# Year Report 2019-2020

**Programme Committee**
International Business
International Business Management
International Business and Languages

## Contents

# 1. Introduction

After a meeting with the Management Team (MT) in December 2019 about the improvable relation between the Program Committee (PC) and the MT, the PC can end the 2019/2020 academic year with an improved situation than the 2018/2019 academic year. The PC and MT improved their relationship throughout 19/20 academic year, which has shown to be beneficial for the mutual objectives both parties share. It could also be seen that the relationship improved after MT's initiative to have bi-weekly Covid-19 meetings.

However, the PC still feels a lack of being taken seriously, as advice does not seem to be incorporated after submitted by the PC to MT. For instance, students alarmed the PC that lecturers were not flexible enough during online teaching; after the PC submitted notification to the MT, the PC received no response back from MT. The PC also notified the MT, on multiple occasions, about the added work pressure and workload for AMSIB lecturers and support staff, which continues to be an ongoing problem. The PC would like to see concrete plans on how this can be changed in the new year. Having met and heard the new Dean of AMSIBs approach (es) from previous academic experience, the PC is optimistic that a change can be incorporated in the upcoming academic years.

In the past year, the PC once again realized the importance of the Class Representatives, especially during the Covid-19 period. Hence, the PC would like to advise to not only continue this project, but to further expand it. The PC saw students become unmotivated at the end of the semester, in which students no longer participated in student surveys. The PCs advice is to create incentives for students to keep the bridge open between students and the PC/MT. These incentives could be workshops, certificates, meetings with the Dean, or an activity with all class representatives at the end of each semester.

Furthermore, the PC would like to improve the Advance Payments review/approval process. It currently takes a long time for the PC to receive documents from stakeholders, to be updated on the progress of ongoing activities and to have a clear overview of the AP budget and spending.

Additionally, the PC would like to have training for new (and existing) members in English. The PC has had no formal training in English for the tasks assigned to PCs by Dutch law two years ago, to ensure quality of the courses offered and the program as a whole: including content, testing, grading, credits for exams, types of exams, and changes to the program, for example. Moreover, with the above task points now assigned to all PCs and formal, continuous training needed for some of these tasks, the PC will further investigate the 80 hours allocated to each member.

# 2. Composition and Changes

At the beginning of the 2019/2020 academic year, it was requested that the Programme Committee downsize from 16-18 members to 12: six student members and six lecturer members. In addition to the decrease in PC members, additional tasks and new guidelines were also allocated to the PC. In terms of student population, 12 PC members is the amount

allotted to AMSIB. In previous years, the PC had 16-18 members due to the equal representative of all three previous AMSIB programs: IBL, IBMS and IB.

The 2019/2020 academic year started with the PC Co-Chairing by Chiel van Leeuwen (IBL Year 4, 3rd year on PC) and Cristian Zamfir; however, due to personal circumstances of both Co-chairs, two new Chairs were chosen in February. Nathan Troost (IB Year 2, 2nd year on PC) and Nathalie Guillium (IBL Year 3, 3rd year on PC) took over this task and remained Co-Chairs until the end of the academic year.

The Programme Committee experienced a lack of leadership at the beginning of 2020, due to the personal circumstances of the Chairs and integrating the new replacement Chairs. Furthermore, Ian Lewis, a lecturer member, left in the beginning of the academic year. Marjolein Hennekes retired as of July 1, and is therefore, no longer a member of the Programme Committee. As of the academic year 2020/2021, Lizzy de Keijser will join the Programme Committee as a new lecturer.

The 19/20 Programme Committee consisted of the following members:

**Chairs semester 1:**
Cristian Zamfir (IB year 2)
Chiel van Leeuwen (IBL year 4)

**Chairs semester 2:**
Nathan Troost (IB Year 2)
Nathalie Guillium (IBL Year 3)

**Students:**
Daniil Laburtsev (IB Year 1)
Max Heijmans (IB Year 1) (aspiring member)
Hovsep Tatarian (IBL year 4)
Mircea Strulea (IB Fast-Track year 2) (joined in April)

**Lecturers:**
Eelco de Bode (Economics and Law Department)
Cristina Marques Moran (Languages Department)
Leah Wojnarowski (English Department)
Zeeshan Shahzad (Finance Department)
Marjolein Hennekes (Study Advisor)
Venessa Legrand (Finance Department)

The PC experienced many changes over the year, including a change of members, a decrease in members, and continuous changes due to COVID, for example. The PC will assess the realization of its tasks assigned by the AUAS and Dutch law per hours assigned for these tasks and the ongoing training required to meaningfully complete these tasks on the behalf of all AMSIB stakeholders, with a focus on its core competence - its people: students, lecturers, management, support staff, and beyond.

## 3. Number of Meetings and Attendance of Members

The Programme Committee had a total of 11 meetings in the 19/20 academic year. At the beginning of the year, the attendance was rather low and the Committee also suffered from passive student members. Nevertheless, the attendance changed in the second semester and most of the members attended meetings. This might be due to the switch to online meetings on Zoom and the increased flexibility for the members to attend from home and from places outside The Netherlands.

## 4. Extra training for PC Members

The trainings offered for the OC are in Dutch, which creates a barrier for AMSIB non-Dutch PC members (as well as ALL AUAUS stakeholders who do not speak Dutch, but wish to be involved). Since there are more programmes run in English within the HvA, it is important to offer at least one training in this language. During this year, some members attended the Advanced Payment training and Year Report information session. Next year, the PC Dutch speakers should follow all possible training to professionalize the PC. This was a goal for the 19/20 academic year, but the PC did not manage to fully implement this goal, as limited training and documents are in English.

## 5. Guest / Speakers during Meetings

During the year, multiple guests visited the meetings of the PC, such as Inneke Bussemaker (FBE Dean), Peter Kraak, Ralf Jacobs (Deelraad) and Rachied Alibux (Chairman Examination Board). The purpose of their visit was to discuss current issues, professionalization of the PC and planning of the 20/21 academic year, as follows:

- Ms. Bussemaker wanted the PC to inform her of what has been working well over the past few months, and what to apply to next year: such as different skills for online teaching; teachers training and guidelines. In June, the PC made an evaluation on the online assessment after discussing experiences with lecturers and students. See Appendix 2.

- The Chair of the Examination Board, Rashied Alibux, attended several PC meetings and collaborated closely with the PC in the TER and the Examination Report processes. Mr. Alibux addressed the situation of the PC not being involved in the redesign of the curriculum, and that the PC should work closely with the Curriculum Advisory Board, as the AMSIB graduation track, theses, internships and majors are being redesigned. The collaboration between the PC and the EB is very professional and constructive.

- During Mr. Kraak's PC visit, he mentioned that 2 years ago, Dutch law changed: the PCs in the Netherlands are now responsible for the quality of the courses and program as a whole (content, testing, grading, credits for exams, types of exams, etc.). According to Mr. Kraak, the PC should be involved in all changes and redesign of the courses and curriculum, and provide advice before the final decisions are taken.

Once again, as stated in Chapter 5 ,"Extra training for PC Members", above,  if the PC is responsible for all of the above, training for all PC members is of extreme importance,  as the PC plays an important role in the quality assurance of the AMSIB program as a whole.

## 6. Contact with the "Deelraad"

Throughout 2019/2020 academic year, the PC has been in contact with the Deelraad on multiple occasions. Ralph Jacobs and Peter Kraak joined PC meetings and the PC Chair held conversations with other Deelraad members to obtain advice on the Advance Payments. Additionally, the PC Chair has had individual meetings with students from the Deelraad to discuss the Advanced Payments (AP). Moreover, members of the PC attended one of the Deelraad meetings as well. The PC perceives the contact with the Deelraad as very positive and consistently provides insightful perspectives on how to operate the PC.  At the end of the academic year, the Deelraad contacted the PC to learn about the advice on the Advance Payments.  To increase and improve the contact with the Deelraad was a PC objective for the year, which has been successfully implemented, thus far.

## 7. Contact with the Management Team

Being in close contact with the MT is of utmost importance; besides the TER and the AP, the PC has, primarily, an advising role towards the MT, channeling the perspectives of both lecturers and students in the aim to guard the quality of education. In the academic year of 2018/2019, the PC was not fully satisfied with MT cooperation, and displayed their dissatisfaction to MT. The MT had noticed this prior to the new academic year and noticeably changed their plan of action regarding the PC. The MT joined general PC meetings one out of three times on average, initiating this themselves to primarily ask for feedback and consent on the Advanced Payments/Multiple Year Plan. Also, there were multiple meetings with only a few members of the PC, including a PC Chair. The MT noticeably improved fulfilling their important role towards the PC. It was clear that there were more concrete and accurate follow-ups, initiations of meetings and an overall better cooperation. The PC therefore expresses their contentment and hopes to continue this line of improvement for the coming academic years.

However, one important concern remains, which the lack of visibility on implementation of the advice provided by the PC.  This will be a main PC point of attention for next academic year; the PC will actively request updates from the MT on the implementation of the PCs advice.

The following sections offer information from relevant meetings held with the MT regarding the high workload of lecturers, the previous year's Year Report, Advance Payments, AMSIB Annual Report, and Covid-19 meetings.

### 7.1 PC lecturer meetings with the MT regarding stress and workload

Highly concerned with the multiple complaints of AMSIB lecturers on work and stress load and the results of the Employee Monitor Survey (AMSIB scores the lowest in satisfaction level

of the entire Faculty of Economics), the PC lecturers decided to from a sub-committee to conduct an analysis of the work and stress load situation in the 2018-2019 academic year.

This analysis resulted in a report covering an overview of multiple changes implemented simultaneously, amongst others, a new curriculum redesign of the programme, which was the second curriculum within 4 years. The PC attempted to schedule this meeting in the previous academic year without success. The report was communicated to the MT in the new academic year and a meeting was arranged with Julie Beardsell in September. During this meeting, the concerns were expressed and the MT promised to respond to the PC's concerns in a couple of weeks. Another follow-up meeting took place in early October with the PC lecturer members and Julie Beardsell, as well as the Head of the Communication Department, Alizia Kamani. In this meeting, MT presented an extensive overview on what was done to analyze workload in the organization over the past year.

The PC addresses a culture of fear in the organization, a lack of trust, transparency and an increasing distance between the MT strategy and the organization as a whole. The PC suggested that MT directly address lecturers and staff with the issues that impact all of AMSIB; lecturers only have their Head of Departments to report issues to, but not all lecturers feel comfortable reporting issues to their Head of Departments; moreover, this spills all issues onto HODs, which may or may not be able to aid, assist or follow-up on the continuous stream of issues. The MT expressed its unawareness of communication issues within the organization.

Due to high workload, the MT took the decision to stop researching this topic further, with the argument that researching how to decrease workload resulted in additional workload. Understanding workload and its reduction was an Action Plan stated in the 2018-2019 AMSIB Annual Report, which was aborted for the reason listed above. The MT stated that the best approach to decrease workload was for AMSIB departments to think creatively to find ways to reduce their own workload; the MT also asked the PC to contribute/submit its ideas and proposals to MT on how to assist the situation. At the end of this meeting, the PC strongly advised the MT to help find and allocate budget for extra hours (and staff), to alleviate the roles suffering most. The MT stated that this was not possible because AMSIB had no budget left.

After the above mentioned meeting, in a memo addressed to the MT in November (see Appendix 4), the PC requested to address the issue of workload pressure again in the new AMSIB annual plan of 2020 (Section 7.3 of the 2019 report) before the report was created, since the health and well-being of staff were of grave concern. Moreover, The PC does not support funding any research activities with the AP budget, and instead demands and pleads to have part of that budget allocated to help alleviate the high workload of lecturers.

The issue of workload remains a matter of high concern within the organization, which has been further aggravated with the transaction to remote education. At a meeting in December, the MT informed of its aim to have less assessment (to reduce hours and decrease workload), as well as the MT's request for an extra budget to hire more staff and allocate funds where

pressure and FTEs are needed.  This still needs to be followed up by the  PC, as no solution has been found (or relayed to by) MT yet.

## 7.2 PC meeting on 2018/2019 Year Report

On December 12th, 2019, the Programme Committee and the Management Team held a meeting to discuss the following topics: to report on the implementation of both the AMSIB Annual Plan 2019 and the Multiple Year Plan/Advance Payment 2019. The multiple year plan of AMSIB and the PC Year report 2018/2019. In this chapter, the latter point is discussed.

The MT called the meeting as the PC year report 18/19 was 'alarming' and requested the PC to modify the report as it was too negative and written more from the lecturers' perspective. The Programme Committee outlined evidential experiences concerning the management team and suggested lack of awareness and support as an improvement point for the academic year 19/20. During the meeting, both parties were given the chance to evaluate the past academic year. The intensity of the meeting was quite high, yet it remained respectful. This seemed necessary for an increasing rapprochement. Looking back on the year 18/19, agreements were made – mostly orally – to improve cooperation. The PC and MT subsequently improved their relationship throughout the year of 19/20, which has shown to be beneficial for the mutual objectives both parties share. It could also be seen that the relationship improved by the initiative of MT to have bi-weekly meetings regarding Covid-19.

## 7.3 Advanced Payments

This section offers an evaluation and explanation of the Advanced Payments (AP) process:

### 7.3.1 Evaluation on the AP process

The MT correctly involves the PC twice a year in the AP approval process. The MT shares the Multiple Year Plan/ Advance Payments Plan on a written basis and provides an oral explanation on the realization and implementation. Sometimes there are follow up meetings.

The PC believes the AP process approval requires improvement on the following:

a. The MT shares the AP report twice per year, as the MT is supposed to but fails to provide information on the realization and progress of each activity. The update only occurred once a year and took placed during the meeting in October. It referred to some plans which had been fully realized but did not cover all the activities.
b. Although the Programme Committee is involved in the process and consulted twice a year, the MT fails to integrate the PC advice into the new AP plans. This is the main point of concern for the PC.
c. More transparency in the process is required to have a proper judgement from the PC. Since there is no update on the realization of each activity, it is difficult to estimate if the policy actions are sufficiently realized.
d. Professionalization of the update/approval process. For this purpose, the PC and the MT should learn more about their roles and responsibilities regarding the AP approval process respectively.

### 7.3.2 Explanation on the AP approval process

During the 2019-2020 academic year, the MT discussed the Advanced Payments with the PC in two main moments, first in October/December and then in May/June. It is important to report that the PC learned it had right of consent to the AP in the second semester and, therefore, provided feedback in the discussions in October in the form of advice only. The two discussions are outlined below:

**October/December 2019 discussions**

In a meeting scheduled in October 15th, 2019, the MT provided an update on the expenses of the Advance Payments of 2018-2019 and requested input for the upcoming years. During this meeting the MT informed which activities were executed but was not able to confirm the exact amounts spent on each activity. The PC requested more transparency in the future. This was the only moment when an update on the execution of the AP activities was shared with the PC by the MT.  The PC expressed two main concerns: the slow development of the 'community building' theme and the issue of 'high workload of the lecturers'. The PC advised against supporting the AP budget allocated to the activities 'Doctorate Trainings' and 'Research Activities' until the burden of high workload in the organization is reduced. Moreover, the PC reminded the MT that its approval to the theme 'Community Building' was motivated by AMSIB's need to meaningfully integrate its international students. However, the AP showed only a small budget allocated to this activity, while less meaningful and necessary activities were allocated funds from the AP budget.

Moreover, during the Oct 15, 2019 meeting, the PC requested the MT integrate the PCs advice on the improvement of Community Building for international students and the reduction of lecturer workload in both the Annual Report (see Section 7.4) and the AP Budget of 2020. In the beginning of December 2019, the PC Chair met with a member of the Deelraad to closely discuss the Advanced Payments of 2019, to create a better understanding of the AP on behalf of the PC.

**May/June 2020 discussions**

In May the MT submits the new AP report for approval. In this report, the PC provided advice orally in October 2019 that was not integrated in the new report. During this meeting, the PC emphasized the following points:

1. What happens with the feedback provided? Issues presented still exist without any feedback from MT.
2. Explanation of allocations should be made.
3. Follow up on money is unclear; where does it go?
4. Be careful with using external parties for training.
5. Hiring trainee research assistants is not recommended by the PC; why is there an increase from 60.000 to 120.000 in the budget?
6. 90000€ for external support seems a lot; what is the breakdown on this expense?
7. The didactical training for lecturers is not helpful enough for 120.000.
8. What kind of trainings do lecturers receive?

9. ACE was given the task of making virtual activities, etc. for students during COVID; what is the outcome?
10. How does research accurately translate to education? What are the results?
11. More focus on international students in the online setting; the international aspect of AMSIB is gone without it; but focus on international student engagement has not yet happened.
12. Community Building in the online setting needs more FTE's provided for lecturers; extra hours are needed for Lecturers to have contact with students to build community.

In regard to the above points mentioned, MT recognized the issues between spending on doctorate and DBA professionalization in relation to work pressure and classroom teaching. MT agreed this needs to be looked at in more detail.

The final decision of the PC was not to approve the multiple year plan/ allocation of AP for several reasons. The MT was informed about this in a meeting, as well as in a written advice (Appendix 1). The process will continue in September. The PC has proposed a meeting with the MT at the start of the next academic year to discuss the plans again and come to a mutually acceptable agreement.

## 7.4 AMSIB Annual Report

On October 15th, 2019, the MT requested to join a regular meeting of the PC to provide an update on the implementation of the AMSIB Annual Report 2019 and the Advance Payments. This meeting was also intended to predominantly set a better base for the conceptual AMSIB Annual Report of 2020. At that stage the Concept Annual Plan of 2020 was not ready yet, and MT ensured that the feedback of the PC on the 2019 annual plan would be used to develop the plan of the next year. The PC gave their collected advice during, as well as after, the meeting in the form of a memo. In summary, the memo outlined the following six points:

1. The PC advises to put more care and consideration into the issue of workload pressure and lecturer satisfaction. According to the HvA Medewerkersmonitor survey (Employee monitoring survey), the outcome on employee satisfaction amongst did not display the sufficient and wished results. The PC advises the MT to honestly and meaningfully address this issue. Furthermore, it is advised that the workload pressure be further addressed and carried over to the 2020 Annual plan.
2. As stated in the 2019 Plan, the individual points are either "finalized", "will be finalized by 2019", or "will not be finalized", based on assigned colors. However, the process, procedure, results, and consensus of each were not relayed to AMSIB staff and faculty, undermining transparency and inclusion among Management, lecturers and support staff. It is advised that all AMSIB staff and students are notified and included in the decision making process.
3. The PC advises that Point 5.3, Staff Scholarly Activities, be put on hold until a healthy work environment is created for all.
4. Moreover, in Point 5.5, Internship Improvement and preparation requires further elaboration, including a long-term plan.

5. The phasing out of old curriculum (Point 5. 8) also needs further consideration for IBM and IBL students, as well as the lecturers involved.
6. In section 7, there is no scale mentioned or explained, which also conflicts with Section 6, as the NSE scores have different values in different sections. The scoring is currently unclear. Additionally, what are targets, goals, and procedure for moving forward on these points?

The MT followed up on this Memo during a meeting which was held on 12 December 2019. Unfortunately, the annual plan of 2020 was never shared with the PC at a later stage for further advice. Therefore, at the moment of writing this report, the PC does not know if its advice has been integrated in the new annual plan.

## 7.5 Ineke Bussemaker and new Dean

The PC recognizes a flaw in leadership during the first semester, and takes responsibility for the loss of grip on email traffic. This caused confusion about the dean selection process, which the PC perceived to be excluded from. A sharp email was sent to Mrs. Bussemaker, in order to claim our position in the process. After looking deeper into the mail correspondence of the PC's representative involved, it could be concluded the PC had been negligent. Mrs. Bussemaker was invited to a meeting, for the PC to clear the air and apologize. To conclude, the selection of the new dean, in this meeting, also involved an introduction to Mr. Rogier Busser, before the official announcement of his position. The PC looks forward to collaborating with the new MT, in order to improve education by engaging all stakeholders involved.

## 7.6 Covid-19 meetings

In consequence of the outbreak of the Coronavirus and the lockdown of the university, the management decided to have bi-weekly meetings together with the Programme Committee. The two PC Co-Chairs, Nathan Troost and Nathalie Guillium, joined the meetings as representatives of the Programme Committee. The meetings were held together with John Sterk and Julie Beardsell for half an hour on Zoom.

Before the meetings, students were contacted via the Class Representative system, in which students could relay their current situation and worries (Appendix 3). Many of these complaints were about uncertainty regarding assignments and exams. Another issue was the uncertainty about an exchange or the internship abroad. Hence, the PC decided to conduct research to assess online teaching and examination, which resulted in a PC report sent to the MT and EB on July 9 (see Appendix 2). Several lecturers and class representatives provided their perspectives on this report. The PC hopes that AMSIB will take the advice seriously and improve online education in the 2020-2021 academic year.

The management emphasized that there would be blended learning in order to secure education for both Dutch and international students, who might still be abroad. However, the details still had to be cleared. The students then received an e-mail that the next semester would be 100% online, as well. The PC regrets this was not addressed in the meetings with the Programme Committee beforehand.

# 8. Communication with Students & Stakeholders

One of the main goals of the PC is to represent all AMSIB students, lecturers and staff as democratically as possible. For this reason, the PC student members are in contact with the Class Representatives, and PC lecturer members in contact with different lecturer teams, to understand study and work experience at AMSIB.

## 8.1 Class representative meetings

The Programme Committee continued with the Class Representative system (having one student per class as point of contact for lecturers and PC) in this academic year.

The PC organized the elections of class representatives in year 1 and 2 with the help of the study advisors. Each mentor asked one student at the start of the year to be the class representative which meant that they should report issues within the classes or complaints about the schedule/ exams to the PC. It was expected there would be one meeting each block with the PC; however, the class representatives were not known until mid-block 2 and the first meeting did not happen until the 3rd block of this academic year. There was also little to no communication amongst the class representatives themselves, so a WhatsApp group chat was created in the 2nd block by Max Heijmans and Daniil Laburtsev to remedy this.

In total there have been two meetings held and surveys conducted by Max Heijmans and Daniil Laburtsev, both class representatives of Year 1 and Programme Committee members. While the first meeting was successful and class representatives had constructive feedback and could voice their concerns, the second meeting only had six participants and little to no feedback and a survey was issued instead.

The Programme Committee recommends to formally explain what it means to be a class representative and the duties & expectations that come with it for the next academic year. There should also be an established means of communication between the class representatives through WhatsApp or email. Max Heijmans and Daniil Laburtsev wish to help with the above mentioned processes.

It was also discussed if the class representatives should be reimbursed for being the point of contact and the bridge between students, lecturers and the Programme committee. Especially in the second semester, when the Corona lockdown started, it was important to get the students opinions. As the participation of the class representatives decreased, it would be an incentive to reimburse them for the meetings they attend with the PC. This would help the PC, and subsequently the Management Team. Since the first semester of the academic year 2020/2021 will be taught online, it is of high importance to keep the meetings per block and to have a contact person per class.

## 8.2 Additional stakeholders

Besides students, other stakeholders of the PC include the Deelraad, MT, Examination Board, lecturers and the CAB.  For the sake of avoiding repetition in this report, the PCs

contact with other stakeholders such as Deelraad and the MT is detailed in their respective sections of this report. Furthermore, the PCs collaboration with the Examination Board is very positive and professional. PC lecturer members channel the suggestions and perspectives of the department colleagues. In addition to this, some lecturers were contacted at the end of year to share their experiences with the online assessment, which resulted in the report included in Appendix 2. The only stakeholder on which collaboration is not taking place is the Curriculum Advisory Board. This is an important stakeholder, as the PC must provide advice on the curriculum redesign. During the next academic year, the PC will actively seek contact with the CAB.

## 9. OER process – TER

This year the TER process was organized differently than previous years and the chief of the Examination Board took the responsibility to initiate and organize the TER feedback cycle on behalf of the MT. In February, the PC provided general advice to the first version of the TERs of our three current programmes IB, IBMS and IBL. However, advice was provided to articles or parts of standard texts which cannot be changed. Another round for advice took place in May. The feedback on the parts of the text where the PC has right to advise was implemented. For next year, the PC wishes to understand in advance how the TER cycle will be organized, the number of rounds to provide input and advice and which parts of the text the PC has the right or responsibility to advice on. The PC will follow trainings to improve its participation on the TER cycle next academic year.

## 10. Evaluation of the 2019-2020 Academic Year

Below is an overview of what the most important topics are, which have been discussed during all PC Meetings in chronical order.

### 10. 1 Contact with the MT

One of the major PC successes during the year was better contact with the MT. PC was involved more actively as compared to last year.

### 10.2 Meetings with Class Representatives

Same as last year, meetings with class representatives were formed to know what is going well and what the issues which should be solved are. Additionally, Fast track Class representatives were also included in the list of CRs to get the feedback of IB Fast Track Programme. Next year the PC wished to increase the amount of meeting with class representatives of year 1, 2 and, for the first time, year 3.

### 10.3 Advanced Payments (studievoorschotmiddelen)

The MT involves the PC twice a year in the approval process and provides some updates on the realization of the plans. However, the PCs advice is not properly integrated in the plans. For next year the aim is to improve the entire process and demand a more detailed report on

the progress and realization of action plans. The PC should also provide advice by means of written memo, to document the PCs advice transparently.

## 10.4 Training for PC Members

It was realized during the year, especially after Mr. Kraak attended a PC meeting that the PC is in need of proper training to understand the PCs rights, obligations, structure, and responsibilities set forth by the OC, AUAS, AMSIB and Dutch government. The PC has had no formal training on the responsibilities and tasks it has been assigned. Moreover, all OC general meetings and training are in Dutch, including general OC documents meant for all PCs; however, at least 50% of the PC members are non-Dutch speakers, due to the "international" nature of the AMSIB program. Therefore, the PC contacted the relevant authorities to arrange training in English, which was halted due to COVID.

## 10.5 Contact with Deelraad

One of the objectives of this year was to stay in close contact with the Deelraad. This objective was accomplished by attending some meetings of Deelraad and by inviting the members of Deelraad to the PC meetings.

## 10.6 PC Team Building Activity

Another objective of the year was to arrange a PC team building activity, to boost the spirits of its members. This activity was delayed, due to the busy schedule of the members during COVID. After a lot of effort, finally a date was set to meet and have an end of the year celebration; unfortunately, some members of the PC fell ill and the activity was delayed until the start of next academic year.

## 10.7 TER evaluation

This year appeared to be a more challenging one concerning the TER evaluation. In the past years, there were two separate 'Study Councils'. One for IBMS and one for IBL. Since the merge of the studies into the new IB study, the council has merged as well. Representing the 'fading out' IBMS and IBL students, as well as the new IB students and all lecturers. The PC managed to create focus groups to evaluate each program based on the program experience per member.

# 11. Objectives for 2020-2021 Academic Year

## 11.1 Increase PC knowledge, awareness and responsibilities: rights to consent and advice among key stakeholders

In order to professionalize the PC and increase the effectiveness of its advice, the PC aims to start the academic year  in September listing its tasks and responsibilities, specifying when the committee has right of consent or advice and who the relevant stakeholders are. Two years ago, the Dutch law changed and empowered PCs to become more than an advisory

board by giving PCs the right of consent to certain responsibilities. The PC believes it is important to understand the implications of this change within the PC and also for the MT.

Therefore, in October a session will be held with these stakeholders to inform them of the PC's responsibilities and roles. It is of crucial importance for the stakeholders to understand when the PC has right of assent or advice. As result of this meeting, the PC together with these stakeholders should agree on the PC's involvement of the PC in the PDCA cycle. Some examples are to agree on the TER's revision cycle, how to involve the PC in the module evaluations and how the input provided by the PC is integrated in the AP report. Follow up by all stakeholders is key to have effective collaboration.

## 11.2 Improve participation of the PC in the PDCA cycle

With the purpose of improving the PC participation on the PDCA cycle, there are some important changes that need to be implemented next year.

The TER establishes that the MT should discuss the module evaluations of all years and programs with the PC, which has never happened until now. This process needs to be started as of the next academic year 2020-2021. Moreover, it is known that student participation on the module evaluations is very low. PC will put this into the agenda next year so the MT takes steps to increase participation, and as a result the effectiveness of the course evaluations.
The PC should start meeting the CAB in order to provide advice on the curriculum redesign. The participation of the PC to advise on the current curriculum redesign of the new IB programme has been almost nonexistent.

The TER requires IB students to spend one semester abroad by doing the global exchange, internship or thesis. The TER advises students to use the global exchange for this purpose, but when students decide otherwise, they can go abroad to complete the internship or the thesis and take a minor in the Netherlands. Currently IB year 2 students are not invited to register for the minors, although they are entitled to do so. PC wishes to open a discussion for the MT regarding this. If an agreement on this is reached, this should be reflected in the TER of the academic year 21-22 accordingly.

When the PC issues advice or (non) consent, follow up should be part of the continuation of the dialogue between the MT and other stakeholders and the PC. This is an integral part of the PDCA cycle and all stakeholders should have an active role.

## 11.3 Training/Schooling

The current training offered by the HvA is in Dutch, which limits the participation of the AMSIB PC with many English speaking members. However, the PC aims to send as many as members possible to complete the general training. Participation in other training should be followed by PC members as much as possible in order to professionalize the committee.

## 11.4 Advice to the MT, EB and CAB

As of next year, the PCs advice will always be provided in written form, as well as the request to show whether this advice has been implemented by the stakeholders. Follow up on advice is an integral part of the PDCA cycle, and the PC needs to take a more active role in this endeavor.

## 11.5 Role's assignations / Delegation of tasks

Each member of the PC will be responsible for different tasks and be supported by the rest of the committee or by a group of members. For example, AP, TER, Onderwijs and Exam regeling, attendance and reporting on the OC-deelraadbijeenkomst, etc.

By assigning roles to every member, everyone can contribute to a professional workflow and the Chairs will not face an overwhelming workload, as they have and currently face. The Chairs are to delegate tasks to other members.

## 11.6 Meetings for the entire year scheduled in September

The Programme Committee decided to schedule PC meetings for the entire year at the beginning of 20/21, so that the members can block their calendars and are able to attend all the meetings. Furthermore, the PC is planning to make an overview of tasks to be completed during the year (such as TER; AP etc.) and assign members to be project leaders.

## 11.7 Attendance of members

In the next academic year, the Programme Committee would like to track the PC attendance more, so that members attend more, if not all, meetings. Members cannot miss more than two meetings. By doing so, the PC would like to ensure that every member takes their role seriously and can contribute to a professional atmosphere.

## 11.8 MT and PC discussion on plan to reduce workload pressure

The MT informed PC of the goal to have less assessment to reduce hours and decrease workload, including an extra budget requested to hire more staff and allocate where pressure and ftes are needed. The PC will revisit this topic to assess if this goal has or is happening or not.

## 11.9 Communication with lecturers and students

The PC aims to have more visibility within AMSIB, to inform students and staff on a regular basis of the key aspects the PC is working on and the composition of the PC, so all PC members are visible and approachable to all stakeholders. Moreover, the PC will update the OC general site with information about the AMSIB PC.

## 11.10 Participation for PC members

In this academic year, the PC lost many members, due to lack of commitment to the PC for numerous reasons, both personal and AMSIB-related. The PC would like to encourage members to make the PC a priority and not an option. The PC will send out guidelines at the beginning of the year, which all members have to sign. As stated above, each member will be part of a special committee within the PC and have an assigned role.  This will improve their understanding of the PC, as well and help to create an efficient work flow.

# Appendices

## Appendix 1: Advanced Payments Memo July 2020

Memo:
I want to keep this mail short, during the month June there have been two meetings to discuss the AP.

The last meeting was focused predominantly on the clash between the MT's and PC's view on Research. MT has recognized the issues between spending on doctorate and DBA professionalization in relation to the work pressure discussion and classroom teaching. They admitted this needs to be looked at in more detail.

We decided to not agree to the multiple year plan/ allocation of AP for the following reasons that relate to current issues to be addressed regarding workload and the relief of this in contrast to expenditure to research. During the discussion MT indicated to be concerned with the accreditations and supplying teachers with PhD background in order to tick the boxes of the image of an international business school.

This view clashes with the view of the PC as there are current recurring and ongoing issues that are being ignored, and no concrete short-term solutions are being instated. Along with the lack of response or follow ups to issues being reported.

What is also apparent is that, according to Mrs. Bussemaker, the lecturers receive a lot of support. However, from a lecturer perspective this is not the case, which indicates a large contrast.

Some more points relating to the (spending) on the AP are as follows:

1. What happens with the feedback provided? Issues presented still exist without any feedback from MT.
2. Town Hall meeting 5 years ago on budget is not currently reflected
3. How does research accurately translate to education? What are the results?
4. Community Building in the online setting needs more FTE's provided for lecturers; extra hours allocated to Lecturers to have contact with students for community building
5. More focus on international students in the online setting, the international aspect of it is gone without it; but focus on international student engagement has not yet happened. Housing is in particular very problematic for (international) students
6. ACE was given the task of making virtual activities, etc. for students, during COVID, although scheduled community building with no planned budget.
7. more hours to guide students and invest it back into lecturers
8. More money to do more specific-related things to course study; anything having to do with curriculum redesign and blended learning; any and all activities for teachers, and chosen by teachers.

The PC proposed a meeting with the MT at the start of the next academic year to discuss the plans again and come to a mutually acceptable agreement. An additional meeting is also required due to time restraints in discussing with MT.

## Appendix 2: Assessment of online examination during Covid-19

Introduction

Periods in which struggles are the norm pave the way for change. These opportunities will be further motivated in the following heading, focusing on contact with lecturers, workload, exams, and students' expectations of AMSIB. It is also important to make a distinction between issues that existed in modules before COVID-19 and the issues that have a relationship with the transition to distance education. Students can agree that the amount the lecturers put in is tremendous, but the question is whether this is enough? The answer to this question is that the program needs to be altered in a way that efficiency becomes the norm. We encourage management to focus on how assessments and assignments are composed and conducted at different universities, to see what AMSIB can adapt and learn from other examples.

With the purpose of conducting an evaluation on the online assessment of blocks 3 and 4, the Programme Committee (PC in the following) contacted years 1 and 2 students, module coordinators whose central exams have been affected by the Corona regulations in order to learn from their experiences. It is important to address that students also provided feedback on the teaching of these two blocks while lecturers were only requested to comment on the assessment.

On behalf of the AMSIB Programme Committee, the following questions were asked to the class representatives of the first year (academic year 2019/2020), as well as to lecturers of AMSIB:

a. What went well this school year?
b. What went wrong this school year?
c. What/ how would you improve that?

The following examples of what the class reps and lecturers can think of were given:

a. Contact with your lecturers
b. Real classes (like a Zoom/Bongo lecture) or only video tutorials?
c. The assignments given to you and your classmates
d. Exams (multiple choice/open book, how did that go?)
e. Anything else you can think of

The PC wishes to meet up with the MT in the second half of September for following-up purposes to understand, which measurements have been undertaken to improve the issues experienced during this current academic year. Furthermore, we hope that these comments will be taken into consideration for the planning of the next semester, which will be

conducted 100% online, as well. PC advises to allocate part of the Corona budget to solve some of the issues presented here.

General feedback from module coordinators:

## 2.1 What went well?

The new situation has forced us to experiment with new platforms and assessment methods from which we could learn a lot and improve our assessment cycle.

Despite the extra workload, some coordinators feel content and satisfied about having been able to transform our on-campus education into a virtual one, including the assessment. The lecturer teams have invested time and a lot of work to make this transition possible.
The module coordinators who are using Test Vision are positive about the designing possibilities of this platform and wish to continue using it in the assessment of their modules in the future when they go back to face-to-face teaching.  Other HvA programs, BE and CEE have been using this tool for years with positive results. It is important to learn from the expertise of these lecturers and include their perspectives in the training to expand on the technical aspects. The PC perceives here the need to create some synergy among the different HvA programs and learn from each other. Leah stopped proofing here

## 2.2 What do we need to improve for next academic year?

### *2.2.1 Facilitation of online central testing*

If AMSIB continues assessing online, lecturers wish more guidelines and support on the entire process: designing, organizing, communicating with students and invigilating. All coordinators perceive that the role of the Education Office needs to improve for the next year, as many of their responsibilities shifted to the lecturer teams with a great burden of extra workload. Besides designing and grading central exams as part of their own tasks, currently the lecturers are organizing, communicating with students, and (sometimes) invigilating or monitoring the tests. It is also known that the Education Office of other programs facilitate more the process than for AMSIB.

A clear example of the consequences of the tasks shifting to lecturers is what happened with the FM2 cleansweep issue. Since this test was cancelled in April and rescheduled in July, there were two registration periods. The lecturer in charge didn't know about this double registration period and only reached out to students registered for one of the periods. As a result about 50 students didn't receive any communication and could not participate in the exam. This has caused huge stress to the students involved but also to the Finance lecturers. A solution has not been provided at the moment of writing this report and it doesn't seem likely that the exam will be offered within this academic year, with all the negative consequences this might have on the students.

### 2.2.2 Guidelines and Communication

Lecturers feel the guidelines provided by the Program and Faculty are too general and at the end the responsibility about how to conduct the tests relies too much on the lecturers when they are not experts on online testing.

### 2.2.3 Quality of the new type of assessment

There are some concerns about differences in both level of difficulty of the new online assessment and the new type of assessment. The module coordinators expressed their worries about the changed education level from knowing to applying when offering open book exams to first year's students. Year 1 ILO's should be tested on competences level 1.

## 2.3 Advice

It is important that the Education Office reorganizes itself and adapts to the current online situation to provide full facilitation of the central exams. This is key to continue providing online assessment next academic year. Furthermore, it is of high importance to provide and communicate technical support to students while taking tests, as many students experience problems with Citrix, Brightspace or Test Vision. When taking an exam involves using specific software, the school should provide technical support (by phone) on that software. Currently, the only way to contact Brightspace for students is by email. In addition to that, improving the technical support to lecturers on platforms, such as Brightspace and Test Vision is recommended.

The advice for the guidelines is that they should be more concrete and online testing experts should be involved in the process. The Education and Research Department should provide guidelines/support to lecturers to ensure assessment difficulty remains the same and is conducted on the right competence level of the related year.

## Appendix 3: General feedback from students

## 3.1 What did go well?

In the students' reactions, we see a variety of responses to the questions "what went well?" Some students like distance education while others detest it for various reasons. Some also mentioned that lecturers put in extra effort and made additional tutorials. However, we have to make sure that online education works for everyone, regardless if it is liked or not.

It was emphasized that the IT course went well because the students had the chance to watch videos of the lecturer explaining the topics on YouTube, regardless of the time they are watching it. They could also repeat the videos.

In the M&S class the grade has been broken up and largely decentralized by bi-weekly quizzes which worked extremely well for students.

3.2 What do we need to improve for the next academic year?

### 3.2.1 Contact with lectures

In most cases, teachers are unable to provide a timely response due to their high workload. The inability to ask questions causes insecurity for students and also hinders planning of it. Some teachers put in more effort than others, this needs to be addressed adequately. This recurring issue of equal treatment is, what worries students, as well.

Most teachers only allow the class representative to ask questions on behalf of class members; however, all the students should be able to pose questions directly. Class representatives are quite overloaded with the work they do that they tend to feel less motivated although their role is key to voice the students' needs.

### 3.2.2 Fair assessment for all students

Some lecturers (PoE, Law, and FM2) provide different assignments to students within the same class with substantial difference in difficulty which creates unfair assessment.

### 3.2.3 Student experience at AMSIB

Several international students have mentioned that the reality of AMSIB and their expectations do not align. This mainly has to do with a lack of relating their studies to a real business environment, lack of belonging in school, and demotivation of the last blocks as a result of the extra workload, uncertainty, poor communication (read all the COVID-19 issues resulting from online education in the previous CR report block 3).

### 3.2.4 Cheating risk reduction

Online assessment without proctoring increases the cheating risk and there are multiple cases of fraud and students selling their skills on social media, offering themselves to make exams on behalf of other students. Moreover, in the current technical virtual environment cheating detection is complex and when suspected, hard to prove. Cheating is the most alarming issue of online assessment as the quality of exams questions the integrity of our institution.

### 3.2.5 Students with special needs

There have been multiple complaints from students whose right to extra time was not respected. Study Advisors received many complaints from the students. In some cases it took sometimes more than 40 days to have these students' exams reviewed. The Education Office has a specific process for this and sets these students in different rooms with extra time. However, since this task shifted to lecturers who didn't receive sufficient information about how to grant extra time, this generated many problems and delays in receiving the grades. PC advises to the MT to investigate this and to ensure this extra time is granted. (E.g. Brightspace offers the possibility to offer the same exam to specific students for a longer

period. The Brightspace team should this information in general trainings to the lecturers or the Education Office should take care of this).

## 3.3 Advice

PC requests a remuneration for CR's as a reward and encouragement when attending the meeting with the PC for reporting reasons. This will help the PC and subsequently the management to gather information from students and have a continuous flow of information. The PC noticed a decrease of engagement in the last block, most likely due to ambiguous information on being a CR and no incentives.

PC advises that lecturers should pay more attention to the communication with their students and answer their emails within the 5 working days. Moreover, it would be wise, if lecturers reserve 5 or 10 minutes on every tutorial to answer all the possible questions students might have.

PC advises the MT to address this issue 3.2.2 with lecturers.

PC advises the MT to offer more support to international students to increase their sense of belonging to the organization. Although this is one of the concepts within the AP allocation budget, international students complain about not being invited to any activities. Solutions could be virtual events through ACE and the AMSIB Facebook/ Instagram channels. International students should not feel left behind.

The following is advice regarding cheating risk reduction:

a. To offer on-campus testing as much as possible. The new Corona regulations allow small groups of students in our buildings and the student travel at peak times has been lifted. This will facilitate the scheduling of central exams on location.
b. To contract proctoring platforms which enable students' identification and test monitoring while doing the exam.
c. To offer online proctoring by our own staff. For on-campus exams, the Education Office employs a team of invigilators which could be proctoring/monitoring virtually. Module coordinators who experimented with online proctoring perceive a difference in the results obtained by the students, scoring higher when there is no invigilation.

## Appendix 4: Workload

### 4.1 Lecturers

The transformation of on-campus into online education presents multiple challenges and learning opportunities but also conveys a significant increase of workload. To the maximum extent possible, lecturers should focus on their tasks (designing and delivering virtual education and designing assessment) receiving concrete guidelines and technical support.

### 4.1.2 Advice:

The facilitation of the test should be fully assumed by the Education Office. Moreover, some lecturers have invested more time in alternative review sessions with students, which results in more workload. The PC advises the MT to take urgent action on this to reduce the unnecessary burdens on the lecturing staff to the maximum extent possible. Moreover, the PC strongly suggests to revise the hours allocated to lecturers and other employees and when online education implies an increase of workload to employ the special Corona budget for the allocation of extra time.

### 4.2 Students

Online education has increased workload. The decentralization of exams, unclear assignments, module issues, and online group work makes up for a higher study load. Especially in language assignments it is apparent that the workload for students increased, as the exercises in the books form a mandatory part of the decentralized assessment.

Homework assignments for M&S were in general perceived as incredibly vague regarding issues of M&S have been highlighted in the CR report of block 3, feedback/ comments by MT are still pending.

Language elective (Focused on Spanish).
The workload for a language elective (Spanish) might look heavier, but by implementing mandatory both attendance and homework the course is more effective. There is a pick of deadlines and this should be looked across all the courses to evenly spread the workload throughout the block.

## Appendix 5: Tutorials

Zoom: Meetings for tutorials or any other purposes have been proven to be most effective on Zoom since this allows for most devices to logon to. Virtual Classroom doesn't reach its full potential depending on varying user devices. A pilot could be done with Microsoft teams.

Schedule: The majority of tutorials are still not being held as scheduled. Lecturers should follow the schedule and stick to it.

### 5.1 Advice

Online lessons instead of recorded tutorials videos. Some tutorials are being pre-recorded and uploaded on Brightspace, depriving the students from an interactive lesson where questions can be asked to the lecturer and other classmates.

The PC advises to hold all the tutorials as virtual lessons and move away from pre-recorded lessons. This is not the way a tutorial should be, students also do not record themselves and pretend their attendance. MT should remind lecturers to do Zoom sessions.

## Appendix 6: Exams

FM2. Posed issues regarding the composure and conditions in which the exam was given. The initial assessment in block 3, was given in two separate documents (one stating all the questions, the second posed as the answer sheet). Swapping back and forth takes time. The resit took place on Bright Space, which was much better although the issue with all BS exams, is that students are not allowed to revise their answers nor skip forward to questions. It is unfair to deprive students of the right to see all exam questions and make adjustments to their answers at all times. Additionally, the exam was not very efficiently made. Students making this resit exam had to calculate the same numbers over and over to get to a number that had to be used to progress to answer a question, also taking up unnecessary time.

### 6.1 Advice

The PC advises to optimize online exams, so that students can efficiently do it. There has to be one method for all exams. Cheating should be made nearly impossible.

## Appendix 7: PC improvements for next academic year

### 7.1 Contact with lecturers

In most cases, teachers are unable to provide a timely response, even though they are supposed to answer within 5 working days. Some teachers put in more effort than others, this needs to be addressed adequately. Most teachers only allow the class representative to ask questions on behalf of class members. All the students should be able to pose questions directly. Class representatives are quite overloaded with the work they do that tend to feel less motivated although their role is key to voice the students' needs. It would be wise if lecturers reserved 5 or 10 minutes on every tutorial to attend all the possible questions students might have.

### 7.2 Remuneration for CR

PC wants to continue the CR system in the next academic year in order to have a communication tool with the students, especially in the Covid-19 times and the continued online education. However, the PC requests a remuneration for CR's as a reward and encouragement when attending the meeting with the PC for reporting reasons. Another suggestion might be to take initiative to individually organize Class Representatives groups on behalf of PC. This will help to solve those irregularities with not finding right connections and really incentivize upcoming first-year students to actually dedicate time on that role and start taking it seriously. Without having certain motivation, the prevailing percentage of students wouldn't even think of spending time for that part of their student's life. PC saw a lot of examples of students who applied for that position, but in fact did not contribute anything at all to the community and school itself. So, to make it work, either cancel it out, since fewer and fewer students would want to go to something that is so disorganized and unclear. Those students who applied for the position of CR should fear losing that position, which will give them the motivation to work. In order to be afraid of losing it, they have to get certain rewards

from it: It doesn't have to be specifically financial. It can be the ability to go to some closed events, for instance, or something that will create value to that position.

## 7.3 Fair assessment for all students

Some lecturers (PoE, Law, and FM2) provide different assignments to students within the same class with substantial difference in difficulty which creates unfair assessment. PC advises to the MT to address this issue with lecturers. Furthermore the examination methods have to be optimized because students felt like the exams were taking too much time regarding the structure. Students with special needs have to get the extra time that they are supposed to have. Lastly, lecturers should stay flexibles if students run into issue, such as interviews with company managers.

## 7.4 Workload lecturers

Many lecturers are suffering from the heavy work load due to the different version of exams and the grading process. MT has to take this seriously and revise the hours allocated for the lecturers!

## 7.5 Prevent cheating in exams

The exams have to be free of any possibility to cheat. The examination board should look into options to hinder this as this is not fair for other students. Furthermore, students who obviously cheated on an exam have to be punished for this. Otherwise, the degree becomes worthless.

## Appendix 8: Student feedback and recommendations

### 8.1 Student feedback

XX (P1) mentions that the assignments given to them were alright and doable. But he and his class feel that the Business Interviews for Personal Development 2 were frustrating, since not everyone was able to arrange those on time – this was in the beginning stages of the COVID-19 pandemic. Moreover, XX mentions that the lecturer's (Introduction to Management, Block 1) plan of partnering people up with a group of people whom they have only just met for the first time resulted in a lot of extra work for him, as not everyone contributed to the team. XX says that the exams have gone fairly well overall. However, he mentions that he and his class did not like the conditions in which they had to do the block 2 exam of Financial Management 1 (HvA location: Amstelborgh/Borchland) by being in a huge sports hall, there is a lot of risk of unwanted noise. This makes the coordination of handing out exams and collecting them on the scheduled time very difficult to manage. Also, while it did not affect XX, he is unsatisfied by the way that the examination board has treated students that did not get extra time (TTV students) for the block 3 online Principles of Economics exam.

XX (L2) says that the exams were well organized, and that the real classes were good, too, and that the assignments given were usually clear with instructions on Brightspace. However,

recently, she feels like the Zoom meetings were disorganized and mentions that almost everything after the COVID-19 lockdown/pandemic has become a bit messy.

XX (L1) is saying that the size of classes in the lectures and tutorials were good, and that the modules/courses offered this academic year are all relevant to international business. The assignments were also well-explained. The online exams were alright for her and her class, some people had issues with Information Technology and with Principles of Economics because "these subjects are hard to learn on your own and the exams were quite difficult". She then says that she feels like students were given less time for open book exams to keep students from cheating, but she feels like since it's an open book exam, students should be given at least the same time as the normal exams, as it takes time to look through notes, etc.

XX (C1) does not have any remarks, other than the fact that everything has been going alright in his class, and that everyone has made good use of Brightspace to find information on the corresponding page of the course. XX is also happy with the way that online lessons have been going, he very much appreciates the work that lecturers put into their lessons. Especially the Information Technology team, where they have recorded videos for YouTube explaining every exercise in the syllabus, online and interactive Zoom lessons, an (unfortunately failed) online exam training for all students and a brand-new online assignment which replaced the physical one. However, XX and the other class representatives did not feel taken serious enough, and there were little instructions on what it means to be a class representative.

XX (H2) says that the answers to these questions really depend on the person. She loves online lessons! She does not want to do it any other way ... She thought the communication went well, but she received a lot of emails and at a certain point that became really confusing. That's something she would do differently next time. For example, she mails every 2 weeks (unless it is an important mail). The only course she found unclear was CCE. If you asked a question you received half answers. Exams were fine! Only PEC gave too little time. Like she said, this depends on the person, she attended the classes more often.

XX (J1): "So the year went fine just the communication is very bad. I think in the 5th week that if you didn't attend a tutorial you would get a 1 for that week's case.... The lecturer said this in the 5th week so lots of students got serious problems because of this. He also had 3 times he didn't show up to the tutorial or lecture and once he came 1 hour late to the tutorial and did like nothing was wrong..? Then also many other things aren't clear enough, and of course the extra time thing with the PEC economics exam wasn't great. The TDV students didn't receive their extra time and the examination board is just kind of ignoring my complaint I sent (at least I think since they didn't reply anymore). I have asked the teacher about information for the resit and I didn't receive that yet so the communication is a really weak part off the school I think what must be improved. Regarding the FM resits I wasn't there, but I have known that it wasn't organized in the way it should have been, also regarding the FM2 regular test I remember the big hall we needed to make the test in was a lot of noise so this could have been organized much better. Then regarding contact with the teachers was mostly was fine some answered quicker than others, but our Business research teacher didn't want us to contact her at all through email.... she told us we could just ask her questions in the tutorials and that's it, also regarding the feedback. I personally prefer physical classes but I know that many students prefer the online way of school. I also asked my class and nobody really said

something useful, one guy of my class have had lots of problems due to Corona, that's why he couldn't finish his whole year in the way he wanted to."

XX (D2): "Q1. Well, what went well this year is that some teachers managed to deal properly with online education by helping us to understand the subject with extra video tutorials, extra private sessions or changing exam structure that the majority of students passed difficult subjects. Furthermore, some teachers were so good in their job as they managed to grade us on time, provide proper feedback online and help us where it was necessary ( IT teacher and Business English 2 ). Q2. Mostly complains were regarding online tutorials and some teachers that were not acting professionally. Example 1, IQM teacher, who could not explain us normally the subject as he is strange man who apparently has some mental issues, because of his poor explanation, the majority of students were sent for the resit. Furthermore, when our IT teacher was on quarantine, he replaced the IT teacher for 3 weeks, who gave us poor lessons without explanation on how to work with Excel. I think teachers like him should be banned from teaching students. Secondly, some teachers were later for the tutorial for 20 min and more which our class found unprofessional. Thirdly, our Business English 1 teacher was not preparing for the exams as we expected, sometimes she even forgot that she had class with us.... Regarding online classes, we had difficulties with PEC as someone all the time was interrupting our tutorial by saying bad words and drawing something on the screen. Luckily, I found a solution with the teacher on how to conduct tutorials normally without any interruption. Mostly students were complaining that teachers do not answer on their questions regarding the final assignments on how to do them, if they are on the right way, but the teachers could not coordinate rightly on what to do and some parts from final assignments were not structured correctly grammar wise. To avoid all these issues, I think it is better to conduct lectures via Brightspace and tutorials (one class) via Zoom, help students with final assignments by answering on all their questions or at least giving an advice on how to do an assignment or where to look up for the information. Regarding exams I did not received any complaints, for some students they were difficult for some not, depends on a person."

XX (D1): "Bongo didn't work well, the assignments often had really unclear instructions, the IT assignment exam through Citrix was too much of a hassle for and it was just hard to focus when everything is online but well it is what it is. The IT exam was too hard and there were also still questions about a potential IQM resit since so many won't get their P because of that one classic."

XX (G1): "I think that the hva did a pretty good job at responding to the corona virus. The only thing I missed really was clarity concerning the schedules. Also, the course IQM was not well taught (not enough practice exams, classes too big, vague). Overall, a pretty good year."

XX (E1) is not satisfied with the operational procedure and how some of the classes are structured. He understands that even though such a few time was given to adapt to the new rules, it still could have been done better. The IQM teacher who leads the group with lower mathematical skills does not know the basics on how to teach. There are irregularities within certain departments, and class representatives are prime examples. Overall the year went alright. Although there are certain issues, they can always be solved, as soon as you discuss their roots and from which point they started. Teachers did a great job in handling so-called

stress, which helped them to do the same for students: seeing a confident person who guides you always increase an incentive to do what is required.

## 8.2 Student recommendations:

XX (L1) mentions that there was a lot of work to do for Personal Development and Ethics, Responsibility and Sustainability, and that online classes were fine. But she recommends that for next year, the school could record the lectures more often because "a lot of students don't have a normal sleep schedule (especially international students in different time zones) anymore, so it's hard to wake up 'early'".

XX (C1) recommends the school to make use of the features in Zoom already. One of the reasons why the online exam training for Information Technology failed is because attendees were able to unmute themselves. Attendees (students) had no need to unmute themselves and could ask their questions in the chat after which a moderator (an ITY lecturer) takes note of that question and tries to answer it privately. For future reference, in a 'kick-off' for example, it can be done through Zoom. Click on the "Participants" button on the bottom of the screen, a new tab opens on the right of the screen. Next, click on "More v" button on the bottom-right, select the appropriate options. To make sure it works, test it before a 'kick-off' or big lecture to make sure everything is going right.

XX (C1) also recommends the school to formally register one students per class as the class representative, that way the Programme Committee and the School itself knows who to contact per class - this can simply be done by the mentor of a particular class, who forwards the student's information to someone else who keeps track of a list. There should also be clear instructions for the class representative itself, on what it means to be a class representative, and what tasks (s) he can expect. XX and XX would like to be part of aforementioned process, also instigating a WhatsApp group chat with the next 1st year class representatives (2020-21) like they have done this school year (2019-20) but having all formal communication through e-mail.

XX (E1) suggests to make use of a Brightspace programme and construct it in a way that you will be able to do multiple tasks there: from handing in assignments, to having online lectures in it. There is no use and waste of time and resources to delegate those tasks to various platforms. If it is feasible to do so in a multitask platform, that will increase student's awareness on what awaits them in the upcoming days, thus increasing the quantity of work handed in. Another suggestion might be to take initiative to individually organize Class Representatives groups on behalf of PC. This will help to solve those irregularities with not finding right connections and really incentivize upcoming first-year students to actually dedicate time on that role and start taking it seriously. He also suggests to think of the role of CR as a whole. Without having certain motivation, the prevailing percentage of students wouldn't even think of spending time for that part of their student's life. He saw a lot of examples of students who applied for that position, but in fact did not contribute anything at all to the community and school itself. So, to make it work, either cancel it out, since fewer and fewer students would want to go to something that is so disorganized and unclear. Those students who applied for the position of CR should fear losing that position, which will give them the motivation to work. In order to be afraid of losing it, they have to get certain rewards

from it: It doesn't have to be specifically financial. It can be the ability to go to some closed events, for instance, or something that will create value to that position.

## Appendix 9: Corona meetings report

### 9.1 Feedback received from students

1st-year:
a. PPD no interviews with managers (no time, own issues with Corona)
b. LinkedIn is blocked in some countries, so students can't connect with people to interview -> some lecturers say this results in a resit
c. virtual lessons with CCE going well;
d. Economics: online theory and only Q & A after studying the material is a challenge and tedious, online tutorials are helpful.

Summary: MT needs to remind and allow lecturers to remain flexible for individual student needs under these unusual circumstances; all lecturers should have the same flexibility; classes could be more attractive for students.

2nd-year:
a. lectures and tutorial are problematic; low attendance; most courses there are no contact points as a class to get tools and info; it's quite vague;
b. Marketing and Sales – many complaints about both lecturers' classes not overlapping and confusing on Brightspace;
c. Finance lectures: not enough contacts between students and lecturers; classes could be more attractive and interesting; watching videos and lectures gets boring; for some subjects, the videos are too long.

Summary: online implementation of programs takes time and practice, but more interesting and engaging online classes and content would be greatly appreciated by students; more cohesion between lecturers, clarity of information, and contact points are desired.

3rd year, internships:
a. Some students working from home without much supervision; supervisors already working less or with less time for internship students; some students had to return from abroad and are working from afar, as well; some students do not have much to do, while some students have even more work. AMISB guidelines say if students don't work, they do not pass their internship.

Summary: Students want to stay on-track with internships and find solutions to this dilemma, more flexibility considered for this year: for example, students can complete their internship during the summer.

4th-year:

a. Students also feel the online classes are tedious and unattractive, for both lecturers and students; the online classes are recorded, and students can ask live questions after; online attendance is also an issue.

Summary: Students would like more attractive online courses, but students also need to attend the lessons.

## 9.2 Conclusions

1. Distance learning requires motivation; there are disadvantages to distance learning – many long videos for lectures, no time for peer discussion and questions during class, social isolation; students also need to look at themselves and their own motivation; lecturers can't spoon-feed everything to students

2. Schools cannot change overnight to online teaching; it takes time to make things, and more time to make them nice; some lecturers feel handicapped in the situation; it is time consuming and difficult for lecturers to make their online classes as high quality as their classroom lectures. Lecturers also want their classes more interactive; some lecturers struggling with how tired online teaching is;

3. Some lecturers experiencing online attendance as similar to physical class attendance, with some students leaving the class/session early; some lecturers see high attendance and active participation, with uncertainty if students are truly 'engaged' or not; some lecturers also seeing very low attendance; some lecturers feel that students do not care about a possible study delay, or are not taking the possibility seriously.

4. AMSIB students are not used to open-book exams; AMSIB needs to be practical; students need explanation of what an open-book test is and how to approach it – many do not know; solutions: Q&A sessions with her students, and give students more time.

5. The Spanish lecturers are making attendance mandatory, the written exam is a portfolio, and assignments must be delivered during the class; they have 20-30 minutes and then have to upload onto Google docs. Students want to hear from the entire class, similar to in-class, to get the dialogue and feedback. Pilot for tools to conduct tests and upload documents, some lecturers paying for platforms; some using Kahoot quizzes for interaction, adding more variety in assignments and tools; using Breakout Rooms; Zoom works better than the Virtual Classroom, for some.

6. It is important for students, lecturers and staff to remember this is happening all over the world; Students are suffering and so are lecturers; we need a common ground. How can the SC assist in the new delivery method: 1. Tutorials 2? Videos. ACE has virtual meetings on Fridays with a drink – email recently sent; ACE asks students to help, to be involved and be seen further than only faceless emails and information; the SC could do unusual things in unusual times: make a video with lecturers to make students understand that lecturers are in the same situation; contact with other universities about how they are conducting their lessons.

7. AMSIB is following the Dutch guidelines, but some lecturers find that online education is going smoother at other universities they are affiliated with.

8. The SC needs to address MT about: from AMSIB side, communication has been very busy, but these are messy and difficult times for all everyone, on all levels; lecturers

and AMSIB needs to structure the communication with students; students receive multiple, conflicting and mass emails; Resit students do not have access to Brightspace, which causes extra administration; some resit and cleansweap students cannot access test information on Brightspace if they are no longer enrolled/"following" the course; some students feel very stressed about not being able to pass exams, how to apply, when the exams are offered, or they cannot reach thesis supervisors during this time.

9. What is the new process for exams and testing students: AMSIB does not have an official online testing platform; if sent by email or conducted virtually, cheating can easily occur, though timing also matters—having enough time actually cheat. How can cheating be avoided?

10. Ss need to know that the PC is working on trying to solve these issues as quickly and meaningfully as possible. MT sent an email about exams being canceled, but some are still happening; Students do not have a clear overview of what is to come.

11. Discuss exams and testing with MT during next meeting with MT. (Nathalie & Nathan)

12. Research platforms to better reach students (teachers included, perhaps?), reach them in a more meaningful way, by FB or WhatsApp, etc.

## Appendix 10: PC Memo to MT - 2019 Annual Plan

This memo was sent out to the management team on the 8th of November as evaluation and feedback for the AMSIB annual plan:

MEMO

DATE            8<sup>th</sup> November 2019
TO              AMSIB Management Team
FROM            AMSIB IB Study Council
SUBJECT         AMSIB Annual Plan 2019, Faculty of Economics

In order to fulfill the mission, vision and key success factors of the AMSIB Faculty of Economics 2019 Annual Plan, the International Business Study Council (SC) calls attention to multiple points of the Plan. They are as follows:

1. First and foremost, the SC is dissatisfied with the care and consideration put into the issue of workload pressure and lecturer satisfaction. Section 7.3 of the 2019 Plan requires urgent and serious attention. To honestly and meaningfully address AMSIB student satisfaction, global and societal contributions, sustainability, the organization's reputation, and lecturer engagement and empowerment, The SC advises that workload pressure be further addressed and carried over to the 2020 Annual Plan. The HvA Medewerkersmonitor survey and the health and well-being of staff cannot be ignored.

2. As stated in the 2019 Plan, the individual points are either "finalized", "will be finalized by 2019", or "will not be finalized", based on assigned colors. However, the process, procedure, results, and consensus of each were not relayed to AMSIB staff and faculty,

undermining transparency and inclusion among Management, lecturers and support staff. It is advised that all AMSIB staff and students are notified and included in the decision making process.

3. The SC advises that Point 5.3, Staff Scholarly Activities, be put on hold until a healthy work environment is created for all.
4. Moreover, in Point 5.5, Internship Improvement and preparation requires further elaboration, including a long-term plan.
5. The phasing out of old curriculum (Point 5. 8) also needs further consideration for IBM and IBL students, as well as the lecturers involved.
6. In section 7, there is no scale mentioned or explained, which also conflicts with Section 6, as the NSE scores have different values in different sections. The scoring is currently unclear. Additionally, what are targets, goals, and procedure for moving forward on these points?