

Report Audit Midterm Review of March 7th 2022
on the implementation of
the Educational Vision and Strategy at Erasmus University
(as formulated in ‘Strategy 24’)

Panel
Prof. ir. Annet Aris MBA (chair)
Prof. dr. James Kennedy (member)
Prof. dr. Elaine Mak (member)
Drs. Lieke Ravestein MBA (secretary)

April 29, 2022

Inhoudsopgave

- 0. Preface 4**
- 1. Set-up audit Midterm Review 4**
- 2. Overall picture and recommendations 5**
- 3. Specific observations and findings 7**
 - 3.1 Observations per goal..... 7**
 - 3.2 Observations of key points in the conversations during the day 9**
- Appendix 1: Programme Midterm Review 13**
- Appendix 2: Overview shared Documents 14**

0. Preface

The Erasmus University Rotterdam (EUR) is halfway between two institutional audits. The first took place in 2018 and the next is scheduled for 2025. EUR asked an external expert panel of critical peers to reflect and give feedback on the progress of the development and implementation of the educational vision and strategy in the form of this mid-term review.

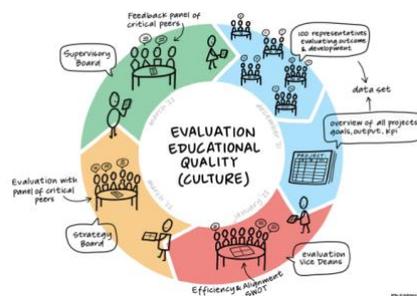
Input for the Midterm Review was a self-reflection written by the EUR (Midterm Evaluation Strategy and annexes), which was further probed during the site visit on March 7th, 2022, in seven conversations the panel had with a broad representation of members of the EUR community. The review was focused specifically on the implementation of five educational goals: Engaged by societal changes, Personal professional leadership, Erasmian Education skills, Personalized and online learning and Student Wellbeing. The panel looked at these from a holistic perspective.

This report summarizes the key observations and attention points noted by the panel. The first conclusions have already been communicated verbally by the panel at the end of the site visit. In the report the conclusions will be further substantiated, and additional advice will be provided. The panel hopes that this advice will give help EUR in setting priorities for the second half of the strategy implementation trajectory.

1. Set-up audit Midterm Review

Process of strategy development and evaluation

The review is part of a well-defined process of development and evaluation of the educational strategy. This is described in the Midterm Evaluation Strategy Rapport. In the implementation of the strategy the EUR has sought to strike a balance between the aims of ‘implement[ing] goals according to plan’ and ‘responsiveness to developments’. This resulted in certain goals being adjusted or accentuated differently over time, for example by the Communities of Practice, which were created around certain goals (see left picture). The overall evaluation process was designed with the goal to build an ‘educational quality culture’ across the board. In the course of the year 2021-2022 multiple stakeholders of the EUR have evaluated the intermediate outcome of the strategy sequentially. The audit by the panel is positioned ‘in the yellow phase’ (see right picture).



Set-up

The programme of the site visit consisted of seven successive conversations by the panel with groups of students, lecturers, management, staff, involved councils, committees and communities (see Appendix 1). In addition, the panel had access to extensive documentation. The educational strategic goals and themes were described in ‘Strategy 24: Creating Positive

Impact' (2019) and its implementation plan 'Working together at World Class Education' (2019). See Appendix 2 for the complete list of documents which were handed over to the panel.

The four strategic goals from the Strategy 24 central for the audit, were:

- 'Engaged and challenged by societal changes' (with project title 'Impact at the core'),
- 'Personal learning and personal leadership' (with project title 'Personal Professional Development (PPD)'),
- 'Erasmian Education' (with project title 'Innovative Capacity of Lecturers'),
- 'Personal and Personalized learning' (with project title 'Personalized and Online learning')

The fifth goal in the Strategy 24 - 'Erasmian values' - was not part of the implementation plan 2019-2022 but is to be subsequently implemented. In addition, a new priority, 'Student Wellbeing', was added to the goals. The panel was asked to also take these additional goals into consideration.

In addition to the goals to be reviewed EUR asked the panel to reflect more specifically on the 'What' (doing the right things) and 'How' (doing things the right way) of the strategy implementation.

2. Overall picture and recommendations

Validity and coherence of strategy

The EUR strategy was formulated some years ago and in the meantime the leadership team of the EUR has changed significantly. This led the panel to pose the question whether the 'originally formulated strategy goals and themes still apply and to what extent they still get support'? Based on the documents and the site-visit the panel answers this question in the affirmative. The core of this strategy and vision still seems to be widely supported, even as the relative weight of the goals are shifting, with an increasing focus on 'Impact at the Core' as a central theme. Also, there is a growing awareness of the importance of embedding 'Erasmian values' in all projects.

The focus on 'Impact at the Core' drives a fundamental change: it implies a change in developing educational and didactical processes in the direction of small-scale and interdisciplinary teaching, generating societal relevant research projects or cases, personalized learning, integral ways of assessments, attention for reflection skills and attitudes and for online learning. Other themes, like PPD, Erasmian Education, Erasmian Values and Personalized Learning can all be related to 'creating impact'. Although coherence emerges through this focus on impact, the panel misses a strong vision and conceptual framework of how under the umbrella of 'Creating Impact' all themes, including the Erasmian values, may further strengthen one another. Additionally, the panel affirms that the theme 'Wellbeing of students' deserves a place in the core of the education. It should, however, be integrated rather than (just) being treated separately, as has been done until now.

Cooperation between faculties

The strategy asks for a transition from a decentralized university to one of cooperation. This requires the cultural change now in progress. The panel appreciated the different forms of cooperation that have emerged within and between faculties. It sees an open and creative spirit that is becoming more and more characteristic for EUR. At the same time, however, cooperation is still very much based on individual enthusiasm and there are many institutional hurdles yet

to overcome (e.g., alignment of university-wide course schedules). A systematic inventory of these hurdles and a plan to overcome them are needed to maintain the enthusiasm for cooperation.

Enabling innovation

The panel was impressed by the wide variety of pilots and experiments. Many good ideas and examples were discussed during the site-visit. Still, the panel sees different stages of development between faculties: from early adopters to followers.

The major challenge at this stage is to bring the experiments and pilots to a next level and focus on the more systematic roll out of the most promising initiatives. As part of the innovation process at EUR best practices are being shared, but the panel wonders if this is enough and how more strategic and sustainable choices can be made. Management and staff are investing in better coordination tools (e.g., year calendars), but the panel considers the initiatives too tactical, and recommends developing more strategic innovation steering, both on a central and decentral level. Roadmaps, for example, might be helpful to this end.

Removing institutional barriers

The panel observed various strategy implementation barriers, which have to be addressed on an institutional level: 1) reducing the high work pressure of the faculty, thus creating more room for student-teacher interaction, 2) a revision of the ‘recognition and rewards policy’ for faculties in line with the strategy, 3) further institutional stimulation and rewarding of cooperation between faculties and 4) a systematic top-down approach to building partnerships with societal partners on various levels (university, faculties, programmes), e.g. for impact education. Overall, a new balance has to be found between stimulating experiments and building on enthusiasm on the one hand and creating the right kind of institutional enablers on the other.

Strengthening the strategy process

The panel was impressed by the active involvement of many stakeholders in the strategy process, for example the Communities of Practice, and by the high engagement of the Deans of Education, University and Faculty Councils and programme committees. It is important, however, that the outputs of these groups, especially the looser structures such as Communities of Practice, are systematically registered and shared. On a specific note, the support of the Faculty Councils and programme committees can be strengthened and professionalized further as it seems to be lacking in comparison to the support the University Council receives.

All groups would benefit from a more effective monitoring of the strategy implementation. While the monitoring system requires further development, the panel recommends that the EUR first works on a more focused and coherent set of key initiatives. Quality and efficiency can be improved by consequently working with SMART output-oriented goals and KPIs.

Strategy implementation at a turning point

Overall, the panel believes that strategy implementation has made significant progress. However, the implementation is now at a turning point where bottom-up initiatives and enthusiasm will have to be supported by institutional enablers as noted above. More focus is needed. This can be done by linking the various strategic goals more closely together under the umbrella of ‘creating impact’ and by rolling out a selective number of successful pilots. This way critical momentum can be achieved to create a truly future-oriented and world-class Erasmian education.

3. Specific observations and findings

3.1 Observations per goal

Prior to the site visit the panel made comments for each goal and theme with regard to their relevance and sharpness. The panel was asked to focus specifically on each of these aspects. This paragraph summarizes the discussion points the panel has formulated. For the themes that were discussed during the day ('Impact at the core' and 'Student Wellbeing') also some impressions by the panel, formulated after the conversations the panel had, are given. Each general observation is followed by a number of discussion points, these should be read as suggestions and questions EUR might consider moving forward into the second half of the implementation.

Goal 'Engaged by societal changes (Impact at the core)'

The panel believes that 'Impact at the core' has had a promising start. The choice to focus on societal transitions is relevant for all disciplines and helps to create focus and space for synergies between courses and programmes. External stakeholders are (in principle) involved in the design and/or teaching of impact-driven education. It is sensible to have a decentralized approach and to focus on third year bachelor programmes and master programmes. Interdisciplinary emphasis and small-scale settings are both essential. The shift in the focus of 'Impact at the core' with the replacement of 'designing solution' by 'developing approaches of impact learning' is recognized as a significant and laudable shift, a view shared by many stakeholders of the EUR. Yet there is a wish for more definition and cohesive elaboration of this theme, so that steering on the implementation and quality assurance both inside and outside the EUR will be more effectively enabled.

Discussion points:

'What':

- More streamlining of 'impact projects' and focusing on key societal transitions,
- Strengthening a shared vision of interdisciplinarity by faculties and programmes,
- Research as a necessary component and a more structural presence of external stakeholders to achieve the learning goal of "developing approaches" (rather than just designing solutions),
- What kind of reflective skills of students are crucial?

'How':

- Are the faculties where they want to be in their rollouts of this goal (on the basis of KPIs and other factors)?
- Can the EUR in embracing impact learning develop clearer frameworks for establishing criteria for scalability, measurements and assessments than is now the standard for educational activities?
- How can cooperation with stakeholders, in the region Rotterdam or in the LDE framework, be made more structural?

Goal 'Student Wellbeing'

The panel thinks this goal and theme are very relevant. The developed programme meets students' demands and is considered to be beneficial for students' resiliency and the enhancement of study success. Resiliency is a key issue for the coming years, not least because it enables students in the long run to better serve society. There seems to be a strong response to students' concerns, who to a large extent advanced this theme. Community-forming within the university can be part of this process, a process that need not limit itself to the university alone but in conjunction with social partners. The panel's impression after the

site-visit is that this theme is still in a ‘buildup phase’. There are many good initiatives, but they can be more intertwined with the other goals and themes and be better operationalized and translated into the primary process: e.g., make wellbeing a part of the role of lecturers and a structural part of course programmes. In this way students will be, in one way or another, better informed about the actions which have been taken and the available services. Also tailor this theme more to the diversity of students.

Discussion points:

‘What’:

- Wellbeing as a ‘stand-alone’ programme and/or integrated within PPD and cultivation of the reflexive self?
- ‘What falls under wellbeing and what under mental health care, how can this be more clearly delineated?’
- How can/should lecturers or tutors contribute to the wellbeing initiatives,
- Addressing wellbeing in the learning environment, informing students about available support.

‘How’:

- To what extent do faculties and programmes cooperate in the development of projects to enhance student wellbeing, e.g., by working together or sharing good practices?
- What are the hurdles to a large-scale implementation?

Goal ‘Personal learning and personal leadership (Personal Professional Development/PPD)’

The panel believes that PPD has the potential to really help students sort out their respective ‘callings’. Building reflexive capacity of students seems really important. Focus on skills is a good start (both professional and labour-market skills and academic skills).

Discussion points:

‘What’:

- More focus on incorporating Erasmian values (‘Is PPD possible or not possible without discussion of these values?’) and
- More clarity on the scope of PPD (‘The focus this strategy alternates between ‘onboarding students from non-academic families and provide career support’ to ‘create self-awareness and stimulate critical/value driven thinking for all students’),
- More attention is needed for building ‘professional identity or citizenship’,
- Better alignment with ‘reflexive capacity as part of impact learning’.

‘How’:

- Can more cooperation between faculties and programmes in reflexive learning lines be realized?

Goal ‘Erasmian Education (Innovative Capacity of Lecturers)’

The panel believes that the goal and the related project ‘Innovative Capacity of Lecturers’ are highly relevant for the successful implementation of the strategy; it acknowledges the importance of innovation capacity for the quality of education and recommends prioritizing investments in educational leadership. Teachers who are enabled to develop their own strengths in education are better equipped to contribute to the university and society. Indeed, promoting innovative capacity and competencies of instructors is good for students, society and the university. The attention for recognition and rewards policies and reduction of work pressure aligns with national developments regarding academic (educational) work environments and careers. Openness to a reconfiguration of the academic year to free up faculty time is good, even if hard to achieve. The role of learning innovators looks promising as an enabler for innovation.

Discussion points:

‘What’:

- How to define and operationalize innovative capacity (as a competency)?
- Future positioning and role of learning innovators,
- Further development of recognition and rewards policies (taking into account the academic culture in different disciplines),
- Balance between innovation ambitions and keeping stability in programmes.

‘How’:

- How strategically is innovation managed (on faculty level)?
- How can the whole faculty be made responsible for continuous innovation (e.g., part of yearly evaluation)?

Goal ‘Personal and Personalized learning (Personalized and Online learning)’

The panel observes that the development of personalized learning connects with societal demands for flexible academic education, e.g., in relation to life-long learning. The development of online and blended education has helped to address the challenges posed by the Covid-19 pandemic. The midterm reflection has led to sensible adaptations of the project, i.e., a shift away from individual learner tracks and stronger attention for the care function and social function of online learning. The Y-model offers a - potentially - coherent way to configure personalized online learning. Inter-university courses with strong online components can be very rewarding. A-synchronous approaches, if financially supported, may address certain student populations and support certain programmes more effectively.

Discussion points:

‘What’:

- Effective assessment of this form of education and formulation of a clear educational vision on hybrid learning path (including social cohesion),
- Sharper focus: to what extent does online learning tie in with the other goals of the EUR?
- Need to disseminate the (new) focus on life-long learning and personal online learning,
- Take into account ‘diversity between students’ backgrounds and personal development goals’ in the further development of online learning.

‘How’:

- How central/decentral should the online/hybrid learning road map be?
- To what extent do faculties and programmes cooperate in the development of online learning, both regarding content (e.g., interdisciplinary courses) and the design of learning pathways (didactics)?

3.2 Observations of key points in the conversations during the day

The panel in this paragraph gives a summary of key points in the conversations with the partners at EUR during its visit. It gives an impression of the day based on the seven conversations and provides more background to the overall picture and recommendations presented in chapter 2. It focuses on a few highlights. It does not have the ambition of being complete.

Educational vision, strategic alignment and working together

Several conversation partners explained to the panel that, after a period of strong decentralization at EUR where faculties and programmes used to work separately in ‘different silos’, a new impulse was given to further working together on a joint view of good education. Also, the Erasmian values were formulated, serving as a guide. The educational vision, values and goals were brought to a point for the institutional accreditation (2018) and became part of the strategic plan, the implementation plan (2019-2024) and the quality agreements (2019-

2014). The panel observed that, during the day, lecturers, students, managers and other staff gave a clear expression to the ambition of working on the same goals and themes, using the same language, striving for more interdisciplinarity and better alignment between society, education, research and the working field. They also expressed a clear intention in the direction of more collaboration (e.g., in the Communities of Practice and in joint projects). The panel took notice of some best practices and heard of useful outcomes (e.g., ‘tackling inequalities’, the honours programme, special internships). The panel noticed that the staff at the Community for Learning and Innovation provides real support for making the connection and stimulates the sharing of relevant concepts and that it is supporting and training lecturers. The panel heard that staff members and learning innovators connect with different educational programmes and that they have started with focus groups, fine-tuning and evaluations.

Defining the strategic goal “Impact”

During the day there were a lot of interpretations of the meaning of ‘creating impact’. In the conversation about ‘Impact at the Core’ the focus was on the transformation toward what is needed in educational and research processes to reach this impact. Whereas the accent on this strategic goal has initially been more in the direction of solution-based approaches (‘design initiative’), there now is a recognizable shift to ‘developing approaches to create impact’. As a member of ‘Impact at the Core’ explained: *‘Wicked problems, which are complex, ask for more reflexive attitudes of students about building their professional identity, how they look at certain issues and deal with it’*. The educational forms and tools to create these approaches can be different, but they are all heading toward small-scale teaching and coaching by lecturers and tutors with a greater need for more personalized education, flexible routes, integrative assessments based on portfolio and programmatic assessments. In the conversation it was emphasized that co-creation is vital. Several Deans expressed the need for a more coherent definition of impact: *‘There is no common definition yet: everyone is excited about it, but it is subject to local interpretations’*. Vice-deans presented impact more as a starting point or the other strategic goals: *‘Impact is our backbone, all other goals are in an umbrella’*. One of the deans nuanced this view: *‘I agree that impact is the umbrella term, but I would like to opt for a more stringent interpretation of the term in order to have impact’*.

Diversity in loading goals/themes and way of implementation

The panel also saw that the way and the pace with which the goals and themes are filled in and implemented across the faculties and the programmes differ considerably. This also depends on the specific type of faculty and its programmes. For example, ESL, RSM, ESSB are arguably more grounded in society and used to creating societal impact in cooperation with societal partners than other programmes like that of Erasmus MC, in which clinical education is a core component. Also, ESE has still a step to make in connecting more explicitly with societal challenges and partners. The panel heard that in most of the bachelor programmes lecturers have practical experiences or are still working in the professional field. They bring in impact driven education themselves on a regular basis. In the master programmes this process is starting. Sometimes knowledge brokers are supporting the programmes to connect with networks in the professional and working field (CDKM). The interdisciplinarity within the faculties is growing (e.g., Design Atelier) and between the faculties it is starting (e.g., in the honours programme). All the programmes seem to identify their own specific challenges in better connecting with society, external and internal stakeholders, using new technologies, strengthening interdisciplinarity and transforming and connecting better education and research, there can a risk that the wheel is reinvented multiple times.

Governance and steering

Many EUR participants during site visit were satisfied about the achieved results in developing and implementing the educational strategy and vision, but they still want more structure in the organization, more efficient steering and upscaling. Aspects mentioned were: the relationship between centralized and decentralized steering, how to formulate more (sustainable and qualitative) KPIs and how to prioritize and come to a more policy-oriented budget or P&C-cycle. A remark made by a member of the University Council illustrates this: *‘There are KPIs for many projects, these are measurable, but not when it comes to the lasting impact. Is it nice for a specific project or group of people, or for the university as a whole in the long term? We ask ourselves at the council: ‘Is it potentially useful outside this particular project and how do you keep it available for others?’*

The view was expressed that *‘everything is a pilot at the moment and there is a lot of money involved’*. Especially the deans ask for more prioritizing (bundling) of goals, themes and policy: *‘At the university level I would say there is under-development in terms of a common kind of framework for assurance of learning, for assessing the extent at which particular values are integrated consistently across all faculties and student groups’*. And more attention for implementation is needed: *‘Safeguarding implementation: what we did during the last two years has mainly been initiating and starting to implement. Now moving on to real implementation is the main challenge’*.

The members of the executive board, whose members were recently appointed, recognize the need to create more synergy. They gave examples of how they try to create better steering conditions for ICT policy and for HRM policy (e.g., workload, recognition and rewards) and interdisciplinarity in education (e.g., similar year calendar for EUR). President: *‘From an ideological point of view, and also out of enthusiasm at EUR, one is inclined to work together, also between central and decentral services, but the structural body to support this has to be improved’*.

The members of the supervisory board mentioned that *‘frameworks must be set within which follow-up actions can fit’*. Also, attention is needed for: 1) making goals and policy more SMART, 2) less administrative and bureaucratic pressure for the faculty and 3) avoiding reinventing the wheel by better cooperation between faculties. Some of these attention points were already mentioned in the last institutional accreditation (by NVAO).

Quality culture & Wellbeing

The panel noticed overall much enthusiasm and willingness to work together. EUR invested in the past years in the further building of a culture cultivating quality. The way the process of bottom-up loading of the goals and themes via dialogue sessions, Communities of Practice and learning innovators illustrates this process-oriented approach. A lot of examples during the day were given. Especially in the conversation with the vice-deans, ‘the spirit to further develop’ in an atmosphere of joint cooperation and coordination could be felt.

In the conversation about ‘Wellbeing of students’ it was made clear to the panel that many initiatives (Student platform, Living room, training for lecturers) have been started, but (as noted above) more coherence and visibility is needed. The panel asked participants on how to better align student wellbeing with personal and professional development. One of them responded by saying: *‘We are now at the point of integrating both. We are searching for ways to do this. Not only for students with problems, but also prevention (strengthening resilience, training coping skills etc). This is what we focus on in the training, but this is not enough. It has to get into the DNA of the university and be connected to the Erasmian values’*. Also, in this conversation it was discussed that attention for diversity is needed in the approach to Wellbeing.

Quality assurance

Quality assurance by monitoring the effects of improvements on a more structural basis was not a main topic during the day. However, it popped up several times. For example, how do students experience the more impact driven education? Looking at the NSE-outcomes, there is still some way to go. One student said she does not fully recognize the features of impact driven learning yet: more attention is needed for lecturers 'to get on with it'.

It was expressed that more attention is needed for structural engagement with both internal and external stakeholders and with alumni.

With regard to internal monitoring, the panel understood that the members of the University Council receive a lot of support. On the other hand, the panel understood that members of some Faculty Councils felt they receive very little compensation¹. The same goes for the people involved in the programme committees. This should be systematically addressed in the coming couple of years.

About the strengthening of the structural influence of external stakeholders, the Deans gave examples of using advisory boards to give input to and feedback on the design of the curricula. One of them mentioned that external bodies are indispensable: *'In terms of committees: they are very well equipped in this regard, I have no hesitation. But they are very much internal bodies, they come from the supply side, so to say. It is different for the demand side, the perspective of advisory boards, employers, and other external stakeholders: that needs to be brought in, doesn't come from internal bodies'*.

Another dean gave a helpful example about the innovation of curricula as a 'mutual process' supported by innovators (teaching staff), in which attention for renewing Intended Learning Outcomes is crucial: *'Social impact challenge and questions are at the heart of our programmes, and always have been. World citizenship and internationalization typically is embedded in the Intended Learning Outcomes. We have been using top-down and bottom-up strategies to implement new societal impact activities: innovators helped teachers to improve teacher quality, but ideas came from lecturers' themselves'*.

Overall, the panel felt it had a very rich and open discussion during the visit of the Midterm Review. There is a lot of energy around the various strategic goals and vibrant communities which work on achieving these goals. The panel believes that EUR is well on the way in implementing the strategy. In the conversations it became also clear that in the second phase of the implementation, a number of important decisions needs to be made with regard to the focus and scale-up of the initiatives and more structural institutional support. We hope our report will be a stimulus for taking on these next steps.

¹ Reaction EUR: *'All Faculty Councils are being compensated, only there is no universal method for assigning compensations as this method is executed at a decentral level. This was earlier formally agreed upon by the executive board and faculties'*.

Appendix 1: Programme Midterm Review

9.00 - 10.00	Impact Breakfast	The programme team of Impact at the Core (with students and faculty representation) will discuss the enhancement of impact learning.
10.00 – 10.30	Short Break	
10.30 – 11.15	Theme: Student Wellbeing	Programme management of Wellbeing and student members of Erasmus University will talk about progress made and further ambitions.
11.15 – 11.30	Short Break	
11.30 -12.15	Theme: Participation	A representation of the HEQA-working group of the University Council will focus on inclusion through co creation and execution of participatory rights.
12.15 – 13.00	Lunch	
13.15 – 14.00	Leadership: Vice Deans	Vice Deans of Education, Academic Leads and the director of the Community for Learning and Innovation will talk about implementation of vision and assurance of learning.
14.00 – 14.15	Short Break	
14.15 – 15.00	Leadership: Deans	Deans of Faculty will talk about implementation of vision and assurance of learning.
15.00 – 15.15	Short Break	
15.15 – 16.00	Executive Board	Discuss the main findings so far: what dilemmas?
16.00 – 16.15	Short Break	
16.15 – 17.00	Supervisory Board	Discuss the main findings so far: what dilemmas?
17.45	End talks	The panel will share some first observations

Appendix 2: Overview shared Documents

Programme Midterm Review
Midterm Evaluation Strategy

Appendices:

Midterm Dialogues 20220110
Handout Quality Portraits
Adviesrapport ITK 2018
Eur-strategy-2020-2024 Creating positive societal impact the erasmian way 2019
Samenwerken aan Onderwijs van Wereldklasse Kwaliteitsafspraken 2019-2024
Appendices Samenwerken aan onderwijs van wereldklasse
Governance Implementatieplan 6.1. 20190917
Organogram Erasmus Universiteit Rotterdam

Other shared documents

NSE2021 21PE FactsheetEN
NSE2021 Resultaten Benchmarkbestand
2020601 Project Plan Impact at the Core FINAL VERSION
Student Welfare a comprehensive approach for EUR versie U-Raad juli 2019
2017 Portret Kwaliteitscultuur ESSBS FSW
2019 Update-Portret Kwaliteitscultuur ESSB
Midterm Concept Quality Portrait
U Council reflection