

Assessment report
Assessment of Distinctive Quality Feature Internationalisation

wo-bachelor International Business Administration

Rotterdam School of Management
Erasmus University Rotterdam

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1. Executive summary

In this executive summary, the panel presents the main considerations which have led to the assessment of the quality of the Bachelor in International Business Administration programme of Rotterdam School of Management, Erasmus University Rotterdam with regard to the NVAO Framework for the Assessment of Internationalisation (14 November 2011).

As the programme's vision on internationalisation is good but somewhat implicit, the panel encourages to make this vision more specific. Although the programme management discusses the internationalisation vision with a number of stakeholder groups, the panel advises to bring internationalisation issues forward more strongly in the Programme Committee and to organise the input from the business community more systematically. The programme's objectives are perfect operationalisations of the internationalisation vision. The panel finds the benchmark comparison with other programmes in the world relevant, but advises to elaborate this comparison. The programme management monitors the quality of the international and intercultural features of the programme quite systematically. This may be derived from the measures the programme management has listed, following up on the recommendations by the NVAO-panel in 2010. As most of the improvements are still in the planning phase, the panel advises to implement these measures. Also, the panel recommends to critically evaluate the merger of the Programme Committee of this programme with the Programme Committee of the Dutch-spoken Bachelor in Business Administration programme, to determine whether the international and intercultural aspects of this programme are given sufficient attention.

The intended learning outcomes reflect the internationalisation vision. The panel is impressed about the model which has been drafted to relate the intended learning outcomes to the course contents. Any changes in the courses are, carefully, monitored to ensure the course contents remaining in line with the programme's learning outcomes. The assessment methods for the international and intercultural learning goals are good. This applies to the written examinations for the assessment of the, mostly, knowledge-oriented international learning goals and the assignments and self-reflection reports for the assessment of the, mostly, skills-oriented intercultural learning goals. As a further improvement, the programme management is doing research to find an assessment tool to measure the intercultural learning effect more accurately. The targets which have been set, to measure the extent to which the graduates have achieved the intended international and intercultural learning outcomes, are relevant and ambitious. Although information about the careers of the graduates is available, the panel welcomes the plans of the programme management to conduct a survey among the alumni.

The curriculum comprises a fair number of courses addressing international and intercultural contents. As a further improvement, the panel recommends to look once again into the requirements for the thesis, including the reflection on the international and intercultural component of the research. The students are given the opportunity to spend a substantial part of the third year of the programme abroad, either in an international internship or in an international exchange programme. This greatly contributes to the students' international and intercultural knowledge and skills. The teaching methods selected for the courses match the courses' international and intercultural learning goals. Although the number of students in the programme is relatively large, the students often meet in small groups, allowing them to discuss international topics in detail, to work on international assignments and to be effectively trained in intercultural skills.

The panel recommends to maintain teaching in small groups. In order to maintain the international and intercultural balance of the programme, the panel advises to prevent the student body from increasing substantially, to keep the proportion of Dutch students at a maximum of 40% and continue the policy to avoid dominant student groups of one particular nationality of entering the programme. The teaching staff, clearly, provide an international and intercultural perspective for the students. In the mentor programme, the students are guided in groups, composed of students with different backgrounds and from different countries.

The teaching staff composition meets the international and intercultural features of the programme, as different nationalities are present and the proportion of non-Dutch lecturers (42%) is substantial. The selection criteria for the staff ensure the lecturers to meet the international and intercultural requirements. Most of the lecturers have relevant international experience in teaching and their command of the English language is good. Although the staff-to-student ratio is rather unfavourable, this does not really prevent the lecturers from teaching the international and intercultural aspects effectively. The services offered to the lecturers are up to standard.

The students gain international and intercultural experience, as is evident from the course contents, the topics addressed in the classes and the skills the students are trained in. Nevertheless, the panel advises to make mandatory for the students to gain substantial international experience abroad, preferably in an international internship or an international exchange. The entry requirements for the programme are effective, allowing only the students in who have a fair chance to complete the programme. The international composition of the student population is very balanced. As has been indicated above, the panel recommends to maintain a strict admission procedure, to keep the proportion of Dutch students at the current level and to prevent the influx of students of increasing. Also, the panel recommends to enhance the efforts to increase the number of students from Africa and the Middle East. In the opinion of the panel, these measures are required to safeguard the present outstanding international and intercultural character of the programme. The services for the students are excellent, including the assistance for students coming from abroad and the study guidance, especially the first-year mentor programme. The panel recommends to facilitate and encourage the students to take more extra-curricular language courses than the present scheduled 5 EC course, including a stronger focus on Dutch language training for international students.

The panel advises NVAO to award the distinctive quality feature Internationalisation to the Bachelor in International Business Administration programme of Rotterdam School of Management, Erasmus University Rotterdam, assessing this programme to be excellent with regard to the NVAO-requirements. As a consequence, the panel advises NVAO to propose to the European Consortium of Accreditation in higher education (ECA) to award this programme the corresponding European Certificate of Internationalisation.

Rotterdam, 18 October 2013

Chair of the assessment panel
Prof. J.W.M. de Wit PhD

Secretary
W.J.J.C. Vercouteren MSc, RC

2. Review process

Certiked VBI received a request to conduct a review to assess the Bachelor in International Business Administration. The request was submitted by the Rotterdam School of Management, Erasmus University Rotterdam.

Certiked has requested the approval by NVAO of the proposed panel of experts to conduct the review. NVAO have given their approval to this panel. The panel consisted of (please refer to Annex 3 for more detailed information: Composition of the assessment panel):

- prof. J.W.M. de Wit PhD, director of the Centre for Higher Education Internationalisation at Università Cattolica Sacro Cuore in Milan, Italy and professor of Internationalisation of Higher Education at the School of Economics and Management of Hogeschool of Amsterdam, panel chair;
- prof. S.I. Björkman PhD, dean of Aalto University School of Business, panel member;
- R. Heusser, MD, MPH, chairman of the European Consortium of Accreditation, ECA, panel member;
- J. Waas, former student of the bachelor programme International Business Administration of VU University Amsterdam, student member.

On behalf of Certiked, W. Vercouteren Msc, RC was responsible for the process co-ordination and for drafting the panel's report. All the panel members and the secretary have signed a statement of independence and confidentiality.

The panel has conducted this review on the basis of the standards and criteria of the NVAO Framework for the Assessment of Internationalisation (14 November 2011).

The following procedure has been adopted. The members of the panel studied the documents presented beforehand by the programme management (please refer to Annex 2: Documents reviewed). Prior to the site visit, every one of the panel members and the process co-ordinator/secretary discussed in person, by telephone or by e-mail their findings and preliminary considerations concerning the review. The panel members presented a number of questions to be put to the programme representatives during the site visit. On the basis of this input, the process co-ordinator/secretary drafted a complete list of questions.

On 17 and 18 September 2013, the panel conducted a site visit at the premises of the programme on the campus of Erasmus University Rotterdam. The site visit was conducted in accordance with the schedule drawn up beforehand (please refer to Annex 1: Schedule of site visit).

Immediately after the site visit, the members of the panel shared their considerations for each of the standards of the NVAO Framework for the Assessment of Internationalisation. These considerations were based upon the findings of the site visit and the evaluation of the documents submitted by the programme. The chair of the panel presented a broad outline of the findings, considerations and assessments to the programme's representatives.

A draft version of this report was finalised by the secretary having taken into account the information presented as well as the findings and considerations of the panel. The draft report was sent to the chair of the panel first. His comments having been incorporated, the draft report was sent to the other members of the panel for correction and amendments. Finally, the secretary drew up the final report. This report was sent to the programme management to check for errors. After having been corrected for these errors, the report was sent to the programme management to accompany their request for re-accreditation.

3. Basic programme information

Administrative information about the programme:

Name programme as in CROHO:	B International Business Administration
Orientation and level:	Academic programme on bachelor's level
Number of credits:	180 EC
Specializations:	Not applicable
Location:	Rotterdam
Mode of study:	Full-time
Registration in CROHO:	50952

Administrative information about the institution:

Name of institution:	Erasmus University Rotterdam
Status of institution:	Publicly funded
Institution's quality assurance accreditation:	Positive

4. Overview of the assessments

Standard	Assessment
Standard 1: Vision on internationalisation	Good
Standard 2: Learning outcomes	Good
Standard 3: Teaching and learning	Excellent
Standard 4: Staff	Excellent
Standard 5: Students	Excellent
Programme	Excellent

5. Findings, considerations and assessments per standard

5.1 Standard 1: Vision on internationalisation

Shared vision. The programme has a vision on internationalisation. This vision is supported by stakeholders within and outside the programme (criterion 1a).

Findings

In their mission statement, the programme management states the programme being meant to prepare young students, either directly or after having completed a subsequent master's programme, for a career in international business by teaching them knowledge in the field of international business and by immersing them in an intercultural classroom.

The programme management's vision on internationalisation is in line with this mission statement. The programme is intended to acquaint the students with knowledge and skills to work in an international business setting, being able to adapt to a foreign environment and being able to communicate and work effectively with people from different countries and with different cultural backgrounds.

Regarding the vision on internationalisation, the programme management is in touch with a number of stakeholder groups. In the Programme Committee, the quality of the programme is, regularly, discussed between staff and students who both sit on this committee. This Programme Committee is a joint committee for both this programme and the Dutch-spoken Bachelor in Business Administration programme. Another body, the Student Representation gives the students' view on the programme. Although the programme management maintains contacts with the alumni and the alumni provide feedback on the programme, a systematic survey among graduates has not yet been conducted. The Rotterdam School of Management has a RSM Advisory Board in place, representing the business community. The business community is not directly involved in the management of the programme.

Considerations

The panel considers the vision of the programme management on internationalisation to be good, as may be seen from the management's mission statement and the internationalisation vision. The panel, however, regards the vision to be somewhat implicit and, therefore, would encourage the programme management to add some specification to this vision.

The panel has observed the programme management maintaining relationships with a number of stakeholder groups and discussing the internationalisation vision with them. The panel has, however, noticed some work remains to be done in this respect. The panel advises to critically evaluate the decision to have one Programme Committee for both this programme and the Dutch-spoken programme and, based on this evaluation, to either bring internationalisation issues forward more strongly in the Programme Committee, or consider organizing a Programme Committee or sub-committee for this programme alone. Also, the panel recommends to organize the input from the business community more systematically.

Assessment of the criterion

These considerations have led the assessment panel to assess the criterion 1a *Shared vision* to be good.

<i>Verifiable objectives. The vision on internationalisation includes verifiable objectives (criterion 1b).</i>

Findings

The programme management has listed the programme's objectives on internationalisation. These objectives, clearly, have been derived from the internationalisation vision of the programme and include, among other, objectives on the diversity of the student population, the international and intercultural learning goals of the courses, the need for students to spend a part of the programme abroad and the internationally diverse teaching staff. Although the objectives are clear, some of these objectives are stated in less explicit and non-quantitative terms, making it somewhat difficult to ascertain whether an objective will have been reached or not. Some other objectives have been stated in optional terms, making the objective's achievement dependent upon certain preconditions and, therefore, less likely to be achieved.

The programme management has, also, listed a number of programmes in the Netherlands and abroad with which the programme may be compared. With quite a number of these this programme has student exchanges' contracts, implying a close co-operation with them. The programme management has situated the programme in relation to the other programmes but has not really performed a benchmark comparison with these programmes.

The programme management has set up a relationship with a programme in Gadjah Mada, Indonesia, offering a double degree programme, and has attempted to develop a joint degree programme with business schools in Virginia, United States and Hong Kong, China. The programme management is considering other double or joint degree partnerships.

Considerations

The panel regards the programme's objectives to be sound operationalisations of the internationalisation vision of the programme. The objectives address relevant topics and provide a clear indication of the goals the programme management is pursuing regarding the international and intercultural features of the programme. The panel recommends, however, to make some of the objectives more explicit and measurable.

The panel regards the benchmark comparison of the programme to other programmes to be very relevant. As a recommendation, the panel would welcome efforts on the part of the programme management to elaborate the benchmark comparison with similar programmes in the world further. Innovative forms of internationalisation, such as double and joint degrees and online international learning projects, may be included in the benchmark.

Assessment of the criterion

These considerations have led the assessment panel to assess the criterion 1b *Verifiable objectives* to be excellent.

Improvement-oriented evaluations. The vision on internationalisation is evaluated periodically and this evaluation forms the basis for improvement measures (criterion 1c).

Findings

The programme's quality assurance has been derived of the Rotterdam School of Management's quality assurance system. This implies regular internal and external (NVAO, EQUIS, AACSB) reviews to assess the programme's quality. Periodical external reviews are supplemented with internal evaluations of the courses and the programme as a whole. These international evaluations include, on various levels, the programme's strategic positioning, the curriculum and the contents and delivery of the courses.

The quality assurance system of the programme includes the continuous strive for improvement, especially if the results of internal or external reviews would prove to be below the targets set. The Programme Committee and the Student Representation play an important role in following up on the results of internal evaluations. They study the evaluation results and advise the programme management on measures for improvement to be taken.

The international and intercultural features of the programme are part of this quality assurance cycle. The programme management has listed both the recommendations by the NVAO-panel in the previous review of internationalisation in 2010 and the measures which have been taken to address the recommendations.

Considerations

The panel has observed the quality assurance system of the programme to be more than adequate, including both external and internal reviews. These reviews and evaluations take place frequently and include items which are relevant for the contents and the delivery of the programme.

The panel has observed the programme management monitors the quality of the international and intercultural features of the programme quite systematically. This may be derived from the measures the programme management has listed, following up on the recommendations by the NVAO-panel in 2010 on the internationalisation aspects of the programme. These measures have led to improvements. Most of these improvements are, however, still in the planning phase and have not yet been fully implemented. The panel, therefore, advises the programme management to address the implementation of these measures.

Assessment of the criterion

These considerations have led the assessment panel to assess the criterion 1c *Improvement-oriented evaluations* to be good.

Assessment of the standard

The panel assesses the vision on internationalisation to be convincing, the verifiable objectives to be excellent and to match the vision and the improvement-oriented evaluations to be good. For these reasons, the panel assesses standard 1 *Vision on internationalisation* to be good.

5.2 Standard 2: Learning outcomes

Intended learning outcomes. The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its vision on internationalisation (criterion 2a).

Findings

The programme management has drafted the intended learning outcomes for the programme. Obviously, not all of these intended learning outcomes are related to the international and intercultural features of the programme. About 15% of the learning outcomes address international or intercultural knowledge and skills the students are to achieve.

The international learning outcomes include having knowledge about international competition, having knowledge about relations between companies (in various countries), being able to work in an international business setting and being able to communicate in the English language. The intercultural learning outcomes are, among other, being familiar with cross-cultural management, being able to work in teams with people of different cultural backgrounds and being able to understand and interpret cultural limitations and restrictions.

The programme management has drafted a table, demonstrating the relations between the intended learning outcomes and the learning goals and the contents of the courses. From this table, it is evident in which of the courses the international and intercultural learning outcomes are addressed.

The programme has indicated monitoring the relations between the learning outcomes and the courses quite intensively. Every 5 to 6 years these relations are screened and changes are made, if required. During this 5 to 6 year-period, any changes in the learning goals and the contents of the courses are only permitted, if they do not interfere with the intended learning outcomes.

Considerations

Having studied the intended learning outcomes, the panel considers these intended learning outcomes to reflect the internationalisation vision appropriately. The learning outcomes address the international and intercultural features of the programme appropriately.

The panel is impressed about the model the programme management has drafted to relate the intended learning outcomes to the course contents. This model ensures the international and intercultural learning outcomes to be adequately represented in the courses. As the programme management, carefully, monitors any changes in the course contents not to be contrary to the intended learning outcomes, the panel is convinced the international and intercultural features of the programme are represented well in the courses.

Assessment of the criterion

These considerations have led the assessment panel to assess the criterion 2a *Intended learning outcomes* to be excellent.

Student assessment. The methods that are used for the assessment of the students are suitable for measuring the achievement of the intended international and intercultural learning outcomes (criterion 2b).

Findings

The programme management has selected methods to assess the international and intercultural learning goals of the courses. The international learning goals are mainly knowledge-oriented and are, therefore, mostly assessed by means of written examinations. The intercultural learning goals are, on the contrary, mostly related to skills and to the students' attitudes and are, therefore, mostly assessed by means of assignments and self-reflection reports.

A number of examples of these assessments have been presented by the programme management. For example, the students are to write a self-reflection report during the mentor programme, are to write a report and an application letter and are to take part in the discussions in the course Effective Business Communication and are to complete an assignment and present the results in the course Cross-Cultural Management.

For the assessment of the international learning goals, the results of the written examinations and the feedback of the students in the students' evaluations may be taken to be valid methods to measure the students' achievements. For the intercultural learning goals, the learning results are much more difficult to measure. The programme management has studied a number of assessment methods and is now considering a test by which the difference between the skills at the beginning of the course and at the end of the course may be measured.

Considerations

The panel considers the assessment methods the programme management has selected for the international and intercultural learning goals to be good. The written examinations are adequate to assess the mostly knowledge-oriented international learning goals. The various methods to assess the intercultural learning goals, such as assignments and self-reflection reports, are adequate in this respect.

The panel feels, however, the assessment methods for the intercultural learning goals is still a work in progress. The programme management researches assessment methods which will measure more accurately the students achieving these intercultural learning outcomes.

Assessment of the criterion

These considerations have led the assessment panel to assess the criterion 2b *Student assessment* to be good.

Graduate achievement. The programme can demonstrate that the intended international and intercultural learning outcomes are achieved by its graduates (criterion 2c).

Findings

From the figures the programme management presented, may be deduced that about 70% of the graduates go on to do a master's programme either at the Rotterdam School of Management or elsewhere and the other 30% either enter the labour market or take a year's leave to continue their studies at a master's level after this year.

The programme management considers the international and intercultural learning outcomes to be achieved, if at least 80% of the graduates applying for the Rotterdam School of Management Master International Management/CEMS programme are accepted, if graduates applying at other reputed business schools have a high chance of being admitted and if the majority of the graduates entering the labour market secure an international job.

The programme management has gathered data on the graduates' careers, indicating these goals to be achieved. One of the sources of these data is the information from an alumni linkedin group. A comprehensive survey among alumni, recording their careers and the extent to which the international and intercultural learning goals have been attained by them, has not yet been conducted. Plans to conduct this survey have, however, been made.

Considerations

The panel considers the targets which the programme management has set, to measure the extent to which the graduates have achieved the intended international and intercultural learning outcomes, to be very relevant and ambitious. In the opinion of the panel, the programme management maintains high standards in this respect.

The panel has observed the programme management disposes of information about the careers of the graduates. The panel welcomes the plans of the programme management to conduct a survey among the alumni. The panel feels the results of such a survey may give the programme management more information about the achievement of the graduates of their international and intercultural learning outcomes.

Assessment of the criterion

These considerations have led the assessment panel to assess the criterion 2c *Graduate achievement* to be good.

Assessment of the standard

The panel assesses the intended learning outcomes to be an excellent representation of the programme management's internationalisation vision. The results in terms of assessment methods and graduates achievements are, however, good and not excellent. Therefore, the panel assesses standard 2 *Learning outcomes* to be good.

5.3 Standard 3: Teaching and learning

Curriculum. The content and structure of the curriculum enable the achievement of the intended international and intercultural learning outcomes (criterion 3a).

Findings

In the first year of the curriculum, the number of courses with an international and intercultural focus is 40%, calculated in terms of EC (European Credit points). In the second and third year these figures are 27% and 40%. For the entire curriculum, the number of these courses is 36%. A number of courses have a distinct international contents, such as the courses Leadership, Sustainability and Governance and Strategic Management. In other courses, the intercultural contents are dominant, like in Effective Business Communication and Foreign Languages. A third category is composed of courses which meet international as well as intercultural learning goals. These courses include International Business, Organizational Behaviour and Cross-Cultural Management.

In the courses, the students are to address international cases and are to complete assignments with international subjects. With regard to the intercultural contents, the students are familiarized with handling situations in which people from different cultural backgrounds participate.

The students are given the opportunity to go abroad. In the third year of the programme, the students may either participate in an international exchange programme or take an international internship. In case of the exchange programme (20 EC), the students take courses at one of the programme's foreign partner schools. In case of an international internship (15 EC), the students take an internship abroad in an international company or organization. Foreign students may take an internship in the Netherlands. In both cases, the students have to write a report, explaining the academic and personal benefits. The companies hosting the internship fill out an assessment form, indicating the international team-working skills, the openness to cultural diversity and the foreign language skills.

In the theses the students are to write, an international or intercultural component is not required. The theses are assessed on the basis of their academic quality and not on the basis of their international or intercultural contents.

Considerations

In the panel's opinion, the curriculum comprises a fair number of courses addressing international and intercultural contents. Therefore, the students are amply acquainted with international and intercultural subjects. The panel welcomes the distinction the programme management has made between courses with international learning goals, courses with intercultural learning goals and courses which address both. This distinction creates a specific focus for the courses concerned.

The panel feels the opportunity the students have to spend a substantial part of the third year of the programme abroad, either in an international internship or in an international exchange programme, greatly contributes to the students' international and intercultural knowledge and skills.

The panel recommends to look once again into the requirements for the thesis, including a reflection on the international and intercultural components of the research.

Assessment of the criterion

These considerations have led the assessment panel to assess the criterion 3a *Curriculum* to be excellent.

Teaching methods. The teaching methods enable the achievement of the intended international and intercultural learning outcomes (criterion 3b).

Findings

For each of the courses with an international or intercultural focus, the programme management has listed the teaching methods to be applied. These include lectures, workshops, working on assignments, presentations and discussions.

As will be elaborated under criterion 5a, the number of students entering the programme is substantial. Plenary lectures, therefore, include many students and do not lend themselves so easily to intense international or intercultural exchanges among the students. The students, however, frequently meet in smaller classes or groups as well. In some of the courses, the plenary lectures are split up in groups. In other courses, the students attend smaller workshops. In the skills courses, the students are trained in groups of about 15 to 20 students. In most of the theoretical courses, the students have to complete assignments. For most of these assignments, the students work together in groups of about 4 or 5 students. In the first year, the students are guided by elder students in mentor groups of about 16 to 18 students. These mentor groups are composed of different nationalities. The student mentors are trained and supervised by mentor co-ordinators, being third-year students who have been mentors. In the first year, the groups' composition for the assignments is imposed by the programme management, taking the different nationalities of the students into account. In the later years, students are free to choose their own groups. Groups are, then, composed on the basis of the students' shared interests or their comparable levels of knowledge or skills, not on the basis of nationality. Students are given feedback on their results.

The programme management is doing research on innovative teaching methods, such as providing e-learning courses and personalizing the students' curricula. On the first innovation, the programme management has decided to take a gradual approach, investing moderately in it. The second innovation is in the conceptual phase. The programme management considers, for instance, to offer curricula in which students may leave for one year and return to the programme or a master's programme to continue their studies.

Considerations

The panel feels the teaching methods selected for the courses match the courses' international and intercultural learning goals and are beneficial to the students' learning processes in these respects.

The panel is convinced the students have ample opportunity to meet and discuss international subjects and to learn how to handle intercultural situations. Although the number of students in the programme is relatively large, in a substantial number of instances the students meet in small groups. These groups allow them to discuss international topics in detail, to work on international assignments and to be effectively trained in intercultural skills. The panel would like to warn, though, for potential risks if the student body becomes bigger, and/or the 40% criterion for Dutch students would no longer be maintained. Also, the panel recommends to continue the policy of avoiding dominant groups of students of one nationality entering the programme.

Assessment of the criterion

These considerations lead the assessment panel to assess the criterion 3b *Teaching methods* to be good.

Learning environment. The learning environment is suitable for achieving the intended international and intercultural learning outcomes (criterion 3c).

Findings

As has been indicated under criterion 3b, the students are given the opportunity to learn in small groups, to acquire their intercultural skills in small-scale skills courses and to work on their international assignments in groups of 4 to 5 students. Learning in smaller groups is important to gain in-depth understanding of international topics. The students are graded for their group assignments with the same grade for all the participants. The students themselves have to agree on the contribution of each of the group members. The students, also, work in small classes during the skills courses. This way, they are directly confronted with the intercultural dimensions of working together with students from a different background.

The classes are given by lecturers from different countries. As will be detailed under criterion 4a, the teaching staff is vastly internationally composed. The students, therefore, meet with lecturers from all over the world, adding to their international and intercultural understanding.

The students are guided through their first year by participating in the mentor programme. The mentor groups having an international composition of students, contribute to the international and intercultural character of the programme.

Considerations

The panel feels the learning environment for the students to become acquainted with the international and intercultural aspects of the programme is excellent. Some of the lectures are conducted in small groups. In these groups, the students gain in-depth knowledge about international topics and meet with other cultures in an intercultural classroom. The teaching staff is internationally composed, providing an international and intercultural perspective for the students. In the mentor programme, the students are guided in diverse groups of students with multiple backgrounds.

Assessment of the criterion

These considerations lead the assessment panel to assess the criterion 3c *Learning environment* to be excellent.

Assessment of the standard

As the panel has assessed the contents of the curriculum and the learning environment to be excellent, the panel assesses the whole standard 3 *Teaching and learning* to be excellent. The teaching methods having been assessed to be good, does not outweigh the excellent performance of the programme on the other two criteria.

5.4 Standard 4: Staff

Staff composition. The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes (criterion 4a).

Findings

The programme management aims to have a teaching staff, being composed of different nationalities. Quite a large number of different nationalities are present in the teaching staff. The number of non-Dutch academic teaching staff, currently, is 42%.

The members of the teaching staff have highly relevant academic and/or professional knowledge and skills. The programme management attracts staff members who like to teach in an international programme, who have a feeling for teaching internationally diverse student groups, who are open to teaching groups of students with different cultural backgrounds and who have a good command of the English language.

The staff-to-student ratio is 1 : 42. This seems to be rather unfavourable. One of the main causes for the ratio are the plenary lectures, one lecturer teaching about 400 students. As has been indicated under criteria 3b and 3c, the students often meet in smaller groups as well.

Considerations

The panel feels the teaching staff composition meets the international and intercultural features of the programme. The teaching staff includes many different nationalities and the proportion of non-Dutch lecturers is substantial.

The selection criteria for the international and intercultural knowledge and skills of the staff members are very relevant and ensure the lecturers to meet the requirements in this respect.

Although the staff-to-student ratio is rather unfavourable, this does not really prevent the lecturers from teaching the international and intercultural aspects effectively. As has been indicated, some of the lecturing takes place in small groups.

Assessment of the criterion

These considerations have led the assessment panel to assess the criterion 4a *Staff composition* to be excellent.

International experience and competence. Staff members have sufficient international experience, intercultural competences and language skills (criterion 4b).

Findings

As may be derived from the CV's of the lecturers, most of them have relevant international experience, having lectured in programmes abroad.

The lecturers are to complete the Dutch Basic Teaching Qualification (in Dutch: BKO), ensuring they have appropriate educational skills and know how to teach and assess students. Recently, intercultural communication has been added to this qualification, enabling lecturers to teach diverse student groups.

The lecturers have a good command of the English language, as may be derived from the course evaluations by the students. Lecturers tend to have a score of 3.5 to 4.0 (on a five-point scale) for their English and some achieve scores of 4.5 to 5.0. If a lecturer more than once has a score of less than 2.5 for his or her English in these evaluations, this lecturer will no longer have the right to lecture in the programme. This has not occurred in the last few years.

For the most part, the lecturers have been involved in the programme for quite a number of years, adding to their experience in teaching in this programme.

Considerations

The panel considers the qualities of the staff with regard to their international and intercultural knowledge and experience to be excellent. Most of the lecturers have relevant international experience in teaching. As they ought to complete their Basic Teaching Qualification, including intercultural communication, they have the abilities to teach in an intercultural classroom.

The panel estimates the command of the English language of the lectures to be good to very good.

Assessment of the criterion

These considerations have led the assessment panel to assess the criterion 4b *International experience and competence* to be excellent.

Services provided to staff. The services provided to the staff (e.g. training, facilities, staff exchanges) are in line with the staff composition and facilitate international experiences, intercultural competences and language skills (criterion 4c).

Findings

The programme management provides services to the staff. Lecturers coming from abroad and starting in the programme, are assisted by the human resources department of Rotterdam School of Management.

The lectures are offered a wide array of services. These include training in the drafting of examinations, training in educational skills and language courses. The lecturers and the programme management discuss the teaching in the intercultural classroom regularly. The tenure track does, however, not depend on the international or intercultural lecturers' abilities.

Considerations

The panel feels the services offered to the lecturers regarding the international and intercultural features of the programme are up to standard. The lecturers are offered relevant services in this respect. The panel has observed the lecturers not always use the intercultural services offered to them and encourages the management to stimulate them to do so.

Assessment of the criterion

These considerations have led the assessment panel to assess the criterion 4c *Services provided to staff* to be good.

Assessment of the standard

For the panel, the composition of the teaching staff and their international experience, intercultural experience and language skills are excellent. These lead the panel to assess this standard to be excellent, even though the facilities for the staff are assessed to be good. Therefore, the panel assesses standard 4 *Staff* to be excellent.

5.5 Standard 5: Students

Student group composition. The composition of the student group (diversity of national and cultural backgrounds) is in line with the programme's vision on internationalisation (criterion 5a).

Findings

Contrary to regular bachelor's programmes in the Netherlands, the International Business Administration programme has the right to select the students upon admission. The students admitted to the programme are to have good grades from their secondary school, especially in mathematics and English and are to demonstrate their motivation to enter the programme. The number of students dropping out after one year is, only, 20%.

The programme management maintains a balance in the composition of the student group entering the programme. From the total influx of about 400 students per year, a maximum of 40% is Dutch, living in the Netherlands, another 10% is Dutch, coming from abroad, about 10% are non-Dutch, living in the Netherlands and a minimum of 40% is non-Dutch, coming from abroad. The number of students coming from Africa and the Middle East is underrepresented.

Considerations

The panel considers the entry requirements for the programme to be very relevant, allowing only the students in who are likely to complete the programme. The low number of students who drop out after one year, testifies to the effectiveness of the admission procedure.

The international composition of the student population is very balanced, allowing the students to meet other nationalities and other cultures. The panel recommends to enhance the efforts to increase the number of international students from Africa and the Middle East.

The panel recommends the programme management to maintain a strict admission process, to keep the proportion of Dutch students at the current level and to prevent the yearly influx of students of increasing. These measures are needed to safeguard the present excellent international and intercultural character of the programme.

Assessment of the criterion

These considerations lead the assessment panel to assess the criterion 5a *Student group composition* to be excellent.

International experience. The international experience gained by the students is adequate and in line with the programme's internationalisation vision (criterion 5b).

Findings

As has been indicated under criterion 3a, the students are taught international subjects in the classes. They meet with their fellow students from other countries, learning about international topics and being trained in intercultural skills.

The students are invited to take an international internship or to participate in an international exchange programme in their third year. To be selected for an international exchange programme at one of the programme's partner schools, the students have to meet a number of requirements, such as having an average grade of 6.5. For some schools, a higher average is required. The international internships or international exchanges are not compulsory. The students may, also, choose to take a minor at Erasmus University Rotterdam.

The internships are, primarily, research-directed and not so much intercultural-oriented. The programme management feels the research-orientation ought to be leading in order for the students to achieve academically relevant results.

The number of students participating in the international exchange programme is 120 to 140 students per year. The number of students taking an international internship is 50 to 60 students per year.

Considerations

The panel is convinced the students gain international and intercultural experience, as is evident from the course contents, the topics addressed in the classes and the skills the students are trained in.

The panel recommends to make the international internships or participating in the international exchange programme mandatory for the students. This way, they will always spend a part of the programme abroad, being exposed to an international environment in another country.

Assessment of the criterion

These considerations lead the assessment panel to assess the criterion 5b *International experience* to be good.

Services provided to students. The services provided to the students (e.g. information provision, counseling, guidance, accommodation, Diploma Supplement) are adequate and in line with the composition of the student group (criterion 5c).

Findings

Before entering the programme, applicants may gather information on the programme's website. Students coming from abroad are assisted in completing the administrative requirements for their stay in the Netherlands and in finding housing. In the programme, the students may access the electronic learning environment to communicate with the lecturers and their fellow students.

In the curriculum, the students are offered the option to take one language course (5 EC).

The study guidance is organized by the programme management, offering the mentor programme and the advice on study matters by the student advisors. As has been indicated under criterion 3c, the mentor programme plays an important role in the study guidance in the first year. The students learn how to approach situations in this international and intercultural programme.

The students may engage in extra-curricular activities of an international or intercultural nature. The programme management has listed a substantial number of extra-curricular activities, available to the students. These range from study trips abroad to case competitions in a number of countries and a Summer school in Berkeley, United States.

The students are offered a diploma supplement on which the international and intercultural features of the programme have been listed.

Considerations

The panel assesses the services provided for the students to be excellent. The students coming from abroad are assisted in various matters, related to their staying in the Netherlands. The study guidance is effective, especially the first-year mentor programme.

The panel recommends to facilitate and encourage the students to take more extra-curricular language courses than the 5 EC course which now is included in the programme, including a stronger focus on Dutch language training by the international students to foster their integration in Dutch society. This could be done by offering the language courses for free and by awarding a language certificate, even if the language course is taken extra-curricular.

Assessment of the criterion

These considerations lead the assessment panel to assess the criterion 5c *Services provided to students* to be excellent.

Assessment of the standard

The panel assesses the student population composition and the services for the students to be excellent. As the achievement of the international and intercultural learning outcomes is good, the panel has decided to assess the standard 5 *Students* to be excellent.

Annex 1: Schedule of site visit

(Names presented without academic titles)

Rotterdam, 17 September 2013 (first day)

- 13.00 h. – 14.30 h. Arrival and deliberations of panel (closed session)
- 14.30 h. – 15.45 h. Programme management
E. Waarts (dean of BSc/MSc programmes), A. Meijdam (executive director IBA programme), R. Torner (programme manager IBA programme B.2 and B.3), Th. Den Hartog (student advisor IBA), L. Kasmó (programme manager Bachelor Exchange), F. Franke (Career Services manager), I. Kroon (BSc/MSc Alumni resource officer), E. Wijnmaalen (policy advisor Accreditations)
- 16.00 h. – 17.00 h. Lecturers
S. Giessner (chair programme committee, teaching Organizational Behaviour; B.1), D. Gottlieb (co-ordinator mentor programme; B.1), C. Willemsen (teaching Effective Business Communication; B.1), J. Nijholt (member programme committee, teaching Strategic Business Plan; B.1), A. Slangen (teaching International Business; B.1), C. Lee (teaching Cross-Cultural Management; B.2), N. Mead (teaching Marketing Management; B.2)

Rotterdam, 18 September 2013 (second day)

- 08.30 h. – 09.00 h. Arrival and deliberations of panel (closed session)
- 09.00 h. – 10.15 h. Students and alumni
D. Martinsone (student; programme committee member), M. Arnaudova (student; member student representation board), G. Nijhof (student), A.D. Lagerwaard (student, programme committee member), I. Hidalgo (student; former student mentor), R. Bouwman (student, former student mentor), M. Lazarova (alumnus), M. Spokaite (alumnus), S. Huurman-Tzioti (alumnus)
- 10.15 h. – 11.00 h. Programme management
A. Meijdam (executive director IBA programme)
- 11.00 h. – 11.45 h. Deliberations of panel (closed session)
- 11.45 h. – 12.00 h. Presentation of main findings by the panel's chair to the programme management

Annex 2: Documents reviewed

The assessment panel has studied the following documents, presented prior to the site visit:

- Application for the renewal of the NVAO Distinctive Quality Feature Internationalisation
- Composition of Advisory Board RSM
- Intended learning outcomes of Bachelor IBA
- Courses, educational goals and aggregated learning outcomes
- Courses, study methods and assessment
- IBA alumni
- Number of new enrolled and total number of enrolled IBA students 2012/2013
- Undergraduate exchange partners and selected IBA students 2011/2013
- Internships conducted by IBA students 2010/2012
- Teaching staff in the IBA programme
- EQUAL Guidelines on undergraduate degrees in general business and management
- Diploma supplement

On the days of the site visit, the programme management presented the following documents:

- Literature
- Course manuals
- Textbooks and workbooks
- Conversion proposals
- Mentor handbook
- Internship guide
- Bachelor theses
- Exchange reports
- Internship reports

Annex 3: Composition of the assessment panel

The assessment panel had the following composition:

- prof. J.W.M. de Wit PhD, director of the Centre for Higher Education Internationalisation at Università Cattolica Sacro Cuore in Milan, Italy and professor of Internationalisation of Higher Education at the School of Economics and Management of Hogeschool of Amsterdam, panel chair;
- prof. S.I. Björkman PhD, dean of Aalto University School of Business, panel member;
- R. Heusser, MD, MPH, chairman of the European Consortium of Accreditation, ECA, panel member;
- J. Waas, former student of the bachelor programme International Business Administration of VU University Amsterdam, student member.

prof. J.W.M. de Wit PhD, panel chair

Mr De Wit, currently, is director of the Centre for Higher Education Internationalisation at Università Cattolica Sacro Cuore in Milan, Italy and professor of Internationalisation of Higher Education at the School of Economics and Management of Hogeschool of Amsterdam. He obtained his PhD from University of Amsterdam. He held a number of academic positions, doing research on the internationalisation of higher education. He is, among other, a founding member and former chair of the European Association for International Education. Mr De Wit has published widely in his field of expertise.

prof. S.I. Björkman PhD, panel member

Since 2012, Mr Björkman is dean of Aalto University School of Business in Helsinki, Finland. In 1989, he obtained his PhD in the field of economics from Hanken School of Economics. From 1982 onwards, he held a number of academic positions and academic posts at various institutions and associations. He, also, held visiting appointments at, among other, INSEAD and Stanford University. Mr. Björkman has published numerous articles in his field of research in scientific journals.

R. Heusser MPH, MD, panel member

Mr Heusser, currently, is the chairman of the European Consortium of Accreditation, ECA. He studied medicine at University of Zurich and obtained a post-graduate degree in public health from University of California, Berkeley, United States. He acts as an advisor for a number of accreditation agencies and sat on numerous accreditation panels in Germany, Luxemburg, Ireland, Netherlands, Switzerland, Saudi Arabia and other countries. Mr Heusser, frequently, gives lectures as well as writing books and articles in international journals.

J. Waas, student member

Ms Waas was a student in the bachelor programme International Business Administration of VU University Amsterdam. She participated in a number of exchange programmes, studying in Melbourne, Australia, in Wells, Maine, United States and at University of Sao Paulo, Brazil. As a student representative, Ms Waas sat on the educational committee of the International Business Administration programme of VU University Amsterdam.

Annex 4: Declarations of independence