Erasmus School of Economics School Council 135

Date: Thursday 13 October 2016 at 10.00
Location: H10-31

Draft Agenda

1. Welcome by Vice-Chair and adoption of the agenda

2. New Chair School Council 2016-2016
   nominated by the Student Council: Gaby Budel, after approval by School Council, the new Chair will lead the meeting

3. Approval of meeting dates 2016-2017 ./.

4. Announcements

5. Minutes of the 134rd School Council (text) ./.

6. Follow up issues of the 134rd School Council

7. Annual Report School Council 2015-2016 *(approval)* ./.

EDUCATION

8. Quality Impetus – update ./.

9. Questions/items Student Council: *(information/discussion)*
   - Shortlist brainstorm session:
     items the Student Council would like to address in 2016-2017 ./.
   - master introduction days: evaluation 2016?
   - BKO: regulations ./.

FINANCE

10. Institutional Fee for Tinbergen Institute – Research Master *(approval)* ./.

ORGANISATIONAL MATTERS

11. Resolutions Management Team August and September 2016 *(information)* ./.

12. Mailing lists Management Team August 2016 *(information)* ./.

13. Questions Minutes School Council 134

14. Any other business

15. Closing

For information:

- *34933 Periodical Report ESE August 2016* ./.
- *35022 template Education Committees in School Regulations (Dutch only)* ./.

Proposed Meeting dates School Council 2016/2017

Meeting		Date	Time	Location
School Council 135		13.10.2016	10.00 - 12.00	H10-31
School Council 136		10.11.2016	10.00 - 12.00	H10-31
School Council 137		08.12.2016	10.00 - 12.00	H10-31
School Council 138		02.02.2017	10.00 - 12.00	H10-31
School Council 139		30.03.2017	10.00 - 12.00	H10-31
School Council 140		18.05.2017	10.00 - 12.00	H10-31
School Council 141		15.06.2017	10.00 - 12.00	H10-31
School Council 142		24.08.2017	10.00 -12.00	H10-31

Minutes of the 134th School Council (FR) meeting
Erasmus School of Economics – Erasmus University Rotterdam
Thursday 25th August 2016, 10.00-12.10, room H10-31.

Present:

Student Council:	Yrla van de Ven (YV), Frank van Alphen (FvA), Ish Ramautarsing (IR),
Personnel Council:	Harry Trienekens (HT/vice-chair), Teresa Marreiros Bago d'Uva (TMBdU), Vladimir Karamychev (VK), 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), Reino de Boer; new members: Gaby Budel; Lemeng Li;
Chair:	Yrla van de Ven (YV)
Secretary:	Nine van Gent (NvG), Lidewij Hickey

Not present:	Brenno Baas (BB). Mante Abaraviciute (MA), Alicia Curth (AC), Isabel Hermann (IH), Rommert Dekker (RD)

1. **Welcome by the Chairman and adoption of the agenda**
   YV opens the meeting at 10.00 am and especially welcomes the new student members present.

2. **Announcements**
   There are no announcements.

3. **Minutes of the 133rd School Council (text)**
   The minutes of School Council 133 were approved without any comments.

4. **Follow op issues of the 133rd School Council**
   - Point 1, *tutorials and webcasts*: all further actions regarding the tutorials and webcasts are integrated in the Quality Impetus programme (refers also to action point 6).
   - Point 3, *tenure track*: this fall, the procedure to further adjust the tenure track criteria will start. And the input of exit interviews will be on the agenda of the first meeting with the female staff sounding board.
   - Point 4, *opening hours Polak Building*: the USC is looking to incorporate extra opening hours in its budget and an update is expected within 2 weeks.
   - Point 5, *licences Eview*: a campus licence for Eviews is not available. However, there are 3 options: 1) free version, 2) light student licence, 3) full student licence for 100 euros. If many students wish to buy the full license, a bulk discount might be possible.
   - Point 6, *Quality Impetus*: due to the holidays there is no update.
   - Point 10, *careers and mobility*: information has been sent to the staff, the introduction portfolio will be updated as well.

5. **Budget 2017**
   - In the pre-meeting with the financial committee of the School Council many information has been shared and questions regarding the Budget 2017 have been clarified.
   - The text of paragraph 5.2.7 will be slightly adjusted, so it is clear that to reduce workload more Tenure Track staff will be recruited. Besides, especially female Tenure Track staff will be recruited.

> The School Council approves of the Budget 2017

6. **Teaching and Exam Regulations**
   - Regarding article 29 (mr. drs. Programme) the newly proposed text is approved.
   - **IA** will discuss with the Examination Board the interpretation scope of 'personal circumstances' in relation to the extra facilities of the mr. drs. Programme)

> The School Council approves of article 29 of the TER 2016-2017

7. **Questions Student Council.**
   - Evaluation ESE Drinks: the Student Council would like to proceed the ESE Drinks, preferably as a bonding activity earlier in the year (January or February). **PHF** suggests to send early save the dates. The ESE Drinks can also be announced on the website, in newsletters and so on. It's suggested to contact the secretariat of Dean's Office to find a good date.
   - Thesis guidance: the thesis guidance used to be the responsibility of the departments. As of this year, the information is streamlined in a general part and additional extra information per department. In November, the manuals will be available online, this should be communicated to students.
   - Marketing/merchandise on ESE webshop: the Student Council suggests to enhance promotion of Erasmus School of Economics through the selling of merchandise. Currently, merchandise is not available on a structural basis and it's worthwhile to explore the possibilities. The board is open to suggestions, however the marketing department of ESE currently lacks the time to set this up. Suggestions are: selling through a webshop; selling fully operated by students (as RSM) or selling in collaboration with the study associations. There is a strong collaboration with EFR and other study associations and maybe their webshops and bookshops can be used as a medium.
   - Length of internships: the Students Council expresses its wish for the possibility of longer internships in block 1. Currently, this seems not to be possible due to the non-availability of supervisors in August (holidays). Internships are awarded with 12 credits. **IA** is willing to seek the advice of the education committees, study advisors and policy officers if:

A. the presence of the supervisor is essential and if it will be possible that students have contact with their supervisor in an earlier stage, start their internship during the summer and have contact with their supervisor again by the end of August; and/or

B. 24 credits can be granted for a longer internship. However, approval for this seems less likely.

Nota bene: currently longer internships are already possible but it's up to individual students' decision if he/she accepts a possible delay in his/her studies.

Regarding the choice between a minor and an internship, many students prefer the internships. University wide, an evaluation of minors is in progress.

8. **Decisions Management Team June and July 2016**
   There are no remarks.

9. **Mailing lists Management Team June and July 2016**
   There are no remarks.

10. **Questions Minutes School Council 133**
    There are no questions.

11. **Any other business**
    - **FvA** informs if it would be possible for ESE to be partner in the CFA level 1 exam. Currently, not one university in the Netherlands is acting as a partner for these exams and for students it would be much easier to take the exams with a partner university. **FvA** will send more information to IA. B&R Beurs is looking into this as well.
    - **PHF** informs if the Student Council knows what motivates ESE Bachelor students to choose a RSM Master. There are multiple reasons: the RSM brand, offering of different masters, more specialised topics as consultancy, strategy and supply chain management. RSM Bachelor students are admitted to an ESE master with a high Gmat score or a successfully finished premaster. ESE Bachelor students are admitted to a RSM master with a grade average above 7 (or a sufficient Gmat).

12. **Closing**
    YV closes the meeting at 10:40

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Action items FR / School Council meeting 134

Action item	Agenda item	Action	Who	When
1.	Bonding ESE students	ideas	Students council	Winter 2016
2.	Tenure track	- further adjustments CBBA criteria - is internal competitiveness felt? - student evaluations differ for male/female teachers?	MB	Autumn 2016
3.	Update opening hours workplaces Polak and G-building	Checking possibilities opening hours in the weekends.	IA	FR 135
4.	Quality Impetus	update	IA	FR 135
5.	merchandise	Explore possibilities for promoting ESE with structural merchandise available	Student council	FR 135
6.	Length of internships	Seek advice of education committees, policy officers and study advisors if longer internships are possible and/or can be granted with more credits	IA	FR 135

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Annual report ESE School Council 2015-2016

As chair of the School Council, it is my pleasure to present to you the annual report of the School Council of the Erasmus School of Economics (hereafter: ESE) for the academic year 2015-2016. In the School Council meetings, the management team (hereafter: MT) discusses policy issues with representatives of students and staff. Furthermore, the student and staff members bring up problems that their supporters encounter and come up with new ideas to improve the ESE. The primary duty of the management team is to continuously keep the School Council informed about material topics in the Erasmus School of Economics.

The Council consists of a student fraction (hereafter: SF) and a personnel fraction (PF), who both have different rights and duties. The personnel fraction holds more rights compared to the student fraction when it comes to organisational matters. However, the student fraction does attend discussions concerning organisational matters as well in order to stay informed and bring up ideas.

In the past year, seven meetings were scheduled, of which one was cancelled due to absence of the dean and lack of urgent agenda items. In this report, a summary of these meetings will be given. Next to the summary of the meetings, one event that the School council organized will be discussed shortly. An extensive overview of the meetings can be found on the website of the ESE.

I would like to thank everyone for their contribution to the Council. Not only where the meetings very productive and was it a delight to chair the meetings, but we also managed to increase the visibility of the School council. I hope that the next Council will continue with this task. I would also like to thank the MT for keeping the School Council updated about all important issues and for being open to new ideas from the representatives.
Yrla van de Ven

Chair School Council 2015-2016

128th ESE School Council (1th of October 2015)

- The School Council is opened by Mr. Harry Trienekens as temporary Chair. Ms. Yrla van de Ven is nominated by the SF to act as Chair. As there are no objections, Ms. Yrla van de Ven is appointed as Chair of the ESE School Council 2015/16.
- The SF has elected Ms. Manté Abaraviciuté as their Chair. Mr. Harry Trienekens will continue to perform the duties of Chair of the PF.
- The MT announced the binding study advice results (BSA). In the past academic year, 67% of students across all study programs obtained a positive advice. This is the best result since the introduction of the BSA, possible due to better quality of intake. For Econometrics (Dutch program), the results are still low, with a passing rate of 54%.
- The MT announced that the MOOC for Econometrics will start on 2 November 2015.
- The SF presented an evaluation of the new Master Introduction, that was discussed.
- The Programme of Usage of the Tinbergen building is discussed. This report is set up by a special committee that discusses the renovation of the building.
- The SF pitched a few ideas to the MT. First of all, an issue tree about the marketing and communication strategy of the ESE was presented. The second idea is increasing the transparency of recruitment of student assistants. Thirdly, rescheduling the master open day (from weekday to weekend) so people from abroad can visit more easily.

129th ESE School Council (10th of December 2015)

- The plan for spending the stimulation funds (hereafter: Quality Impetus) is discussed and approved. This plan was formulated in close collaboration with the education committees. The plan of the ESE consists of 5 parts: Tutor academy, teaching innovation hub, intensifying education in master programs, umbrella project and improving our skills education.
- The SF raised three ideas. Firstly, an information lecture at the start of bachelor 2. This is to improve the communication about procedures to apply for an exchange, minor and major. Secondly, better communication about the Graduation process. Thirdly, making the ESE more visible within partner universities by giving ESE hoodies to students going on an exchange. This will all be realised in the coming academic year. Finally, the student section wants to organise an event for the bonding of ESE students and teachers.
- The CBBA criteria for Accounting were discussed. The PF has approval rights regarding these criteria. The new CBBA criteria should make it easier to recruit good candidates. The PF approved the new criteria.

130th ESE School Council (4th of February 2015)

- On request of the SF, the MT gives an update about the current status of webcasts and possibilities for extension
- The SF pitches an idea for Student Representatives. The idea is that per study-year there will be two student representatives for each study who collect feedback from other students and communicate this to the professors teaching the course. They will also collect feedback about tutorials. The goal is to increase the students' satisfaction and to increase the number of students giving feedback (now about 20%). The proposal will be further discussed in the education committees.

- The School Council decides that there will be a pre-meeting about the budget in July.
- The IPRC (International Peer Review Committee) report regarding the Research Review Economics & Business, is discussed. In this report, the quality, viability and societal relevance of ESE as well as other universities is reviewed. The ESE scored 'very good' on quality as well as viability and 'good' on relevance to society.
- Adaptations of the CBBA criteria related to labour agreement are discussed. The underrepresentation of women in the faculty is discussed and some ideas for improvement are given.
- The SF raises two issues: communication to bachelor students about the rules that apply to the B3 seminar and opening hours of buildings for studying.

131th ESE School Council (31th of March 2016)

- The MT gives an update about the student representatives and the implementation of the stimulation funds. The Executive Board has approved the plan for the incidental funds and will likely support the structural funds as soon as more project details are filled in.
- The Report Educational Renewal by the project group Educational Renewal is discussed. The project group, consisting of students and staff, investigated how ESE can improve its education, with a special focus on the tutorials. .
- The SF raises several issues and ideas. Firstly, the promotion of ESE Masters should be improved. Secondly, there are no BS^2 students represented in the Education committees, even though they are free to apply.
- The SF gives an update about organising a social event. The plan is that the School Council will organise a gathering (ESE Drinks) for all students and staff, so that they can meet in an informal setting. Study Associations are contacted to help with organising the drink.
- The report 'Participation in decision-making' from the University Council is discussed. The SF decided to waive the right of an attendance fee (on top of the grant that they already receive), because they find that intrinsic motivation should be more important than financial incentives. The PF would like to have budget available for independent legal advice. The Educational committee wishes that their opinion gets more substantial weight. The report is approved with these changes.

132nd ESE School Council (19th of May 2016)

- The MT gives an update about the Quality Impetus project (former: Educational Renewal Project). The hiring process for the Tutor Academy is in full motion.
- The pilot Secretariats is discussed. In restructuring the secretariats, the focus is on developing skills and reducing the number of tasks of the office managers and attention for the management. Part of the project is to change the management of the secretariats. The PF will give their written consent after a meeting with those involved.
- The Annual report ESE 2015/progress Convenant is discussed. The document is merely a midterm discussion paper for the half yearly meeting with the Executive Board of EUR and is therefore still confidential.

- The Career and Mobility plan is discussed. The plan consists of a website and a budget of €500 per employee that employees can spend on personal development.
- The SF asks for a certificate of merit to recognize the Student representatives (starting next year). Next to that, the council agreed that a 'thank you' event will be organized at the end of each year for all student representatives, the School Council and the education committees. Furthermore, the SF asks for permission to skip seminars/tutorials in case they conflict with the School Council meetings and an update about the Social event is given.

133th ESE School Council (30th of June 2016)

- The MT gives an update about the Quality Impetus project.
- The Education committees were invited to discuss the visibility of the Participatory bodies. All parties agreed that more effort is needed to increase the visibility and some ideas were exchanged.
- The Programme Assessment is discussed. Every six years, the ESE requests the Accreditation Organization of the Netherlands and Flanders (NVAO) to give a (re-)accreditation for its programmes. This is necessary to be able to award recognized degrees to the students. The programmes passed the assessment.
- The MT gives an update about the Pilot Secretariats
- The Teaching and exam regulations (TER) were discussed and some textual changes were proposed. In the TER, students can find all rules and procedures regarding their education and exams, for example procedures to subscribe for exams.
- The SF approves the TER of the Master programs 2016-2017 and the TER of the Tinbergen institute. The SF approves the TER of the Bachelor programs with the exception of article 29 part 4 about the Mr.Drs.-program. This article will be discussed again during the meeting in august.
- The PF approves the TER of the Bachelor and Master programs and the TER of the Tinbergen institute.
- The SF presents an evaluation of the first ESE Social event
- The SF asks for better guidance and information provision for the bachelor thesis process. The MT gives, on request of the SF, an update about the opening hours of study spaces in the weekends. Some security problems seem to play a role.

Budget pre-meeting (18th of July 2016)

- For the first time, a budget pre-meeting took place to discuss the Budget for the upcoming year in an early stage and to ask detailed questions about the different figures that form the basis for the Budget 16/17. Two members of the SF and two of the PF attended the meeting.

134th School Council (25th of August 2016)

- Thanks to the budget pre-meeting, where plenty of questions were already asked and answered, the official budget meeting went very smoothly.
- The SF gave the board a positive advice for the budget 16/17 and approved the headlines of the budget.

- The PF also gave the board a positive advice for the budget 16/17 and approved the headlines of the budget.

ESE Social Event (7th of June 2016)

- On the 7th of June, the first ESE Social event organized by the School Council took place. More than 100 students and staff attended the event, where they could socialize and give ideas to improve the ESE. There was a Wall of Ideas where students and staff could leave their ideas, and many useful suggestions were given. The best ideas were briefly discussed during the meeting in July and more ideas will be brought up next year. The students and staff members that attended were very positive about the event.

Outline Tutor Academy

Foreword

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

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

The participants in this Implementation Team were:

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

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

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

Realizing the goals of the Tutor Academy

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

The TAc aims to realize her goals by:

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

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

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

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

Recruitment Tutors

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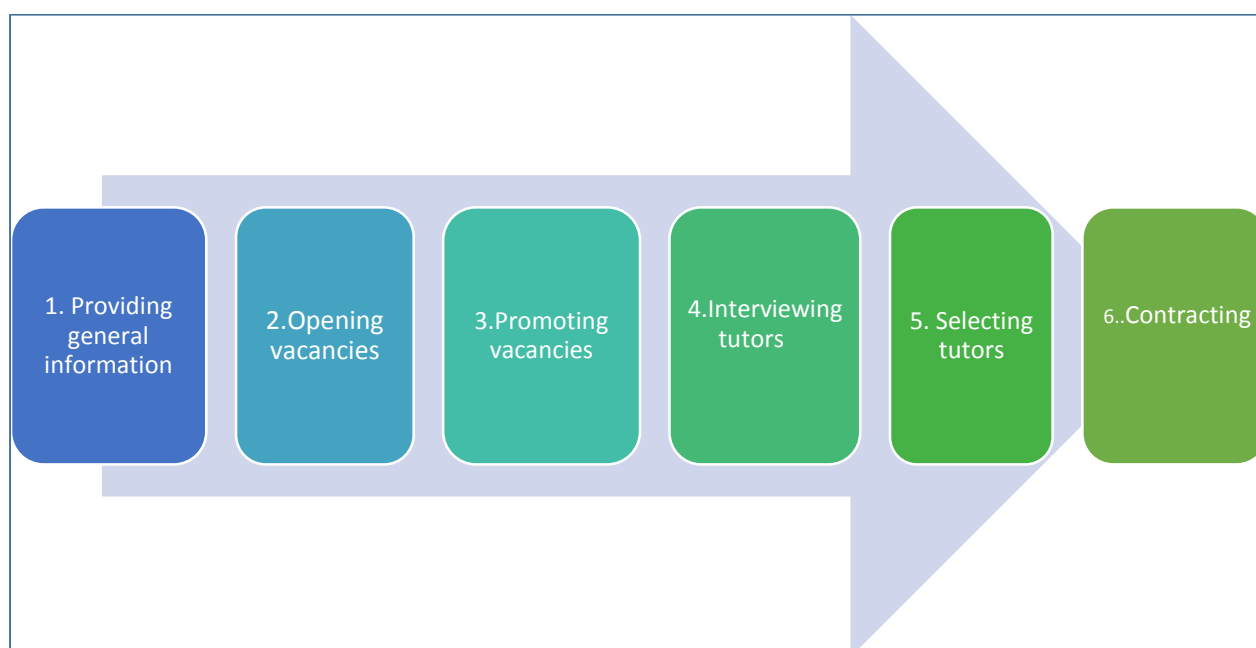

Figure 1. The recruitment process

Step 1. Providing general information

How:	Through a website with general information about working as a tutor such as information about salary, number of hours, training and guidance, general selection criteria, vacancies. And through the usual channels like newsletters, posters etc.
	The TAc[2] takes care of the design and the general content of the website. The course coordinators provide the necessary information about the courses.
When	The website will be updated regularly (min. once per 3 months).
Responsible party	Administrative Assistant TAc (information tutor, design, working, actualising website)
	Course coordinators (course related content)

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[2] From this point onwards, while speaking of the TAc we mean Teachers TAc, the Academic Director and the administrative assistant.

Version 2.0

Step 2. Opening Vacancies

How: The TAc takes care of a format for the vacancy texts. The course Coordinator provides the necessary information about the actual vacancies. The vacancy will be published on the website of the TAc.

When In the last weeks of each block. When applicable.

Responsible party Administrative Assistant TAc (format vacancy and publishing)
Course coordinator (content vacancy)

Step 3. Promoting vacancies

How: Actively approaching suitable candidates and stimulating their job application. Providing oral information to interested students.

On the website an online application form will be available, possibly linked to OSIRIS, with which students can apply for a specific Tutor function. Included are questions about motivation, grades, availability (also for other courses).

Applicants will be always referred to the website of the TAc for the actual job application.

Responsible party Course coordinator (approaching suitable candidates/oral information).
Teacher TAc (approaching suitable candidates e.g. students with high marks who are missed by course coordinators)
Adminitrative Assistant TAc (website information, processing of the application forms, providing general information)

Step 4. Interviews

How: Making a list of potential candidates.
Selecting who to invite and interview.
Planning job interviews/sending invitations.

Responsible party Administrative assistant (list, planning and invitations)
Course coordinator and/or teacher TAc (selection and interviews)

Step 5. Selection

How: Selection by course coordinator and/or teacher Tac.

If possible, tutors will be asked to teach several courses so the duration of their job will be longer in time and their expertise in teaching is more fully used.

When Most of the selection for the following academic year, will take place at the end of block 5. Remaining vacancies will be filled in later in the year.
Application is open all year round so later selection is possible.
Periodically applicants will be asked if they are still available.

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

Step 6. Administration

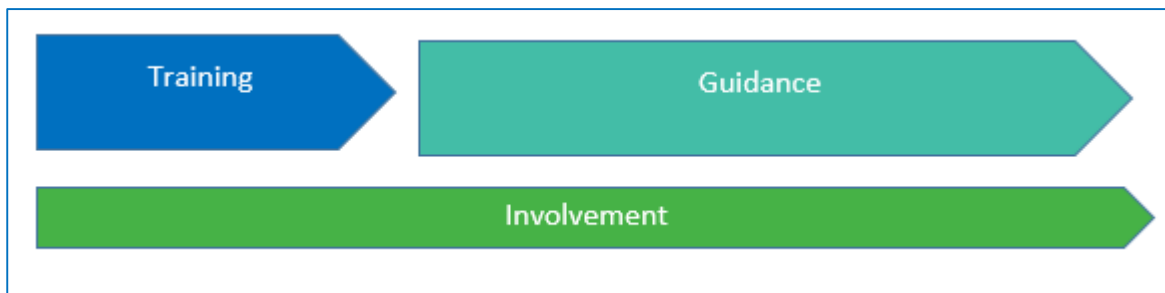| How: | Making contracts and informing the selected tutors about their selection. Financial handling. |
| Responsible party | Administrative assistant TAc and employee HR |

Training, guidance and involvement Tutors

Figure 2.

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

Training

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

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

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[3] New meaning the first time somebody is tutor in ESE.

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

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

Guidance

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

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

Involvement and appreciation

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

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

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

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

Evaluation

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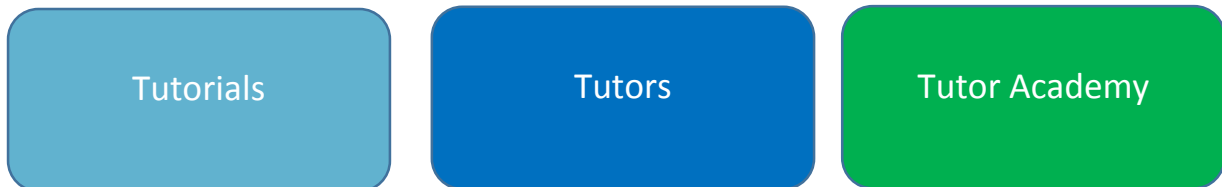
Tutorials	Tutors	Tutor Academy

Figure 3.

Evaluation tutorials

Indicators	- (existing) student evaluations - Input by student representatives - Oral feedback tutors during weekly/periodical sessions
How	End meeting for each course with course coordinator, teacher TAc and tutors to discuss evaluation results and general evaluation on tutorials and on guidance of tutors by teacher TAc and course coordinator, tips/suggestions for next course. Based on the information received during the course, action will be taken if necessary.
Responsible party	Teacher TAc; actively seeks contact with student representatives and tutors regarding the courses in their own department, initiates action if necessary during the course and organizes the end meeting. Administrative assistant TAc: filing the information

Evaluation tutors

Indicators	- Observations teacher TAc during visits tutorials - student evaluations - Input by student representatives - input course coordinator if applicable

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

Evaluation Tutor Academy

Indicators	The performance of the TAc will be measured by: - Attendance BA 2 Tutorials (BA1 tutorials are obligatory.) (Joint responsibility with course coordinators) - Tutor satisfaction with guidance - Satisfaction lecturers with quality of tutors - Number/% extremely low scores in student satisfaction with tutor performance
How	The Academic Director will make a yearly report about the performance of the TAc to be discussed with BT.
Responsible party	The Academic Director; collecting the data and discussing the findings with the Teachers TAc. If necessary proposals for improvement will be made

Progress Report Programme Quality Impetus ESE

September 29 2016

The overview below is based on the activities and planning as included in the document Implementation Programme Quality Impetus of 05-03-16.

PROGRESS TUTOR ACADEMY

Implementation Activities	State of affairs
Select and hire graduate teachers (5.0 fte)	Done. 7 teachers have started, 1 will start the first of January 2017. A dedicated administrative assistant starts October 1th.
Develop procedures for selection of tutors (division of activities between lecturers, capacity group and Tutor Academy)	Done. The enclosed report 'Outline Tutor Academy' provides an outline of the processes concerning the promotion, selection, training and guidance, and evaluation of tutors as discussed by the Implementation Team. School management has approved of this outline. Last July the report has been send to all parties involved.
Implement procedures for selection of tutors/stop current procedures	With the start of the dedicated administrative assistant the new procedure for selection of tutors will be implemented. All those involved will be contacted by one of the teachers and/or the administrative assistant to make further arrangements.
Develop and implement training programme(s) for starting tutors (didactical, practical and course related)	The content and quality of the current training programme has been inventoried. Requirements on the future training programme are outlined.
Develop and implement a guidance programme for tutors	Current ways of coaching of Tutors have been inventoried, The Implementation Team has formulated an outline of the new guidance programme (part of the aforementioned report). The teachers have started the guidance of the current BA-tutors.
Develop and implement procedures and/or tools (e.g. digital platform such as Project Campus) to improve the involvement of and communication between lecturers, graduate teachers, tutors and students	In the aforementioned report this subject also has been taken into account. A website for tutors and tutors- to-be is currently under construction and will be available for the end of the year.

Develop a database for tracking tutors during their tutor career including a process on how to evaluate tutors	Under construction.
Provide evaluation criteria for the objectives of the Tutor Academy	Done. Criteria are: - Number/% extremely low scores in student satisfaction with tutor performance (must decrease) - Attendance BA2 Tutorials - Tutor satisfaction with guidance - Satisfaction lecturers with quality of tutors Evaluation will be executed when the Tutor Academy is fully functioning for some time. So probably not before the end of 2017.
Teambuilding TA team	Regular meetings of the TAc team are scheduled.

PROGRESS INNOVATION HUB

Selection IC consultant and Education Expert Innovation Hub	An educational expert started 1 may 2016. An extra educational expert will start 4 October 2016 on a temporary basis. Search for an IC consultant is pending. First more clarity is needed about the tasks of this consultant.
Selection Academic member Innovation Hub	Pending
Promoting Innovation Hub (seminar, workshop, news)	The following promotional activities have taken place: • A series of meetings by the educational expert with staff members to explore their ideas about redesigning courses and to offer help when en where needed. • Asking attention to the possibilities to innovate in the project newsletters (May and September) • Organising a short inspiration session about redesigning courses • Distributing a flyer with information about the Programme QI and the possibilities to innovate during the ESEbility afternoon. • Stressing the importance of innovation and the possibilities of the Innovation Hub by the Vice Dean and the Dean during the yearly meetings of the Cap-groups

	Until now we've received 9 proposals for course innovation.
Innovation Hub website; information gathering, selection	In progress
Innovation Hub website: develop/testing	In progress
Innovation Hub website; content gathering	In progress

Develop procedure for applying for the available funds	Done. A procedure for applying for the funds is finalized and communicated with the parties involved.
Organizing and promoting ESE Innovation fund (round 2016) Organizing and promoting ESE master intensification fund	Fund promotion has been started. See above for further details. Until now 3 proposals for intensification have been approved, 1 is pending.
Monitoring progress of approved projects	Procedure for monitoring process is communicated with the parties involved.

Select and install umbrella project team	Done. Team members are: - Yvonne Tigelaar-Klootwijk (BE/fiscale economie) - Erik Kole (Ectr) - Richard Paap (Ectr) - Brigitte Hoogendoorn (TE) - Tom van Ourthi (TE) - Nel Hofstra (BE) - Bas van Goozen (educational Expert) - Monique Kluck (programme manager Quality Impetus)
Describe broad design Umbrella project.	The Umbrella project team has formulated an advice about the Umbrella project which will be discussed with management, before further steps will be taken.
Course content and schedule	Not yet started
Development study guide information	Not yet started
Development material	Not yet started
Training execution team umbrella project	Not yet started

- The third newsletter has been sent on September 20th.
- Flyer about the project has been distributed during the ESEbility afternoon.
- [Website with general information](#) about the QI programme is updated and available.
- Communication about the project with students will start as soon as the website Innovation Hub and the website Tutor Academy are online.

Basic University Teaching Qualification Scheme (BKO) Erasmus University Rotterdam

June 2015

Contents

1   Qualifications for the quality of education

In 2008, 14 Dutch Universities signed an agreement on mutual recognition of the Basic University Teaching Qualification (BKO). This was with a view to: the quality of academic programmes and assistant professorship; the professional development of lecturers; increased objectified accountability for quality of personnel; recording skill level of lecturers; and increasing inter-university mobility. The agreement specifies that all universities must provide a BKO to their academic lecturers if they meet a number of predetermined characteristics. This BKO certification is then recognised by all universities. The agreement and the BKO serve to endorse and recognise the importance of high-quality education.

Currently, the BKO is mandatory for professors, associate professors and assistant professors at EUR. Performance agreements have been agreed with the Ministry for this target group. EUR offered experienced lecturers an exemption from the BKO obligation when the BKO was introduced. Considerable use was made of this exemption.

However, this exemption option was a temporary measure and will expire in principle. To maintain the quality of education properly through the BKO system, a new BKO scheme has been prepared. This scheme will replace all existing BKO schemes. Exemptions that have been granted will remain in effect after the implementation of this scheme, but will not have the same status as a BKO certificate obtained after participating in the course. This means that an exemption, unlike the BKO certificate, is not recognised by other universities.

2   Permanent professionalisation of lecturers and qualifications

Constant attention to the development of the professionalisation of lecturers and qualifications is important for maintaining and improving the quality of education at EUR. In this respect, the qualifications are an assessment point demonstrating the minimum level. This scheme defines the rules for the BKO qualification.
However, both before and after the qualifications (and not only the BKO) it is necessary to continue to focus attention on the quality of education and the development and performance of lecturers. For this purpose a PE points system could be developed, which is already common in other professions. By providing education for lecturers on a module basis (including the BKO programme), in time exemptions granted may eventually be converted into BKO certification.
A distinction is made between the Basic University Teaching Qualification (BKO) and the Senior Teaching Qualification (SKO). The Basic University Teaching Qualification course is intended for all newly appointed lecturers at Erasmus University Rotterdam. The goal of the BKO is the further development of didactic competencies in order to provide effective education. The SKO programme is a follow-up programme to the BKO, designed for experienced lecturers who want to take a development step towards developing new education (innovation) or significantly improving existing education.

This guideline will further focus solely on the substance of the BKO.

3   Basic University Teaching Qualification

The Basic University Teaching Qualification is the first stage of the professionalisation of lecturers and qualifications at EUR. The goal of the BKO is in principle the acquisition of competencies by all educational staff, which enable them to fulfil both their present and their future educational tasks properly. The staff member must meet the following criteria in order to receive the BKO:

1. The completion of the Basic University Teaching Qualification course, where command of the following educational and didactic skills is shown:
   a. Design of course;
   b. Teaching duties;
   c. Individual supervision;
   d. Review and evaluation;
2. Satisfactory competency of IT skills;
3. Satisfactory degree of competency in the English language.

The BKO final attainment levels[1] are as follows:

1. The lecturer has a vision of education that is geared towards the student developing a critical and academic approach to the materials and developing skills in the field of problem solving.
2. The lecturer is able to reflect on his/her own performance as a lecturer and to continue to develop on the basis of this reflection.
3. The lecturer is informed of the initial situation of his/her students and is able to take this initial situation into account in the design of his/her course.
4. The lecturer is capable of formulating objective(s) for his/her course properly and relating these to the final attainment levels of the relevant programme.
5. The lecturer is able to design effective, efficient and motivating learning activities and study materials.
6. The lecturer is able to incorporate IT into the design of his/her course in a meaningful way.
7. The lecturer is able to use effective, efficient and motivating learning activities and study materials.
8. The lecturer is able to perform the planned course and support students with adequate (audiovisual) equipment.
9. The lecturer is able to assist with student activities (student projects, student presentations, assignments, projects, internships, and bachelor/master theses).
10. The lecturer is able to select assessment methods that meet the formulated learning goals and can designs assessments using a test matrix.
11. The lecturer is able to compile representative, unambiguous test questions.
12. The lecturer is able to use the results of the test analyses for (further) improvement of his/her test(s).

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[1]Source: www.risbo.nl, *Basic University Teaching Qualification (BKO), Extra information*. Date of visit: 19 December 2014

13. The lecturer is able to have his/her students evaluate the course and to adjust the course based on this evaluation data and reflection on the components.

In order to determine whether the participants have sufficient command of the final attainment levels, the participants will set up a digital portfolio.

The BKO is a first basic standard for educational quality, but is not a guarantee for lasting quality. Even after obtaining the BKO, the quality of education and professionalism of lecturers should be subject to continuous monitoring and discussion. This will take place in any case through the Performance & Development Cycle.

4   Basic University Teaching Qualification Scheme

Article 1. Definitions

1. BKO: Basic University Teaching Qualification
2. The scheme: the current Basic University Teaching Qualification Scheme
3. RISBO: an independent research institute affiliated with EUR which will provide the BKO course
4. Employee: all academic employees of EUR, with the exception of student assistants.
5. Manager: the person under whose daily management the employee operates.
6. SKO: Senior Teaching Qualification
7. LOL: Leadership in Education Course
8. HR Support: personnel administration department within the USC of EUR.
9. SAP System: a system in which registrations are recorded.

Article 2. Target group BKO (see Figure 1, p. 8)

1. The scheme applies to all academic staff working in the position of professor, associate professor and assistant professor.
2. At the faculty level, a decision may be made, in addition to paragraph 1, to make the BKO compulsory for employees who do not fall within the target group set out in paragraph 1 but who provide a significant part of the education or to offer it optionally. These include academic lecturers or PhD students. The faculty will record such a supplement to this scheme in writing.
3. Employees who have obtained long-term teaching experience at an academic level prior to their employment at EUR may qualify for an accelerated BKO (see Article 4).
4. Article 2, paragraph 1 shall not apply in the following cases:
   a. Employees who are unable to display the educational and didactic skills referred to in Chapter 3 of this scheme in connection with the type of education to be given are not required to obtain a full BKO. However, they are required to obtain a partial certificate for that part for which they can demonstrate they have sufficient skills, as described in Article 4, paragraph 3.
   b. Employees who have a fixed-term contract of less than 12 months without the prospect of extension at EUR; and employees who will retire within 2 years or less. For them, the BKO is optional.

   c. Employees who permanently reside outside the Netherlands and may therefore not be able to comply with the provisions of Article 3.
   d. Employees with a BKO certification from another institution. See Article 7, paragraph 4.
5. The Dean may grant an exemption for the BKO in the following cases:
   a. Employees who are working on obtaining an LOL certification or have already obtained this certification.
   b. New employees with an exceptional record of service. See Article 5.
6. The exceptions referred to in paragraph 3a to 3c are by no means exemptions from the BKO obligation. At such time as the employee no longer falls into the exception group, he/she will be obliged to comply with the scheme after all.

Article 3. Deadline for certification

Employees who fall into the target group to be certified must obtain the BKO certificate within two years of their commencement of employment.

Article 4. Accelerated BKO and partial certificates

1. Employees who meet the provisions of Article 2, paragraph 3, are eligible for an accelerated BKO as designed by RISBO
2. Successful completion of the accelerated BKO entitles employees to a full BKO certificate.
3. Employees covered by the provisions of Article 2, paragraph 4, point a, must obtain the parts of the BKO in accordance with the programme of RISBO that apply to the work they carry out. Successful completion of one or more of these parts gives the right to a partial certificate, after which the accelerated BKO course can be taken at a later stage.

Article 5: new employees with an exceptional record of service

1. New employees with an exceptional record of service who are employed at EUR and where the BKO obligation can form an obstacle to the appointment of the employee may be eligible for an exemption in exceptional circumstances.
2. This exemption shall be submitted to the Dean and approved by the Rector Magnificus.
3. After approval of the Rector Magnificus, the exemption is confirmed in writing and added to the personnel file.
4. The exemption may be withdrawn if the educational performance of the employee is assessed as being inadequate. The lecturer may also still be required to obtain the BKO certificate after all.

Article 6. BKO in relation to other qualification courses

1. The BKO is a requirement for taking a Senior Teaching Qualification (SKO) course.
2. The BKO is a requirement for employees who comply with Article 2, paragraph 1, for starting the Educational Leadership Course (LOL).
3. Employees who started a LOL course on 1 January 2015 or who have successfully completed this course are eligible for an exemption for the BKO. In the case of an exemption, the exemption letter as well as the documentary evidence on the basis of which the exemption is granted should be submitted to HR Support, which will check these documents and add these in the personnel file.

Article 7. Application and registration

1. The employee registers for the BKO course at the RISBO at the initiative of the manager.
2. RISBO will provide the necessary information to the participant and HR Support so that the application can be processed in the SAP system.
3. The manager will be regularly informed of the status of the BKO courses.
4. If the employee has a BKO certificate from another institution, this should be submitted to HR Support. HR Support checks the document and adjusts the status in the SAP system.
5. If the employee falls into an exception category as referred to in Article 2, paragraph 4, this is communicated to HR Support. This status is processed in the SAP system.

Article 8. Progress and completion

1. Every six months, the status of the BKO registration is checked and the faculties informed. In this respect, the registration in the SAP system is leading.
2. The progress of the BKO course is discussed in the P&D discussions between the employee and the manager.
3. Upon successful completion of the BKO course the certificate is sent to HR Support. The status is updated in SAP and the document is added to the personnel file.

Article 9. Abbreviated title and effective date

This scheme shall be cited as 'Basic University Teaching Qualification Scheme EUR' and enter into force as of 1 June 2015.

Figure 1: Target groups, BKO forms and exceptions

Target group	BKO form	Exceptions
Professors, associate professors, assistant professors	Regular full BKO course	• Employees who by the nature of their work cannot obtain a full BKO, for example because they do not develop tests.
Professors, associate professors and assistant professors with considerable teaching experience	Accelerated BKO: employee shows that he/she currently complies with certain parts of the BKO and this therefore no longer needs to be obtained	• Employees who have a fixed-term contract of less than 12 months without the prospect of extension at EUR; and employees who will retire within 2 years or less.
Other academic staff	Optional or mandatory based on its own faculty scheme	• Employees with a permanent residence abroad • Employees with a BKO from another institution
New professors, associate professors and assistant professors with an exceptional record of service (in practice particularly professors) where the BKO obligation may constitute an obstruction to employment	Exemption	
New professors, associate professors and assistant professors with an LOL certificate	Exemption	

Shortlist Brainstorm Session

During the brainstorm session a few School Council projects arose. Below you can find a list of each of the projects.

- Make sure proper housing of study associations is provided during and after the renovation of the H building.
- Improve Career services for ESE students
- Improve contact with Education Committees
- Improve professor training
- Make sure students can have licences for programs they use.
- Encourage the use of web lectures among professors
- Improve Thesis Guidance
- Improve student exchange possibilities
- Idea Board
- ESE Branding

Institutional fee for the Tinbergen Institute MPhil in Economics (research master)

The institutional fee for the TI research master is determined by the Deans of the schools which jointly operate Tinbergen Institute. The institutional fee for the TI research master is set at € 12.000 in the academic year 2013/14 and will remain € 12.000 also for the academic year 2017/18 (i.e. for a period of 5 years).

The Deans propose to raise the institutional fee for the TI MPhil in economics to **€ 15.000** for the academic year **2018/19.** The proposed raise exceeds the 1,1% adjustment as suggested by the EUR CvB.

The Deans take into consideration that after a period of 5 years a larger raise than the regular 1,1% is justified. Moreover, the raise is underpinned by the institutional fee for other research master programs in economics and/or business (**for 2016/17**): CentER (economics and business): € 14.000 ERIM (business): € 17.000 Utrecht (economics): € 15.000 Groningen (economics): € 13.900.

Resolutions of the Management Team (MT) - August 2016

Resolutions MT 308 - 29 August 2016 - ese 34785

BT 308-1   ese 34893
The division of the committee months for study associations 2016/17 (bestuursbeursmaanden) has been discussed: it is decided not to change the division of the 218 months and keep it the same as last year: 201 on account of the Executive Board, 17 extra on account of ESE. The executive board will be informed accordingly. The study associations will be informed by SSC Education, Research and Student Affairs (OOS). Next year there will be an update of the amount of committee months to be alotted for each study association for the next three-year period, to be carried out bij OOS. Possible changes in dividing the committe months within the ESE study associations will be discussed at that point.

BT 308-2   ese 34897
At EURAC BV a new Master course has been set up: 'Professionals in de Zorg" (professionals in health care). Participation of ESE faculty (Prof. dr. Robert Dur) is allowed by his department director. The management team agrees with the outline of the course; the EUR Holding will be asked whether it has been considered to start this course within the Ltd of Institute of Health Policy & Management. Considering the content of the course it might possibly be more suitable in that framework. ESE will ask the Executive Board to registrate the course in the so-called EUR-register.

BT 308-3   ese 34898
The MT agrees to participate in the initiative of RSM to offer partners of international faculty professional guidance when accepting a job in the Netherlands. This might lower the threshold to accept a job and move to the Netherlands. For this purpose 2 professional recruitment agencies have been contacted. RSM will be informed accordingly. Costs involved will be covered by ESE at a central level.

Resolutions of the Management Team (MT) - September 2016

Resolutions MT 309 - 5 September 2016 - ese 34922

BT 309-1   ese 34896

The EUR Executive Board has decided to introduce a reference check (plagiarism scan) for PhD Theses under the responsibility of the supervisor of the PhD Student (see article 5.1 section 2 of EUR doctoral regulations). It has been decided this scan will be carried out by the graduate schools, that is Tinbergen Institute and ERIM. The ESE Research Office will implement the procedure.

Resolutions MT 310 - 12 September 2016 - ese 34932

BT 310-1   ese 34933

The MT agrees with the ESE Periodical Financial Report until August 2016, including the administrative explanation, and including the newly introduced overview of money spent to training of employees. The report including the required tables will be sent to the Executive Board EUR.

BT 310-2   ese 34938

The proposal to transfer all web pages concerning information about ESE educational programmes from the ESE website to the eur.nl domain has been adopted by the MT. On the ESE website a redirect will be placed for each programme. There are a lot of advantages, among others: the study choosers will reach the eduction programme with less clicks; the programmes will get highter in the Google ranking, etc.

Resolutions MT 311 - 19 September 2016 - ese 34968

BT 311-1   ese 34970

The MT agrees to send the final version of the Critical Self Reflection of the post-initial Master programme (WO-MSc) Executive Master of Finance and Control (EMFC) to the Executive Board EUR. They will be asked to send it to QANU. A committee will visit the EUR at November 16 and 17 to evaluate the programme for re-accredation.

Resolutions MT 311 - 26 September 2016 - ese 34977

BT 312-1   ese 34980

The reports of all ESE programmes (Bachelor and Master Programmes and Minor Ecudation) concerning the critical self reflection for re-accreditation are adopted bij the Management Team. They will be sent to the Executive Board. After their final approval ESE will send all the reports to te review committee for preparation of their visit to ESE at 1 and 2 December. The report of the review committee has to be submitted to NVAO (The Accreditation Organisation of the Netherlands and Flanders) by May 1st 2017.

Overzicht poststukken Erasmus School of Economics
periode 01.08.2016 t/m 31.08.2016

Stuknummer: **ese0034786**
Datum Poststuk: **02/08/2016**
Ref./Kenmerk: **cvp/rtl/88879**   Deadline: 01/09/2016
Actie medewerker: PF Vreeburg   Actie: afh
Afzender   rector magnificus
Inhoud: procedure en opzet referentiecheck manuscripten
van proefschriften eur

Stuknummer: **ese0034861**
Datum Poststuk: **11/08/2016**
Ref./Kenmerk: **cvb/az/pvdb/mr/271862**   Deadline:
Actie medewerker: Actie: tk
Afzender   rector magnificus
Inhoud: kopie brief prof.mr.dr. w.s.r. stoter (esl)
inzake bekendmaking esl-ese prof. h.w.
lambersprijs 2016

Stuknummer: **ese0034862**
Datum Poststuk: **11/08/2016**
Ref./Kenmerk: **cvb/ub/pr/mr/271867**   Deadline:
Actie medewerker: Actie: tk
Afzender   rector magnificus
Inhoud: kopie brief p. kastelein inzake toekenning
laureaat prof. g.w.j. bruinsprijs 2016

Stuknummer: **ese0034863**
Datum Poststuk: **11/08/2016**
Ref./Kenmerk: **cvb/ub/pr/mr/271866**   Deadline:
Actie medewerker: Actie: tk
Afzender   rector magnificus
Inhoud: kopie brief dr. c.a. rietveld toekenning
laureaat onderzoeksprijs 2016

Stuknummer: **ese0034864**
Datum Poststuk: **11/08/2016**
Ref./Kenmerk: **cvb/az/pvdb/mr/2017.601**   Deadline:
Actie medewerker: Actie: tk
Afzender   rector magnificus
Inhoud: kopie brief dr. c. heij inzake nominatie
onderwijsprijs 2016

Stuknummer: **ese0034871**
Datum Poststuk: **16/08/2016**
Ref./Kenmerk: **cvb/hp/pr/ub00003298**   Deadline: 15/09/2016
Actie medewerker: r.j. van den Berg   Actie: afh
Afzender   p. roelfzema
Inhoud: uitnodiging tot voordrachten spinozapremie nwo
ronde 2017

Stuknummer: **ese0034890**
Datum Poststuk: **18/08/2016**
Ref./Kenmerk: Deadline:
Actie medewerker: Actie: tk
Afzender   vrije universiteit amsterdam, vua
Inhoud: 2015 annual report faculty of economics and
business adminstration

Stuknummer: **ese0034891**
Datum Poststuk: **18/08/2016**
Ref./Kenmerk: Deadline:
Actie medewerker: ceim hermans   Actie: tk
Afzender   j. meijering
Inhoud: progress report alumni crm project

Stuknummer: **ese0034947**
Datum Poststuk: **25/08/2016**
Ref./Kenmerk: Deadline:
Actie medewerker: Actie: tk
Afzender   faculteitsraad ese
Inhoud: brief inzake instemming ese begroting 2017