

# Quality Agenda Erasmus School of Economics

An outline of projects to be financed by HO-KA funds

Programme Management,  
Erasmus School of Economics  
Version 28-03-2019

## Contents

|                                                                            |    |
|----------------------------------------------------------------------------|----|
| 1. Introduction.....                                                       | 3  |
| 2. Educational ambitions .....                                             | 3  |
| 3. Prolongation and expansion of the QIP activities .....                  | 5  |
| a. Further increase the quality of small-scale education.....              | 5  |
| b. Innovations to enhance student learning .....                           | 8  |
| c. Skills project .....                                                    | 10 |
| 4. New projects.....                                                       | 11 |
| a. Career orientation and career preparation .....                         | 11 |
| b. Development of differentiated content.....                              | 12 |
| 5. Monitoring of quality.....                                              | 14 |
| a. Quality assurance – current processes .....                             | 14 |
| b. Project organization and additional monitoring for Quality Agenda ..... | 14 |
| 6. Budget.....                                                             | 15 |
| 7. Involvement participation bodies and student feedback .....             | 16 |
| Appendix 1 – Planning HO-KA activities 2019-2024 .....                     | 17 |
| Appendix 2 – Final approval and feedback of the participation bodies ..... | 18 |

## 1. Introduction

The Executive Board of Erasmus University Rotterdam (EUR) has informed us about the new Quality Agreements Higher Education (Kwaliteitsafspraken Hoger Onderwijs (HO-KA)). According to these agreements, Research Universities, Universities of Applied Sciences, Student Organisations and the Dutch Ministry of Education commit to further improve higher education using funds provided by the government. HO-KA funding will succeed the study advance funds (studievoorschotmiddelen) which end this year.

In the past two years, ESE has used the study advance funds for the Quality Impetus Programme (QIP). Under the QIP-umbrella, several projects have been initiated, such as the Tutor Academy, the Innovation Hub and the new Skills programme. In the coming years, the amount of funding allocated to ESE for educational projects may increase. We aim to continue and expand the QIP projects. In addition, new projects will be started. Moreover, we will work on several educational improvements in the context of our regular quality assurance framework.

All projects aim to achieve visible quality improvements in education. They should also fit within one of the following strategic themes defined by the Ministry of Education (OCW themes):

- More intensive and small-scale education;
- More and better guidance of students;
- Study success;
- Educational differentiation;
- Appropriate and high-quality educational facilities;
- Further professionalization of teachers.

In addition, the plans should also align with the EUR strategy and ESE's educational vision. In this quality agenda we specify the areas for educational improvement in the coming years and describe the projects that we would like to continue and/or initiate. It includes both initiatives funded by HO-KA and initiatives that we fund ourselves. This agenda has benefitted from input from the participation bodies (the programme committees and the School Council). For each initiative, we indicate how our choices fit in with the OCW themes and the new EUR strategy 2019-2024. We also explain how we are going to monitor the effects of the initiatives.

## 2. Educational ambitions

ESE aims to offer high-quality academic education at the frontiers of Economics and Econometrics and to prepare students for a successful career in business or government. Our programmes are research-oriented, implying that new developments in Economics and Econometrics are quickly incorporated in the curriculum. ESE has a strong international orientation, which is visible in our international programmes, our network of exchange partners and our large international academic staff. We challenge our students to get the most out of their study time. We encourage students to actively engage with instructors and fellow-students and to develop themselves in other ways (by e.g. becoming a tutor in the Tutor Academy, by going on international exchange, by participating in one of our Honours Classes, by becoming active in one of our Study Associations or by doing a double-degree programme).

ESE's educational vision has the following ingredients:

1. ESE is an academic community of students and lecturers to create, disseminate and apply scientific knowledge in the field of Economics and Econometrics.
2. ESE's education is research-oriented, globally oriented and challenging. Small-scale teaching and active learning are important ingredients in our programmes.
3. Campus-based education with face-to-face contact and interaction between students and lecturers is the cornerstone of our education.
4. In our education, the use of technology is a means, not an end in itself. Our goals are educational and our actions should be directed at achieving these goals. Technology can help us in achieving our educational goals.
5. ESE prides itself in being an important supplier of talented graduates in Economics and Econometrics to the (business) community. ESE aims to maintain this position.

In line with this vision, we identify the following areas in which ESE can implement further educational improvements in the coming years.

First, we would like to increase the quality of our small-scale education. Offering small-scale education to a large student population is challenging. By establishing the Tutor Academy improvements have been made in the selection and recruitment of tutors, the training and guidance of tutors and the coordination between lecturers and tutors. In the next phase we would like to pay more attention to the intended learning outcomes that can be achieved in the tutorials. We also plan to introduce more tutorial differentiation across courses and student groups.

Second, we want to expand the educational support that the Innovation Hub provides to lecturers. The efforts of the Innovation Hub in supporting instructors in course design and the incorporation of digital tools will be continued. Based on our experiences in the past years, we will select preferred tools and actively spread their use at ESE. We also plan to introduce a regular "health-check" on course design, to make sure that the support of the Innovation Hub is available to all courses.

Third, we want to better prepare students for the choices that they make during and after their study. Complementary to our current academic skills programme, we aim to introduce a programme that assists students in career orientation and career preparation. The programme also aims to increase students' awareness of and participation in the job market-related activities of our study associations. Our goal is to make sure that every student participates in career orientation and preparation activities.

In addition to the HO-KA funded projects, ESE will work on education improvements in the context of the regular quality assurance framework. These improvements are laid down in the action plans which have been drawn up following the 2016 NVAO audit. As part of these plans, ESE will further strengthen quality control in assessment and streamline the thesis processes.

### 3. Prolongation and expansion of the QIP activities

The Quality Impetus Programme (QIP) was started in September 2016 and is led by a dedicated project manager. QIP encompasses several educational projects aimed at improving the quality of small-scale education, facilitating innovations in course designs and improving skills education. In the coming years, these activities will be continued and expanded with HO-KA funds.

#### a. Further increase the quality of small-scale education

[fits with OCW themes: More intensive and small-scale education; More and better guidance of students; Further professionalization of teachers; Educational differentiation. Fits with EUR strategy themes: Investing in innovation capacity and teaching careers; Personal and Professional Development]

In the coming years, our investments in small-scale education will have the following four priorities.

#### *Continuation of the activities of the Tutor Academy*

To ensure good small-scale bachelor education, the Tutor Academy (TAc) provides training, coaching and guidance of teaching assistants (TAs) who work within the School. Since the start in September 2016, the TAc team has acquired a leading role in the recruitment, selection, training and guidance of over 260 teaching assistants. The recruitment process is improved and more transparent. By means of the TAc website students are better informed about the possibilities to work as a TA. The didactic training and guidance of tutors is improved. Using HO-KA funding, we are able to maintain the Tutor Academy and to further expand its activities.

#### *Goal*

Providing training, coaching and guidance of teaching assistants (TAs) who work within the School.

#### *What should be realized?*

The Tutor Academy will continue to:

- hire experienced and graduated teachers for each department and for the skills programme, who will play a crucial role in the day-to-day operation of the TAc.
- facilitate the recruitment of tutors for the different courses;
- facilitate communication between and involvement of lecturers, tutors and students;
- further streamline the recruitment and selection process.

#### *Measurable results*

- Bachelor TAs are selected and hired when needed.
- TAs are satisfied with the guidance.
- Lecturers are satisfied with the support by TAc.
- Number of teachers' visits to TAs tutorials increases in the coming years.

#### *Tutorial differentiation*

In the past years, some steps have been taken to improve the didactics of the tutorials. Some tutorials have become more interactive, encouraging students to actively engage with the study material. Further improvement is, however, necessary. The programme committees and School Council specifically mention the following issues:

- Currently, the tutorials are viewed as tools to offer students help and to provide them with the opportunity to practice with the materials. All students are confronted with the same materials. As a result, the sessions are very challenging for some students while they are rather easy for others. The Programme Committees Economics and Economics and Taxation, as well as the School Council would like to see more differentiation in the tutorials, where students who need / want it, are challenged with more in-depth materials. Attendance of some tutorials is very low. The programme committees would like to make these tutorials more activating and interesting to students.
- The Programme Committee Economics would like to help students to develop a more academic and curious attitude. Currently, most students only study to pass the exams. The tutorials would provide the perfect small-scale environment in which students can be challenged to think beyond the exam.
- Provide small-scale teaching in more courses.

In addition, from students we often get the feedback that courses are too theoretical and that there should be a stronger link with practice. The tutorials are ideally suited to discuss business cases or real world problems.

#### *Goal*

By 2024 we have a tutorial programme which differentiates by course, students and intended learning outcomes.

#### *What should be realized?*

- Inventory of desired tutorial differentiation for each course.
- A differentiated tutorial menu. In this menu, we will distinguish different types of tutorials with the aim of providing a better fit between course content, tutorial set-up and student. The tutorials are based on the same content and a minimum level is offered, as all students should be able to achieve the learning objectives of the course.
- Additional development of tutorial materials, such as real world cases, assignments and quizzes. A stronger link between scientific theory and real world problems.
- Activating tutorials are offered if needed and suitable for a course or programme.
- Adequate support and academic staffing. Additional academic staff needs to be recruited whose teaching is earmarked towards improving small-scale education (next to their research activities). These academics have sufficient in-depth knowledge of the topics taught, to improve the content of the tutorials and to develop additional content. They work closely with the course coordinators and educational experts to design differentiated tutorials.

#### *Measurable results*

- Students consider the tutorials to be of added value to their learning.
- A coherent overview of different types of tutorials per programme is available.
- A differentiated tutorial menu exists.

### *TA professionalization*

To motivate students to actively engage with the materials inside and outside the classroom, the TAs need to have good didactic skills. Currently, TAs receive a didactic training and are coached by dedicated teachers. Fine-tuning and intensification of training and coaching is, however, desirable when tutorials are adapted to specific needs of a course. The Programme Committee AAC stresses that the recruitment process focusses not only on high grades, but also on other factors such as teaching experience, social skills and didactical skills.

### *Goal*

TAs have the necessary knowledge and skills to provide activating tutorials, if and when applicable. TAs that experience difficulties in teaching the tutorials are quickly identified and are provided with extra support.

### *What should be realized?*

- When tutorials are adapted to specific needs of a course, it will be necessary:
  - o to develop an adapted TA profile;
  - o to hire the subsequently desired and needed TAs;
  - o to develop a training and support programme that is adapted to the needs of each specific TA. When a TA starts, he or she will receive a personalized training and support programme, depending on the experience of the TA and the type of the tutorial they are going to teach. For example, trainings on leading a discussion, giving feedback, grading, or working with a certain digital tool.

### *Measurable results*

- Students and lecturers are satisfied with the didactic skills of TAs.
- TAs feel comfortable teaching the tutorials in a way that fits the course.

### *Additional lecturer support*

The academic staff currently invests quite some time in administrative and organizational tasks. Their time could be spend better on improving the content of the course. In addition, the Programme Committee Econometrics would like to see a better separation of organizational and educational tasks.

### *Goal*

Provide more and better support to the academic staff, with regards to the organization of the tutorials, so the academic staff can focus on (improving) the content of the tutorials.

### *What should be realized?*

- Inventory of needed organizational support of academic staff.
- Providing organizational coordination of tutorials.
- Hiring of the subsequently desired and needed support staff.

### *Measurable results*

- Additional support is available and embedded in the organization
- Higher satisfaction of lecturers with support provided by the Tutor Academy.

## b. Innovations to enhance student learning

[fits with OCW themes: More intensive and small-scale education; Further professionalization of teachers; Appropriate and high quality educational facilities; Educational differentiation. Fits with EUR strategy theme: Investing in personal learning through online facilities]

In the coming years we would like to use the HO-KA means to continue the activities and the support team of the Innovation Hub, as well as expand blended learning methods. There will be four priorities, which are described below.

### *Continuation of the activities of the Innovation Hub*

The Innovation Hub is the driving force in the realisation of more blended approaches to learning, by providing information, advice and support. As a result, the use of these tools and the exploration of blended learning methods have substantially increased within our school. Discussions about the improvement of teaching and the introduction of forms of blended learning are in full swing. Dedicated educational expertise and up-to-date information about digital tools are available for all lecturers.

### *What should be realized?*

The support team of the Innovation Hub will continue to:

- stimulate the use of blended learning tools, assist in redesigning courses, developing webcasts and new teaching materials;
- provide information, advice and hands-on support to lecturers and management;
- facilitate and stimulate the use and implementation of digital tools in education.

### *Measurable results*

- A programme overview and effects of the use of activating learning methods, digital tools, digital assessment, weblectures, webcasts, blended learning methods is available.
- Presentations, workshops, training and guidance on how to enhance student learning by the use of blended approaches are available.

### *A more structured approach to educational innovation*

Up to now, we have chosen a bottom-up incremental approach to educational innovation, which means that we learn from individual initiatives and strive to improve thereafter. We would like to continue this approach and provide lecturers with the necessary support when they want to change their course or introduce an educational innovation. Based on our experiences in the past years, we will select preferred ICT tools and further spread their use across ESE. For all innovation projects, we will check whether they fit with our educational goals. In addition, we feel that we need to be more pro-active in reaching out to lecturers if we feel that a course needs to be changed. To this end, we plan to introduce a regular course “health-check”, which reviews course design and execution. By designing and implementing a planning and control cycle, we want to ensure that continuous development of education is a regular part of our quality assurance framework and that courses do not suffer from deferred maintenance.

### *Goal*

To embed educational innovation in our system of quality assurance.

#### *What should be realized?*

- The design and implementation of a periodic “health-check” of courses using the PDCA-cycle, as part of the structural evaluation of our courses and educational innovations.
- A policy on preferred educational tools, blended learning methods and how to incorporate them in education.

#### *Measurable results*

- A “health-check” method, including a periodic planning and control cycle.
- An overview of preferred ICT tools is available.
- An increase in the use of innovations to improve the quality of our education.
- Higher satisfaction with the quality of education by students and lecturers.

#### *Further development of personal online learning*

We want to continue to invest in the development of online learning. Online tools to practice with the materials are much appreciated by students. We want to continue the projects which were already started and implement online learning in other courses. We also observe continued demand from students for an increase in the availability of webcasts and weblectures.

#### *Goal*

Further implementation of online learning in education, to enable students to learn anytime, anywhere.

#### *What should be realized?*

- Maintain the current support for learning tools and explore the availability of new tools.
- Upgrade of the IT infrastructure and support at university level.
- Spread best practices across ESE.
- Help lecturers implement online tools in course design.
- Develop online tools expertise of our educational experts.
- Depending on the outcome of the pilots with weblectures, expanding the availability of weblectures.

#### *Measurable results*

- Better provision of personal online education, combined with face-to-face education.
- Students consider the online tools to be helpful and effective.
- Share positive results of pilots and best practices more within ESE.

#### *Optimizing the use of large-scale plenary lectures*

Current technology offers alternatives to traditional two-hours plenary lectures with 200+ audiences. The programme committees indicated that in some courses in the bachelor and master two-hour plenary lectures are not the most optimal form of teaching. A form of blended learning might then be preferable, for example using webcasts in combination with more in-depth small-scale sessions, where students apply the knowledge for example in cases. We therefore need to develop a view on the added value of large-scale plenary lectures, which may differ from course to course. Based on this, we can experiment with blended learning in courses where this approach might be more effective than plenary lectures.

In addition, the Programme Committee Economics and Taxation advises to develop a view on how to incorporate online learning in the programme, taking into account the consequences for on-campus education. We will continue the available support to develop and implement (more) small-scale and intensive methods of teaching in large-scale master courses.

#### *Goal*

To optimize the use of large-scale plenary lectures and to offer possible alternatives using webcasts and small-scale sessions.

#### *What should be realized?*

- Develop a view on the added value of large-scale plenary lectures and on the consequences for on-campus education when implementing online learning.
- Based on this, select courses that would benefit from a blended learning approach.
- Select and implement blended approaches to learning for these courses.
- Provide small-scale teaching in more courses.
- Inventory of additional needed (support of) academic staff.

#### *Measurable results*

- An inventory of courses that benefit from a blended learning approach is available.
- Overview of pilots realized with alternatives to large scale lectures
- Different forms of online and on-campus education are offered.
- Improved student satisfaction with the mix of online and on-campus education.

### **c. Skills project**

[fits with OCW themes: Study success; More and better guidance of students. Fits with EUR strategy theme: Personal and Professional Development]

The new skills programme was introduced two years ago. So far, the focus has been primarily on Bachelor-1 and Bachelor-2. Each programme has its own skills modules. Based on our recent experiences, we want to fine-tune the programme. The aim is to further develop the skills programme in Bachelor-1 and Bachelor-2, as well as to extend skills training not only into Bachelor-3, but also into the master programmes. Economics and Taxation already offers some skills training in bachelor-3.

One of the aims of the skills programme is to prepare students for the thesis trajectory, by offering academic research skills as well as academic writing skills. We want to develop various online modules which students can go through themselves to “brush up” on certain skills before they start writing their thesis. Moreover, we want to incorporate more skills assignments in bachelor courses. Some students struggle with writing and presenting in English. Especially when writing the thesis, an insufficient command of the English language can lead to difficulties and delays. From this academic year onward, we therefore want to offer students in Bachelor-2 and Bachelor-3 an elective “Writing and Presenting in English”. We also want to investigate possible other gaps in pre-knowledge and how to repair these gaps, by offering additional training. These gaps potentially include Mathematics and Programming.

### *Goal*

A coherent skills programme for both bachelor and master.

### *What should be realized?*

- Hire additional staff for skills education and coordination.
- Further development and implementation of continuous skills learning modules throughout the bachelor and master programmes.
- Offer courses in academic writing and presenting in English and (if needed) in Dutch to bachelor students.
- Alignment between what lecturers teach students in their courses about academic skills and what students are taught in the skills classes.
- Improve the skills training in the master programmes.
- Further incorporation of skills assignments in courses.

### *Measurable results*

- The lecturers' perception of the quality of the work delivered in courses (assignments, presentations, and debates) improves.
- Students feel better equipped to do research and write their thesis.

## 4. New projects

### *a. Career orientation and career preparation*

[fits with OCW themes: More and better guidance of students; Educational differentiation. Fits with EUR strategy theme: Personal and Professional Development]

Our study associations offer many activities to help prepare students for the job market. These career orientation and career preparation activities currently reach only a limited number of students. Especially internationals and students from a migration background are underrepresented. In addition, the outcomes of the National Student Survey on preparation for a professional career are not satisfactory. Some of the students from the Programme Committee Economics also indicate that students need to be better prepared for their future career.

As a School, our reputation benefits from students making the right choices and entering the job market well-prepared. We therefore propose to incorporate career orientation and career preparation in our programmes, to stimulate that students make informed choices during their study (for example their major and master) and to contribute to students' smooth transition to the job market. The programme will offer students a menu of activities.

### *Goal*

Students make informed choices during their study. When our students graduate they are well-prepared to enter the job market, which means that they know their value, have explored their options, can build their CV, can confidently talk to potential employers and have the skills to make their entry into the job market a success.

*What should be realized?*

- Hire a dedicated project leader.
- Development of a programme of career orientation and preparation activities which is tied to the bachelor programmes, in cooperation with the study associations.
- Implementation and coordination of these activities.

*Measurable results*

- A programme of activities on career orientation and career preparation is available.
- The quality of the programme is assured and student participation is secured.
- Students value the career orientation and preparation activities that are on offer.
- Increased student participation in activities of study associations, also by internationals and student from a non-Western migration background.

## **b. Development of differentiated content**

[fits with OCW theme: Educational differentiation. Fits with EUR strategy theme: Creating impact at the core]

The Programme Committee Economics has indicated that they would appreciate more choice for students in the Master phase and in Bachelor-3. Students should be able to fully benefit from the different types of expertise present within the School. To achieve this, we want to develop a new master specialisation in Economics of Sustainability and offer additional electives in Bachelor-3. In addition, the Programme Committee Econometrics supports the adaptation of some bachelor courses to make them more relevant for Econometrics students. Finally, as we are continuously reviewing our master portfolio, we want to leave open the possibility of developing additional master specialisations in the coming years.

### *Master specialisation in the Economics of Sustainability*

The Sustainable Development Goals of the United Nations are becoming increasingly important. ESE would like to make a contribution to achieving these with both its research and education. We want to offer students who are interested in sustainability a challenging master programme, which prepares them to apply the methodology of economics to sustainability issues. This project is in line with EUR's vision to include more sustainability issues in the educational programmes.

### *Goal*

To start a master specialisation in the Economics of Sustainability.

*What should be realized?*

- Development of new courses and seminars for the master programme.

*How to measure the effectiveness?*

- Starting 2020 we offer a master programme in the Economics of Sustainability.

### *Course differentiation in Bachelor-3*

The range of electives offered in block 2 of Bachelor-3 is currently somewhat limited. We would therefore like to offer students more opportunity for differentiation both in terms of knowledge and skills. Within Economics we for example have a group of students who are interested in mathematics and/or programming and want to develop their skills in this area. Moreover, we would like to follow-up on the advice of the School Council to pay more attention to sustainability issues in some bachelor courses.

#### *Goal*

Offer new electives in Bachelor-3 to provide students with more opportunity for differentiation. Include sustainability topics in a number of suitable Ba1 and Ba2 courses.

#### *What should be realized?*

- Development of new 4-credit electives.
- Hire additional staff to teach and develop these electives.
- Sustainability is better represented in the Ba1 and Ba2 curriculum.

#### *Measurable results*

- Starting 2020-2021 our elective offer in Bachelor-3 is more varied and meets students' demand.
- Sustainability topics have been added to a number of courses in Ba1 and Ba2.

### *Differentiation of Econometrics courses*

The Econometrics programme wants to differentiate three bachelor courses in Economics for the Econometrics programme. The aim is to align the level and content of these courses to the educational needs of Econometrics students. To this end, we will develop the courses "Marketing for Econometrics", "Finance for Econometrics" and "Philosophy for Econometrics".

#### *What should be realized?*

- Development of three new courses "Marketing for Econometrics", "Finance for Econometrics" and "Philosophy for Econometrics".

#### *Measurable results*

- Offering the courses as of 2020-2021.

## 5. Monitoring of quality

### a. Quality assurance – current processes

To investigate the effects of the anticipated developments and improvements ESE collects information using a combination of the following sources:

- course evaluations;
- student representatives;
- evaluations of examination results (examination monitor, educational statistics);
- programme evaluations (surveys and/or panel meetings);
- exit surveys and alumni surveys;
- theme evaluations (e.g. on thesis process, QIP activities);
- advisory boards from the work field;
- rankings: the NSE, Higher Education Choice Guide.

Outcomes of evaluations are shared with staff, students and ESE's participation bodies. Educational achievements and course evaluations are part of the input for the annual performance and development interviews, which each staff member has with his or her own department director.

### b. Project organization and additional monitoring for Quality Agenda

The QIP project group will continue as the HO-KA project group, to monitor and evaluate the HO-KA projects. This project group includes the QIP programme manager, two bachelor coordinators and a member of programme management, as well as the project leaders for Skills and for Career development.

To assure that the improvements and innovations contribute to the quality of education, a structured process of proposed change, implementation, evaluation and follow-up actions, will be set up. The effectiveness of improvements will be evaluated as good as possible based on the indicators as mentioned above. The outcomes will be shared with the participation bodies.

We will use our existing quality assurance system to monitor the implementation of the plans as much as possible. If applicable, we will also develop new measures. Funding requests for educational innovations will be evaluated more closely to ensure a good fit with our educational goals. In addition, we will introduce the "health-check" for courses. Our goal is to form a complete picture of the course and we will thus use various sources of information. We would like to receive more feedback from lecturers on how they perceive their course, the TAs they cooperate with, and the support they receive. We will also include the course evaluations, peer review by a scientific staff member, learning goals, and assessment. The Programme Committee AAC suggests the inclusion of at least one field specialist in the "health-check". An evaluation instrument for this will be developed by programme management and the HO-KA project group team. Last, we will invite more qualitative feedback from students, for example using focus groups. We would like to work closely with the programme committees to achieve this.

## 6. Budget

The allocation of the budget for the coming years is based on the QIP budget of the past three years, complemented by the estimated costs of the additional activities. An overview of the allocated structural funds along the five themes is as follows:

| Estimated yearly costs HOKA 2019-2024                           | 2019             | 2020             | 2021             | 2022             | 2023-2024        |
|-----------------------------------------------------------------|------------------|------------------|------------------|------------------|------------------|
| <b>Prolongation and expansion of the QIP activities:</b>        |                  |                  |                  |                  |                  |
| <b>A) Further increase the quality of small-scale education</b> |                  |                  |                  |                  |                  |
| Costs prolongation QIP activities                               | 570,000          | 593,000          | 620,000          | 642,000          | 660,000          |
| Budget needed for expansion of activities                       | 0                | 137,000          | 188,000          | 300,250          | 310,000          |
| <b>Total</b>                                                    | <b>570,000</b>   | <b>730,000</b>   | <b>808,000</b>   | <b>942,250</b>   | <b>970,000</b>   |
| <b>B) Innovations to enhance student learning</b>               |                  |                  |                  |                  |                  |
| Costs prolongation QIP activities                               | 366,000          | 373,000          | 380,000          | 393,000          | 405,000          |
| Budget needed for expansion of activities                       | 110,000          | 110,000          | 110,000          | 110,000          | 113,000          |
| <b>Total</b>                                                    | <b>476,000</b>   | <b>483,000</b>   | <b>490,000</b>   | <b>503,000</b>   | <b>518,000</b>   |
| <b>C) Skills project</b>                                        |                  |                  |                  |                  |                  |
| Costs prolongation QIP activities                               | 215,000          | 222,000          | 228,000          | 235,000          | 242,000          |
| Budget needed for expansion of activities                       | 63,750           | 65,750           | 67,500           | 69,750           | 72,000           |
| <b>Total</b>                                                    | <b>278,750</b>   | <b>287,750</b>   | <b>295,500</b>   | <b>304,750</b>   | <b>314,000</b>   |
| <b>New projects:</b>                                            |                  |                  |                  |                  |                  |
| <b>D) Career orientation and preparation</b>                    | 50,000           | 297,500          | 454,500          | 467,000          | 480,000          |
| <b>E) Development and teaching of differentiated content</b>    | 68,750           | 145,750          | 175,000          | 182,000          | 189,000          |
| <b>Total HOKA costs</b>                                         | <b>1,443,500</b> | <b>1,944,000</b> | <b>2,223,000</b> | <b>2,399,000</b> | <b>2,471,000</b> |
| <b>ESE part HOKA funds EUR</b>                                  | <b>895,000</b>   | <b>1,062,000</b> | <b>1,803,000</b> | <b>2,251,000</b> | <b>2,376,000</b> |
| <b>Difference</b>                                               | <b>-548,500</b>  | <b>-882,000</b>  | <b>-420,000</b>  | <b>-148,000</b>  | <b>-95,000</b>   |

The difference between the total HOKA costs and the ESE part of the HOKA funds will be covered by ESE.

In addition, the table below shows how the HO-KA budget that is to be spent on staff will be divided over teaching staff, support staff, and external hire. The latter is for example for the English course and for career preparation workshops.

|                                        | 2019             | 2020             | 2021             | 2022-2024        |
|----------------------------------------|------------------|------------------|------------------|------------------|
| <b>Teaching Staff</b>                  | 629,450          | 866,800          | 1,041,800        | 1,188,300        |
| <b>Support staff</b>                   | 469,000          | 505,000          | 526,000          | 546,000          |
| <b>External hiring</b>                 | -                | 177,500          | 330,000          | 339,000          |
| <b>Total HO-KA budget for staffing</b> | <b>1,098,450</b> | <b>1,549,300</b> | <b>1,897,800</b> | <b>2,073,300</b> |

For the subsequent planning of the activities see appendix 1.

## 7. Involvement participation bodies and student feedback

The participation bodies (School Council and four Programme Committees) have been involved in the development of this agenda in the following way:

- They have been invited to provide ideas to programme management for this quality agenda. These ideas were discussed during the plenary meetings of the participation bodies and were communicated to programme management in an advice letter.
- Programme management incorporated the ideas as much as possible in this document. Each participation body also received an individual response from programme management on their advice letter. In case an idea did not fit well with the quality agenda, for example because it is too much “business as usual” instead of innovation, we addressed how to deal with this idea in the individual response.
- All participation bodies discussed the draft plans and provided their feedback, on the content as well as on the budget. This resulted in this final quality agenda.
- The final version of this agenda was submitted for approval to all participation bodies.

Apart from this specific involvement, the programme committees continuously monitor education quality through the course evaluations, student representatives, and of course their members. If they signal any issues or opportunities for improvement, they discuss this with programme management. In addition, the Programme Committee Economics each year chooses focal topics which they discuss and analyse in more depth. The committee has, for example, recently provided programme management with advice on the use of Math in the curriculum and the optimal ordering of the courses in Ba1 and Ba2. Programme management also tries to make sure that the participation bodies are up to date regarding the education innovations that are introduced. For example, our QIP team organized an information session for the participation bodies, in which various educational innovations were demonstrated and discussed. Naturally, in case of large innovations, we always ask the participation bodies for advice or approval depending on the nature of the change.

See appendix 2 for the final approval and feedback of the participation bodies.

## Appendix 1 – Planning HO-KA activities 2019-2024

| Planning                                                                    |                                                                       | 2019 |    |    |    | 2020 |    |    |    | 2021 |    |    |    | 2022 -2024 |    |    |    |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------|------|----|----|----|------|----|----|----|------|----|----|----|------------|----|----|----|
| Project                                                                     | To be realised:                                                       | Q1   | Q2 | Q3 | Q4 | Q1   | Q2 | Q3 | Q4 | Q1   | Q2 | Q3 | Q4 | Q1         | Q2 | Q3 | Q4 |
| <b>Prolongation, expansion QIP activities:</b>                              |                                                                       |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
| <b>A) Further increase the quality of small-scale education</b>             |                                                                       |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
| Continuation of training, coaching and guidance by TAc                      | Annual report                                                         |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
| Tutorial differentiation                                                    | Design for differentiated tutorial menu                               |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
|                                                                             | new tutorial materials                                                |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
|                                                                             | Activating tutorials                                                  |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
|                                                                             | Adequate support and staffing                                         |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
|                                                                             | Hiring new staff                                                      |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
| TA professionalization                                                      | Adapted TA profile, hiring TAs                                        |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
| Additional lecturer support                                                 | Inventory of needed lecturer support                                  |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
|                                                                             | Hiring support staff                                                  |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
| <b>B) Innovations to enhance student learning</b>                           |                                                                       |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
| Continue activities Innovation Hub                                          | Annual report                                                         |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
| A more structured approach to educational innovation                        | Design of a periodic "health-check" of courses using the PDCA-cycle   |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
|                                                                             | Implementation                                                        |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
| Personal online learning                                                    | Further development                                                   |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
| Optimizing the use of large-scale plenary lectures                          | Develop a view on the added value of large-scale plenary lectures     |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
|                                                                             | An inventory of courses that benefit from a blended learning approach |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
|                                                                             | Selection and implementation of blended approaches to learning        |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
|                                                                             | Inventory and hiring additional staff                                 |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
| <b>C) Skills project</b>                                                    |                                                                       |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
| A coherent skills programme for Ba and Ma                                   |                                                                       |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
| <b>New Projects:</b>                                                        |                                                                       |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
| <b>D) Career orientation and preparation</b>                                |                                                                       |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
| Development of a programme of career orientation and preparation activities | Hiring a dedicated project leader                                     |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
|                                                                             | Inventory, development of a portfolio                                 |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
|                                                                             | Implementation and coordination                                       |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
| <b>E) Development of differentiated content</b>                             |                                                                       |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
| Start a master specialisation in the Economics of Sustainability            | Development of new courses and seminars for the master programme      |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
| Course differentiation                                                      | Development of new electives in Ba3                                   |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
|                                                                             | Sustainability is better represented in the Ba1 and Ba2 curriculum    |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |
| Differentiation of Econometrics courses                                     | Development and implementation of some Econometrics bachelor courses  |      |    |    |    |      |    |    |    |      |    |    |    |            |    |    |    |

Legend:

|                    |
|--------------------|
| start development  |
| Finished           |
| Continuous process |

## Appendix 2 – Final approval and feedback of the participation bodies

To:  
Professor dr I.J.M. Arnold  
Programme Director

**Date**  
28-03-2019

**Subject**  
Approval Final ESE Quality Agenda  
and budget

**Our reference**  
Ese 38376

Dear professor Arnold,

**Your reference**

After discussing the final ESE Quality Agenda & budget in their meeting of 28 March 2019 and taking note of the comments of the four Programme Committees, I am glad to inform you that the School Council approves the proposed plans and budget.

**Page**  
1/1

**Appendix**  
none

Regarding the questions that were put forward by the General Management Directorate, we can affirm that Erasmus School of Economics' participation bodies were involved sufficiently in the process.

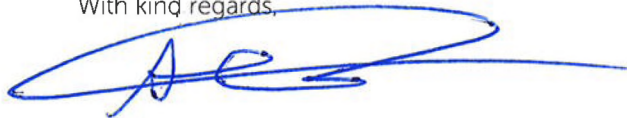
**Department**  
School Council

The members of the School Council can see quite a few positive aspects, in particular the incorporation of sustainability in the plans. Point of attention is the lack of extra programming skills in the plans, the School Council decided to establish a working group to give input on that to the Programme Management.

**Visiting address**  
Erasmus School of Economics  
Burgemeester Oudlaan 50  
Tinbergen Building  
H6-16

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

With kind regards,



**T** +31 10 408 1377  
**E** office.school.council@ese.eur.nl  
**W** www.eur.nl/ese/english

Alycia Colijn,  
Chair School Council 2018-2019

To:  
Professor dr Ivo Arnold,  
Programme Director

Date  
25-03-2019

Subject  
Approval ESE Quality Agenda & budget  
Programme Committee  
Econometrics

**Our reference**  
ESE 38354

**Page**  
1/1

**Appendix**  
none

**Department**  
ESE, PC Econometrics

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

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

**T** +31 10 408 1377  
**E** paap@ese.eur.nl  
**W** www.eur.nl/ese/english

Dear Professor Arnold,

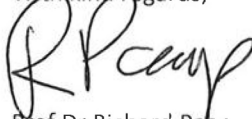
The Programme Committee Econometrics discussed the final 'Hoka plans' during their meeting on 21 March. The conclusion of the members is, that the PC Econometrics can approve the ESE Quality agenda and budget as presented.

One of the **positive aspects** of the plans is the -last minute- addendum, which adds to the flexibility of hiring extra academic staff. Thus, this extra staff members can be deployed where they can contribute best to improving the quality of ESE's education.

**One specific point of attention** is that PC members were not aware of the (later communicated) restrictions to spending the funds, so some of their suggestions could not be incorporated in the plans. Furthermore, there is some doubt as to whether the career preparation/ orientation is something students really need / want (especially with the amount of money this is budgeted for).

Programme Committee members find their **involvement during the Hoka discussion** sufficient. However, they consider the time constraint of the process a lost opportunity. They feel they have not had enough time, especially at the start, to come up with well thought-out innovative ideas to improve education. A student member believes that the process could have benefitted from a more bottom-up approach, for example with as a starting-point a more wide spread brainstorm-session with all ESE participation bodies.

With kind regards,



Prof Dr Richard Paap  
Chair PC Econometrics

This letter will be sent to the School Council for information

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

**Date**  
25-03-2019

**Subject**  
Approval ESE Quality Agenda & budget  
Programme Committee  
Economics and Business Economics

**Our reference:**  
ESE 38355

**Page**  
1/1

**Appendix**  
none

**Department**

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

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

**T** +31 10 408 1377  
**E** delfgaauw@ese.eur.nl  
**W** www.eur.nl/ese/english

Dear Professor Arnold,

The Programme Committee Economics and Business Economics discussed the final ESE Quality agenda and budget during a meeting and two representatives had the opportunity to ask questions during a meeting on 11 March. As stated earlier, we are happy that some of our ideas have been incorporated in the plans. Furthermore, some of the concerns that were put forward in the discussions were addressed by adjusting the plans.

All staff members and four of the five student members approve of the proposed plans and budget. One student member does not approve, as he considers parts of the plans to be underdeveloped. Several other staff and student members do indicate that some of the plans need to be worked out in more detail (including the budget allotted to these plans) and that it matters substantially how the plans are implemented. We expect that the Programme Committee will be involved in this in the future.

The questions from EUR General Management Directorate:

*How do you evaluate your involvement during this discussion?*

*Overall, what are the positive aspects of the plans? And what are specific points of attention?*

will be discussed and answered during our next meeting on 8 April and we will communicate the answers as soon as possible thereafter.

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**  
25-3-2019

**Subject**  
Advice from Programme Committee  
Economics of Taxation on  
Final ESE Quality Agenda & budget

**Our reference:**  
ESE 38353

**Page**  
1/1

**Appendix**  
none

**Department**  
PC Economics of Taxation

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

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

**T** +31 10 408 1377  
**E** tigelaar@ese.eur.nl  
**W** www.eur.nl/ese/english

Dear Professor Arnold,

Upon your request, the Programme Committee Economics of Taxation discussed the final ESE Quality Agenda & budget during their meeting on 18 March. Before that, two members of the PC attended the meeting on 11 March with representatives of the Programme Management, where many issues were addressed.

The Programme Committee Economics of Taxation approves the plans and the budget as presented.

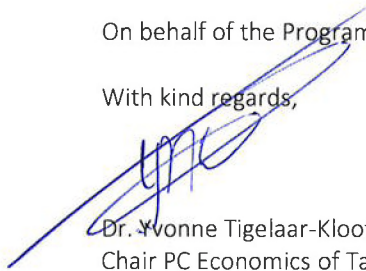
The members appreciate that extra funding will be used for improving ESE's education.

However, a specific point of attention and concern is that we foresee difficulties in finding extra academic staff members that are competent and qualified, especially since long-term funding (after the year 2024) is far from certain.

As requested by EUR's General Management Directorate, we would like to reflect on the process. Although we were involved from the start and were requested to give input from the very beginning, we found that the limited timeframe restricted us somewhat in our abilities to come up with well-considered ideas. It also turned out that it was not sufficiently clear what type of input was expected from us.

On behalf of the Programme Committee,

With kind regards,



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**  
21-3-2019

**Subject**  
Final Hoka plans & budget  
Evaluation of the process  
Programme Committee  
Accounting, Auditing and Control

**Our reference**  
ESE 38352

**Your reference**

**Page**  
1/2

**Appendix**

**Department**  
ESE, Programme Committee AAC

**Visiting address**  
ESE  
Burgemeester Oudlaan 50

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

**T** +31 10 408 1377  
**E** gan@ese.eur.nl  
**W** www.eur.nl/ese/english

Dear Professor Arnold,

Upon your request, the members of the Programme Committee AAC discussed the final Hoka plans and budget in their meeting on Tuesday 19 March.

Their conclusion was that the Programme Committee AAC approves the direction and principle of the plans. Given the amount of information they received, the members found it difficult to judge the budget. The PC AAC members expect to be involved when the details of the plans will be worked out, as far as these plans relate to the Master Programmes they represent.

From EUR, the participation bodies received a few questions regarding the process. We would like to include the answers in this letter.

Involvement of the PC AAC in the discussion.

The members appreciate that the ESE Programme Management has taken the lead in coordinating the plans (as opposed to other Schools). They find that they are involved sufficiently in the development of the plans. They would have liked more clarity about the process, purpose and goal of the plans. The plans seem to have become more and more general over time.

Furthermore, they believe that if the EUR had started the process earlier (the agreement was signed 9 April 2018), there should have been more time to reflect and work out the plans. Overall, the Programme Committee AAC would appreciate it if it remains closely involved in the practical and specific implementation phase of the Hoka plans.

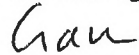
Our reference  
ESE 38352

Your reference

The members would like to highlight two positives aspect of the plans. First, we appreciate the general commitment to hire additional teachers. This hiring decision ensures that our existing and future academic staff can effectively and efficiently balance their time between teaching and research, and at the same time improve the teaching quality of ESE overall.

Second, we value the initiative to motivate more international students to participate in career activities. ESE spends much time and effort to attract international students. Making these students aware of their future career opportunities in The Netherlands is likely to improve ESE's reputation among our current and future international students.

With kind regards, on behalf of the Programme Committee,



Dr. Ying Gan,  
Chair PC AAC