School Council approves the revised School Regulations.
- Brigitte Hoogendoorn attended the meeting to present the resulting report of the thesis milestone project group. The problems of the thesis trajectory have been identified and several solutions are proposed. Taking into account remarks of staff members, the programme committees, and the School Council, a plan will be drafted on how to implement these changes. This plan will be proposed to the School Council for approval when ready.

#### 142nd School Council (the 24th of August 2017)

- Ata Choudhry informed the School Council that he stepped down from his position in the SC.
- The MT informs the School Council that preliminary Binding Study Advice figures show that the success rates for the first year Econometrics students in 2016-2017 improved from 49 to 63%. It may be the result of redesigning the first year BSc of Econometrics.
- The PC requested whether there is anti-virus software available for staff and students to be used at home, staff member Reino de Boer declares that this is not the case. Reino de

Boer claims that the school's IT security officer drafted an advice about free anti-virus software that can be used instead, the PC asks whether this advice can be shared with the entire ESE community; Reino de Boer will share the advice.

- The School Council approves the headlines of the ESE budget for 2018.

## Explanation / summary sitevisit Institutional Audit Quality Assurance

Every six years the Accreditation Organisation of the Netherlands and Flanders (NVAO) determines whether the institution's internal quality assurance system, in interconnection with its quality culture, safeguards the realisation of its individual vision of good education.

The NVAO also reviews the quality assurance on faculty level, by interviews and so-called "audit trails", on issues like quality assurance, studying with a disability, examination etc. Erasmus University will provide a self-assessment report, based on four standards as prescribed by the NVAO (Vision and policy, Implementation, Evaluation and monitoring and Focus on development).

The institutional audit for Erasmus University will take place the coming academic year and consists of multiple visits by an NVAO audit panel. On November 30 and December 1, the first site visit will take place. Based on this site visit, the panel determines which trails are chosen (and which faculties), followed by the second site visit on 17, 18 and 19 January 2018.

The audit panel wants to speak with different people, therefore each faculty has to provide a list of participants for these meetings. Based on this list, panels will be assembled after selection of participants by the deans and the Executive Board.