

CIR Team Report Maastricht School of Business and Economics

I. Introduction

The Continuous Improvement Review (CIR) process is forward looking and focused on continuous improvement, strategy and consultative issues. The CIR process minimizes the reporting burden on accredited institutions and peer review teams as it is not intended to be a standard-by-standard review. Therefore, the objective of the CIR visit team report is to be strategic and consultative, offering guidance and feedback to the school to improve its overall high quality. By focusing the review on educational improvement, strategic management, and fulfillment of mission, the members of Peer Review Team will be particularly attuned to educational quality issues and problems that may be revealed in the process.

In preparing the School's Team Report, the Peer Review Team will assimilate the relevant information, constructively assess and perform a macro analysis to (1) assess the School's overall high quality; (2) determine how the School's policies and practices foster continuous improvement; and (3) consider whether or not the School's processes lead to outcomes that are consistent with its mission and objectives.

II. Team Recommendation

The team recommendation reflects the opinion of the Continuous Improvement Review Team only. It will be reviewed for concurrence or remanded to the team by the Continuous Improvement Review Committee. The role of the Continuous Improvement Review Committee is to ensure consistent application of the AACSB International accreditation standards and processes across peer review teams.

Within ten days of receipt of this report, the applicant should send the team any comments and corrections related to faculty information noted in this report.

Please choose one of the following recommendations:

Extension of Accreditation (may include optional continuous improvement recommendations to be addressed over the next five-year review period): The recommendation of the Peer Review Team is that the accreditation of the selected degree programs in business offered by the institution be extended for an additional five years with a Continuous Improvement Review to occur in 2021/2022. Concurrence by the Continuous Improvement Review Committee and ratification by the Board of Directors are required prior to the confirmation of the accreditation decision. Following ratification by the Board of Directors, the applicant will be notified. The applicant must wait for this official notification before making any public announcement. AACSB International provides a list of applicants achieving accreditation to its members and the public.

The Continuous Improvement Review Committee will review this report, and any response from the applicant, at its next scheduled meeting (normally, provided that the report is received at least three weeks in advance of the meeting). The Continuous Improvement Review Committee meet and review this report in April 2017.

The Board of Directors will consider for ratification via electronic ballot the team recommendations to extend accreditation or revoke accreditation that have concurrence from the appropriate accreditation committee, as soon as possible after the accreditation committee concurrence.

III. Item(s) to Address

Summarize the team's analysis of the applicant's response and actions to address concerns that were stated during the last accreditation review (initial or CIR), and address the following:

Strategic Planning: Strategies are in place to advance the mission. However, more clarity is needed to specify objective and to leave foundations for clear performance indicators. Among that clarity is the need for a strategic program portfolio management and for prioritizing the new programs development.

Response: Since the last visit, the team has completed a thorough strategic planning process that involved a wide variety of stakeholders in significant ways. SBE is completing the implementation plan, developing KPIs and will build a budget for 2018 to support the plan. The team believes this recommendation was addressed effectively and with a deep commitment to involve all internal and external stakeholders.

Faculty Qualifications: The overall academic quality of SBE is a remarkable asset, particularly if the School's young age (less than 30 years) is taken into account. The segmentation of the AQ faculty body into two statuses (AQ & AQ+) is very innovative and efficient to focus more resources on the METEOR (Maastricht Research School of Economics of Technology and Organization) research faculty. However, the School should review and strengthen the minimum of 2 PRJs to maintain and improve AQ status.

Response: The school continues to provide extremely high quality learning experiences and focuses on high quality research. SBE has developed new guidelines for faculty qualifications in support of the new AACSB standards. These qualifications are significantly more rigorous than the previous AQ/PQ standards and are in line with internal requirements to be a GSBE (Graduate School of Business and Economics) Fellow, aligning the AACSB qualifications with the school's strategic direction.

Faculty Deployment: The core teaching and learning mission of SBE is small groups to fit perfectly with the problem-based learning (PBL) model. It is another academic quality asset. The School should continue to show improvement in the ratios of Standards 9 & 10, as this teaching model needs more academic resources. PRT noticed that the teaching load can vary from one department to another. This situation could be further investigated in order to surface policy and practice which may further enhance Participating and AQ ratios (Standards 9 & 10).

Response: The team reviewed Faculty Sufficiency and Faculty Qualifications ratios and felt they were consistent with the standards and supportive of overall high quality. Two departments (AIM and MScM) are slightly below the 60% participating faculty guideline, in part due to the particular structure of a couple of MScM courses and due to the AIM national accounting accrediting standards. The team was comfortable that neither of these situations hurts the quality of these departments and in fact, there are strategic reasons for the models they are using. Across all other departments and all other programs, the school is consistent with the expectations of the standards.

Assurance of Learning: The AoL process is in place and has been applied on the bachelor's and master's level programs and started in the doctoral program. The quality loop has been closed at least once in the largest programs. The PRT recommends to SBE to continue this effort (Standards 15, 16, 17, 18, 19, 20, 21).

Response: SBE has a robust and highly developed AoL program in place. They take the process very seriously, it is embedded in the culture of the school and there is significant evidence that they are closing the loop in ways that are leading to incremental and strategic adjustments to programs.

Financial Resources: One of the opportunities for continuous improvement mentioned in the 2012 Team

Visit Report was the diversification of financial resources, in particular by raising more private funding from the corporate community.

Response: Since the last AACSB visit, the school's funding has diversified including increased revenues from contracts, from growth in student numbers in new programs, and government funding has actually increased. The school's strategic plan includes goals for continuing to diversify financial resources through growth in professional/executive education, increasing numbers of students in new programs, and growth in grant funding. The team believes the school is effectively and successfully addressing this recommendation.

Internationalisation: The 2012 Team Visit Report recommended in its consultative report that SBE should continue to push the boundaries of what is understood to be internationalisation.

Response: It is clear that the international strategy and focus of the school is deeply embedded throughout the school at the undergraduate and graduate levels. This occurs through a diverse student body, large numbers of exchange students (approximately 700/year from 150 partner schools), admission criteria that screen for "international classroom readiness", compulsory study abroad requirements, and learning experiences embedded in all programs that are international in nature. All constituents speak to the significance and embeddedness of this element of the school.

Prior to the next Continuous Improvement Review, specific recommendations relative to AACSB standards that should be addressed and reported in the next CIR application and at the time of the next Continuous Improvement Review:

Standard 1: Strategic Management

Complete development of the implementation plan for the newly developed strategic plan including finalizing of performance/target contracts with school units in support of the plan and development of KPIs to track success in accomplishing the goals and action items in the plan. By the next visit the school should show progress toward accomplishment of the plan's goals and the accomplishment of the KPIs.

Standard 15: Faculty Qualifications

Strengthen criteria for the Practice Academic category of Faculty Qualifications to ensure experiences of PA faculty connect to practice and help to ensure that practice perspectives are brought into teaching and research.

IV. Justification to support the Peer Review Team's accreditation recommendation

Provide rationale for the Peer Review Team recommendation in Section II. This should include the Peer Review Team's assessment of the school's overall high quality, a summary of the continuous improvement environment and the school's ability to achieve desired outcomes. This should be provided in the context of the four areas of AACSB's standards. Specific reference to deficiencies related to any accreditation standard should be described.

The Peer Review Team was impressed with the quality of the school and its clear understanding of who it is, how it is differentiated from other schools and how it wants to build on that for the future. SBE is a unique place with faculty, staff, students, alumni and business affiliates that recognize and appreciate its strengths and in a large part are affiliated with the school because of its unique attributes.

Strategic Management and Innovation

Since the last visit, the school has engaged in a strategic planning process involving diverse constituencies. They are building out the implementation plan as well as developing KPIs. The budget

for 2018 will be built on this new strategic plan. There appears to be deep commitment to the five priorities outlined in the plan across constituencies.

It is clear that there is a culture that encourages and supports innovation and entrepreneurship. Much of this is attributed to the relative youth of the University/school and there is a clear recognition that they need to maintain this part of the culture as they become more mature.

The budget has been diversified since the last visit and efforts continue to be directed at diversifying the financial base even more. All constituent groups seemed satisfied with the level of financial support they receive and felt they had access to resources when needed to support their activities (whether students, faculty or staff).

The school does need to complete its implementation plan, development of KPIs and build a budget to support the strategic plan. At the next AACSB visit an important role of the team will be to see how they have done at implementing this plan.

Participants

In general all participants in the school are actively engaged in the life of the school. Faculty Sufficiency is appropriate and supports high quality. As mentioned above, two departments, AIM and MScM, are slightly below sufficiency percentages, but continue to provide high quality and are aware of this issue as one they need to monitor.

The school has a clear sense of how it is different than other b-schools related to its Problem Based Learning (PBL) model, its integration of research and teaching, and its significant degree of engagement of all stakeholders.

The level of engagement of students across all aspects of the school is quite amazing and to be commended. Students engage widely in various student clubs and associations, feel deeply involved in governance and planning for the school and are quite happy with the open door access of staff and faculty.

Learning and Teaching

SBE takes teaching and learning very seriously. Their unique PBL model was quite an undertaking to implement and takes deep commitment on the part of faculty to sustain. It is clear that faculty have this commitment and many students and faculty choose SBE, in part, because of this unique model.

There is a significant commitment to teaching quality and oversight, including regular feedback to faculty whose teaching is not at the level expected in the school.

The business community is also deeply involved in the learning experience through participation in some PBL projects and the Business Consulting Projects in the MBA program as well as non-participating faculty.

The AoL process is strong, deeply embedded and bought into in the school and leads to changes in the curriculum at the class and program levels. The model it uses is rather unique (see commendations below) and highly effective.

There is also a very strong system of oversight/control for academic integrity and quality. The Board of Examiners and Assessment Committee take their responsibilities seriously to ensure the integrity of the testing and evaluation processes in the school and of the degrees that are granted to students.

Academic and Professional Engagement

SBE meets the faculty qualifications standards in terms of percentages by department and their deployment of faculty is appropriate for the school and types of programs offered. As noted above, the school is encouraged, prior to the next visit to enhance its PA definition to more clearly align it with the role expected of PA faculty in the school.

As noted in the Teaching and Learning section above, there is deep engagement of students, faculty and the business community at all levels. Some of the highest levels of engagement across and among these groups as the team has seen.

The PBL programs and BCP projects provide significant opportunity for students to engage with faculty and with the business community. The business community also actively supports faculty research across the school.

The school has a limited number of full professors compared to many schools, thus they rely significantly on junior faculty for many activities. The junior faculty feel supported and that they have adequate opportunities for development both in terms of research and teaching. They chose to be at SBE for very specific reasons and seem happy and supported.

V. Engagement, Innovation, and Impact

Identify and assess the business school's success in demonstrating engagement, innovation, and impact outcomes. The team should describe the most noteworthy activities in each of the three areas with particular attention to changes since the last review.

The school's report effectively outlined a variety of examples of how they are engaging, innovating and achieving impact. A few notable examples are noted below.

Engagement:

Engagement is one of the strongest attributes of SBE. The PBL model is a sustainable competitive advantage that deeply engages students, faculty, and the business community. The BCP project is similarly positioned in the MBA program.

Study associations are deeply engaged with the business community and a significant source of career support for students across all programs.

International engagement is a hallmark of the school – one that all constituencies recognize and experience regularly.

Innovation:

The school has a culture of innovation and entrepreneurship that is deeply embedded and supported with time and resources. They have also implemented a variety of new programs in recent years while taking seriously the need to modify or eliminate programs in order to have resources for new opportunities.

They have several interesting programs in partnership with other schools on campus and involve faculty from across campus and from practice regularly in the work they are doing.

SBE is also seeking to expand its research model to be more multi/interdisciplinary in nature and is seeking to find innovative ways to incentivize this type of research.

Impact:

The most significant and visible type of impact SBE is having is on students and their personal and professional development. The PBL model has a deep and sustained influence on students that they speak about both while they are students and after they become alumni.

It is also clear that the PBL programs and BCP projects have direct impact on business practice. Many examples were given about how the implementation of recommendations from these programs made a difference for the businesses that engaged in these programs.

The school is also having an influence on the region of Europe in which it sits. Their executive education programs are specifically designed (mostly custom) to connect with the region and to influence business practice.

VI. Commendations of Strengths, Innovations, Unique Features and Effective Practices

Provide a brief description of strengths, innovations, and/or unique/distinctive features of the applicant and examples of effective practices that demonstrate leadership and high quality continuous improvement in management education.

Problem Based Learning: Problem based learning (PBL) is deeply rooted in the whole university as a founding pedagogical principle which influenced its teaching and culture right from the beginning some forty years ago. The school has put significant attention into continuous innovation of this concept also based on learning out of a rigorous AoL process. Students see PBL as a major gain and together with the employers as a main differentiation factor of the university. Students who have undergone PBL show remarkable interdisciplinary competences, self-organization skills and endurance. The success of the concept can be attributed to the consequence of its implementation. Students and Professors are informed about the requirements and offered trial lessons which leads to strong self-selection effects. New faculty are required to undergo specific training and program goals are in line with the gains that can be obtained through this methodology.

AoL Process: Processes of AoL are convincingly integrated on school, program and course levels. Audit Panels are in place for all programs which drive not only continuous improvement but also major overhauls of programs. The panels consist of two faculty with knowledge of the program (but not management responsibility) and a program alum which provides extremely valuable insight. Faculty is well integrated in the innovation process and the set-up of new programs e.g. workgroups. A major emphasis also is on faculty development and improvement with a clear escalation ladder for faculty with poor evaluation results.

Fast Forward Program: This program identifies high potential faculty for future academic leadership positions and engages them in a variety of training and development experiences and projects that prepares them for future leadership roles.

Faculty Engagement: The PRT found a faculty motivated to take over additional responsibility and management tasks. This can be attributed to the culture of the place and the university. But it also is the result of excellent internal role models as well as a careful preparation by academic leadership programs. In addition, there is significant emphasis on teaching quality including required teaching certification (BKO) through a national process.

Student Engagement: Students are actively engaged in nearly all aspects of the university from the Study Association that is extremely active in business engagement and career activities for students, to the Programme Committee that includes students from all degree programs and has a significant advisory role to the senior administration on most aspects of the school to a very open atmosphere where students feel comfortable giving feedback regularly on the school and how it can help improve the learning environment.

VII. Opportunities for Continuous Improvement

Relevant to the accreditation standards:

Address those areas where improvements, in the opinion of the team, are recommended relative to improved alignment with the accreditation standards. These recommendations should be different from the issues identified in Section II. These recommendations should not be sufficiently material to threaten accreditation or result in a recommendation of a Continuous Improvement Review 2 (CIR2) and an extension of reporting requirements.

Standard 1: Development of KPIs in support of Strategic Plan

The school has identified a set of KPIs to support implementation of their newly developed strategic plan. The KPIs shared with the CIRC seemed to be quite traditional for a school that is quite entrepreneurial and has unique differentiators in terms of its learning and research model. The school is encouraged to consider if there are KPIs that could be added to or substituted with existing KPIs that will ensure they continue to be an entrepreneurial and differentiated school.

Standard 2: Implementation of Research Strategy

The school is on a trajectory from rather independent research conducted by individual faculty members to creating broader research profile areas. Faculty seem to buy into this and appreciate the opportunity it provides. In this process there remains room for improvement as instruments to direct research activities and incentivize collaborative research are limited. Setting up a research fund or recruiting PhD students in function of research areas could be helpful.

Standard 4: Continued enhancement of career services support for students

Historically, much of the support for students with regard to career services has come through the student Study Association which is extremely active and engaged with the business community setting up business days on campus as well as visit days in various locations around Europe. In recent years, the school has begun to enhance its support and offerings that complement what the students are doing, including setting up a more formal office to support the career aspirations of students. The school is encouraged to continue this development while ensuring the significant effort and success of the Study Association involvement in career support is complemented by and coordinated with the efforts of the school. There may also be an opportunity to leverage the executive education activities of the school more significantly in support of career services.

Consultative report on matters not related to the accreditation decision:

Provide consultative advice that is not relevant to the continuous improvement review of accreditation, but may be useful in the context of continuous improvement. That is, any issues raised should be unrelated to standards, or problems related to standards and should not be sufficiently material to threaten accreditation.

Executive Education: Define more clearly the role of executive education in relationship to the broader school strategy and the plans for the development of this element of the school over the next few years.

VIII. Visit Summary

Descriptive Information: Brief description of the school, including its size and institutional setting.

The School of Business and Economics is one of Maastricht University's six faculties. The University was founded in 1976 and is the youngest university in the Netherlands. In 2015, Times Higher Education ranked it 6th in the top 100 universities under 50 years old. The Netherlands has a binary system of higher education, which means that students can choose between two types of education: (1) research-oriented education, offered by research universities, and (2) higher professional education, offered by universities of applied sciences. Private BSc and MSc degree-awarding universities are rare in the Netherlands.

As part of Maastricht University, SBE operates under the Dutch Higher Education and Research Act. This law prescribes the governance of universities, accreditation requirements, degrees granted, rules

with regard to funding and requirements for student admission. SBE's programmes in business and economics follow the bachelor/master degree structure.

As part of Maastricht University, the School operates under the Dutch law on higher education. This law regulates the following:

- Admission: for its two largest BSc programmes, the School has a capped intake. Students are ranked and selected on the basis of their educational achievement, motivation, international profile and social engagement. Students can freely register for smaller BSc programmes as long as the general requirements regarding the type of secondary education are fulfilled. However, as part of the admission procedure they have to complete a matching process, of which the outcome (advice) is non-binding.
- Degree structure: SBE grants BSc, MSc, PhD, MBA and executive master's degrees.
- Curricula length and main structure: BSc programmes are full-time programmes and last three years (180 ECTS credits). MSc programmes are either full-time programmes lasting one year (60 ECTS credits) or two-year part-time programmes (also 60 ECTS credits). Research master's programmes are full time and take two years (120 credits). The MBA programmes are part-time, modular programmes that take a minimum of two years to complete. They are either 70 credits (MaastrichtMBA) or 64 credits (EuroMBA).
- Funding: state lump-sum financing for public programmes; discretion to set the tuition fee for initial bachelor's and master's programmes is limited to that for non-EU students or students who have already completed a bachelor's or master's degree in the Netherlands and want to do a second, similar degree. EU students pay the Dutch tuition fees, which are determined by the government. There are no formal restrictions regarding the tuition fee for the private MBA and executive master's programmes.

The dean, assisted by the SBE Board, has operational autonomy and has final responsibility for all administrative and policymaking issues as well as their implementation. Besides the dean, the SBE Board consists of three associate deans (Education, Research, and Internationalisation & Strategic Development). The managing director is an advisory member and secretary of the SBE Board. The chair of the SBE Student Council also serves as an advisory member of the SBE Board. The dean reports to the University's Executive Board and is a member of the University's Management Team (Executive Board and Deans).

Degree Programs: Please confirm that all degree programs are appropriately listed below.

Degree Program Inclusions:

Undergraduate:

- BSc in International Business (2002)
- BSc in Economics and Business Economics (2002)
- BSc in Fiscal Economics (2002)
- BSc in Econometrics and Operations Research (2002)

Masters:

- MSc in International Business (2003 FT; 2006 PT)
- MSc in Economics (2003)
- MSc in Financial Economics (2006)
- MSc in Management of Learning (2007)
- MSc in Human Decision Science (2012)
- MSc in Fiscal Economics (2003)
- MSc in Econometrics and Operations Research (2003)
- MSc in Information and Network Economics (2003)
- MSc in Global Supply Chain Management and Change (2009)

- Research MSc in Business Research (2004)
- Research MSc in Economic and Financial Research (2004)
- Modular Executive MBA (2007)
- Euro*MBA; Distance Learning Programme (1996)
- Executive Master of Finance and Control (1989)
- International Executive Master of Finance and Control (1996)
- International Executive Master of Auditing (2012)
- Executive Master of Management Accounting (2016)
- Opleiding tot Registeraccountant (MURA) (1989)

Doctoral:

- GSBE PhD programme (1993)

List of Comparison Groups

Comparable Peers
Católica Lisbon Copenhagen Business School Universität St. Gallen University of Strathclyde Business School University of Victoria – Gustavson School of Business Vienna University of Economics and Business (WU)

Competitive Schools
Rotterdam School of Management, Erasmus University University of Cologne University of Tilburg – Faculty of Economics and Business Administration Vlerick Business School

Aspirant Schools
CEMS Grenoble Ecole de Management Queen's School of Business Singapore Management University (SMU)

Visit Team Members: On-site review dates and names of the full team

Review Visit Dates:	Start Date	End Date
January 22-25, 2017	January 22	January 25
Team Members:	Name	Role
	Linda A. Livingstone Dean & Professor of Management, The George Washington School of Business	Chair
	Dag Morten Dalen	Business Member

	Vice President, BI Norwegian Business School	
	Thomas Bieger President, University of St. Gallen	Business Member

Please attach a copy of the Continuous Improvement Review Visit Schedule.

Optional: Provide any additional information the team received outside of the Continuous Improvement Review Report that may not be included in myAccreditation (i.e. updated faculty tables, etc.). Additionally, please attached the applicant's response to the team report, if provided.

Sunday 22 January

Time slot	Meeting	SBE Participants	Place
17.00 - 18.45	PRT meeting		Hotel meeting room
18.45 - 19.00	Transfer to restaurant (a 10-minute walk)	Pascale Veenings, MA, Policy Advisor Accreditations & Rankings	
19.00 - 21.30	Dinner PRT & representatives SBE	Prof Philip Vergauwen, Dean	Restaurant Petit Bonheur
		Prof Mariëlle Heijltjes, Associate Dean of Internationalisation and Strategic Development	
		Dr Huub Meijers, Associate Dean of Education	
		Prof Peter Schotman, Associate Dean of Research	
		Edward Peters, RC, Managing Director	
		Jeroen Moonemans, BSc, Student Advisor to the SBE Board	
		Dr Boris Blumberg, Academic Coordinator Accreditations	
		Pascale Veenings, MA, Policy Advisor Accreditations & Rankings	
		Else Boekesteijn, MSc, Policy Advisor	

AACSB
NVAO
MIXED

Monday 23 January

Time slot	Meeting	SBE Participants	Place	
08.30 - 08.45	Welcome & Introduction to the facilities	Pascale Veenings, MA, Policy Advisor Accreditations & Rankings	A 1.22 & A 1.23	
08.45 - 09.45	Strategic Management	Prof Philip Vergauwen, Dean	A 1.22	
		Prof Mariëlle Heijltjes, Associate Dean of Internationalisation and Strategic Development		
		Dr Huub Meijers, Associate Dean of Education		
		Prof Peter Schotman, Associate Dean of Research		
		Edward Peters, RC, Managing Director		
09.45 - 10.45	Research	Jeroen Moonemans, BSc, Student Advisor to the SBE Board	A 1.22	
		Prof Peter Schotman, Associate Dean of Research		
		Prof Frank Moers, Scientific Director GSBE		
		Dr Ronald Peters, Research Programme Leader		
		Dr Caroline Goukens, Research Programme Leader		
09.45 - 10.45	Programme coordinators BSc	Prof Ann Vanstraelen, Full Professor of Accounting and Assurance Services	A 1.23	
		Parallel meeting		
		Dr Lieven Quintens, Director Bachelor's programmes		
		Bas van Diepen, MSc, representative BSc International Business		
		Dr Kelly Geyskens, representative BSc International Business		
		Dr Robert Ciuchita, course coordinator 'Marketing Management', BSc International Business		
		Dr Kaj Thomsson, representative BSc Economics & Business Economics		
		Dr André Berger, representative BSc Econometrics & OR		
Dr Kristof Bosman, representative BSc Economics & Business Economics and BSc Fiscal Economics				
10.45 - 11.00	Break		A 1.23	
11.00 - 11.45	Faculty and support management	Dr Kristof Bosman, representative BSc Fiscal Economics	A 1.22	
		Prof Philip Vergauwen, Dean		
		Edward Peters, RC, Managing Director		
		Prof Jaap Bos, Head Department Finance		
		Prof Tom van Veen, Head Department Economics		
		Prof Gaby Odekerken, Head Department Marketing & Supply Chain Management		
11.45 - 12.45	Junior Faculty	Prof Wilko Letterie, Head Department Organisation & Strategy	A 1.22	
		Yves Engelen, MA, Senior HR Advisor		
		Dr Nadine Kiratli, Assistant Professor, Department of Marketing & Supply Chain Management		
		Dr Melvyn Hamstra, Assistant Professor, Department of Organisation & Strategy		
		Dr Burak Can, Assistant Professor, Department of Economics		
		Dr Christoph Feichter, Assistant Professor, Department of Accounting & Information Management		
11.45 - 12.45	Senior Faculty	Dr Katalien Bollen, Assistant Professor, Department of Educational Research and Development	A 1.23	
		Dr Nalan Bastürk, Assistant Professor, Department of Quantitative Economics		
		Parallel meeting		
		Dr Hannes Guenter, Associate Professor, Department of Organisation & Strategy		
12.45 - 13.45	Lunch	Prof Rachel Pownall, Full Professor, Department of Finance	A 1.23	
		Prof Wim Gijssels, Full Professor, Department of Educational Research and Development		
		Dr Eric Beutner, Associate Professor, Department of Quantitative Economics		

13.45 - 14.45	Executive Education	Prof Mariëlle Heijltjes, Director Post Graduate Education	A 1.22
		Prof Frank Rozemeijer, Academic Director NEVI PLP programme	
		Dr Rogier Deumes, Programme Director	
		Martin Lammers, Director Business Development and Client Relations	
		Dr Dominik Mahr, Director Service Science Factory	
Ingrid Voncken, MSc, Director Executive Education			
Parallel meeting			
14.45 - 15.45	Internationalisation & CSR	Dr Martin Ströbel, Programme Leader MSc Human Decision Science	A 1.22
		Dr Arkadi Predtetchinski, Programme Leader MSc Economics	
		Dr Steffen Kuenn, Thesis Coordinator MSc Economics & MSc Information & Network Economics	
		Dr Stefan Straetmans, Programme Leader MSc Financial Economics	
		Prof Huub Meijers, Programme Leader Information & Network Economics (ad interim)	
Dr Simon Beausaert, Programme Leader Management of Learning			
14.45 - 15.45	Internationalisation & CSR	Prof Mariëlle Heijltjes, Associate Dean of Internationalisation and Strategic Development	A 1.22
		Lyan Ploumen, Manager International Relations Office	
		Ellen Nelissen, Manager Double Degree & Network Programmes	
		Prof Rob Bauer, Director European Centre for Corporate Engagement	
		Dr Simon Bartczek, ERS Coordinator	
Dr Kaj Thomsson, Programme Manager 'Emerging Markets'			
15.45 - 16.00	Break		A 1.23
16.00 - 16.45	Previous concerns/consultative feedback	Prof Philip Vergauwen, Dean	A 1.22
		Prof Mariëlle Heijltjes, Associate Dean of Internationalisation and Strategic Development	
		Dr Huub Meijers, Associate Dean of Education	
		Prof Peter Schotman, Associate Dean of Research	
		Edward Peters, RC, Managing Director	
Jeroen Moonemans, BSc, Student Advisor to the SBE Board			
Parallel meeting			
16.00 - 16.45	Programme Leaders MSc	Dr Isabella Grabner, Programme Leader MSc International Business	A 1.23
		Prof Dries Vermeulen, Programme Leader & Thesis Coordinator MSc Econometrics & Operations Research	
		Prof Hans van Mierlo, Programme Leader MSc Fiscal Economics	
		Dr Tjark Vredeveld, Programme Leader & Thesis Coordinator MSc Global Supply Chain Management & Change	
		Dr Nadine Kiratli, Course Coordinator Supply Chain Relationships (MSc Global Supply Chain Management)	
16.45 - 18.15	PRT meeting		SBE / hotel
18.15 - 18.30	Transfer by taxi from hotel to Chateau Neercanne		hotel
18.30 - 19.30	Formal meeting SBE alumni		
19.30 - 22.00	Dinner International Advisory Board, Alumni & Corporate Connections	Prof Philip Vergauwen, Dean	Chateau Neercanne
		Prof Mariëlle Heijltjes, Associate Dean of Internationalisation and Strategic Development	
		Dr Boris Blumberg, Academic Coordinator Accreditations	
		Edward Peters, RC, Managing Director	
		Pascale Veenings, MA, Policy Advisor Accreditations & Rankings	
		Martin Lammers, Director Business Development and Client Relations	
		Sabine Janssen, MSc, Project Leader Service Science Factory	
		Leann Poeth-Chervenik, Alumni Officer	

Tuesday 24 January

Time slot	Meeting	SBE Participants	Place
08.00 - 09.00	Open consultation hour at hotel meeting room		hotel meeting room
09.30 - 10.30	BSc students	Jordan Zaruk, BSc International Business	A 1.23
		Zino Timmermans, BSc Economics & Business Economics	
		Carina Herbers, BSc Economics & Business Economics	
		Marc Rossing, BSc Fiscal Economics	
		Marc Glowienke, BSc Econometrics & OR	
Parallel meeting			
09.30 - 10.30	MSc students	Rendy Jansen, MSc International Business	A 1.22
		Tim Reissner, MSc International Business	
		Kevin Leurs, MSc Fiscal Economics	
		Nicolai Muller, MSc Financial Economics	
		Naomi Schippers, MSc Econometrics & OR	
		Christina Berger, MSc Management of Learning	
		Max Florenz, MSc Management of Learning	

		Lara Shorinmade, MSc Human Decision Science Tobias Overdijk, MSc Information & Network Economics Sam Halassi, MSc Global Supply Chain Management & Change Rene Janssen, MSc Global Supply Chain Management & Change	
10.30 - 12.00	Programme management, curriculum management, QA & A	Dr Huub Meijers, Associate Dean of Education Dr Lieven Quintens, Director Bachelor's programmes Dr Isabella Grabner, Director Master's programmes Prof Frank Moers, Scientific Director GSBE Peggy Rompen, MA, Manager Policy Development & Quality Assurance Prof Harold Hassink, Director (I)EMFC Matthijs Krooi, MA, MPh, Coordinator Assurance of Learning	A 1.22
12.00 - 13.00	Lunch		A 1.23
13.00 - 13.45	Programme Committees	Jeannette Hommes, MSc, staff representative Dr Matthias Wibral, staff representative Bas van Diepen, MSc, staff representative Lynn Seland, BSc, student representative Nina Karthaus, BSc, student representative	A 1.22
13.45 - 14.30	TNO MaastrichtMBA - Programme Management	Prof Mariëlle Heijltjes, Director Post Graduate Education Dr Boris Blumberg, Director MaastrichtMBA Martin Lammers, Director Business Development and Client Relations	A 1.22
14.30 - 14.45	Break		A 1.23
14.45 - 15.30	TNO MaastrichtMBA - Students	Vincent Bernard, Training Means Manager - Tiger Helicopter Patrick Dickinson, License Expert & Product Manager, Aspera GmbH Francisco Vieira, Airworthiness Manager, Embraer Netherlands B.V. Tania Leppert, System Designer, Ericsson Renee van Roode, Information manager Clinical Genetics, and Manager of the Association NUMeriek, Academic Hospital Maastricht Diana Stan, Strategic Research Manager, Iqor Tim Luo, Domain Architect, Vodafone Netherlands	A 1.22
15.30 - 16.15	TNO MaastrichtMBA - Faculty	Prof Harold Hassink, Full Professor of Business Administration Dr Ad van Iterson, Associate Professor of Organisation Studies Prof Tom van Veen, Full Professor Economics of International Education Dr Caroline Goukens, Associate Professor Consumer Behavior Dr Elisabeth Bruggen, Associate Professor of Marketing Dr Peter Berends, Coach & Trainer	A 1.22
16.30 - 17.30	Board of Examiners & Assessment Committee	Erik de Regt, MSc, Chair Board of Examiners Miranda Vermeer, MSc, Secretary Board of Examiners Dr Annelies Renders, member of the Board of Examiners Dr Ad van Iterson, member of the Board of Examiners Dr Dirk Tempelaar, Assessment Committee	A 1.22
17.30 - 18.15	Support Staff	Peggy Rompen, MA, Manager Policy Development & Quality Assurance Office Joël Casterman, Manager Education & Exam Office Lyan Ploumen, Manager International Relations Office Monique Merckx, MSc, Manager Marketing & Communication Office MARIKE van Helden, MSc, Manager Dean's & Director's Office Wim Bogaert, MEd, Manager Student Advising & Academic Counselling Office Paul Hick, Manager IT and Facilities Office	A 1.22
18.30 - 19.15	TNO MaastrichtMBA - meeting with employers		A 1.22
19.45 - 21.45	Dinner PRT / hotel meeting room available		hotel

Wednesday 25 January

Time slot	Meeting	SBE Participants	Place
08.30 - 11.30	PRT meeting		A 1.23
11.30 - 11.45	Travel time	Else Boekesteijn, MSc, Policy Advisor	
11.45 - 13.15	Lunch with UM Executive Board	Prof Rianne Letschert, Rector of Maastricht University Prof Martin Paul, President of Maastricht University	MBB
13.15 - 13.30	Travel time	Else Boekesteijn, MSc, Policy Advisor	
13.30 - 14.00	PRT Meeting		A 1.23
		Prof Philip Vergauwen, Dean Prof Mariëlle Heijltjes, Associate Dean of Internationalisation and Strategic Development Dr Huub Meijers, Associate Dean of Education	

14.00 - 15.00	Exit meeting	Prof Peter Schotman, Associate Dean of Research	A 1.22
		Edward Peters, RC, Managing Director	
		Dr Lieven Quintens, Director Bachelor's programmes	
		Dr Isabella Grabner, Director Master's programmes	
		Jeroen Moonemans, BSc, Student Advisor to the SBE Board	
		Pascale Veenings, MA, Policy Advisor Accreditations & Rankings	
		Dr Boris Blumberg, Academic Coordinator Accreditations	