



Tutor Academy
Erasmus School of Economics
Annual Report for Academic Year 2024-2025

Contents

Introduction	2
Staff	2
Tutor Academy Teachers	2
Support staff	3
Management	4
Post Graduate Tutors	4
Teaching Assistants	4
Recruitment	4
Training and guidance	6
Edubadges	6
Evaluation of training and guidance	7
Prospects and plans for next academic year	8
Conclusion	9
Appendix: Teaching Assistants per course	10

Christiaan Heij and Emö Oldenkamp-Bazsa, August 2025



Introduction

The Tutor Academy (TAc) arranges the recruitment, training, and guidance of Teaching Assistants (TAs) for tutorials in the bachelor programmes of the Erasmus School of Economics (ESE). The TAc was founded in 2016 and is devoted to ensuring high-quality, small-scale tutorial education.

Table 1 shows key employment figures for the academic year 2024-2025. The TAc employed 348 TAs for 50 courses, counting Dutch and English versions of the same course as a single course. The total number of TA positions (i.e., the sum of the number of TAs for all courses) was 652.

Table 1: Employment figures

Function	Persons	fte
Teaching Assistant	348	28.5 ¹
Tutor Academy Teacher	9	4.6
Post Graduate Tutor	3	2.8
Administrative Support	3	1.6 ²
Management	2	0.5 ³
Total (excluding TAs)	17	9.5

Staff

Tutor Academy Teachers

The TAc teachers are responsible for TAc tasks for all courses of their department in the first two years of the six bachelor programmes of the ESE: Economics and Business (Dutch and English), Econometrics and Operations Research (Dutch and English), Bachelor Squared (English), and Fiscal Economics (Dutch). For each course, they consult the course coordinator to know what is needed in the tutorials of this course. They also inform the course coordinator on the performance of students in the tutorials, and they can suggest modifications when needed.

Their main task is to recruit TAs for the tutorials of their courses and to take care of their instruction and guidance, including visiting them in one of their tutorials and providing feedback. Table 2 gives an overview per department of the ESE of the TAc teachers and the number of TA positions for courses of that department.

¹ Based on worked hours excluding holiday hours, so this figure may deviate from that of HR and Control.

² Includes 0.1 fte for manager of the Secretarial Support Office (since April) and excludes 0.13 fte of TA assistance (0.4 fte for four months).

³ Was 0.6 fte until March and became 0.5 fte since April.

Table 2: Tutor Academy Teachers and number of TA positions per department

Department	TAc teacher	fte		TA positions	
		indiv	dept	indiv	dept
Applied Economics (TE)	Christoph Schilling ⁴	1.0	1.6	91	149
	Margarita de Vries	0.6		58	
Business Economics (BE)	Adam Rybko	0.5	0.8	60	75
	Dyaran Bansraj	0.3		15	
Econometrics (ECT)	Emö Oldenkamp	0.3	1.1	71	257
	Riley Badenbroek	0.4		50	
	Sharon Schalk	0.4		99	
	Christiaan Heij	0.0		37	
General Economics (AE)	Arjan Non	0.5	1.1	--	122
	Bram van der Veen ⁵	0.6		--	
Guidance ('Mentoraat')	Lucille Brakefield ⁶	0.0	0.0	49	49
Total ESE			4.6		652

The TAc teacher team will change in the coming academic year, as described at the end of this report (see 'Prospects and plans for next academic year').

Support staff

The support staff consists of Carolien Stoltzing (0.8 fte), Marjon van Hees-Gouweleeuw (0.7 fte), and Tala Alrufaie (0.1 fte). They handle the administration for the TAc and in particular that of the TAs, which concerned in total 652 TA positions for 348 TAs and 848 TA contracts with 476 new contracts and 372 contract changes.

The formation of 1.6 fte is 0.4 fte less than in the past. In the busy recruitment period from May till August, the secretariat gets extra support for two days per week (0.4 fte) of a TA, this year Stan Franssen. The reduction in formation was made possible by further increasing the automatization of administrative procedures in the TA recruitment and hiring processes.

⁴ Christoph Schilling works almost exclusively for Academic Skills ('Academische Vaardigheden') in the programmes in Economics and Business; Applied Economics serves as hosting department for him and his TAs.

⁵ Bram van der Veen worked for the TAc until March and his TAc teacher tasks will be taken over by new TAc teachers from September onwards.

⁶ Lucille Brakefield is not employed by the TAc, but the TAc manages the administrative procedures for the TAs of Guidance ('Mentoraat') and assists in guiding, training, and visiting them.



Since April this year, the TAc secretariat has been part of the Secretarial Support Office (SSO) that is managed by Tala Alrufaie. The integration of the TAc secretariat into SSO and the support of Tala Alrufaie have greatly improved the feeling of connectedness of the support staff with the ESE.

Management

Emö Oldenkamp-Bazsa is the Academic Lead (0.2 fte) and until 31 March, Bram van der Veen was the manager (0.4 fte) of the TAc. Since 1 April, his tasks as manager have been taken over by Christiaan Heij (0.3 fte).

Post Graduate Tutors

Post Graduate Tutors (PGT) are former TAs of the ESE who recently graduated (for bachelor or master) and who like to work for a year within the ESE before entering the wider labor market. The main advantages of PGTs over TAs are their broader experience and greater independence, so that PGTs can perform tasks with greater responsibilities.

PGTs teach tutorials of courses for which not enough TAs are available and when TAs drop out. They can help course coordinators with the recruitment, training, and supervision of TAs, with grading and administrative tasks, and with renewing the tutorials. PGTs also provide very useful flexibility for TAc tasks by providing extra hands in peak periods. Because of fluctuations in workload for primary PGT tasks, they are also involved in other educational activities of the ESE.

This year, the PGTs were Tobi (Elizabeth) Oluwajimi (1.0 fte), Atakan Dizarlar (0.9 fte), and Ankshita Hore (0.9 fte), who all had a longstanding experience as TA. Tobi and Atakan helped mainly with courses of the departments of General Economics and Applied Economics and Ankshita worked mostly for the large course Academic Skills ('Academische Vaardigheden').

Atakan will stop his work as PGT by 31 August 2025 to continue his career in his home country. Tobi and Ankshita will continue their work as PGT in the coming academic year. The PGT formation will grow from 2.8 fte to 3.1 fte and the new PGT team is described at the end of this report (see 'Prospects and plans for next academic year'). The PGT positions remain financed through a BAO/HOKA project except for 0.3 fte covered by the 'Economics and Society' programme in The Hague.

Teaching Assistants

Recruitment

TAs are recruited in two rounds, in November for blocks 4 and 5 and in May for blocks 1, 2, and 3 of the next academic year. The number of tutorial groups for bachelor-1 courses is based on expected student numbers, because tutorials are mandatory in bachelor-1. As tutorials are not mandatory anymore in bachelor-2, here the number of tutorial groups varies per course and is based on previous attendance rates.

Table 3 shows the TA formation per department that was recruited in the academic year 2024-2025. Compared to last academic year, this formation was reduced by 0.90 fte (9%) for blocks 4 and 5 (2024-2025 compared to 2023-2024) and by 2.64 fte (14%) for blocks 1, 2, and 3 (2025-2026

Table 3: Recruited TA formation⁷ per department

Department	fte		Reduction	
	2024-2025	2023-2024	fte	%
Applied Economics (TE)	2.58	2.29	-0.29	↑ 13%
Business Economics (BE)	2.49	3.55	1.06	↓ 30%
Econometrics (ECT)	9.51	10.84	1.33	↓ 12%
General Economics (AE)	4.90	5.11	0.21	↓ 4%
Academic Skills	3.68	3.97	0.29	↓ 7%
Guidance	1.92	2.49	0.57	↓ 23%
Other ⁸	0.56	0.93	0.37	↓ 40%
Total ESE ⁹	25.64	29.18	3.54	↓ 12%

compared to 2024-2025) ¹⁰. This reduction of 3.54 fte (12%) was achieved by reducing the number of groups where possible and by increasing the average TA contract size. In the past, new TAs often got a relatively smaller contract (with one tutorial group) to offer more new TAs the opportunity to prove themselves. This year, new TAs got larger contracts (often with two tutorial groups). This increased efficiency comes at the expense of less insight into the TA potential of our students.

Being or becoming a TA is quite popular among students, so that most courses get sufficiently many applicants. However, like previous years, international students were overrepresented among the applicants and for some courses it remained difficult to get enough Dutch-speaking TAs. Blocks 1 and 2 pose an additional challenge as many excellent students are on exchange. However, all TAC teachers succeeded in finding enough good TAs for nearly all their courses, and PGTs helped by teaching tutorials for courses with a shortage of TAs.

⁷ Recruitment in 2024-2025 was for blocks 4 and 5 of the academic year 2024-2025 and for blocks 1,2, and 3 of the academic year 2025-2026, and recruitment in 2023-2024 was similar for the previous year.

⁸ Philosophy and Fiscal Economics.

⁹ These totals differ from those in the table in the appendix, as that table shows employed TAs per academic year whereas Table 3 shows TAs recruited in an academic year who will partly work in the next academic year.

¹⁰ For blocks 4 and 5, the number of students was 2% lower than last year in bachelor-1 and 4% lower in bachelor-2. For blocks 1, 2, and 3, the number of groups was based for bachelor-1 on preliminary registration numbers (12% higher than last year for the three English programmes and 2% lower for the three Dutch programmes) and for bachelor-2 on expected inflow from the previous bachelor-1 cohort (7% higher for the six programmes combined).



Training and Guidance

TAs are trained and guided to guarantee good educational quality in the tutorials. The TAc teachers provide didactical and course-specific guidance by visiting a tutorial of each TA who teaches a course for the first time. After this visit, the TA and the TAc teacher meet to discuss what went well and what can still be improved. For TAs who need this, the TAc teacher pays additional visits.

In the past, each new TA followed didactic Risbo training before starting their teaching. The training is given in groups of (at most) eight TAs and consists of some home assignments, a training day, and a mock tutorial with feedback from the trainer. For a few years, several TAc teachers provide own in-house training for their courses that replaces the Risbo training. The in-house training is tailored to the course and consists of weekly meetings with the TA team to discuss didactical and content-specific aspects of the tutorial. In each meeting, some TAs practice tutorial activities while the other TAs act as students posing realistic challenges to the presenting tutor. TAs also weekly hand in their whiteboard-plan on which they receive feedback from the TAc teacher and from their fellow TAs.

Important advantages of in-house trainings are the weekly contact between the TA team and the TAc Teacher and the attention for course-specific challenges. In this way, TAs feel better connected with the team and with the course, which is further enhanced if the course lecturer visits (one or some of) the trainings.

In this academic year, 92 TAs followed the Risbo training (last year 139, a reduction of 34%) and 103 TAs did in-house trainings. The total number of in-house TA trainings was 249 (last year 204, an increase of 22%), as many TAs followed this training for various courses. Per department, the choice between Risbo (R) and in-house (H) training was as follows: Applied Economics (R4, H0), Business Economics (R2, H4), Econometrics (R4, H20), and General Economics (R9, H0). In total, TAs followed a training of Risbo for 19 courses and in-house for 24 courses. Coming year, Applied Economics will switch to in-house training (R0, H4) and Econometrics will extend the number of in-house trainings (R1, H23), so that the training will be Risbo for 12 courses and in-house for 31 courses.

Special training programs are offered for the TAs of Guidance and Academic Skills. The TAc gives a kick-off training for starting mentors, that is, TAs for Guidance. A few courses have no training, namely Programming and the service tutorials for 'Fiscale Economie', 'Inkomstenbelasting A', and 'Omzetbelasting'.

Edubadges

The main task of TAs is to teach bachelor tutorials by engaging, motivating, and guiding students in completing assignments. Further they perform grading and administrative tasks and they help each other in training sessions. TAs who show, above these regular tasks, exceptional performance can be rewarded with an Edubadge. Candidates are proposed by the TAc teachers and the Edubadges are awarded during social events at the end of the year for blocks 1 and 2 and at the end of the academic year for blocks 3, 4, and 5. In 2024-2025, the following eleven TAs were awarded with an Edubadge:

Classroom Engagement Expert:	Esmee van Adrichem, Maartje Arnold, Irina Cursunji, Wouter Vervoorn, Jari Vrijzen
Excellent Education Supporter:	Hidde van Swinderen, Ramona Westphal, Bazyli Widawski
Excellent Team Player:	Danique van der Graaf, Mikhail Muradov, Sharnika Shankar

Table 4: Evaluation by TAs of training and guidance

	Answer category ¹¹						Respondents		Good enough ¹²	
	5	4	3	2	1	Mean	2024-2025	2023-2024	2024-2025	2023-2024
<i>Training</i>										
Risbo (Q13)	4	34	13	3	2	3.6	56	84	68%	73%
In-house (Q28)	5	5	2	0	0	4.3	12	20	83%	85%
<i>Guidance</i>										
Overall (Q17)	40	57	15	1	4	4.1	117	136	96%	97%
TAc Teacher (Q20)	25	37	11	3	0	4.1	76	83	96%	91%

Evaluation of training and guidance

At the end of every block, TAs are invited to answer a digital survey to evaluate their training (Risbo or in-house), the guidance provided by their TAc teacher, and the services and support of the TAc. The survey outcomes are discussed in meetings with TAc teachers and administration and lead to adjustments of working methods where needed.

Table 4 summarizes the responses of TAs to the following four questions, each of which is answered on a five-point scale with answer categories corresponding to very good, good, sufficient, insufficient, and very insufficient.

Q13: The didactical skills training (Risbo) prepared me for my role as a TA.

Q28: The didactical skills training (by the TAc teacher) prepared me for my role as a TA.

Q17: How do you rate the guidance you received?

Q20: Was the feedback you received from the teacher of the Tutor Academy useful for you?

Nearly all TAs find all four aspects at least sufficient. The training provided is experienced as good or very good by 68% for the Risbo training and by 83% for the in-house training, and the guidance provided is experienced as at least sufficient by 96% of the respondents. These outcomes are comparable to last year.

¹¹ Very good (5), good (4), sufficient (3), insufficient (2), very insufficient (1).

¹² To conform with the annual report of 2023-2024, 'good enough' is defined as 'good or very good' for training and 'good, very good or sufficient' for guidance.

The response rate is rather low, especially for TAs getting in-house training. Many TAc teachers with in-house training reserve their final training session to discuss and evaluate the tutorials, training, and guidance, and often also the course coordinator and/or lecturer are present to hear the ideas and suggestions of the TAs. Because of these evaluation sessions, the survey response rate is low as the TAs could already express themselves directly to the TAc teacher and course coordinator and/or lecturer in the evaluation session. Although no quantitative information from these sessions is available, TAs generally express their appreciation of the in-house training and the strong group feeling created by discussing the assignments together and by helping each other improve their tutorial skills by means of test presentations.

Prospects and plans for next academic year

We list some points of attention for next academic year.

- The ESE is confronted with budget cuts and plans, among others, to reduce the number of TAs. The TAc is convinced of the indispensable value of TAs in helping students in their studies, as TAs did the same course themselves before and know exactly the capacities and needs of our students.
- The team of TAc teachers will change with new teachers following up Bram van der Veen (who left in March) and Arjan Non and Christoph Schilling (who will both leave in October).
- The new programme 'Economics and Society' (in Dutch) in The Hague will start, and tutorials of five courses will be given by a PGT (Ilse Bot) and two TAs (Maartje Arnold and Sophie Haasnoot).
- Two PGTs will help in renewing Career Skills in a BAO/HOKA project of Hanneke Mallegrom, starting in January 2026.
- The PGT team will change, with Annanya Chetwani and Ilse Bot as new PGTs and Ankshita Hore and Tobi Oluwajimi as continuing PGTs. Apart from ordinary PGT tasks, Annanya will provide extra help for Academic Skills and Career Skills and Ilse will teach tutorials in The Hague and will also provide help for Career Skills.
- More attention will be paid to the onboarding of new PGTs and new TAc teachers.
- The digital survey for TAs will be revised, also to improve response rates.
- The kick-off training for TAs for Guidance ('Mentoraat') will be renewed and will be provided by TAc teachers.
- Attendance rules for bachelor-2 tutorials will be clarified and communicated to all students and course coordinators in bachelor-2.
- Administrative processes will be further improved, including documentation of TAc meetings and more transparent archiving.
- The assistance that PGTs offered this year to four courses in bachelor-3 and master will not be continued, as PGTs (and the TAc) work primarily for courses in the first two bachelor years.



Conclusion

The mission of the Tutor Academy (TAc) is to guarantee and improve the quality of small-scale tutorial education in the first two bachelor years. This is achieved by a professional cycle of recruitment, training, and guidance of teaching assistants (TAs).

This report gives an overview of the past academic year (September 2024 through August 2025), in which 348 TAs (28.5 fte) fulfilled 652 TA positions for 50 courses (counting Dutch and English versions of the same course as a single course). Three Post Graduate Tutors (PGTs, 2.8 fte) helped in teaching and other educational tasks. The TAs were recruited, trained, and guided by TAc teachers (4.6 fte) and the TAc was supported by the administrative staff (1.6 fte) and management (0.5 fte).

By reducing the number of groups where possible and by enlarging TA contracts, the recruited TA formation has been reduced by 12% compared to last year. TAs were trained 18% less often by Risbo and 22% more often by in-house training from TAc teachers. The appreciation of TAs of the training and guidance provided was rather high and comparable to last year.

The TAc is convinced of the unique and irreplaceable role of TAs in helping students in their studies. Although universities and the ESE are confronted with tighter financial restrictions, the TAc will continue to show its indispensable contribution for guaranteeing high-quality, small-scale education by TAs in the tutorials of the first two bachelor years.

Appendix: TAs (fte) per course (Dutch and English versions of the same course are merged)

Department	Course	24/25	23/24	22/23	21/22
Econometrics (ECT)	Analysis	0.47	0.49	0.54	0.56
	Applied Statistics 1 (Economics)	0.66	0.60	0.62	0.77
	Applied Statistics 2 (Economics)	0.67	0.68	0.64	0.69
	Combinatorial Optimisation	0.23	0.15	0.23	0.26
	Econometrics 1	0.29	0.33	0.32	0.25
	Econometrics 2	0.14	0.25	0.25	0.22
	Introduction to Analysis	0.47	0.55	0.55	0.58
	Introduction to Data Analytics (Economics)	0.86	1.02	0.82	0.93
	Introduction to Mathematics (Economics)	0.92	0.89	0.96	1.05
	Introduction to Multivariate Statistics	0.18	0.19	0.28	0.27
	Introduction to Programming * ¹	0.51	0.65	0.60	0.66
	Introduction to Statistics	0.45	0.43	0.39	0.44
	Introductory Seminar Case Studies ECT & OR	0.00	0.00	0.00	0.00
	Linear Programming	0.44	0.42	0.49	0.50
	Markov Processes	0.29	0.30	0.29	0.25
	Mathematical Methods	0.36	0.38	0.29	0.37
	Mathematics and Game Theory (Economics)	0.88	0.89	0.86	0.89
	Matrix Algebra	0.44	0.50	0.48	0.52
	Non-linear Optimisation	0.19	0.15	0.27	0.30
	Probability Theory * ²	0.46	0.42	0.59	0.38
	Programming	0.19	0.26	0.30	0.33
	Simulation	0.26	0.20	0.30	0.32
	Statistics	0.28	0.56	0.48	0.52
	Time Series Analysis	0.19	0.27	0.33	0.17
	Vector Calculus	0.31	0.32	0.43	0.30
Total ECT		10.14	10.90	11.31	11.53
General Economics (AE)	Applied Microeconomics	0.66	0.65	0.75	0.65
	History of Economic Thought * ³	0.41	0.46	0.40	0.44
	International Economics	0.29	0.44	0.49	0.43
	Macroeconomics	1.02	0.83	1.05	1.40
	Macroeconomics (Econometrics)	0.32	0.40	0.46	0.49
	Mathematical Economics	0.13	0.20	0.28	0.18
	Microeconomics	1.79	1.56	1.75	1.78
	Microeconomics (Econometrics)	0.49	0.50	0.66	0.62
Total AE		5.11	5.04	5.84	5.99
Business Economics (BE)	Accounting	1.67	1.54	1.76	1.76
	Empirical Marketing	0.36	0.41	0.78	0.71
	Finance (Econometrics)	0.17	0.22	0.15	0.19
	Finance 1	0.59	0.76	0.59	0.56
	Intermediate Accounting * ³	0.73	0.62	0.68	0.35
	Marketing (Econometrics)	0.12	0.14	0.31	0.36
Total BE		3.64	3.69	4.27	3.93

Department	Course	24/25	23/24	22/23	21/22
Applied Economics (TE)	Economics of the Welfare State	0.32	0.33	0.28	0.15
	Introduction to Behavioral Economics	0.30	0.25	0.32	0.33
	Introduction to Econometrics	0.83	0.64	0.64	0.68
	Organisation and Strategy	0.73	0.74	0.69	0.76
	Research Project	0.31	0.35	0.35	0.28
Total TE		2.49	2.31	2.28	2.20
Academic Skills * ⁴		3.90	4.40	4.86	7.59
Guidance * ⁵		2.49	2.62	1.58	2.58
Total	Academic Skills & Guidance	6.39	7.02	6.44	10.17
Other	Fiscale Economie * ³	0.16	0.21	0.25	0.13
	Inkomstenbelasting A * ³	0.09	0.09	0.09	0.09
	Omzetbelasting * ³	0.09	0.09	0.09	0.09
	Philosophy * ⁶	0.47	0.68	0.04	0.05
Total Other		0.81	1.07	0.47	0.36
Total ESE * ⁷		28.58	30.03	30.61	34.18

Table Notes

*¹ Includes minor and premaster.

*² Includes a separate premaster course on probability and statistics.

*³ (Partially) reimbursed through BAO/HOKA funds.

*⁴ Consists of four courses (one per block): Academic Communication Skills, Academic Writing Skills, Academic Research Skills, and Academic Skills Research Project.

*⁵ Guidance falls outside the TAc, but the TAc manages the administrative procedures for the TAs and assists in guiding and visiting them.

*⁶ Increased since 23/24 because the TAc processed the TA contracts from then on.

*⁷ The slight difference with Table 1 (28.58 fte compared to 28.46 fte) is due to rounding effects per TA position of worked hours to fte in two decimals.