

Ontwikkelsprek

Opleiding: International Business

Datum gesprek: 12 mei 2021

Discussed

- Covid: modules and education were adjusted, most of the students did come to The Netherlands in September, (16 regular classes, 2 classes fully online). We expected more students to stay away, and a lot of students went home for Christmas.
- Compared to 2019 we have less Dutch students, so there is hardly an impact on the international classroom.
- Our board requests students to come back in August. We will offer an online backup for students that can't come: we work with two scenarios.
- We are keeping the good things of Corona: blended learning and podcasts for instance.
- The panel was impressed by IB's profile and positioning and students are still willing to study. Why the need for development questions regarding positioning and profile?
- There is not a clear and immediate danger, and also no identity danger for IB. But 1. We realize that we understand what IB stands for, the panel got to see it too. But, if it takes too long to convey who we are on the outside, with many channels being used and our profile that appears to be not so clear and distinct, we will feel the consequences. 2. For us as a staff, this will provide a better focus on what we are, and education and attitude will be aligned.
- Two options: 1. Sustainability/donut economy, or: 2. Offering a flexible programme that provides all kinds of opportunities to participate in what students are really interested in. Trends come and go. How to form your hybrid learning environment is more a sustainable solution for programmes, more than focusing on a specific topic (content), for example.
- It's all about the students' perspective. What are they looking for? A reformulated profile, through the lens of the student perspective?
- As Dutch people we fully understand this, but does a regular prospective student understand what The Hague stands for and how can we make use of that even more.
- We can make use more of our networks and private and public institutions in The Hague.
- Research lines are not clearly connected in the programmes yet, compared to our sister programmes. This will help us portray ourselves better outside.
- Our detailed competency framework (The IB National Platform) makes it hard to be flexible. Can we give students the freedom to learn, not knowing what will come out of it?
- Beroepsproducten/professional products are the main thing in a bachelor programme, what students do goes via research.
- Looking through the lens of the students: why going abroad to The Netherlands and The Hague?
- We are still growing, but our market share is decreasing. Others in The Netherlands are selling themselves better. Why? We don't know really. It seems to go in waves and it seems ad random.
- Why do students choose for others than The Hague? THUAS Marketing conducts an 'afmeldonderzoek': students that signed up, but didn't show up. Students have practical reasons.

Advice

- Connect the research lines better and focus more on beroepsproducten/professional products.
- Make more use of the networks and private and public institutions in The Hague (collaboration with organizations and partners).

1. Professionalization and organization

- How can we stay flexible and agile with a large, diverse and interdisciplinary team, whilst continuously developing and innovating?
- And how can we support the team in terms of professionalization in order to continuously develop and innovate?

Discussed

- During Covid: is there any room for professionalization? Professionalization has been connected to what the current issues are.
- Focus: blended learning, online teaching and we are now in the process of switching to other testing tools.
- The strategy of making professionalization a way of gaining energy.
- A lot of professionalization is offered, but Covid made the staff tired.
- How do students experience online education? One group that enjoys flexibility, and one group that doesn't enjoy it. They miss the classroom etc.
- Is it an issue for the quality of your education? And how do students experience assessment? Assessment and proctoring in the beginning of Covid was hard. This year we professionalized more.
- We are using the NPO money to enlarge the staff and to improve innovation. The incidental money we use for temporary freelance lecturers to help with grading for instance, or junior staff (alumni) offering extra assistance to the staff, for instance for the simpler courses.
- 'Corona banen' provides us with student assistants. Duo's in teaching: a lecturer and moderator involved in one digital class works well in our sister programme Commerciële Economie.
- We see that taking away peaks in work pressure and specific problem weeks is more helpful than having structural Fte.
- IB grew more than the student population grew, now we have a better student-lecturer ratio.
- The structure we have consists of a programme manager and four team leaders. The teams that we have are more or less loosely structured around topical fields, such as Finance & Accounting for example. We grew fast. Is the way we organize ourselves still effective?
- When you organize teams, you can think of different rationales on how you organize it. For instance organizing via content, what you do now. On the other hand: you are looking for integration in your programme. That makes it difficult for people. A lot of coordination is necessary and everything needs to be checked alongside the content lines. Looking for integration, networking, horizontal collaboration; a transition into a more horizontal approach is different compared to a vertical way of organizing.
- A sister programme within the faculty is building teams around classes of students. Four classes have the same teachers for everything. That team of staff forms a team; they know the classes and the students. They function as result oriented teams and they can really focus on the study success of those classes. But it is difficult, too: the scheduling and getting a clear structure. Nonetheless, it can be very effective.
- Innovation: there is room for improvement.
- It is a systemic thing: the structure needs to support that. What comes first? What is the tipping point? If the education programme makes us offering a flexible programme, we need to have people and a system that are flexible.

Advice

- Many programmes in The Netherlands organize themselves per year, with year teams, or they are organized around learning lines. With more horizontal integration you can ensure that there is a smooth transition from year 1 to year 4.