

Erasmus School of Economics School Council 130

Date: Thursday 31 March 2016 at 10.00

Location: H10-31

Draft Agenda

1. Welcome by the Chairman and adoption of the agenda
2. Announcements
3. Minutes of the 130th School Council (text) ./.
4. Follow up issues of the 130th School Council

EDUCATIONAL MATTERS

5. Implementation Stimulation Funds ./.
6. Report Educational Renewal ./.
7. Questions Student Council: *(discussion)*
 - Admission B2 & B3 courses only after positive BSA
 - Promotion ESE Masters
 - Representation of BS2 students
 - Update social event ESE community
 - Update opening hours workplaces Polak and G-building
 - Update webcasts possibilities

ORGANISATIONAL MATTERS

8. Participation in decision-making *(approval)* ./.

HRM

9. Adaption of CBBA criteria *(approval Personnel Council)* ./.

ORGANISATIONAL MATTERS

10. Decisions Management Team January – February 2016 *(information)* ./.
11. Mailing lists Management Team January – February 2016 *(information)* ./.
12. Time schedule school council Students elections 2016-2017 *(information)* ./.
13. Questions Minutes School Council 130
14. Any other business
15. Closing

Minutes of the 130th School Council (FR) meeting
Erasmus School of Economics – Erasmus University Rotterdam

Thursday 4 February 2016, 10.00-12.00, room H10-31.

Present:

Student Council: Yrla van de Ven (YV), Mante Abaraviciute (MA), Frank van Alphen (FvA), , Alicia Curth (AC), Isabel Hermann (IH), Ish Ramautarsing (IR)
Personnel Council: Harry Trienekens (HT/vice-chair), Teresa Marreiros Bago d’Uva (TMBdU), Vladimir Karamychev (VK), Rommert Dekker (RD), Marc Gabarro Bonnet (MGB), Milky Viola Gonzales (MVG)
Other participants: Dean Philip Hans Franses (PHF), Deputy Dean Ivo Arnold (IA), Head Dean’s Office Margaretha Buurman (MB)
Chair: Yrla van de Ven (YV)
Secretary: Nine van Gent (NvG), Yorrick Fabrie (Minutes)
Other: Luc Oudenes (Faector)

Not present: Brenno Baas (BB, ill)

1. Opening

YV opens the meeting at 10.00 a.m. The agenda is approved.

2. Announcements

There are no announcements.

3. Minutes of the 129th School Council (text)

The minutes of School Council 129 were approved without any comments.

4. Follow up issues of the 129th School Council

- Point 1 Tutorials: the report of the project group is still in process. **IA** proposes to discuss this next meeting when the report is finished.
- Point 2 Bonding ESE Students: **MA** gives an update about this matter. There are no concrete plans yet but there are some ideas like organizing a drink. However, to arrange that, the Student Council has to communicate with the study associations first.

5. Questions Student Council

- Webcasts: status quo and extension
On question of **MA**, **IA** informs that the webcasts, recording lectures and its possible extension is also covered in the report regarding the educational renewal and one of the recommendations is indeed to expand. To make this possible, hiring extra support staff is considered. **IA** proposes to discuss this further next meeting, when the report is finished and everyone has read it.
- Student representatives
To further improve educational quality, the Student Council proposes to implement a system of student representatives during courses. This way, problems can be fixed while the course is still ongoing, instead of just making alterations between academic years. At RSM this is already applied and there are two representatives per course who evaluate and meet with the professors to give them feedback. The system RSM uses might not be suitable for ESE, but it’s suggested to have at least someone elected to meet with the professor during the block (for example in the third week) to give feedback. **IA** supports this proposal, however this belongs to the authority of the educational committees. **IA** will send them this proposal for discussion, to work out the further details and to look at how it can be facilitated. The School Council should stay involved as well.

YV suggests that the student representatives not just meet with professors during the course, but also with the programme managers after the course, to maximize the educational quality.

TMBdU mentions that using Shakespeak for giving feedback during the lectures is not really comfortable for the professors because the results are shown on the screen in the front of the classroom. The Student Council informs that using Shakespeak doesn't necessarily during the lectures. An internet link where the students can fill in their feedback is enough and this feedback doesn't have to be shown in front of the classroom.

6. Budget pre-meeting

- The outcome of the meeting with members of the School Council about the budget, is that the underlying figures that are mentioned in the document will be distributed as well. In the spring there will be a pre-meeting regarding the budget 2017. Reino de Boer, MB, NvG and some delegates of the School Council will participate and a date will be set. The figures of last year will be sent in the near future.
- The Student Council informs about an update of the stimulation funds. Currently, the implementation plan is drafted, as well as looking at the funds that can be spend immediately by for example hiring people. This, however, costs time. Next meeting an update will be given.

7. IPRC Report

- **PHF** had hoped for a more distinctive report. ESE scored, as all participating schools, 'very good' on quality. ESE scored 'very good' on viability as well and a 'good' on relevance to society. Since the report doesn't explain the scores thoroughly, it's not quite clear why this score is lower. One of the reason can be that, contrary to other schools, most of our valorization and consultation is put in the School's private companies (BV's). The recommendations of IPRC received seven years ago, have been implemented however, this didn't result in higher scores on viability and societal relevance. Quality is considered to be the most important score
- The IPRC report suggests a merge with RSM, but that is not up for discussion. More coordination can be advisable, as for instance is already going on with the ERIM job interviews for both ESE and RSM students. More equal salaries at both schools can also be considered.
- The IPRC mentions that too much of our own PhD's are hired. **MB** adds that the new labour agreement, that will take effect as of July 2016, will make it much harder to hire own PhD-students as assistant professors. Between a PhD and Tenure Track position a non-EUR employment break of at least six months and one day is needed. Unemployment is an option but a visit at an American top university is preferred. This also is in line with the plans to allocate budget to different programs for sending people abroad to the top US universities and other schools higher ranked than ESE. To achieve this, it's important to create partner network and research office is working on this.
- **RD** asked ERIM for scores of our own students and of students abroad related to GRE/GMAT but hasn't received them, **PHF** will ask again. There are also statistics available about the quality of PhD-theses and the quality of published articles and these are in favour of our own students. **RD** suggests that the staff reports show both the numbers as well as the quality of the PhD papers and its impact. **MB** will look into this and at the CBBA criteria again.
- This report will not result in any less funding because our funding is based on the number of students and not on this report.
- Research office is coordinating and preparing a reaction to the report.

8. Adaption of CBBA criteria (labour agreement related)

The personnel section agrees in general with the suggested adaptations. **RD** sees an underrepresentation of women in this faculty and wonders if the CBBA should have more women (with voting rights) and if it's analyzed why women drop out of the tenure track. HR analyzes the exit interviews. There are multiple factors that influence the progress and dropout-rate of women in the tenure track, as are:

- Childbirth can slow women down in the tenure track. There for it's now proposed that in the tenure track, the pregnancy leave of 4 months plus an additional 8 months for each child will be taken into account. The tenure track can be stretched out over a maximum of 10 years.

- It seems some women feel an internal competition in the promotion programme. This however, should be not the case since there is no formal limit on the number of professors at ESE. So if one meets the criteria, one can be promoted. On suggestion of **MGB** there will be a closer look why women feel the competitiveness of their direct environment.
- There is an external competition to have papers published and this can be stressful in both achieving tenure track as psychologically. **RD** says that it's important to know the deciding factors for journals/editors to publish an article or not. **PHF** adds that sending more people abroad, would help to learn about this.
- There is no solid research yet to know if teaching is valued less for female teachers than for male. This should have a further look.

VK wonders if for example incentives to write or stimulate co-written papers, can be helpful to create more gender balance. This can be further investigated.

The changes made in the CBBA criteria have not been translated into English yet. However, this will be done and the criteria will be sent to the Personnel Section for approval by e-mail

9. Decisions Management Team November – December 2015

- The students council supports the top lecturer award.
- The Erasmus Trust Fund is achieving serious fundraising. The deans of the EUR Schools are discussing the themes the fundraising can be spend on, this has yet to be decided. The three most important ones are *Health and Wealth, Inclusive Growth and Prosperity, and Health and Smart Cities*. The port is also involved.

10. Mailing lists Management Team November – December 2015

There are no comments.

11. Time schedule school council Students elections 2016-2017

- **FvA** brings up that last year the application deadline for the university council was suddenly extended, but that it was unclear on the website if this extension was for the application deadline for the university council or for the school council. He asks for clearer communication and this will be done. Besides, new election rules state that elections can be extended for 5 days.
- **YV** mentions that the timing of the elections is really inconvenient for ESE. The elections will be held during exams and holidays. It will be hard to get people to vote during this time. Furthermore, she also proposes to promote the election for the school council on Facebook, in the ESE newsletter and during lectures.

12. Questions Minutes School Council 129

There are no questions.

13. Any other business

- Seminars: to be able to join a seminar in bachelor-3, one needs to have earned all the credits from the first two years. Students who are in their third year but still have to get the credits from the third block of the second year, have a problem with getting into the seminars and are rejected by the examination committee, probably because the grades are not available before registration. The examination committee will be asked how they address this matter. This problem should be solved by next academic year, either by clearly communicating to the students they really have to pass their courses or by looking into options for dispensation when this problem occurs.
- Online open course: the econometrics MOOC is blooming. There are about 18000 participants from around the world already following the course and every week 1000 more join. 100 people already got their certificates.
- Opening times buildings: better opening times for the buildings on campus, especially around Christmas and in the weekends, are desirable. The students approve of this. Of course this will use extra energy but it will be very helpful for students preparing the exams. If stretched opening times can be arranged, it will still be compulsory to take days off around Christmas.

14. Closing

YV closes the meeting at 11.36 a.m.

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Action items FR / School Council meeting 130

Action item	Agenda item	Action	Who	When
1.	Tutorials and webcasts	Report project group	IA	Budget 2017
2.	Bonding ESE students	ideas	Students council	Winter 2016
3.	Student representative	Propose to educational committees	IA	FR 131
4.	Figures budget 2016	Send to council	MB	FR131
5.	Stimulation funds	update	IA	FR 131
6.	Tenure track	- further adjustments CBBA criteria - is there internal competitiveness felt? - student evaluations differ for male/female teachers?	MB	Spring 2016
7.	CBBA criteria	English text to personnel section	MB, NvG	FR 131
8.	Promotion students election	Facebook, newsletter, sin-online	Students council NvG	FR 131
9.	Credits B2 related to registration seminars B3	Examination board	IA	FR 131

Educational Renewal

Final Report January 2016



Authors: Josse Delfgaauw, Hrisyana Doytchinova, Wilco van den Heuvel, Brigitte Hoogendoorn, Ronald Huisman, Yuri Peers, and Dana Sisak

Summary

This is the final report of ESE's work group on educational renewal (April 2015 – January 2016). The initial assignment for the work group was to provide recommendations for (1) the possibilities of applying IT means to improve the quality of ESE's education and (2) the quality improvement of our Ba1 and Ba2 tutorials. The primary aim of these recommendations is the improvement of the quality of education with the constraint to adhere to the existing education budget. In November 2015, it became clear that through the Stimulation Funds additional budget would be available from 2016 onwards. With this in mind, our recommendations were formulated as three proposals. These three proposals are the core of this report. The first proposal ('Innovation Hub') addresses the first part of the work group's assignment. The other two proposals ('Tutor Academy' and 'Umbrella Project') address the second part of our assignment.

Our mode of operations consisted of seven project group meetings between April 31, 2015 and January 18, 2016. In between these meetings, smaller teams of group members worked on particular activities that were subsequently shared and discussed during group meetings or by email. Input for our discussions consisted of existing documentation (e.g. ESE surveys, pilot evaluations), literature, and additional information collected by project group members (e.g. invited guests, discussions with stakeholders). The three proposals are described below:

Innovation Hub. The ESE Teaching Innovation Hub consists of a support team (i.e. IT consultant/coordinator, didactical expert and faculty member) and a website and aims to support faculty in making knowledge about educational innovations easily accessible, facilitate exchange of experiences, and provide technical and didactical expertise.

Our philosophy behind the Innovation Hub is important to mention here. We believe that experimentation with new didactical approaches and means is relevant, timely and necessary for continuous improvement of our programs and to meet student expectations. Typical innovations include blended learning, online learning, webcasts, and gamification. However, evidence on the effectiveness of these innovations is scarce. The available evidence shows limited effects on learning outcomes, while the external validity is unclear. Furthermore, additional institutional challenges are abundant. Therefore, we recommend caution in adopting innovations for the sake of being 'modern' and raising inflated expectations. We are in favour of careful, clever and preferably evidence-based adoption of (IT) innovations taking school readiness in terms of support, knowledge, acceptance and motivation of our support staff and faculty into account. Additionally, and in line with the 'Strategic Agenda for Higher Education' of the Ministry OCW, we recommend to evaluate and research the effects of our innovations so we are able to adapt our approach when necessary and justify our choices. Therefore, the idea behind the Innovation Hub is to facilitate faculty in improving their courses and introducing innovative elements without any formal policy to force innovations. We perceive this as a necessary condition for the adoption of innovative and well thought through (blended) course designs. We consider this a first essential step in a long-term process from awareness and exploration towards an evidence-based formal and integrated school strategy for blended approaches to learning.

Tutor Academy. Most of the Ba1 and Ba2 tutorial teachers are students or PhD-students. Overall, lecturers, students as well as these tutors are satisfied with current tutorials. However, there are concerns about heterogeneity in tutor quality and tutor guidance. The aim of the Tutor Academy is to improve the quality of small-scale teaching at ESE by professionalizing the selection, training, guidance and coordination of tutors. This aim is realized by facilitating the recruitment of tutors for the different courses, hiring five experienced and graduated teachers, improving the training and guidance of tutors and facilitating communication and involvement between tutors, lecturers and students by means of a digital platform.

Umbrella Project. The Ba1 and Ba2 curriculum contains a broad and diverse set of subjects. This is valuable, but the connection between the subjects could be made more visible. Furthermore, skills used in a subset of subjects may depreciate during periods where other subjects are taught. Therefore, we propose the Umbrella Project. This is a mandatory part of the bachelor curriculum and consists of students working on a relevant, current and predetermined economic research question in small groups across courses during the entire year. It aims to integrate, repeat and apply key elements of the courses in the first year program. This increases the quality of the Bachelor curriculum at ESE by providing an additional way of mastering key economic skills and insights. Furthermore, we believe, that being able to apply their knowledge to current issues in an early stage will be stimulating for students' motivation, involvement and understanding.

1. Introduction

With pleasure we present the final report of the work group on educational renewal. This report summarizes our assignment, describes our plan of approach, provides an overview of the current situation and potential solutions, and finally offers our recommendations.

The work group was installed in April 2015 and consisted of a well-balanced mix of members in terms of academic staff, levels of seniority, representatives from the student population and departments.

Member project group	
Mark van Leeuwen	Student Mr Drs program, (former) member faculty council
Hrisyana Doytchinova	Student Econometrics and experienced tutor
Dr. Wilco van den Heuvel	Associate Prof. Dept. Econometrics
Dr. Dana Sisak	Assistant Prof. Dept. Economics
Dr. Ronald Huisman	Associate Prof. Dept of Business Economics / Finance
Dr. Yuri Peers	Assistant Prof. Dept of Business Economics / Marketing
Dr. Josse Delfgaauw	Associate Prof. Dept. Economics
Dr. Brigitte Hoogendoorn	Assistant Prof. Dept. Applied Economics (<i>chair workgroup</i>)

1.1. Assignment

The project group was asked to provide recommendations on possible educational reforms to be implemented in the initial Bachelor and Master of our school. In particular, the project group was asked to (1) explore the possibilities of applying IT means to improve the quality of ESE's education and (2) to improve the quality of our Ba1 and Ba2 tutorials. Both these focal points resulted from different inducements being, the strategic agenda EUR (2014-2018) and requests from the student population and the Faculty Council, respectively. Both focal points required a different plan of approach and hence are described as two separate parts in this final report with specific recommendations for each. The primary aim of these recommendations is the improvement of the quality of education with the constraint to adhere to the existing education budget. Where possible, efficiency improvements are desirable but not considered a primary aim of our assignment. The project was set for the period of April 1 to December 1, 2015. See appendix A for the full assignment description (in Dutch).

In November 2015, our assignment was altered with respect to the within budget constraint due to a request from the Executive Board of the University to hand in proposals for the use of Stimulation Funds ('studievoorschotmiddelen') that will be available for our school from 2016 onwards. Our project group handed in three proposals building on the preparatory work we had been doing so far. These proposals are considered an integral part of this final report. They are included as Appendix B (Tutor Academy), C (Teaching Innovation Hub) and D (Umbrella Project). As a result of altering our assignment, we finalize our work only in January 2016 instead of December 2015.

1.2. Plan of approach

As described above, our assignment consisted of two focal points that required a different plan of approach. However, a similar basic structure was followed in both cases consisting of an *exploration phase* describing the current situation, a *diverging phase* generating ideas and potential solutions, and

a *converging phase* reducing the number of potential solutions to those that we perceived as most feasible and desirable within the context of our school resulting in recommendations. Although, for both the applying of IT and the improvement of tutorials we followed the same activities, each had different results, hence we describe each of them in more detail below.

Our mode of operations consisted of seven project group meetings between April 31, 2015 and January 18, 2016. In between these meetings, smaller teams of group members worked on particular activities that were subsequently shared and discussed during group meetings or by email. All in all, this mode of cooperation was perceived as efficient and pragmatic.

What are the possibilities of applying IT in education?

This part of our assignment is a response to the strategic agenda EUR (2014-2018) in the area of applying IT in education with a particular interest in flipping the classroom. The *exploration phase* consisted of a scan of the global trends and challenges based on existing literature and international and national reports, a presentation by Kris Stabel from Risbo, and insights from Dennis Buitendijk (former student Delft University and currently a master student in econometrics) who shared his experiences in Delft. Additionally, we made a brief inventory of what is currently happening on campus and within our own school. Before continued with the *converging phase*, we realized that the possibilities are endless, evidence for improvements in performance and student satisfaction is weak, and the willingness to adopt these means differs across faculty members for various reasons. Hence, we realized that providing recommendations for a common -approach regarding the use of IT means such as a flipped classroom or new didactical principles in ESE's education would not be feasible nor desirable for the short or medium term. We decided instead to focus on how to facilitate the adoption of and experimentation with IT means and related course redesign by our faculty in order to create a culture for educational excellence characterized by continuous amelioration including the use of timely and appropriate didactical models and means. As a result, the *diverging* and *converging phases* were devoted to these facilitating processes and subsequently described as the 'Teaching Innovation Hub' (see appendix C).

How to improve the quality of our Ba1 and Ba2 tutorials?

This focal point is a response to complaints from the student population and discussions in Faculty Council meetings indicating that the quality of the tutorials in Ba1 and Ba2 offer room for improvement. Additionally, a particular interest was expressed to explore possibilities for differentiation among students and deepening knowledge students acquire during tutorials. During the *exploration phase*, a problem analysis was conducted consisting of analysing available documentation on the topic, gathering additional information where deemed necessary, and making a description of the current situation. In,-addition to the Survey Tutorials 2014 conducted by Education Management, we made a more detailed inventory of the tutorials in Ba1 and Ba2 and organized a session with a number of tutors to discuss their point of view on the quality of the tutorials. During the *diverging phase* a number of points for improvement were generated based on brainstorming. In the final *diverging phase*, our recommendations cumulated into one of the Stimulation Funds proposals namely the 'Tutor Academy' (see appendix B).

In December and January we organised a meeting devoted to the possibilities of differentiation and deepening knowledge during tutorials, which is not covered by the 'Tutor Academy'.

2. Applying IT in education

2.1. Global trends and developments in higher education

This subsection is a compilation of the following articles and reports: Barber et al. (2013), Oblinger (2012), VSNU (2015), and a presentation by Kris Stabel (Risbo).

"The forces of globalisation and technology, the complex and challenging circumstances of the transformed global economy and the simple but inexorable calculation for individuals of cost and benefit suggest that, while we may not know exactly when it will happen, in Norman Davies' terms, 'something is coming'. The question is, what?"

Barber, Donnelly & Rizvi (2013, p.21)

Changing demographics, increasing diversity, more complex societies, technological innovations, and increasing competition challenge the current paradigm in higher education. Higher education is affected by these challenges with an impact on labour market requirements, new market entrants, and mode of delivery.

Professional practice is changing and innovating rapidly, more so than institutions in higher education can respond. Graduates entering the labour market in the information age with a fast-paced global economy are increasingly required to possess broad skills and a rigorous academic content. Skills are required that emphasise the ability to apply knowledge to real-world circumstances and to solve novel problems (Martinez and McGrath 2014). Emphasis on so-called 21st century skills are repeatedly mentioned referring to a combination of skills such as analytic reasoning, learning how to learn, critical thinking/problem solving, collaboration, and effective written and oral communication. Changing labour market requirements means reconsidering the content of education and changing patterns of demand for education since people are increasingly required to continuously update their knowledge and skills.

An increasing competition can be witnessed with new players offering higher education in a more flexible, cheaper, and accessible manner. Examples are providers of free online courses (MOOCs) such as Coursera and Udacity and new entrants offering quality content at low costs by pairing free on-line courses and public research infrastructure with a face-to-face component. Increased competition requires reconsidering added value and distinctiveness of current institutions such as ours.

Finally, and most central to our assignment, are the challenges related to the mode of delivery of education. Widespread innovations in communication technologies and social media not only changed current generations of students that have been online since birth (demand side), it also resulted in content being freely and instantly available (supply side). These developments require reconsidering didactical models and formative experiences such as blended learning (i.e. combinations of online and face-to-face learning) with flipping the classroom being one particular form of blended learning (i.e. use of digital preparation to make more time available for high quality interaction during lectures).

2.2. Developments at EUR

Strategic Agenda EUR: Impact & Relevance (2014-2018)

The strategic agenda of the EUR explicitly states that the EUR will focus more on the use of IT in the primary process. Activities are bundled under the label 'Digital =Normal' (D=N). More specifically, IT will be deployed to areas of post-initial education, Open Online Courses and online learning as a means

to improve study success. Our assignment relates to the online component of the EUR's strategic agenda.

EUR chooses a model of blended learning with the core of the education programmes being face-to-face and campus-based. Online education will complement face-to-face learning to support the quality of active learning. Means are available to launch and test pilots in online learning and digital examination.

For the assignment of our work group, we explicitly did not include the development of Open Online Courses as, in line with the EUR strategy, pilots in this area are seen as 'EUR show cases' in the most profiled research areas of EUR such as the recently launched first ESE MOOC in Econometrics. These show cases are not directly addressing our current educational programs. In addition, IT in post-initial education is also not included in this report although we realize that moving towards a blended learning approach with an increasing availability of online learning material will allow opportunities in post-initial education such as distance learning programs to eliminate place and time-dependent deficiencies and create new inflow of students.

Current pilots and initiatives on campus

No single policy is available at EUR level concerning IT in the primary process apart from the intention of blended learning approach as core of our programmes. However, what blended learning in the context of EUR exactly means is unclear and seems to refer to including a wide range of online elements in teaching. This also holds for the various faculties that are independently from each other taking initiatives. Nevertheless, two EUR tender rounds for online education have resulted in a number of interesting initiatives of which our own Econometrics MOOC is just one example. Other examples include: (1) the ESL Legal Battle, an app that students can download and use to test their legal knowledge. The analytics of the app allow lecturers to analyse those parts of the material that students do not seem to master yet and adapt the content of the lectures accordingly; (2) Flexible online exercise modules for microeconomics and statistics at FSW. Virtual patient casus at Erasmus MC. (For an overview of the numerous projects that have applied for funds in the tender online education Appendix E.)

It seems fair to conclude that blended learning at EUR is still in an early stage of adoption with, next to these tender rounds that serve to stimulate new initiatives, knowledge dissemination (i.e. stimulate spill-overs across faculties) and creating a knowledge base are part of D=N under the heading of Online Learning.

2.3. Current situation at ESE

At ESE several initiatives are currently taking place. However, these initiatives tend to be the result of individuals or teams of faculty intrinsically motivated to improve their courses to the best of their knowledge and within current budget. Two exceptions are worthwhile mentioning in this respect. First the initiative of the Econometrics Department that launched a first MOOC in November 2015. This initiative was one of the EUR pilots and financed accordingly. Although the MOOC is a project to be proud of (typical show case) it is not developed as part of the initial Ba and Ma phase of the Econometrics program and serves a different purpose. Second, a team of faculty members at the Department of Business Economics is currently redesigning the Ba1 Marketing course towards a flipped classroom design (Yuri Peers and Vijay Hariharan). Rationale for doing so is the observation

that the attendance at large-scale lectures is decreasing. This holds for large-scale lectures in general but in particular for this Ba1 course. These projects involve substantial efforts and, but are exceptions in this respect. We expect that they will serve as valuable learning experiences for future projects.

Most initiatives taking place are of a smaller scale, involve applying IT to activate students and do not concern a course redesign. What these initiatives also share is their experimental character without a formal policy being in place (akin to other faculties on campus). One example is the use of Shakespeak, a tool that allows lecturers to make students vote and ask questions using their mobile phones during class aiming to activate students and increase interaction. Although a number of similar tools exist and will be used in our school, Shakespeak is currently used by an increasing number of lectures partly due to word of mouth, available licences and support offered at school level. While Shakespeak is not a tool that will significantly affect learning outcomes, we see the process of adoption as exemplary for the fruitful approach to IT-adoption: facilitating individual lectures to try out new tools, and using these experiences to convince more lecturers to consider adoption.

Other ESE examples are: (1) the use of webcasts by Albert Wagelmans in various courses; (2) flipping the class room experiments by Ronald Huisman for Finance 2; (3) Use of Autolab for Programming, a tool that automatically corrects programming assignments (Paul Bouman and Gert-Jan van den Burg); (4) creation of knowledge clips by Peter Kavelaars for courses in fiscal economics; (5) the use of online weekly tests in Microeconomics (Benoit Crutzen, Jurjen Kamphorst and Otto Swank); and (6) recording lectures for Finance 2 (Ronald Huisman)¹.

2.4. IT possibilities in education

Blended learning, flipping the classroom, and tools for active learning

A single definition of what *blended learning* entails is not available although intuitively it refers to adding online components to traditional face-to-face classroom models (Cosgrove and Olitsky 2015). If we consider course-delivery modalities as a spectrum ranging from traditional face-to-face classroom based delivery to completely online educations (such as our Econometrics Mooc), blended learning can be positioned somewhere in between (Graham et al. 2013). It does not entail simply adding technology to the classroom or supplementing a Mooc with optional meetings. As such, using Shakespeak in class or providing course material via SIN-online is not considered blended learning. A definition of blended learning as applied by Cosgrove and Olitsky (2015) is formulated as: “a blended course is one for which a “substantial proportion of the content is delivered online, typically uses online discussions, and typically has some face-to-face meetings (Allen, Seaman, and Garrett 2007, p. 6)”. Since face-to-face classroom instructions are replaced by online instructions, transforming courses to a blended learning approach requires substantial course redesign. This redesign includes reconsidering the added value of each course modality and how they relate to each other. The actual proportions of online elements versus face-to-face elements are subject to debate and are sometimes part of a formal strategy of higher education institutions.

Blended learning and *flipping the classroom* are not synonym. Flipping the classroom is a typical example or type of a blended learning. A flipped approach entails reversing the traditional educational

¹ This list is not complete. There will certainly be other initiatives we are not aware of. Collecting and showcasing these innovation is part of the Innovation Hub aiming to stimulate in-house knowledge dissemination.

delivery mode by delivering instructional content online and outside the classroom, and allows for high quality interaction in the classroom with the guidance of an instructor (Lakmal and Dawson 2015). The use of digital preparation such as watching online lectures, collaboration in online discussions, or carrying out research at home makes more time available for quality face-to-face meetings.

Yet another element of applying IT in education is the use of (digital) *tools for active learning*. One of the goals of education and teaching is to actively engage students with the teaching material and tasks at hand. One way of doing this is by means of active learning, which refers to engaging students with the material, to participate in the class, and collaborate with each other. By doing so students are expected to invest more time and effort, they will be better motivated to participate resulting in increased performance. Traditional active learning techniques that are part of a teacher's didactical toolkit concern ice breakers, asking questions in class, pairing students to have short questions and answer sessions (think/pair/share), using case studies. Recently a host of digital tools are available for teachers that offer new opportunities for example for large-scale lectures. Widely used within ESE is Shakespeak but other tools are also available such as Socrative, FeedbackFruits, and Quizlet.

Recording lectures

An additional request from the student population related to IT in education concerns the possibilities to record lectures. Our workgroup is in favour of recording lectures and increasing facilities to do so however, we currently do not recommend to make recording lectures common policy for all courses.

Recording lectures is common practice in some universities such as Delft University and also common in Erasmus School of Law. Within ESE, Ronald Huisman recently performed a pilot for the course Finance 2. For the evaluation of this pilot it can be concluded that recording the lectures increased student satisfaction. Despite a decrease in attendance, the lecturer perceived an increase in the quality of the lectures since those students that did attend the lectures seemed to be more motivated. The results of this pilot are reflected in a literature review over the years 2001-2011 by Kay (2012). Key benefits of recording lectures are increased learning performance and improved study habits and students' control over the learning process independent from time and place. Additionally, Kay (2012) observes in his review positive affective and cognitive attitudes towards the recordings. Next to benefits, some challenges are observed including a variety of technical problems and, like in Huisman's pilot reduced class attendance. Topics we know very little about are the effects of the quality and design of the recordings, didactical strategies that integrate these recordings in the course design and impact on learning effectiveness.

Based on these findings, the workgroup argues that a single policy to implement recording of lectures on a broad scale is currently not desirable despite assumed benefits. Instead, we suggest expanding the pilot among those lecturers that want to participate, to experiment on a larger scale and based on well-evaluated results, take further measures of which a formal policy may be an option. This extensive pilot can help to increase institutional readiness, select a fitting and professional design for the recordings and anticipate and solve potential technical issues. In addition, we prefer investing in course ameliorations based on rethinking and where appropriate redesign of courses that take all course elements into account instead of focusing solely on recording lectures without didactical strategy. Instead of recording lectures we recommend to give priority to developing knowledge clips on key concept and materials that are part of this didactical strategy for a single course or across courses (see Appendix D on the Umbrella Project).

2.5. Effects of applying IT means in education

The main messages of the previous paragraphs is that rethinking the content and mode of delivery of our educational programs is essential in the rapidly changing context of higher education. Applying IT means can serve this purpose with the goal of increasing study performance and students satisfaction. IT possibilities are endless and new tools, apps, gadgets, and didactical trends are being introduced and developed. However, and this is a crucial point for our recommendations, these endless possibilities, and online education in particular, are still in its infancy (Bowen 2015; McPherson and Bacow 2015) and suffer from some severe limitations in terms of effectiveness and external validity. In a recent literature review including meta-studies, Olitsky and Cosgrove (2014) conclude that blended-learning provide a number of benefits including “time flexibility for students, improved learning outcomes, afford more student-teacher interaction, increase student engagement, allow for continuous improvement in a course, enhance an institution’s reputation, expand access to educational offerings, and reduce operating costs” (Olitsky and Cosgrove 2014, p.18). However, besides these benefits, a number of costs are also mentioned such as students’ struggles with time management and responsibility for their own learning, the challenge of using new technology, increased time commitment of faculty, inadequate support, and problems with institutional adoption. Clearly, presumed benefits come at a cost.

Additionally, little is known about the external validity of these findings and studies in the context of economics (Olitsky and Cosgrove 2014). Three studies on the efficacy of blended-learning in economics find no significant difference in outcomes between blended-learning and a face-to-face mode of delivery (Brown and Liedholm 2002; Terry and Lewer 2003; Olitsky and Cosgrove 2014). Caution is hence justified as effectiveness in the context of teaching in economics is limited and costs and challenges are not clear (Navarro 2015, Olitsky and Cosgrove 2014; McPherson and Bacow 2015).

2.6. From IT means to excellence in teaching at ESE

Based on the previous analysis we can conclude that rethinking the content and mode of delivery of our educational programs is essential, however, limited effectiveness, external validity, and additional challenges should be taken into account. Therefore, this workgroup is of the opinion that providing a clear direction on which IT means to apply at ESE is not feasible nor desirable. We believe that formulating “*the*” IT solution that best fits our school and respective programs is not feasible because IT means are constantly changing, new ones are added and evidence on the effectiveness and external validity of such means are questionable. Additionally, we believe that offering “*the*” IT solution is currently not desirable, partly because of the same reasoning, but also because implementation requires a certain level of institutional readiness in terms of policy, purpose, governance, support and incentives (Graham, Woodfield, Harrison 2013). That is why we argue that it is necessary to create the conditions for the adoption of innovative and well thought through (blended) course designs. These conditions can be considered a first essential step in a long-term process from awareness and exploration towards an evidence-based, formal, and integrated school strategy for blended approaches to learning. Ultimately, building a culture of continuous amelioration and excellence in teaching at ESE including the use of timely and appropriate didactical models and means.

Therefore, we recommend to create a platform that offers support and guidance for lecturers in adjusting their courses and modes of delivery: the Innovation Hub. A detailed description of this recommendation can be found in Appendix C.

3. How to improve the quality of our Ba1 and Ba2 tutorials

3.1. Current situation

For the assessment of the current situation of the quality of tutorials in Ba1 and Ba2 at ESE the following sources of input have been used: Evaluatie van het Onderwijssysteem ESE (April 2014); Survey Tutorials (2014); Curriculum evaluations (2014); Minutes Faculty Council, meeting 119, (September 2014). These sources of information were supplemented with (1) an inventory of the selection, training and quality assurance of all tutorials in Ba1 and Ba2 and (2) an evaluation session with experienced tutors on their perception of the quality of the tutorials (TA meeting, June 2015).

General. The didactical concept of ESE is characterized by the creation of a solid foundation of knowledge and skills in the first two years with a gradual shift towards a critical approach and application of acquired knowledge and skills during the third year and the master. The types of education are adapted accordingly in the final years and entail seminars, writing a thesis and the possibility to do an internship.

Teaching in the first two bachelor years at ESE is characterized by a combination of large-scale lectures and small-scale tutorial groups of maximally 30 students for regular courses and even smaller groups for guidance and skills classes (maximally 15 students). Tutorials are an essential element since this is where most face-to-face interaction takes place. The main point of contact for students is their tutor. In addition to regular courses, skills and guidance classes are part of the first year curriculum. Tutorials are mandatory in Ba1. The aim of the attendance requirement is the formation of effective study habits (participation in educational activities) of students that contribute to their study success ('Evaluatie van het Onderwijssysteem ESE, april 2014'). From year two onwards attendance is no longer required.

Tutorials are typically run by Ba2, Ba-3 and master students and, to a lesser extent, by PhD candidates. Given the large number of students, the numbers of tutors are also substantial. Data from 2014/2015 indicates that across all programmes, ESE employs over 230 unique tutors in Ba1 and Ba2 with 160 starting tutors (70% of total number of unique tutors). Additionally, 31 unique PhD candidates are involved in tutorial teaching in Ba1 and Ba2.

Content and aim of tutorials. Based on a survey performed by education management and filed out by the course coordinators of Ba1 and Ba2 courses (Survey tutorials, 2014) the following general observations can be made. The main focus of the tutorials is on completing and discussing assignments. In some cases, the completion of assignments is done prior to the tutorial, however, in most cases during the tutorial. Interaction mainly seems to involve solving assignments together and providing time for questions. Group discussions are rare. Where possible, a connection between course content, current economic topics and practice is made, however, some teachers indicate their course is not suitable to do so. Making such connection as well as deepening knowledge by making in-depth discussions and debate related topics requires advanced didactical skills from the tutors.

Quality of the tutorials. According to the ‘Evaluatie van het Onderwijssysteem ESE, april 2014’, lecturers are rather enthusiastic about the quality of the tutorials. Furthermore, course evaluations show that on average students are satisfied with their tutors, although there is substantial heterogeneity across tutors. However, student representatives in the Faculty Council (meeting 119, September 2014) indicated they would like to see the quality of the tutors to improve suggesting tutors at master level or PhD. In addition, the student representatives indicated that they would like to see the tutorials to have more substance and depth and point out that tutors sometimes lack sufficient basis to do so. According to the same document however, the evaluation scores of PhD students that are assumed to have a better knowledge base compared to non-graduate tutors are not necessarily higher (and in several cases even lower). In general, it is believed that some PhD students do not have as much affinity with education. This observation was also made during the TA meeting in June 2015. Since September 2014 PhDs receive a didactical course at RISBO.

The TA meeting with experienced tutors organised in June provided additional insights on the quality of the tutorials. Firstly, the tutors pointed out that the involvement of students during the tutorials is low. As interaction between tutor and students is key to students’ understanding and learning, tutors should be able to facilitate interaction and active learning. In addition, the discussion of content requires preparation by students, which is too often not the case. Secondly, diversity in teaching ability and motivation is observed among tutors. The RISBO training, which is provided to teaching assistants, is perceived as inadequate and even useless in providing them with the necessary didactical skills. Thirdly, the experienced tutors indicate a lack of communication among tutors and between tutors and professors causing further difficulty especially for inexperienced teaching assistants. This is also reflected in unclear expectations and job duties. For example, it is mentioned that in many cases it remains unclear how many preparation hours are needed, and if correcting assignments or exams are part of the job duties. These unclear expectations are also mentioned by some of the course coordinators themselves during the inventory of the tutorials. Fourthly, feedback is essential for improving the teaching ability of the tutors. According to the experienced tutors, the standard evaluation at the end of the course is inadequate (both in terms of content and timing) for this purpose as is the active involvement of most professors in the quality delivered by tutors during the block. Typically, professors have little feeling with what happens behind the closed doors of a tutorial group.

Selection, training and evaluation of tutors. In May 2015, the workgroup conducted an inventory of all the tutorials in Ba1 and Ba2 with the aim of collecting additional information on the selection, training and evaluation of tutors. The inventory was conducted either in person or by email using a semi-structured questionnaire.

General. The numbers of tutors required for each course differs considerably. For econometric courses the number of tutors per course range between 2 to 4. For Economics the numbers range from 7 tutors for Microeconomics in IBEB Ba1 to 22 tutors for Accounting in the same year. In some instances, experienced teaching assistants perform a coordinating role for other teaching assistants such as in the case of Organisation and Strategy. Typical tasks tutors are involved in concern giving classes, discussing assignments and assisting in correcting assignments and (midterm) exams.

Selection. For econometrics the selection process is coordinated across courses by one coordinator. For economics the selection process is performed by each course separately. In

general, little communication takes place in finding suitable tutors. Most candidates approach the course coordinator or the coordinator approaches students based on their performance in class. Overall, selection is based on students' grades, earlier experience as tutor or trainer/coach and personal impression of lecturers/course coordinators. Some coordinators indicated that finding sufficient qualified tutors is problematic. This is more problematic in case of Dutch speaking candidates as compared to English speaking ones. Conditional on decent performance, lecturers aim for tutors that can be involved in teaching during multiple years.

Training and coaching. For a substantial number of coordinators it is unknown whether the tutors receive a RISBO training designed to prepare students for the tasks at hand. Not all departments and/or coordinators control attendance of the RISBO training for tutors. Kick-off meetings are organized for preparation and manuals are available as well as standardized slides in some cases. Some coordinators organize meetings with the tutors during the block while other coordinators are available for questions when teaching assistants encounter problems or have questions. In the latter case, the course coordinators indicate that tutors hardly make use of this opportunity. Weekly meetings with the tutors are sometimes organized although the experience is mixed and to some coordinators this was not always perceived as being of added value. Little to no guidance for students in class is provided resulting in little control over how tutors perform in class and teach the materials. How tutors organize among themselves to share information, articles or questions from students is unknown. One coordinator indicated that the teaching assistants of the course have a Facebook group for discussing tutorials and questions from students. The overall impression is that few tutors do share information.

Evaluation. Overall regular course evaluation is mostly used as a source to evaluate the tutors. Sometimes midterm evaluations are used as well. Results are not always discussed with tutors. Good evaluations are a requirement for most coordinators for contract renewal. On ad hoc basis coordinators ask direct feedback from students on how tutors perform. Final round-up or closing meeting are not organized in general.

3.2. Deepening knowledge and differentiation

As mentioned before, the student representatives of the Faculty Counsel indicated that they would like to see the tutorials to have more substance and depth. In particular, they asked to explore if there are possibilities for differentiation and deepening of knowledge during tutorials.

Deepening knowledge. It is not unambiguous what is meant by 'deepening knowledge', this is also reflected by the outcome of the Survey Tutorial (2014) where some lecturers indicate that deepening knowledge refers to discussing assignments and corresponding solutions and others refer to in-depth discussions of course related topics or problems. The workgroup considers tutorials that deepen knowledge in the context of ESE those tutorials that go beyond making assignments and providing answers in class. This could be done in multiple ways such as students practicing, applying, presenting and discussing the material together. With this interpretation (i.e. tutorials are more than homework classes), we believe that deepening knowledge should be the aim of each tutorial. However, how this will take shape depends on the characteristics of each course such as dominance of qualitative or quantitative elements. Therefore, we will not provide recommendations prescribing how this deepening of knowledge has to be realized.

What is more important than prescribing the content of the tutorials, is creating conditions that allow tutors to go beyond presenting assignments. We argue that at least two requirements are necessary in this respect. *First*, tutors need proper knowledge of the content of the course and sufficient didactical skills to initiate and lead discussions and activate students in class. *Second*, tutorials are not stand-alone course elements but an integral part of the course design where lectures and tutorials are integrated into a coherent set-up that strengthen each other. Continuous teamwork and involvement of both lecturers and tutors during the block are required. Based on the previous paragraph, we conclude that both these requirements are currently not met.

Differentiation. Successful teaching requires students to understand and be engaged throughout the course, however, not all students are the same and differ in terms of motivation, cognitive ability, interest, and prior knowledge. Differentiation means optimally addressing these differences in order to increase study performance and student satisfaction. Two different types of differentiation can be distinguished: divergent and convergent differentiation. Divergent differentiation refers to the case where students have different goals to pursue related to for example differences in cognitive abilities. This is common practice for example in the Dutch primary school system. We deem divergent differentiation not applicable for our school implying that for students in the same program and same course have to master the same goals. Convergent differentiation, on the other hand, can take place along lines of content, pace, mode of delivery, and group composition.

Convergent differentiation (hereafter simply referred to as differentiation) entails no one-size-fits-all but the availability of options such as choosing between following lectures online or face-to-face (difference in mode of delivery) or choosing to do only a limited number of exercises in case students have prior knowledge on the subject (difference in pace / content). The large scale scope of ESE's programs make that lecturers cannot decide for each students individually which path best fits her or his needs. Even if this would be feasible by means of learning analytics based on extensive testing, we deem this not desirable. In an academic context, we believe students should be able to self-assess the path that is most appropriate for them. This is part of their academic development. However, upon starting their academic careers, we are of the opinion that students should be guided in forming effective study habits and self-assess which study path best fits them. Additionally, little evidence is available on the effectiveness with respect to study performance of implementing differentiation in the context of higher education in large groups (Hall 2002). Therefore, we recommend to be conservative in implementing differentiation in the first two years. We believe that current practice of mandatory tutorials in year one and gradually creating room for individual discretion throughout the remaining years, serves this purpose. More precisely, along the lines of content, pace, mode of delivery, and group composition we recommend for Ba1 and Ba2:

- Content: no differentiation other than current practice of providing exercise material that students are free to use or not or further readings offered for certain courses; Of course, lecturers can offer opportunities for further study beyond what is required for the course.
- Pace: no differentiation other than the current possibilities of completing assignments and study materials at their own pace;
- Mode of delivery: IT in education offers room for differentiation for example by recording lectures, providing online material such as knowledge clips and apps to test knowledge. These means offer more room for differentiation and are integrated in the Innovation Hub (Appendix C).

- Group composition: Current practice at the ESE is to assign student in Ba1 randomly to tutorials groups. In Ba2, students can subscribe themselves to groups on a course-by-course basis. Booij et al. (2015) present evidence from an experiment among Ba1 economics at the UvA. They find that grouping students by low, medium, and high ability (measured by GPA on high-school exams) has a significant (but economically small) effect on learning outcomes for low and medium ability students and no effect on high-ability students. These effects seem to be driven by peer effects. However, an experiment among students in Toegepaste Micro-economie at the ESE (Ba2) level, where some students were grouped into either low or high ability groups (measured by GPA on relevant earlier courses at the ESE) found no effect on grades for that course (Treurniet, 2014). We feel that this provides insufficient grounds for manipulating group composition on the basis of earlier educational outcomes.

3.3. Issues with tutorials

On average, students and lecturers indicate to be satisfied by quality of the tutorials in Ba1 and Ba2. However, the discussion above implies that there is room for improvement on the following issues:

- Heterogeneity in content and didactical skills of tutors.
- Insufficient guidance and training. Lack of experience in teaching especially when teaching for the first time and the limited to no support for the particular subject. More guidance for tutors during the block by experienced tutors and/or lecturers is desirable. Quality of basic training perceived as inadequate.
- Inefficient selection processes. Most courses are performing their own selection which is time consuming and confusing for students. Additionally, a tracking system of tutors that perform below standards is lacking.
- Unclear job duties and expectations of coordinators/lecturers.

Tutorials are the essential small-scale element in the first two years of our bachelor programmes. This is where most face-to-face interaction takes place and tutors serve as the main point of contact for students. The setup of these small-scale tutorial groups is to provide opportunities for interactive teaching. A prerequisite for doing so is the availability of sufficient tutors that possess excellent didactical skills and master the content of the courses. Ample room for improvement exists. Taking differences between econometrics and economics programmes require attention in terms of (1) numbers of students and (2) dominance of type of courses (quantitative versus qualitative).

Our suggestions for improvements based on the information described above have been formulated in the proposal 'Tutor Academy' (Appendix B).

Next to the above mentioned qualities, didactical skills and knowledge of content. We would like to stress the importance of the ability of tutors to facilitate the application of content to current issues and cases. This holds in particular when content and materials taught in other courses are also relevant. For students being able to apply their knowledge to current issues in an early stage can be very stimulating for their motivation, involvement and understanding. Combined with the high appreciation for small scale-seminar set-up of the programs from Ba-3 onwards, this have led to the formulation of the Umbrella Project that aims to integrate, repeat and apply key elements of the courses in the first year program to a relevant and current economic research question (See Appendix D).

4. Recommendations

The main recommendations have been formulated in our three extensive proposals and are added in the appendices. Here are some final remarks and one additional recommendation.

Applying IT in education. One of the main conclusions that can be drawn from this report is that despite the numerous possibilities in applying IT for educational purposes, the effects of these means are not convincing and external validity is not clear. We acknowledge that introducing blended-learning approaches is relevant for student expectations but we strongly recommend caution in adopting new didactical concepts for the sake of being ‘modern’ and raising inflated expectations. We acknowledge that experimentation with new didactical approaches and means is relevant, timely, and necessary. We are in favour of careful, clever and preferably evidence-based adoption of IT innovations in our specific context taking school readiness in terms of support, knowledge, acceptance, and motivation of our support staff and faculty into account. This is clearly reflected in the philosophy of the Innovation Hub (Appendix C).

On top of the Innovation Hub, we would like to make one additional recommendation concerning the evaluation of, and research into, the implemented innovations. Against the background of lacking evidence on effectiveness, we deem it essential to evaluate and research the effects of our innovations in our context. By doing so, we create our evidence and are able to adapt our approach or justify our choices. This is in line with the ‘Strategic Agenda for Higher Education’ of the Ministry OCW. Researching innovative teaching is an explicit goal for which funds are available. How to research and evaluate effects of innovations should be part of each activity funded by school means.

Quality of tutorials. Central to excellent small-scale tutorial teaching (including the possibilities for deepening knowledge) is the quality of our tutors. Implementing the Tutor Academy serves as an essential step including additional resources by hiring so-called one-legged graduate teachers dedicated to provide tutorials and guide inexperienced tutors from the student population. Excellent tutors also allow for applying course content to societal relevant and current economic research questions (Umbrella Project). Herewith, creating a theme linking the content of separate courses in a program while increasing the involvement, engagement, and relevance for students in studying economics.

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Appendix A

Opdracht aan de projectgroep Onderwijsvernieuwing

Aan de projectgroep Onderwijsvernieuwing wordt gevraagd om na te denken over mogelijke onderwijsvernieuwingen die geïmplementeerd kunnen worden in de initiële bachelor- en masteropleidingen van Erasmus School of Economics. De aanleiding hiervoor is tweeledig:

- De strategische agenda van de Erasmus Universiteit Rotterdam op het gebied van ICT in het onderwijs (“digitaal is normaal”) geeft aanleiding om na te denken over de mogelijkheden om ICT in onze opleidingen in te zetten. Concreet denken we dan aan “flipping the classroom” en het opnemen van hoorcolleges. Dit laatste komt voort uit concrete vragen vanuit de studentenpopulatie.
- Vanuit de studentenpopulatie is behoefte aan het verbeteren van de kwaliteit van practica in bachelor-1 en bachelor-2. Door de faculteitsraad is gevraagd of er mogelijkheden zijn om meer te differentiëren tussen studenten en meer aan kennisverdieping te doen in de practica.

Het gaat hier om onderwijsvernieuwingen die ten goede komen aan de onderwijskwaliteit en eventueel ook een efficiëncyslag kunnen betekenen. Het streven is om tot kwaliteitsverbetering te komen binnen het bestaande opleidingsbudget. Voor concrete projecten kan echter wel een voorstel ingediend worden bij de opleidingsdirecteur om extra budget vrij te maken. De opdracht aan de werkgroep is niet om tot bezuinigingsmaatregelen te komen.

Proces

De projectgroep Onderwijsvernieuwing rapporteert maandelijks over haar vorderingen aan de opleidingsdirecteur. De opdracht wordt afgesloten door een schriftelijk advies uit te brengen, waarin de projectgroep aanbevelingen formuleert die in een later stadium vertaald kunnen worden naar een herziening van het onderwijs.

De projectgroep betreft de opleidingscommissies bij haar opdracht door hen om advies te vragen en hen op de hoogte te houden van de vorderingen die gemaakt worden.

Looptijd

De projectgroep wordt ingesteld voor de periode van 1 april 2015 tot 1 december 2015.

Appendix B

ESE Tutor Academy

Versie 1.1, December 1, 2015

Introduction

Teaching in the first two bachelor years at ESE is characterized by a combination of large-scale lectures and small-scale tutorial groups of maximum 30 students for regular courses and even smaller groups for guidance and skills classes (maximum 15 students). Although this setup is good, the quality of the tutorials and skills classes can and need to be substantially improved. Tutorials are an essential element since this is where most face-to-face interaction takes place. The main point of contact for students is their tutor². Given their important role, tutors need to possess excellent didactical skills and master the content of the courses. For bachelor 1 and bachelor 2 ESE employs over 230 unique tutors³ with 160 are starting tutors (70%). Hence, this requires substantial effort of selection, training, guidance and coordination of tutors.

The following issues have been identified:

- **Heterogeneity in content and didactics of tutors.** Students complain that tutorials are not of particular use as answers to exercises are just given and not explained. Furthermore, when tutors are asked questions related to the content of the course, at times they are unable to answer and in few cases give the wrong answer.
- **Insufficient guidance and training.** A discussion session with a group of tutors organized in June 2015 concluded that there was a general agreement to the lack of experience in teaching especially when teaching for the first time and the limited to no support for the particular subject. More guidance for tutors during the block of lecturers and experienced tutors is desirable.
- **Inefficient selection.** Lecturers sometimes face the struggle of having too few qualified applicants, the process is time consuming and for students unclear. Additionally, a tracking system of tutors that perform below standards is lacking.

The Tutor Academy addresses these issues.

What does the Tutor Academy entail?

The aim of the Tutor Academy is to improve the quality of small-scale teaching at ESE by professionalizing the selection, training, guidance and coordination of tutors. Part of the Tutor Academy is an interaction platform that facilitates communication between the different parties involved at course and tutor group levels.

The Tutor Academy aims to realize these goals by:

- **Facilitating the recruitment of tutors for the different courses.**

² The term teaching assistant or TA is also used, throughout this proposal we consistently refer to tutors. Herewith, we do not refer to PhD candidates involved in the process of teaching.

³ For comparison, the number of tutors employed in year 3 is less than ten.

Promotion and selection will be facilitated by the Tutor Academy at school level instead of by each course separately⁴. Additionally, the Tutor Academy keeps an official record containing information about all the tutors, such as which courses they have taught/still teach and their respective evaluations for that course. This information is already available, however it can be used more proactively.

- **Hiring experienced and graduated teachers.**

For each department and for skills an experienced and graduated tutor will be employed (so five in total) dedicated to teaching with no research obligations. These individuals can serve as expert tutors and play a crucial role in personal guidance of the (less experienced) tutors during the course, serve as an important first point of reference for the tutors, facilitate lectures in organizing the tutorials where possible, have an active role in the selection process and give part of tutorial classes themselves. They can also serve a role in further differentiation of the tutorials. These graduated tutors will be embedded in the respective departments.

- **Increasing the quality of tutors by proper training and guidance.**

In order to improve the quality of the tutors, they will not only follow a general didactical training as they currently do, but also include content/course-specific training. Next to the improved and intensified training, the graduate tutors can intensively guide the less experienced tutors during the course. Additionally, these graduates can give tutorial classes themselves and play a central role in the Tutor Academy. Herewith, the heterogeneity in skills between (first-year) tutors will decrease and the quality will substantially improve. Furthermore, we propose frequent evaluation sessions between tutors and lecturers to discuss how the tutorials and lectures are going and adapt the programme if necessary.

- **Facilitating communication and involvement.**

We propose a digital platform to facilitate communication between and involvement of lectures, tutors and students. For several courses, lectures work with more than 20 tutors. Being involved, checking on performance of each tutor and handling individual emails in case of questions is time consuming and hardly feasible. Multiple platforms are available one example being Project Campus⁵ aiming to stimulate communication on different levels such as between lecturer and tutors, between tutors and students and between tutors themselves. At the level of the course, there can be a discussion on the content, students, tutors and the lecturer can initiate this. At the level of the tutorials, the tutor will be able to communicate with all students of his/her group(s) with the possibility for lecturer to be involved. For lecturers to be more involved in what and how the tutors bring information across to the students it is also possible, and helpful, that lecturers create and join discussion between tutors on how to engage and activate students during the tutorials without being involved in endless individual mail conversations.

Next to improving the quality of small-scale teaching at ESE by professionalizing the selection, training, guidance and coordination of tutors, a professional Tutor Academy 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.

Impact

The overall impact of the Tutor Academy would be that the quality of the tutorials would be ameliorated. The biggest result from this would be the fact that the tutors would be better qualified.

⁴ For Econometric central selection is already in common practice.

⁵ The Marketing course in Ba1 is currently setting up a pilot with this particular platform and also EUC is currently using this platform.

As a result, they would trigger the desired interaction in class. Furthermore, by creating the Tutor Academy, tutor recommendations would be stimulated as there will be an easier access to and more complete data on the skills of the tutors. There will be an increase in interest for tutoring and tutors would perform better as they are rewarded in the end. The communication between the different parties (the professors, the tutors and the students) would be improved. The consistency of what the different tutors teach the students will be improved, as there will be better communication between tutors among themselves, and between tutors and the lecturer.

Appendix C

ESE Teaching Innovation Hub

Versie 1.1, December 1, 2015

“How can we as economic educators continue to provide sufficient value-added to justify our role in a world where much of what we now do is effectively automated and commoditized?”

Navarro in the Journal of Economic Perspectives (2015, p. 155)

Introduction

Higher education is affected by a wider pattern of innovation with impact on (1) labour market requirements (requires reconsidering content of education), (2) delivery of education (requires reconsidering *didactical model* and *formative experience*), and (3) new market players (requires reconsidering *added value* and *distinctiveness*). Innovations along these lines pose both challenges and opportunities for EUR (see also EUR Strategy 2014-2018 Digital = Normal) and ESE. In order to seize the opportunities and in particular the ones related to content and the delivery of content, a culture is required of continuous amelioration including the use of timely and appropriate didactical models and means. This culture of continuous amelioration is currently hindered by:

- An endless number of potential, and often IT driven, solutions for content delivery characterized by a lack of evidence with regards to impact on performance and student satisfaction;
- Unclear external validity of available best practices in particular to the ESE context characterized by large numbers of students and a diversity of quantitative and qualitative courses;
- Faculty lacking experience, knowledge, expertise and time resulting in high search costs;

The ESE Teaching Innovation Hub aims to overcome these barriers by supporting faculty in making knowledge easily accessible, facilitating exchange of experiences, and providing technical and didactical expertise. Herewith we aim to create the conditions necessary for quality improvements in teaching at ESE by the adoption of innovative and well thought through (blended) course designs. Herewith, the Teaching Innovation Hub is a first essential step in a long term process from awareness and exploration towards an evidence based formal and integrated school strategy for blended approaches to learning.

What does the ESE Teaching Innovation Hub entail?

The ESE Teaching Innovation Hub consists of a support team and a website.

1. Support team

Faculty who are interested in adopting an innovation should find support in doing so in order to minimize the investment of time and effort required and optimize the use of existing expertise. We propose an in-house support team consisting of (1) a technical expert (with

expertise in among others online technology and existing technological infrastructure), (2) a didactical expert with blended learning expertise and a hands-on mentality, and (3) a faculty member with affinity with innovations. This team is available for faculty on demand and actively involved in innovation projects. Additionally, the didactical expert will also serve as a source of expertise for faculty with practical questions such as course design, development of assignments and exams that are not necessarily related to innovations.

The support team will be active in creating awareness, diffusion of information, maintaining contact with other faculties and D=N, and providing instruction material. Finally, the support team has a signalling and expert role in the formulating of a school strategy on teaching innovation and blended learning.

2. Website

Sharing experiences. Faculty members who are interested in adopting elements of blended learning in their course design are overloaded with information and possibilities from general sources such as the internet. At the same time, experimenting with unknown technology or didactical models is risky. A solution is to make the experiences of other faculty transparent via a website. By providing basic information about who adopted what kind of innovations for particular courses, faculty can get in touch with each other to share their experiences in an easily accessible way, with low search cost and very specific for our context. Such a website also provides an overview of what is currently being done at ESE with regards to innovation. A similar initiative was started by UvA resulting in the following website: <http://www.ic.feweb.nl/>. Our ideas for sharing experiences are based on this website.

Faculty members adopting an innovation (such as using shakespeare, Socrative, webinars, knowledge clips, peer assessments, games and simulations) fill out a short standardized form with basic information about their innovation and experience. This includes tool used, lecturer involved, course, description, benefit, pitfalls, effect, contact details for support and information on how to get the tool. Information is brief and should trigger interested faculty to get in touch with the experienced faculty or support team. This also stimulates the adoption of those innovations that are already supported by ESE and where our students and staff are familiar with. To trigger sharing of experiences on the website and using the website, faculty members can vote for the most successful innovation and a yearly prize will be awarded.

The website of the Teaching Innovation Hub also provides a platform for communication of the support team that can share information from other faculties, universities, academic literature, and announce events. Additionally, it serves as a place where ESE instructions and toolkits can be made available.

In short, the website aims to share experiences with teaching innovations in an easily accessible manner at low costs, specific for our context, personal and making use of and strengthening existing networks and information sharing within ESE.

Impact

The impact of the ESE Teaching Innovation Hub is reduced search costs and risk for faculty to ameliorate their courses. This creates the necessary conditions for a culture of quality excellence in

teaching. Ultimately, this culture is needed to ensure that teaching at ESE entails course designs that are of added value and not only guarantee excellence in teaching but also allows to remain relevant in the rapidly changing context of higher education.

Appendix D

ESE Umbrella Project

Versie 1.1, December 1, 2015

Introduction

The organization of ESE's education is described in the 'Jaarplansysteem' and is characterized by a set-up of five blocks of eight weeks with courses being programmed sequentially instead of parallel in order to improve study performance. The forms of education are diverse and consist of lectures (explanation, clarification, illustration), exercise lectures (demonstration) and tutorials (practising in small groups of about 30 students). The didactical concept of ESE is characterized by the creation of a solid, broad foundation of knowledge and skills in the first two years with a gradual shift towards a critical approach, specialization, and application of acquired knowledge and skills during the third year and the master. The forms of education are adapted accordingly in the final years and entail seminars, writing a thesis and the possibility to do an internship.

Although the combination of the 'Jaarplansysteem' and the current didactical concept work well, there is room for improvement. A few observations:

- Blocks of eight weeks and sequential programming are beneficial to study performance but are detrimental to integration of concepts and understanding across courses.
- With the pace of studying different topics every eight week, repetition of overlapping concepts and theories may help knowledge and skills to better sink in.
- Although we firmly believe that a solid foundation of knowledge to be laid in the first years is a prerequisite for a trained economist, applying this knowledge in an early stage to relevant and current issues can be very stimulating for students.
- Teaching skills is essential however finding an optimal way of integrating skills with regular courses remains a challenge.
- Small scale seminars are a highly appreciated form of instruction often characterized by high levels of interaction, working in small groups, in-depth approach, possibly project-based and/or practice-driven. Because this instruction type requires intensive guidance, it is not offered in the first years of the curricula at ESE.

Based by these observations, an integrated Umbrella Project could serve as a valuable quality improvement of the Bachelor curriculum at ESE and a possibility to structure the various skills we believe a trained economist should master.

What does the Umbrella Project entail?

The Umbrella Project is a mandatory part of the bachelor curriculum and consists of students working on a relevant, current and predetermined economic research question in groups of (about) four. The project will be introduced during the take-off at the beginning of the academic year and serves as a theme linking the content of the separate courses of that particular year. The project shows that the set-up of the curriculum allows for a comprehensive approach to relevant economic questions. Central

to the Umbrella Project is the question ‘How to apply knowledge and theories taught to the research question at hand from an economist’s perspective?’ During the year, tutors will pay attention to the research question during the tutorials and students will work on the research question. This will result in a final report. At the end of the year during a closing ceremony of the Bachelor year, some of the best reports will be presented and rewarded.

More specifically, the Umbrella Project:

- Applies to all ESE’s bachelor programs (Econometrics and Operational Research and Economics and Business Economics);
- Integrates skills classes;
- A limited number of research questions will be developed that reflect the interest of students (e.g. management related at firm level (finance and strategy) and policy related at aggregate level) if feasible related to overarching theme (exemplary question: Should multinational XXX invest in a factory in India? What is the private return to higher education? Should Rotterdam invest in creating a boulevard? What is the benefit of Rotterdam’s city-marketing?)
- Where possible the project will be linked to topics relevant to the Rotterdam region (EUR strategy 2014-2018 “Social impact and valorisation - connecting to society”);
- Teams of (about) four students will be formed within one tutor group;
- Some preparatory work will be done in block 1 and block 2, actual group formation and active writing will take place from block 3 onwards (when the number of students is reduced);
- Final output will be graded.

Impact

- Thorough preparation of teaching materials and formulation of research questions;
- Higher order thinking skills will be trained such as analysing, evaluating and creating on top of understanding and interpreting by:
 - Describing, analysing and evaluating phenomena using (and hence repeating) knowledge of concepts and theories of econometrics and economics as taught throughout the year.
 - Proposing and formulating solutions for the research question based on relevant concepts, theories and methods;
 - Working on a project that spans multiple blocks, students also train their planning skills.
- Students motivation is increased by making them aware of the (practical) relevance of acquiring economics knowledge, theories and skills as taught throughout the curriculum in an active and stimulating form of instruction;
- Study performance will be stimulated by making core knowledge, theories and skills last by means of repetition and application;

Additionally, the development and execution of the Umbrella Project will further stimulate coordination between courses.

What is required?

- Inventory of those concepts, theories and skills that are core to the Bachelor curriculum in order to address them in the formulation of the research questions;
- For core concepts and theories that reappear in several courses knowledge clips have to be developed (webcasts of seven to ten minutes explaining a particular concept or theory).

Exemplary, non-exhaustive list:

- Cost-benefit approach to decision-making
 - Discounting, NPV, compound interest
 - Marginal cost and benefits
 - uncertainty and risk
 - Optimization (incl. optimization under constraints)
 - Opportunity cost, sunk cost, and hold-up (?)
 - Elasticities (and pricing)
 - Market power (and pricing)
 - Inflation, interest, and exchange rates (?)
 - Estimation (mean, variance, st.dev. t-test, OLS)
 - Strategic interaction and nash-equilibrium
- Cooperation across courses;
 - Central coordination and communication with lecturers/tutors and skills;
 - Adding the Umbrella Project to the curriculum requires making choices of integrating or economizing on ECTS of other courses;

Appendix E

EUR initiatives tender online education 2014-2016

Project 1: Virtuele patiënten in het medisch onderwijs (penvoerder: Erasmus MC)

Binnen het onderdeel klinisch redeneren van de opleiding Geneeskunde moeten studenten veel casussen bestuderen. Deze onderwijslijn willen de coördinatoren graag vernieuwen met het gebruik van virtuele patiënten casussen (VP's), meer specifiek met authentieke en realistische niet-lineaire casussen met zijpaden, multimedia, en uitgebreide feedback. Deze kunnen alleen of in groepsverband doorlopen worden om in korte tijd veel ziektebeelden te zien te krijgen om zo efficiënter en kwalitatief beter onderwijs aan te bieden voor klinisch redeneren. Dit project is afgerond.

Project 2: ESL Legal Battle (penvoerder: ESL)

In het onderwijs van ESL (zowel het voltijds onderwijs waar PGL wordt gebruikt en het vrijdagmiddag onderwijs) wordt een actieve en participerende rol van de student verwacht. Om dit te bereiken is in dit project een game app ontwikkeld waarin studenten hun juridische kennis kunnen toetsen. De game is geschikt voor studenten Rechtsgeleerdheid, Fiscaal Recht en Criminologie. De game kan single en multiplayer gespeeld worden. Studenten kunnen tegen de tijd of tegen elkaar spelen. Dit project is succesvol afgerond.

Project 3: Game app 'Fuzzy Physicals' (penvoerder Erasmus MC)

Binnen dit project wordt een game app gerealiseerd voor het beter oefenen van het eerste consult door studenten Geneeskunde. De casuïstiek wordt gekoppeld aan beeld en geluid om de studenten op een uitdagender manier te laten oefenen met deze vaardigheid. Naast het gebruik van oefening kan de app ook ingezet worden voor toetsing. In dit project zullen 30 casussen ontwikkeld worden. Dit project loopt nog door in de eerste helft van 2016.

Ten tweede heeft de EUR bij ESL een trendsettend, innovatief project opgezet om studenten door middel van een spotify-achtige dienst toegang te geven tot alle literatuur van Nederlandse uitgevers op het juridische domein. Dit is een rijkere leeromgeving dan voorheen. Flankerend besteedt ESL aandacht aan het op wetenschappelijke wijze omgaan met de literatuur door studenten:

Project 4: ECL TAB: Streamdienst Juridische Literatuur (penvoerder: ESL)

Veel bachelor 1 studenten ervaren het studeren met (digitale) literatuur als lastig. Ze hebben bijvoorbeeld moeite met het leggen van verbanden en het onderscheiden van hoofd- van bijzaken. Digitalisering van juridische literatuur past in de huidige ontwikkelingen op het terrein van onderwijsinnovatie. In dit project is een streamdienst ontwikkeld waar studenten toegang hebben tot alle juridische literatuur van alle juridische uitgevers in Nederland tegen een vast bedrag per maand. Deze streamdienst wordt dit academische jaar in een pilot getest.

Ten derde heeft de EUR met drie projecten gewerkt aan (de randvoorwaarden van) flexibilisering van haar onderwijs, waaronder het creëren van online leermateriaal om in te spelen op verschillen tussen studenten:

Project 5: Videoportal Erasmus Universiteit (penvoerder: Erasmus MC; participerende faculteiten: RSM, ESL, EUC)

Het gebruik van video's en e-modules binnen het onderwijs van de EUR wordt steeds groter. Het ontwikkelen van een videoportal voor het aanbieden en beheren van deze content binnen de EUR is daarom wenselijk. In dit project zijn de volgende resultaten bereikt: er is een clickable concept van de videoportal ontwikkeld t.b.v. de professionele uitstraling van de EUR en er zijn twee pilots uitgevoerd met educatief video materiaal voor flexibilisering van diverse vormen van onderwijs binnen de EUR. Dit project is afgerond. Het videoportal project wordt verder uitgewerkt binnen het project DLWO/ ELO. Hierover zijn inmiddels afspraken gemaakt.

Project 6: X:Method: online platform met leermodules van Methoden & Technieken van onderzoek (penvoerder: FSW; participerende faculteiten: iBMG, ISS, IHS)

In dit project zijn online learning modules op het gebied van methoden en technieken (M&T) van onderzoek ontwikkeld. De betrokken partijen hebben allen te maken met een diverse instroom aan masterstudenten, waarbij het kennisniveau op het M&T-gebied erg verschilt. In het project is een platform met uiteindelijk 10 online learning modules op het gebied van fundamentele M&T thema's opgezet. Doelen zijn: betere beginkwalificaties van studenten op het gebied van M&T onderwijs, beter studiesucces en –rendement, vergroten van kennis op de EUR op het gebied van e-modules en op termijn hogere instroom van master studenten.

Project 7: Blended Learning: ontwikkeling van flexibele online modules (in Sowiso) (penvoerder: FSW, Erasmus University College)

In dit project worden flexibele, zeer korte online oefenmodules microeconomie en statistiek ontwikkeld om het studiesucces van studenten te vergroten en studenten flexibel te laten oefenen met vraagstukken op het gebied van microeconomie en statistiek. De modules hebben een vaste opbouw en zijn bedoeld ter aanvulling (en wellicht vervanging) van bestaand onderwijs. Onderdeel van elke oefenmodule zijn theorie, oefening/ toetsing en feedback.

Ten slotte is een project uitgevoerd om te experimenteren met collaboratief blended onderwijs om het leren van studenten verder te faciliteren:

Project 8: Collaboratief blended leren (penvoerder: RSM; participeerde faculteit: FSW, Psychologie)

Dit project is bedoeld om een stap te maken in het ontwikkelen van collaboratief blended onderwijs voor zowel college-gebaseerd als PGO onderwijs. Hierbij is de tool 'FeedBackFruits' ingezet. Er zijn verschillende pilots bij RSM en Psychologie uitgevoerd. De tool was als zeer positief ervaren, bij zowel docent als student. Dit project is inmiddels afgerond.

Uitgevoerde projecten online onderwijs met als doel verdere internationale exposure van de initiële bachelor- en masteropleidingen van de EUR c.q. het trekken van nieuwe (internationale) studenten

De EUR is bezig met de ontwikkeling en uitvoering van diverse MOOCs en SPOCs om haar onderwijs in open of gesloten vorm internationaal voor het voetlicht te brengen. De online modules worden ook gebruikt ter verrijking en verdere verbetering van het initiële, voltijds campus-based onderwijs op de EUR:

Project 9: Van Boek naar MOOC (MOOC Econometrie) (penvoerder: ESE)

Het doel van het project is het ontwikkelen en aanbieden van een MOOC op het gebied van Econometrie, op basis van het leerboek 'Econometric Methods with Applications in Business and Economics'. De doelen van de MOOC zijn: de reputatie van ESE op het gebied van Econometrie internationaal vergroten en een nieuwe (kwalitatief hoogwaardige) instroom trekken voor de Econometrie-opleidingen van de EUR. Daarnaast komt de MOOC ten goede aan het on-campus onderwijs van econometrie als onderdeel van regulier onderwijs (impuls ICT en onderwijs).

De MOOC is ontwikkeld met ondersteuning van Risbo, het Media Support Center en via Risbo met Coursera. De MOOC is op 2 november 2015 gelanceerd.

Project 10: MOOC Serious Gaming (penvoerder: ESHCC)

Binnen dit project wordt een MOOC op het gebied van 'serious gaming', ontwikkeld. De MOOC geeft academisch onderzoek weer over 'serious gaming' en de praktische toepassingen daarvan, zijnde het gebruik van game technologie om doelen te bereiken anders dan entertainment. Doelen: begrijpen wat 'serious gaming' inhoudt, hoe het werkt, en waarom het een tool is om mensen te kunnen beïnvloeden, meer inzicht creëren in de sterke en zwakke punten van bestaande 'serious games' binnen bestaande instanties en het ontwikkelen van een standpunt t.o.v. 'serious gaming'. De beoogde doelgroep voor de MOOC zullen professionals en andere deelnemers van verschillende instituten en sociale velden zijn met een interesse voor de toekomst voor 'serious gaming'. Er wordt gestreefd naar het aantrekken van toekomstige (inter-)nationale studenten voor de programma's in Media & Communicatie. De MOOC wordt naar verwachting eind 2015 opgeleverd.

Project 11: MOOC Tackling Global Challenges with Science (penvoerder: EUC)

Deze MOOC wordt ontwikkeld om studenten skills bij te brengen op het gebied van methoden en technieken van onderwijs. Dit wordt gedaan aan de hand van (en vanuit) verschillende wereldwijde problemen ('global challenges'), die veel mensen aanspreken. De MOOC wordt ook ingezet binnen het onderwijs van EUC. Door M&T onderwijs in een andere vorm aan te bieden en op een andere manier te benaderen, moeten studenten er meer interesse en plezier in krijgen. Dit project sluit qua inhoud nauw aan bij het project X:Method: online platform met leermodules van Methoden & Technieken van onderzoek. Deze MOOC wordt naar verwachting rond de zomer van 2016 opgeleverd.

Project 12: MOOC Introductie Innovatie Management (penvoerder: RSM)

In dit project wordt een MOOC ontwikkeld op het gebied van Innovatie Management. RSM wil hiermee wereldwijde exposure creëren voor één van haar kernexpertisegebieden. Een concreet doel van de ontwikkeling van de MOOC is het vergroten van de studentaantallen in de MSc Management of Innovation. Daarnaast wil RSM de MOOC ook inzetten in het BSc onderwijs om dit onderwijs kwalitatief verder te verbeteren. Door inzet van de MOOC wordt ruimte gecreëerd om beter te kunnen inspelen op individuele leerbehoeften van studenten. Deze MOOC wordt naar verwachting rond de zomer van 2016 opgeleverd.

Project 13: MOOC Health Business Administration & omvormen van de eerste module van het masterprogramma naar een blended format (penvoerder: Erasmus Centrum voor Zorgbestuur)

In dit project wordt een (kleine) MOOC ontwikkeld om een breder publiek voor het masterprogramma te trekken en wordt de eerste module van het masterprogramma omgevormd in een blended leervorm.

Project 14: Two birds and one stone: pluralism in economics teaching and economic problem-oriented learning (penvoerder: ISS en RSM)

In dit project wordt een online basismodule economie ontwikkeld en twee follow-up online modules over de rol van pluralisme in economie voor studenten van ISS, RSM en externe doelgroepen.

Naast de MOOCs voert de EUR het volgende project uit op het gebied van internationalisering:

Project 15: Beter voorbereid naar het buitenland (penvoerder: Erasmus MC)

Op dit moment vertrekken regelmatig studenten Geneeskunde zonder adequate voorbereiding naar het buitenland voor een masteronderzoek of coschap, hetgeen een negatief effect heeft op de kwaliteit van deze stages. In dit project wordt een nieuwe cursus ontwikkeld volgens het Flipping the Classroom-principe, waarin studenten via online e-learningmodules en weblectures, die tijdens contacturen worden verdiept, worden voorbereid op een masteronderzoek of co-schap in het buitenland. Daarnaast wordt ingezet op de realisatie van een online kennisplatform voor en door studenten, zodat ze goed voorbereid naar het buitenland gaan.

Uitgevoerde projecten online onderwijs om nieuwe doelgroepen naar het post-experience onderwijs van de EUR te trekken en daarmee de inkomsten in dit segment te vergroten

De EUR heeft twee projecten uitgevoerd op het gebied van post-experience onderwijs.

Het eerste project betreft het project MOOC Health Business Administration en het omvormen van de eerste module van het programma naar een blended leren format (zie project 13).

Daarnaast heeft de EUR het volgende project uitgevoerd:

Project 16: Public Health Online (penvoerder: NIHES/ Erasmus MC)

In dit project wordt de NIHES Master Public Health Track omgevormd naar een online/ blended vorm om de on-campus tijd te verkorten voor internationale studenten (van 3 weken on campus naar 1 week on-campus), zodat dit onderwijs aantrekkelijker wordt voor de internationale (post-initiële) doelgroep. Daarnaast wordt de face to face elective module in het programma omgevormd naar een online variant.

Implementation Programme Quality Impetus ESE

Version 5.0 march 2016

Status: Proposal

Brigitte Hoogendoorn/Monique Klück

Introduction.

This is the implementation plan for the ESE Proposal Stimulation Funds ('studievoorschotmiddelen') (December 2, 2015). The five themes as presented in the proposal, i.e.

1. Tutor Academy;
2. Innovation Hub;
3. Intensification large-scale master programmes;
4. Umbrella Project;
5. Intensification skills courses,

have been translated into an implementation programme.

First we present the intended results along the five themes from the proposal and subsequently we present how we intend to realize these results by presenting an outline of the programme organization including roles and responsibilities, a draft of the planning and a financial paragraph.

1. Intended results

This section describes the intended results of each of the five themes as described in the ESE Proposal Stimulation Funds (December 2, 2015). These results are the standard against which the success of the implementation can be assessed. These intended results relate to the questions "When do we perceive the implementation as successful?" and "How to measure success?"

Theme 1: Tutor Academy.

The aim of the Tutor Academy is to improve the quality of small-scale teaching at ESE by:

- professionalizing the selection;
- professionalizing the training;
- professionalizing the guidance;
- Professionalizing the coordination: facilitating communication and involvement between tutors, lecturers and students.

The Tutor Academy involves all teaching assistants in the Ba1 and Ba2 courses, skills classes and guidance classes.

Measurable by:¹

- Less variability in scores of tutors;
- Tutor satisfaction with guidance (they feel up to doing the job);
- Satisfaction lecturers with quality of tutors and work pressure;
- Overall scores of the courses.

¹ NB The Implementation Team Tutor Academy will propose the final evaluation criteria that will be used.

The realization of the Tutor Academy will take shape as a separate project within the implementation programme.

Theme 2: Innovation Hub.

The Innovation Hub aims to support faculty in making knowledge about educational innovations easily accessible, facilitate exchange of experiences, and provide technical and didactical expertise.

Measurable by²:

- Tutor satisfaction with support: accessibility, satisfaction with actual support, pro-activeness, visibility.
- Student satisfaction with the used innovative educational methods.
- Number of innovations and proposals for ESE innovation Fund.

Akin to the Tutor Academy, the realization of the Innovation Hub will take shape as a separate project within the implementation programme.

Theme 3: Intensifying large-scale master programmes.

The aim of this theme is to implement small-scale and intensive forms of learning in large-scale master-level courses. For this aim, a Master Intensification Fund is available for which capacity groups can hand in proposals. The incidental sources can be used for redesigning courses and developing additional materials that would otherwise not be available.

A procedure will be made available describing how to apply for these funds.

Measurable by:

- Increased small-scale learning.

Theme 4 and 5: Umbrella Project and skills education.

The aim of the Umbrella Project is to increase the connection between the subjects taught in one year, and to repeat and apply skills and knowledge taught across various courses. By providing an additional way of mastering and applying key economic insights and research skills the Umbrella Project will increase the quality of the bachelor curricula at ESE. Furthermore, we believe, that being able to apply knowledge to current issues in an early stage will be stimulating for students' motivation, involvement and understanding. Additionally, it provides an integrated and coherent structure for the skills classes and therefore an opportunity to intensify and improve skills education.

Measurable by:³

- Satisfaction, motivation and perceived added value by students;
- Satisfaction and perceived added value by lecturers and OLCs.

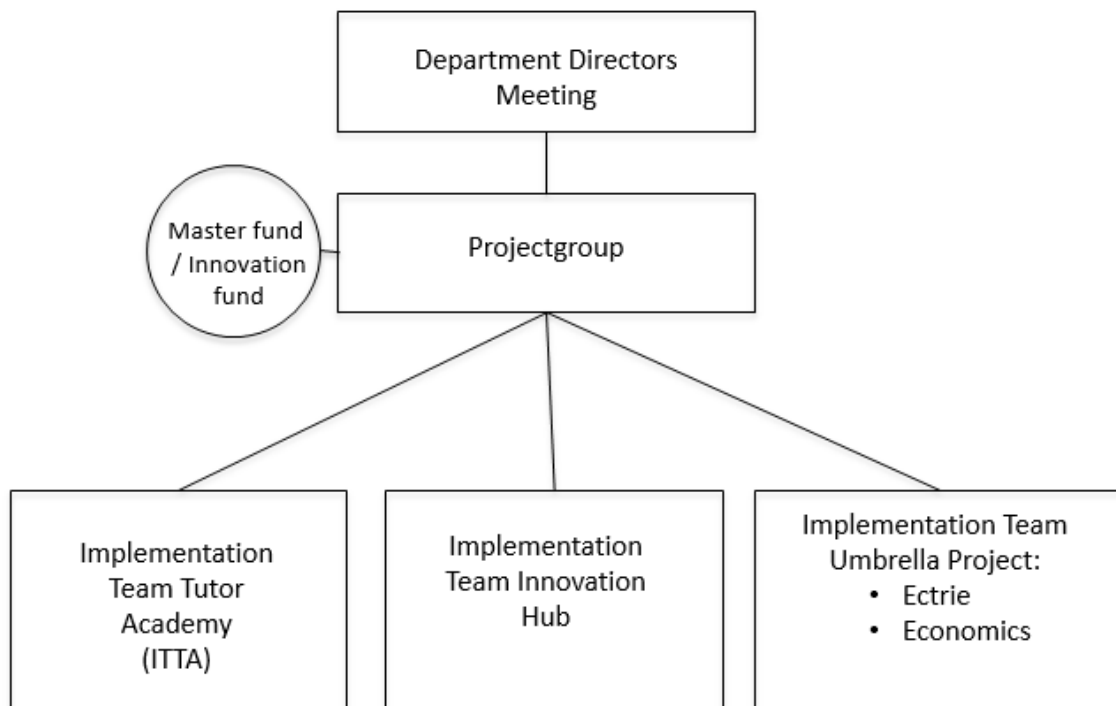
The Umbrella Project and intensification of skills education will be jointly realized in a single project. Additionally, organizing research clinics for Ba3 students in preparation for the bachelor thesis is part of the task of this implementation team.

²² NB The Implementation Team Innovation Hub will propose the final evaluation criteria that will be used.

³ NB. The implementation Team Umbrella project will propose the final evaluation criteria that will be used

2. Programme organization

The figure below provides an overview of the proposed organization of the programme. The tasks and responsibilities of the Department Directors Meeting , project group and implementation teams are described below.



Department Directors Meeting . The ‘Department Directors Meeting ’ is continuously involved in the program, promotes the projects within the departments and organizational units, and makes it possible to achieve the desired result. It has the responsibility to provide the necessary human and financial resources for the program. The Programme Director Education is principal of the programme. The Programme Manager has regular meetings with the Programme Director Education to provide updates of the programme execution.

Project group. The project group is taking care of progress and is responsible for administration, planning and communication with stakeholders

Implementation Teams. Each Implementation team is responsible for the implementation and realization of one of the three projects. Depending on the intended aim and results of each of the projects, members of the Implementation Teams, activities and frequency of meetings differ. The Programme Manager is active in all projects.

Master Intensification Fund / Innovation Fund. No separate implementation team will be initiated for the Master Intensification Fund and the Innovation Fund.

The capacity groups will execute the projects financed by these funds without a separate implementation team. However these funds will be managed within the structure of the programme. The approval of applications is a task of the Executive board ESE, actively promoting the funds, organizing the financial administration and progress is a task of the Projectgroup.

Department Directors Meeting

Dean	Philip Hans Franses
Program Director Education	Ivo Arnold
Director Capacity Group AE	Otto Swank
Director Capacity Groups TE	Enrico Pennings
Director Capacity Groups Ectrie	Patrick Groenen
Director Capacity Groups BE	Bas Donkers
Head of the Deans office	Margaretha Buurman
Executive secretary to the Deans office	Nine van Gent

Project group

Programme Manager	Monique Klück
Policy Officer Education Management	Chava Beijik
Academic Staff Member	Brigitte Hoogendoorn
Academic Staff Member	Erik Kole
Academic Staff Member	Marcel Smeets

Implementation Team Tutor Academy

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

Implementation Team Innovation Hub

Programme Manager	Monique Klück
ICT consultant Innovation Hub	Vacancy
Educational Expert Innovation Hub	Vacancy
Academic Staff Member Innovation Hub	Vacancy

Implementation Team Umbrella Project/skills

Programme Manager	Monique Klück
Academic Staff Member Umbrella Project	Bas Karreman
Programme Coordinator Ectrie	Erik Kole
Programme Coordinator Economics	Brigitte Hoogendoorn

3. Planning

A preliminary list with activities and planning for each project is provided in Appendix A. The intention with the different projects is as follows:

- Tutor Academy: up and running by September 2016. If possible some new procedures will be implemented on an earlier date.
- Innovation Hub: Innovation team up and running by September 2016 (depending on availability of suitable candidates), website live by the end of 2016.
- Umbrella Project/skills: to be realized by the start of Academic year 2017/2018.
- Intensification of the large-scale master programmes operational from academic year 2017/2018 onwards.

4. Budget

An overview of the allocated incidental and structural funds as described in the ESE Proposal Stimulation Funds ('studievoorschotmiddelen') (December 2, 2015) along the five themes is as follows:

<i>in 1000 €</i>	Incidental funds	Structural funds
1. Tutor Academy	200	400
2. ESE Teaching Innovation Hub	500	150
3. Intensifying master courses	350	200
4. ESE Umbrella Project	150	70
5. Skills Education	180	100
Total	1380	920

The Programme Manager takes responsibility for a proper administration of the funds. This will be in accordance with ESEs controller.

5. Communication

- Members of the project group and innovation teams will discuss the project themes with their colleagues and –if relevant- in meetings they attend.
- ESE will be informed about project goals, participation and progress by means of a periodical digital newsletter.
- Every 6 weeks the programme manager will make a progress report which will be sent, after approval of the principal, to the Department Directors Meeting.

Appendix A

Activities and planning implementation Tutor Academy

Implementation Activities	When	Deadline activity
Select and hire graduate teachers	March-april	1 May 2016
Develop procedures for selection of tutors (devison of activities between lecturers, capacity group and Tutor Academy)	March-april	1-9-2016
Implement procedures for selection of tutors/stop current procedures	May-september	1-9-2016
Develop and implement training program(s) for starting tutors (didactical, practical and course related)	March-june	1-9-2016
Develop and implement a guidance program for tutors	April-june	1-9-2016
Develop and implement procedures and/or tools (digital platform such as Project Campus) to improve the involvement of and communication between lecturers, graduate teachers, tutors and students	April-june	1-9-2016
Develop a database for tracking tutors during their tutor career including a proces on how to evaluate tutors	April-june	1-9-2016
Provide evaluation criteria for the objectives of the Tutor Academy	March-april	1-5- 2016
Teambuilding TA team	May -june'16	

Activities and planning implementation Innovation Hub

Implementation Activities	When	Deadline activity
Selection IC consultant and Education Expert Innovation Hub	March-april '16	
Selection Academic member Innovation Hub	March- april '16	
Promoting Innovation Hub (seminar , workshop, news)	May-dec '16	
Innovation Hub website; information gathering, selection	May-sep'16	Sept '16
Innovation Hub website: develop/testing	Sep-nov '16	Okt 16
Innovation Hub website; content gathering	July- nov '16	Dec '16

Activities and planning implementation Umbrella Project

Implementation Activities	When	Deadline activity
Select and install umbrella project team	March '16	
Describe broad design Umbrella project <ul style="list-style-type: none"> - Timing and logistics - Learning objectives - Assessment - Situational constraints - Required materials 	April-aug '16	Sept '16
Course content and schedule	Aug-dec '16	Jan '17
Development study guide information	Jan-feb '17	Sept '17

Development material	Feb-aug '17	Sept '17
Training execution team umbrella project	Aug '17	Sept '17

Activities innovation and/ intensification fund

Develop procedure for applying for the available funds	April '16	
Organizing and promoting ESE Innovation fund (round 2016)	April-may '16	
Organizing and promoting ESE master intensification fund	April-may '16	
Monitoring progress of approved projects	continuously	

Erasmus School of Economics
T.a.v. Prof.dr. P.H.B.F. Franses
Tinbergen gebouw, H11-34
Woudestein

Datum
24 FEB. 2016

Onderwerp
Studievoorschotmiddelen

Ons kenmerk
CvB/AZ/GB/MR/270.899

Uw kenmerk

Pagina
1/2

Bijlage

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College van Bestuur

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Door de belangstelling voor de studievoorschotmiddelen vanuit de politiek en maatschappij alsmede het debat over versterking van studenten en opleidingscommissies bij het gesprek over onderwijskwaliteit, is een goede verantwoording ten aanzien van studievoorschotmiddelen noodzakelijk.

De verantwoording van de studievoorschotmiddelen, zowel kwalitatief als financieel, zullen daarom onderdeel worden van de bestuurlijke verantwoordingscyclus.

De verantwoording zal op de volgende gebieden gevraagd worden:

- procesmatig
- inhoudelijk/ kwalitatief
- financieel

Besluit ten aanzien van uw voorstel

Eind 2015 heb ik gevraagd om uw facultaire plannen kenbaar te maken ten aanzien van de voorinvestering in onderwijskwaliteit ('studievoorschotmiddelen') (brief d.d. november 2015).

Het CvB heeft alle voorstellen bestudeerd en beoordeeld. Daarbij is gekeken naar de volgende onderdelen uit de brief:

1. Is er instemming van de faculteitsraad?
2. Is het beschikbaar bedrag volledig gebudgetteerd?
3. Is er een onderverdeling gemaakt naar incidentele middelen en structurele middelen, en komt dit overeen met de aard van de geplande activiteiten?
4. Wordt in de plannen aangegeven wanneer een activiteit geïmplementeerd zal of dient te zijn?
5. Hoe worden de resultaten inzichtelijk en meetbaar gemaakt?
6. Voldoen de plannen aan de inhoudelijke voorwaarden?

Op basis van uw aanvraag heeft het CvB besloten om de incidentele projecten te honoreren tot een maximum bedrag van

M€ 1,38. Dit bedrag zal via een budgetmutatie worden doorgegeven.

Voordat de structurele middelen worden doorgegeven wordt extra informatie van u gevraagd.

Een toelichting op bovenstaand besluit, en de noodzakelijke extra informatie en vervolgstappen voor verantwoording zullen in een gesprek met AZ/CPC en in ieder geval de onderwijsdirecteur en controller van de faculteit worden besproken. U ontvangt hiervoor spoedig een uitnodiging.

U zal gevraagd worden om uiterlijk eind maart a.s. de aanvullingen aan te leveren. Vervolgens zal het CvB een besluit nemen ten aanzien van de toekenning van de structurele middelen.

Innovatiefonds

Voor 2016 en 2017 is in totaal €4 miljoen beschikbaar gesteld vanuit de studievoorschotmiddelen. U wordt in het voorjaar op de hoogte gesteld over de invulling en uitvoering van het Innovatiefonds.

Vervolg Studievoorschotmiddelen

Begin 2017 zal een brede bijeenkomst met decanen, Faculteitsraden (staf / studenten) en Universiteitsraad worden georganiseerd waarbij faculteiten laten zien wat er tot dan toe met de middelen is gebeurd. Eind 2017 zal de inzet en procedure van de studievoorschotmiddelen op de EUR worden geëvalueerd.

Vanaf 2018 komen de studievoorschotmiddelen vanuit het ministerie van OCW beschikbaar. De verdeelsleutel tussen universiteiten is nog niet bekend, maar we verwachten dat dit min of meer naar rato van de studentenaantallen zal zijn. Deze bedragen zullen naar verwachting jaarlijks M€ 6 voor de EUR in 2018 en 2019 zijn en kunnen na 2019 fors oplopen. Hiermee is er structurele dekking voor de geïnitieerde activiteiten ter versterking van de onderwijskwaliteit. Mocht dit onverhoopt niet het geval zijn, dan zal het CvB in overleg met u een andere oplossing vinden voor het structureel dekken van de plannen.

Bij vragen naar aanleiding van deze brief kunt u contact opnemen met Gwen de Bruin (AZ toestel 82347) of Katherine Rothwell (CPC toestel 81741).

Het College van Bestuur van de Erasmus Universiteit Rotterdam,

Drs. K.F.B. Baele
Voorzitter



To: School Council; Education Committees
From: Secretary School Council (Nine van Gent)
subject: participation in decision-making
date: 16 March 2016

The Executive Board has requested the dean to report before 15 April 2016 the agreements regarding the decentralized participation in decision-making ('the participation'), aiming to work out a package that enables the participatory bodies to perform adequately.

The Executive Board and University Council have, based on the meetings of 'A Good Discussion' concluded that to improve good and effective participation is needed:

- Sufficient time compensation for participation;
- Openness of management;
- Awareness of participatory bodies of their responsibility

Attached are:

- a draft report regarding the participation in decision-making
- as well as the following relevant underlying documents:
 - o Proposal EUR wide baseline for compensation of participatory bodies of 11 January 2016
 - o Recommendations following assessment of 'A Good Conversation' of 7 December 2015
 - o Conclusion and actions based on the meetings of 'A Good Conversation'
 - o Continuation participation in decision-making

The participatory bodies at ESE (ESE School Council and the Education Committees) are asked to give their advice on the attached draft report.

The Programme Committees are asked to give their advice on the report ultimately 28 March 2016.

Economics and Business Economics + Econometrics & Operational Research have a scheduled meeting on March 24. Economics of Taxation + Accounting, Auditing & Control do not have a scheduled meeting but will be consulted by sending the documents per e-mail and are also requested to either give its (written) reaction.

The School Council gathers on 31 March 2016.

Participation in decision-making at Erasmus School of Economics

Report

Introduction

The Executive Board and University Council have, based on the meetings of 'A Good Discussion' concluded what is needed to improve good and effective participation:

- Sufficient time compensation for participation, recognition of the efforts in the R&O evaluations;
- Openness of management;
- Awareness of participatory bodies of their responsibility.

The Executive Board has requested the dean to report the agreements regarding the participation in decision-making at Erasmus School of Economics ('participation'), aiming to work out a package that enables the participation to perform adequately. This package includes:

1. Compensation
2. Support (secretarial)
3. Education
4. Agreements on advice, approval
5. Other possible immaterial support

Participation at Erasmus School of Economics (ESE)

The participatory bodies at ESE are:

- I. School Council
- II. Programme Committees (also known as Education Committees):
 - a) Economics and Business Economics;
 - b) Economics of Taxation
 - c) Econometrics & Operational Research
 - d) Accounting, Auditing & Control

School Council

ESE's School Council consists of the Personnel Council ('PGFR') and the Student Council ('SGFR'), each with seven seats. There is however a vacancy for one of the personnel seats. At ESE, traditionally one of the students holds the chair. The vice-chair is the chairman of the PGFR. There is a secretary to the council.

Programme Committees

- a) The Economics and Business Economics committee consists of five personnel members and five student members. Currently, one of the student members is student member at the School Council as well. The chair and secretary are both personnel members.
- b) The Economics of Taxation committee consists of two personnel members and two student members. The chair and secretary are both personnel members.
- c) The Econometrics & Operational Research committee consists of four personnel members and four student members. The chair is held by a personnel member.
- d) The Accounting, Auditing & Control committee consists of two personnel members and two student members. The chair is held by a personnel member.

1. Compensation

Personnel members

Currently there is no specific compensation in time for the personnel members of the participatory bodies at ESE. However, the personnel members feel that their supervisors sufficiently enable them to fulfill their participation tasks. They feel that participating is part of their job and should be considered as such. It's not easy to

find employees willing to participate, partly because of the amount of time it takes. It's feared that putting concrete 'numbers' on the time needed for participation will make it even more difficult. Furthermore, all staff members feel responsible to participate in organizational tasks. To compensate participation tasks will lead to inequality in compensation for other tasks and this is not desirable. Also, a compensation in time does not help in improving the overall load of tasks per staff member nor in the reduction of research time for faculty when other tasks are performed. And last, if compensation in fte is granted, this should be part of the personnel plan (of the departments).

Rather than a pre-determined compensation in time, as is suggested in the recommendations, the personnel members prefer the more practical solution of being allowed as much time for the participation as is needed. This means that the time required for the participation can vary, depending on the items discussed in the meetings or the subjects in need of attention. This is equal for both members and (vice-) chairmen of the bodies.

On a regular base, the participatory bodies will evaluate if adaption of compensation rules is desirable.

In the performance and development interviews ('R&O') there is sufficient recognition for the participation tasks of the employees fulfilling them. However, there is no discussion nor appraisal with respect to the content of the participation, as there should not be, considering the independent character of the participatory bodies.

Student members

Currently, the student members can apply for an individual student representative grant provided by the profiling fund ('profleringsfonds'). For both School Council and Education/Programme Committee members, the flat-rate allowance is three months of a basic students grant for students not living with their parents.

Prior to the academic year 2015-2016, students received an attendance fee of €50 per attended meeting. Because of the offered representative grant, it has been decided, after consulting the School Council, that ESE would no longer pay an attendance fee starting academic year 2015-2016, except for students who are not eligible for this grant: ESE will pay them an equal payment.

Regarding the fact that at most Schools an attendance fee is provided, ESE reconsidered its previously made decision. Starting in the academic year 2015-2016, for both School Council as Programme Committees, an attendance fee of €80 per student for each attended meeting will be offered. For members of the University Council, a monthly fee of € 113.50 per student is granted. The attendance fees will be applied with a factor of 1.5 to student chairs of the Programme Committees, School Council and to student members of the presidium of the University Council.

The Students Council and the Econometrics Education Committee remark that intrinsic motivation should be leading whereas financial incentives could provide wrong signals. The Students Council has a certain wish to use the attendance fee as a performance incentive. This seems not feasible, but the Students Council will search for a way to improve and to evaluate its own performance.

EUR University should check if the visa of non EER-students visa allow them to participate in the participatory bodies and if an attendance fee is this considered to be a salary (this regarding the mandatory Dutch Health Insurance for internationals working in the Netherlands).

2. Support

School Council

The School Council is supported by a permanent secretary. She prepares the meetings and pre-meetings, takes care of the agenda, minutes and other documents and supports the Council were needed. School Council meetings are well-prepared by organising a pre-meeting before each general meeting, attended by the secretary and the chairs of the School Council, Personnel Section and Student Section. In these pre-meetings it's discussed what to put on the agenda as well as how to further prepare the meetings.

The School Council can call for independent legal advice on its rights when wished for.

Programme Committees

The Programme Committees have no permanent secretarial support thus far. However, when asked for support, the policy makers of the Education department support the Committees were needed. Partly due to the coming legal status of the Education Committees, a more permanent support is sought. There is a need for support in taking notes during meetings and further administrative tasks (such as planning meetings, keeping track of deadlines and so on).

3. Education

School Council

As has been in the past, ESE supports the training of members of the participatory bodies. For the School Council, this is embedded in the School Regulations. The School Council may submit reasoned requests to the dean to participate in training activities, that are necessary for performing their duties. For members of the PGFR, the training activities can be attended during working hours on full pay. The costs of training activities will be fully paid by ESE for both Student and Personnel members.

Thus far however, requests for training activities have been submitted rarely. And if the University Council, for example, offers a training course, there has been little interest in attending.

Programme Committees

For the Programme Committees, training facilities have not been officially regulated, nor has the wish to do so been expressed. However, each reasoned request for training will be allowed in principle. Regarding the future of the Programme Committees, it's in line with expectations to officially regulate their training facilities as well.

4. Agreements on rights of approval, advice and to be heard.

School Council

The School Regulations quite clearly include the rights for the School Council on approval, advice and to be heard. In addition, there is also a right of initiative of the School Council to put forward proposals to the dean about all affairs concerning ESE and to make its point of view known.

Thus far, the rights of approval include:

- the ESE School Regulations;
- the Teaching and Exam regulations (TER) of each programme, with the exception of the organisation of the contents of the programmes and the examinations, the exit qualifications of the programmes and the credits;
- other subjects as set out in the regulations of the University Council, about which the School Council has the right of approval.

The advisory rights include:

- the four-yearly strategic long-term plan (including the strategic objectives; the policy the School intends to pursue within the context of its objective; the way in which and the period within which the School wishes to realise its policy intentions; the responsibility for implementing the intended policy; the financial and organisational conditions)
- the annual budget plan*;
- matters concerning the continued existence and the smooth running of affairs within ESE;
- other subjects as set out in the regulations of the University Council, about which the School Council has the right to be consulted.

The rights to be heard include:

- the strategic education and research policy (including chair plan);
- the financial policy, personnel policy and ICT policy;
- the student policy;
- the marketing policy;
- the appointment of the vice-dean.

And there above, the Personnel Council has the right to advise¹ on:

- the manner in which the conditions of employment and service will be applied at ESE;
- the manner in which the general personnel policy will be implemented at ESE;

¹ Currently, the practical effect of rights are sometimes differently interpreted. The Personnel Council will seek independent legal advice.

- the safety, health and welfare in relation to working conditions at ESE;
- the organisation and way of working within ESE;
- the technical and economic performance at ESE.

If the Personnel Council has advised the dean on the subjects mentioned above, they have a right of prior approval for each of the measures taken by the dean to implement the policy or make amendments to it.

*N.B. As of the 2017 budget, the School Council has a right of approval on *headlines* of the faculty distribution model: this regards to the faculty distribution of the primary flow of funds for the aspects of education, research and support.

This will be formalised in the School Regulations.

Programme Committees

The Programme Committees will advise the programme director and the dean on:

- the product portfolio for the various Bachelor's and Master's programmes;
- the objectives and the exit qualifications of the programmes(s);
- the curriculum for the programme(s);
- the admission requirements to the teaching programme(s).

Specific tasks of the Programme Committees are:

- to evaluate the implementation of the TER each year;
- to provide advice on the TER;
- to identify bottlenecks and problems and propose practical solutions within the existing curriculum and also in respect of the state of affairs regarding teaching;
- to fulfil a role in the process of teaching evaluations.

Both the dean, management team and all participatory bodies consider transparency, participation, a good discussion and advice to be important assets for ESE.

All participatory bodies provide the dean with a written annual report on the performance of their duties and activities at least once a year.

5. Other support and issues

School Council

The School Council has its own up-to-date webpage on the ESE website. The schedule of meetings, agenda's, documents and minutes are published, as are the names and e-mail addresses of the current members and the regulations regarding the School Council. The elections for membership are clearly announced and the election regulations are public.

Next to this, the Student Council has its own Facebook page, set up by the student members, with many followers and lots of actual information.

Programme Committees

The ESE website provides information about the members of the Programme Committees. The regulations regarding the School Council are incorporated in the School Regulations, published on the website.

Regarding the meetings of the Programme Committee, there is currently little information available. If a more permanent support for the Programme Committees is found, upgrading of the information on the website and increasing its visibility shall be one of the tasks.

The Programme Committees strongly support the ideas brought forward by the School Council regarding student representatives in courses to further improve the process of quality control of education.

Signatures on next page

Rotterdam, ... April 2016,

Prof. dr. Ph.H. B.F. Franses
Dean

Y. van de Ven
Chairman School Council 2015-2016

M. Abaraviciute
Chairman Student Section School Council 2015-2016

Dr. H. Trienekens
Chairman Personnel Section School Council 2015-2016

DRAFT

MEMO

To: The Board of Deans

From: The Executive Board

Subject: Continuation of support for decentralised participation in decision-making

Introduction

A few months ago, the Executive Board and University Council held discussions – as a consequence of the national democratisation agenda – about participation in decision-making at EUR. This process resulted in the intention to reinforce decentralised participation in decision-making and, with this in mind, to give the faculties guidelines on how they should set up their support, up to and including staffing guidelines. In the discussions between the Executive Board and the deans, it emerged that the conclusions from the ‘Good Discussion’ regarding strengthening support for decentralised participation had not yet reached the faculty councils. Furthermore, it became apparent that the process for supporting the guidelines would need to offer more leeway for their own decentralised interpretations. For this reason, the chairman of the Executive Board has decided to put things on hold and has explored the route to be taken with a small ad hoc committee from the University Council.

The conclusion is that the substance of the agreements about strengthening support for decentralised participation will remain in place, but that the way in which it will be implemented will be the subject for discussion between the dean and those involved in decentralised participation in decision-making. The Executive Board will monitor the situation.

This memorandum outlines the structure of this follow-up phase and concerns the Executive Board’s guidance of the approach, procedure and planning.

Assumptions for the follow-up phase

The Executive Board is of the opinion that putting in place decentralised participation in decision-making is pertinent for a good democratic process within the university. Over the past year, it has become clear that this is not an optional process (anymore), as evidenced by the legislator recently giving education committees legal status as part of the Improved Governance Power (Higher Education) Bill. This is the new reality; for this reason, it is the Executive Board’s opinion that the EUR must be proactive in this. In addition, the Executive Board would like to further promote the results of the ‘Good Discussion’.

In consultations between the chairman of the Executive Board and the chairman of the University Council, it was announced that the process would be taken to the next phase. It is satisfying to note that there are developments afoot throughout the EUR that are having a positive effect on the functioning of participation in decision-making, both at the central and decentralised levels. The role of the University Council and the Executive Board in the follow-up phase will be to inspire people, to arrange preconditions and to monitor the process. Concrete agreements in this, following on from the consultation in the small committee held on 27 January and between the University Council and the OV held on 2 February are:

1. Periodic consultations between the portfolio holders from the University Council, the chairman of the Executive Board and the chairman of the University Council about the development of participation and the following up of the 'Good Discussion'. In the interim, this small committee will discuss progress and prepare new joint activities.
2. Prior to closing nominations for the election, a joint email from both chairmen will be sent to the academic community, informing them about the results and follow-up actions from the 'Good Discussion' and to call upon them to participate in the elections.
3. Prior to the actual elections, a broad-based meeting will be held, along the lines of previous meetings concerning the 'Good Discussion', with the University Council, the Executive Board, deans and staff/students from faculty councils and programme committees. The aim will be to give the 'Good Discussion' new impetus, on the one hand, and to put the spotlight on the elections more widely, on the other hand.
4. As far as recommendations on facilities and compensation for participation in decision-making are concerned, an undertaking was given in the Executive Board/OV meeting of 2 February that the recommendations will be augmented with the results of the discussions with the University Council, and that the deans will be called upon to arrive at their own interpretations together with their faculty councils and programme committees. The Executive Board will monitor these arrangements.

Approach, process and planning, and follow-up phase

The Executive Board has worked out the above agreements in greater detail (see below) and will discuss these with the deans. In the process, the Executive Board is taking the following assumptions into account:

- The standards for supporting the participation in decision-making that was sent out to the deans earlier (attached to the minutes of the Executive Board-Board of Deans meeting of 20 January) can best be viewed as guidelines.
- The Executive Board proposes that the deans and those involved in decentralised participation hold discussions on what decentralised participation in decision-making needs in order to function properly.
- It is advisable to include in this the recent developments concerning the future legal status of degree programme committees.

The Executive Board looks forward to receiving (at the latest 15 April 2016) a report from the deans on the agreements reached with those involved in decentralised participation. The aim here is to jointly arrive at a package that equips those involved in decentralised participation sufficiently to do their job properly in the faculty situation. This package would comprise the following components:

1. compensation for members of the councils in FTEs or monetary terms, but perhaps in other forms too (standards sent previously may be helpful for this);
2. secretarial/registry support;
3. education for members in decentralised participation councils;
4. agreements about decisions on which advice must be sought for specific dossiers;
5. other potential intangible forms of support;

The Executive Board will then discuss this report with the dean in question.



Memorandum

Aan : College van Decanen
Van : College van Bestuur
Onderwerp : Vervolg ondersteuning decentrale medezeggenschap

Inleiding

Enkele maanden geleden zijn CvB en Universiteitsraad met elkaar in gesprek gegaan - als resultante van de landelijke democratiseringsagenda - over de medezeggenschap aan de EUR. Dit proces heeft geresulteerd in het doel de decentrale medezeggenschap te versterken en daartoe aan faculteiten richtlijnen te geven omtrent de inrichting van hun ondersteuning, tot en met formatierichtlijnen. In het overleg van het CvB met de decanen is geconstateerd dat de conclusies uit het 'Goede Gesprek' voor wat betreft . versterking decentrale medezeggenschap de faculteitsraden (nog) niet had bereikt en het proces rond de richtlijnen ondersteuning wellicht wat meer ruimte diende te bieden voor eigen decentrale invullingen. Om die reden heeft de vz. CvB even pas op de plaats gemaakt en met een kleine ad hoc commissie uit de UR de te volgen route verkend.

De conclusie is nu dat de inhoud van de afspraken over de versterking ondersteuning decentrale medezeggenschap gehandhaafd blijven maar dat de wijze waarop deze worden geïmplementeerd onderwerp van gesprek zal zijn van decaan en decentrale medezeggenschap, waarbij het CvB de vinger aan de pols houdt.

Deze notitie bevat de inrichting van deze vervolgfase en betreft de sturing vanuit het CvB op de insteek, proces en planning.

Uitgangspunten vervolgfase

Het CvB is van mening dat het in positie brengen van de decentrale medezeggenschap zeer relevant is voor het goede democratische proces binnen de universiteit. Het afgelopen jaar is duidelijk geworden dat dit geen vrijblijvend proces (meer) is; zo heeft de wetgever onlangs als onderdeel van de Wet versterking bestuurskracht, bepaald dat Onderwijscommissies een wettelijke status krijgen. Dit is de nieuwe werkelijkheid; om die reden is het CvB van mening dat de EUR hierop pro actief actie te nemen. Daarnaast hecht het CvB er aan de uitkomsten van het 'Goede Gesprek' verder te brengen.

In een gezamenlijk overleg tussen vz CvB en vz UR is uitgesproken het proces nu naar een volgende fase te brengen. Met tevredenheid is geconstateerd dat er EUR-breed ontwikkelingen zijn gestart die positief uitwerken op het functioneren van de medezeggenschap, zowel centraal als decentraal. De rol van UR en CvB bij de vervolgfase zal zijn om te inspireren, randvoorwaarden te organiseren en te monitoren. Concrete afspraken hierbij, volgend uit overleg in kleine commissie op 27 januari en de UR/OV van 2 februari zijn:

1. Een periodiek overleg tussen de portefeuillehouders uit de UR, voorzitter CvB en voorzitter UR over de ontwikkeling van de medezeggenschap en de opvolging van het 'Goede Gesprek'. Deze kleine commissie zal tussentijds de voortgang bespreken en nieuwe gezamenlijke activiteiten voorbereiden;
2. Voorafgaand aan de sluiting van de kandidaatstelling voor de verkiezingen zal een gezamenlijke mail door de beide voorzitters aan de academische gemeenschap worden gezonden om hen te informeren over het de opbrengsten en vervolgcacties rond het 'Goede Gesprek' en op te roepen tot deelname aan de verkiezingen;
3. Voorafgaand aan de daadwerkelijke verkiezingen zal een brede bijeenkomst plaatsvinden, in de stijl van eerdere bijeenkomsten rond 'Het Goede Gesprek', met UR, CvB, decanen en staf / studenten uit faculteitsraden en opleidingscommissies. Doel hiervan is enerzijds nieuwe energie te geven aan Het Goede Gesprek en anderzijds de verkiezingen breder onder de aandacht te brengen;
4. M.b.t. de aanbevelingen over faciliteiten en compensatie voor medezeggenschap is in de UR/OV van 2 februari toegezegd dat het CvB de aanbevelingen zal verrijken met de opbrengst van de besprekingen met de UR en de decanen zal oproepen in overleg met hun faculteitsraden en opleidingscommissies tot eigen invullingen te komen. Het CvB zal deze afspraken monitoren.

Insteek, proces en planning en vervolgfase

Het CvB heeft bovenstaande afspraken nader uitgewerkt (zie hieronder) en wil deze graag met de decanen bespreken. Daarbij neemt het CvB het volgende als uitgangspunten mee:

- De eerder aan de decanen gestuurde normen voor de ondersteuning van de medezeggenschap (gevoegd bij de vergaderstukken CvB-CvD van 20 januari) kunnen het beste worden gezien als richtlijn;
- Het CvB stelt voor dat decaan en decentrale medezeggenschap met elkaar in gesprek gaan om af te stemmen wat de decentrale medezeggenschap nodig heeft om goed te kunnen functioneren.
- Het is verstandig om de recente ontwikkelingen rond de komende wettelijke status van Opleidingscommissie hierbij mee te nemen;

Het CvB zou graag van de decanen (uiterlijk 15 april 2016) een rapportage ontvangen van de gemaakte afspraken met de decentrale medezeggenschap. Het doel hiervan is gezamenlijk te komen tot een pakket dat in de facultaire situatie de decentrale medezeggenschap voldoende uitrust hun werk goed te doen. Zo'n pakket bestaat uit de volgende onderdelen:

1. compensatie voor leden in de raden in fte's of geld maar wellicht ook in andere vormen (hiervoor zijn de eerdere verstuurd normen behulpzaam);
2. secretariële/griffie ondersteuning;
3. scholing voor leden in decentrale medezeggenschapsraden;
4. afspraken over adviesplichtigheid van specifieke dossiers;
5. andere mogelijke immateriële vormen van ondersteuning;

Het CvB zal deze rapportage vervolgens met de betreffende decaan bespreken.



Memorandum

Aan : CvB-Decanenoverleg
Van : Bestuurlijke- en Juridische Zaken - Karens
Datum : 15 januari 2016
Onderwerp : Universitaire afstemming faciliteiten en compensatie medezeggenschap in
CvB-Decanenoverleg

Tijdens het 66^e CvB-Decanenoverleg van 20 januari 2016 staat het onderwerp 'universitaire afstemming compensatie en faciliteiten medezeggenschap' op de agenda. Als stukken zijn bijgevoegd de conclusies van het project 'het goede gesprek' en de aanbevelingen die n.a.v. de inventarisatie van faciliteiten en compensatie voor medezeggenschap zijn gedaan.

De aanbevelingen zijn door het CvB overgenomen in CvB 1989 (10.12.2015). Het college ziet het opvolgen van de aanbevelingen als een noodzakelijke randvoorwaarde voor het uiteindelijke doel van het project: het goede gesprek op alle niveaus in de universiteit bevorderen. Met deze aanbevelingen wordt ook uitvoering gegeven aan een van de belangrijkste conclusies van het project; het garanderen van EUR-brede randvoorwaarden voor effectieve medezeggenschap. Indachtig het gezamenlijke karakter van het project, met zowel CvB, UR als decanen, worden de aanbevelingen tegelijkertijd zowel aan u als aan de UR in de commissie PFO van 20 januari besproken. Het college hoopt hiermee de eensgezindheid die gedurende het project bereikt is tussen bestuur en medezeggenschap ook concreet handen en voeten te geven. Het college ziet uit naar uw input op de aanbevelingen.



University Council
AT-06

Date

11 JAN. 2016

Subject

Proposal EUR-wide baseline for
compensation of participatory bodies

Our reference
CvB/BJZ/RK/268074

Your reference

Page
1/1

Enclosure
1 Conclusions 'the good conversation'
2 Recommendations following
assessment of 'the good conversation'

Department
Executive Board

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To the presidium of the University Council,

Last year, the project 'the good conversation' yielded three conclusions about possible ways to improve participatory decision-making and called for action on several topics (see attachment 1).

In the first conclusion, the project participants call for a university-wide 'baseline' in terms of compensation and facilities offered to staff and students active in participatory decision-making. The University Council asked the Executive Board to propose this EUR-wide baseline.

An inventory was carried out to gain insight in the current state of affairs in terms of compensation, recognition, and support through facilities for participatory bodies. Based on this, the Executive Board proposes clear guidelines for compensation of staff and students and for facilities, support, and training (see attachment 2).

These guidelines will be discussed with the deans, since measures aimed at faculty councils and programme committees are organized within faculties. Next to this conversation with the deans, the Board appreciates your input, especially since the proposals also concern compensation of University Council members. The Board would gladly discuss this topic in the PFO committee meeting of 20 January 2016.

The Executive Board of Erasmus University Rotterdam,



K.F.B. Baele MSc
President



Memorandum

Aan: College van Bestuur
Van: John van Male / René Karens / Amela Okanovic
Datum: 7 december 2015
Onderwerp: Aanbevelingen na inventarisatie t.b.v. 'het goede gesprek'

1. Aanleiding

Op verzoek van het College van Bestuur, de Universiteitsraad en de decanen is geïnventariseerd hoe bij de EUR de participatie in de medezeggenschapsraden beloond wordt, welke faciliteiten (ondersteuning, opleidingen) aan de medezeggenschap geboden worden en hoe e.e.a. verbeterd kan worden. Daaruit is gebleken dat er tussen en binnen faculteiten verschillen zijn als het gaat om de vergoeding van de inzet voor de medezeggenschap, alsmede om de ondersteuning en voorbereiding daarvan. Dienstcommissies vielen buiten de scope van het onderzoek. Hieronder worden de resultaten verder besproken, en een voorstel gedaan voor meer uniformiteit. De aanbevelingen zijn ook toepasbaar op de nieuwe dienstraden.

2. Aanpak

De gegevens zijn verzameld via een korte enquête bij faculteiten, instituten en U-raad. Daarin is gevraagd naar de stand van zaken anno 2015 v.w.b. beschikbare tijd, hoogte vergoedingen/vacatiegelden, administratieve ondersteuning en opleidingsfaciliteiten. Ook is gevraagd welke wensen er bij de raden verder nog leven.

De inventarisatie is half september gestart met een e-mail naar alle voorzitters c.q. secretarissen (zie bijlage 1). De deadline lag twee weken later. Na het verstrijken daarvan is telefonisch contact gezocht, voor zover de gevraagde informatie nog niet binnen was. Medio oktober is nog een herinnering uitgegaan, met als deadline 23 oktober. Daarbij is een eerdere inventarisatie, uitgevoerd door de voorzitter van de raad ESHCC, ter aanvulling meegestuurd (zie bijlage 2). De inventarisatie is eind oktober afgerond. Bijgaand de resultaten.

3. Resultaten

vergoedingen

Het stramien voor vergoedingen voor inzet in de medezeggenschap is i.h.a. hetzelfde. Tijd voor personeelsleden en geld, veelal in de vorm van vacatiegelden, voor studentleden. Dat geldt zowel voor de U-raad als de f-raden. Uitzonderingen: bij de FSW ontvangen zowel medewerkers als studenten vacatiegeld en bij ESE is dat voor de studentleden afgeschaft.

Dat gezegd hebbend blijken tussen de raden forse verschillen te bestaan in de hoogte van die vergoedingen (in tijd en geld) en binnen de raden tussen voorzitters en overige leden.



Memorandum

Verschillen die deels met verschillen in schaal van de organisatie of verantwoordelijkheden samenhangen (meer/minder tijdsbeslag), maar deels op andere overwegingen berusten.

Voorbeelden: voor de inzet van personeel in de medezeggenschapsraad RSM, de ondernemingsraad Erasmus MC en de U-raad staan 21 dagen (0,1 fte), tegen 5 of 2 bij ESE resp. ESHCC. Studentleden ontvangen bij de FSW € 86,22 per vergadering, tegen € 50 bij ESHCC. Daarbij zij opgemerkt dat studentleden in aanmerking komen voor een beurs uit het Profileringsfonds van de EUR (in beginsel 3 maanden).

Ander voorbeeld: voor het voorzitterschap van U-raad of OR Erasmus MC staan 84 dagen (0,4 fte) op jaarbasis, tegen gewone (personeels-)leden 21 (0,1). Bij RSM krijgt de voorzitter, evenals een gewoon lid, ook 21 dagen (0,1 fte). Bij ESHCC heeft de voorzitter op jaarbasis vijf dagen (< 0,025 fte) ter beschikking, tegen twee voor een gewoon lid.

faciliteiten

Secretariële en administratieve ondersteuning zijn i.h.a. voorhanden, maar ook op dit punt zijn er verschillen. Voorbeelden: bij RSM en ISS staat er 0,4-0,6 fte per jaar ter beschikking, tegen 0,1 bij ESE en ESHCC. Volgens de ontvangen informatie is daar bij ESE afgelopen jaar geen beroep op gedaan, terwijl het bij ESHCC moeite koste om die, gegeven de werkdruk, te krijgen; wel heeft de raad ESHCC inmiddels de beschikking over een student-assistent gekregen voor een dag per week. De situatie bij Erasmus MC (OR, SR, GV) is afwijkend.

Opleidingsfaciliteiten zijn i.h.a. ook voorhanden, wederom in verschillende mate. Voorbeelden: waar de medezeggenschap, met financiële ondersteuning vanuit de faculteit, zelf zorgdraagt voor (ESHCC), dan wel het initiatief neemt tot (FSW, ISS) trainingen en cursussen, is bij ESE het afgelopen jaar geen gebruik gemaakt van opleidingsfaciliteiten.

wensen

Terugkerend thema is meer tijd en waardering voor personeel dat zich inzet voor de medezeggenschap, bijv. in de vorm van vrijstelling van onderwijs of een zwaardere weging bij het R&O-gesprek. Een ander thema is het eerder betrekken van de medezeggenschap bij de besluitvorming, bijv. al in de fase van de beleidsontwikkeling. Ook een intensievere informatie-uitwisseling tussen raden op gemeenschappelijke thema's wordt genoemd. Versterking van de zichtbaarheid en van het besef dat de medezeggenschap meerwaarde heeft voor studenten, personeel en organisatie zijn eveneens terugkerende thema's.

4. Aanbevelingen

Op basis van de bovenstaande resultaten en de roep vanuit de medezeggenschap en andere delen van de academische gemeenschap om EUR-brede richtlijnen voor compensatie voor deelname in medezeggenschap worden hier aanbevelingen gedaan. Dat gebeurt in het besef dat krachtens artikel 41 BBR het aan de beheerder is om binnen haar of zijn mandaat aanvullende regelingen te treffen.



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Aanbevelingen t.a.v. waardering en vergoeding voor inzet in medezeggenschap:

Het Profileringsfonds voorziet voor studentleden van faculteitsraden en opleidingscommissies in een uitkering van drie beursmaanden (m.i.v. dit studiejaar gelijk aan het bedrag van de basisbeurs uitwonenden onder het ancien régime). Voor de Universiteitsraad is dit negen maanden. Ter compensatie van evt. studievertraging. Nu ontvangen studentleden doorgaans vacatiegeld, per vergadering variërend van € 50,- tot € 86,22 voor faculteitsraden en € 113,50 voor de U-raad (zie § 3 hiervoor). Studenten kunnen nu tevens een EUR-erkenningscertificaat voor hun participatie in de medezeggenschap aanvragen. Bovendien wordt inzet in de medezeggenschap door de studenten zelf vaak gezien als mogelijkheid om bestuurservaring op te doen, die ook later van pas kan komen. De compensatie en waardering voor deelname in medezeggenschap door studenten is daarmee, afgezien van de lastig verklaarbare verschillen tussen faculteiten, goed te noemen. Het advies is om de vergoeding per vergadering voor alle onderdelen gelijk te stellen.

Voor personeelsleden laat de inventarisatie een ander beeld zien; de compensatie in tijd en de waardering voor participatie in medezeggenschap (bijv. bij de beoordeling) lopen fors uiteen en worden binnen de medezeggenschap als knelpunt ervaren. Vacatiegelden zijn voor personeel, m.u.v. de FSW, niet gebruikelijk. Uit de inventarisatie komt dan ook vooral de wens naar voren een redelijke compensatie in tijd alsmede waardering te ontvangen, passend bij de inspanningen die de medezeggenschap vraagt. Het advies is dan ook om voor personeelsleden de compensatie in tijd uniform vorm te geven en de inzet voor de medezeggenschap tijdens het R&O-gesprek te bespreken.

Op basis van deze overwegingen kunnen de volgende aanbevelingen gedaan worden, waarbij de stelregel is "geld voor studenten en tijd en waardering voor personeel". Dit leidt dan tot de richtlijnen:

- 1) Voor studentleden zou een bedrag van € 80,- per vergadering van f-raad of OC en van € 113,50 per maand voor de U-raad redelijk zijn, aangevuld met de al voorziene beursmaanden uit het profileringsfonds (bruto bedragen). Voorzitterschap van OC of f-raad kan met een hoger bedrag worden gewaardeerd aangezien meer tijdsinzet vereist is. Als presidiumvergaderingen van de U-raad eveneens meegeteld worden wordt die extra inzet ook vergoed. Zie hiervoor richtlijn 4.
- 2) Voor personeelsleden zou EUR-breed dezelfde compensatie toegekend moeten worden voor deelname in verschillende gremia. Afgaande op de bestaande praktijk en de inventarisatie van knelpunten is het voorstel hier:
 - Opleidingscommissies 0,05 fte (84 uur)
 - Faculteitsraden 0,1 fte (168 uur)
 - U-raad 0,2 fte (332 uur);

De tijd voor de U-raad wordt daarmee gelijk aan die voor het Lokaal Overleg EUROPA. Met deze richtlijn is ieder personeelslid dat zich inzet in medezeggenschap, ongeacht zijn of



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haar faculteit¹, ervan verzekerd dat de benodigde inzet geleverd kan worden. Voor sommige gremia is dit hoger dan de huidige compensatie; dit past ook bij de toenemende eisen aan medezeggenschapsraden zoals het nieuwe instemmingsrecht op de hoofdlijnen van de begroting.

- 3) Deelname in de medezeggenschap staat vast op de agenda van het R&O- gesprek. Input over het functioneren van een personeelslid in deze rol wordt verkregen bij de voorzitter van het gremium en uit het jaarverslag.
- 4) Bij de vergoeding voor personeelsleden voor het voorzitterschap van OC of raad, en voor het presidium van de U-raad, wordt uitgegaan van een factor 1,5 t.o.v. een gewoon lidmaatschap: i.e., 0,075 fte voor OC, 0,15 fte voor f-raad en 0,3 fte voor lidmaatschap presidium U-raad. Voor studentvoorzitters van OC of faculteitsraad en voor lidmaatschap van het presidium van de Universiteitsraad door studenten kan een factor 1,5 vacatiegeld (zie aanbeveling 1) worden aangehouden.

Aanbevelingen t.a.v. faciliteiten voor medezeggenschap

Uit de inventarisatie blijkt ook grote diversiteit op het gebied van faciliteiten. Hieronder vallen (ambtelijke) ondersteuning, training en opleiding en zichtbaarheid van medezeggenschap. Op dit onderwerp worden de volgende voorstellen gedaan:

- 5) De beheerder garandeert afdoende ondersteuning voor OC, f- of U-raad. In het geval van de U-raad is dit met een vaste griffier (0,6 fte), een plv. griffier/notulist (0,4 fte) en secretariële ondersteuning vanuit de ABD afdoende georganiseerd. Op facultair of opleidingsniveau is de (secretariële en ambtelijke) ondersteuning niet altijd even transparant belegd, zowel kwantitatief als kwalitatief. Laat beheerder en voorzitter daarover jaarlijks afspraken maken, uitgaande van het aantal voorziene vergaderingen. Maak tevens afspraken over door de beheerseenheid te financieren workshops voor deze ambtelijke ondersteuning. Scholing van aanwezig, en werving van deskundig personeel kan hierin voorzien.

¹ Beargumenteerd kan worden dat faculteiten verschillen in omvang, en daarmee in reguliere belasting van leden van de faculteitsraad. De vraag is dan of gelijke compensatie over alle faculteiten noodzakelijk is of dat differentiatie naar omvang van de faculteit wenselijk is. Differentiëren in compensatie per personeelslid van de faculteitsraad zou het systeem echter onnodig complex en onoverzichtelijk maken. In het huidige systeem zit bovendien al impliciet een staffel naar omvang van faculteiten ingebouwd; grotere faculteiten hebben over het algemeen grotere faculteitsraden dan kleinere faculteiten (variërend van 7 tot 4 personeelsleden en 7 tot 4 studentleden). Hiermee kan de compensatie per raadslid over alle faculteiten gelijk zijn én wordt recht gedaan aan de verschillen in omvang van faculteiten.



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- 6) Leden van de medezeggenschap hebben op grond van de WHW recht op training en opleiding voor de uitoefening van hun taken. Ook op dit punt zouden beheerders jaarlijks afspraken met de medezeggenschap moeten maken en de gewenste scholing aanbieden. TOP, RISBO, Erasmus Academie en externe trainingsbureaus zouden daarin kunnen voorzien. Deze scholing zou waar het algemene trainingen betreft, in afstemming met de Universiteitsraad, ook zoveel mogelijk gezamenlijk kunnen worden georganiseerd. Dit is de afgelopen jaren door de Universiteitsraad geïnitieerd maar hier wordt nog niet door alle faculteiten gebruik van gemaakt.
- 7) Om de zichtbaarheid van de medezeggenschap naar de facultaire en universitaire gemeenschap te verbeteren voorziet elke faculteit in een geactualiseerde website voor f-raad en opleidingscommissies, inclusief leden, contactgegevens, vergaderrooster, reglementen en informatie over vergoeding en training.
- 8) Opleidingscommissies, faculteitsraden en Universiteitsraad leggen aan het eind van elk collegejaar verantwoording af in een jaarverslag (waarin vergaderdata, aanwezigen, uitgebrachte adviezen, instemmingsbesluiten etc. opgenomen zijn).

randvoorwaarden

Het voorgaande impliceert een beslag op capaciteit, die dan niet voor andere taken beschikbaar is, en op middelen waar het de geboden faciliteiten betreft. Kwantificeer die en tref binnen het organisatieonderdeel, waar nodig, compenserende maatregelen.

Vervolgproces

De aanbevelingen in deze notitie zijn tot stand gekomen op basis van de opbrengsten van de bijeenkomsten van 'het goede gesprek' waaraan leden van de medezeggenschap, CvB en decanen deelnamen. Geadviseerd wordt deze aanbevelingen met deze partijen te bespreken om brede commitment hiervoor te bereiken. Dit zou in de commissie PFO van de Universiteitsraad op 20 januari en in het CvB-Decanenoverleg op dezelfde dag kunnen.

Met deze aanbevelingen wordt slechts een van de aanbevelingen, garanderen van gelijke compensatie en faciliteiten voor medezeggenschap, uit 'Het Goede Gesprek' opgevolgd. In het project is ook opgeroepen tot een inhoudelijke stimulans van medezeggenschap binnen faculteiten. Hiervoor zou, naast initiatieven binnen faculteiten, de aansluiting gezocht kunnen worden bij het werkplan kwaliteitszorg 2016 dat momenteel door Academische Zaken wordt voorbereid.



Memorandum

To: Executive Board
From: John van Male/René Karens/Amela Okanovic
Date: 7 December 2015
Subject: Recommendations following assessment of 'the good conversation'

1. Background

At the request of the Executive Board, the University Council and the deans, an assessment was carried out regarding participation in decision-making at EUR, the facilities (support, study programmes) offered to those involved in the Participation Council and areas for improvement. This assessment revealed differences between the faculties in terms of the compensation provided for involvement in participation and the levels of participation support and preparation. Service committees fell outside the scope of the assessment. This document examines the results of the assessment and presents a proposal for greater uniformity. The recommendations can also be applied to the new advisory boards.

2. Method

The assessment data were compiled via a short survey conducted at faculties, institutes and the University Council. The survey asked about the state of affairs in the year 2015 with regard to available time, levels of compensation/attendance fee, administrative support and training facilities. The survey also inquired about any further wishes the councils may have.

The assessment began in mid-September with an email to all chairs and/or secretaries (see Appendix 1) that gave a two-week deadline for responding. Following the deadline, respondents were telephoned where the required information was still missing. A reminder was sent out in mid-October with a deadline of 23 October. The reminder was accompanied with a previous assessment conducted by the chair of the Erasmus School of History, Culture and Communication (ESHCC) council. The assessment was completed in late October. The results are provided below.

3. Results

compensations

The compensation structure for participation duties is generally the same. Time for staff members and money, usually in the form of attendance fees for student members. This is the case for both the University Council and the faculty councils. Exceptions: FSW staff and students receive attendance fees while ESE has ended attendance fees for student members.

Nevertheless, there are substantial differences in the level of compensation (in terms of time and money) and on the councils between the chairs and other members. These



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differences are due partly to differences in the scale of the organisation or responsibilities (more/less time involved) and partly to other considerations.

Examples: 21 days are scheduled for staff participation in the RSM Participation Council, the Erasmus MC works council and the University Council (0.1 FTE) as opposed to 5 and 2 for the ESE and ESHCC, respectively. At FSW, student members receive €82.22 per meeting as opposed to €50 at ESHCC. It should be noted that student members are eligible for a grant from EUR's profiling fund (for 3 months in principle).

A further example: 84 days (0.4 FTE) are scheduled annually for the chairmanship of the University Council or the Erasmus MC works council compared to 21 (0.1 FTE) for regular - staff - members. At RSM, both the chair and regular members receive 21 days (0.1 FTE). At ESHCC, the chair receives five days annually (0.025 FTE) compared to 2 for a regular member.

facilities

While secretarial and administrative support are generally available, there are differences. Examples: RSM and ISS have 0.4–0.6 FTE available per year compared to 0.1 for ESE and ESHCC. According to the information received, ESE made no requests for this type of support while the ESHCC had difficulty securing it given the work pressure; the ESHCC council has since obtained the services of a student assistant for one day a week. The situation at Erasmus MC (OR, SR, GV) is different.

Training facilities are also generally available, but here too there are differences. Examples: while participation bodies, with the financial support of the faculty, independently organise (as is the case with ESHCC) or initiate (as is the case with FSW, ISS) training sessions and courses, the ESE has made no use of training facilities in the past year.

desires

A recurring theme is more time and appreciation for staff involved in participation in decision-making, for example in the form of exemptions from teaching duties or a greater weighting assigned to participation duties during the P&D interview. A further theme is to involve staff involved in participation in an earlier stage of the decision-making process, for example already in the policy development phase. A more intensive exchange of information on common areas of interest between councils has also been suggested. Other recurring themes include increased transparency and raising awareness that participation in decision-making has added value for students, staff and the organisation.

4. Recommendations

Based on the results set out above and the call from the participation body and other parts of the academic community for EUR-wide guidelines on compensation for those involved in participation, we make the following recommendations. This desire is informed by the authority of the deans pursuant to Article 41 of the BBR to take supplementary measures within his or her mandate.



Memorandum

Recommendations with regard to appreciation and compensation for involvement in participation:

The profiling fund provides for student members of the faculty councils and programme committees to be paid an amount equal to three grant months (including this academic year equal to the amount of the basic student grant under the old regime). This is nine months for the University Council. This serves as compensation for any study delay incurred. Currently, student members normally receive an attendance fee, varying per meeting from €50 to €86.22 for faculty councils and €113.50 for the University Council (see § 3). Students can also request an EUR certificate of recognition for their participation in decision-making. Furthermore, students themselves view participation in decision-making as a way of gaining management experience, which may come in handy later on. Consequently, aside from the differences between faculties that are difficult to explain, the compensation and appreciation for participation in decision-making by students can be characterised as good. We recommend providing the same compensation per meeting across the university.

The assessment among members of staff shows a different picture: the compensation in time and appreciation for participation in decision-making (e.g. during employees' job assessments) is widely divergent and is experienced as problematic. With the exception of FSW, staff members are not usually paid to attend. The assessment especially revealed a desire for reasonable compensation in time as well as appreciation befitting the efforts required on the part of staff by participation in decision-making. We therefore recommend to also harmonise compensation in time for staff members and for staff efforts in participation to be a subject of discussion during the P&D interview.

In view of these considerations, we make the following recommendations based on the principle of 'money for students and time and appreciation for staff members.' This results in the following guidelines:

- 1) A reasonable amount for student members would be €80 per faculty council or programme committee meeting and €113.50 per month for the University Council, supplemented with the grant months already provided by the profiling fund (these amounts are gross). Chairmanship of a programme committee or faculty council can be rewarded with a higher amount given the greater time requirement. Duties related to the presidium meetings of the University Council should also be rewarded with additional compensation. See guideline 4 for this.
- 2) The same compensation should be paid across EUR to staff members participating in various bodies. Considering current practice and the assessment of problem areas, we make the following proposal:
 - Programme committees: 0.05 FTE (84 hours)



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- Faculty councils: 0.1 FTE (168 hours)
- University Council: 0.2 FTE (332 hours)

The time for the University Council will then be brought in line with the EUROPA Local Consultative Committee. This guideline means that every staff member involved in participation in decision-making, regardless of faculty¹, can be certain that the required commitment can be provided. This is higher than the current compensation for some bodies; this is also in line with the increasing demands made of representative participation councils, such as the new right of approval regarding the outlines of the budget.

- 3) Participation in the decision-making process is a fixed component of the P&D interview. Input regarding a staff member's performance in this role is provided by the chair of the body and by the annual report.
- 4) The compensation for staff members for chairmanship of a programme committee or board and for the presidium of the University Council is a factor of 1.5 relative to standard membership, i.e. 0.075 FTE for a programme committee, 0.15 FTE for a faculty council and 0.3 FET for membership of the presidium of the University Council. An attendance fee with a factor of 1.5 can be applied to student chairs of programme committees or Faculty Council and to student members of the presidium of the University Council.

Recommendations regarding facilities for participation in decision-making

The assessment also revealed major differences with respect to facilities. Facilities include support, official and otherwise, training courses and programmes and the transparency of participation in decision-making. In this regard, we propose the following:

- 5) The responsible board guarantees sufficient support for programme committees, faculty councils and the University Council. With respect to the University Council, this support is adequately provided by a permanent clerk (0.6 FTE), a deputy

¹ It can be argued that since the faculties differ in size, so does the regular workload of the members of the various faculty councils. The question is therefore whether equal compensation across all faculties is necessary or whether differentiation based on the size of individual faculties would be preferable. However, differentiation in compensation per staff member of the Faculty Council would render the system unnecessarily complex and obscure. Moreover, the current system already has an implicit graduated scale based on the size of the faculties; larger faculties generally have larger faculty councils than smaller faculties (varying from four to seven staff members and four to seven student members). This means that compensation per member can be equal across all faculties while the differences in size of the faculties are still taken into account.



Memorandum

clerk/minutes secretary (0.4 FTE) and secretarial support from the General Management Directorate (ABD). At the faculty or programme level, support (secretarial and official) is not always organised transparently, either in terms of quality or quantity. The manager and chair should make annual agreements based on the number of meetings expected. Agreements should also be made regarding the workshops to be financed by the management unit for this official support. This can include training for current support staff and the recruitment of expert personnel.

- 6) Pursuant to the Higher Education and Research Act, members of the participation councils are entitled to training in the performance of their duties. In this area, too, managers should make annual agreements with the representative participation councils and offer the desired training. TOP, RISBO, Erasmus Academy and external training agencies could play a role here. Also, where the training is of a general nature, it could be organised as jointly as possible, in coordination with the University Council. While the University Council has initiated training of this kind in the past few years, not all faculties currently make use of it.
- 7) To extend the transparency of participation in decision-making within the faculty and university community, each faculty maintains an update website for their faculty council and programme committees, providing information, including names of members, contact details, meeting timetables, regulations and information on compensation and training.
- 8) At the end of each academic year, programme committees, faculty councils and the University Council account for their activities in an annual report (which includes meeting dates, those present, recommendations issued, resolutions subject to approval, etc.).

prerequisites

The above implies a use of capacity, which cannot then be applied to other tasks, as well as use of resources of the faculties concerned. This should be quantified and compensatory measures should be taken in the organisational unit concerned where necessary.

Subsequent action

The recommendations in this memorandum have been formulated on the basis of the outcomes of 'the good talk' meetings in which members of the participatory councils, the Executive Board and the deans participated. It is recommended that these recommendations be discussed with these parties in order to achieve broad commitment. Both the PFO committee of the University Council and the consultation between the Executive Board and the deans could hold this discussion on 20 January.



Memorandum

These recommendations represent the implementation of only one of the recommendations from 'the good talk': guaranteeing equal compensation and facilities for participation in decision-making. The project also calls for qualitative impuls of participatory decision-making within faculties. In addition to initiatives launched within the faculties, such an incentive could key into the 2016 Quality Assurance Plan currently being prepared by Academic Affairs.

Conclusions and actions based on the meetings of 'A Good Discussion'

Trying to draw careful conclusions from this gathering, the Executive Board and University Council observe that although specific circumstances differ per faculty, there are several areas for improvement for good and effective participation that are as good as campus-wide. Three main points of concern that need to be acted upon are:

- Basic conditions for good participation; sufficient time compensation for participation, recognition of these efforts in 'R&O' evaluations, support on the administrative part, and training facilities for members of participatory bodies are absolute minimum conditions that need to be met in order to allow 'the good discussion' to take place. While conditions or resources alone will not be the solutions to all problems, lack of them will prevent other solutions from being successful. It is remarkable that resources or facilities for participatory bodies differ so much across faculties. Several brainstorm groups proposed to ensure a campus-wide basic minimum of facilities, compensation, training, and resources. This issue could be discussed by the University Council with the Board, which could lead to an agreement between Board and Deans about minimum standards on this topic being maintained in each faculty.
- Openness of management; many participants mentioned the need for openness of management towards participatory bodies. Inviting people to discuss decisions in a timely matter, providing all necessary information for these discussions, and be willing to take the input seriously. Ultimately, the goal is to have an open, honest, and relevant discussion together. Deans and program directors have an important role here to encourage staff (especially also the more 'vulnerable' temporary scientific staff) and students to participate in this discussion. This issue is more prominent in some faculties than in others. We encourage the academic communities in each faculty, both management, staff, and students, to thoroughly discuss this issue internally in order to evaluate their own situation. It might be a good idea to approach this issue both top-down, through the meetings between Executive Board and Deans, and bottom-up, through the program committees and faculty councils in each faculty. By sharing the outcomes of these discussions in a later meeting of this project, perhaps valuable insights can be gained as to how the good discussion within all faculties can develop. Some interesting best practices, including some possible new forms of 'a good discussion' within the academic community, have already been proposed by some of the groups. Let's take this as the start of a broader 'good discussion' project, in each faculty or institute.
- There also lies a task for the members of participatory bodies themselves; much has been said about communication, visibility, and awareness from faculty councils and program committees. Participatory bodies should be aware of their responsibility to make clear what their role is, where their relevance lies, and how involved staff and students can reach them if need be. At the same time, we should be aware that participation is not mainly about marketing or communication. Sometimes, important tasks of participatory bodies may not be all that relevant or visible to the wider community. 'Participation begins, but does not end, with communication', was the conclusion in one of the groups. However, realizing this, in order to allow real involvement of staff and students, they need to be aware of their possibilities. The University Council could take this issue up, together with the participatory bodies within faculties, to think of good ways to find the necessary balance here.

These three main conclusions drawn from the project so far show that we are merely just at the beginning of our project. The Executive Board and University Council are happy to see the motivation and involvement from deans, staff, and students both in the first meetings, the provided input for our last meeting, and in the brainstorms during that meeting. But our project is far from concluded. Let's all continue to take this project further by acting upon the conclusions; the Executive Board and Deans can

ensure administrative commitment to the project by making it a fixed item on their regular meetings, promote the faculty-based projects wherever possible, and agree on the necessary resources. The same goes for the University Council in the consultation meetings with the Executive Board. When it comes to the issue of resources and facilities, the University Council and Executive Board can cooperate on a central policy ensuring basic conditions to be met in all faculties, informed by the input from all faculties. The participatory bodies within faculties can, together with the University Council, work on their communication and visibility. If all involved take up these responsibilities, we can take this project further and have something to show in a next meeting, after the summer, of the project group.

To: Education Board, prof. dr. I.J.M. Arnold
Cc: prof. dr. R. Dekker (School council member)
From: Econometrics Education Committee
Topic: Feedback on suggestions "A good discussion" and "Student Representatives"
Date: March 24, 2016

Dear Ivo,

Hereby I send you a summary of the discussion we had this morning together with you in our Econometrics Education Committee (EEC) on some points that will be discussed in the upcoming School Council. We do appreciate it if you can incorporate our opinions in your discussions in the School Council. We send a cc to Rommert Dekker, as he is a member of the School Council who knows our programmes well.

1. Compensation for EEC members

For EEC student members, we are in favour of continuing the current arrangement of the "Individuele bestuursbeurs" and we do not support the idea of payment per attendance. Our student members expressed that intrinsic motivation should be leading, whereas financial incentives provide wrong signals to candidate members. What matters most is that student members experience their influence on the education process and the value added by their contributions.

For staff, we mention the general problem that staff is over-loaded by tasks and that organizational tasks go at the expense of research. We are not in favour of compensation in time, first because then a set of other organization tasks should also be compensated, and second because it does not solve the main problem that research time is reduced. What matters most is that the overall load of tasks per staff member gets reduced (this needs to be improved) and that all staff feels responsible for taking share in organizational tasks (this is already the common attitude in our department).

2. Secretarial support for EEC

We would appreciate support in the administrative processes of the EEC. Currently, one staff member invests a lot of time in secretarial tasks and one student member takes notes during the meeting. This reduces the effectiveness of the contributions of the EEC members. Support is needed both during the EEC meetings (taking notes) and in further administrative tasks (such as planning meetings, keeping track of deadlines, and the like).

3. Webpage for EEC

We would like to increase visibility of the EEC to staff and in particular to students, by a webpage showing names and pictures of the members and containing our EEC email address. It would be best if this page is at the ESE site, with one webpage for each EC of our school.

4. Student representation

We strongly support the ideas brought forward by the School Council. We are happy that the proposals fit in with our current practices for involving students directly in the process of quality control of education, via direct contacts of student representatives with the lecturers and guided by members of the EEC. We employed this system for many years, and we believe that improvements are possible and will be made easier if all programmes start a student representation system. For our programmes (Econometrie, Econometrics, Bachelor-squared), we use the following structure:

Ba-1: Two fixed student representatives for all courses. In each block, these representatives meet, together with a student member of the EEC, with the responsible lecturer of each course. The representatives collect input from their fellow students, and the lecturer provides feedback in class on the points raised in the meeting.

Ba-2: We like to start using the same system as in Ba-1. Up to now, the student representatives are not fixed and are invited by a student member of the EEC to talk together with the student member and a staff member of the EEC. The report of this meeting is split up per course, and the relevant part is sent to the lecturer responsible for each course. An advantage of this set-up is that it is less demanding than the one for Ba-1 for all parties involved.

Ba-3: We currently have no representation for this year, but (in blocks 3 and 4) we could start using a system similar to that for the master (see following).

Master: We currently work with one fixed student representative of each of our four master specializations, who meet each block as team together with a student member and a staff member of the EEC. The report of this meeting is split up per course, and the relevant part is sent to the lecturer responsible for each course. We could also follow a system as for Ba-1, but that would be rather demanding for EEC staff because the four specializations offer a considerable number of courses in each block.

In all, we prefer the more intensive system for Ba-1 and Ba-2 and the less intensive system for Ba-3 and Master because of the amount of differentiation in these two years.

The above reflects the opinions of our EEC.

With kind regards,

Dr. Christiaan Heij (chairman EEC)

CRITERIA
VOOR
BENOEMING EN BEVORDERING
LEDEN WETENSCHAPPELIJKE STAF
ERASMUS SCHOOL OF ECONOMICS

De criteria voor benoeming en bevordering zijn richtlijnen. Van de kandidaat wordt verwacht dat hij/zij voldoet aan de in deze notitie geformuleerde normen. Indien daaraan niet wordt voldaan, dient er een duidelijke toelichting te zijn en moet tevens goed gemotiveerd worden aangegeven waarom een uitzondering wenselijk is én waaruit de compensatie bestaat.

Criteria voor benoeming en bevordering leden wetenschappelijke staf

Erasmus School of Economics

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Versie Juni 2013, aangepast januari 2016

1. **Introductie**

De werving en loopbaanontwikkeling van het wetenschappelijk personeel behoren tot de meest cruciale succesfactoren van een academische instelling. De beschikbaarheid van een excellente externe kandidaat of het behoud van een excellente interne kandidaat vormt vaak de aanleiding om een benoemings- c.q. bevorderingsprocedure in gang te zetten. Dit uiteraard voor zover de voordracht past binnen de inhoudelijke koers en de financiële kaders van de faculteit.

De intenties van het formuleren van aanstellings- dan wel bevorderingseisen zijn tweërlei:

1. nader inhoud geven aan het HRM-beleid m.b.t. de benoeming en bevordering van wetenschappelijk personeel binnen ESE;
2. bijdragen aan het kwaliteitsbeleid dat ESE voert bij haar streven om steeds dichterbij de wereldtop te komen.

Het eerste punt impliceert dat er een logische lijn moet zijn in de benoemingsvoorwaarden voor UD – UHD – UHD met baret – gewoon hoogleraar. Het tweede punt betekent dat steeds stapjes voorwaarts worden gedaan en dat de functie-eisen geleidelijk aan steeds hoger worden.

In de paragraaf 3 tot en met 8 zijn de door de decaan vastgestelde criteria opgenomen voor alle wetenschappelijke functies. Specifiek is aandacht besteed aan de eisen voor de praktijkhoogleraar en de buitengewoon hoogleraar (algemeen of wetenschappelijk directeur van een instituut).¹ Deze criteria zijn een nadere concretisering van de basiscriteria voor benoemingen die beschreven zijn in het systeem van Universitair Functie Ordenen.

Aangezien de Erasmus School of Economics belang hecht aan het faciliteren van de combinatie van arbeid en zorg kan hiervoor de in deze notitie genoemde beoordelingsperiode worden aangepast. De beoordelingsperiode voor de prestaties van Tenure Trackers, maar ook de prestaties van (Bijzonder) Hoogleraren, is in principe maximaal 6 jaar. Deze periode kan worden verlengd voor bijzondere omstandigheden, zoals zwangerschapsverlof, bevallingsverlof, ouderschapsverlof, langdurige ziekte of zorg voor een ziek familielid. Voor medewerkers die gedurende deze periode kinderen hebben gekregen geldt een verlenging van de beoordelingsperiode met de duur van het wettelijk zwangerschaps- en bevallingsverlof plus additioneel 8 maanden per kind geboren in de beoordelingsperiode. De totale beoordelingsperiode kan inclusief deze verlengingen maximaal 10 jaar bedragen.

2. **Algemene opmerkingen**

De set van criteria die door de faculteit gehanteerd wordt bij het benoemings- en bevorderingsbeleid dient een focus te hebben op kwaliteit en dient de wetenschappelijke staf in elk geval te stimuleren toppublicaties te realiseren en uitstekend onderwijs te geven. De criteria moeten objectief vastgesteld en eenvoudig communiceerbaar zijn. Benadrukt wordt dat de criteria die voor het benoemings- en bevorderingsbeleid gehanteerd worden een richtsnoer zijn en geen decreet. De beoordeling vindt plaats door de CBBA (Commissie Benoemings- en Bevorderingsaangelegenheden). Deze brengt aan de hand van de ontvangen informatie een afgewogen advies uit. De commissie kan gemotiveerd afwijken van de criteria, hoewel deze primair bedoeld zijn om duidelijkheid te geven aan medewerkers over de geldende 'standaard'. De CBBA overweegt verder hoe de kandidaat is ingebed in de Faculteit. Dit betreft vooral het belang van het vakgebied waarop de kandidaat actief is. Tevens beoordeelt de CBBA of de werknemer zich gedraagt als een waardevol lid van de Facultaire gemeenschap. Het gaat daarbij onder meer om het onderhouden van goede contacten met collega's, om een positieve houding ten opzichte van het werk en de werkgever, om de zichtbaarheid in de Faculteit, en om de bereidheid taken te vervullen zoals het geven van voorlichting. Meer formeel gesteld, gaat het in belangrijke mate om de toets of wordt voldaan aan de verplichting, gesteld in artikel 1.8 lid 2 van de cao NU.²

¹ Per 1-1-2014 zijn de speciale criteria voor accounting vervallen. Voor medewerkers die voor die datum zijn aangetrokken, blijven deze afspraken van kracht tot en met het moment van besluitvorming over hun eerstvolgende benoeming/bevordering.

² Artikel 1.8 CAO Universiteiten

2. De werknemer is gehouden zijn functie naar zijn beste vermogen uit te oefenen, zich te gedragen als een goed werknemer en te handelen naar de aanwijzingen door of vanwege de werkgever gegeven.

Bij de in dit document genoemde criteria gaan de volgende opmerkingen.

De criteria moeten als richtlijnen worden gezien. Dit betekent dat ze het uitgangspunt vormen bij elke beoordeling, maar ook dat er in de praktijk twee typen afwijkingen mogelijk zijn. Het eerste type doet zich voor wanneer de kandidaat niet aan alle gestelde eisen voldoet. In dat geval dient er een duidelijke toelichting te zijn waarom een uitzondering wenselijk is. Wanneer de noodzaak en de mogelijkheid bestaan om te 'compenseren', dient deze compensatie duidelijk te worden aangegeven (bijvoorbeeld: indien niet wordt voldaan aan alle eisen op onderzoeksgebied, dan dient er sprake te zijn van 'excellent' i.p.v. 'goed' onderwijs). Het tweede type afwijking van de richtlijnen bestaat eruit dat hogere eisen worden gesteld omdat dit passend wordt geacht voor het vakgebied van de kandidaat. Vanzelfsprekend dient dit te zijn vastgelegd in de Tenure Track afspraken: SMART Terms.

- Terwijl een aantal criteria gekwantificeerd zijn (bijvoorbeeld de publicatie-eisen en de doceerkwaliteiten), is een deel van de criteria meer kwalitatief van aard. Hier ligt bij uitstek een taak voor de CBBA om te beoordelen of aan deze criteria is voldaan.
- Daar waar naar het oordeel van de CBBA aan de kwantitatieve en kwalitatieve criteria uit deze notitie is voldaan en de werknemer zich gedraagt als een goed werknemer, zal de CBBA de decaan positief adviseren over de benoeming of bevordering van de kandidaat.
- De eisen zijn toegespitst op kandidaten die uit de ESE afkomstig zijn. Met enige adaptatie aan de omstandigheden, zijn ze ook bruikbaar voor kandidaten uit andere Nederlandse universiteiten en voor kandidaten met een internationale herkomst of van buiten het universitaire milieu.
- Het is enkele jaren gebruik geweest om in de criteria voor benoeming en bevordering van leden van de wetenschappelijke staf te refereren aan "artikelen in internationale peer-review tijdschriften op de TI/ERIM lijst en/of (zoals bij TI/ERIM gebruikelijk) van artikelen in niet-economische high-impact tijdschriften en/of boeken of hoofdstukken van boeken die een erkende academische reputatie hebben". Sinds het Tinbergen Instituut de aanduiding van AA/A/B-tijdschriften heeft vervangen door een tijdschriftenlijst waarin de Article Influence Scores (AIS) centraal staan, zijn de implicaties van deze wijziging in deze notitie verwerkt.³
- Gegeven het feit dat de Faculteit een tweetal onderzoekscholen kent (het Tinbergen Instituut en ERIM), kiest de faculteit voor een beleid waarbij de beoordeling van de impact van publicaties van een kandidaat zowel via de lijn van de zgn. P*/P-publicaties (ERIM) kan plaatsvinden als via de zgn. AIS-systematiek (TI). De P*/P-aanduiding van een tijdschrift staat vermeld op de ERIM-tijdschriftenlijst. De berekeningswijze van de AIS-waarde van een publicatie is te vinden op de TI-site.⁴ De CBBA volgt voor wat betreft de bepaling van de AIS-waarde van publicaties de systematiek van het Tinbergen Instituut. Daarbij is de CBBA welwillend in haar oordeel over casussen waarbij een beoordeling op basis van de AIS van latere jaren tot een duidelijk hogere waardering van het publicatierecord zou leiden.
- Voor kandidaten die lid zijn van het Tinbergen Instituut, geldt als overgangsregeling dat bestaande afspraken over bevorderingscriteria gerespecteerd worden. Ook indien voldaan wordt aan de AIS-criteria, kan het dossier worden voorgelegd aan de CBBA. Bij invoering van het nieuwe beleid per 1 augustus 2013, impliceert dit dat alle dossiers van vóór 1 augustus 2013, met gebruikmaking van de laatste⁵ AA/A/B-publicatielijst beoordeeld kunnen worden. Wel kan een kandidaat verzoeken om via de nieuwe systematiek beoordeeld te worden als dit voor hem/haar gunstiger is.
- De verlengde beoordelingsperiode van maximaal 10 jaar wegens bijzondere omstandigheden zoals zwangerschapsverlof, bevallingsverlof, ouderschapsverlof, langdurige ziekte of zorg voor een ziek familielid, geldt voor Tenure Track posities alleen voor nieuwe aanstellingen vanaf 15 februari 2016. Voor overige Tenure Track posities zal de CBBA rekening houden met persoonlijke omstandigheden.

In de volgende paragrafen is de uitwerking opgenomen van de criteria voor benoeming/bevordering binnen de diverse functiecategorieën.

3. Criteria voor aanstelling van een UD op tenure track basis

³ De CBBA is zich terdege bewust van de afwijkende AIS-scores binnen Operations Research en gelet op de bijzondere aard van het vakgebied is de CBBA bereid daarmee rekening te houden bij de beoordeling van benoemings- en bevorderingsvoorstellen.

⁴ Zie www.tinbergen.nl en de bijlage.

⁵ Het betreft dus de TI-tijdschriftenlijst die op 31 juni 2012 van kracht was.

UD's op Tenure Track basis krijgen een Tenure Track van 6 jaar. ⁶

Voor het **aanstellen** van een UD-2/assistant professor (tenure track) gelden de volgende minimumcriteria:

Onderzoek:

- De kandidaat is gepromoveerd en is in staat om diepgang in het vakgebied te leveren (creativiteit/vernieuwing);
- De kandidaat is internationaal actief en zichtbaar (voordrachten en internationale projecten) of is (bijvoorbeeld via een aan de tenure track voorafgaande aanstelling als postdoc) minimaal twee jaar bij een buitenlands kennisinstituut werkzaam geweest.

Onderwijs:

- De kandidaat beschikt over aantoonbare onderwijscompetenties, blijkt uit een proefcollege bij de sollicitatie c.q. uit onderwijsbeoordelingen met bij voorkeur de kwalificatie 'goed'.⁷

Bestuur/beheer/kennisvalorisatie:

- De kandidaat beschikt over aantoonbare organisatorische en communicatieve vaardigheden en is bereid om bij te dragen aan de verbetering van de organisatie als geheel.

De voortgang van het Tenure Track wordt gemonitord in de jaarlijkse R&O-gesprekken. Als de voortgang niet verloopt volgens onderstaand schema krijgt de kandidaat een jaar om zijn/haar prestaties te verbeteren. Als in het volgende R&O-gesprek wederom wordt geconcludeerd dat niet aan de criteria voldaan wordt dan is dat een redelijke grond om de aanstelling tussentijds te beëindigen. ⁸

Na 2 ½ jaar (midterm) wordt het volgende van de tenure track kandidaat verwacht:

Onderzoek:

- Er zit voldoende progressie in de onderzoekprestaties die zijn afgesproken bij de aanstelling.
- De medewerker heeft een voorstel ingediend voor een 2^e of 3^e geldstroom project. Dit voorstel moet voor indiening zijn goedgekeurd door de Programme Manager Research ESE.

Onderwijs:

- De medewerker heeft de vooraf afgesproken onderwijstaken naar behoren verricht.
- De medewerker beschikt over de basiskwalificatie onderwijs
- De medewerker heeft goede onderwijsresultaten, waarbij – zo mogelijk – zowel ervaring moet zijn aangetoond in het onderwijs voor BSc als MSc niveau; in principe geldt dat er gemiddeld een cijfer 3.75 voor de onderwijsprestaties in de BSc 1+2 en een cijfer 4.0 voor de onderwijsprestaties.

Bestuur/beheer/kennisvalorisatie:

Concrete afspraak door de capaciteitsgroep zelf in te vullen.⁹

Overig:

1. Beheersing Engelse taal op C1 niveau.

⁶ Voor aanstellingen van voor 15-02-2016 houdt de CBBA bij haar beoordeling rekening met persoonlijke omstandigheden. Voor nieuwe aanstellingen vanaf 15-02-2016 geldt dat deze periode verlengd kan worden wegens bijzondere omstandigheden, zoals zwangerschapsverlof, bevallingsverlof, ouderschapsverlof, langdurige ziekte, zorg voor een ziek familielid. Voor medewerkers die gedurende deze periode kinderen hebben gekregen geldt een verlenging van de beoordelingsperiode met de duur van 8 maanden per kind geboren in de beoordelingsperiode. Daarbovenop geldt er voor vrouwelijke medewerkers een aanvullende verlenging van 6 maanden wegens het wettelijk zwangerschaps- en bevallingsverlof en de arbeidstijdenwet. De totale beoordelingsperiode kan inclusief deze verlengingen maximaal 10 jaar bedragen. De aanstelling is om deze reden ook 10 jaar en kan op redelijke grond opgezegd worden als niet aan de criteria voor de tussentijdse evaluatie of eindevaluatie is voldaan.

⁷ Voor interne kandidaten gelden de scores 3.5-4.0 voor BSc 1+2 en/of scores 3.75-4.25 voor BSc 3 +MSc cursussen.

⁸ Alleen als er meer checks and balances geboden zijn dan die welke reeds in het reguliere systeem zijn voorzien en partijen bijvoorbeeld een verschil van inzicht hebben over het vervolgtraject, dan kan het dossier via de decaan aan de CBBA voor advisering worden voorgelegd. Een verschil in inzicht kan liggen tussen de hoogleraar/begeleider en de medewerker, maar ook tussen de hoogleraar/begeleider en de directeur van de capaciteitsgroep of tussen de directeur van de capaciteitsgroep en de decaan..

⁹ Gegeven de diversiteit aan bestuursfuncties en het vacant zijn ervan is ervan afgezien in dit document concrete functies op te nemen, in de tenure track dient hierover wel een afspraak te bestaan.

Voor een **bevordering naar UD-1** (in principe te realiseren **binnen 4 jaar** na aanstelling als UD-2) wordt het volgende van de tenure kandidaat verwacht¹⁰:

Onderzoek:

- Volwaardig lidmaatschap TI of ERIM.
- De medewerker is auteur van 5 artikelen in internationale peer-review tijdschriften op de ESE-tijdschriftenlijst en/of (zoals bij TI/ERIM gebruikelijk) van artikelen in TI/ERIM equivalente tijdschriften en/of boeken of hoofdstukken van boeken die een erkende academische reputatie hebben. De TI/ERIM equivalentie blijkt als het artikel in een (A) internationaal Engelstalig peer reviewed tijdschrift is opgenomen dat is vermeld in de (Social) Science Citation Index en (B) de impactfactor van dat tijdschrift (gemiddeld over de afgelopen 5 jaar) zodanig is dat het betreffende tijdschrift in het hoogste kwartiel van de betreffende ISI Subject Category wordt gerangschikt.
- De medewerker heeft een tweede/herhaald voorstel ingediend voor een NWO/KNAW/KP7 Grant of 3^e geldstroom project. Dit voorstel moet voor indiening zijn goedgekeurd door de Programme Manager Research ESE.

Onderwijs:

2. De medewerker heeft de vooraf afgesproken onderwijstaken naar behoren verricht.
 - De medewerker heeft goede onderwijsresultaten, waarbij – zo mogelijk –ervaring moet zijn aangetoond in het onderwijs voor zowel BSc, MSc als PhD niveau; in principe geldt daarbij dat er gemiddeld een cijfer 3.75 voor de onderwijsprestaties in de BSc 1 + 2 en een cijfer 4.0 voor de onderwijsprestaties in de Bsc 3 + MSc gescoord moet zijn.
 - De medewerker is actief betrokken geweest bij het opstellen van verbetervoorstellen voor het onderwijs, dit bijvoorbeeld naar aanleiding van onderwijsevaluaties.
 - De medewerker beheerst de Engelse taal zodanig, dat hij/zij goed in deze taal kan doceren.
 - De medewerker heeft minimaal 40% van de feitelijke werktijd aan onderwijs besteed¹¹.

Bestuur/beheer/kennisvalorisatie:

- De medewerker heeft getoond te kunnen en te willen bijdragen aan de valorisatie van onderzoekresultaten (EconomieOpinie, mediacontacten, maatschappelijke debat, e.d.).
- De medewerker heeft bestuurs- en/of beheerstaken binnen het organisatieonderdeel of binnen de ESE op zich genomen.

Overig:

3. De medewerker heeft zich breed ontwikkeld, hetgeen onder meer kan blijken uit het feit dat hij/zij heeft gepubliceerd in algemene (economische) tijdschriften, dat hij/zij heeft deelgenomen aan seminars die de capaciteitsgroep overstijgen (bijvoorbeeld TI/ERIM-seminars), dat hij/zij heeft geparticipeerd in voorlichtingsdagen, activiteiten voor Erasmus Academie, etc.
4. Indien de medewerker afkomstig is uit het buitenland heeft deze deelgenomen aan een beginnerscursus Nederlands c.q. zich op andere wijze de eerste beginselen van de Nederlandse taal eigen gemaakt.

¹⁰ De bevordering naar UD 1 loopt via de reguliere procedure via accordering door de capgroepdirecteur en vervolgens door P&O en de decaan.

¹¹ Dit criterium behoeft aanpassing als betrokkene een persoonsgebonden meerjarige beurs heeft, waarin de voorwaarde is opgenomen dat een substantieel van de tijd aan onderzoek moet worden besteed (bijvoorbeeld Veni). Bedoeling van het criterium is dat betrokkene in voldoende mate in de gelegenheid is gesteld om aan te kunnen tonen dat hij of zij over de vereiste competenties op het terrein van onderwijs beschikt.

4. Criteria voor aanstelling als/bevordering tot UHD (met advisering door CBBA)

De Tenure Track Periode is zes jaar. Een medewerker wordt in principe vijf jaar en maximaal na vijf en een half jaar na de start van het Tenure Track voorgedragen voor bevordering tot UHD.¹² Dat betekent dat in geval van een negatief besluit de resterende periode van het 6-jarige Tenure Track gebruikt kan worden voor het vinden van een andere baan. Voor de beslissing over de bevordering gelden de volgende richtlijnen:

Onderzoek¹³:

- De medewerker is volwaardig lid van het Tinbergen Instituut en/of ERIM.
- De medewerker heeft:
 - A. of in een **periode van maximaal 6¹⁴ jaar** voorafgaand aan het verzoek minimaal **3 P*** artikelen in een tijdschrift op de ERIM lijst geaccepteerd gekregen;
of in een **periode van maximaal 6 jaar** voorafgaand aan het verzoek minimaal **8** punten gescoord, **te behalen met minimaal 3 en maximaal 6 artikelen**, dit via de AIS-systematiek. Het merendeel van de ingebrachte artikelen dient geaccepteerd te zijn in tijdschriften die staan vermeld op de ESE-tijdschriftenlijst.
 - en*
 - B. de in deze periode jaarlijks een gestage productie laten zien, bij voorbeeld doordat deze:
 - (kwantitatief:) gemiddeld 1½ peer-reviewed publicaties gerealiseerd heeft in internationale peer-reviewed tijdschriften op de ESE-tijdschriftenlijst en/of van artikelen in equivalente tijdschriften en/of boeken of hoofdstukken van boeken die een erkende academische reputatie hebben.
 - (kwalitatief:) ¾ P* publicatie heeft gerealiseerd per jaar.
- De medewerker is in staat om in volledige zelfstandigheid zijn/haar vakgebied verder te ontplooiën en nieuwe richtingen te geven.
- Het belang van het onderzoek van de medewerker wordt door zijn/haar vakgenoten erkend, bijvoorbeeld blijkend uit deelname aan internationale netwerken, lidmaatschap van de redactie van internationale wetenschappelijke tijdschriften, uitnodigingen als keynote speaker en inhoudelijke coördinatietaken t.b.v. conferenties.
- De medewerker heeft enige tijd bij voorkeur als eerste/dagelijks begeleider minstens twee promovendi stimulerend begeleid.
- De medewerker heeft met instemming van de Programme Manager Research ESE, in de afgelopen jaren twee betekenisvolle onderzoeksaanvragen ingediend (bijvoorbeeld voor een promovendus- of postdocplaats, of een overeenkomstige investeringssubsidie) . Het gaat hierbij om een zelfstandig geschreven aanvraag, waarbij de medewerker zo mogelijk als hoofdaanvrager is opgetreden.
- De medewerker heeft een voor het vakgebied relevant internationaal netwerk.

Onderwijs:

¹² Voor aanstellingen voor 15-02-2016 zal de CBBA bij haar beoordeling rekening houden met persoonlijke omstandigheden. Voor nieuwe aanstellingen vanaf 15-02-2016 geldt dat in bijzondere omstandigheden de eindevaluatie na vijf jaar kan worden uitgesteld wegens bijvoorbeeld zwangerschap, ouderschap, langdurige ziekte, zorg voor een ziek familielid. Voor medewerkers die gedurende deze periode kinderen hebben gekregen geldt een verlenging van de beoordelingsperiode met de duur van het wettelijk zwangerschaps- en bevallingsverlof plus additioneel 8 maanden per kind geboren in de beoordelingsperiode. De totale beoordelingsperiode kan inclusief deze verlengingen maximaal 10 jaar bedragen. De aanstelling is om deze reden ook 10 jaar en kan op redelijke grond opgezegd worden als niet aan de criteria voor de tussentijdse evaluatie of eindevaluatie is voldaan. Voor de eindevaluatie na vijf jaar geldt dat een negatief advies van de CBBA (Commissie voor Benoemings- en Bevorderingsaangelegenheden) inzake "de bevordering tot universitair hoofddocent en het toekennen van een dienstverband voor onbepaalde tijd" voor de decaan een redelijke grond vormt voor tussentijdse opzegging van de aanstelling. Het niet opgaan voor de tenure evaluation na maximaal vijf en een half jaar betekent dat niet voor promotie en een dienstverband voor onbepaalde tijd wordt gekwalificeerd hetgeen ook een redelijke grond vormt voor tussentijdse beëindiging van de aanstelling na zes jaar. Uitstel van de eindevaluatie moet schriftelijk aan de decaan gevraagd worden.

¹⁵ Gegeven de publicatietraditie van het vakgebied gold tot 1-1-2014 voor Accounting: volwaardig lidmaatschap van ERIM (inclusief 1 P* publicatie) of 3 punten via de AIS-systematiek in de afgelopen 6 jaar. Deze criteria zijn per 1-1-2014 vervallen voor nieuwe medewerkers. Voor medewerkers die voor die datum zijn aangetrokken blijven deze afspraken van kracht tot en met het moment van besluitvorming over hun benoeming tot UHD.

¹⁴ In bijzondere omstandigheden kan de beoordelingsperiode verlengd worden voor bijvoorbeeld zwangerschap, ouderschap, langdurige ziekte, zorg voor een ziek familielid.

- De medewerker heeft goede onderwijsresultaten, waarbij zo mogelijk zowel ervaring moet zijn aangetoond in het onderwijs voor BSc, MSc als PhD niveau; in principe geldt daarbij dat er gemiddeld een cijfer 3.75 voor de onderwijsprestaties in de BSc 1 + 2 en een cijfer 4.0 voor de onderwijsprestaties in de Bsc 3 + MSc gescoord moet zijn.
- De medewerker heeft zo mogelijk de opzet, inhoud en didactiek voor een substantieel deel van het onderwijsprogramma van de betreffende leerstoelgroep geïnitieerd en ontwikkeld.
- De medewerker gebruikt state-of-the-art en gevarieerd lesmateriaal dat het vakgebied expliciet in zijn wetenschappelijke en maatschappelijke context plaatst. Hij/zij is in staat om allerlei vormen van onderwijs voor groepen studenten te verzorgen, evenals een persoonlijke begeleidingsrol voor individuele studenten te vervullen. Tevens is hij/zij in staat basisvakken in de bachelorfase voor grotere groepen studenten te verzorgen.
- De medewerker draagt efficiënt en effectief bij aan het goed laten verlopen van onderwijsprocessen.
- De medewerker beheerst de Engelse taal zodanig, dat hij/zij goed in deze taal kan doceren.
- Het wordt als een pluspunt gezien als de medewerker die uit het buitenland afkomstig is, ten minste een aantal vakken in de Nederlandse taal kan doceren als hij/zij langer dan vijf jaar in Nederland is.

Bestuur/Beheer/kennisvalorisatie:

- De medewerker heeft de managementkwalificatie met goed gevolg afgerond.¹⁵
- De medewerker heeft leiding gegeven aan een onderdeel van de capaciteitsgroep, gemandateerde taken van de hoogleraar uitgevoerd en/of bestuurs- en beheerstaken uitgevoerd die verder strekken dan de capaciteitsgroep, bijvoorbeeld door het voorzitterschap van een opleidingscommissie of het zijn van coördinator van een opleiding.
- De medewerker heeft getoond te kunnen en te willen bijdragen aan de valorisatie van onderzoekresultaten (EconomieOpinie, mediacontacten, maatschappelijk debat, ESE-conferentie, e.d.).
- De medewerker functioneert goed in de capaciteitsgroep en heeft de integriteitwaarden van de EUR hoog in het vaandel staan.
- Indien de medewerker afkomstig is uit het buitenland en al langer dan vijf jaar in Nederland verblijft, wordt verwacht dat hij/zij ook in de Nederlandse taal kan communiceren.

5. Criteria voor bevordering naar UHD baret (bijzonder hoogleraar in relatie tot persoonlijke ontwikkeling)

De volgende criteria worden gesteld voor de bevordering naar UHD met baret. Ze zijn mede afgeleid uit de eisen voor gewoon hoogleraarschap.

Onderzoek¹⁶:

- De medewerker is volwaardig lid van het Tinbergen Instituut en/of ERIM.
- De medewerker heeft:
 - A. of in een **periode van maximaal 6 jaar**¹⁷ voorafgaand aan het verzoek minimaal **3 P*** artikelen in een tijdschrift op de ERIM lijst gepubliceerd;
 - of in een **periode van maximaal 6 jaar** voorafgaand aan het verzoek minimaal **8 punten** gescoord, **te behalen met minimaal 3 en maximaal 6 artikelen**, dit via de AIS-systematiek. Het merendeel van de ingebrachte artikelen dient verschenen te zijn in tijdschriften die staan vermeld op de ESE-tijdschriftenlijst¹⁸.

en

¹⁵ Deze eis is doorgeschoven naar bevorderingen vanaf BHL-niveau zolang de cursus Academisch Leiderschap in zijn huidige vorm gehandhaafd blijft.

¹⁶ Gegeven de publicatietraditie van het vakgebied gold tot 1-1-2014 voor Accounting: volwaardig lid maatschap van ERIM (inclusief 2 P* publicatie) of 6 punten via de AIS-systematiek in de afgelopen 6 jaar. Daarbij gold als afwijking dat de score gebaseerd wordt bepaald op basis van minimaal 2 en maximaal 5 artikelen. Deze criteria zijn per 1-1-2014 vervallen voor nieuwe medewerkers. Voor UHD's die voor die datum zijn aangetrokken, blijven deze afwijkende criteria gelden tot hun eerst volgende benoeming of bevordering.

¹⁷ In bijzondere omstandigheden kan de beoordelingsperiode verlengd worden wegens bijvoorbeeld zwangerschap, ouderschap, langdurige ziekte, zorg voor een ziek familielid..

¹⁸ Het gaat dus niet om artikelen die de status "fully accepted" hebben. Uitsluitend in bijzondere omstandigheden, te verantwoorden in de aanvraag, kan de CBBA besluiten zulke artikelen wel mee te wegen.

- B. in deze periode jaarlijks een gestage productie laten zien, bij voorbeeld doordat deze:
- (kwantitatief:) gemiddeld 1½ peer-reviewed publicaties gerealiseerd heeft in internationale peer-reviewed tijdschriften op de ESE-tijdschriftenlijst en/of van artikelen in equivalente tijdschriften en/of boeken of hoofdstukken van boeken die een erkende academische reputatie hebben.
 - (kwalitatief:) ¼ P* publicatie heeft gerealiseerd per jaar.
- De artikelen worden regelmatig geciteerd door vooraanstaande wetenschapsbeoefenaren. Daarbij dient de H-index op basis van de Article Influence Score of volgens Web of Science als referentiebron.
 - De medewerker heeft een hoogwaardige, duidelijke en productieve eigen onderzoekslijn ontwikkeld binnen een van de onderzoekprogramma's van de faculteit. Het belang van het onderzoek van de medewerker wordt door zijn/haar vakgenoten erkend, in het bijzonder blijkend uit het lidmaatschap van de redactie van internationale wetenschappelijke tijdschriften en verder door bijvoorbeeld prijzen, onderscheidingen, uitnodigingen als referee, voor werkbezoeken en/of voor deelname aan internationale commissies.
 - De medewerker heeft ten minste twee promovendi als dagelijks begeleider begeleid tot aan de afronding van hun promotie, zoals blijkt uit vermelding in het dankwoord van de dissertaties.
 - De medewerker heeft ten minste één substantiële onderzoekssubsidie uit de 2e of 3e geldstroom verworven, de projectadministratie bijgehouden en inhoudelijke en financiële verantwoording afgelegd over de resultaten. Het gaat hierbij om een zelfstandig geschreven aanvraag, waarbij de medewerker als hoofdaanvrager optreedt.
 - De medewerker beschikt over een internationale oriëntatie. Dat is zichtbaar door bijvoorbeeld een omvangrijk internationaal netwerk en/of doordat betrokkene aan een andere academische instelling in het buitenland heeft gewerkt.

Onderwijs:

- De medewerker heeft de afgelopen jaren goede onderwijsresultaten behaald (bijvoorbeeld blijkend uit de onderwijsbeoordelingen), en heeft bij voorkeur ervaring in het onderwijs voor BSc, MSc zowel als PhD niveau.
- De medewerker beheerst de Engelse taal zodanig, dat hij/zij in deze taal goed kan doceren.
- De medewerker gebruikt gevarieerd lesmateriaal dat het vakgebied expliciet in zijn wetenschappelijke en maatschappelijke context plaatst. Hij/zij staat open voor onderwijsvernieuwing en neemt daartoe initiatieven binnen het eigen onderwijs.
- De medewerker draagt efficiënt en effectief bij aan het goed laten verlopen van de onderwijsprocessen waarbij hij/zij betrokken is (incl. begeleiding van studenten-assistenten en minder ervaren docenten) en is in voldoende mate betrokken bij onderwijsgerelateerde activiteiten die vanwege het opleidingsmanagement worden georganiseerd (waaronder voorlichtingsdagen).
- Het wordt als een pluspunt gezien als de medewerker die uit het buitenland afkomstig is, ten minste een aantal vakken in de Nederlandse taal kan doceren als hij/zij langer dan vijf jaar in Nederland is.

Bestuur/Beheer/kennisvalorisatie:

- De medewerker heeft aangetoond bestuurlijk potentieel te bezitten, bijvoorbeeld doordat hij/zij leiding heeft gegeven aan een onderdeel van de capaciteitsgroep en/of bestuurs- en beheerstaken heeft uitgevoerd die verder strekken dan de eigen capaciteitsgroep (bijvoorbeeld voorzitterschap van een opleidingscommissie, bachelor- of master-coördinatorschap). Hij/zij heeft verder aantoonbaar commitment bij en is zichtbaar binnen de facultaire gemeenschap.
- De medewerker heeft bijgedragen aan de valorisatie van onderzoekresultaten (EconomieOpinie, mediacontacten, maatschappelijk debat, ESE-conferentie, e.d.).
- De medewerker functioneert goed in de capaciteitsgroep en heeft de integriteitwaarden van de EUR hoog in het vaandel staan.
- Indien de medewerker afkomstig is uit het buitenland en al langer dan vijf jaar in Nederland verblijft, wordt verwacht dat hij/zij ook in de Nederlandse taal kan communiceren.
- De medewerker heeft de managementkwalificatie met goed gevolg afgerond . of kan op basis van zijn kennis en ervaring hiervan vrijstelling krijgen van de decaan.

6. Criteria bij bevordering en benoeming gewoon hoogleraar

Uitgangspunt van het hooglerarenbeleid is dat de verantwoordelijkheid voor zowel onderwijs als onderzoek in de persoon van de hoogleraar verenigd dient te zijn. Kwalificaties op deze beide takenpakketten moeten als minimum benoemingsvoorwaarden voor gewoon hoogleraren dan ook aantoonbaar aanwezig zijn.

Om als gewoon hoogleraar benoemd te kunnen worden, dient aan de volgende eisen voldaan te worden (op te nemen in het structuurrapport):

Onderzoek:

- De medewerker is een autoriteit op een bepaald wetenschapsterrein. Dat betekent onder meer het volgende.
- De medewerker heeft:
 - A. of in een **periode van maximaal 6 jaar**¹⁹ voorafgaand aan het verzoek minimaal **3 P*** artikelen in een tijdschrift op de ERIM lijst gepubliceerd;
of in een **periode van maximaal 6 jaar** voorafgaand aan het verzoek minimaal **8** punten gescoord, **te behalen met minimaal 3 en maximaal 6 artikelen**, dit via de AIS-systematiek. Het merendeel van de ingebrachte artikelen dient verschenen te zijn in tijdschriften die staan vermeld op de ESE-tijdschriftenlijst.²⁰
 - en*
 - B. in een periode van maximaal 6 jaar voorafgaand aan het verzoek jaarlijks een gestage productie laten zien, bij voorbeeld doordat deze:
 - (kwantitatief:) gemiddeld 1½ peer-reviewed publicaties gerealiseerd heeft in internationale peer-reviewed tijdschriften op de ESE-tijdschriftenlijst en/of van artikelen in equivalente tijdschriften en/of boeken of hoofdstukken van boeken die een erkende academische reputatie hebben.
 - (kwalitatief:) ¾ P* publicatie heeft gerealiseerd per jaar.
- De artikelen worden regelmatig geciteerd door vooraanstaande wetenschapsbeoefenaren. Daarbij dient de H-index op basis van de Article Influence Score of volgens Web of Science als referentiebron.
- Het belang van het onderzoek van de medewerker wordt door zijn/haar vakgenoten erkend, in het bijzonder blijkt uit het lidmaatschap van de redactie van vooraanstaande internationale wetenschappelijke tijdschriften en verder door bijvoorbeeld prijzen, onderscheidingen, uitnodigingen als referee, voor werkbezoeken en/of voor deelname aan internationale commissies.
- De medewerker heeft in zes jaar voorafgaand aan het moment waarop de aanstelling/bevordering naar hoogleraar aan de orde is, ten minste drie promovendi dagelijks begeleid. Ten minste twee van de promovendi zijn daadwerkelijk gepromoveerd c.q. daarvan staat de promotiedatum vast. De belangrijke begeleidingsrol van de medewerker kan onder meer blijken uit het dankwoord in het proefschrift en/of door gezamenlijke publicaties.
- De medewerker heeft bewezen dat hij/zij de verantwoordelijkheid neemt voor de ontwikkeling, de organisatie en uitvoering van (een deel van) een van de onderzoekprogramma's van de faculteit dan wel voor een onderzoeksgroep.
- De medewerker begeleidt aantoonbaar andere leden van de wetenschappelijke staf om externe middelen aan te trekken en is ook zelf in staat gebleken om als hoofdaanvrager onderzoeksubsidies te verkrijgen en de betreffende projecten tot een goed einde te brengen.

Onderwijs:

- De medewerker heeft de afgelopen jaren goede onderwijsresultaten behaald, waarbij bij voorkeur ervaring is opgedaan in het onderwijs op BSc, MSc zowel als PhD niveau. Daarbij geldt dat over de afgelopen 3 jaar de onderwijsprestaties als 'goed' zijn beoordeeld (bijvoorbeeld blijkend uit de onderwijsbeoordelingen).
- De medewerker gebruikt gevarieerd lesmateriaal dat het vakgebied expliciet in zijn wetenschappelijke en maatschappelijke context plaatst.

¹⁹ In bijzondere omstandigheden kan de beoordelingsperiode verlengd worden wegens bijvoorbeeld zwangerschap, ouderschap, langdurige ziekte, zorg voor een ziek familielid.

²⁰ Het gaat dus niet om artikelen die de status "fully accepted" hebben. Uitsluitend in bijzondere omstandigheden, te verwoorden in de aanvraag, kan de CBBA besluiten zulke artikelen wel mee te wegen.

- De medewerker beheerst de Engelse taal zodanig, dat hij/zij goed in deze taal kan doceren.
- De medewerker speelt een stimulerende rol in de onderwijsprocessen van de capaciteitsgroep, bijvoorbeeld door het lidmaatschap van een opleidingscommissie, het begeleiden/coachen van studentassistenten en docenten en/of het leveren van bijdragen aan onderwijsvernieuwing (lesmateriaal, werkvormen en/of de opleiding als zodanig). Hij/zij heeft duidelijke ideeën over de onderwijsorganisatie.
- Het wordt als een pluspunt gezien als de medewerker die uit het buitenland afkomstig is, ten minste een aantal vakken in de Nederlandse taal kan doceren als hij/zij langer dan vijf jaar in Nederland is.

Bestuur/Beheer/kennisvalorisatie:

- De medewerker heeft bewezen leidinggevende kwaliteiten, beschikt over aantoonbaar commitment bij en is zichtbaar binnen de faculteit. Dit impliceert voldoende aanwezigheid bij activiteiten die op facultair niveau worden georganiseerd, evenals de organisatie van seminars en congressen. Tevens impliceert dit deelname aan benoemingsadviescommissies en/of een actieve rol bij job markets en de dagelijkse begeleiding van medewerkers.
- De medewerker heeft getoond te willen en kunnen bijdragen aan de valorisatie van onderzoekresultaten (EconomieOpinie, mediacontacten, maatschappelijk debat, ESE-conferenties, e.d.).
- De medewerker functioneert goed in de capaciteitsgroep en heeft de integriteitwaarden van de EUR hoog in het vaandel staan.
- De medewerker heeft de managementkwalificatie met goed gevolg afgerond of kan op basis van zijn kennis en ervaring hiervan vrijstelling krijgen van de decaan.

Overig:

- De CBBA vindt het wenselijk dat de medewerker over een internationale oriëntatie beschikt. Dit kan bijvoorbeeld zichtbaar zijn door een omvangrijk internationaal netwerk en/of doordat betrokkene aan een andere onderzoek/onderwijsinstelling in het buitenland heeft gewerkt.
- De CBBA vindt het wenselijk dat de medewerker na het behalen van zijn of haar mastertitel een periode buiten de EUR heeft gewerkt.
- Indien de medewerker afkomstig is uit het buitenland en al langer dan vijf jaar in Nederland verblijft, wordt verwacht dat hij/zij ook in de Nederlandse taal kan communiceren.

7. Criteria voor aanstelling van praktijkhoogleraar die als bijzonder hoogleraar wordt benoemd

Het betreft een leerstoel die tot doel heeft de expertise en praktijkervaring van een senior bestuurder/manager uit het bedrijfsleven, de overheid of een not for profit organisatie, ten goede te laten komen aan het onderwijs en onderzoek van de faculteit (brug slaan tussen universiteit en maatschappij in brede zin). De focus ligt op de samenwerking en kennisuitwisseling tussen de derde organisatie en de universiteit, op maatschappelijke activiteiten (geven van lezingen, mediaoptreden, bijdragen aan maatschappelijk debat, etc.), op het verzorgen van academisch onderwijs met een duidelijke praktijkcomponent en/of op het verwerven van 3^e geldstroommiddelen voor onderwijs- en onderzoeksactiviteiten.

De volgende richtlijnen worden gehanteerd voor benoeming van de praktijkhoogleraar als bijzonder hoogleraar (een aanduiding die ook op het visitekaartje vermeld zou moeten worden!):

1. Beoogd wordt een deeltijdaanstelling bij de universiteit (in principe niet meer dan 0.4 fte), dit gecombineerd met een senior/partneraanstelling bij een publieke of private organisatie waarvan de praktijkkennis van belang is voor het bezetten van de leerstoel.
2. De kandidaat is qua onderzoek inhoudelijk gekwalificeerd, blijktend uit een promotie. Hij/zij heeft ten minste één wetenschappelijke publicatie op zijn/haar naam staan in een tijdschrift dat voorkomt op de ESE-tijdschriftenlijst, waaraan hij/zij een substantiële eigen bijdrage heeft gerealiseerd.
3. De kandidaat is op de hoogte van actuele ontwikkelingen in het wetenschapsgebied en van trends op de langere termijn.
4. De kandidaat kan inhoudelijk en organisatorisch een bijdrage leveren aan de vernieuwing van het onderwijs binnen het wetenschapsgebied. De kandidaat beschikt over onderwijservaring en didactische kwaliteit en is een stimulerende en enthousiasmerende docent. De kandidaat beheerst zowel de Nederlandse als de Engelse taal in voldoende mate om in beide goed te kunnen doceren.

5. De kandidaat beschikt over aantoonbare organisatorische en bestuurlijke kwaliteiten, uitstekende communicatieve eigenschappen en het vermogen om samen te werken.
6. De kandidaat heeft een netwerk dat aansluit bij de actualiteit en waarin de relevante actoren uit de maatschappij vertegenwoordigd zijn.
7. De kandidaat heeft in de media een bijdrage geleverd aan de wetenschappelijke en/of beleidsdiscussie op het vakgebied.
8. De kandidaat beschikt over voldoende draagvlak binnen de faculteit, blijkend uit een positief benoemingsadvies van ESE-hoogleraren op het vakgebied.

De volgende richtlijnen worden gehanteerd voor de herbenoeming van de praktijkhoogleraar (steeds na de gebruikelijke periode van 4 jaar):

Onderwijs

- De uitvoering van de onderwijsactiviteiten is goed, onder meer blijkend uit onderwijsbeoordelingen. De praktijkhoogleraar is een enthousiaste en effectieve docent en heeft vakdidactische kennis.
- De praktijkhoogleraar draagt efficiënt en effectief bij aan het goed laten verlopen van de onderwijsprocessen waarbij hij/zij betrokken is.

Onderzoek

- De praktijkhoogleraar heeft ten minste één wetenschappelijke publicatie met een substantieel eigen bijdrage gerealiseerd die is geaccepteerd/gepubliceerd in een **P**-tijdschrift van de ERIM lijst, *dan wel* de praktijkhoogleraar heeft minimaal 1 punt gescoord via de AIS-systematiek. Aan het artikel moet de kandidaat een substantiële eigen bijdrage hebben geleverd.
- De praktijkhoogleraar heeft per jaar een aantal vakpublicaties gerealiseerd.
- De praktijkhoogleraar onderhoudt internationale contacten en samenwerkingsverbanden.
- Het belang van het onderzoek van de praktijkhoogleraar wordt door zijn/haar vakgenoten erkend, blijkend uit bijvoorbeeld prijzen, beloningen, lidmaatschap redactieraad vaktijdschriften, uitnodigingen als gastspreker op internationale congressen, deelname aan internationale commissies.

Overig

- De praktijkhoogleraar heeft een substantiële senior/partneraanstelling bij een publieke of private organisatie waarvan de praktijkkennis van belang is voor het bezetten van de leerstoel.
- De praktijkhoogleraar functioneert goed in de capaciteitsgroep/BV, heeft de integriteitwaarden van de EUR hoog in het vaandel staan en draagt bij aan gezamenlijk resultaat, ook wanneer de samenwerking een onderwerp betreft dat niet direct tot de eigen taak behoort.
- De praktijkhoogleraar heeft dual impact (universitair en in de praktijk) en is leidend in het debat op het vakgebied.
- De praktijkhoogleraar heeft een netwerk dat aansluit bij de actualiteit en waarin de relevante actoren uit de maatschappij vertegenwoordigd zijn.
- De praktijkhoogleraar heeft in de media een bijdrage geleverd aan de wetenschappelijke en/of beleidsdiscussie op het vakgebied.
- De praktijkhoogleraar beschikt over voldoende draagvlak binnen de faculteit, blijkend uit een positief herbenoemingsadvies van ESE-hoogleraren op het vakgebied.
- De praktijkhoogleraar heeft de managementkwalificatie met goed gevolg afgerond, of kan op basis van zijn kennis en ervaring hiervan vrijstelling krijgen van de decaan.

8. Eisen te stellen aan Buitengewoon hoogleraar die benoemd is in relatie tot de functie van wetenschappelijk/algemeen directeur van een van de BV's waarvan ESE penvoerder is

Het betreft een leerstoel die gekoppeld is aan de zorg voor de ontwikkeling, uitvoering en organisatie van het onderzoek- en/of onderwijsprogramma van een van de aan ESE gelieerde BV's. Doel van de BV is kwalitatief hoogwaardig (toepassingsgericht) onderzoek te verrichten, en/of postinitiële opleidingen en onderwijs gericht op externe opdrachtgevers te verzorgen (waarbij het accent daartussen per BV kan verschillen). Als de buitengewoon hoogleraar na ommekomst van de benoemingstermijn onverhoopt niet aan de herbenoemingeisen voldoet en de Raad van Commissarissen hier geen bezwaar tegen heeft, kan betrokkene aanblijven als directeur van de BV (echter zonder hooglaartitel).

De volgende richtlijnen worden gehanteerd voor benoeming van de buitengewoon hoogleraar in relatie tot het algemeen of wetenschappelijk directeurschap van een BV.

1. De kandidaat is qua onderzoek inhoudelijk gekwalificeerd, blijkt uit een promotie en het voldoen aan de eisen voor het lidmaatschap van het Tinbergen Instituut of ERIM.
2. De kandidaat is in staat tot het verrichten van zowel theoretisch, empirisch als beleidsgericht onderzoek en heeft ervaring met extern gefinancierd en beleidsgericht onderzoek.
3. De kandidaat heeft een bewezen nationaal en internationaal netwerk op wetenschappelijk en beleidsmatig terrein, dat van belang is voor het vervullen van de functie van wetenschappelijk of algemeen directeur van de BV.
4. De kandidaat beschikt over onderwijservaring en didactische kwaliteit en is een stimulerende en enthousiasmerende docent. De kandidaat beheerst zowel de Nederlandse als de Engelse taal in voldoende mate om in beide talen goed te kunnen doceren.
5. De kandidaat heeft aantoonbaar acquisitievermogen om externe middelen aan te trekken.
6. De kandidaat beschikt over aantoonbare organisatorische en bestuurlijke kwaliteiten, uitstekende communicatieve eigenschappen en het vermogen om samen te werken.
7. De kandidaat beschikt over voldoende draagvlak binnen de faculteit blijkt uit een positief benoemingsadvies van ESE-hoogleraren op het vakgebied.

De volgende richtlijnen worden gehanteerd voor de herbenoeming van de *buitengewoon hoogleraar* in relatie tot het directeurschap van een BV (steeds na de gebruikelijke periode van 4 jaar).

Onderwijs

- De uitvoering van de onderwijsactiviteiten is goed, onder meer blijkt uit onderwijsbeoordelingen.
- De *buitengewoon hoogleraar* is een enthousiast en effectief docent en heeft vakdidactische kennis.
- De *buitengewoon hoogleraar* draagt efficiënt en effectief bij aan het goed laten verlopen van de onderwijsprocessen waarbij hij/zij betrokken is.

Onderzoek

- De *buitengewoon hoogleraar* is lid van het Tinbergen Instituut en/of ERIM.
- Het belang van het onderzoek van de *buitengewoon hoogleraar* wordt door zijn/haar vakgenoten erkend, blijkt uit bijvoorbeeld prijzen, beloningen, lidmaatschap redactieraad tijdschriften, uitnodigingen als gastspreker op internationale congressen, deelname aan internationale commissies.
- De *buitengewoon hoogleraar* heeft externe fondsen geworven voor onderzoek dat past bij de missie van de ESE.

Overig

- De *buitengewoon hoogleraar* functioneert goed in de capaciteitsgroep/BV, heeft de integriteitwaarden van de EUR hoog in het vaandel staan en levert een significante bijdrage aan de organisatorische taken van de organisatie-eenheid.
- De *buitengewoon hoogleraar* heeft in de media een bijdrage geleverd aan de wetenschappelijke en/of beleidsdiscussie op het vakgebied.
- De *buitengewoon hoogleraar* heeft acquisitievermogen, ook om externe middelen aan te trekken voor onderwijs- en/of onderzoekactiviteiten die passen bij de missie van de ESE.
- De *buitengewoon hoogleraar* beschikt over voldoende draagvlak binnen de faculteit, blijkt uit een positief herbenoemingsadvies van ESE-hoogleraren op het vakgebied.
- De *buitengewoon hoogleraar* heeft de managementkwalificatie met goed gevolg afgerond of kan op basis van zijn kennis en ervaring hiervan vrijstelling krijgen van de decaan.

9. Bevordering van Hoogleraar 2 naar Hoogleraar 1

Voor de bevordering van Hoogleraar 2 naar Hoogleraar 1 beslist de Decaan op basis van de criteria genoemd in het Hay-profiel (zie bijlage 4). Indien gewenst kan de Decaan advies vragen aan de CBBA over de bevordering.

Bijlage 1 Bepaling van de AIS

De bepaling van de AIS komt op hoofdlijn²¹ als volgt tot stand:

- a. Er worden minimaal 2 en maximaal 5 artikelen ingebracht voor het bepalen van de score.
- b. Het merendeel van de artikelen moet zijn gepubliceerd in de tijdschriften die op de ESE-tijdschriftenlijst voorkomen.
- c. De gemiddelde AIS score over vier jaar wordt gehanteerd als rekeneenheid voor het bepalen van de score van het tijdschrift.
- d. Het aantal publicatiepunten hangt af van de AIS-score van het tijdschrift en het aantal co-auteurs.
- e. Het puntental (P) wordt als volgt bepaald (waarbij S de AIS score is en N het aantal co-auteurs):

$P = S \times (1.25)$	if $N = 0$
$P = S$	if $N = 1$
$P = S \times (1 - (N-1) \times 0.10)$	if $1 < N \leq 10$
$P = 0$	if $N > 10$
- f. De score S van een boek staat op 1. De score S van de contributie voor een boek (bij voorbeeld een hoofdstuk) staat op $\frac{1}{2}$. De bijdrage van de medewerker dient minimaal 15 pagina's te zijn om mee te kunnen tellen als contributie. Alleen boeken die zijn verschenen bij een beperkt aantal hoog gekwalificeerde uitgevers tellen mee. Voor het overige wordt de formule als opgenomen onder punt e gehanteerd. In totaal mag maximaal 40% van de totale score uit boekbijdragen bestaan.
- g. Publicatiepunten kunnen gedeeltelijk vervangen worden door citaties in de Social Science Citation Index. Een onderzoeker kan voor $1 \frac{1}{2}$ punt citaties inbrengen. Betrokkene moet dan minimaal 400 citaties volgens de SSCI hebben behaald.

²¹ Voor boekbijdragen e.d. wordt voor de bepaling van het puntental een aparte berekeningswijze gehanteerd. Voor de eenvoud wordt hier in deze paragraaf geen aandacht aan geschonken.

Bijlage 2 Aan te leveren documenten

	Te overleggen stukken:	Overlegde stukken:
01	Formele voordracht, incl. motivatie	
02	Curriculum vitae inclusief geaccordeerde publicatielijst	
03	Conclusies publicatielijst	
04	Verklaring financiële haalbaarheid	
05	Resultaat laatste twee R&O gesprekken	
06	Onderwijsevaluaties (en per 1-1-2016 ook een bevestiging dat peer-review op onderwijsgebied heeft plaatsgevonden tijdens Tenure Track)	
07	Ten minste 2 externe referenties	
08	Document waaruit de collegiale oordeelsvorming blijkt. De collegiale oordeelsvorming wordt door de hoogleraren van de betrokken capgroep rechtstreeks naar het secretariaat van de CBBA gestuurd.	
09	Aanvullende informatie*	
10	Twee papers (Bevordering naar UHD)	

*Het kan hier gaan om bijvoorbeeld SKO/Onderwijskundig Leiderschap/Academisch Leiderschap/Visiedocument van de kandidaat (optioneel)/Andere bijzonderheden. Academisch Leiderschap is pas verplicht voor bevordering naar BHL.

**De kandidaat kiest twee papers die hij/zij zelf belangrijk vindt. Hierbij kan het gaan om zowel gepubliceerde als niet-gepubliceerde papers. Ook een belangrijke Revise and Resubmit kan hier opgenomen worden inclusief Referee Rapporten en Letter van de Editor. CBBA-leden kunnen hier desgewenst ook om verzoeken.

Bijlage 3 Opzet Peer-Review Onderwijs



3.2.2 Sjabloon - Observatieformulier college

Dit formulier wordt ingevuld door de persoon die één van uw colleges heeft geobserveerd. U hoeft dit formulier dus niet zelf in te vullen. U kunt dit formulier wel gebruiken om een beeld te krijgen van waar de observator op let. Het door de observator ingevulde formulier stopt u in uw portfolio.

Naam docent:
Naam vak:
Naam college:
Datum college:
Aantal studenten:
Naam observator:

Aandacht van de student

	-	±	+
1. maakt een duidelijke start, waarbij de aandacht van de hele groep getrokken wordt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. begint te spreken nadat de groep stiller is geworden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. heet de studenten welkom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. schept een vriendelijke, maar zakelijke sfeer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. is enthousiast voor het vak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. reageert op studenten die te laat komen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Toelichting:

Doelstellingen en Introductie onderwerp

	-	±	+
1. geeft een duidelijke structuur van het college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. geeft relatie met voorkennis aan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. geeft relatie met vorig college(s) aan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. geeft specifiek de doelstellingen van het college aan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. geeft aan welke activiteiten tijdens het college van studenten verwacht worden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. geeft aan welk materiaal studenten moeten gebruiken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Toelichting:

Kern

	-	±	+
1. geeft duidelijk begin van een volgend kernpunt/onderwerp aan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. hanteert een systematische opbouw van elk leerstofonderdeel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. maakt onderscheid tussen hoofd- en bijzaken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. legt relaties tussen verschillende leerstofonderdelen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Toelichting:



Motivatie	-	±	+
1. legt de leerstof begrijpelijk uit	○	○	○
2. legt relaties met de huidige werkelijkheid van de studenten	○	○	○
3. legt relaties met de toekomstige werkelijkheid van de studenten	○	○	○
4. is enthousiast over de leerstof	○	○	○

Toelichting:

Interactie vaardigheden	-	±	+
1. kijkt zo veel mogelijk de zaal in	○	○	○
2. stelt duidelijke en goed geformuleerde vragen	○	○	○
3. stelt vragen die de student aanzetten tot analyseren van en reflecteren op de leerstof	○	○	○
4. moedigt studenten aan tot beantwoorden van vragen	○	○	○
5. geeft studenten tijd om vragen te beantwoorden	○	○	○
6. herhaalt en vat antwoord van de student samen	○	○	○
7. uit waardering voor het standpunt / de bijdrage van de student	○	○	○
8. beantwoordt vragen adequaat	○	○	○

Toelichting:

Communicatie	-	±	+
1. zoekt oogcontact met studenten in <i>alle</i> delen van de zaal	○	○	○
2. maakt gebruik van de ruimte in de zaal	○	○	○
3. maakt ondersteunende gebaren	○	○	○
4. is verstaanbaar	○	○	○
5. accentueert kernpunten door stemgebruik	○	○	○
6. gebruikt pauzes	○	○	○

Toelichting:

Werkvormen en onderwijsleermiddelen	-	±	+
1. heeft een afwisseling van werkvormen (uitleg, discussie, etc.)	○	○	○
2. controleert onderwijsleermiddelen aan het begin van het college	○	○	○
3. maakt effectief gebruik van onderwijsleermiddelen	○	○	○
4. verwijst naar boek/syllabus/literatuur	○	○	○

Toelichting:



Tijdgebruik

	-	±	+
1. begint op tijd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. laat zien dat aan het college een gedegen planning voorafgegaan is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. begint op tijd aan de afsluiting van het college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. geeft studenten voldoende tijd voor het maken van aantekeningen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. is op tijd klaar met het college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Toelichting:

Afsluiting

	-	±	+
1. herhaalt de belangrijkste punten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. verwijst naar de doelstellingen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. geeft relatie met het volgende college aan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. geeft relatie met het tentamen / de opdracht aan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. controleert in hoeverre de studenten de stof begrepen hebben	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. houdt de aandacht van de student vast tot het einde	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. bedankt student voor hun bijdrage aan het college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Toelichting:

Bijlage 4 Hay Profiel Universitair Docent

Indelingscriteria Universitair docent

Funcitieniveau	Universitair docent 1	Universitair docent 2
Indelingscriteria		
Onderwijs	Verzorgen van reeds ontwikkelde onderwijsonderdelen van het onderwijsprogramma. Zorgen voor periodiek onderhoud van de toegewezen onderwijsonderdelen. Signaleren van verbetermogelijkheden voor de toegewezen onderwijsonderdelen.	Verzorgen van reeds ontwikkelde reguliere onderwijsonderdelen van het onderwijsprogramma.
Onderzoek	Zelfstandig uitvoeren van onderzoek ten behoeve van wetenschap, maatschappij en - waar mogelijk - overheid en bedrijfsleven Leveren van een bijdrage aan de verwerving van 2e- en 3e-geldstroomfinanciering. Inhoudelijk begeleiden van wetenschappelijk personeel bij de uitvoering van onderzoek.	Uitvoeren van onderzoek op basis van een reeds gedefinieerd en goedgekeurd onderzoeksvoorstel, ten behoeve van wetenschap, maatschappij en - waar mogelijk - overheid en bedrijfsleven.
Organisatie	Geven van leiding aan werkgroepen, commissies of projectteams binnen de capaciteitsgroep.	Deelnemen aan werkgroepen, commissies of projectteams binnen de capaciteitsgroep.

Indelingsregels Universitair docent

Universitair docent 2 is van toepassing indien tenminste aan alle criteria wordt voldaan zoals omschreven bij Universitair docent 2

Universitair docent 1 is van toepassing indien tenminste aan de criteria Onderwijs en Onderzoek wordt voldaan zoals omschreven bij Universitair docent 1 en aan het criterium organisatie wordt voldaan zoals omschreven bij Universitair docent 1 of 2

Bijlage 5 Hay Profiel Universitair Hoofddocent

Indelingscriteria Universitair hoofddocent

Indelingscriteria \ Functieniveau	Universitair hoofddocent 1	Universitair hoofddocent 2
Onderwijs	<p>Initiëren en ontwikkelen van de opzet, inhoud en didactiek voor een substantieel deel van het onderwijsprogramma van de leerstoel.</p> <p>Opstellen van verbetervoorstellen naar aanleiding van onderwijsevaluatie voor onderwijsonderdelen en deze implementeren.</p>	<p>Ontwikkelen van toegewezen onderwijsonderdelen op basis van vastgestelde opzet, inhoud en didactiek.</p> <p>Opstellen van verbetervoorstellen naar aanleiding van onderwijsevaluatie voor de toegewezen onderwijsonderdelen.</p>
Onderzoek	<p>Coördineren van en zorgdragen voor realisatie van een onderzoeksprogramma of verantwoordelijk voor de planning en realisatie van een meerjarig specialistisch onderzoeksproject, die relevant en zichtbaar is voor wetenschap, maatschappij en -waar mogelijk- overheid en bedrijfsleven.</p> <p>Optreden als co-promotor voor promovendi.</p>	<p>Coördineren van en zorgdragen voor realisatie van samenhangende onderzoeksprojecten die een belangrijk deel uitmaken van een onderzoeksprogramma en die relevant en zichtbaar zijn voor wetenschap, maatschappij en -waar mogelijk- overheid en bedrijfsleven.</p> <p>Inhoudelijk begeleiden van wetenschappelijk personeel bij de uitvoering van onderzoek.</p>
Organisatie	<p>Geven van leiding aan een onderdeel van de capaciteitsgroep of uitvoeren van gemandateerde managementtaken van de Hoogleraar, bijvoorbeeld voeren van beoordelingsgesprekken of in concept opstellen van de begroting voor de leerstoel.</p>	<p>Uitvoeren van bestuurs- en/of beheerstaken die verder strekken dan de capaciteitsgroep, bijvoorbeeld leidinggeven aan een opleidingscommissie of het coördineren van een opleiding, etc.</p>

Indelingsregels Universitair hoofddocent

Universitair hoofddocent 2 is van toepassing indien tenminste aan alle criteria wordt voldaan zoals omschreven bij Universitair hoofddocent 2

Universitair hoofddocent 1 is van toepassing indien tenminste aan de criteria 'Onderwijs' en 'Onderzoek' wordt voldaan zoals omschreven bij Universitair hoofddocent 1 en aan het criterium 'Organisatie' wordt voldaan zoals omschreven bij Universitair hoofddocent 1 of 2

Functiegebonden toelichting

Werkgroepen en commissies

De bedoelde werkgroepen en commissies hebben altijd betrekking op de inhoud van de functies. Het betreft hier dus niet werkgroepen en commissies in het kader van medezeggenschap en evenmin het werkoverleg van de eigen afdeling.

Patiëntenzorg

Het resultaatgebied 'Patiëntenzorg' kan van toepassing zijn binnen specifieke faculteiten zoals geneeskunde, tandheelkunde, diergeneeskunde, gezondheidswetenschappen, etc. Er is gekozen voor een generiek resultaatgebied 'Patiëntenzorg'. Verschillen in accenten en diepgang op het resultaatgebied 'Patiëntenzorg' zijn niet onderzocht. Ten behoeve van de herkenbaarheid is enige differentiatie aangebracht bij de Hoogleraar en UHD ten opzichte van elkaar en ten opzichte van de overige profielen waar dit resultaatgebied voorkomt.

Het resultaatgebied 'Patiëntenzorg' is niet verzwarend ten opzichte van de overige resultaatgebieden binnen de betreffende functies.

Bijlage 6 Hay Profiel Hoogleraar

Indelingscriteria Hoogleraar

Indelingscriteria \ Functieniveau	Hoogleraar 1	Hoogleraar 2
Onderwijs	Uitdragen van een duidelijke en aansprekende visie op onderwijs en onderwijsontwikkeling, gericht op vernieuwing van het facultair onderwijsprogramma en optimalisatie van het onderwijsrendement.	Verantwoordelijk voor de kwaliteit van het onderwijs binnen de eigen leerstoel. Doet strategische voorstellen en implementeert facultair onderwijsbeleid binnen de eigen leerstoel.
Onderzoek	Vertalen van ontwikkelingen in het onderzoeksgebied naar internationale onderzoeksprogramma's. (Inter)nationale autoriteit op het eigen onderzoeksgebied waarmee de instelling wordt gepositioneerd, blijkend uit: - relevantie en zichtbaarheid van eigen onderzoek voor wetenschap, maatschappij, overheid en bedrijfsleven; - wetenschappelijke publicaties in toonaangevende wetenschappelijke tijdschriften, die regelmatig geciteerd worden door vooraanstaande wetenschappers; - redactielidmaatschap van een van de tien meest toonaangevende wetenschappelijke tijdschriften; - baanbrekende onderzoeksresultaten in vooraanstaande onderzoeksverbanden; - optreden als key note speaker op seminars waar de state of the art op het onderzoeksgebied wordt vastgesteld.	Vertalen van ontwikkelingen in het onderzoeksgebied naar landelijke onderzoeksprogramma's. Autoriteit op het eigen onderzoeksgebied waarmee de faculteit wordt gepositioneerd, blijkend uit: - relevantie en zichtbaarheid van eigen onderzoek voor wetenschap, maatschappij, overheid en bedrijfsleven; - wetenschappelijke publicaties in toonaangevende wetenschappelijke tijdschriften; - redactielidmaatschap van wetenschappelijke tijdschriften; - onderzoeksresultaten in vooraanstaande onderzoeksverbanden; - optreden als spreker op seminars.
Organisatie	Geven van leiding aan een leerstoel, capaciteitsgroep, of instituut met ≥ 10 fte wetenschappelijk personeel. Geven van leiding aan landelijke of internationale commissies of werkgroepen, waarmee tevens de instelling wordt gepositioneerd.	Geven van leiding aan een leerstoel, capaciteitsgroep, of instituut met < 10 fte wetenschappelijk personeel. Geven van leiding of deelnemen aan commissies of werkgroepen, gericht op bestuur van de faculteit of instelling.

Indelingsregels Hoogleraar

Hoogleraar 2 is van toepassing indien tenminste aan alle criteria wordt voldaan zoals omschreven bij Hoogleraar 2

Hoogleraar 1 is van toepassing indien tenminste wordt voldaan aan het criterium 'Onderzoek' of indien tenminste wordt voldaan aan de criteria 'Onderwijs' en 'Organisatie' zoals omschreven bij Hoogleraar 1

Functiegebonden toelichting

Werkgroepen en commissies

De bedoelde werkgroepen en commissies hebben altijd betrekking op de inhoud van de functies. Het betreft hier dus niet werkgroepen en commissies in het kader van de medezeggenschap en evenmin het werkoverleg van de eigen afdeling.

Patiëntenzorg

Het resultaatgebied 'Patiëntenzorg' kan van toepassing zijn binnen specifieke faculteiten zoals geneeskunde, tandheelkunde, diergeneeskunde, gezondheidswetenschappen etc. Er is gekozen voor een generiek resultaatgebied 'Patiëntenzorg'. Verschillen in accenten en diepgang op het resultaatgebied 'Patiëntenzorg' zijn niet onderzocht. Ten behoeve van de herkenbaarheid is enige differentiatie aangebracht bij de Hoogleraar en UHD ten opzichte van elkaar en ten opzichte van de overige profielen waar dit resultaatgebied voorkomt.

Het resultaatgebied 'Patiëntenzorg' is niet verzuwend ten opzichte van de overige resultaatgebieden binnen de betreffende functies.

**CRITERIA
FOR THE
APPOINTMENT AND PROMOTION
OF MEMBERS OF THE ACADEMIC STAFF OF
ERASMUS SCHOOL OF ECONOMICS**

The criteria for appointment and promotion are guidelines. Candidates are expected to comply with the standards defined in this memorandum. If these standards are not satisfied, then a clear and well-founded explanation must be given for why an exception should be made to the requirements and what compensatory factors exist.

Version of June 2013, amended February 2016

Criteria for the appointment and promotion of members of academic staff

Erasmus School of Economics

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1. **Introduction**

The recruitment and career development of its academic staff are among an academic institution's most critical success factors. The availability of an excellent external candidate or the retention of an excellent internal candidate is often the reason to initiate an appointment and/or promotion procedure. Of course, this is provided that the list of candidates is in keeping with the school's academic direction and financial framework.

The purpose behind formulating appointment and/or advancement criteria is twofold:

1. providing more substance to the HRM policy with regard to the appointment and promotion of academic staff at ESE;
2. contributing to the quality policy pursued by ESE in its attempts to rank among world-renowned academic institutions.

The first point implies that there must be logic and consistency in the terms of appointment for Assistant Professor - Associate Professor - Associate Professor with 'cap' – full professor. The second point means that this is a process that is being improved in a series of gradual steps and that the job requirements will gradually become more stringent.

Paragraphs 3 to 8 include the criteria established by the dean for all academic positions. Specific attention is devoted to the requirements for professors of practice and professors by special appointment (general or academic director of an institute).¹ These criteria are a further concretisation of the basic criteria for appointments described in the University Function Classification system.

Considering Erasmus School of Economics places importance on facilitating the combination of work and care, the assessment period stated in this memorandum may be adjusted. The assessment period for Tenure Trackers' performance as well the performance of Professors and Professors by special appointment is in principle no more than six years. This period may be extended due to special circumstances such as maternity leave, post-natal maternity leave, parental leave, long-term illness or caring for a family member who is ill. For candidates who become parents within this period, an extension to the assessment period shall apply. The duration of this extension is the period of statutory maternity leave and post-natal maternity leave plus an additional eight months for each child born in the assessment period. The total assessment period, including these extensions, cannot exceed the maximum of 10 years.

2. **General information**

The set of criteria applied by the School in its appointment and promotion policy must focus on quality and must, in any event, encourage academic staff to produce high-quality academic publications and provide excellent education. The criteria must be established based on objective criteria and be easy to communicate. It should be emphasised that the criteria for the appointment and promotion policy serve as guidelines and not as hard rules. The evaluation is conducted by the CBBA (Committee for the Appointments and Promotions), who make a balanced recommendation based on the information received. The Committee may depart from the criteria, stating reasons, even though these criteria are primarily designed to inform employees of the applicable 'standard'. In addition, the Committee also considers the candidate's position in the School, most notably the significance of his/her field of study. Another factor considered by the Committee is whether the candidate is a valuable member of the School's community. This includes, among other things, positive interaction with colleagues, maintaining a positive attitude towards their work and the University, their visibility within the School and their willingness to perform duties, including providing information. In more formal terms, an important consideration is whether the candidate complies with the requirement specified in Article 1.8, paragraph 2 of the CAO NU has been fulfilled.²

A number of comments relating to the above-mentioned criteria are included below.

¹ Effective 1 January 2014, the special criteria for accounting no longer apply. For candidates recruited prior to this date, the same agreements remain in force up to and including the moment a decision is made regarding their first subsequent appointment/promotion.

² Article 1.8 CAO University

2. Candidates are required to fulfil their duties to the best of their ability, to conduct themselves as good candidates and to comply with the instructions provided by or on behalf of the employer.

The criteria should be viewed as guidelines, i.e. they must form the basis for all assessments. It is also important to note that there are two types of potential deviations. The first type occurs if the candidate fails to meet all the requirements set, in which case a clear explanation must be provided as to why an exception is requested. If the necessity and possibility are there to 'compensate' for the requirement that has not been satisfied, such compensation must be clearly indicated (e.g. if not all research requirements are satisfied, the quality of the education provided must be 'excellent' rather than 'good'). The second type of deviation from the guidelines involves imposing stricter requirements because this is considered appropriate for the candidate's field of study. Evidently, this must be set out in the Tenure Track agreements: SMART Terms.

- While a number of criteria have been quantified (e.g. publication requirements and teaching skills), some of the criteria are more qualitative in nature. It is the duty and responsibility of the CBBA to assess whether these criteria have been satisfied.
- If the Committee believes that the quantitative and qualitative criteria set out in this memorandum have been satisfied and the candidate meets the criteria for good employees, the CBBA will recommend that the dean appoint or promote the candidate.
- The requirements are geared towards candidates from the ESE. With a minor adaptation to the conditions, they can also be used for candidates from other Dutch universities as well as candidates of international origin or from outside the university environment.
- For some years, it was customary to refer in the criteria for appointment and promotion of members of academic staff to 'articles in international peer-reviewed journals included on the TI/ERIM list and/or (as customary for TI/ERIM) of articles appearing in non-economic high-impact journals and/or books or chapters appearing in books that have a recognised academic reputation'. Since the Tinbergen Institute replaced the classification of AA/A/B journals with a list of journals where Article Influence Scores (AIS) are the main focus, the implications of this change have been incorporated into this memorandum.³
- Since the School is home to two research schools (the Tinbergen Institute and ERIM), it has opted for a policy whereby the impact of the publications of a particular candidate can be assessed both based on P*/P publications (ERIM) and based on the AIS system (TI). A journal's P*/P classification is included on the ERIM list of journals. The method used to calculate a publication's AIS value is detailed on the TI site.⁴ In determining the AIS value of publications, the CBBA uses the system established by the Tinbergen Institute. In this process, the Committee shows goodwill in its assessment of cases whereby an assessment based on the AIS for subsequent years would result in a significantly higher evaluation of the candidate's publication record.
- Candidates who are members of the Tinbergen Institute are subject to a transitional scheme that requires that existing terms regarding criteria for promotion be complied with. If the AIS criteria are satisfied, the case can also be submitted for review to the CBBA. In implementing the new policy on 1 August 2013, this means that all cases dating to before 1 August 2013 can be assessed,⁵ using the most recent AA/A/B publication list. However, a candidate can ask to be evaluated using the new system if this is more favourable for him or her.
- The extended assessment period due to special circumstances such as maternity leave, post-natal maternity leave, parental leave, long-term illness or caring for a family member, is for Tenure Track positions only applicable on new appointments from 15 February 2016 onward. For other Tenure Track positions, the CBBA will take personal issues into account.

The paragraphs below detail the criteria for appointment/promotion in the various job categories.

3. Criteria for appointing an assistant professor (UD) on a tenure track basis

Assistant Professors on a Tenure Track basis receive a Tenure Track of six years. ⁶

The following minimum criteria apply to the **appointment** of a UD-2 / assistant professor (tenure track):

³ The CBBA is well aware of the deviating AIS scores in Operations Research and, given the special nature of the field, the Committee is willing to take this into account in its assessment of criteria for appointment and promotion.

⁴ See www.tinbergen.nl and the appendix.

⁵ Note that this refers to the TI list of journals that was in effect on 31 July 2012.

⁶ Regarding appointments before 15-02-2016, the CBBA will take personal issues into account. For new appointments from 15-02-2016 this period can be extended due to special circumstances such as maternity leave, post-natal maternity leave, parental leave, long-term illness, or care for a family member who is ill. For candidates who become parents within this period, an extension to the assessment period of eight months shall apply for each child born in the assessment period. For female employees an additional extension of six months shall apply in connection with the period of statutory maternity leave and post-natal maternity leave and the working hours act. The total assessment period, including these extensions, cannot exceed the maximum of 10 years. For this reason the appointment is also for 10 years and can be terminated on reasonable grounds if the criteria for the interim evaluation or the final evaluation have not been met.

Research:

- The candidate has obtained a doctorate and is able to provide depth to the field of study (creativity/innovation);
- The candidate is active and visible internationally (lectures and international projects) or has worked for at least two years at a foreign research or educational institution (for example, via a tenure track position prior to the postdoc appointment).

Education:

- The candidate possesses proven teaching skills, as demonstrated by a trial lecture as part of the application process and/or from teaching evaluations, for which he/she should preferably have received a score of 'Good'.⁷

Management/Administration/Knowledge Valorisation:

- The candidate has proven organisational and communication skills and is willing to contribute to improving the organisation as a whole.

The progress of the Tenure Track is monitored in the annual P&D interviews. If progress does not proceed in accordance with the schedule below, the candidate is given a period of one year to improve his/her performance. If the conclusion of the next P&D interview is that the candidate has not met the criteria, then this constitutes reasonable grounds for early termination of the appointment.⁸

After two-and-a-half years (midterm) the tenure track candidate is expected to meet the following criteria:

Research:

- The candidate has demonstrated sufficient progress in the research performance agreed on his/her appointment.
- The candidate has submitted a proposal for a second or third flow-of-funds project. This proposal must have been approved for submission by the ESE Research Programme Manager.

Education:

- The candidate has carried out the previously agreed teaching duties to satisfaction.
- The candidate is in the possession of a Basic Qualification in Higher Education.
- The candidate has good teaching results and as far as possible can demonstrate experience in teaching on both the BSc and MSc level; in principle, an average score of 3.75 for teaching performance in the BSc 1+2 and 4.0 for teaching performance in the BSc 3 + MSc apply.

Management/Administration/Knowledge Valorisation:

Concrete agreement to be completed by the department.⁹

Other requirements:

- Command of the English language at the C1 level.

For a **promotion to UD-1** (in principle, achieved **within four years** of the appointment as UD-2), the following is expected of the tenure candidate¹⁰:

Research:

- Full TI or ERIM membership.
- The candidate has authored five articles in international peer-reviewed journals included on the ESE list of journals and/or (as is customary at TI/ERIM) articles in TI/ERIM-equivalent journals and/or books or chapters in a book with a recognised academic reputation. The TI/ERIM equivalent means that the article is (A) published in an international English-language peer-reviewed journal included in the (Social) Science Citation Index and (B) the impact factor of that journal (on average over the past five years) is such that the journal concerned is ranked in the highest quartile of the ISI Subject Category concerned.

⁷ The following scores apply to internal candidates: 3.5-4.0 for BSc 1+2 and/or scores 3.75-4.25 for Bsc 3 +MSc courses.

⁸ The dossier can be presented to the CBBA through the dean for recommendations only under the following terms: in cases where more checks and balances are needed than those already provided in the regular systems, and, for example, when parties have a difference in perception with regard to the next stage in the procedure. A difference in perception could occur between a professor/supervisor and the candidate, or between a professor/supervisor and the director of the department, or between a director of a department and the dean.

⁹ Due to the diversity of administrative positions and the vacancy of these positions, this document does not contain any actual positions; however, specific terms must have been set as part of the tenure track.

¹⁰ Promotion to Assistant Professor 1 proceeds through the regular procedure: approval by the director of the department and subsequently by P&O and the dean.

- The candidate has submitted a second/repeat proposal for an NWO/KNAW/KP7 Grant or a third flow-of-funds project. This proposal must have been approved for submission by the ESE Research Programme Manager.

Education:

- The candidate has carried out the previously agreed teaching duties to satisfaction.
- The candidate has good teaching results and as far as possible can demonstrate experience in teaching on the BSc, MSc and PhD levels; in principle, an average score of 3.75 for teaching performance in the BSc 1+2 and 4.0 for teaching performance in the BSc 3 + MSc apply.
- The candidate has been actively involved in formulating improvement proposals for teaching in response to, for example, teaching evaluations.
- The candidates command of English is sufficient to enable him or her to teach well in this language.
- The candidate has spent at least 40% of actual working hours on teaching¹¹.

Management/Administration/Knowledge Valorisation:

- The candidate has demonstrated the ability and willingness to contribute to the valorisation of research results (EconomieOpinie, media contacts, public debate, etc.).
- The candidate has taken on administrative and/or management duties within the organisational unit or within the ESE.

Other requirements:

- The candidate has developed him or herself broadly, which can be demonstrated by the fact that he or she has published articles in general (economic) journals, that he or she has participated in seminars that transcend the department (such as TI/ERIM seminars), that he or she has participated in open days or activities for the Erasmus Academy, etc.
- If the candidate comes from outside the Netherlands, he or she must have completed a basic Dutch-language course and/or mastered the basics of the Dutch language in another manner.

¹¹ This criterion will need to be adjusted if the person concerned is the recipient of an individual multiannual grant based on the condition that he/she spends a substantial amount of time on research (example: Veni). The criterion is designed to allow the person concerned sufficient opportunity to demonstrate that he/she possesses the required teaching skills.

4. **Criteria for appointment as / promotion to Associate Professor (UHD) (with recommendations from CBBA)**

The Tenure Track Period is six years. In principle, an candidate is recommended for promotion to Associate Professor after five years and no later than five-and-a-half years after the Tenure Track has commenced.¹² This means that if a negative decision is rendered, the remaining time of the six-year Tenure Track can be used to search for new employment. The following guidelines apply to the decision regarding promotion:

Research¹³:

- The candidate is a full member of the Tinbergen Institute and/or ERIM.
- The candidate must satisfy the following requirements:
 - A. *either* a minimum of **3 P*** articles must have been accepted for publication in a journal included on the ERIM list during **a maximum period of six¹⁴ years** prior to the request; *or* they must have achieved a score of at least **8** points during a **maximum period of six years** prior to the request, **to be achieved with a minimum of 3 and a maximum of 6 articles**, based on the AIS system. The majority of the articles submitted must have been accepted by journals included in the ESE list of journals.
 - and*
 - B. they must demonstrate a consistent output on an annual basis during this period, for example by:
 - (quantitative:) having published, on average, 1.5 peer-reviewed articles or papers in international peer-reviewed journals included on the ESE list of journals and/or of articles in equivalent journals and/or books or chapters of books with a recognised academic reputation.
 - (qualitative:) having published $\frac{3}{4}$ P* articles/papers annually.
- The candidate is able to further develop and give new direction to his or her field of study in a fully independent manner.
- The importance of the candidate's research must be recognised by his or her peers, demonstrated by, for example, participation in international networks, membership in the editorial boards of international academic journals, invitations as keynote speaker and content-related coordination duties for conferences.
- It is preferable that the candidate is experienced in providing guidance as a primary/daily supervisor to at least two PhD students.
- With the approval of the ESE Programme Manager Research, the candidate has submitted two substantive research proposals in the past few years (e.g. for a PhD or postdoc position, or an equivalent investment grant). The application must have been written independently, with the candidate as the main applicant.
- The candidate has an international network relevant to the field of study.

Education:

- The candidate has a strong teaching record and, if possible, can demonstrate experience in teaching at the BSc, MSc and PhD levels. As a rule, an average score of 3.75 for teaching performance in the BSc 1+2 and 4.0 for teaching performance in the BSc 3 + MSc is required.
- Where possible, the candidate has initiated and developed the set-up, content and didactics for a substantial portion of the curriculum for the chair group concerned.
- The candidate uses state-of-the art and varied teaching materials that explicitly place the subject area within its academic and social context. He or she is able to provide all types of education for groups of students, as well as perform a personal supervisory role for individual students. He or she is also able to teach basic subjects during the Bachelor's phase for larger groups of students.

¹² Regarding appointments before 15-02-2015, the CBBA will take personal issues into account. For new appointments from 15-02-2016 onward, in special circumstances the final evaluation to take place after five years can be postponed for a number of reasons including pregnancy, parenthood, long-term illness, or caring for a family member who is ill. For candidates who become parents within this period, an extension to the assessment period shall apply. The duration of this extension is the period of statutory maternity leave and post-natal maternity leave plus an additional eight months for each child born in the assessment period. The total assessment period, including these extensions, cannot exceed the maximum of 10 years. For this reason the appointment is also for 10 years and can be terminated on reasonable grounds if the criteria for the interim evaluation or the final evaluation have not been met. If, during the final evaluation after a term of five years, the CBBA (Committee for Appointments and Promotions) issues a negative recommendation with regard to "promotion to the position of Associate Professor and granting a permanent appointment", this forms reasonable grounds for early termination of the appointment by the dean. An unsuccessful tenure evaluation after a maximum of five-and-a-half years means the candidate does not qualify for promotion or a permanent appointment and constitutes reasonable grounds for early termination of the appointment after six years. Postponement of the final evaluation must be requested in writing from the dean.

¹³ In light of the publishing tradition of this field of study, the following condition was mandatory for Accounting up to 1 January 2014: full membership in ERIM (including 1 P* publication) or 3 points based on the AIS system in the past six years. Effective 1 January 2014, these criteria no longer apply for new candidates. These terms will remain in effect for candidates hired prior to this date, up to the time when the decision regarding their appointment as assistant professor is made.

¹⁴ In special circumstances the assessment period can be extended for a number of reasons including pregnancy, parenthood, long-term illness, or caring for a family member who is ill.

- The candidate contributes efficiently and effectively to the smooth running of educational processes.
- The candidates command of English is sufficient to enable him or her to teach well in this language.
- For foreign candidates who have lived in the Netherlands for more than five years, it would be an asset if they could teach a number of subjects in Dutch.

Management/Administration/Knowledge Valorisation:

- The candidate has successfully completed the management qualifications.¹⁵
- The candidate has run part of the department, performed the mandated duties of professor and/or carried out management and administrative duties beyond the scope of his or her own department (for instance, chairmanship of a programme committee or the role of programme co-ordinator).
- The candidate has demonstrated the ability and willingness to contribute to the valorisation of research results (EconomieOpinie, media contacts, public debate, ESE conference, etc.).
- The candidate performs well in the department and is a strong adherent of the EUR's standards of integrity.
- If the candidate is foreign and has lived in the Netherlands for more than five years, he or she will be expected to be able to communicate in Dutch.

5. Criteria for advancement to Associate Professor (UHD) with cap (endowed professor in relation to personal development)

The following criteria have been established for promotion to associate professor 'with cap'. These criteria are based in part on the requirements for full professorship.

Research¹⁶:

- The candidate is a full member of the Tinbergen Institute and/or ERIM.
- The candidate must satisfy the following requirements:
 - A. either a minimum of **3 P*** articles must have been accepted for publication in a journal included on the ERIM list during a **maximum period of six years¹⁷** prior to the request; or they must have achieved a score of at least **8** points in a **maximum period of six years** prior to the request, **to be achieved with a minimum of three and a maximum of six articles**, based on the AIS system. The majority of the articles submitted must have been accepted by journals included on the ESE list of journals.¹⁸
 - and*
 - B. they must have produced a consistent output during this period, for example by:
 - (quantitative:) having published, on average, 1.5 peer-reviewed articles or papers in international peer-reviewed journals included on the ESE list of journals and/or of articles in equivalent journals and/or books or chapters of books with a recognised academic reputation.
 - (qualitative:) having published ¾ P* articles/papers annually.
- The articles are regularly cited by leading academic practitioners. The H-index based on Article Influence Score or according to the Web of Science is the source of reference here.
- The candidate has developed a high-quality, clear and productive line of personal research within one of the School's research programmes. The importance of the candidates research is recognised by his or her peers, as evidenced in particular by membership in the editorial team of international academic journals and, for instance, by prizes, distinctions, invitations to act as referee, working visits and/or participation in international committees.
- The candidate has been the daily supervisor for at least two PhD candidates through the completion of their PhDs, as evidenced by a mention in acknowledgements in their theses.

¹⁵ This requirement has been advanced to promotions starting at the Professor by Special Appointment level for as long as the Academic Leadership course is retained in its current format.

¹⁶ In light of the publishing tradition of this field of study, the following condition was mandatory for Accounting up to 1 January 2014: full membership in ERIM (including 2 P* publications) or 6 points based on the AIS system in the past six years. An applicable deviating condition was that the score was determined based on a minimum of 2 and a maximum of 5 articles. Effective 1 January 2014, these criteria no longer apply for new candidates. For associate professors hired prior to this date, these alternative criteria will remain in effect until their next appointment or promotion.

¹⁷ In special circumstances the assessment period can be extended for a number of reasons including pregnancy, parenthood, long-term illness, or caring for a family member who is ill.

¹⁸ Note: this does not concern articles with the status of 'fully accepted'. The CBBA may decide to consider such articles only in exceptional circumstances, to be justified in the application.

- The candidate has acquired at least one substantial research grant from independent public organisations or private parties, and has kept project records and reported on the results both in respect of finance and content-related matters. The application was written independently, with the candidate as the main applicant.
- The candidate has an international focus. This is evidenced, for instance, by an extensive international network and/or by having worked at another academic institution abroad.

Education:

- In recent years, the candidate has obtained good results in his or her teaching (as evidenced, for instance, by teaching evaluations) and preferably has experience teaching at the BSc, MSc and PhD levels.
- The candidates command of English is sufficient to enable him or her to teach in this language without any problem.
- The candidate uses varied teaching materials that explicitly place the subject area within its academic and social context. He or she is open to educational innovation and pursues initiatives to this end within the context of his or her own teaching.
- The candidate contributes efficiently and effectively to ensuring the smooth running of the educational processes in which he or she is involved (including the supervision of student assistants and less experienced lecturers) and is sufficiently involved in teaching-related activities organised by the programme management (including open days).
- For foreign candidates who have lived in the Netherlands for more than five years, it would be an asset if they could teach a number of subjects in Dutch.

Management/Administration/Knowledge Valorisation:

- The candidate has demonstrated management potential, for instance by running part of the department and/or by carrying out management and administration duties beyond the scope of his or her own department (for instance, chairmanship of a programme committee or the role of bachelor or master programme co-ordinator). He or she also demonstrates commitment and has a visible profile within the faculty community.
- The candidate has contributed to the valorisation of research results (EconomieOpinie, media contacts, social debate, ESE conference, etc.).
- The candidate performs well in the department and is a strong adherent of the EUR's standards of integrity.
- If the candidate is foreign and has lived in the Netherlands for more than five years, he or she will be expected to be able to communicate in Dutch.
- The candidate has successfully completed the management qualification or, based on knowledge and experience, the candidate is eligible for an exemption from this requirement from the dean.

6. Criteria for promoting and appointing full professors

The policy for full professorship is based on combined responsibility for both teaching and research. Qualifications in both of these areas must be present and demonstrable as the minimum appointment requirements for full professorship.

To be appointed as a full professor, the following requirements must be met (included in the structure report):

Research:

- The candidate is an authority in a particular academic discipline. This involves, among other things, the following.
- The candidate must satisfy the following requirements:
 - A. *either* a minimum of **3 P*** articles must have been accepted for publication in a journal included on the ERIM list in **a maximum period of six years**¹⁹ prior to the request; *or* he/she must have achieved a score of at least **8** points during a **maximum period of six years** prior to the request, **to be achieved with a minimum of three and a maximum of six articles**, based on the AIS system. The majority of the articles submitted must have been published in journals included on the ESE list of journals.²⁰
 - and*
 - B. he/she has produced a consistent output during a period of six years maximum prior to the application, for example by:

¹⁹ In special circumstances the assessment period can be extended for a number of reasons including pregnancy, parenthood, long-term illness, or caring for a family member who is ill.

²⁰ Note: this does not concern articles with a status of 'fully accepted'. The CBBA may decide to consider such articles only in exceptional circumstances, to be justified in the application.

- (quantitative:) have published, on average, 1.5 peer-reviewed articles or papers in international peer-reviewed journals included on the ESE list of journals and/or of articles in equivalent journals and/or books or chapters of books with a recognised academic reputation.
 - (qualitative:) has achieved $\frac{3}{4}$ P* publications a year.
- The articles are regularly cited by leading academic practitioners. The H-index based on Article Influence Score or according to the Web of Science is the source of reference in this connection.
 - The importance of the candidate's research is recognised by his or her peers, as evidenced in particular by membership in the editorial team of leading international academic journals and, for instance, by prizes, distinctions, invitations to act as referee, working visits and/or participation in international committees.
 - In the six years prior to the consideration of appointment/advancement to full professor, the candidate has provided daily supervision to at least three PhD students. At least two of those PhD students must have earned their doctorate and/or had their defence date determined. The important supervisory role of the candidate can be evidenced by a mention in the word of thanks in their dissertation and/or joint publications.
 - The candidate has proved that he/she assumes responsibility for the development, organisation and implementation of at least part of any of the research programmes run by the School or on behalf of a research group.
 - The candidate demonstrably supervises other members of the academic staff in attracting external funding and has also shown the ability to obtain research funding and complete the projects concerned successfully.

Education:

- In recent years, the candidate has achieved a strong teaching record and has preferably acquired experience in teaching on the BSc, MSc and PhD levels. In addition, his or her teaching performance must have been assessed as 'Good' in the past three years (as evidenced by teaching evaluations and other relevant materials).
- The candidate uses varied teaching materials that explicitly place the subject area within its academic and social context.
- The candidate's command of English is sufficient to enable him or her to teach well in this language.
- The candidate plays an inspiring role in the educational processes of the department, such as through membership in a programme committee, supervising/coaching student assistants and lecturers and/or contributing to educational innovation (teaching materials, methods and/or the programme itself). He or she has clear ideas about the educational organisation.
- For foreign candidates who have lived in the Netherlands for more than five years, it would be an asset if they could teach a number of subjects in Dutch.

Management/Administration/Knowledge Valorisation:

- The candidate has proven leadership qualities, demonstrates commitment and is visible within the school. This implies sufficient presence during activities organised on a school level, as well as the organisation of seminars and conferences. This also involves participation in appointment advisory committees and/or performing an active role in job markets and the daily supervision of staff.
- The candidate has demonstrated the ability and willingness to contribute to the valorisation of research results (EconomieOpinie, media contacts, social debate, ESE conferences, etc.).
- The candidate performs well in the department and is a strong adherent of the EUR's standards of integrity.
- The candidate has successfully completed the management qualification or, based on knowledge and experience, the candidate is eligible for an exemption from this requirement from the dean.

Other requirements:

- The CBBA prefers that the candidate be internationally oriented. This is evidenced, for instance, by an extensive international network and/or by having worked at another academic institution abroad.
- The CBBA prefers that the candidate have worked outside the EUR for a period of time after obtaining his or her Master's degree.
- If the candidate is foreign and has lived in the Netherlands for more than five years, he or she will be expected to also be able to communicate in Dutch.

7. Criteria for appointment as Professor of Practice (to an endowed chair)

This concerns a chair that is intended to allow the school's educational and research programmes to benefit from the expertise and practical experience of senior managers/directors from the business community, the government or non-profit organisations (builds bridges between the university and society in a broad sense). The focus is on cooperation and knowledge exchange between the third-party organisation and the University, in

social activities (e.g. giving lectures, media appearances, contributing to the public debate, etc.), as well as on offering academic education with a substantial practical component and/or for raising third-party funds for teaching and research activities.

The following guidelines apply to the appointment of the professor of practice to an endowed chair (a specification that should also be printed on the business card!):

1. A part-time position at the university is preferred (as a rule, no more than 0.4 FTEs), in combination with a partner/senior partner position at a public or private organisation, whose requisite practical knowledge is relevant to the fulfilment of the chair.
2. The candidate is fully qualified as a researcher, as demonstrated by the possession of a doctorate. He or she must have published at least one academic publication in his or her name in a journal included in the ESE list of journals, to which he or she has made a substantial individual contribution.
3. The candidate is aware of current developments and long-term trends in the field of study in question.
4. The candidate is capable of making a contribution to the modernisation of the education within the field of study with regard to both subject matter and organisational structure. The candidate has teaching experience and skills and is an inspiring and enthusiastic lecturer. The candidate speaks both Dutch and English to a sufficient degree to enable teaching in both languages.
5. The candidate has demonstrable organisational and management skills, excellent communication skills and the ability to work in a team.
6. The candidate has access to a network that is relevant to current developments and features relevant figures in society.
7. The candidate has contributed through the media to scientific and/or policy debates within the field of study.
8. The candidate has sufficient support within the school, demonstrated by approval of the appointment by ESE professors in the field of study.

The following guidelines apply to the reappointment of the professor of practice (always after the standard 4-year period):

Teaching

- The professor of practice has good teaching skills, as demonstrated by, among other things, teaching evaluations. The professor of practice is an enthusiastic and effective lecturer and has subject-didactic knowledge.
- The professor of practice efficiently and effectively contributes to the smooth running of the academic processes with which he or she is involved.

Research

- The professor of practice has published at least one academic work with a substantial personal contribution that has been accepted by/published in a **P** journal included on the ERIM list,
or
the professor of practice has scored a minimum of **1** point based on the AIS system. The candidate must have made a substantial contribution to the article.
- The professor of practice has been featured in a number of trade publications each year.
- The professor of practice maintains international contacts and collaborative ventures.
- The importance of the research conducted by the professor of practice is recognised by his or her colleagues in the particular field of study, as demonstrated by, for example, prizes, rewards, membership in the editorial teams of trade journals, guest speaker invitations to international conferences, participation in international committees, etc.

Other

- The professor of practice fulfils a substantial partner/senior partner function at a public/private-sector organisation whose requisite practical knowledge is of importance to the fulfilment of the chair.
- The professor of practice performs well in the department/BV, is a strong adherent of the EUR standards of integrity and contributes to the common result, also when the collaboration involves an area that is not directly related his or her duties and responsibilities.
- The professor of practice has a dual impact (both theoretical and practical) and is a leading voice in the field in question.
- The professor of practice has access to a network that is relevant in terms of current developments and features relevant figures in society.

- The professor of practice has contributed through the media to scientific and/or policy debates within the field of study.
- The professor of practice has sufficient support within the school, as demonstrated by positive reappointment advice from ESE professors in the field of study.
- The professor of practice has successfully completed the management qualification or, based on knowledge and experience, is eligible for an exemption from this requirement from the dean.

8. Requirements to be set for professors by special appointment who are appointed in relation to the position of academic/general director of one of the BVs of which ESE is the secretary

This concerns an academic chair that is linked to the responsibility for the development, implementation and organisation of the research and/or teaching programme of one of the BVs affiliated with ESE. The objective of the BV is to conduct high-quality (applied) research and/or to provide education focused on providing services to external clients (the weighting of each factor can vary between the BVs). In the unexpected event that the professor by special appointment does not satisfy the reappointment requirements upon expiry of the appointment period and if the Supervisory Board does not object, then the person in question can remain in his or her function as manager of the BV (albeit without the title of professor).

The following guidelines apply to the appointment of professors by special appointment in relation to the general or academic directorship of a BV.

1. The candidate is fully qualified as a researcher, as demonstrated by the possession of a doctorate and compliance with the requirements for membership of the ERIM or Tinbergen Institute.
2. The candidate is capable of conducting theoretical, empirical and policy-oriented research and has experience with externally financed and policy-related research.
3. The candidate has access to a proven national and international academic and policy-related network of importance to the fulfilment of the position of academic/general manager of the BV.
4. The candidate has teaching experience and skills and is an inspiring and enthusiastic lecturer. The candidate speaks both Dutch and English to a sufficient degree to enable teaching in both languages.
5. The candidate has demonstrable skills in attracting external funding.
6. The candidate has demonstrable organisational and management skills, excellent communication skills and the ability to work in a team.
7. The candidate has sufficient support within the school, demonstrated by approval of the appointment by ESE professors in the field of study.

The following guidelines apply to the reappointment of professors by special appointment in relation to the directorship of a BV (always after the standard 4-year period).

Teaching

- The professor by special appointment has strong teaching skills, as demonstrated by teaching evaluations and other relevant information.
- The *professor by special appointment* is an enthusiastic and effective teacher and possesses theoretical knowledge of teaching.
- The *professor by special appointment* contributes efficiently and effectively to the smooth running of the teaching processes in which he/she is involved.

Research

- The *professor by special appointment* is a member of the Tinbergen Institute and/or ERIM.
- The importance of the research conducted by the *professor by special appointment* must be recognised by his or her peers, demonstrated by, for example, awards, financial rewards, membership in the editorial boards of academic journals, invitations as guest speaker at international conferences, and membership in international committees.
- The *professor by special appointment* has raised external funds for research, in line with ESE's mission

Other

- The *professor by special appointment* performs well in the department/BV, is a strong adherent of the EUR's standards of integrity, and performs a large share of the organisational duties in the organisational unit.
- The *professor by special appointment* has contributed in the media to the academic and/or policy debate relating to his/her field of study.

- The *professor by special appointment* has fund-raising skills, also in terms of acquiring external funds for teaching and/or research activities that are in line with ESE's mission.
- The *professor by special appointment* has sufficient support within the School, as evidenced by the recommendation by ESE professors in the field of study that he/she be reappointed.
- The *professor by special appointment* has successfully completed the management qualification or, based on knowledge and experience, is eligible for an exemption from this requirement from the dean.

9. Promotion from Professor 2 to Professor 1

For promotion from Professor 2 to Professor 1, the dean renders a decision based on the criteria stated in the Hay Profile (see appendix 4). If so desired, the dean can request a recommendation from the CBBA regarding the promotion.

Appendix 1 Determining the AIS

The AIS is roughly determined²¹ as follows:

- a. A minimum of two and a maximum of five articles are used to determine the score.
- b. The majority of articles must have been published in journals included on the ESE list of journals.
- c. The average four-year AIS score is used as the unit of account for determining the journal score.
- d. The number of publication points depends on the journal's AIS score and number of co-authors.
- e. The number of points (P) is determined as follows (by which the S is the AIS score and the N the number of co-authors):

$$\begin{array}{ll} P = S \times (1.25) & \text{if } N = 0 \\ P = S & \text{if } N = 1 \\ P = S \times (1 - (N-1) \times 0.10) & \text{if } 1 < N \leq 10 \\ P = 0 & \text{if } N > 10 \end{array}$$

- f. The S score for a book is set at 1. The S score for a contribution to a book (e.g. a chapter) is set at 0.5. The candidate's contribution must be at least 15 pages in length in order to qualify as a contribution. Only books published in a limited quantity by highly ranked publishers are included in the calculation. Otherwise, the formula shown under point e is used. A total of no more than 40% of the total score may consist of book contributions.
- g. Publication points can be partially replaced by citations in the Social Science Citation Index. A researcher can contribute citations worth 1½ points. The person concerned must have at least 400 citations according to the SSCI.

²¹ For book contributions and the like, a separate calculation method is used to determine the score. This is not covered in this paragraph, being outside the scope of this publication.

Appendix 2 Documents to be provided

	Documents to be submitted:	Documents submitted:
01	Formal recommendation, including motivation	
02	Curriculum vitae including an approved list of publications	
03	Conclusions of list of publications	
04	Statement of financial feasibility	
05	Results of the last two P&D interviews	
06	Teaching evaluation (and effective 1 January 2016 a confirmation of a peer review of teaching took place during the Tenure Track)	
07	At least two external references	
08	A document expressing the collegiate assessment. The collegiate assessment is sent directly to the CBBA secretariat by the professors of the department in question.	
09	Supplemental information*	
10	Two papers (Promotion to Associate Professor)	

*For example, this could be information related to the Advanced University Teaching Qualification/Educational Sciences Leadership/Academic Leadership/the candidate's Vision document (optional)/Other particulars. Academic Leadership is only mandatory for promotion to the position of Professor by Special Appointment.

**The candidate chooses two papers he/she feels to be important. These could be both published or unpublished papers. An important Revise and Resubmit can also be included here, including Referee Reports and a Letter from the Editor. CBBA members can also request these if so desired.

Appendix 3 Format of teaching peer-review



3.2.2 Template – Lecture observation form

This form will be filled in by the person who observes you during one of your teaching sessions so you don't have to fill in this form yourself. Nevertheless, you can use this form to get an image of the point of attention for the observer. When the observer has filled-in this form, you'll have to put it into your portfolio.

Teacher's name:

Name of the course:

Title of the teaching session / lecture:

Date of the teaching session / lecture:

Number of students attending:

Observer's name:

Attention of the student

	-	±	+
1. makes a clear start, with which the attention of the student group is drawn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. begins speaking after the group has silenced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. welcomes the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. creates a friendly but businesslike atmosphere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. is enthusiastic for this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. reacts to students who arrive late	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explanation:

Aims and Introduction of the subject

	-	±	+
1. gives a clear structure for the teaching session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. relates the subject to prior knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. explains the relation between this subject and subject(s) of previous teaching session(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. explicitly states the learning objectives for this teaching session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. explains what activities students are expected to do during this teaching session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. explains which study material students should use in this teaching session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explanation:



Core	-	±	+
1. clearly states the beginning of the next core issue / subject	0	0	0
2. uses a systematic structure of every part of the subject matter	0	0	0
3. makes a distinction between main points and side issues	0	0	0
4. explains the relationship between the different parts of the subject matter	0	0	0

Explanation:

Motivation	-	±	+
1. explains the subject matter in an understanding way	0	0	0
2. relates the subject matter to students' current reality	0	0	0
3. relates the subject matter to students' future reality	0	0	0
4. is enthusiastic about the subject matter	0	0	0

Explanation

Interaction skills	-	±	+
1. looks as often as possible into the room	0	0	0
2. asks clear and well formulated questions	0	0	0
3. asks questions that stimulates students to analyse and reflect on the subject matter	0	0	0
4. encourages students to answer questions	0	0	0
5. gives students time to answer questions	0	0	0
6. repeats and summarizes the answer of a student	0	0	0
7. expresses appreciation for the point of view / contribution of the student	0	0	0
8. adequately answers questions	0	0	0

Explanation:

Communication	-	±	+
1. searches eye contact with students in <i>all</i> parts of the room	0	0	0
2. uses the space of room	0	0	0
3. makes supporting gestures	0	0	0
4. speaks audible	0	0	0
5. emphasises core issues by the use of his voice	0	0	0
6. uses breaks	0	0	0

Explanation:



Teaching activities and learning means

- ± +

- | | | | |
|--|---|---|---|
| 1. switches between different types of teaching activities (explanation, discussion, etc.) | ○ | ○ | ○ |
| 2. checks the learning means at the beginning of the teaching session | ○ | ○ | ○ |
| 3. effectively uses learning means | ○ | ○ | ○ |
| 4. refers to the book/syllabus/literature | ○ | ○ | ○ |

Explanation:

Use of time

- ± +

- | | | | |
|--|---|---|---|
| 1. begins on time | ○ | ○ | ○ |
| 2. demonstrates that a solid preparation preceded the teaching session | ○ | ○ | ○ |
| 3. begins on time with the closing of the teaching session | ○ | ○ | ○ |
| 4. gives students sufficient time to take notes | ○ | ○ | ○ |
| 5. ends the teaching session on time | ○ | ○ | ○ |

Explanation:

Closing

- ± +

- | | | | |
|---|---|---|---|
| 1. repeats the core issues | ○ | ○ | ○ |
| 2. refers to the learning objectives | ○ | ○ | ○ |
| 3. explains the relationship with the next teaching session | ○ | ○ | ○ |
| 4. explains the relationship with the exam / the assignment | ○ | ○ | ○ |
| 5. checks whether or not students understood the discusses subject matter | ○ | ○ | ○ |
| 6. holds students' attention until the end | ○ | ○ | ○ |
| 7. thanks students for their contribution to the teaching session | ○ | ○ | ○ |

Explanation:

Appendix 4 Hay Profile for Assistant Professor

-/-

Ranking criteria Lecturer/ Assistant Professor (A-E)

Function level	Lecturer/ Assistant Professor (A-E) 1	Lecturer/ Assistant Professor (A-E) 2
Ranking criteria		
Teaching	<p>Teaches course components that have already been developed for the curriculum.</p> <p>Takes care of periodical maintenance of the allotted course components.</p> <p>Draws attention to opportunities for improving the allotted course components.</p>	Teaches course components that have already been developed for the curriculum.
Research	<p>Conducts independent research for the benefit of academic and scientific advancement, society and - where possible - the government and the corporate world.</p> <p>Contributes to obtaining 2nd (indirect) flow of funds and 3rd (contract research) flow of funds.</p> <p>Supervises academic staff with regard to the content of their research.</p>	Conducts research based on a previously defined and approved research proposal for the benefit of academic and scientific advancement, society and - where possible - the government and the corporate world.
Organisation	Chairs working groups, committees or project teams in the department.	Takes part in working groups, committees or project teams in the department.

Ranking Rules Lecturer/ Assistant Professor (A-E)

Lecturer/ Assistant Professor (A-E) 2 applies if all criteria described for Lecturer/ Assistant Professor (A-E) 2 are met

Lecturer/ Assistant Professor (A-E) 1 applies if the criteria 'Teaching' and 'Research' are met as described for Lecturer/ Assistant Professor (A-E) 1 and the criterion 'Organisation' is met as described for Lecturer/ Assistant Professor (A-E) 1 or 2

Universitair docent 1 applies if the criteria 'Teaching' and 'Research' are met as described for Universitair docent 1 and the criterion 'Organisation' is met as described for Universitair docent 1 or 2

Working groups and committees

The working groups and committees referred should always relate to the content of the job description. In other words, this does not concern working groups and committees within the context of employee participation, nor work meetings of the department concerned.

Patient care

The 'Patient Care' result area can apply to specific faculties such as medicine, dentistry, veterinary medicine, health sciences etc. A generic result area was chosen entitled 'Patient Care'. Minor differences and the scope of the 'Patient Care' result area have not been examined. In the interest of recognisability, some differentiation was established for the positions of Professor and Senior Lecturer (Associate Professor A-E) vis-à-vis each other and the other job profiles within this result area.

The 'Patient Care' result area does not carry more weight than the other result areas within the relevant job descriptions.

Appendix 5 Hay Profile for Associate Professor

Ranking criteria Senior Lecturer/ Associate Professor (A-E)

Function level	Senior Lecturer/ Associate Professor (A-E) 1	Senior Lecturer/ Associate Professor (A-E) 2
Ranking criteria		
Teaching	<p>Initiates and develops the plan, content and teaching for a substantial part of the chair's curriculum.</p> <p>Formulates proposals for improvement with reference to the educational evaluation of course components and implements them.</p>	<p>Develops allocated course components based on established framework, content and teaching.</p> <p>Formulates proposals for improvement with reference to the educational evaluation of the allotted course components.</p>
Research	<p>Co-ordinates and bears responsibility for producing a research programme or bears responsibility for planning and developing a specialist research project spread over several years and that is of benefit to academic and scientific advancement, society and - where possible - the government and the corporate world.</p> <p>Acts as assistant doctoral thesis supervisor for doctoral candidates.</p>	<p>Co-ordinates and bears responsibility for producing cohesive research projects that form an important part of a research programme and that is of benefit to academic and scientific advancement, society and - where possible - the government and the corporate world.</p> <p>Supervises academic staff as regards the content of their research.</p>
Organisation	<p>Manages part of the department or carries out mandated management tasks for the Professor, for example, conducting assessment meetings or drafting the budget for the department.</p>	<p>Performs managerial and/or administrative tasks that go beyond the department, for example managing an educational committee or co-ordinating a course, etc.</p>

Ranking Rules Senior Lecturer/ Associate Professor (A-E)

Senior Lecturer/ Associate Professor (A-E) 2 applies if all the criteria described for Senior Lecturer/ Associate Professor (A-E) 2 are met

Senior Lecturer/ Associate Professor (A-E) 1 applies if the criteria 'Teaching' and 'Research' are met as described for Senior Lecturer/ Associate Professor (A-E) 1 and if the criterion 'Organisation' is met as described for Senior Lecturer/ Associate Professor (A-E) 1 or 2

Working groups and committees

The working groups and committees referred should always relate to the content of the job description. In other words, this does not concern working groups and committees within the context of employee participation, nor work meetings of the department concerned.

Patient care

The 'Patient Care' result area can apply to specific faculties such as medicine, dentistry, veterinary medicine, health sciences etc. A generic result area was chosen entitled 'Patient Care'. Minor differences and the scope of the 'Patient Care' result area have not been examined. In the interest of recognisability, some differentiation was established for the positions of Professor and Senior Lecturer (Associate Professor A-E) vis-à-vis each other and the other job profiles within this result area.

The 'Patient Care' result area does not carry more weight than the other result areas within the relevant job descriptions.

Appendix 6 Hay Profile for Professor

Ranking criteria Professor/ Full Professor (A-E)

Function level	Professor/ Full Professor (A-E) 1	Professor/ Full Professor (A-E) 2
Ranking criteria		
Teaching	Propagates a clear and appealing vision of teaching and educational development, focused on the renewal of the faculty's curriculum and on making the best of the educational achievement rate.	Responsible for the quality of teaching under own professorship. Makes strategic proposals and implements the faculty's educational policy.
Research	<p>Translates developments in the research field into international research programmes.</p> <p>National and international authority in one's own research field, which gives the institute its position, demonstrated by:</p> <ul style="list-style-type: none"> - relevance and visibility of one's own research for the benefit of academic and scientific advancement, society and - where possible - the government and the corporate world; - academic publications in authoritative scientific journals, which are regularly quoted by prominent scientists; - member of the editorial board of one of the ten most authoritative scientific journals; - pioneering research results in connection with prominent research; - acting as keynote speaker at seminars where the state of the art in the research field is established. 	<p>Translates developments in the research field into national research programmes.</p> <p>Authority in own field of research, with which the faculty positions itself, demonstrated by:</p> <ul style="list-style-type: none"> - relevance and visibility of one's own research for the benefit of academic and scientific advancement, society and - where possible - the government and the corporate world; - academic publications in authoritative scientific journals; - member of the editorial board of scientific journals; - research results in connection with prominent research; - acting as speaker at seminars.
Organisation	<p>Manages a professorial chair, department or institute with > 10 FTE academic staff.</p> <p>Chairs national or international committees or working groups, with which the institution positions itself.</p>	<p>Manages a professorial chair, department or institute with < 10 FTE academic staff.</p> <p>Chairs or takes part in committees or working groups, focussing on the management of the faculty or institute.</p>

Ranking Rules Professor/ Full Professor (A-E)

Professor/ Full Professor (A-E) 2 applies if all criteria described for Professor/ Full Professor (A-E) 2 are met

Professor/ Full Professor (A-E) 1 applies if the criterion 'Research' is met or if the criteria 'Teaching' and 'Organisation' as described for Professor/ Full Professor (A-E) 1 are met

**Overzicht poststukken Erasmus School of Economics
periode 01.01.2016 t/m 31.01.2016**

Stuknummer: **ese0033926**
 Datum Poststuk: **11/01/2016**
 Ref./Kenmerk: Deadline:
 Actie medewerker: Actie: tk
 Afzender college van bestuur
Inhoud: drs. i.r. vunderink is nieuwe interim secretaris cvb, tevens directeur
 algemene bestuursdienst m.i.v. 11.01.2016

Stuknummer: **ese0033927**
 Datum Poststuk: **12/11/2016**
 Ref./Kenmerk: Deadline:
 Actie medewerker: rj van den berg Actie: afh
 Afzender college van bestuur
Inhoud: support programme national and international
 projects - call for proposals 2016 - deadlines
 15 march, 1 june and 1 october

Stuknummer: **ese0033933**
 Datum Poststuk: **16/12/2015**
 Ref./Kenmerk: **cvb/bjz/rtl/264.667** Deadline:
 Actie medewerker: t wierenga e/v kurtz Actie: afh
 Afzender college van bestuur
Inhoud: kopie brief visiting professorship 'corporate
 governance' professor d.l. yermack

Stuknummer: **ese0033934**
 Datum Poststuk: **16/12/2015**
 Ref./Kenmerk: **cvb/bjz/rtl/264.667** Deadline:
 Actie medewerker: t wierenga e/v kurtz Actie: afh
 Afzender college van bestuur
Inhoud: kopie brief visiting professorship 'marketing
 research' professor j. eliasberg

Stuknummer: **ese0033935**
 Datum Poststuk: **16/12/2015**
 Ref./Kenmerk: **cvb/bjz/rtl/264.668** Deadline:
 Actie medewerker: t. wierenga e/v kurtz Actie: afh
 Afzender college van bestuur
Inhoud: kopie brief visiting professorship 'marketing
 research' professor g.j. tellis

Stuknummer: **ese0033975**
 Datum Poststuk: **26/01/2016**
 Ref./Kenmerk: **csb/dkh/yh/268.693** Deadline:
 Actie medewerker: Actie: tk
 Afzender centraal stembureau
Inhoud: tijdschema verkiezingen 2016

Stuknummer: **ese0033976**
 Datum Poststuk: **26/01/2016**
 Ref./Kenmerk: **OOS/JM/ra00270948** Deadline:
 Actie medewerker: decaan ese Actie: tk
 Afzender HAP Pols
Inhoud: kennismakingstijd en onderwijs tijdens euraka week 2016

**Overzicht poststukken Erasmus School of Economics
periode 01.02.2016 t/m 29.02.2016**

Stuknummer: **ese0034022**
Datum Poststuk: **02/02/2016**
Ref./Kenmerk: Deadline: 19/02/2016
Actie medewerker: rj van den berg Actie: afh
Afzender college van bestuur
Inhoud: oproep voordrachten nwo zwaartekracht programma en huibregtsenprijs

Stuknummer: **ese0034023**
Datum Poststuk: **04/02/2016**
Ref./Kenmerk: Deadline:
Actie medewerker: Actie: tk
Afzender vz personeelsgeleding faculteitsraad
Inhoud: instemming wijziging cbba criteria

Stuknummer: **ese0034024**
Datum Poststuk: **03/02/2016**
Ref./Kenmerk: Deadline:
Actie medewerker: decaan ese Actie: afh
Afzender financial study association rotterdam (fsr)
Inhoud: invitation for prof. franses to join the board of recommendation of the european finance tour 2016

Stuknummer: **ese0034031**
Datum Poststuk: **12/02/2016**
Ref./Kenmerk: **cvb/nl/ev/270.998** Deadline: 18/03/2016
Actie medewerker: Actie: afh
Afzender college van bestuur
Inhoud: nieuwe regeling basiskwalificatie onderwijs (bko)

Stuknummer: **ese0034033**
Datum Poststuk: **12/02/2016**
Ref./Kenmerk: **cvb/az/jt/mr/270.895** Deadline:
Actie medewerker: Actie: afh
Afzender rector magnificus
Inhoud: lijst valorisatie-indicatoren

Stuknummer: **ese0034034**
Datum Poststuk: **12/02/2016**
Ref./Kenmerk: **cvb/az/edb/mr/270.893** Deadline:
Actie medewerker: education management Actie: tk
Afzender rector magnificus
Inhoud: project 'versterking opleidingscommissies 2016'

Stuknummer: **ese0034037**
Datum Poststuk: **15/02/2016**
Ref./Kenmerk: Deadline:
Actie medewerker: decaan ese Actie: afh
Afzender college van bestuur
Inhoud: uitnodiging talent day dinsdag 8 maart 2016

Stuknummer: **ese0034038**
Datum Poststuk: **16/02/2016**
Ref./Kenmerk: Deadline:
Actie medewerker: mwjm buurman Actie: afh
Afzender: coördinatoren rt4e en lde traineeprogramma
Inhoud: verzoek voor opgave trainee behoefte tbv
rotterdam talent 4 erasmus (rt4e) en het leiden
delft erasmus (lde) traineeprogramma

Stuknummer: **ese0034098**
Datum Poststuk: **29/02/2016**
Ref./Kenmerk: Deadline:
Actie medewerker: decaan ese Actie: tk
Afzender: r salomé
Inhoud: erasmus open dag bachelor d.d. 05-03-2016

Stuknummer: **ese0034099**
Datum Poststuk: **29/02/2016**
Ref./Kenmerk: Deadline:
Actie medewerker: decaan ese Actie: tk
Afzender: r salomé
Inhoud: erasmus open dag d.d. 05-03-2016

Resolutions of the Management Team (MT) - Januari 2016

- BT 284-1 ese 33840
The per 1 December 2015 new appointed President of the Executive Board EUR will visit ESE on 19 January for an introduction to a variety of ESE activities (education, research, etc). The programme as presentend is adopted by the MT. The meeting will end with a lunch in the Erasmus Pavilion.
- BT 284-2 ese 33849
The changes in ESE SAP organisational structure has been approved upon bij the MT. It will be discussed in the Meeting of Directors at 14 January. The main changes are the separate codes for PhD Students and for TA's. This way the Director of Doctoral Education has a good tool to monitor the progress of PhD Students without seeing information of other employees.
- BT 284-3 The appointment letters for the different vacancies at TI have been agreed upon. Prof Eric Bartelsman (VUA) will be appointed as the new TI director for 0.5 fte, Dr. Andreas Pick (EUR) will be appointed as the new Director of Graduate Studies for 0.5 fte and Prof. Dennis Fok (EUR) will be appointed as Director Transformation Educational Programme for 0.2 fte. They will start their appointments as of 1 January 2016 for a period of up to 5 years.

Resolutions of the Management Team (MT) - February 2016

- BT 286-1 ese 33944
The report 'Educational Renewal - January 2016, has been received very positively. The projects as described in the project will be carried out as proposed. The authors of the report will be thanked personally by the dean and the report will be sent to the policy officers of the Executive Board EUR
- BT 287-1 ese 33968
The preliminary plan for improvement of the research environment et ESE, as reaction on the Research Reviews 2008-2014, has been approved of, provided some minor changes will be made. The final plan will pass the meeting of directors at 18 February and will be sent to the Executive Board EUR accordingly, as input for further discussion.