

Erasmus School of Economics School Council 140

Date: Thursday 18 May 2017 at 10.00

Location: H10-31

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### Draft Agenda

1. Welcome and adoption of the agenda
2. Announcements
3. Minutes of the 139th School Council (text) ./.
4. Follow up issues of the 139th School Council

### EDUCATION

5. Questions/items Student Council: *(information/discussion)*
  - Relative grading in seminars ./.
  - Weblectures update
6. ESE certificates for all participating students *(information/discussion)* ./.
7. Update Quality Impetus Project *(information/discussion)* ./.

### ORGANISATIONAL MATTERS

8. Composition Programme Committees *(information)*  
(Explanation outcome meeting 10 May)
9. Diversity action plan *(information/discussion)*
10. Resolutions Management Team March and April *(information)* ./.
11. Mailing lists Management Team March and April *(information)* ./.
12. Any other business
13. Closing

*For information:*

*From Programme Committees:*

- Advice from all PC's on EUR Vision on Education (1)
- Advice from PC Economics and Business Economics on Bachelor Skills Programme (1)
- Advice from PC Economics and Business Economics on weblectures (1)

*From Central Elections Office:*

- Records of the University Council elections 2017 (1)

*From School Elections Office:*

- Records of the School Council elections 2017 (1)

## Minutes of the Erasmus School of Economics School Council 139

Date: Thursday 30 March 2017 at 10.00

Location: H10-31

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**Present:**

Student Council: Gaby Budel (GB, Chair), Lemeng Li (LL, Chair Student Council), Harmanan Singh (HS), Job Heidkamp (JH), Hendrik van 't Foort (HF)

Personnel Council: Vladimir Karamychev (VK), Rommert Dekker (RD), Milky Viola Gonzales (MVG) Harry Trienekens (HT/vice-chair/chair Personnel Council), Teresa Marreiros Bago d'Uva (TBdU),

Other participants: Dean Philip Hans Franses (PHF), Deputy Dean Ivo Arnold (IA), Head Dean's Office, Margaretha Buurman (MB), Executive Secretary to the Dean's Office, Nine van Gent (partly)( NvG), Robert Arends, (RA, chair FAECTOR, Abdurrahman Calkin, (AC, ESE student member University Council), Ruth van Gelder (partly) (HR ESE), Paula Endevelde (PE, minutes, secretary to all participation bodies)

**Not present:**

Student council: Korrein Volders (KV), Ata Choudhry (AC) /

Personnel council: Marc Gabarro Bonet (MGB)

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### 1. Welcome and adoption of the agenda

GB opens the meeting and Robert Arends and Abdurrahman Calkin introduce themselves. The agenda is adopted as proposed.

### 2. Announcements

- *School Council and University Council elections*

GB congratulates Vladimir Karamychev with his double election (for School Council and University Council). The Personnel Council will have seven members next academic year. To elect 7 Student Council members out of 17 candidates, and 2 ESE students for University Council out of 7 candidates, elections will be held in April.

-*Dates School Council Meetings next academic year*

School Council 143	12.10.2017
School Council 144	09.11.2017
School Council 145	07.12.2017
School Council 146	01.02.2018
School Council 147	29.03.2018
School Council 148	17.05.2018
School Council 149	05.07.2018
School Council 150	23.08.2018

The dates will be presented for final approval in the first meeting of the next academic year.

### 3. Minutes of the 138th School Council (text)

The minutes are approved without adjustments

#### 4. Follow up issues of the 138th School Council

- *Tenure track*

The report is expected in September and will then be discussed in SC meeting

- *Quality Impetus Project*

An update on Quality Impetus project is expected next meeting

- *Update Merchandise*

The focus lies currently on (re)designing a new logo & introducing new sweaters.

Suggestions for a new Master graduate present was not discussed.

- *CFA*

The question whether ESE will be a partner in level 1 exam, is still being discussed.

More information may available next SC meeting.

- *Level/quality international students*

IA: data on ill performing international Master students have been collected and showed some evidence that ESE is not selecting the best students from the best universities. All international applications should be looked into more carefully. However, changing application criteria cannot be done during the application season. The Examination Board has been asked to investigate whether it would be possible to work with stricter criteria. The outcome will be discussed in SC meeting 140 or 141.

- *Eviews/Matlab*

The MT (resolution 329-1 2/20/2017) has decided –conform the proposal- to order Eviews for all students who start the course Econometrics 1 (block 3, year 2) and are registered for the study Econometrics, as well as to order the full Matlab campus license for students as well as personnel. Erik Kole and Reino de Boer will discuss how this can be implemented as soon as possible. The MT will evaluate this decision after one year. This can be removed from the list.

- *Renovation*

ESE expects to fit in seven floors when returning to the renovated Tinbergen building.

Student associations will be housed on the 14<sup>th</sup> floor (except for the student associations closely related to the departments). The Tinbergen building will be topped up with an extra (18<sup>th</sup>) floor that consists of mostly glass. A restaurant and a roof garden are planned here.

- *Diversity*

will be discussed on agenda item 7 of this meeting and can then be removed from action list

- *Master thesis*

The project group will have a report ready in May, this can be discussed in SC meeting 140 or 141

- *Plagiarism*

Ongoing. IA stresses that a plagiarism check mainly works as a signal for lecturers. A proposal to let students to do their own plagiarism check will therefore not be adopted.

#### 5. Questions/items Student Council

- *Weblectures*

Abdurrahman Calkin, ESE student member of the University Council has drafted a proposal to introduce weblectures for all lectures at Woudestein.

IA: in 2015 a pilot was carried out. The evaluation was mainly positive. For educational renewal an experiment on a large scale started in 2016: Economics of Taxation has started to record every lecture, this could be evaluated and help ESE building up expertise on the subject. This proposal may be a starting point to explore the next steps.

AC: Students' and staff's experiences with weblectures are mainly positive and the facilities are available.

IA would like to hear the view of teaching staff of the personnel council.

TBdU: before implementing weblectures for all ESE/EUR, this would require a more in depth evaluation. For example, what is meant by 'mainly positive'.

VK wonders whether a small questionnaire could be sent out to lecturers that already have practical experience with weblectures. He adds that it should be clear from the start for which students the lectures will become available. Furthermore, he would like to know whether this involves livestreamed recordings or professionally recorded lectures in a studio?

IA: Whether to use pre-recorded lectures or recordings made during lectures depends on the level of interaction, the preference of the lecturer and if the content is expected to be outdated quickly. Research on weblectures shows that attendance levels drop slightly, however, the quality of the interaction is reported to improve.

TbDU: would like to know whether the students agree to uploading content of the previous year in case the teacher is ill? Student Council agrees, if the content is still relevant.

JH: at ESL all lectures are recorded, even skills groups. The recordings are, however, only available for students who subscribe for courses. At the moment ESL considers the possibility to make weblectures available for a broader group of students.

HT remarks that it is currently not possible—due to a lack of recorders— to record in all rooms at the same time. This implicates that investments should be made.

IA proposes —as a next step— to make all IBEB content from plenary lectures of the first two years available online. Lecturers will be offered a choice whether to webcast / record lectures. The content will also be available for students in the Dutch programme.

The School Council agrees with this further step of implementing weblectures at ESE for the first two IBEB years and informing IBEB lecturers and applicable Programme Committees first.

#### - Relative grading at ESE

This item originates from the discussion regarding international recognition of BSc<sup>2</sup> programme. In the discussion, it was stated that at ESE only absolute grading was used.

JH: Student council found three or four examples where relative grading (especially for seminars) is used at ESE.

IA: would like the student council to make a memo (with examples), to send to the Examination Committee, for further investigation.

### 6. Memo on composition Programme Committees

The School Council requested to discuss if at ESE the Programme Committees should be elected and not be nominated as is stipulated in the model provided by the Executive Board. HT explains the distinction between election and nomination and what this means for ESE participation. It is not preferred to leave the final arrangement with the dean.

Following an extensive discussion on the matter, the Student Council proposes that Programme Committees will nominate new PC members, whose nomination will be approved by the School Council. The dean will then officially appoint the Programme Committee members. The method of composition of the Programme Committees will be put on the agenda of the School Council annually.

Decided is that this proposal will be discussed in a separate meeting that will be attended by student and staff members of all participation bodies.

HT will draft a memo, PE will organise this meeting. The outcome will be discussed during the next SC meeting.

## HR MATTERS

### 7. ESE Diversity plan

MB explains that ESE followed the EUR Diversity memo and has appointed two diversity officers: Teresa Marreiros Bago d'Uva and Vardit Landsman.

RD asks whether ESE will benefit from the extra money that has been allocated by the government for appointing more female professors.

PHF replies that in this case, money is not the main issue. It appears to be quite hard to find the right, high quality female professors, who want to join ESE.

MB explains that in *the ESE tenure track 47% female candidates participate, while 41% of ESE students are female.*

An ESE action plan on diversity will be set up soon and members of the School Council are asked to send in ideas/input to the diversity officers and MB.

### 8. Memo on personnel

The School Council members have no comments and/or questions and agree with the policy in this action plan.

## ORGANISATIONAL MATTERS

9. Resolutions Management Team January and February  
*no remarks*
10. Mailing lists Management Team January and February  
*no remarks*
11. Questions Minutes School Council 138  
*no questions*
12. Any other business  
LL: remarks that at TU Delft the opening hours of the university are extended by handing out certain passkeys to students.  
PHF replies that this relates certainly to safety and security and proposes to wait for the new library opening. When the problems persist, this issue can be raised again in the SC meeting in June.
13. Closing : 11.54 hrs

## Next Meetings

Meeting	Date	Time	Location
School Council 140	18.05.2017	10.00 - 12.00	H12-30
School Council 141	15.06.2017	10.00 - 12.00	H12-30
School Council 142	24.08.2017	10.00 -12.00	H12-30
Next academic year			
School Council 143	12.10.2017	10.00 - 12.00	H10-31
School Council 144	09.11.2017	10.00 - 12.00	H10-31
School Council 145	07.12.2017	10.00 - 12.00	H10-31
School Council 146	01.02.2018	10.00 - 12.00	TBA
School Council 147	29.03.2018	10.00 - 12.00	TBA
School Council 148	17.05.2018	10.00 - 12.00	TBA
School Council 149	05.07.2018	10.00 - 12.00	TBA
School Council 150	23.08.2018	10.00 - 12.00	TBA

Action items School Council meeting 139

Action item	Agenda item	Action	Who	When
1.	Tenure track	- further adjustments CBBA criteria - is internal competitiveness felt? - student evaluations differ for male/female teachers?	MB	SC 143
2.	Quality Impetus	- update	IA	SC 140
3.	Merchandise	Update & Suggestions for new Master graduate present	Student council	SC 140
4.	CFA	Is ESE willing to be a partner in level 1 exam?	IA	SC 140
5.	Level/quality of international students	Look into output problems of international students, balance in the classroom, analysis (admission) criteria, input academic directors	IA	SC140/141
6.	Renovation	Update when available	MB	2016/2017
7.	Master thesis project group	Update when available	IA	SC 140/141
8.	Plagiarism check	Time needed for plagiarism check & lecturers can use a tool to check plagiarism themselves at an early stage	IA	SC 140
9.	Relative grading	Memo on relative grading at ESE	Student council	SC 140
10.	Composition PC's	Memo and meeting of representatives of all participation bodies	HT (memo) PE (meeting)	SC 140

## **Note on relative grading in seminars**

### Matter

During a discussion on a related topic (SC 138) it became more clear to the Student Section of the School Council that ESE has an assessment policy of absolute grading. The Management Team also mentioned it is proud of this policy. In principle the Student Section agrees with the MT on this. However, in the following time period signals of the use of relative grading for certain seminars reached the Student Section. Some examples are shown below in more detail. The Student Section requests the MT kindly to perform an inquiry across all ESE seminars in order to obtain an overview of this practice and asks for a first reaction of the MT on this practice.

### Examples

- *seminar Adv. Corporate Finance: Corporate Governance (MSc Financial Economics)*  
Students were ranked based on the results of the various assignments and tasks; final grade was based on this ranking; this included peer grading, which creates an incentive to grade fellow peers lower. The last assignment was returned with feedback, but without grade, which indicates the possibility for the instructor to adjust the average grade among the seminar participants. Instructor mentioned that “average grade will be 7.5, you cannot fail this class, only one student can get a 9.0”. The syllabus shows that “every group’s performance is evaluated relative to the performance of the other groups”.
- *seminar Adv. Money, Credit, and Banking (MSc Financial Economics)*  
Instructor mentioned that “it could be that the level is higher than last year, but that this would be not observable in the grade, since it is relative”.
- *seminar Business Analytics & Quantitative Marketing (MSc Econometrics)*  
All grades are between 7.0 and 8.5, average is around 7.7/7.8. Supervisors hand in the grades of the teams they supervised, after which the master coordinator determines the final grades. There are rumours that this is done by listing the teams relative to each other and then fitting a Gaussian distribution to the grades. In the BSc seminar of BA&QM similar practices are applied.

### Final remarks

The Student Section notes that the list of examples cannot serve as a reliable sample for all seminars, but also notes that multiple other - less concrete - signals about relative grading are received. In general low or high grades are very infrequent, most grades are in the range of 7.0 to 8.0, which could indicate the fitting of grades. This all indicates the need for a proper inquiry, for both the MT and (the Student Section of) the School Council, preferably performed before coming SC (140).





## **Memo:**

**For:** Programme Committees /School Council /Management Team ESE  
**Subject:** ESE certificates for Student Representatives and student members in ESE participation bodies  
**Aim:** To implement a certificate policy for all students who are involved in ESE participation  
**From:** Paula Endevelde, secretary Participation bodies  
**Date:** May 3, 2017

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### **Background:**

In the Programme Committee Economics and Business Economics' memo on Student Representatives (document for the 31 May 2016 meeting), it was proposed that *"at the end of the academic year, the ESE organizes an event to recognize the efforts of the SRs. The SRs receive a certificate, in the spirit of the 'Certificate of Merit' as handed out by the ESL. Note: it seems natural to extend this to the students in the Programme Committees and the School Council. In this way, we can thank all students that have actively contributed to the ESE."*

From the minutes of the meeting (date 17-06-2016) following the above, we learn that:

*"The Programme Management reacted as follows about certificates for Student Representatives who spend about 60-70 hours per academic year on this task (...): Only for tasks that require more than 100 hours of input per academic year a merit award by our faculty can be awarded."*

Also other Programme Committees requested to draft a proposal concerning certificates for Student Representatives, including minimal conditions if they serve as SR only part of the academic year.

IF SR's will receive an ESE certificate, it was proposed that also student members of School Council and Programme Committees will be awarded with an ESE certificate as well and that these certificates will be awarded at a ESE participation drink in September. Staff and student members (new and from previous academic year) of participation bodies and SR's will be invited to this event.

### **Assessment:**

Student Representatives (and student members of participation bodies) differ in their performance (some are in place only for one block, others serve for the full academic year, some function excellent, others not as well as expected or not at all). Therefore, the student members of the Programme Committees together with the PC's chair will assess the performance and should give a final judgement whether the Student Representative should qualify for a certificate and how many hours they served. Students who participate in separate positions and/or, can be awarded with combined certificate.

### **Proposal:**

ESE awards all student members of participation bodies and Student Representatives (who have performed well enough) with a certificate, stating the position(s), year(s) and hours he/she has performed this task. The certificates will be awarded at a participation event in September.

### **Example:**

*Certificate of Merit*

*This is to confirm that <mr/ms name> born on <birth date> has contributed to the student participation of the Erasmus School of Economics of Erasmus University Rotterdam as a <chair / member of the School Council/member of the Programme Committee / Student Representative> during the academic year < .. / .. > for at least < 100 / 40 / ... >hours.*

*In this position, < mr/ms name > has demonstrated to be a good representative of the student community of ESE.*

*Ph. H.B.F. (Philip Hans) Franses*

*Dean Erasmus School of Economics*

## Progress Report Programme Quality Impetus ESE

May 2017

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

	lecturers, teachers, tutors and students	
	Develop a database for tracking tutors during their tutor career including a process on how to evaluate tutors	Done. The database has been realised. Evaluation of tutors has started.
	Provide evaluation criteria for the objectives of the Tutor Academy	<p>Done. Criteria are:</p> <ul style="list-style-type: none"> <li>- Number/% extremely low scores in student satisfaction with tutor performance (must decrease)</li> <li>- Attendance BA2 Tutorials</li> <li>- Tutor satisfaction with guidance</li> <li>- Satisfaction lecturers with quality of tutors</li> </ul> <p>At the end of the academic year 2016-2017 the first evaluation will be executed.</p>
	Teambuilding Tutor Academy team	Done. The TAc team meets regularly.

### Progress Innovation Hub

	Selection IC consultant and Education Expert Innovation Hub	<p>An educational expert started May 1 2016. An extra educational expert has started October 4 2016 on a temporary basis.</p> <p>The search for an IC consultant has been started at the end of April 2017, while more clarity about the tasks of this consultant was needed.</p>
	Selection Academic member Innovation Hub	Pending. First more clarity is needed if selection of a leading academic member for the innovation hub is really necessary.
	Promoting Innovation Hub (seminar, workshop, news)	<p>The following promotional activities have taken place:</p> <ul style="list-style-type: none"> <li>• A series of meetings by the educational expert with staff members to explore their ideas about redesigning courses and to offer help when and where needed.</li> <li>• Asking attention to the possibilities to innovate in the project newsletters QIP Last newsletters have been sent in March and April 2017</li> </ul>

		<ul style="list-style-type: none"> <li>• Organising a short inspiration session about redesigning courses</li> <li>• Distributing a flyer with information about the Programme QI and the possibilities to innovate during the ESEbility afternoon 2016</li> <li>• Stressing the importance of innovation and the possibilities of the Innovation Hub by the Vice Dean and the Dean during the yearly meetings of the Cap-groups</li> <li>• Discussing the possibilities in the BA1 and BA2 course coordinator meetings in November 2016</li> <li>• Several items in the ESE-newsletters for Staff</li> <li>• Posters about the new website Innovation Hub</li> <li>• Organising several workshops for the ESEbility afternoon 2017</li> </ul> <p>Until now we've received 18 proposals for course innovation, 16 are approved, 1 has been rejected and 1 has been withdrawn after approval. An evaluation report of all approved proposals will be available at the end of the project.</p>
	Realising the Innovation Hub website	Done. The <a href="#">Innovation Hub website</a> is up and running since April 2017.

### Progress intensifying large-scale masters

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

## Progress umbrella project/skills

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

## Communication

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



## Quality Impetus Programme

Overview of approved applications Innovation Hub Funds and Master Intensification Funds

Update May 2017

### Bachelor 1 Economics/Business economics

#### **1. Introducing automatic grading and feedback/developing videos/include algorithmic thinking**

ICT: Paul Bouman, Kim Schouten

The first goal of the project is to implement an auto grading / fast feedback system in the ICT course. The second goal is to create a library of videos that explain the various techniques and link these to assignments the students can make to practice their skills. The final goal is to identify and investigate developments on algorithmic thinking and come up with recommendations whether and how to include algorithmic thinking in the course.

Effective: Block 2 2017-2018

#### **2. Introduction of a digital tool to facilitate peer to peer feedback and presenting assignments**

Skills and Guidance/Organisation and Strategy: Bas Karreman, Omar Rickets

The online platform Traintool will be used by students to upload presentation assignments in small groups of 2 to 4 and provide peer-to-peer feedback to each other. Observing presentations will thus require less time during small-scale guidance sessions and tutorials. Providing feedback is also enhanced by the possibility to observe material multiple times. Time saved is freed up to discuss communication skills and course content in small-scale sessions.

Effective: Block 5 2016-2017 (pilot)

#### **3. Complete restyling of Marketing course introducing webcasts, interactive tutorials, digital books and more**

Marketing: Yuri Peers, Vijay Hariharan, Bas Donkers

Introduction of mass customized learning to solve several problems like low class attendance, poor preparation of students before the exam and low evaluation of the course. Major changes are made like introducing webcasts instead of regular mass lectures, guest lectures by lecturers from industry, digital book, midterm exam, weekly feedback and online grading of open ended questions.

Effective: Block 4 2015-2016

#### **4. Creation of supplementary digital practice material in Sowiso**

Applied Statistics 1: Michel van de Velden

The project should result in a fully functioning digital learning environment (Sowiso) with ample exercise material. Moreover, the digital learning environment should fit into the current course setup. The material should offer the students an additional tool that helps them to develop the skills needed to solve the tutorials exercises. Using the possibilities available in SOWISO and building on earlier experiences with MAPLE, material should be developed that not only provides exercise material but also helps students in solving exercises by pointing out solution strategies and/or by referencing relevant literature.

Effective: Block 4 2016-2017



### **5. Learning quantitative methods by doing**

Methoden & Technieken, Methods & Techniques: Teresa Bago d'Uva

In order to get a good understanding of the methods taught in this course, it is crucial that students get their own hands-on experience with the application of them. The goal is however not only to teach students "which buttons to press" but also to teach them why they are doing that and learn them to interpret the results obtained.

PC Labs, assignments, take-home assignments and tutorials that span the whole duration and scope of the course will be developed. The practical aspect of the course is also further developed in renewed exercise lectures. Student participation is encouraged by using Shakespeak.

Effective: Block 4 2015-2016

### **6. EUR Game App**

Organisation and Strategy: Bas Karreman

Formative testing is usually very time consuming for the teacher, whereas it can be a very useful method for the student to check their level and to improve their understanding of how certain course materials might be examined. The app enables students to test their knowledge independent of place and time. This type of formative testing is teacher extensive. The teacher can gain insight in the results and hence the current level of knowledge and progress. The app gives feedback to students in the form of total scores and main areas of improvement. This year the app will be tested by the Student Assistants. They can use the app to prepare themselves for the tutorials. If the results of this test are positive the app will be made available for all students next year.

Effective: Block 5 2016-2017

### [Bachelor 2 Economics/Business economics](#)

#### **7. Intensifying feedback in the Research Project**

Onderzoeksproject FEB12013 + Research Project FEB12013X: Hans van Kippersluis

The first part of the assignment is the regular assignment, where the topic and questions are fixed. The second part is the creative assignment, where students have more freedom in defining and testing their own hypotheses. The main idea of the new structure is to cut the course in two: the first 4 weeks the students spend on the regular assignment; this part will be evaluated and intermediate feedback is given in week 5; after which the students focus the final weeks on the creative assignment. The new approach provides students with more feedback and more timely feedback.

Effective: Block 5, 2017-2018

### [Bachelor 3 Economics/Business economics](#)

#### **8. Innovating the Finance Program**

Finance 2, Financial Methods & Techniques; Han Smit, Patrick Verwijmeren

The funds will be used for redesigning courses and develop new materials for all of the above courses. The courses will introduce online learning materials, such as webcasts and assignments. The statistical package of E-views will be replaced by STATA to create a stronger alignment with the master programme. Also will students be better prepared for the writing of the master thesis.

Effective: Block 2 2017-2018





## 9. Innovating Minor Port Management

Minor Port Management and Maritime Logistics: Martijn van der Horst

The three main improvement goals for the course are facilitating interaction and self-activity, focusing on comprehension instead of reproduction and making the minor less complex. The new set up of the course will reduce the number of plenary lectures, and will add hours for case discussion and a guest lecture. Also, so-called Case Days are added for every module. Cases are introduced by inspiring guest lectures and students can discuss the cases in small groups. The plenary lectures will be made more interactive by means of apps (such as Socrative or Shakespeak), tutorial videos and small classroom cases.

Effective: Block 1 2017-2018

## Bachelor 1 Econometrics

### 10. Developing online modules for background knowledge

Introduction to Analysis: Emöke Oldenkamp,

Modules of relatively simple training exercises with answers on a range of topics will be compiled to support students who experience a lack of basic mathematical skills. At first as written material offered via Blackboard, in later years a webcast solution will be developed. The modules can also be used for prospective students who can see which entrance knowledge and skills in mathematics are required to start the program in Econometrics

Effective: Block 1 2016-2017

### 11. Development and moderation of discussion forums on Blackboard

Econometrics Bachelor 1: Emöke Oldenkamp, Christiaan Heij

To stimulate active involvement of students with the discussed topics in class and with fellow students, we wish to experiment with discussion forums where students can pose their questions and fellow students can provide and discuss answers, moderated by TA's. Discussion topics will also be sparked every week by some introductory and some challenging questions developed by staff and posted by the TA's.

Effective: Block 1-3 2016-2017

### 12. Investigation of less labor-intensive feedback systems

Econometrics: Emöke Oldenkamp, Christiaan Heij

As Econometrics has the character of a beta-study, students should train a lot by making exercises with open questions (multiple choice is not suitable). The lecturers and TA's currently spend much effort in providing fast feedback. The use of digital feedback tools could possibly simplify the phases of handing in and handing back and also assist in some of the required correction tasks. The outcomes of this investigation can possibly be tested by a pilot study in one of the courses of Blocks 1-3

### 13. Autolab: Innovative Grading Tools for Programming Assignments

Several courses Econometrics: Gertjan van den Burg

Autolab is a course management system, similar to Blackboard, which is specifically designed for programming courses. The most important aspect of Autolab is that it allows for the automatic grading of programming assignments. The advantage of this is that students get near instantaneous feedback on their work, which enables them to learn from their mistakes immediately. The current version of Autolab is not as user-friendly or instructor-friendly as we want it to be. The aim of this project is to realise several improvements to both Autolab and the way Autolab can be used at ESE.

Effective: March 2017



## Bachelor 2 econometrics

### **14. Introducing the use of "Formative assessment" (Quizzes)**

Econometrics 2: Michel van der Wel

Currently students make assignments in groups of 4. This makes free riding possible and there is little or no time for (individual) feedback. The idea is to introduce a system of individual digital quizzes. The student will receive individual feedback consisting of the number of correct answers and feedback where to find information about the incorrect answered subjects.

Effective: block 4 2016-2017

### **15. Digitalizing the correction of handwritten exams with ANS**

Nonlinear Optimisation: Kevin Dalmeijer

ANS enables the teacher to correct handwritten exams digitally. Students can still make their exams on paper, which is desirable for courses with for instance complex formulas. The exam has to be made on specific exam paper with a unique QR code for every sheet, and has to be scanned afterwards (paper-to-scan method). Grading exams can then be done on a computer independent of place and time. Multiple people can work on it at the same time, and when in doubt it is easy to look up how someone else graded a certain question. There is no need any more to carry around large amounts of paperwork. The first pilot is carried out, and the second pilot for a different course is currently running.

Effective: Block 2 2016-201 (pilot)

## Fiscale Economie

### **16. Digitalizing the correction of handwritten exams with ANS**

Successiewet: Theo Hoogwout

See: nr. 15 for elaboration

Effective: Block 4 2016-2017 (pilot)

## Master

### **17. Boosting the Social Intelligence of Students in the Marketing Master Program**

Sales and Account management; Willem Verbeke

This proposal introduces several new ways to stimulate more engagement during (large-scale) classes; for example the use of a day-long sales management game and the development with Salesforce.com of a seminar where students will get to know how the latest developments in IT are changing the way salespeople interact with customers.

Effective: Block 1 2016-2017

### **18. Less instruction more active learning (redesign and introducing peer review)**

Asset Pricing: Erik Kole

The course will be redesigned to stimulate cooperation and discussion among students. In its former design the course contained two lectures of two hours each per week. Students sit and listen to the lecturer, and make notes. In the new design only part of the lectures is used for instruction, the remaining time students work on two bigger assignments. In these assignments they should combine the theory and methodological taught in the course in an empirical study of asset pricing. The project consists of two parts: a redesign of the assignments, and the realization of the technical environment for peer review.



Effective: Block 1 2016-2017

### **19. Intensifying several Master courses**

Economics of Organisations, Game Theory, Industrial Organisations: Zara Sharif

To improve results of student exams, a pilot will be implemented to use tutorials for three large master courses: Economics of Organisations, Game Theory and Industrial Organisations. The groups were very large, and we aim at downsizing the groups in order to increase the effectivity of the tutorials.

Effective: Block 1 and 2 2016-2017

### **20. Advancing the Statistical Knowledge of Marketing Master's Students**

Marketing Research and Analysis: Vijay Hariharan

Giving extra attention to the statistical tools is useful for the students as they will be using them for their theses. To maximize the value of the course, the funds will allow the course to hire student assistants to help with the practical sessions and provide individual feedback on weekly assignments. These student assistants allow for additional individual feedback and coaching of the students with limited or no statistical background.

Effective: Block 1 2016-2017

### **21. . Intensification of The Financial Economics Master Programme 1**

Advanced Corporate Finance and Governance: Patrick Verwijmeren

The aim of this project is to intensify education in this large scale master programme (about 250 students), introducing additional smaller-scale and intensive forms of learning for these courses. The proposed changes include the development of hands-on cases, that can be solved individually or in teams, the organisation of interactive sessions in smaller groups and the writing of new course material that improves the fit between the reading material and the lectures.

Effective: Block 1 2017-2018

### **22. Intensification of the Financial Economics Master Programme 2**

Advanced Corporate Finance and Strategy: Han Smit

The aim of this project is to intensify education by the development of hands-on cases, that can be solved individually or in teams, the organisation of interactive sessions in smaller groups and the development of state-of-the-art course online materials, such as webcasts.

Effective: Block 1 2017-2018

### **23. Intensified learning and feedback**

Quantitative Methods for Applied Economics: Pilar García-Gómez

This large scale master course can maintain a high standard due to intensified teaching. Also, the amount of students and the heterogeneity of the students is growing, meaning the need for more detailed feedback on assignments has increased while the amount of time that the lecturer can spend per student has decreased. By making use of Turnitin, we can use detailed comments from a library created for this course. By introducing a PC-lab, we can provide more individualized guidance about how to use Stata. These two innovations will enable us to be more successful in transferring knowledge and skills needed to apply and understand more advanced methods courses, and empirical economic analysis after completion of the master.

Effective: Block 1 2017-2018

# Guideline Action Plan Diversity & Inclusion

Faculty: Erasmus School of Economics (ESE)

Date: May 2017

Names: ESE Diversity Officers Vardit Landsman-Schwartz & Teresa Marreiros Bago d'Uva, ESE Head of the Dean's Office/HR Margaretha Buurman and HR Partner Maybelline Molensky & HR Advisor Ruth van Gelder.

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## Introduction

At the end of 2016, the diversity policy of Erasmus University was reviewed. A combination of interventions at individual, cultural and institutional level was proposed as part of this review (see attachment 1: Advisory memorandum on the review of the gender diversity policy). Each faculty is committed to developing an action plan relating to diversity and inclusion based on the faculty's own context and challenges. The advisory memorandum can be used as a framework for developing these action plans.

The aim of the action plan is to define faculty priorities, set objectives and propose relevant interventions to achieve them. This action plan will also discuss the approach, the specific context of the School of Economics, as well as specific challenges faced by the school, a SWOT analysis and an estimate of the additional investments required to implement this plan.

Erasmus University is committed to meeting a target of 25% female professors by 2025 and an interim target of 20% by 2020.

Based on the above targets, the timeframe of this action plan is 2017-2020.

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## Part I

### The aim of the action plan

**Setting faculty objectives:** The objectives of this plan are threefold: firstly, we believe that the percentage of female academic staff members at ESE should at least reflect the gender mix among our student population. Secondly, we aim to increase the participation of students from a minority background in student associations and student assistantships. Thirdly, we aim to ensure equal opportunities for both students and staff.

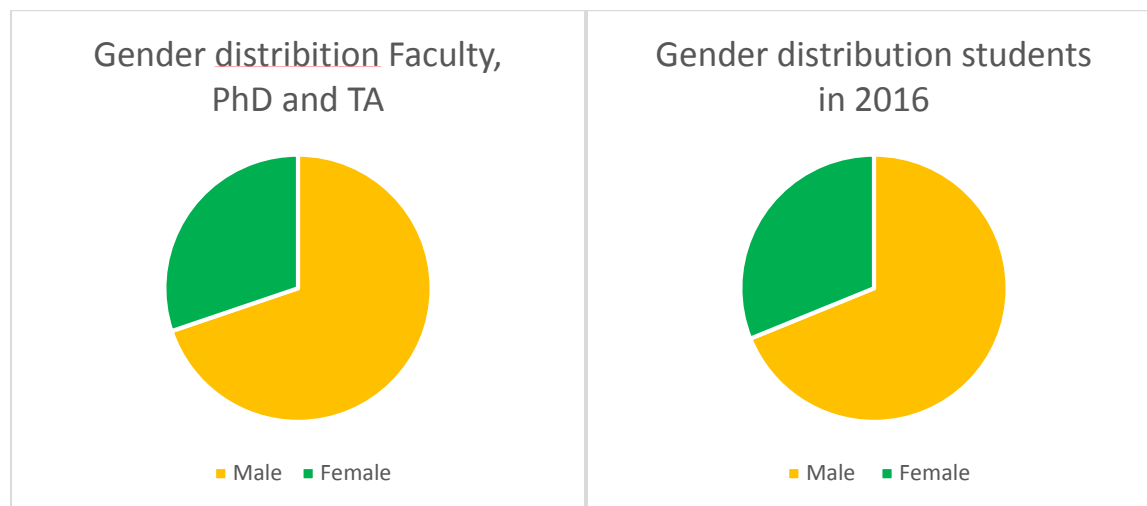
**Defining our own challenges and priorities:** Within the Netherlands, faculties of exact sciences are primarily male dominated. Our challenge is thus to encourage a greater percentage of excellent female students to pursue an academic career. Such female students may be ESE graduates or excellent female graduates from other universities in the NL and outside the NL.

## Why Diversity & Inclusion at EUR?

1. **It adds to our overall performance.**  
More diverse teams have shown more innovation, better team performance and greater ability to adapt. (McKinsey & Company, Diversity Matters).
2. **It contributes to the quality of our research and increases our chances of acquiring research grants**
3. Research teams that gender-balanced and that address gender-related content and innovation, stand a better chance **at acquiring EU research grants**<sup>1</sup>
4. **It adds to the good employment practices of our university by providing equal opportunities for everyone.**

## Context – the ESE

Quantitative overview of diversity of personnel in the faculty: gender and international diversity.



In general, the gender distribution of our academic staff reflects the gender distribution of our students. However, not all is well. There are huge differences when looking at the gender distribution across job categories.

Gender	Full Professor	Associate Professor	Assistant Professor	Teacher	Researcher	PhD Student	TA	Support Staff
Male	100%	83%	71%	65%	65%	64%	63%	24%
Female		17%	29%	35%	35%	36%	37%	76%

<sup>1</sup> <https://ec.europa.eu/programmes/horizon2020/en/h2020-section/promoting-gender-equality-research-and-innovation>

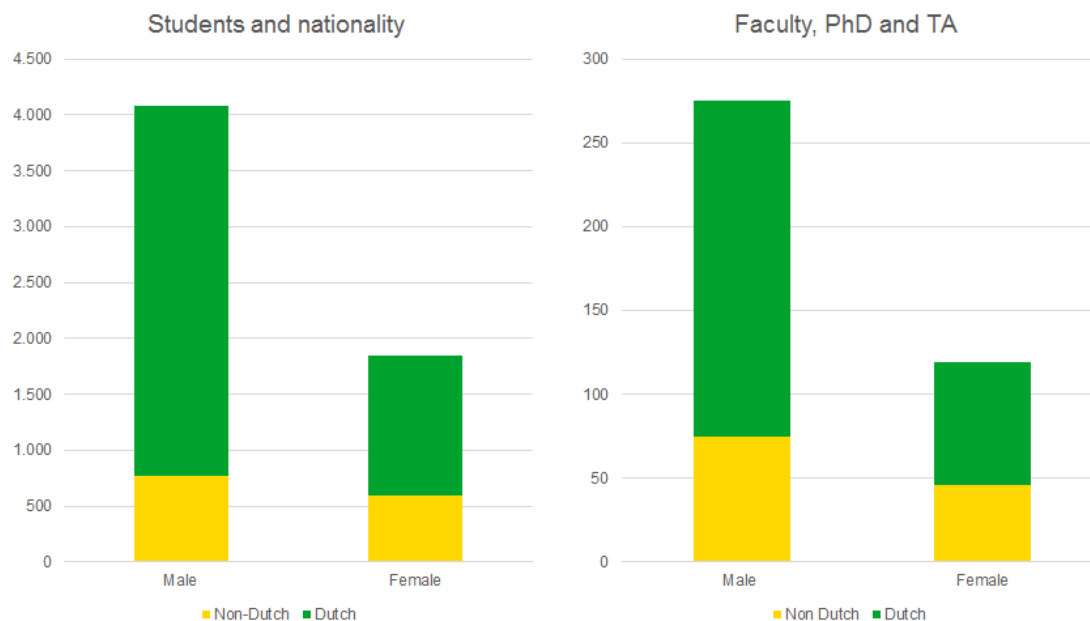
Furthermore, we tend to lose relatively more women than men in the process of obtaining tenure. Reasons stated include opportunities elsewhere, position of spouse abroad, lack of guidance, heavy teaching load and the delays they faced following a maternity leave period.

March 2017 % (of those who followed a TT period)	Male	Female	Total TT
<b>Failed TT and then left the ESE</b>	25% (i.e. 7 men)	47% (i.e. 8 women)	<b>33%</b>
<b>Failed TT but stayed as Assistant Professor</b>	11% (i.e. 3 men)	12% (i.e. 2 women)	<b>11%</b>
<b>Succeeded as Associate Professor</b>	61% (i.e. 17 men)	29% (i.e. 5 women)	<b>49%</b>
<b>Became Associate Professor, later stage</b>	4% (i.e. 1 man)	12% (i.e. 2 women)	<b>7%</b>
<b>Total (%)</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Total (n)</b>	<b>28</b>	<b>17</b>	<b>45</b>

Compared to gender diversity, diversity in nationality is widespread amongst our staff.

Nationality	Full Professor	Associate Professor	Assistant Professor	Teacher	Researcher	PhD Student	TA	Support Staff
<b>Dutch</b>	83%	55%	37%	91%	75%	57%	84%	99%
<b>Non-Dutch</b>	17%	45%	63%	9%	25%	43%	16%	1%

The comparison between students and staff is remarkable. The gender comparison between Dutch students and Dutch staff is similar, as is the gender comparison of non-Dutch students and staff. However, when looking at the Dutch versus the non-Dutch groups, we notice that among the non-Dutch groups the gender composition is much more balanced. It therefore seems that there is not such a big gender difference abroad in preference for working or studying in an economic department as in the Netherlands. That implies that internationalisation is probably a very successful measure for improving the gender balance among our staff.



## Analysis of faculty challenges and priorities

The internationalisation of our students and staff is similar in both cases and does not require action. Special attention might be needed for our Dutch ethnic minorities, as they seem to be underrepresented in boards of study associations and among our TAs. The gender diversity is a bigger issue within Erasmus School of Economics. Although on average the percentage of female academic staff is similar to the percentage of female students, there are big differences in the different job categories. In the higher ranks of professor and associate professor, there are only a few women. Furthermore, we tend to lose women more easily during their Tenure Track than men. That is cause for action.

## SWOT

Using a SWOT analysis, we aim to identify the main strengths, weaknesses, opportunities and threats at our school. Identifying these elements helps us make optimal decisions to achieve our diversity-related objectives.

Internal	External
<b>Strengths:</b> <ul style="list-style-type: none"> <li>• Among <b>international students and staff</b>, the percentage of women is much higher than among Dutch students.</li> <li>• Among <b>PhD students</b>, the percentage of women is also higher than among Bachelor/Master students.</li> <li>• The <b>newly introduced longer Tenure Track period</b> is an opportunity to improve gender balance.</li> </ul>	<b>Opportunities:</b> <ul style="list-style-type: none"> <li>• Currently, we are witnessing <b>greater awareness</b> at both government and university level about the need to achieve higher gender balance and specifically to increase the number of women faculty members in NL academic institutions.</li> <li>• The extreme inequality at our school can also be viewed as an opportunity to improve and correct such biases.</li> </ul>
<b>Weaknesses:</b> <ul style="list-style-type: none"> <li>• All <b>committees are male dominated</b> and the female perspective seems to be given insufficient weight in decision-making.</li> <li>• <b>Economics and Econometrics are traditionally</b> male dominated fields in the Netherlands.</li> </ul>	<b>Threats:</b> <ul style="list-style-type: none"> <li>• Many Dutch <b>women PhD students tend to prefer industry jobs</b> and do not stay in academia. Such industry positions typically offer part time options and are therefore more flexible for woman in early maternity stages. They also provide more certainty when it comes to promotion and development than the tenure process in Dutch universities.</li> <li>• There is <b>higher competition among NL universities</b> for women in academic positions. Many universities encounter similar problems and therefore also target excellent female PhD graduates.</li> </ul>

## Approach

**Description of the roles and responsibilities within the faculty:** Erasmus School of Economics has two Diversity Officers, namely Vardit Landsman-Schwartz & Teresa Marreiros Bago d'Uva. Furthermore, the Head of the Dean's Office/HR Margaretha Buurman is involved in creating this action plan as well as its HR Partner Maybelline Molensky & HR Advisor Ruth van Gelder.

## Part II

### Scope of the action plan

The scope of the action plan is based on three pillars: Education and students; Research; and Personnel and organisation. For our faculty, all three pillars are relevant. However, due to the current imbalance in gender diversity among our academic staff and the related external targets on female faculty members, gender diversity is our main priority and a key part of the action plan concerns gender diversity.

The following interventions and policies are either currently being explored or are already in place within ESE:

#### 1) Education and students

- a. **Encouraging women to remain in academia:** our main priority in this pillar is to encourage more excellent female students to pursue an academic career. To this end, we need to explore the development of a programme which will enable the selection of excellent female students to join our Graduate Schools.
- b. **Increasing students' exposure to female talents among our current academic staff:** besides a specific programme, small steps can be taken to highlight our existing female talent at Erasmus School of Economics. For example, interviews with or an article by our female talents in student newsletters. By drawing attention to their vision and academic achievements, we hope to inspire (female) students to pursue an academic career.
- c. **Recruitment and selection of student assistants (mentors):** in order to increase awareness about possible implicit biases in recruitment processes and to promote gender-neutral, more inclusive hiring decisions, we would like to offer training sessions for selection committee members involved in selecting ESE student assistants, including members involved in the newly created Tutor Academy.
- d. **Involving student associations on campus:** there are numerous student associations on campus, some of a multicultural nature, others with a focus on one nationality or heritage. We aim to cooperate with the president of Kaseur (a student organisation that promotes the relationship between the multicultural student associations) to help highlight student assistant vacancies among all (international) students.
- e. **Students with disabilities:** the ESE has a relatively high proportion of students with ADHD and similar indications. Efforts are constantly undertaken on an individual level to accommodate the special needs of students with such indications. These efforts could be publicised more in order to demonstrate that all students are welcome and able to thrive within our faculty. One way to create attention for students with impairments and to improve their support is the workshop called "Studying with a functional impairment: Autism" during the ESEbility day.
- f. **A more inclusive, diverse classroom:** students from a similar background tend to flock together in class. Considering the importance of inclusion, diversity and equal opportunity, professors can play a role in encouraging more diverse working groups. This can be achieved by creating random working groups (where possible, in combination with self-selected groups towards the end of the block, to discourage free-riding).

#### 2) Research

- a. **Diversity within research teams:** Greater diversity in working teams has been shown to increase performance. Lately, diversity in research teams, and specifically gender diversity,



has also become an important criterion in grant evaluation processes. We aim to encourage greater diversity in research teams among members of our school. We propose investigating alternative approaches that will help us achieve this aim.

- b. **Research on diversity related topics:** Research undertaken at our school increasingly uses data on diversity, for example on gender and nationality, in order to either investigate diversity-related phenomena, or to account for such effects in the investigation of other research topics. We aim to encourage further research on diversity building on a number of current streams:
- “Don’t Demotivate, Discriminate” offers a new theory of discrimination in the workplace; “Having it easy” also focuses on discrimination, as well as on gender bias in teaching evaluations. We will try to encourage additional research of this sort by making the data sets available to all students interested in this topic.
  - Both Diversity Officers are involved in research related to diversity, namely, on ethnicity and health care, and the gender health gap in China. The latter was recently included in the list of topics for Health Economics Master theses and proved very popular with students. Professors can thus encourage further and more research into diversity-related topics.
- c. **Inter-departmental network of female staff:** in order to further support and inspire female academic staff members, we propose encouraging more collaboration across departments within ESE. Such collaboration can be stimulated by organising meetings for women that will involve both social and academic content, including a meeting in which women will discuss and develop new research ideas.
- d. **Coaching programme:** we aim to set up a coaching programme for all our Tenure Trackers. In exit interviews held during 2014, a number of female ex-Tenure Trackers mentioned the lack of guidance during their tenure track period as one of their reasons for leaving. A coach, a senior staff member from another department, could give the desired guidance that was felt to be lacking. To prevent the idea that only women need coaching, the coaching is also available for men. In the past, men also showed interest in coaching and mentoring.
- e. **Career development programme:** we will encourage participation in the (EUR) Women in Academia Programme, which is offered to female faculty members. This has replaced the Female Career Development Programme and expands on essential aspects of leadership. HR will ask the heads of departments to encourage their female staff to participate in this programme. Furthermore, HR will send the invitation for the course to all eligible female candidates.
- f. **Postdoc time abroad:** ESE will explore the possibilities of creating a policy whereby female PhD candidates are stimulated to obtain good placements abroad via the job market. When recruiting new assistant professors, these former PhD candidates can be targeted as new hires.<sup>2</sup>

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<sup>2</sup> We also discussed the option of encouraging female researchers to spend some time abroad as post-docs after obtaining their PhD at EUR, whilst being guaranteed a position at ESE afterwards. A challenge to this is that, according to current regulations, it is not possible to offer our own PhD graduates a tenure track position before they have been away for at least 6 months and 1 day. We discussed options to bridge this period, including ways to finance that, such as:

- A special Tenure Track position with a clause stating that ESE can terminate the contract if the postdoc does not meet the set requirements.
- A designated scholarship (e.g. funded by the Erasmus Trust Fund).

- g. **Rotating Chairs:** The newly appointed rotating chairs are all men. Match the current rotating chair programme with rotating chairs for women. One of the problems mentioned when discussing the draft version of the diversity action plan with the Diversity Sounding Board of Erasmus School of Economics was the lack of role models within the school. This would address the problem.

### 3) Personnel and organisation

- a. **The diversity of the staff must reflect that of our student population:** one of the aims of our diversity policy is to have a similar composition of staff compared to our student population when it comes to gender, minority background, internationalisation, etc. This aim needs to be addressed through a combination of a hiring and retaining strategy, which is further elaborated in the next points.
- b. **P&D process:** we must both recognise and utilise the talent that we already have within our faculty members. Among others, we currently evaluate our talents through the annual P&D process, in which each departmental director evaluates his academic staff with the Dean. The Dean has a twice yearly meeting with Human Resources during which all personnel is evaluated and HR Policy is discussed in relation to topics including diversity, talent management/retaining and strategic personnel planning. Another measure to enhance the quality of the P&D interviews is training of the supervisors.
- c. **Improve management skills of supervisors:** in order to improve the guidance of (female) employees, we will stimulate supervisors and managers within Erasmus School of Economics to improve their management skills and follow management courses in addition to the academic leadership programme.
- d. **Restructuring hiring activities for academic and support staff:** we organise an implicit bias training for members engaged in recruiting and selecting new members of staff, such as selection committees and HR personnel. The goal of this training is to increase awareness about the existence of potential biases, in the hope of making gender-neutral, more inclusive hiring decisions.
- e. **Encouraging women in academia:** for numerous reasons, we lose many women after they become Assistant Professors. In order to remove barriers to women's success in academia, a number of recent measures have been taken at ESE. These include:
- Changes to the Tenure Track terms: the Tenure Track period of employment has been changed from four to a maximum period of ten years. The option to extend the tenure period is offered in cases where the employee has to provide care for others, pregnancy, etc. This makes it possible to take into consideration the personal situation of a Tenure Tracker. Whilst promising, it will take the school at least another six years before the results of this initiative can be assessed.
  - We have hired one female full professor.
  - In the case of the retirement of male professor, we strive to recruit female replacements in the form of assistant professors. Recently, we invested money from our reserves in early replacement. We have opened five vacancies three years in advance of the date of retirement, one at each research program, for female candidates.

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- **An exchange programme with postdoctoral fellows from other universities**  
However, a programme for women only is a legal challenge and not appreciated by all the women in the Diversity Sounding Board, as they felt this could lead to stigmatising women.

- d. We are focusing our recruitment efforts on women: the Econometrics Department has currently recruited three female Tenure Trackers. As a result we hope to have four new female Tenure Trackers this coming fall.
- f. **Social events:** our Diversity Officers had never met prior to taking on this role. This is mainly because they work on different floors within the same building and there is very little interaction between floors. This seems rather inefficient, given that there is so much to learn from each other, not only with regard to challenges faced by women working at ESE, but also with regard to research. We will explore the possibility of organising social events focused on connecting women in academia such as working lunches, training on given topics of interest and other events that encourage sharing of ideas.
- g. **ESEbility:** The ESE organises an annual event called ESEbility at which a variety of different training sessions are offered. All ESE - academic and support - staff are encouraged to interact and take part in a number of training sessions of their choice. This year, there are again a number of options available that relate to the topic of diversity, including one on intercultural awareness and another on implicit bias training. In the future, we could add further training sessions linked to diversity, for example, specifically aimed at women.
- h. **CBBA:** we are exploring the possibility of appointing an endowed female professor or associate professor to the CBBA committee. The candidate would be involved in cases at all levels up to and including that of endowed professor or associate professor, but not above. This means that the candidate would be involved in decisions regarding the majority of cases that come before the CBBA. Further increasing diversity within the CBBA committee could thus have widespread positive influence.

## Investment

The budget for diversity for the next five year period is 2.8 million euros or 560k annually. This includes 1.5 million from the reserves for hiring female replacements three years in advance for retiring professors.

Measure	5 year budget k euro
Recruitment and selection of student assistants (training)	15
Students with disabilities (training)	15
Inter-departmental network of women employees/social events	20
Coaching programme (training of the coaches)	20
Rotating Chairs (5 for 5 years)	1,000
P&D training	10
Management training	200
Recruitment and selection (implicit bias training)	10
Recruiting female replacements for retiring professors	1,500
Esebility- diversity related workshops	10
<b>Total budget 5 year period</b>	<b>2,800</b>

Decision number	Date	Document number (ese)	Decision
330-1	3/6/2017		The MT is very happy with the decision of Teresa Bago d'Uva and Vardit Landsman to take up the position of diversity officers as representatives of ESE, as requested by the Executive Board. Their first meeting with the EUR Diversity officer will be in April 2017.
331-1	3/13/2017	35480	The MT agrees with the ESE Periodical Financial Report until February 2017 (progress report nr 1) as presented in this meeting. The report, including the required tables, will be sent to the Executive Board shortly as requested.
331-2	3/13/2017	35463	An analysis has been made in connection with the ESE part of the employees survey 2016. The MT thanks the author and endorses the analysis, which will be sent to the ESE School Council and to the directors of the departments, for their meeting at March 30.
333-1	3/27/2017	35511	<p>On 20 March 2017 a meeting of the Research Advisory Committee (VCW) was held.</p> <p>In this meeting 17 PhD-projects with 18 candidates needed approval; one BE project is a research project for 2 PhD candidates:  2 Mphil TI projects  5 TI recruitment projects  10 ERIM recruitment projects</p> <p>The VCW is positive on all 17 projects: 1 for Dept. of Economics,, 6 for Business Economics,, 5 for Applied Economics and 5 for Econometrics;  The Committee was informed there will probably some more projects with candidates on the agenda in their May meeting.</p> <p>The MT agrees with the decisions the committee made and will inform the owners of the projects accordingly.</p>
333-2	3/27/2017	35512	The MT fully agrees with the preliminary proposal made at the dept of business economics, section Finance, for a new MOOC: 'Valuation and Strategy', including the overview of the budget. The team developing the MOOC under guidance of Professor Han Smit, will be informed accordingly by the director of ESE Education Management.

<b>Decision number</b>	<b>Date</b>	<b>Document number (ese)</b>	<b>Decision</b>
334-1	4/10/2017	33971	The idea of letting excellent ESE students take part in a summer school session at LSE is adopted. The plan will be worked out accordingly. In the summer of 2017, one student will be eligible to take part for the first time.
335-1	4/21/2017	35703	The Marketing budget of the ESE Student School Council is adopted. The School Council will be informed accordingly by the School Council's secretary.

**Overzicht poststukken Erasmus School of Economics  
periode 01.03.2017 t/m 31.03.2017**

Stuknummer: **ese0035459**  
Datum Poststuk: **01/03/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: tk  
Afzender ME van Donzel  
**Inhoud:** erim membership charter update: fellow  
structure 2017 - 2021

Stuknummer: **ese0035484**  
Datum Poststuk: **07/03/2017**  
Ref./Kenmerk: **CSB/MP/273.197** Deadline:  
Actie medewerker: Actie: tk  
Afzender centraal stembureau  
**Inhoud:** afschrift brief gericht aan de kandidaten  
inzake verkiezingen faculteitsraad 2017

Stuknummer: **ese0035485**  
Datum Poststuk: **07/03/2017**  
Ref./Kenmerk: **SAD/2017/066** Deadline:  
Actie medewerker: Actie: tk  
Afzender CMAW Festen  
**Inhoud:** onderzoek naar postdoctoral researchers bij de  
erasmus universiteit rotterdam

Stuknummer: **ese0035486**  
Datum Poststuk: **06/03/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: tk  
Afzender USC  
**Inhoud:** informatie over aanvraag voor plaatsing van een  
evenement op de evenementenkalender 2017-2018

Stuknummer: **ese0035538**  
Datum Poststuk: **10/03/2017**  
Ref./Kenmerk: Deadline: 18/04/2017  
Actie medewerker: RJ van den Berg Actie: afh  
Afzender JH Timmermans  
**Inhoud:** nwo-wotro call "tackling global challenges  
through use-inspired research"

Stuknummer: **ese0035545**  
Datum Poststuk: **15/03/2017**  
Ref./Kenmerk: **E&S/SV/JM/ra00273860** Deadline:  
Actie medewerker: Actie: tk  
Afzender rector magnificus  
**Inhoud:** afschrift brief gericht aan de besturen van de  
rotterdamse kamer van verenigingen en de  
daarbij aangesloten  
studentengezelligheidsverenigingen inzake  
kennismakingstijd en onderwijs tijdens Eureka-week 2017

Stuknummer: **ese0035549**  
Datum Poststuk: **16/03/2017**  
Ref./Kenmerk: **CBS/MP/273.205** Deadline:  
Actie medewerker: Actie: tk  
Afzender centraal stembureau  
**Inhoud:** kandidaatstellingen verkiezingen 2017  
Universiteitsraad

Stuknummer: **ese0035552**  
Datum Poststuk: **10/03/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: tk  
Afzender IUC Belastingdienst  
**Inhoud:** Uitnodiging namens de belastingdienst/centrum  
voor kennis en communicatie om deel te nemen  
aan de markconsultatie ' parttime traject  
accountancy'

Stuknummer: **ese0035554**  
Datum Poststuk: **08/03/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: tk  
Afzender S van Veen  
**Inhoud:** agenda en stukken campus committee woudenstein  
d.d. 14-03-2017

Stuknummer: **ese0035557**  
Datum Poststuk: **17/03/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: tk  
Afzender WAA Jacobs  
**Inhoud:** verzoek ondersteuning internationale  
opleidingsprogramma's "leadership in commodity  
trade & supply \* internationalisering

Stuknummer: **ese0035565**  
Datum Poststuk: **05/03/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: tk  
Afzender Studentengeleiding van de faculteitsraad  
**Inhoud:** recording web lectures at woudenstein ter  
bespreking tijdens faculteitsraadvergadering  
139 d.d. 30-03-2017

Stuknummer: **ese0035597**  
Datum Poststuk: **23/03/2017**  
Ref./Kenmerk: **CvB/HR/mc/273.688** Deadline: 31/05/2017  
Actie medewerker: hoofd bestuur en beleid ese Actie: afh  
Afzender Erasmus Netwerk Vrouwelijke Hoogleraren  
**Inhoud:** verzoek tot nominatie medewerkers voor envh  
athena award 2017 \* onderscheidingen

Stuknummer: **ese0035598**  
Datum Poststuk: **20/03/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: tk  
Afzender koninklijke hollandse maatschappij wetenschappe  
**Inhoud:** de commissie van leden-hoogleraren heeft de  
prijs verleend aan kempf, e. dr. (tu)

Stuknummer: **ese0035603**  
Datum Poststuk: **27/03/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: tk  
Afzender AT Toet e/v Teijl  
**Inhoud:** definitief rapport van certked vbi ten behoeve  
van de aanvraag tot heraccreditatie van de  
opleiding "bachelor economics and business  
economics" erasmus university rotterdam

Stuknummer: **ese0035604**  
Datum Poststuk: **27/03/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: tk  
Afzender AT Toet e/v Teijl  
**Inhoud:** definitief rapport van certked vbi ten behoeve  
van de aanvraag tot heraccreditatie van de  
opleiding "master economics and business"  
erasmus university rotterdam



Stuknummer: **ese0035605**  
Datum Poststuk: **27/03/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: tk  
Afzender AT Toet e/v Teijl  
**Inhoud:** definitief rapport van certked vbi ten behoeve van de aanvraag tot heraccreditatie van de opleiding "bachelor econometrics and operations research" erasmus university rotterdam

Stuknummer: **ese0035606**  
Datum Poststuk: **27/03/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: tk  
Afzender AT Toet e/v Teijl  
**Inhoud:** definitief rapport van certked vbi ten behoeve van de aanvraag tot heraccreditatie van de opleiding "master econometrics and management science" erasmus university rotterdam

Stuknummer: **ese0035607**  
Datum Poststuk: **27/03/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: tk  
Afzender AT Toet e/v Teijl  
**Inhoud:** definitief rapport van certked vbi ten behoeve van de aanvraag tot heraccreditatie van de opleiding "master accounting, auditing and control" erasmus university rotterdam

Stuknummer: **ese0035608**  
Datum Poststuk: **27/03/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: tk  
Afzender AT Toet e/v Teijl  
**Inhoud:** definitief rapport van certked vbi ten behoeve van de aanvraag tot heraccreditatie van de opleiding "bachelor fiscale economie" erasmus universiteit rotterdam

Stuknummer: **ese0035609**  
Datum Poststuk: **27/03/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: tk  
Afzender AT Toet e/v Teijl  
**Inhoud:** definitief rapport van certked vbi ten behoeve van de aanvraag tot heraccreditatie van de opleiding "master fiscale economie" erasmus universiteit rotterdam

Stuknummer: **ese0035610**  
Datum Poststuk: **27/03/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: tk  
Afzender AT Toet e/v Teijl  
**Inhoud:** definitief rapport van certked vbi ten behoeve van de aanvraag tot heraccreditatie van de opleiding "educatieve minor economie" erasmus universiteit rotterdam

Stuknummer: **ese0035614**  
Datum Poststuk: **29/03/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: tk  
Afzender P Kuijt  
**Inhoud:** information sheet project replacement content management system (cms) april - december 2017

**Overzicht poststukken Erasmus School of Economics  
periode 01.04.2017 t/m 30.04.2017**

**Stuknummer:** ese0035615  
**Datum Poststuk:** 03/04/2017  
**Ref./Kenmerk:** OOS/RN/ Deadline: 01/05/2017  
**Actie medewerker:** I Versluis Actie: afh  
**Afzender:** LIM Jillissen  
**Inhoud:** verdeling van de bestuursbeursmaanden over de faculteitsverenigingen en de studieverenigingen die met de faculteiten zijn verbonden voor de studie jaren 2017 tot 2020

*Stuknummer:* ese0035679  
*Datum poststuk:* 30/03/2017  
*Ref/Kenm:*  
*Afzender:* P Kujt Unitmanagement & Project Office  
*Geadresseerde:* decaan ese  
*Onderwerp:* inrichting nieuwe cms  
*Actie medewerker:*  
*Actie:* tk  
*Deadline:*

*Stuknummer:* ese0035681  
*Datum poststuk:* 13/04/2017  
*Ref/Kenm:* CvB/HP/PR/UB00003412  
*Afzender:* rector magnificus College van Bestuur  
*Geadresseerde:* decaan ese  
*Onderwerp:* oproep tot voordrachten knaw de jonge akademie 2018  
*Actie medewerker:* P151165981 RJ van den Berg  
*Actie:* afh  
*Deadline:* 12/05/2017

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*tuknummer:* ese0035653  
*Datum poststuk:* 04/04/2017  
*Ref/Kenm:*  
*Afzender:* NM Lourens HR Policy  
*Geadresseerde:* decaan ese  
*Onderwerp:* westerdijk talentimpuls binnen de eur  
call for proposals westerdijk talentimpuls: impuls vrouwelijke hoogleraren  
bovenop streefcijfers

*Actie medewerker:*  
*Actie:* tk  
*Deadline:*

*Stuknummer:* ese0035682  
*Datum poststuk:* 12/04/2017  
*Ref/Kenm:*  
*Afzender:* rector magnificus College van Bestuur  
*Geadresseerde:* decaan ese  
*Onderwerp:* erasmus initiative dynamics of inclusive prosperity  
verzoek om feedback inzake het projectplan van het erasmus initiative  
dynamics of inclusive prosperity

*Actie medewerker:*  
*Actie:* tk  
*Deadline:*

To: Education Board ESE  
From: Programme Committee Econometrics and Management Science  
Concerns: EUR education vision  
Date: March 24, 2017

Dear Programme Director,

We hereby summarize our discussion of the EUR vision on education (your reference BB/eb/ese 35490) that we had today in the meeting of our Programme Committee. We share the broad goals of this view and are happy to see that our program seems to fit well in general and that recent educational initiatives will further contribute to the general objectives expressed in the view. More specifically, we wish to mention three aspects of our programmes, that is, (i) continued virtues, (ii) current improvements, and (iii) discipline-specific expertise.

- (i) Continued virtues: The very origin of our programme lies in the interconnection of various disciplines, that is, economics, business, mathematics, statistics, and computer science. It is the very interplay of these disciplines that forms the core of being or becoming an econometrician. This interplay is the dominant characteristic of most of our courses. Further, relevance for society is most evident in our intensive full-time seminars (two in the bachelor and one in the master) where students study and solve real-world case studies guided by staff on topics provided by and of immediate interest to economics and business. The relevance to society of the core econometric and management skills of our programmes is also evidenced by the fact that an internship in business or society at large is the standard choice for our students as part of their master thesis research project.
- (ii) Current improvements: In the past years, several changes in our programmes have been realized and others are currently under way in order to accommodate more time for skills, internationalization, and broadening perspectives. Very recently, we restructured our bachelor programme and condensed our core expertise courses to create more space for other interests in blocks 1 and 2 of the third bachelor year. During that period, students can opt for international exchange, internships, minors, and electives. And currently there are various initiatives for innovation within the Quality Impetus programme, including improvement of the skills stream in our bachelor programmes.
- (iii) Discipline-specific expertise: Both the bachelor and master programmes have become ever tighter over the last years. Our students need to develop their core expertise in the fields of economics, business, mathematics, statistics, and computer science in the first two bachelor years, which is quite a challenge. As blocks 1 and 2 of the third bachelor year have a lot of freedom, the rest of that year is full to the rim with 12 ects major, 12 ects seminar, 8 ects thesis, and 4 ects Philosophy of Economics. The (single) master year is also very full, with 24-28 ects for core courses, 12-16 ects for seminar, and 20 ects for thesis (mostly combined with internship). Because of what society demands from our students, we cannot afford spending any less time anymore on core courses in the areas of econometrics and management science.

With kind regards,

Dr. C. Heij

(chairman Programme Committee Econometrics and Management Science)

Prof. dr I.J.M. Arnold,  
Programme Director ESE

Date  
04-04-2017

Subject  
Advice from Programme Committee  
Accounting, Auditing and Control

Dear Professor Arnold,

Upon your request, the Programme Committee Accounting, Auditing and Control has discussed the EUR educational vision. Please find below our view on the document.

Overall, the Programme Committee agrees with the stated vision and shares your view that ESE is already implementing projects on internationalisation and educational renewal.

However, we would like to share a few critical thoughts and some notes on how to improve further.

First, the Programme Committee considers the section about students quite vague. The goals mentioned in this section seem like goals everyone would aspire to, but it lacks explanation on how this can be achieved, except for saying that staff should play a critical role in achieving these outcomes. We find that lecturers could (and already do) try to motivate students further during the lecture and stress that their own commitment is key to achieve important goals (such as becoming a team player, being independent and intrinsically motivated). Some anecdotes about the lecturers' own experiences during their studies may help to make their point.

Second, if the EUR (and ESE) would like to attract students who take more responsibility for their learning process and really want to develop their entrepreneurship and involvement, the Programme Committee notes the following. They find that ESE could attract better-motivated students by extending the application/selection process, for example with short interviews or asking candidates to write a short essay on how their master degree would enhance their career opportunities. Furthermore, the Programme Committee would like to point out that – in order to maintain the high quality at an international ESE - this also (or especially) applies to international students who do not always bring in high quality and/or contribute to classes (especially in seminars). This would enhance the international experience as well as maintain the high educational quality at ESE.

The Programme Committee AAC remains at your disposal for any questions about or further elaboration on the above.

With kind regards, on behalf of the Programme Committee,



Dr. Edith Leung,  
Chair PC AAC

PS. this letter will be sent to the School Council for information

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**Appendix**  
none

**Department**  
ESE, PC AAC

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Prof. dr I.J.M. Arnold,  
Programme Director ESE

**Date**  
24-04-2017

**Subject**  
Advice from Programme Committee  
Economics of Taxation

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**Appendix**  
none

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Dear Professor Arnold,

Upon your request, the Programme Committee Economics of Taxation discussed the EUR educational vision. Please find below our view on the document.

Over all, the Programme Committee would like to state that this vision is quite broad and general and it is difficult not to agree with. Especially the part regarding students we considered rather vague.

However, the Programme Committee shares your view that ESE is already implementing projects on internationalisation and educational renewal that are in this vision, so we are confident that we are on the right track.

With kind regards, on behalf of the Programme Committee  
Economics of Taxation,



Dr. Yvonne Tigelaar-Klootwijk,  
Chair PC Economics of Taxation

p.s. this advice will be sent to the ESE School Council for information

Prof. dr I.J.M. Arnold,  
Programme Director ESE

**Date**  
01-05-2017

**Subject**  
Advice from Programme Committee  
Economics and Business Economics  
on EUR educational view

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Dear Professor Arnold,

Upon your request, the Programme Committee Economics and Business Economics discussed the EUR educational view. Please find below the view of the Programme Committee on how ESE can embed this vision.

Following a discussion, the Programme Committee E&BE would like to share that they find it difficult to disagree with this rather broad and general vision (which is also rather vague in some parts). It seems that most of ESE's current education fits well within this vision.

The PC E&BE has a few comments, questions and recommendations.

*Comments:*

- On page 4 (didactics and learning environment) the word 'exacting' is used. Members of the PC E&BE find this a rather negative notion, it would be better to use the words 'challenging' or 'stimulating'.

*Questions:*

- What will be the next steps? Is this a call to action or mainly a statement for marketing purposes?

- How often will this vision be evaluated / revised?

*Recommendations:*

- If this vision is to be translated into actions for ESE, the Programme Committee would like to have a say in this action plan.

- Regarding Didactics: innovation: The PC E&BE would like to emphasize that innovation in education should be a mean towards the goal of better education. Hence, the ESE encourages pilots with innovative methods in order to get to 'evidence-based teaching', as opposed to innovation just for the sake of innovation.

The Programme Committee is looking forward to your reply to the above questions and remarks.

With kind regards, on behalf of the Programme Committee,



Dr J. Delfgaauw,  
chair

PS. this letter will be sent to the School Council for information



Prof. dr I.J.M. Arnold,  
Programme Director ESE

**Date**  
24-03-2017

**Subject**  
Advice from Programme Committee  
Economics and Business Economics

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none

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Dear Professor Arnold,

Upon your request, the Programme Committee Economics and Business Economics discussed extensively the proposal regarding the Bachelor Skills Programme at ESE during their meeting on 13-03-2017.

The proposal presents an overview of a new academic skills programme that is to be implemented. The overall aim is to offer a coherent study programme that enables students to learn, practice, and develop their academic skills in the bachelor programme at the Erasmus School of Economics.

In general, the Programme Committee is happy with this effort to improve the coordination and coherence of the academic skills programme. The set of general academic skills trained is good, as well as the idea that students have multiple assignments that are assessed in the same way, so that they can repeatedly train these skills. Students will start early in the programme to train academic skills and keep these skills updated.

However, we have several comments and suggestions. Most comments can be listed under either of the following two (related) issues: (i) The content of the assignments is not discussed in the document. What is the content of the assignments, who decides on this, and will the assessment of these assignment depend on academic skills (writing, structure) versus (course-related) content and substance? (ii) The proposal is mostly silent about whether and how these skills assignment are incorporated in courses. If so, this requires cooperation from the lecturers of these courses.

We feel that these two issues need to be resolved before the skills programme is implemented.

Below follows the list of comments.

- Workload across blocks: In the proposal, students have a large writing assignment in block 3. With Macro and Math II, this is already a busy block. The proposal is not clear on whether and how this assignment will be incorporated in these courses, and

**Our reference**  
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**Your reference**  
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how to prevent that this assignment interferes with time spent on macro and Math II.

The second large writing assignment falls in block 5, where there is more room in the curriculum.

- The proposal states that the aim of the assignments in block 4 and 5 of B1 includes writing a methodology, and the overall aim of the assignment in block 5 is to write a full empirical paper. Yet, at that point, our students have not had a course on empirical methodology yet. Furthermore, we feel that this should not be part of the skills curriculum (which aims at general academic skills, not empirical methodology). Hence, the aim should be different, for instance more focused on describing the data, rather than analyzing the data. As students get the empirical methodology in block 4 of B2 (Methods and Techniques), the aim to write an empirical paper in block 5 of year 2 is feasible.
- Relatedly, two years ago, the skills-part was taken out of the regular courses because the results were not satisfying, this programme aims to reintegrate the skills part again. The proposal is not clear on how to improve the integration of the skills part with the regular courses.
- Some courses in B1 already contain an assignment, which is currently not part of the skills programme (e.g. marketing). Ideally, this would be combined, but then lecturers should be involved early on.
- Combining the previous three points, a key question for the assignments in block 4 and 5 of B1 is: what is the content of these assignments, given that students cannot be asked to do a full-fledged empirical analysis?
- The proposal addresses continuous learning by students. However, to make this a success, there should also be (continuous) learning by lecturers (on what to expect from students, how to assess writing / presenting, etc.).

Other (minor) points:

- Leave out 'Applied Economics' on the front page. This is slightly confusing because different departments were involved.
- Leave out names of specific programmes like SPSS, Stata, and just describe as 'statistical programme' or 'several statistical programmes'.
- The mentor programme seems to be incorporated into the skills programme. Since the mentor programme was meant to be ongoing in B2, how will this be addressed?

The Programme Committee is looking forward to your reply to the above questions and remarks and a new, adjusted version of the Skills Programme.

With kind regards, on behalf of the Programme Committee,

Dr J. Delfgaauw,  
chair

PS. this letter will be sent to the School Council for information

Prof. dr I.J.M. Arnold,  
Programme Director ESE

**Date**  
01-05-2017

**Subject**  
Advice from Programme Committee  
Economics and Business Economics  
on proposal weblectures for B1 and B2  
IBEB

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Dear Professor Arnold,

Upon your request, the members of the Programme Committee Economics and Business Economics discussed the proposal for introducing weblectures for the plenary lectures in the IBEB program (bachelor 1 and 2).. Please find below their advice.

Following a discussion, the PC E&BE decided that it does not agree with a general introduction of weblectures in B1 and B2, based on the following considerations:

- The main concern is attendance. The students in the PC E&BE consider weblectures more appropriate in the Master phase, where attendance is high (and, at least anecdotally, some students already record the lectures themselves). All members are worried that introducing weblectures in B1 and B2 will reduce students' incentive to come to campus, reducing the interaction among students and between students and lecturers.
- If introduced in B1 and B2, weblectures should be embedded in a plan to enhance more in-depth learning and interaction in classrooms.
- Therefore, training for lecturers is required (as to learn what can be taught during weblectures and how to change the lectures in the classroom (for example by explaining additional information)).
- If introduced, lecturers should have the possibility of opting out.

Recommendation: If weblectures will be introduced, it should be based on a vision and action plan. Only if training is provided and lecturers will not be forced into this, weblectures may add value to lectures.

With kind regards, on behalf of the Programme Committee Economics and Business Economics,



Dr J. Delfgaauw,  
chair

PS. this letter will be sent to the School Council for information

AD VALVAS  
(Sent by mail only)

**Date**  
26 April 2017

**Subject**  
Record of the 2017 Elections for the  
Student Council of the ESE School Council  
2017/18

**Our reference**  
PG/tk/ese 35726

**Your reference**

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**Department**  
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Dear all,

In connection with the election for the Erasmus School of Economics School Council, 8 students participated in the election, which took place from 18-25 (midnight April 2017). The results are as follows:

Result Elections:

			student	
initials	name	first name	number	Votes/percentage
A.	Calkin	Abdurrahman	413124	179/20.55%
E.M.	Vollmer	Elena	423276	84/9.64%
V.	Visser	Veroniek	449570	81/9.3%
S.	Kim	Seungwon	427065	59/6.77%
Y.	Chen	Yasmin	432126	59/6.77%
S.W.	Iwema	Sibren	456006	53/6.08%
N.	de Korte	Nordin	412960	53/6.08%
S.	Ghose	Shubhojit	430159	40/4.59%
A.	Demaj	Arber	410970	39/4.48%
J.J.	Duvekot	Joar	457608	38/4.36%
T.N.H.	Vu	Huyen	443667	36/4.13%
D.V.A.	Hagenbeek	Diederik	3776146	35/4.02%
C.P.D.	Hendrickx	Clemens	451192	35/4.02%
P.M.	Somerwil	Pim	388441	30/3.44%
	Blanco			25/2.87%
A.	Parekh	Atif	434681	13/1.49%
S.E.S.	Naqvi	Ertiza	426406	8/0.92%
S.R.	van Teutem	Simon Ruben	455624	5/0.57%

The turnout percentage was 11.74%.

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2/2

Our reference  
PG/tk/ese 35726

Your reference

The ESE School Elections Office has established that the following persons are eligible for appointment as members of the ESE School Council and are declared to be elected, congratulations!:

Abdurrahman Calkin  
Elena Vollmer  
Veroniek Visser  
Seungwon Kim  
Yasmin Chen  
Sibren Iwema  
Nordin de Korte

For your information and as mentioned previously in the letter of March 7 2017, seven **staff members** have notified the School Elections Office that they wish to put themselves forward as candidates for a seat on the School Council. For the 7 seats available no elections needed to be held. All 7 staff members are declared to be elected:

Ajay Bhaskarabhatla  
Brian Chung  
Rommert Dekker  
Lidewij Hickey  
Vladimir Karamychev  
Melissa Lin  
Harry Trienekens

For further procedures, you will be contacted by the secretary of the ESE School Council, Mrs Paula Endevelde.

Drawn up by the School Elections Office of the ESE,

Yours sincerely,

*l.a.* 

Professor Patrick Groenen  
Chairperson of the School Elections Office

Cc: Dean Erasmus School of Economics  
Central Elections Office  
All candidates for 2017 elections to ESE School Council  
Chairs ESE School Council  
Secretary ESE Council

Enc: Result election ESE School Council 2017  
Mailing list



To the candidates of the  
elections for the University  
Council

**Date**  
26 April 2017

**Subject**  
Record of the 2017 elections for the  
University Council

**Our reference**  
CSB/MP/273.235

University Council Elections 2017  
Record

**Your reference**  
-

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**Enclosure**  
-

**Department**  
Central Electoral Committee

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of the establishing of the election results concerning the  
members of Erasmus University Rotterdam University Council  
pursuant to the voting that ended on 25 April 2017.

The members have already been appointed in cases where the  
number of candidates was equal to the number of seats.  
Elections were held if there were more candidates than seats.  
The results of the elections are given below.

Electoral district 1: Erasmus School of Economics/ESE

Students (2 seats):

Name	Votes
A. Calkin	165
R. Hordijk	133
S. Kim	96
P.V. de Wilde	82
S. Iwema	71
T. Rapone	26
D.H. Gökçen	3
Blank Votes	45

The turnout percentage was 8.9%.  
The Central Electoral Committee has established that the  
following persons are eligible for appointment as members of  
the University Council: A. Calkin and R. Hordijk.

Staff (1 seat):

The Central Electoral Committee has already appointed the candidate V.A. Karamychev as a member of the University Council.

Electoral district 2: Faculty of Medicine and Health Sciences

Students (2 seats):

Name	Votes
D. Sieczkowski	349
J.H. Loosveld	203
A. Abdelmoumen	51
Blank Votes	56

The turnout percentage was 10.74%.

The Central Electoral Committee has established that the following persons are eligible for appointment as members of the University Council: D. Sieczkowski and J.H. Loosveld.

Staff (2 seats):

The Central Electoral Committee has already appointed the candidates C.M.A.W. Festen and S.C. Markestijn as members of the University Council.

Electoral district 3: Erasmus School of Law

Students (2 seats):

The Central Electoral Committee has already appointed the candidates S. Oassem and S. Yekhlef as members of the University Council.

Staff (1 seat):

Name	Votes
E.K.E. von Bóné	94
R. van Wingerden	40
K.W.H. Broekhuizen	36
Blank Votes	3

The turnout percentage was 45.41%.

The Central Electoral Committee has established that the following person is eligible for appointment as member of the University Council: E.K.E. von Bóné.

Electoral district 4: Rotterdam School of Management,  
Erasmus University

Students (2 seats):

Name	Votes
N. Nieuwstad	365
K. Neuman	249
M.T.S. Nguyen	43
D. Leros	42
Blank Votes	36

The turnout percentage was 10.05%.

The Central Electoral Committee has established that the following persons are eligible for appointment as members of the University Council: N. Nieuwstad and K. Neuman.

Staff (2 seats):

The Central Electoral Committee has already appointed the candidate B. Bode as a member of the University Council.

Electoral district 5: Faculty of Social Sciences

Students (2 seats):

Name	Votes
C.H. Meinsma	244
L.O.E. van Koppen	184
N. Nikoladze	34
P. Aarnoudse	8
M.P. Smit	6
F.H. Reedijk	2
Blank Votes	12

The turnout percentage was 12.89%.

The Central Electoral Committee has established that the following persons are eligible for appointment as members of the University Council: C.H. Meinsma and L.O.E. van Koppen.

Staff (1 seat):

The Central Electoral Committee has already appointed the candidate J.J.A.M. Schenk as a member of the University Council.



### Electoral district 6: Faculty of Philosophy

#### Students (1 seat):

The Central Electoral Committee has already appointed the candidate B.N. Pulskens as a member of the University Council.

#### Staff (1 seat):

The Central Electoral Committee has already appointed the candidate T.K.A.M. de Mey as a member of the University Council.

### Electoral district 7: Erasmus School of History, Culture and Communication

#### Students (1 seat):

Name	Votes
N. van Kalken	110
Y. Sherstyuk	60
Blank Votes	8

The turnout percentage was 10.38%.

The Central Electoral Committee has established that the following person is eligible for appointment as member of the University Council: N. van Kalken.

#### Staff (1 seat):

The Central Electoral Committee has already appointed the candidate J.M. Engelbert as a member of the University Council.

### Electoral district 8: USC, General Management Directorate and University Library

#### Staff (2 seats):

The Central Electoral Committee has already appointed the candidates D. Boogaard and J.C.M. van Wel as members of the University Council.

### Electoral district 9: Institute of Social Studies

#### Staff (1 seat):

No candidates have put their names down.

## Declaration of election results

The Central Electoral Committee hereby declares that the following candidates have been elected as members of the University Council starting 1 September 2017:

### Electoral district 1: Erasmus School of Economics

Students: A. Calkin and R. Hordijk  
Staff: V.A. Karamychev

### Electoral district 2: Faculty of Medicine and Health Sciences

Students: D. Sieczkowski and J.H. Loosveld  
Staff: C.M.A.W. Festen and S.C. Markestijn

### Electoral district 3: Erasmus School of Law

Students: S. Oassem and S. Yekhlef  
Staff: E.K.E. von Bóné

### Electoral district 4: Rotterdam School of Management

Students: N. Nieuwstad and K. Neuman  
Staff: B. Bode

### Electoral district 5: Faculty of Social Sciences

Students: C.H. Meinsma and L.O.E. van Koppen  
Staff: J.J.A.M. Schenk

### Electoral district 6: Faculty of Philosophy

Student: B.N. Pulskens  
Staff: T.K.A.M. de Mey

### Electoral district 7: Erasmus School of History, Culture and Communication

Student: N. van Kalken  
Staff: J.M. Engelbert

### Electoral district 8: USC, General Management Directorate and University Library

Staff: D. Boogaard and J.C.M. van Wel

### Electoral district 9: Institute of Social Studies

Staff: none

## Appeals

Pursuant to the provisions of Article 22 of the University Council Electoral Regulations, appeals against the aforementioned decisions taken by the Central Electoral Committee may be submitted to the Executive Board within 7 days of the date of this letter.

The Central Electoral Committee,



Drs. A.D. van der Pijl,  
Chairman



Mr. D.Y.M. Korthals Altes-Biemans,  
Secretary

cc: Executive Board  
Praesidium of the University Council  
Members and deputy members of the Central Electoral  
Committee  
Deans  
Faculty Electoral Committees