

Education Committee Meeting Minutes, 23rd June 2020 (14:00-15:40)

Location: Microsoft Teams (online)

Present members: Quentin Bourgeois (Chair), Marjet de Ruyter (Secretary), Ian Simpson, Oda Nuij, Lizzie Hicks, Mariëlle Portier, Zoë van Litsenburg.

Absent members: Mike Field.

1. Opening

The meeting starts at 14:02.

2. Announcements

Did not get the final version of the OER yet, will have to have another meeting in July for this.

3. Minutes previous meeting

All agree on the minutes from the last meeting. They can be published.

4. Quality agreements

Quentin Bourgeois (QB) had two meetings with Femke Thomas and Tymon de Haas (Chair faculty council). Femke investigated necessary requirements for the quality agreements (QA). Priority in regards to QA are decided by the board:

1. Writing lab: the scope of the writing lab needs to be broadened;
2. Development of skills and their learninglines dedicated to BA fieldschools
3. Increase professionalisation of teachers in regards to blended and activated learning

To what extent is the QA funding sufficient for these topics? Does the EdCom think this order of priority is correct?

Ian Simpson (IS): Focus of professionalisation is very much focussed on blended learning but should include other topics like harassment awareness and awareness of biases by lecturers.

QB: The scope of the teacher professionalisation should be broadened.

Zoë van Litsenburg (ZvL): Is there a plan for promoting the writing year throughout the entire academic year?

QB: Maaïke de Waal is asked to write a plan on promoting the writing lab. Exact details still TBD.

ZvL: Are student assistants funded by the quality agreements?

QB: SA's not funded by quality agreements but by the corona budget.

ZvL: How will the progress of staff regarding 'professionalisering docenten' be checked?

QB: This can be easily measured, 95% of staffmembers will have this qualification

Mariëlle Portier (MP): Question regarding fieldschool being partially online. How much will the first years still be in the field? How do the skills learned online compare to the necessary skills taught by actually being in the field?

QB: A fieldschool learning line is currently being developed. It will continue to involve physical fieldwork. Certain aspects can be brought to students in a virtual environment which takes a lot of pressure off the faculty. Richard Jansen is looking together with Saxion for a way of bringing excavation into the classroom. This will not take away from the actual fieldwork.

Oda Nuij (ON): End of August student panel discussions for student input on quality agreements will take place as was planned by Femke Tomas. It will be organised online by ON, Jan Dekker (student ambassador) and Femke Tomas. Dates: Monday 24th and another meeting in the 3rd week of August. The topic of these meetings will include thesis supervision, assignment feedback, what kind of teaching works to get students active, and more (will get back to it later).

QB: Two reservations: To what extent will students show up? To what extent will this have an effect if it happens so late in August because we are discussing the QA now?

ON: Double the amount of students will be asked so there is a safety net for people that don't show up. It was Femke's idea to still organise them in August.

Marjet de Ruyter (Mdr): These panel discussions are instructed by the central university. Will ask the person in charge whether it should still happen because it is very late.

QB: faculty board making a financial plan which should be ready this week. Once it has gone through the proper channels it will be done and the panel discussions won't have any influence.

ON: The discussions will not have anything to do with the order of priorities, but rather with how it is going so far and what students think is important. Will ask Femke what her idea behind this planning is. Other faculties have paid students assistants for this job, but here Jan and Oda do it without it and were asked because of their student rep positions. Femke knows there is no money for the students.

IS: Having no money is a faculty board decision. This should be verified by a formal response by the board.

ON: Are the students running the quality agreements panel discussions from the quality agreements money. Next year students assistant of onderwijsbureau will have this job next year.

QB: This issue should be solvable. Seems odd to not be able to appoint student assistants.

Mdr: Quality work in Marjet's budget and will talk about this later with QB and ON.

IS: table mentions development of TA system. Include PhD in the TA system in '(door gehele BA en MA **AND PhD**)'.

QB: This will not happen next year because the worry for PhD's is that most of them will have significant delays and they are on a temporary contract. At this point we do not want to obligate PhD's to do TA when they have already such a delay. Nationwide issue discussed by the VSNU. Rector released a statement about this this morning.

5. Program 2020-2021 MA track heritage

IS: Original issue: MA track Museum and Heritage studies changed again: colab with art history. Clash of scheduling of courses between our MA and Art History MA. Weren't told about this. Monique (?) and Ian Simpson will co-teach Public Archaeology and Community Heritage in block 3. The two previous courses blended together into a 5 EC course. No fundamental changes to the content. Joanne wanted a specialisation course in semester 2 and this was the only option for that.

Lizzie Hicks (LH): Can we put together a list of changes to the curriculum that we can release to students? Students may expect a certain programme and it would be good to highlight changes to avoid confusion. What changed and why it changed.

MdR: This is part of the OER as an 'overgangsregeling'. Will check if there is such an overview for students.

QB: 'overgangsregeling' is a list of courses which no longer exist and which courses replaced it. Should be in the appendix of the OER.

IS: Changes happen every year. Link to this OER and the appendix should be attached in an email to students. FdA is now connected to the FSW and no one is appointed for this coordination.

QB: Before there were two courses of 5 EC each and now there is one 5 EC course.

IS: Joanne thought it was okay because Heritage and Museum Studies still had enough elective options and Applied Archaeology still has access to this course. Monique and Ian are not terribly happy with the change. Moniques site management course was of high quality and now it will be completely different. Discuss end goals of the track. Ian will send an email to the EdCom mail about

- What type of exams were held with the previous courses?
 - If the same then still check same end qualifications
- Does the content still touch upon the end qualifications that it was aimed at to cover?
- Are the course objectives of both individual courses similar?

6. Compulsory attendance

QB: There is a memo sent around by the exam committee. They feel that there is little use in a blanket mandatory attendance policy if it is not being checked in a way which will stand up in court. Students commit fraud in signing attendance lists but this is not something that can be checked. Does not add value to the teaching.

ZvL: Memo properly reflects the important reasons for getting rid of mandatory attendance. Mandatory attendance also adds unnecessary anxiety for students because they can only miss one lecture.

MP: Get rid of it. Even long-term sickness is an issue. Still the majority shows up even if lectures are not mandatory. Students want to take responsibility.

LH: Process of going through the board of examiners brings along a lot of stress and extra work and costs a lot of time.

IS: Issue with language used to communicate whether lectures are not mandatory. Some people might interpret that as in that you don't need to go to lectures. How can we convey that you **do** need these lectures (as in that you should), but that they are not compulsory.

QB: E-guide has a ticked box for mandatory attendance. This should only be for seminars etc.

ON: It is not a problem on how we word it. The old programme only had workgroups with compulsory attendance, and for the ones that don't there is nothing said. BA results are higher, but there is not a clear correlation with the mandatory attendance.

IS: do course descriptions differ between mandatory attendance for tutorials and lectures within one course? Tutorials need to be mandatory but there needs to be a way to explain for them to be mandatory.

MdR: field can be edited by the study guide editor so that should not be a problem.

General consensus: Getting rid of the blanket mandatory attendance policy. This will be less work for teachers and staff, and less stress for students. Support exam committee memo.

7. OER

QB: 'Toetsplan' (assessment framework) for many courses is still not complete. Corrections to the e-guide need to be made by the 'curriculumcoördinatoren'. Who are they?

MdR: The study advisors do a single round of corrections.

IS: What will the date be for finalising the corrections?

MdR: Asked Femke what the latest date is for the OER to be ready so we can plan for when these things need to be finished. Joanne wants to enable teachers to be able to change their course descriptions related to online learning. OER should be ready and everything should be fixed in Usis and the e-guide by Aug 31 but then already needs to be checked by faculty board, faculty council, and EdCom.

QB: EdCom needs to have extra meetings about this during the summer recess. As soon as Marjet knows and the OERs are ready we can schedule a meeting

MdR: make inventory of everyone's holiday plans for this summer

- **ACTION POINT: everyone send their summer availability to Marjet**

8. Student affairs

LH: Sent an email about progress about minor questionnaire and 'studying with a disability memo' status to the rest of the EdCom. What is happening with those and what can the students do?

MdR: wrote the 'disability' memo this morning. Going to draft the proper version about the minor questionnaire soon.

Turn on channel notifications or tag people when you want someone to see a message

MP: 2nd year students question regarding this summer's fieldwork. How will the thesis and fieldwork work together and is it possible to do this together?

QB: Students can finish their thesis while on fieldwork. This issue should be communicated to staffmembers through Joanne.

9. A.O.B.

IS: emailed QB and Joanne Mol about possible changes to BA H&S track for Fieldschool 1 change this year already. Have not had a reply yet. The department of heritage and society staff agree that H&S students should be able to do BA1 fieldschool. How does this fit in with the end goals of the track? What other adjustments are necessary? Want to try and do it already this year to make this track more attractive. Can this be done on such short notice?

QB: Students of H&S would follow fieldschool 1 but not the field techniques course. Students will not meet the right field qualifications and this would put pressure on fieldwork staff.

IS: H&S students follow 5 EC worth of field techniques. Is this feasible?

QB: Set up a meeting with all people involved

MdR: Early modern era is in the programme for next year in block 4.

IS: This will happen once as a make up course for the missed lockdown class. There was an overlap with globalisation. Courses would be merged in terms of content which frees up 5 EC which can be filled in with 5 EC of field techniques. 5 EC of fieldschool 1 is made free by scrapping landscape dynamics.

QB: Reservations because this changes a lot of courses.

ZvL: Field technique course is already split up into a physical and theoretical course - in theory.

QB: Creates problems for the WA track students. Field techniques is also a full 10 EC course even though there are two different components.

IS: Should not be an issue: examples are there for H&S tracks who take part in 5 EC of a 10 EC anthropology course. Teachers may not be happy with these changes.

ON: What message does splitting the FT course send to WA students because that shows that it is possible to do fieldschool with only taking half of FT? Should there be a difference made between WA and H&S students?

IS: Can be seen from a different perspective for WA students: they gain extra expertise in their field of study.

QB: Theoretical part of FT gives integral understanding of archaeological excavations. Very complicated issue at this point. Cutting up field techniques may not be so easy.

IS: May need more time to discuss this. Not realistic to implement this in the coming year.

LH: Experience in TAing the course shows that students that do not attend lectures take a lot longer to learn the practical skills. In combination with losing the mandatory attendance for lectures many WA students may be demotivated to go to the lectures. Don't want to disturb the relationship with anthropology.

QB: set up meeting with Richard Jansen, Mariana, IS, QB, and Joanne Mol about this subject to set up a proposal. If possible it may still be implemented for next year.

IS: why can PhD TA's not do grading?

QB: People who are lecturers are appointed by the faculty to fulfil those tasks. Only need a doctorate to grade for the MA.

10. Closure

Meeting end at 15:41.