

**Amsterdam School of International Business**  
**Programme Committee year report 2020-2021**  
*Report on the activities of the AMSIB Programme Committee*

by

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Year report 2020-2021

*prepared at the*

Amsterdam University of Applied Sciences

*for the*

Faculty of Business and Economics

*consisting of the programmes*

International Business  
International Business and Management Studies  
International Business and Languages

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## Executive summary

This is the year report of the AMSIB Programme Committee. Below, the advises on the most important tasks of the PC are given.

Regarding the Advanced Payments for 2020 and 2021, the Programme Committee states that it has been insufficiently involved in the preparation of the AP of the study programme and did not receive information about the realization of the plans at the agreed times. Furthermore, the Programme Committee finds the information on the realization of the AP plans insufficiently clear.

For the module evaluations, which should be to enable lecturers to improve as teachers & help coordinators to see which parts of a course are and are not working:

- Renate will develop a Quality Control (QC) online “handbook”, that includes all QC procedures within AMSIB including roles, responsibilities, and reporting lines. QC of courses is one of the procedures. The PC’s input will be asked when a draft is available.
- The PC will setup a meeting with Renate and her team to specify some points from their report to ensure the PC is not trying “to reinvent the wheel” in some of their feedback points on both process and content.
- Both the PC and the Curriculum Advisory Board are structurally informed/involved to gather feedback on the process as described in the ‘set-up’ document of Renate.
- At the beginning of next year, a meeting will be planned with the PC subcommittee and MT to inform the PC about the outcomes of the course evaluations 2020-2021 and steps that have been taken (or will be taken) and to discuss the setup of the course evaluation of next year.

On the Teaching and Examination Regulations:

- It is important to discuss the articles for which the PC has right of advice with the Representative Advisory Council of our faculty, as for these articles the council has right of consent.
- PC highly recommends that he/his, she/her be replaced by more gender-neutral pronouns: they/them/their, or “the student” in official communication and documents.
- Add abuse and injury to the list of ‘personal circumstances’ which the Examination Board takes into consideration when taking decisions (e.g., issuing a negative BSA).

For the Strategic A3:

- What other activities are scheduled to be funded by the AP in 2021? So far only the Community building implementation (block 4), training for lecturers & tailor-made blended learning per department (block3), and pilot with smaller classes (block 5) have been marked.
- Take out the NSE ledger as this survey hasn’t been carried out for two years (block 6)
- General question regarding block 6. How are the customer results retrieved, why are they not in the filled out for 2020?

EB annual report: *No advice was brought out on the annual report of the Examination Board.*

The following are strategic objectives with proposed tactics of the PC for next year:

#	Objectives	Proposed tactics
1	Provide training on reviewing TER and AP (core activities) to all members.	→ Be in touch with Rogier Busser for a budget. Be in touch with Wendy Buisman-Bos from the Representative Advisory Council and/or Participatie HvA for training facilitation.
2	Recruit three new student members (incl. secretary) and two new lecturer members.	→ Send out open-call e-mail to all first-year students, promote positions as a good addition to their CV. Recruit in the previous and new class representative network. Send out open-call e-mail to all lecturers.
3	Create awareness surrounding the PC to students to establish ourselves and gain more feedback	→ Create promotional material and be present during gatherings/events. Get a set space for PC promotions (posters, TV screens, cafeteria). Have an (online) mail/idea box.
4	Manage class representative system and set up physical events and regular points of contact.	→ Co-create with engagement officers and other resources in the Community Building plan. Gather and work together with ACE Society board members/network.
5	Create new meeting dates, plan meeting dates where MT and other stakeholders join monthly meetings.	→ Discuss best meeting date, ask facilitation to Coordination Team. Be in touch with Marita Hoffman regarding Rogier Busser's agenda.
6	Join Positive Impact Rating survey 2022.	→ Consult with Tuanh Lam and John Watt/Guiliana Longworth on participation in the Positive Impact Rating survey. Create a team and use promotional material at campus. Promotion channels include class representatives, events on campus, etc.
7	Evaluate study load vs. ECTS awarded per course.	→ Add a question to the module evaluations of all courses: How does the study load of this course represent the credits of the course (1 ECT is 28 hours)? Option: (I work much more --- I work much less).
8	Follow up on strategic plan (2021-2026) and TER (2021-2022) with MT.	→ Set up a meeting with Renate Teuwsen for strategic plan. Set up a meeting with Rogier Busser & Examination Board on the TER 2021-22.
9	Follow up and continue to improve educational quality through a thorough facelift of the module evaluations procedure.	→ Co-create with Renate Teuwsen. Make someone responsible for carrying out module evaluations. Actively seek feedback and discuss with Head of Departments.

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## Chapter 1: Introduction

### 1.1 Context of year report

This year report has been written by the Programme Committee for the International Business (et al.) programme(s). At the end of the academic year, all Programme Committees reflect on the past year by looking back at previous tasks and set out actions for next academic year.

### 1.2 Abbreviations

The following abbreviations and definitions apply for this year report:

<b>1. PC</b>	Programme Committee. It consists of students and lecturers that represent all years of the programme(s). Subsequently, with 'Chairs' it refers to Max Heijmans and Nathan Troost.
<b>2. TER (Dutch: OER)</b>	Teaching and Examination Regulations (Dutch: Onderwijs- en Examen Regelement), is a document explaining the curriculum in its entirety. AMSIB has three programmes, so there are three TERs: International Business, International Business & Languages, International Business & Management Studies.
<b>3. MT</b>	Management Team
<b>4. AP</b>	Advanced Payments (Studievoorschotmiddelen) is the money that was freed when students' basic grants (basisbeurs) were converted to a loan. This budget is meant for 6 purposes: <ol style="list-style-type: none"><li>1. More intensive and small-scale education (teaching intensity)</li><li>2. More and better guidance for students</li><li>3. Study success</li><li>4. Educational differentiation</li><li>5. Suitable and good educational facilities</li><li>6. Further professionalization of teachers (instructor quality)</li></ol>
<b>5. MYP</b>	Multiple Year Plan, contains the mission and vision of AMSIB for five years into the future (current period: 2021-2026).
<b>6. IB</b>	International Business
<b>7. IBL</b>	International Business and Languages
<b>8. IBMS</b>	International Business and Management studies
<b>9. CAB</b>	Curriculum Advisory Board
<b>10. CMR</b>	Centrale Medezeggenschaps Raad (Central Participation Council)
<b>11. CR</b>	Class Representative, a system set-up by Max Heijmans and Daniil Laburtsev where two people in one class (1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> years) would be appointed as representatives and points of contact for the Programme Committee.

## Chapter 2: Composition and appointment

### 2.1 Composition

Programme(s)		CROHO number:
1.	International Business (Bachelor's, full-time) (IB)	30029
2.	International Business and Management Studies (Bachelor's, full-time) (IBMS)	34936
3.	International Business and Languages (Bachelor's, full-time) (IBL)	34407

Table 1: CROHO numbers for the programmes that the IB Programme Committee represent

With the integration of IB, IBL, IBMS into one study programme – International Business (IB) – IBL and IBMS will eventually be phased out. MT projects those two programmes to be phased out in the future, giving students from those programmes time to achieve their bachelor's certificate.

### 2.2 Member lists

#### 2.2.1 Academic year 2020-21

Member list September 2020-21 (start)		
Name	Lecturer or Student	Member since academic year
Cristina Marques Moran	Lecturer	2016-2017
Eelco de Bode	Lecturer	2019-2020
Leah Wojnarowski	Lecturer	2017-2018
Lizzy de Keijser	Lecturer	2019-2020
Venessa Legrand	Lecturer	2018-2019
Zeeshan Shahzad	Lecturer	2018-2019
Max Heijmans	Student	2019-2020
Nathalie Guillium	Student	2017-2018
Nathan Troost	Student	2018-2019
Chiel van Leeuwen	Student	2017-2018
Daniil Laburtsev	Student	2019-2020
Hovsep Tatarian	Student	2018-2019
Mircea Strulea	Student	2019-2020
Names of Chairs: Nathalie Guillium & Nathan Troost		
Name of Secretary: Leah Wojnarowski		

Table 2: Member list September 2020-2021 (start of academic year)

<b>Member list July 2020-21 (end)</b>		
<b>Name</b>	<b>Lecturer or Student</b>	<b>Member since academic year</b>
Audrey Gran-Weinberg	Lecturer	2020-2021
Cristina Marques Moran	Lecturer	2016-2017
Eelco de Bode	Lecturer	2019-2020
Leah Wojnarowski	Lecturer	2017-2018
Lizzy de Keijser	Lecturer	2019-2020
Mike Russell	Lecturer	2020-2021
Bruce Hooikaas	Student	2020-2021
David Sahakian	Student	2020-2021
Isa Weijers	Student	Aspiring 2020-2021
Max Heijmans	Student	2019-2020
Max van Poelje	Student	Aspiring 2020-2021
Nathalie Guillium	Student	2017-2018
Nathan Troost	Student	2018-2019
Names of Chairs: Max Heijmans & Nathan Troost		
Name of Secretary: Bruce Hooikaas		

Table 3: Member list July 2020-2021 (end of academic year)

### 2.2.2 Projected member list academic year 2021-22

<b>Projected member list September 2021-22</b>	
<b>Name</b>	<b>Lecturer or Student</b>
Audrey Gran-Weinberg	Lecturer
Cristina Marques Moran	Lecturer
Eelco de Bode	Lecturer
Mike Russell	Lecturer
<b>Vacancy</b>	Lecturer
<b>Vacancy (1 semester)</b>	Lecturer
David Sahakian	Student
Max Heijmans	Student
Nathan Troost	Student
<b>Vacancy</b>	Student
<b>Vacancy</b>	Student
<b>Vacancy</b>	Student
Names of Chairs: Max Heijmans	
Name of Secretary: <b>Vacancy</b>	

Table 4: Projected member list September 2021-2022 (start academic year)

### 2.3 Appointment

During the academic year 2020-21, the IB PC decided to start working with ‘aspiring’ members, as opposed to *full* members. The purpose of this was to facilitate an *onboarding period* for the new and existing members within the PC. In terms of recruitment, as is shown in the tables above, the PC has gone through some major changes.

Having to recruit two new lecturer members, and a total of four new student members, multiple methods have been utilized throughout the academic year. It is thanks to Lizzy de Keijser that the PC recruited Audrey Gran-Weinberg and Mike Russell after sending an e-mail to staff in departments that were underrepresented.



As for the new student members: Bruce Hooikaas, David Sahakian and Amy de Wet – Amy was part of the PC for three months until she left, (hence not mentioned in previous tables) – they were recruited by e-mail. Isa Weijers and Max van Poelje were recruited by Max Heijmans and Cristina Marques Moran making use of the class representative system. Both Isa and Max were aspiring members as the limit of student members was already reached. All four new student members were first year students in 2020-21. The PC realizes that it seems like a lot of turnovers have taken place, but this is to be expected due to the nature of students who may leave school, transfer, go on exchange etc.

In the projected member list, found in 2.2.2, the PC is up for another challenge. In total there are five vacancies, two for lecturer members (including one for only one semester), and three student members, as well as a vacancy for the position of Secretary. Max Heijmans will continue as Chair. In chapter 8, methods for recruitment will be discussed with tangible actions.

## Chapter 3: Number of meetings and attendance of members

### 3.1 Overview of meetings

Meetings		
# Of meeting	Date	Time
Meeting 0	August 31, 2020	16:30-18:00
Meeting 1	September 9, 2020	16:30-18:00
Team bonding activity	September 28, 2020	Starting at 18:00
Meeting 2	October 10, 2020	16:30-18:00
Meeting 3	November 9, 2020	16:30-18:00
Meeting 4	December 7, 2020	16:30-18:00
Meeting 5	January 11, 2021	16:30-18:00
Meeting 6	February 1, 2021	16:30-18:00
Team bonding activity	February 19, 2021	Starting at 20:30
Meeting 7	March 1, 2021	16:30-18:00
Meeting 8	April 12, 2021	16:30-18:00
Training session AP/MYP	May 10, 2021	16:15-17:15
Meeting 9	May 10, 2021	17:15-18:15
Meeting 10	June 7, 2021	16:30-18:00
Meeting 11	July 5, 2021	16:30-18:00
Team bonding activity	July 8, 2021	Starting at 18:00

Table 5: Overview of the dates of monthly meetings 2020-2021

All monthly meetings were held on the *first Monday* of the respective month. The meeting in January was cancelled due to both Chairs not being present and low attendance overall, instead, an internal memo was shared – this can be found in appendix A. In total there have been 10 monthly meetings, with three team bonding activities and one training session. Subcommittees, or teams inside of the PC, could choose to meet outside of the monthly meetings. Furthermore, meetings and team bonding activities were all held online due to existing COVID-19 containment measures, apart from the activity in July.

### 3.2 Attendance

At the start of meetings, attendance was recorded. The PC agreed that a member can miss up to two meetings without a valid reason. Overall, no member has missed two meetings without a valid reason, and when a member had missed a meeting, they would actively get up to speed and read the meeting Minutes for the next meeting. The Chairs are happy with the involvement of both lecturer and student members yet think engagement could be improved. Reasons to improve engagement will be discussed further in chapter 8.2.

## Chapter 4: Professionalisation and facilitation

### 4.1 PC starter course

	Number of members 20-21	Total finished 20-21	Total still taking it 20-21
		PC starter course	PC starter course
Programme Committee	13	6	2

Table 6: Overview of members engaging in training

In total, this academic year, six people have completed the basics training. This is because there have been many new members added to the Programme Committee. As of writing, two people are still taking the basics training to refresh their memory.

The Chairs are aware that 8 out of 13 members does seem like a low amount. However, considering many members had already taken the starter course it is justified in the eyes of the Chairs. In the future, though, Max Heijmans will aim to get every member knowledgeable with regards to reviewing the Advanced Payments, and the Teaching and Examination Regulations – the two most important aspects of the Programme Committee – utilizing different trainings offered by Participatie HvA and the Representative Advisory Council.

### 4.2 Task division and subcommittees

At the start of, and throughout (with new members coming in) the academic year, a clear task division was created to increase productivity in the Programme Committee. Members had the option to choose a task of their liking and become the designated task owner, this would mean that they would be called on during the monthly meeting to give an update on their specific task. Members who also wanted to be involved with that specific task could join the task owner and form a subcommittee (ex. Lizzy, Leah, Max Heijmans and Audrey for the module evaluations). What this looked like, is the following table:

Task	Right	Task owners ( <u>underlined</u> )	
Review of TER of AMSIB programmes (IBL/IBMS/IB)	Of consent	<u>Cristina</u> Audrey	<u>Nathalie</u> David & Max Heijmans
MYP and allocation of AP and specification	Of consent	<u>Eelco</u>	Nathan Max Heijmans
Module evaluations	Advise	<u>Lizzy</u> Leah (format)	<u>Max</u> <u>Heijmans</u> Audrey
Programme Committee year report	Advise	Leah Audrey	<u>Nathan</u> Max Heijmans Bruce
		Feedback: all Contribution: all task owners, <i>write throughout the academic year</i>	

AMSIB annual report	Advise	Mike	<u>Nathan</u>
Examination Board annual report	Advise	Mike	<u>Nathan</u>
Curriculum Advisory Board (CAB)	Advise	...?	
Any other issue regarding education, curriculum, examination within the programme	Advise	All	
Increase awareness PC & outgoing communication		<u>Lizzy</u> Leah	<u>Bruce</u> Max Heijmans
Search and election of new student members		<u>Cristina</u> Election: all	
Search and election of new lecturer members		<u>Leah</u> Election: all	
Regular contact with students Meet with class representatives		<u>Cristina</u> Audrey	<u>Max Heijmans</u> (CRs) Nathalie (Y4)
Regular contact with lecturers		All lecturers within their department	
Writing Minutes & Action list ( <i>Secretary</i> )		<u>Bruce</u>	
Training/information sessions		All	
Team-building activities for PC		<u>Leah</u>	Nathalie Bruce, David

Table 7: Task overview of members of the Programme Committee 2020-2021

#### 4.3 Facilitation

Facilitation of members of the Programme Committee	
- Does the number of hours made available to the Programme Committee at least meet the HvA-wide lower limit set?	Yes/æ
- Are additional hours - over and above the lower limit - made available to the Programme Committee?	Yes/æ
- Does the Programme Committee have administrative support at its disposal (official secretary)?	Yes/æ <i>Lisanne van Tunen</i>

Table 8: Facilitation of members of the AMSIB Programme Committee

An attempt was made by the Representative Advisory Council to have a contact person per programme committee in the Faculty of Business and Economics, yet this contact person has not been in contact, nor has the AMSIB PC sought contact with them.

## Chapter 5: Contact with Management Team

### 5.1 Changes in Management Team

As of September 2020, Rogier Busser has been appointed as the Dean of International Business after the previous Dean, John Sterk, had left. The PC has tried to establish a fresh, new way of communicating with MT after management under John Sterk. Rogier Busser comes across as genuine, open-minded, and overall friendly. The Chairs agree that collaboration with Rogier has gone well, despite the COVID-19 containment measures and way of communicating.

More recently, as of June 2021, Julie Beardsell has left the AMSIB MT. Lori de Vito remains a part of the management team, and recently, Menno van Overmeeren and Denise Simons-Dix have been added to the MT (they have up to now been leading the Coordination Team).

### 5.2 Ways of communicating

Due to the COVID-19 containment measures, all school activities had moved to an online environment since March of 2020, meetings included. Therefore, the main way of communicating with the Management Team of AMSIB has been through e-mail and phone calls (online Microsoft Teams meetings, previously through Zoom, and phone calls).

### 5.3 Takeaways

Overall, both students and staff struggled through the online period but managed to continue to remain fully functional. However, it is with great relief that we can now meet in person, where it is felt that a lot more progress and real team communication will be able to happen. Together with a new MT, and a PC which is constantly evolving, we hope for even better communication and cooperation than in the past.

## Chapter 6: Responsibilities and tasks

### 6.1 Teaching and Examination Regulations

This year the process to provide feedback on the TER has been organized very efficiently. Rogier Busser organized a kick-off in December in which all the stakeholders involved were properly informed about the process and deadlines. In addition, the implementation of the OER Write, an online, collaborative working space, has also been an important improvement to the process.

The Programme Committee organized separate feedback sessions to comment on the IBMS, IBL and IB TERs involving students of the three programmes and all years. Students from the fast-track programme were also invited to participate in the feedback sessions as there are no current fast-track student members in the PC.

Commenting on the TER involves three courses of action:

1. Advice is accepted and directly integrated in the new TER for next academic year.
2. Advice is taken for discussion at the faculty level for possible implementation into the new standard text of the TER of the academic year after.
  - a. It is important for the PC to doublecheck if next year those points have been considered and implemented.
3. Comments related to the insufficient application of the TER articles in the actual processes of the programme which need to be addressed to the MT,

The PC wrote a report covering the abovementioned points and shared it with the MT for discussion. A special meeting was arranged for this purpose. This report is to be found in appendix B. Moreover, the PC planned to inform AMSIB lecturers and students about its comments on the TER and the resulting actions by means of a newsletter, however, due to Covid-19 and the overload of information that lecturers and students already had, it was deemed not necessary at that moment to publish it. In the future, the PC would like to make sure that information that is relevant to the stakeholders will get to them as directly as possible.

What needs to improve for next year?

- It is important to discuss the articles for which the PC has the right of advice with the Representative Advisory Council of our faculty, as for these articles the council has the right of consent.

### 6.2 Advanced Payments specification

#### 6.2.1 AP context and agreements

The Advanced Payments has always been a difficult topic between past programme manager(s) and the Programme Committee. Since September 2019, the discussion of the allocation of advanced payments (AP) has been made part of AMSIB's regular PDCA cycle. Therefore, the MT discusses the progress made with the PC at least twice a calendar year – in April and October.

The MYP is discussed every calendar year with the Programme Committee. Concrete actions are integrated in the overall AMSIB Annual plan (A3) (in October), which is also discussed with the Programme Committee. The progress made on the yearly activities is also discussed at least twice a year with the Programme Committee. The MT or a designated project leader is expected to provide specifications and updates on activity progress of all scheduled activities at both check-up moments. This way we strive for a more effective and transparent process and collaboration.

The MT and PC have agreed on the following process:

In April 202x, the MT presents the MYP 202x+1, 202x+2, 202x+3 (i.e., in April 2021, MT presents the MYP 2022, 2023, 2024) and the AP budget specification for 202x+1 and 202x+2 (i.e., 2022 and 2023) and provides updates on activity progress (complete, in progress or cancelled and evaluation). If activities have not been implemented, specification of the use of that budget is also required for transparency purposes. The process is as follows:

- a. Meeting PC and MT
- b. PC requests more information, if needed
- c. PC approves or rejects the MYP/AP plan. PC provides advice in a written memo to the MT to be included in the MYP report.

In October 202x, the MT provides updates on activity progress. In cases where the MYP/AP plan has been rejected by the PC in April, the MT presents a new plan MYP/ AP budget specification for 202x+1 and 202x+2. Again, the process is as follows:

- a. Meeting PC and MT
- b. PC requests more information, if needed
- c. PC approves or rejects the MYP/AP plan. PC provides advice in a written memo to the MT to be included in the MYP report.

### *6.2.2 AP calendar year 2020 and involvement*

Before going into the Advance Payments discussions with the MT in the academic year 2020-2021, it is necessary to recap the meetings that took place in the first half of 2020. After an initial series of discussions with the MT in May/June 2020, the MT submitted the new AP report for approval. In this report, written advice (previously given orally in a discussion with the MT in October 2019) has been given by the PC appeared to be left out of the new report.

During the May 2020 meeting the PC emphasized the following points:

- Issues presented by the PC still exist without any feedback from the MT.
- Explanation of allocation of funds should be made.
- Follow up on expenditure is unclear; where does the money go?
- Be careful with using external parties for training.

- Hiring trainee research assistants is not recommended by the PC; why is there an increase from € 60.000 to € 120.000 in the budget?
- €90.000 for external support seems a lot; what is the breakdown on this expense?
- Allocating €120.000 for didactical training for lecturers is insufficient.
- What kind of trainings do lecturers receive? Is it sufficiently student focused?
- ACE was given the task of making virtual activities, etc. for students during COVID; what is the outcome?
- How does research accurately translate to education? What are the results?
- 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.
- Community Building in the online setting needs more FTEs provided for lecturers; extra hours are needed for Lecturers to have contact with students to build community.

Regarding 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. For the academic year 2019-2020 the final decision of the PC was not to approve the multiple year plan/allocation of AP for several reasons listed above. *Therefore, the Programme Committee states that for the most part of 2020, it has been insufficiently involved in the preparation of the Advanced Payments of the study programme.* Only after Rogier Busser became Dean of AMSIB, has the Programme Committee been, relatively, sufficiently involved.

At the start of the next academic year a new round of discussions with the MT took place as of September 2021. The MT now proposed more “small scale and intensive learning” and educational differentiation with a total annual AP based budget of 1.3 million Euro. Yet it was not made entirely clear by the MT how the 1.3 million precisely would be spent. Under the header “small scale learning” the MT proposed an Ian Lewis designed project for student Community Building, still in the works, with which the PC is in principal agreement for 2020, but not yet for 2021, because in the view of the PC still several e.g., marketing and Double Degree related activities would be covered by the AP, with which the PC disagrees. For those reasons, *the Programme Committee states that it did not receive information about the realization of the plans at the agreed times, and realization of the plans became insufficiently clear.*

This point of view of the PC was finally laid down in a letter in December 2020 – that can be found in appendix C1 – in which the PC informed the programme manager (Rogier Busser). The PC would only conditionally approve the AP spending for 2021, under the condition that marketing and research-oriented activities would from now on no longer be funded through the AP.

### *6.2.3 AP calendar year 2021 and involvement*

Contrary to how the process was planned, in calendar year 2021, the programme manager (Rogier busser) missed the deadline of providing the MYP and AP specification in April, which resulted in a hurried process overall. This sentiment of being rushed to approve the MYP and AP was also shared



by many more programme committees of the Faculty of Business and Economics at the AP training provided by the Representative Advisory Council in May 2021.

*Hence, the Programme Committee states that it has been insufficiently involved in the preparation of the Advanced Payments 2021 of the study programme and did not receive information about the realization of the plans at the agreed times.* After meeting with the Representative Advisory Council in May, the IB PC had not yet received any specification or budget for the next calendar year. Rogier Busser then told the Chairs of the PC that he was still waiting on financial controllers to meet their deadlines. Finally, on May 20<sup>th</sup>, the AP specification, MYP and A3 was shared with the PC. Exactly two weeks later, on June 3<sup>rd</sup>, the PC was expected to comment and give (dis)approval on these documents. The results of this meeting were that Max Heijmans and Nathan of the PC would give approval under the circumstances that the budget for 2024 would be up for discussion, and that additional projects would be added.

A week later, the week of June 7, on a Monday, a Periodical Management Conversation (POO) was going to take place between Ineke Bussemaker (dean of FBE), Rogier Busser (dean of IB) and Max Paschold (secretary of FBE), and Nathan was also invited to this meeting for one agenda point (Advanced Payments). Later in the week, Rogier needed formal approval to be sent to Max Paschold. This approval was first requested of Max Heijmans who was not present during the POO on Monday and therefore not equipped to give approval without discussing this with either the PC or Nathan about it. In the end, approval was sent by Nathan to Max Paschold (see appendix C2). A few weeks later, near the end of June, Ho Yiu Yuen and Desiree de Bos – both financial controllers – sent Rogier Busser an e-mail stating that they do not agree to have the financial posts for 2024 to be flexible, after the “work group [on the] Advanced Payments gave feedback” in Lisanne van Tunen’s words (see appendix C3). Note that this was agreed between the PC and Rogier in a meeting on June 3<sup>rd</sup>. Ultimately, the total of €289,000 will now be spread out over three different financial posts for 2024. *It is for the abovementioned reasons that the Programme Committee finds the information on the realization of the plans insufficiently clear.* The PC will discuss it again at the start of next academic year (in October 2021) and there will be a chance for the PC to think of activities related to the Advanced Payments.

## 6.3 Module/course evaluations

### 6.3.1 Context, involvement, and timeline

At the start of the academic year, September 2020, the Programme Committee discussed how the module evaluations are currently being executed and how effective they are in monitoring success and providing feedback to both lecturers and Management. For both giving and receiving feedback on the module evaluations, and reviewing them, a subcommittee had been formed. Max Heijmans, Audrey Gran-Weinberg, Lizzy de Keijser and Leah Wojnarowski worked on everything related to the module evaluations. This subcommittee believes the goal of the module/course evaluations should be to enable lecturers to improve as teachers & help coordinators to see which parts of a course are and are not working; plan-do-check-act cycle. Plus, for students to feel engaged and provide a direct link between

real-world experience and the course, and lastly to measure expectations of both students and lecturers, regarding the intended learning outcomes (ILOs).

In February, Leah reached out to Menno van Overmeeren to invite him to a meeting to talk about “the current and future student, lecturer, and faculty feedback methods and procedure”, Menno then referred the subcommittee to Renate Teuwsen and Matthew Hall. A meeting was then held on March 16<sup>th</sup>, but before that, Max Heijmans had joined a focus group discussion on March 10<sup>th</sup> about linking Qualtrics (a survey tool) to Brightspace for the module evaluations to run smoother. This discussion was chaired by Eric Melse on behalf of Ineke Bussemaker and concluded with a green light for Qualtrics to be used on Brightspace for module evaluations. The meeting with Renate and Matthew on March 16<sup>th</sup> resulted in the question from Renate if the subcommittee could give feedback on the process of the module evaluations. Throughout April, the subcommittee met to discuss ways to improve. Max Heijmans gathered feedback from class representatives on how students felt the module evaluations were used. In May, the subcommittee finalized a one-page report with advice and feedback on the process and way of rolling out the module evaluations; this can be found in appendix D.

At the end of May, Renate responded that the advice was appreciated, but feedback on the set-up of student satisfaction surveys 2020-2021 was missing. The subcommittee was confused about this and did not know what was meant. Max Heijmans attempted to give feedback on what was needed, but this has not yet been sent to Renate, as the subcommittee tried to schedule a meeting with each other and invite Renate afterwards, however, the workload at the end of the year overshadowed productivity in the subcommittee. Therefore, the module evaluations will have a high priority when the PC, and subcommittee, come back from the summer holiday.

### *6.3.2 Agreements for next academic year*

- Renate will develop a Quality Control (QC) online “handbook”, that includes all QC procedures within AMSIB including roles, responsibilities, and reporting lines. QC of courses is one of the procedures. The PC’s input will be asked when a draft is available.
- The PC will setup a meeting with Renate and her team to specify some points from their report to ensure the PC is not trying “to reinvent the wheel” in some of their feedback points on both process and content.
- Both the PC and the Curriculum Advisory Board are structurally informed/involved to gather feedback on the process as described in the ‘set-up’ document of Renate.
- At the beginning of next academic year, a meeting will be planned with the PC subcommittee and MT to inform the PC about the outcomes of the course evaluations 2020-2021 and steps that have been taken (or will be taken) and to discuss the setup of the course evaluation of next year.

## 6.4 AMSIB annual report

### 6.4.1 Multiple Year Plan

For the Multiple Year Plan of AMSIB, which covers the years 2021-2026, a first draft had been shared with the PC in October of 2020. The Programme Committee reviewed the document and had sent back feedback at the end of November. Unfortunately, there were little to no improvements visible changes made to the MYP document. An action point will be to follow-up on this document. Despite that fact, the MYP does state the importance of a new Community Building plan which was formulated by Ian Lewis. *This plan is being adequately realized, yet for the other projects and plans, it remains unclear.*

### 6.4.2 Strategic A3 for 2021

The strategic A3 is a document that encompasses the mission and vision, and institutional plan of AMSIB with regards to key policy goals, which are then formed into results and actions. This document shows the main development actions for the coming year (2021).

Nathan conducted a meeting with Audrey and Mike on the Strategic A3 of AMSIB where they provided feedback on the A3. Questions were drafted (see appendix E) and answers were given by Renate Teuwsen. The following points were raised:

- What other activities are scheduled to be funded by the AP in 2021? So far only the Community building implementation (block 4), Training for lecturers & tailor-made blended learning per department (block3), and pilot with smaller classes (block 5) have been marked.
- Take out the NSE ledger as this survey hasn't been carried out for two years. (Block 6)
- General question regarding block 6. How are the customer results retrieved, why are they not in the filled out for 2020?

## 6.5 Examination Board annual report

The annual 2020-2021 report of the Examination Board has been received. The Programme Committee had little time to read this document, therefore Nathan let the Examination Board know that the PC does not have any additional comments.

## 6.6 Class representatives

Academic year 2020-2021 marked the first year that the class representative system would be used for a full year, as the system was introduced in February 2019 during academic year 2019-2020 by Max Heijmans and Daniil Laburtsev. Max Heijmans would remain task owner and in charge of communication between the PC and class representatives. The two wrote up a class representative manual, with key information and resources made available in one manual. Max Heijmans had wished to create more events for class representatives, which only took place three times in academic year 2020-2021.

Max Heijmans and Daniil established that the PC would meet at least once per semester with class representatives to gather feedback on a student-based level. Class representatives would have to ask their class about how they felt about the previous two blocks/semester, topics discussed would range from teaching, examination, and the overall atmosphere of the programme. Max Heijmans met with the class representatives at the end of semester 1, in January, and near the end of semester 2, in May. Max Heijmans attempted to use Microsoft Bookings to give class representatives the opportunity to schedule a timeslot to their liking, but this attempt failed. Therefore, Calendly – a similar online scheduling tool – was used. These meetings, just like any other throughout this academic year, were held fully online using Zoom.

After meeting with the class representatives, Max Heijmans created two a one-page reports, one for the first semester and one for the second semester. The main points can be found in the next section (6.7 summary of advice). Both reports can be found in appendix F and G.

### *6.7 Summary of advice*

TER:

- It is important to discuss the articles for which the PC has right of advice with the Representative Advisory Council of our faculty, as for these articles the council has right of consent.
- PC highly recommends that he/his, she/her be replaced by more gender-neutral pronouns: they/them/their, or “the student” in official communication and documents.
- Add abuse and injury to the list of ‘personal circumstances’ which the Examination Board takes into consideration when taking decisions (e.g., issuing a negative BSA).

AP specification:

2020

- Issues presented by the PC still exist without any feedback from the MT.
- Explanation of allocation of funds should be made.
- Follow up on expenditure is unclear; where does the money go?
- Be careful with using external parties for training.
- Hiring trainee research assistants is not recommended by the PC; why is there an increase from € 60.000 to € 120.000 in the budget?
- €90.000 for external support seems a lot; what is the breakdown on this expense?
- Allocating €120.000 for didactical training for lecturers is insufficient.
- What kind of trainings do lecturers receive? Is it sufficiently student focused?
- ACE was given the task of making virtual activities, etc. for students during COVID; what is the outcome?
- How does research accurately translate to education? What are the results?
- 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.

- Community Building in the online setting needs more FTEs provided for lecturers; extra hours are needed for Lecturers to have contact with students to build community.

2021

- Flexible budget to be allocated in 2022, 2023, 2024
- Rogier Busser is invited for the monthly meeting in October for the second check-up

Module evaluations:

- The PC urges the AMSIB MT to take measures to find an owner of the evaluations and improve the content and process – specifically to close the feedback loop to teachers and students.

Strategic A3 for 2021:

- What other activities are scheduled to be funded by the AP in 2021? So far only the Community building implementation (block 4), training for lecturers & tailor-made blended learning per department (block3), and pilot with smaller classes (block 5) have been marked.
- Take out the NSE ledger as this survey hasn't been carried out for two years (block 6)
- General question regarding block 6. How are the customer results retrieved, why are they not in the filled out for 2020?

EB annual report: *No points of advice were made.*

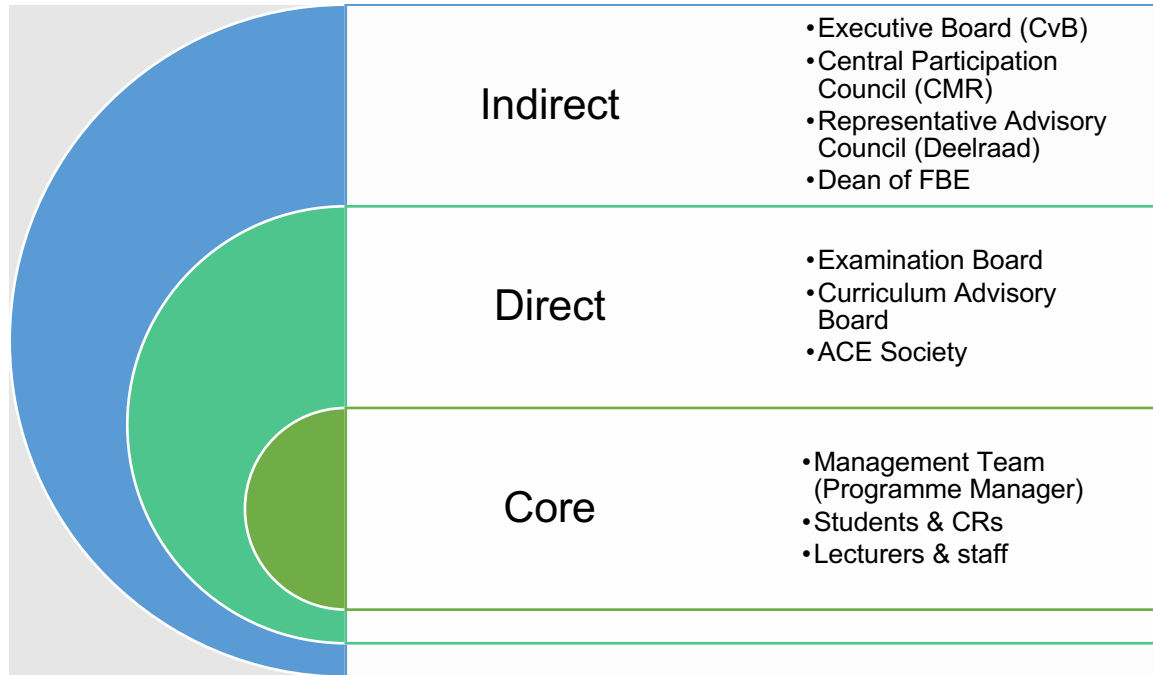
Class representative feedback:

- Give mentors the opportunity for students to create a fun, interactive session during mentor hour.
- Streamline communication between school -> staff & students e.g., only sending an e-mail when there has been a final decision regarding a certain matter.
- Streamline communication between examination board -> students.
- Give lecturers/staff adequate training in using Zoom and/or Microsoft Teams; virtual/online environment.
- For extremely hard first year courses (i.e., IQM, FM1), provide students with the possibility of additional tutoring, extra help, or support groups outside of school.
- Review way of teaching for TCL, M&S2 and BSI.
- Lecturers should provide enough information relating to content on respective Brightspace sites.
- Re-evaluate involvement of mentors for second year students and improve for upcoming years.
- Provide support for third year students looking for an internship.

## Chapter 7: Communication to students and stakeholders

### 7.1 Stakeholder identification

Before reporting on the communication to students and stakeholders, it is necessary to identify the stakeholders of the Programme Committee and determine the relationship between the PC and its stakeholders. The following figure shows the core, direct and indirect stakeholders.



### 7.2 Reflection

#### 7.2.1 Students and staff

Keeping remote learning and COVID restrictions in mind, communication between students and the PC went quite well. The CR system enabled students' voices to be heard at least once per semester. Plus, with events like the Business English 3 magazine award ceremony, Positive Impact Rating survey, amongst others, there was additional direct communication between the PC and students.

The reason students are one of the core stakeholders of the PC is because they provide the feedback and reasons for change. Besides, bearing in mind that the student body at AMSIB is around 3,000 people, it is a group that should not be overlooked. The same goes for lecturers and staff. These people can provide the change. Communication between the PC and lecturers, or coordinators of a department, is therefore also crucial. These are also the reasons why two special tasks have been created, one for keeping in regular contact with students, and one for keeping in regular contact with lecturers/staff.

In terms of communication with lecturers, they were harder to reach, as some depended only on e-mail – which they received a lot of daily.

### 7.2.2 All (other) stakeholders

#### Direct

*ACE Society* – the PC this academic year had the ambition to work together with ACE Society more than it did in the past. However, the Board at ACE only wanted to hold physical events, and no online ones as “students are already behind their laptops every day for [regular classes], they probably don’t want to sit behind their laptops for an online event”. Despite the lack of events, the Chairs of the PC were in regular contact with the Board at ACE and brainstormed about how to best welcome students (back) in the new academic year.

*Curriculum Advisory Board* – the CAB should be an important stakeholder to the PC, that is why the Chair, Rionette Groenewald, had been invited to monthly meetings and has been put on the task list of the PC to establish regular contact with. Especially now that they are looking towards building the new 4<sup>th</sup> year of IB.

*Examination Board* – there were no unusual occurrences between the PC and the Examination Board; the Examination Board supplied the PC with their yearly report and the PC provided feedback. In addition, the regular complaints that came from students were forwarded by the PC to the Examination Board.

#### Indirect

*Dean of FBE* – the current Dean is Ineke Bussemaker. Nathan Troost had been in some meetings with Ineke Bussemaker, but other than that, the PC reports no unusual occurrences. The PC reports directly to the Management Team of International Business, hence there is not much direct communication with the Dean of the faculty.

*Representative Advisory Council (Deelraad)* – this Council has scheduled some training sessions and collective sessions with all programme committees of the faculty, which were valuable. A point has been raised by the PC to translate more documents from Dutch to English, as well as holding training sessions in English. There have been improvements made, still, not everything is accessible in English.

*Central Participation Council & Executive Board* – these two bodies can be grouped under one heading, as the PC has had little communication with them. The same reason can be given as with the Dean of the faculty, namely that the PC reports directly to the Management Team of International Business and is not involved in decisions higher up the ladder.

## Chapter 8: Reflection on functioning of Programme Committee

### 8.1 Evaluation of the past year

Despite the COVID containment measures and distance learning, the Chairs of the PC are satisfied with this year's activities. Still, it wished to function more properly, and steps are being made to streamline certain processes, and get the PC where it is supposed to be. This year's members, as any other year, were incredibly valuable to the PC. It should not be forgotten how important the work of a programme committee is. While not always in the foreground, it does not mean that the work of the PC should not be done.

The Chairs of the AMSIB Programme Committee are happy to announce that there have been no privacy breaches or data leaks with regards to the General Data Protection Regulations (GDPR). The PC has handled numerous contact information lists, such as - but not limited to - internal member contact information, phone numbers of CR and home addresses of Year 2 students who have won the Business English 3 magazine award ceremony. These lists have not been compromised. When the PC finds these contact lists no longer necessary to keep, they will be deleted.

### 8.2 Strategic objectives and proposed tactics for next academic year

#	Objectives	Proposed tactics
1	Provide training on reviewing TER and AP (core activities) to all members.	→ Be in touch with Rogier Busser for a budget. Be in touch with Wendy Buisman-Bos from the Representative Advisory Council and/or Participatie HvA for training facilitation.
2	Recruit three new student members (incl. secretary) and two new lecturer members.	→ Send out open-call e-mail to all first-year students, promote positions as a good addition to their CV. Recruit in the previous and new class representative network. Send out open-call e-mail to all lecturers.
3	Create awareness surrounding the PC to students to establish ourselves and gain more feedback	→ Create promotional material and be present during gatherings/events. Get a set space for PC promotions (posters, TV screens, cafeteria). Have an (online) mail/idea box.
4	Manage class representative system and set up physical events and regular points of contact.	→ Co-create with engagement officers and other resources in the Community Building plan. Gather and work together with ACE Society board members/network.
5	Create new meeting dates, plan meeting dates where MT and other stakeholders join monthly meetings.	→ Discuss best meeting date, ask facilitation to Coordination Team. Be in touch with Marita Hoffman regarding Rogier Busser's agenda.
6	Join Positive Impact Rating survey 2022.	→ Consult with Tuanh Lam and John Watt/Guilliana Longworth on participation in the Positive Impact Rating survey.



			<p>Create a team and use promotional material at campus.</p> <p>Promotion channels include class representatives, events on campus, etc.</p>
7	Evaluate study load vs. ECTS awarded per course.	→	<p>Add a question to the module evaluations of all courses: How does the study load of this course represent the credits of the course (1 ECT is 28 hours)? Option: (I work much more --- I work much less).</p>
8	Follow up on strategic plan (2021-2026) and TER (2021-2022) with MT.	→	<p>Set up a meeting with Renate Teuwsen for strategic plan.</p> <p>Set up a meeting with Rogier Busser &amp; Examination Board on the TER 2021-22.</p>
9	Follow up and continue to improve educational quality through a thorough facelift of the module evaluations procedure.	→	<p>Co-create with Renate Teuwsen.</p> <p>Make someone responsible for carrying out module evaluations.</p> <p>Actively seek feedback and discuss with Head of Departments.</p>

## Appendices and memos

### Appendix A: Internal written memo January monthly memo

Written memo January meeting

From: Max Heijmans, Nathan Troost  
 To: All PC members  
 Monday January 11, 2021

Dear team,

The January PC meeting has been cancelled due to low attendance and both Chairs not being present, also because January is a relatively easy-going month in terms of tasks for the PC. This written memo should function as a replacement for the scheduled January meeting.

#### Announcements:

- Positive Impact Rating 2020-2021: AMSIB has decided to consult with the Positive Impact Rating team (3<sup>rd</sup> party) and their survey to get student feedback. The PIR survey is a survey for students, distributed by students and consists of 20 questions, regarding topics such as sustainability, the curriculum, atmosphere at school, etc.  
 Max, Nathan, Bruce, Amy, David, and Eric Henriquez are taking on the distribution of the survey with Tuanh Lam (sustainability advisor FBE) as the coordinator. During Feb 1<sup>st</sup>-Feb 26<sup>th</sup>, the team will roll out the campaign for students to fill out the survey.
- Class representative meetings: Max will conduct the class representative meetings in the week of January 25<sup>th</sup> and the week of Feb 1<sup>st</sup>. After holding all meetings, Max will draw up a report with all feedback and send it to MT.

#### Calls to action:

- Task allocation and distribution

Please point your attention towards the task list that can be found in Teams channel -> Files -> PC Manual chapter 5 (and the image below this text).

Nathan and I are looking for some tasks to be filled.

Task	Right	Task owners ( <u>underlined</u> )
Review of TER of AMSIB programmes (IBL/IBMS/IB)	Of consent	Cristina Audrey <u>Nathalie</u> <u>NAME (stu Y1)</u>
MYP and allocation of AP and specification	Of consent	Eelco <u>NAME (lect)</u> Nathan Max
Module evaluations	Advise	Lizzy ( <u>lect</u> ) Leah (format) <u>Max (stu Y2)</u> <u>Amy (stu Y1)</u>
Programme Committee year report	Advise	<u>NAME (lect)</u> <u>NAME (lect)</u> Nathan Danil Feedback: all Contribution: all task owners
AMSIB annual report	Advise	Mike <u>NAME</u> <u>Nathan</u>

- For next meeting, February 1<sup>st</sup>, please make sure to attend the meeting. Try to schedule other meetings around the PC meeting because we need your input and work to be a successful team. Next meeting, we will also look ahead to future deadlines and tasks that might come up in February/March.

## *Appendix B: Comments based on discussions on AMSIB TERs 2021-22*

### *1 - Recommendations accepted to be implemented for 21-22*

**IBL/IBMS:** Exemption to the one semester abroad rule: PC suggests that the TER contemplates that in case students have a delay due to not being able to go on exchange because of the pandemic, a minor should be offered so they are able to graduate on time.

### *2 - Recommendations which will be taken to the TER Working Committee for consideration regarding TER 22-23.*

The PC strongly recommends replacing 'he', 'she', 'his', 'her' by gender neutral pronouns 'they', 'them', 'their' in official communication and documents. The TER, and by that matter any other document or communication means, should not make any student feel excluded.

Chapter 5.4 Personal Circumstances: This article states personal circumstances which the EB considers now of taking decisions (e.g., issuing negative BSA). PC suggests adding abuse and injury to the existing list.

### *3 - To discuss with the MT further:*

- Due to COVID-19, the PC recommends offering IBL/IBMS year 4 courses next year once more in semester 1 or 2.
- In practice the turnout of students doing the modules evaluations is very low and these sessions should be mandatory for students. Moreover, students provide their feedback on module evaluations, but they are not currently informed how their feedback affects any further development of the module. To increase students' participation on module evaluations they need to feel heard.
- Students complained about not receiving grades within the agreed 15 working days and not to be able to receive the grade on time and study for the resit between block 4 period and the resit period of blocks 3 and 4. This has to do with the blocks system maximizing the academic year and the high workload of the lecturers.
- For inclusion purposes, the PC strongly recommends replacing 'he', 'she', 'his', 'her' by gender neutral pronouns 'they', 'them', 'their' in official communication and documents. The TER, and by that matter any other document or communication means, should not make any student feel excluded. This should be discussed with Ian Lewis, Community Building project manager as well.
- The PC suggests that the response time of the EB should be quicker as sometimes their response comes so late that negatively affects the students (e.g., student commits fraud, or their test is declared invalid, and the decision is published after the resit period excluding the student to participate in the resit). This should be discussed with EB as well.
- Students complained about the low entry level of English of some Dutch students, one student spoke of a difference in admission i.e., a higher standard for non-Dutch students. The level of the English courses should be higher as well.

### *4 - Point for action for PC:*

- Evaluate study load vs. ECTS awarded per course.

Suggestion: to add a question to the module evaluations of all courses: How does the study load of this course represents the credits of the course (1 ECT is 28 hours)? Options (I work much more----- I work much less)

## Appendix C: Advanced Payments 2020 and 2021

### Appendix C(1): Written memo containing agreement to Rogier Busser for intended spending of the AP 2021, December 2020

AMSIB  
Programme Manager  
Mr. Rogier Busser

Per email

Amsterdam, December 9th, 2020  
Re: Advance Payments

Dear Mr. Busser, Dear Rogier,

Hereby the AMSIB Programme Committee formally approves the intended spending of the Advance Payments at AMSIB for the calendar year 2021.

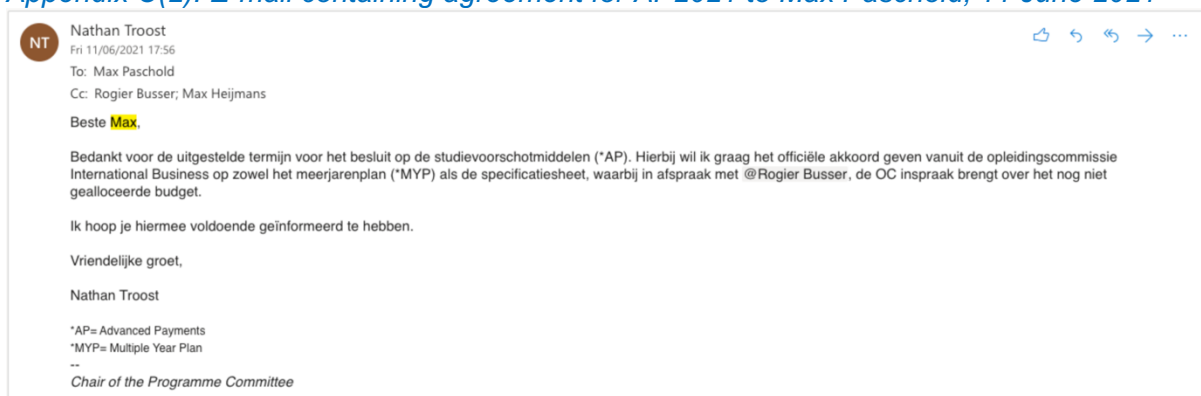
The Programme Committee, however, would like to emphasize the approval for 2021 is not unconditional. The Programme Committee is of the opinion the any non-student focused spending, e.g., marketing, organizational or research-oriented spending of the Advance Payments will no longer be approved in the coming years. The same applies for activities that are supposed to be paid for by the regular allocation of educational (governmental) funds.

Furthermore, in previous years the AMSIB Management Team has supposedly been rather late with informing the Programme Committee about it' s intended spending of the e Advance Payments.

In our recent meetings the M.T. and the Programme Committee agreed that in April or May 2021 the plans for 2022 will be sent to the Programme Committee, so there will be ample time to discuss matters before approval (or rejection for that matter) of the proposed spending can be given by the Programme Committee. This in turn will then enable the M.T. and P.C. to timely discuss the proposed spending in a constructive manner.

Best regards,  
The PC

### Appendix C(2): E-mail containing agreement for AP2021 to Max Paschold, 11 June 2021



Transcript and English translation:  
Dear Max [Paschold],

Thank you for the postponed deadline for the decision on the Advanced Payments (\*AP). Hereby I would like to give the official agreement from the International Business Programme Committee on both the multi-year plan (\*MYP) and the specification sheet, whereby in agreement with @Rogier Busser, the PC brings input on the not yet allocated budget. I hope to have informed you sufficiently.

Kind regards,  
Nathan Troost

### Appendix C(3): E-mail thread disagreements between financial controllers and Rogier Busser, 17-23 June 2021

**Van:** Lisanne van Tunen <[l.j.m.van.tunen@hva.nl](mailto:l.j.m.van.tunen@hva.nl)>  
**Verzonden:** donderdag 17 juni 2021 15:07  
**Aan:** David de Vries <[d.de.vries@hva.nl](mailto:d.de.vries@hva.nl)>; Joke Kersbergen <[j.m.kersbergen@hva.nl](mailto:j.m.kersbergen@hva.nl)>; Richard Kragten <[r.kragten@hva.nl](mailto:r.kragten@hva.nl)>; Pao Lin Oei <[p.l.oei@hva.nl](mailto:p.l.oei@hva.nl)>; Rogier Busser <[r.b.p.m.busser@hva.nl](mailto:r.b.p.m.busser@hva.nl)>; Jeroen Prent <[j.prent@hva.nl](mailto:j.prent@hva.nl)>; Gudo Nollen <[g.nollen@hva.nl](mailto:g.nollen@hva.nl)>  
**CC:** Maartje Prevosth <[m.m.prevosth@hva.nl](mailto:m.m.prevosth@hva.nl)>; Jeroen Visser <[h.p.j.visser@hva.nl](mailto:h.p.j.visser@hva.nl)>; Desiree de Bos <[d.i.van.birgelen@hva.nl](mailto:d.i.van.birgelen@hva.nl)>; Max Paschold <[m.m.a.paschold@hva.nl](mailto:m.m.a.paschold@hva.nl)>; Marian de Boer-van den Hogen <[m.t.j.de.boer@hva.nl](mailto:m.t.j.de.boer@hva.nl)>  
**Onderwerp:** Feedback werkgroep SVM plannen

Beste collega's,

Bigaand treffen jullie de feedback vanuit de werkgroep Kwaliteitsafspraken op jullie SVM plannen aan. Ik wil jullie vragen om hier naar te kijken en eventuele aanpassingen zo spoedig mogelijk te doen.

Vriendelijke groet,  
Lisanne

Met vriendelijke groet,

Lisanne van Tunen  
Ambtelijk secretaris FBE

Hogeschool van Amsterdam  
Faculteit Business & Economie  
Fraxjemaborg 133 / 1102 CV Amsterdam

Transcript and English translation:

Thursday 17 June 2021

Dear Colleagues,

Enclosed you will find the feedback from the working group on your AP plans. I would like to ask you to look at it and make any adjustments as soon as possible.

Kind regards,  
Lisanne

**Van:** Max Heijmans <[max.heijmans@hva.nl](mailto:max.heijmans@hva.nl)>  
**Verzonden:** dinsdag 22 juni 2021 17:56  
**Aan:** Renate Teuwsen <[c.w.teuwsen@hva.nl](mailto:c.w.teuwsen@hva.nl)>; Lisanne van Tunen <[l.j.m.van.tunen@hva.nl](mailto:l.j.m.van.tunen@hva.nl)>; Desiree de Bos <[d.i.van.birgelen@hva.nl](mailto:d.i.van.birgelen@hva.nl)>  
**CC:** Ho Yiu Yuen <[h.y.yuen@hva.nl](mailto:h.y.yuen@hva.nl)>; Nathan Troost <[n.troost@hva.nl](mailto:n.troost@hva.nl)>; Rogier Busser <[r.b.p.m.busser@hva.nl](mailto:r.b.p.m.busser@hva.nl)>  
**Onderwerp:** Re: Feedback werkgroep SVM plannen

Dear all,

Nice to meet you via e-mail Desiree and Ho Yiu.

I am a bit confused right now. Why the sudden need to change and re-allocate large sums of money in the Advanced Payments Excel sheets?

I really want to stress the deadline again that the PC made with MT regarding the AP/MYP! If we would have had this clear from the start, there would have been time to review this, and identify the issue at hand in time.

In case the budget is indeed distributed evenly, and if the option remains for the PC to contribute with concrete actions, we are on board. However, I don't think this portion of the budget should be (re-)allocated in a day, just like Nathan - who remains co-chair of the PC for now - it does not sit right with me.

Let's come back to this at the start of next academic year.

Kind regards,  
Max Heijmans

**RB** **Rogier Busser**  
Wed 23/06/2021 08:01

To: Max Heijmans; Nathan Troost

Dear Max and Nathan,

Thank you for your messages. I understand your stance and agree with you that we shouldn't move the numbers last minute. Part of the blame is on me as we were late with presenting our plans to the PC. However, thereafter the financial department came in with some technicalities that, as far as I am concerned, do not affect the content of our agreement. After the summer break we have ample time to discuss this and more importantly, with the increase of the advanced payments, we can together discuss how we use these. For the money that we have not made a decision about yet, I like to receive your input after the break, so that your voice and influence become really visible in the allocation of these funds. Have a nice day.

Kind regards,

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## Appendix D: Advice PC on Module Evaluations

May 2021

By Audrey Gran-Weinberg, Max Heijmans, Lizzy de Keijser, Leah Wojnarowski

### Goals we think the module evaluations should measure

- Help lecturers improve as teachers & help coordinators see which parts of a course are and are not 'working'; plan-do-act-check cycle.
- For students to feel a direct link between real-world experience and the course.
- Measure expectations of both students and lecturers, regarding the clearly defined learning goals (ILOs).

### Credit where credit's due

- In the Personal Development block 3 survey – there are specific questions (about the COIL project etc), and this is very nice to have! Specific to the course!
- Prior format was far too extensive, (causing a low response rate), and so the module evaluations did need an update, but now they are too short.

### Advice on process

1. A Quality Officer should co-create the module evaluations with lecturers, at the very least, check if they need additional questions (that are specific to the course).
2. Better coordination between the multiple different surveys not to overload students.
3. There needs to be dedicated time in class to be able to effectively conduct a module evaluation and to increase response rate. (Preferably after the exam has been held, so students can evaluate that as well).
4. Feedback-loop to students about results and plan of action (based on the feedback results) is a must. Add introduction text before survey to what purpose the results will be used for if lecturer isn't able to explain.
5. Involve students at the very beginning of the school year: let students know at what point feedback is asked, and what is done with the feedback.
6. To improve response rate: Students pick a minimal of two courses to provide feedback on.
7. There is little to no time for some lecturers to administer evaluations in their course, this should be clear from the start of the course when the evaluation is being given. In the past, mentors gave the evaluation at the end of the block, after the exam period.
8. A suggestion is that for full semester modules – lecturers should be able to receive feedback halfway through their course so they can improve or adjust if necessary.
9. This year, many lecturers did not receive feedback from module evaluations in a consistent manner.
10. We would recommend joint meetings twice a year (after the module evaluations have been done) between MT (management team), Curriculum Advisory Board (CAB) and the Programme Committee regarding **module specific** results. For **lecturer specific** content – HOD needs to be involved.

### Questions remaining (for MT and/or Renate Teuwsen)

1. Who/what party is responsible for ensuring surveys are being created, sent out, filled in and who closes the feedback loop (i.e., share results with students as well)?
2. In the past, the question "how many hours did you spend on this course?" was asked. Will this question be asked again? This will be helpful to evaluate the distribution of ECTS per course.
3. How often will students fill in a survey? Are students waiting for 4-5 surveys per block and an additional, separate one per semester?

For content-related feedback on module survey questions and general survey, see appendix 1 and 2. See appendix 3 regarding the evaluation of teaching as it says in chapter 2.6 of the TER 2021-2022.

### Conclusion

We noticed this year that the module evaluations had been changed and were extremely short and not helpful regarding how the course/lecturers could be improved. The evaluations had been changed due

to issues with low response rates. However, as we investigated the entire subject, we realized that in addition to needing to pay attention to the content, there was a bigger problem with the **process** of the module evaluations, especially as there appears to be no specific “owner” of the evaluations. Therefore, the PC urges the AMSIB MT to take measures to find an owner of the evaluations and improve the content and process – especially re the feedback loop to teachers and students.

### Appendix 1:

Module survey questions

→ Add introduction text to what purpose the results will be used for if lecturer isn't able to explain. Also, ensure anonymity.

1. What class are you in?
2. Overall, how would you rate this module? 1 (very bad) – 10 (very good)

→ **Need an open field/open question with to opportunity for students to give additional feedback.** Very bad-very good gives little to no insight as to why. Besides, the additional feedback the students wants to give might not be in the 6 following questions.

After this, 6 questions per module:

*The following questions are about your assessment of the modules you've attended in Block 1.*

*Please rate your satisfaction per module with the following aspects on a scale of 1 to 5.*

*1 = very dissatisfied, 5 = very satisfied, 6 = not applicable*

→ When choosing this scale, make sure 1 stays very bad/very dissatisfied and 5 very good/very satisfied. In previous surveys, for these 6 questions, the scale was switched (meaning 1 very satisfied-5 very dissatisfied). Make sure the scales have that continuity.

1. The quality of lecturer's/lecturers' delivery to students

→ Suggestion: scale + open field. Lecturers cannot use this feedback to improve and, not clear if we are referring to the lecture or the tutorial (as sometimes these are given by different teachers).

2. The relevance of your module to your future career

→ Suggestion: ask about the perceived link to the real (business) world. Students might not know what their future career looks like yet.

3. Your lecturer's/lecturers' use of technology.

→ Suggestion: a drop-down menu for this question (e.g., good/bad internet connection, uses useful/confusing kinds of technology, etc.).

4. The course materials used (hard copy and online).

→ Suggestion: scale + open field. It would help for lecturers/HoD/course coordinators to hear 'why'. Quality (academic books) or quantity (too much homework) for example.

5. The planning and scheduling of the module

→ Good question to ask.

6. The examination and/or assessment of the module (so far)

→ Suggestion: scale + open field. Need to find out 'why' dissatisfied as well. Also, might not be relevant until after the assessment moment (exam week).

### Appendix 2

General Survey –

→ Add introduction text to what purpose the results will be used for if lecturer isn't able to explain. Also, ensure anonymity.

1. Which study year are you in?
2. What class are you in?
3. Overall, how would you rate your AMSIB's (online) delivery of education in this block?  
Scale 1 (very bad) – 10 (super good)

→ When choosing this scale, make sure 1 stays very bad/very dissatisfied and 5 very good/very satisfied. In previous surveys, the scale was switched (meaning 1 very satisfied-5 very dissatisfied). Make sure the scales have that continuity.

→ Need an open field/open question with to opportunity for students to give additional feedback. Very bad-very good gives little to no insight as to why. Besides, the additional feedback the students wants



to give might not be in the 6 following questions. Question 11 “what supported you ...” and 12 “what suggestions ...” could be right after question 3.

4. The following questions are about your general assessments of a number of aspects of your study programme in block 1. Please rate your satisfaction with the following aspects: <1 to 5; 1 = very dissatisfied, 5 = very satisfied, 6 = Not Applicable>

- a. The information provided by your study programme
- b. Examinations and assessment (e.g., assessment criteria and forms of examinations)

b. Need to find out ‘why’ dissatisfied as well.

- c. The timely publication of study programme schedules
- d. The timely notification of schedule changes
- e. Your overall study load

e. In the past, the question “how many hours did you spend on this course?” was asked. This will be helpful to ask again in order to evaluate the distribution of ECTS per course.

5. If you could choose, how would you like your education delivered to you? (Select one option)

Very good, clear question. Options clearly laid out, fully in class, fully online or hybrid.

- a. Meeting regularly in classroom setting, rather than completing modules fully online
- b. Completing modules online, rather than meeting regularly in classroom
- c. A combination of meeting in classroom setting and completing module work online

6. Which of the following factors increase the study pressure you feel? (Multiple answers possible)

Might be nice to refer to the student counsellor here. Just in case some students don't know where to go with their personal issues. “Remember: you can contact the student counsellor [contact] at any time if these aspects negatively affect your study” or along those lines. Clear options to choose from.

- a. Technical problems with online studying at home
- b. No good physical workplace (chair, desk, own space, etc.)
- c. I have problems concentrating while studying at home
- d. Additional caring responsibilities (such as caring for a sick family member)
- e. Lack of face-to-face contact with fellow students
- f. Lack of face-to-face contact with lecturers
- g. Accessibility of lecturers

g. Define “accessibility”. Unclear whether in the sense of response (time) to e-mails, cannot find links to online lessons, etc.

- h. Additional costs related to the Corona crisis

h. Not sure if there is central communication about this: please refer to Corona crisis as COVID-19 crisis or COVID-19 pandemic.

- i. There are no factors that have increased my study pressure
- j. Other factor(s)

7. Which of the following factors decrease the study pressure you feel? (Multiple answers possible)

Clear.

- a. I can concentrate better at home
- b. I can now organise my time, myself
- c. I don't have to travel to school anymore
- d. Less distraction from other students
- e. Less costs (for example travel, materials)
- f. There are no factors that have reduced my study pressure
- g. Other factor(s)

8. To what extent do the following tools or teaching methods support your learning (1 = does not support my learning, 2 = hardly supports my learning, 3 = somewhat supports my learning, 4 = supports my learning a lot, 5 = supports my learning a great deal, 6 = Not applicable)

- a. Live tutorials (sessions to ask questions and discuss)
- a. Define “live tutorials” in the sense of online or offline.
- b. Breakout groups during live class
- b. Define “live class” in the sense of online or offline.
- c. Live lectures
- c. Define “live lectures” in the sense of online or offline.
- d. Recorded lectures
- e. Pre-recorded video (knowledge clip)
- f. Short assignments that motivate you to participate in class (quiz, test exam.)

9. The following questions are about your assessment of the support offered to you as a student. Please rate your satisfaction with the following aspects. Choose 'not applicable' if you didn't make use of the specific support service. (From **Extremely satisfied** to **Extremely dissatisfied** + Not Applicable)

Repeat: make sure of the continuity! 1-very dissatisfied to 5-very satisfied. Do not switch these scales randomly in the survey. Otherwise, you run the risk of flawed results because students by this time subconsciously expect satisfied to be on the right and dissatisfied to be on the left.

- a. Support from your mentor
- b. Support from lecturers
- c. Support from student advisors
- d. Support from the student counsellor
- e. Support from the International Centre
- f. Support from the ICT service desk
- g. Support from the Examination Board
- h. Other, namely...

10. Please rate your satisfaction with the information provided by the school about the Corona crisis measures

Repeat: not sure if there is central communication about this: please refer to Corona crisis as COVID-19 crisis or COVID-19 pandemic

- a. Extremely satisfied
- b. Moderately satisfied
- c. Neither satisfied nor dissatisfied
- d. Somewhat dissatisfied
- e. Extremely dissatisfied

11. What supported you or was helpful in the delivery of online education?

12. What suggestions do you have to improve the delivery of online education?

### Appendix 3

#### TER 2021-2022. Chapter 2.6 evaluation of teaching

1. The evaluation of teaching takes place within the context of the PDCA cycle. The following stakeholders are involved in this: the students, the lecturers, the Programme Management (MT), the Programme Committee and the Test Assessment Committee. As per the PDCA cycle, the stakeholders inform each other about progress regarding teaching and necessary interventions.
2. All courses at AMSIB are evaluated systematically by the students. The evaluations are discussed with students in class and necessary interventions regarding teaching are made by the lecturers. The overall results of student evaluations are analysed by the programme management and then discussed with the lecturers involved.
3. Conclusions and implications of course evaluations are subject to discussion in the Programme Committee (previously called 'Study Council') on a regular basis.
4. The testing is evaluated by the Test Assessment Committee.
5. The overall satisfaction of the students on the programmes is evaluated by the National Student Survey (NSE). AMSIB discusses the results of this survey with the Programme Committee, and the MT decides how to follow up on the results.
6. The internship and thesis monitor evaluates the satisfaction of students and company supervisors on the process and content of these parts of the curriculum.
7. The education quality that AMSIB students experience during their study abroad period is assured through the International Relations Coordinators (IRCs). They monitor the academic performance of

students abroad, the curricular integration after their return, the quality of administrative procedures for student exchange and the overall student experience abroad. Partner networks are reviewed every three years. The IRCs execute their tasks with the assistance of the International Centre (IC).

8. The National Alumni Monitor evaluates the satisfaction of alumni 1.5 years after graduation and provides insight into the career paths of our graduates.

### *Appendix E: Strategic A3*

Leadership (1): Why is there nothing here yet?

Strategy (2): State the acronym AACSB in full

People (3): Define the required amount of DBA/PhD candidates, which should be the last 2% to attain the 25% goal.

Partnership & recourses (4): The PC advises to put higher emphasis on connecting the Bijlmer businesses to AMSIB. E.g. Company visits, improved relationships with the direct environment.

Processes, Products & services (5): The PC suggests to- add improvement on assistance regarding housing, enrolment procedures and aid for international students, and improvement on dealing with first block issues.

Customer Results (6): NSE results are obsolete, as they haven't been updated in the past two years. It might be good to add the Positive Impact Rating survey here along with the desired results. Probably 10% of current AMSIB students (2994), with a minimum response rate of 60-100 students.

People Results (7): What does lecturer satisfaction 3.1 & 3.0 mean? How is this composed? It is advised to track the amount of lecturers who did additional trainings/ coaching to improve didactic skills, aiming to increase module evaluations.

Society Results (8): Regarding research output, the PC advises to create KPIs that generate high impact to current education by connecting (academic) research output to the curriculum for students to engage in.

Business Results (9): Define CO1, CO2, CO3 ( probably course outcome?), Also Define H15, H18. Regarding the research grants to be defined (in red). Is this a priority or not?

Other questions:

- When is eligibility for AACSB obtained, and when is accreditation obtained?
- Based on the current draft that states in block 4 that two grant proposals still have to be written. What is the time span you expect results to be filled out in block 9?

## Appendix F: January report on class representative feedback sessions (sem 1)

Report on class representative feedback sessions  
25 Jan-5 Feb 2021, Zoom meetings  
By Max Heijmans, Chair IB Programme Committee

**AMSIB**  
Amsterdam School of  
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### Talking points:

Evaluation block 1, evaluation block 2, what AMSIB does best

### Action items/conclusion:

- Give mentors the opportunity for students to create a fun, interactive session during mentor hour.
- Streamline communication between school -> staff & students e.g., only sending an e-mail when there has been a final decision regarding a certain matter.
- Streamline communication between examination board -> students.
- Give lecturers/staff adequate training in using Zoom and/or Microsoft Teams; virtual/online environment.
- For, considered, very hard courses i.e., IQM, FM1, provide students the possibility of extra help or support groups outside of school.

### Notes:

- First years thought that the activity provided by ACE Society was a nice way to kick-off the year considering the containment measures against COVID-19.
- IQM: Video lectures have not proven to be effective. Classes should be more than FAQ sessions in the future; need more practice → support groups should not be big, but personal.
- FM: Students did not know what to expect in the first exam. Proctorio causes for delay in giving grades and uncertainty for those that received a GR. Hearing back from Examination Board took very long.
- PD1: A combination of STARR-formats and too much homework on Edumundo makes the course distract from its purpose. Good potential, poor execution.
- SAP-ERP: handbook contained grammatical errors.
- BR2: what to do for research paper was unclear.
- Group assignments are made in own, separate Zoom meeting, mainly used to work on the project but also used for other (personal) things. Generally considered to be enjoyable. Most are not a fan of pre-assigned groups yet understand the necessity of random allocation.
- Mentor hours in semester 1 in both year 1 and year 2 were for the most part not mandatory → could be used for fun, interactive lessons by students; flip the classroom.
- Communication from school -> lecturers, school -> students and examination board -> students should be improved → no point in sending multiple e-mails containing little (new) information.
- Electives (year 2):
  - For the Critical Thinking elective, students received incorrect information.
  - Spanish elective, Sara Rueda passed work to assistants and talked about alcohol too much. Unclear expectations about homework. Did not stick to oral exam schedule.
  - Language electives: too little time for MCQ and/or written exams.
  - CRM elective thought to be the same as SAP-ERP, not challenging.
- Aart Huijg from Macroeconomics made very inappropriate, racial comments to two girls in class IB2F1.
- 3<sup>rd</sup> years have a lot of confusion about their start of the minor/internship.
- Theory learned in 3<sup>rd</sup> year Majors is useful for future internship(s).
- Uncertainty for international students about which books they need, where to get those, and what documents are needed when travelling to/staying in the Netherlands as a student.
- Not being able to fill in comments after the module evaluations (surveys at the end of the course).

### Credit where credit's due:

- FM1: designed to be physical, but lecturers did well to transfer it to virtual work.
- PD1: Exchange project (COIL project) with students was received very well under first year students.
- ERS and CCA were good lessons because of cultural aspects. However, lecturer makes or breaks these courses.

- Dean with campfire sessions, made students feel taken seriously.
- Jonathan Powell handled the uncertainty surrounding the GRs for FM well.
- Mabel Serpa of SAP-ERP is a dedicated lecturer, helpful.
- Jeff Ernst and Leah Wojnarowski were thought to be wholesome teachers for BE3.
- Manon Cornelissen of Business French contacted students personally after missing lessons.

### **Justification**

*This one-page report has been set up after 15 conversations with class representatives. Seven from the first year, six from the second year and two from the third year. Class representatives were first asked to gather feedback from their classes, which would be discussed in the feedback session. The names and classes of the representatives are not mentioned in this one-page report. Questions and enquiries can be sent to [max.heijmans@hva.nl](mailto:max.heijmans@hva.nl).*

## Appendix G: May report on class representative feedback sessions (sem 2)

Report on class representative feedback sessions  
17 to 28 May 2021, Zoom meetings  
By Max Heijmans, Chair IB Programme Committee

**AMSIB**  
Amsterdam School of  
International Business

### Talking points

Evaluation block 3, evaluation block 4 (so far), what AMSIB does best

### Action items/conclusion

- Reviewing way of teaching for TCL, M&S2 and BSI.
- Lecturers should provide enough information relating to content on respective Brightspace sites.
- Re-evaluate involvement of mentors for second year students and improve for upcoming years.
- Provide support for third year students looking for an internship.

### Notes

- Overall, first and second year students found pre-assigned groups hard to work in.
- Information regarding Co-Creative Entrepreneurship (1+2) on Brightspace could be improved; sometimes unsure what to write about for reports/reflections.
- For second years, the involvement of mentors remained non-existent.
- The feedback on Business Internationalisation (BSI) and Marketing & Sales 2 (MS2) reports give little to no insight as to what to improve.
- BSI and MS2 overall provided little teaching; only report writing.
- The Transnational Commercial Law (TCL) course its timeliness of grades and way of teaching has to be massively improved; as of writing, students still do not have their grades for TCL (exam 9 April).
- Cross Cultural Management (CCM) virtual collaboration was not conducted well at first (cohort 2), information was not distributed correctly. Also, questions about report aimed at AMSIB students, not exchange students.
- Year 3 students found lecturers unresponsive to e-mails.
- Some year 3 students find it hard to look for an internship on their own; the internship deadline was too quick and/or hurried.

### Credit where credit's due

- First year students overall enjoyed the Co-Creative Entrepreneurship (1+2) course.
- Second year students found the International Human Resource Management (IHRM) course very fun; lecturers could convey the material in an interesting way. Kudos to Shohreh Parham in particular.
- Cohort 1 of the second year enjoyed the guest lectures for CCM.
- Huge props to Ralf Jacobs and Jing Zhang (and lecturers not named) from Financial Management 2 for their clear way of teaching, and efforts throughout the course.

### Justification

*This one-page report has been set up after nine conversations with class representatives. Four from the first year, four from the second year and one from the third year. Class representatives were first asked to gather feedback from their classes, which would be discussed in the feedback session. The names and classes of the representatives are not mentioned in this one-page report. Questions and enquiries can be sent to [max.heijmans@hva.nl](mailto:max.heijmans@hva.nl).*