

## Progress Memorandum on the Advisory Board Meetings between November 2016 and March 2018

Date: April 2018  
To: The Board of the Faculty of Arts  
From: Esther Haag, Advisory Board Coordinator (CCS Department)

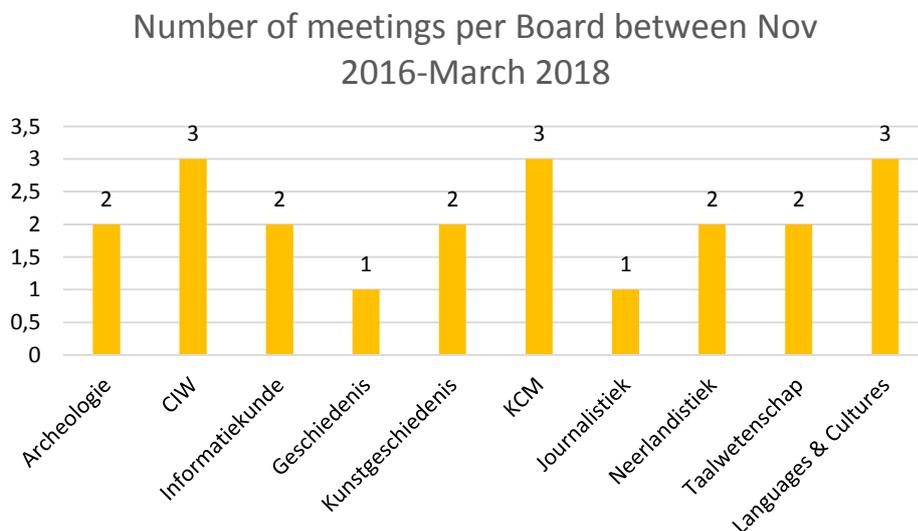
### Introduction

In the summer of 2010, the Faculty of Arts Institute of Education published the Stronger Together (*Samen Sterker*) memorandum, which contained a proposal to create Advisory Boards for each Faculty of Arts degree programme. This was sparked by the new NVAO accreditation framework, which requires degree programmes to have an adequate overview of the potential labour markets of their alumni and of how their alumni are valued by those labour markets. In 2011 two pilot Boards were created in English Language and Culture and Information Science, followed by Boards in General Linguistics/Applied Linguistics; Arts, Culture and Media (ACM); Art History; Dutch Language and Culture; Archaeology; History; International Relations and International Organization (IRIO); American Studies (AS) and Communication and Information Studies (CIS). In 2013 the degree programme in Journalism created a Board, followed by Classical Studies (CS) in 2014. In 2015 the Advisory Boards of English Language and Culture and Languages and Culture merged to form the Languages and Cultures Advisory Board. The Classical Studies Advisory Board issued its final advice in December 2016 and has been available on request since. The Advisory Boards for IRIO and American Studies did not meet during this reporting period.

Each Advisory Board consists of at least 8 members: two staff members, two students, two alumni and two employers, each appointed for 4 years. The Chair is preferably an alumnus or employer. Staff members are represented by a full professor or a staff member from the Departmental Board and one of the lecturers from the relevant programme. The student representation ideally consists of one Bachelor's student and one Master's student. The alumni must have graduated at least 5 years ago and must represent a field that is deemed relevant to the degree programme, both in terms of their network and their position. Employers need not be alumni themselves but must be potential employers for alumni from the degree programme. All Boards have been composed in close consultation with the relevant Departmental Boards. Board composition can be found on the [Faculty website](#).

The aim is for each Board to meet no more than three times every two years. This is the third Advisory Board Progress Memorandum, summarizing the advice issued in the various Board meetings between November 2016 and March 2018. This advice may take different forms: where the Board's reporting was confidential, its advice was explicit. Where the Board's reporting was public, the minutes were used as a source of advice.

The figure below shows the frequency of the various Board meetings.



## 1 Questions from the Faculty Board to the Advisory Boards

### 1.1 Master's Plan

#### **Responses to advice requests by the Board of the Faculty of Arts regarding the Master's Plan and advice to the Faculty Board on the range of Master's degree programmes.**

At the request of the FB, the Advisory Boards investigated potential changes to the Faculty's range of Master's degree programmes. The central question was whether it was a good idea to focus on the employability of our students. In other words, to put the link between the degree programmes and the labour market first.

The Advisory Boards provided the Faculty Board with highly valuable recommendations. Firstly, all Boards are positive about strengthening the ties with the labour market. In addition, the Boards provided the Faculty Board with a number of key social themes to focus our thinking about our Master's degree programmes. The themes are:

*Archaeology* Heritage Studies, the Archaeology of WWII in the Northern Netherlands, Archaeology & Landscape History, Archaeology & Cultural History, Entrepreneurship

*Communication and Information Studies* Healthy Ageing, Energy/Biobased Economy, Earthquake-related issues, Media Landscape, Intercultural Communication

*Arts, Culture and Media* Interdisciplinary working, Cultural Education & Marketing

*History of Art and Architecture* Populism, Coping with a selective society

*Dutch:* The promotion of reading, Dyslexia

*Classical Studies* Education 2032 (Sustainable Society, Vital Society, Good Education), Integration versus Disintegration, Integral Participation, connecting population groups, the themes of the Dutch National Research Agenda (What is Europe, Classical Antiquity and the present, Globalization and its consequences for identity, Social Cohesion, The influence of new technology on people and society, the influence of old and new media on the individual and society).

*Languages & Cultures:* Entrepreneurship, Inclusion, Sustainable Society, Diversity.

The themes selected on the basis of this list were used during the degree programme meetings about the new Master's degree programmes:

1. Democracy and Politics
2. Digital Humanities
3. Health
4. Heritage and Tourism
5. The Multicultural Society
6. Peace and Security
7. Sustainability
8. Media and Communication
9. Language
10. Education and Learning

This list is provisional and was presented again to the Advisory Boards in a letter from the Faculty Board after the completion of an inventory round on 13 February 2017.

The section below contains advice from the Board meetings called to inventory the themes, as well as the reactions to the letter containing the final list of 10 themes.

#### **Archaeology Advisory Board 27 October 2016**

*a. Is it a good idea to focus on student employability when revising our range of Master's degree programmes? In other words, to put the link between the degree programmes and the labour market first?*

*b. Do the Boards have any ideas as to which key social themes should be at the heart of our new Master's degree programmes?*

Yes, degree programmes should be geared to and adapt to the broadened labour market. The idea of linking a degree programme to a theme will change its focus, put the theme first and attract a different type of student.

Potential themes:

1. The archaeology of WWII. Many planes crashed in the Northern Netherlands (Friesland, Groningen and the Wadden Sea islands) during the war.
2. Collaboration with Landscape Architecture, in particular the Professor of Landscape History.
3. Collaboration with Cultural History, in particular the Professor of Architecture, Urbanism and Health.
4. Entrepreneurship: the labour market has a surprisingly large number of self-employed people with an Arts background.

Our advice is to invite guest lecturers from business per theme. Note, however, that there are not many specialized companies left in the Netherlands. The labour market is limited and getting smaller.

*c. The composition of the current Advisory Boards is more or less disciplinary. Is this a good situation or would a different composition be better, for instance per labour market sector?*

The current labour market is broadly represented on this Board.

### **CIS Advisory Board meeting of 10 October 2016**

*Putting the focus on student employability when reformulating our range of Master's degree programmes.*

The Advisory Board welcomes all coordination with and exploration of the labour market by the degree programme as this leads to the alignment of mutual expectations and allows students to further focus within the degree programme and better develop in their desired specialisms or subfields. Student employability largely relies on self-development and fostering individual core competences, Both are also increasingly important aspects in matching available potential with vacancies. While knowledge is universal and can be absorbed in several ways, core competences are individual and mostly personal. It would therefore be beneficial for the CIS curriculum to pay attention to these aspects, preferably as permanent components of the degree programme. Doing so would also inform students about the additional requirements made of them in practice, i.e. beyond knowledge and skills. In an earlier advice, the Advisory Board formulated a number of core competences that are vital to the field of communication professionals. These are advisory skills, the ability to create draft communications, organizational skills and internal profiling and positioning. These core competences, as well as their anchoring in the CIS curriculum, will be outlined in an advisory document in progress about the creation of a CIS skills lab. This skills lab or academic workshop aims to increase student employability by enabling students to gain experience with core competences in communication practice. The existing Advisory Board document on core competences is included in the Appendix.

*Which key social themes should be central to the Master's degree programmes?*

By its very nature, communication practice and general social developments are constantly in motion. This requires constant monitoring in order to recognize relevant developments for CIS. The Advisory Board is the right party to serve as a linking pin in this process as a number of its members are active in daily communication practice. Since the development and implementation of Master's degree programmes takes place over a longer period of time, the themes will have to be somewhat sustainable. A potential theme at national or international level would be the ever-changing media landscape and the way we communicate with each other as a consequence, alongside intercultural communication as part of the further internationalization of education, as well as the developments in migration and refugee-related issues in recent years. At regional level, several interesting themes can be identified that are sustainable in nature: Healthy Ageing, Energy and the Biobased Economy and earthquake-related issues.

*The composition of the current Advisory Board is disciplinary; is this a good situation or should it be composed differently, e.g. by labour market sector?*

The current disciplinary structure is definitely workable in essence, although the exact composition determines whether members complement and strengthen each other. Having multiple members from the same field or job grade adds less value. In that sense, the creation of a profile and the recruitment of new members are critical. On the downside, this might keep us on the beaten track in our thinking, leading to a certain lack of cross-selling. In creative communication practice, for example, there is a clear divide between those with creative training but little or no knowledge of strategic communication and those with fully-fledged communication training who are out of touch with the creative aspects of the job. This continually creates two separate worlds, whereas practice expressly demands the integration of those worlds and close collaboration between both disciplines. Internal training courses and knowledge sharing within communication agencies are subsequently used as tools to tear down

these walls. In terms of Advisory Board practice, it would be interesting to bring together any two random separate worlds in the Advisory Board by offering at least one Board seat to someone from another sector or degree programme.

*Any other advice on this subject?*

The main focus of the Board's activities is on bringing knowledge and experience to the degree programme. As a consequence they often have an assessing character. Conversely, however, the CIS degree programme could play a bigger role in catering to the field, especially to its alumni. It might be interesting to explore to what extent the CIS degree programme can share its knowledge commercially with the field as part of knowledge sharing and knowledge requirements. After all, our field has not been standing still in terms of communication theory and research, and there are undoubtedly alumni in need of an occasional knowledge update as part of life-long learning. The degree programme might respond to this need by organizing summer schools, where alumni are taught by students. This would have a threefold effect: the participating alumni would be up to date again on the latest developments in the field; the students involved would have an excellent opportunity to earn extra ECTS, gain experience in certain core competences and even build a network of specialists; and the Faculty could generate additional income.

Addition: after both employers on the Advisory Board visited the UG Head of the Communication Office, the CIS degree programme designed three lectures for UG communication professionals. Two rounds of these lectures were offered to our colleagues in the various UG communication departments.

### **History Advisory Board meeting of 20 June 2017**

The Board recommends adding a number of History-related themes to the list of social themes:

1. Peace and Security
2. Entrepreneurship and Society (Corporate History)
3. Corporate Biography, possibly in conjunction with the Biography Institute and the degree programme in Economic and Social History.

### **ACM Advisory Board meeting of 15 September 2016**

Academia trains specialists whereas higher vocational education better equips students for management positions. While being a specialist is against the trend at the moment, the pendulum may swing back. Academics offer consultancy based on academic knowledge, and there is future in that. They must be able to translate and present research in a way that is useful to non-academics.

Social themes mentioned include:

1. Fear and Emptiness
2. Migration
3. Entrepreneurship; many alumni are self-employed.

### **Art History Advisory Board meeting of 18 April 2017**

*The degree programmes will get a new cluster structure. Linked to this is the question of whether the Advisory Boards can be clustered as well, and how to retain their appeal and advisory powers in the process, given that their duties are currently field-specific.*

The Art History Advisory Board recommends against clustering the Advisory Boards as an Advisory Board is meant to advise on a specific degree programme. Its recommendations are often concrete and vital to the degree programme's recruitment and profiling. This requires expertise from the professional field. While collaborations with other degree programmes and disciplines are important, they must remain separate from the clusters.

### **Dutch Language and Culture Advisory Board meeting of 1 June 2017**

The Board finds one theme lacking on the list: 'literature'. It expresses concern over this lack since it may undermine the UG's responsibility to provide native-language teaching. In addition, the Board is concerned about the social nature of the current themes. The Board believes in a more supply-oriented approach rather than a labour-market oriented approach. The University's

main purpose is to ensure that its students have high academic standards. This requires course units such as Linguistics, Literature and Language Proficiency. Key values such as mother-tongue didactics must always remain visible in the themes and the Master's degree programmes. In future, the Board would like to be even better informed of the purpose of the questions asked, as no one remembered that the question about the social themes was part of the review of the Master's degree programmes.

*Advice to the Faculty Board on the proposed clustering of degree programmes, including the question of what this means for the functioning of the Advisory Boards:*

The Board recommends retaining the Dutch Language and Culture Advisory Board since it advises on a specific professional field. The DLC professional field is too different from that of the CIS degree programme to merge both Boards. A clustering of the Boards would only allow us to ask general questions. The Board is positive, however, about the idea of meeting with CIS once a year to discuss common subjects, such as the teaching that both degree programmes share.

### **Linguistics Advisory Board meeting of 27 February 2017**

The Board recommends further refining the list of themes to make it more practical, so that it may lead to a list of the sectors where the job opportunities are, including the actual professions that graduates might end up in.

### **Language and Cultures Advisory Board meeting of 13 December 2016**

*a. Is it a good idea to focus on student employability when revising our range of Master's degree programmes? In other words, to put the link between the degree programmes and the labour market first?*

Universities are not Universities of Applied Sciences, and the 48 specializations should be simplified, so that employers understand what students have actually studied.

*b. Do the Boards have any ideas about which key social themes should be at the heart of our new Master's degree programmes?*

The Board generally agrees with the importance of academic competences, analytical skills and research skills. In addition, students must have collaboration skills, learn to work proactively and be adaptable. They must be able to recognize complex environments and survive in them, and they must be prepared for working in an intercultural field. The Board recommends taking into account the personal development that students must go through in order to enter the labour market well prepared. The [Education 2032 report](#) might be helpful in this respect.

*c. The composition of the current Advisory Boards is more or less disciplinary. Is this a good situation or would a different composition be better, for instance per labour market sector?*

Board composition is good at the moment, but working in theme-oriented boards might be considered after the clustering.

## **1.2 Letter from the Faculty Board on Language policy dated 1 May 2017**

### **Languages and Cultures Advisory Board meeting of 18 September 2017**

The Languages and Cultures Advisory Board believes that the Faculty should free up additional budget for the improvement of Dutch and English language skills among staff members and students. Since language learning is an investment, the thresholds for students and staff members to follow a Dutch course, an English course or a writing course at the Language Centre should be lowered. Students should have the opportunity to enjoy more than the allotted 100 hours of Dutch language teaching as the Dutch labour market demands a command of Dutch. Awarding ECTS credit points or issuing a certificate alongside cost compensation may stimulate students to follow courses in the 'informal curriculum'.

## **1.3 Analysis of the International Student Barometer( ISB)**

### **Recommendations to the Faculty Board on the ISB 2016 analysis (L17.02592)**

#### **ACM Advisory Board meeting of 31 October 2017**

Advice:

- The low score on accommodation should lead to a decision of principle on the housing of international students.
- The Board also recommends making such an analysis for Dutch students.

#### **Dutch Language and Culture Advisory Board meeting of 27 February 2018**

The Board regrets that the survey was only held among international students. Students do participate in the National Student Survey, but the results are at national level only.

A Faculty rule was mentioned that requires international staff and students to learn Dutch within two years. This rule does not apply to staff on a temporary appointment as it might affect applications.

Advice:

- Conduct a similar survey among Dutch students.
- Put more effort into ensuring that international staff members and students learn Dutch within two years.

## **2 Questions from the Departmental Boards**

Prior to each meeting, the secretariat approaches the Departmental Boards and the Faculty Board to draw up an inventory of any questions to be added to the agenda. The questions asked between November 2016 and March 2018 have been compiled in this document under the themes (1) Professional field, (2) Updated degree programmes, (3) Internationalization/English-taught degree programme and (4) Other issues.

### **2.1 Questions from the Departmental Boards about the professional field**

#### **Advice to the Departmental Boards on labour market information for prospective students**

##### **Archaeology Advisory Board meeting of 7 September 2017**

We are happy to share with you our thoughts on the information for prospective students about how the degree programme dovetails with the labour market.

The information for prospective students on the degree programme website still states under 'Labour market' that there are few jobs for archaeologists. Since the prospects for graduates have improved vastly and various companies now have room for new staff, we believe that it would be wise to adapt the text on the website to this new and improved reality. The Communication, Career & Society (CCS) Department can provide support in creating such a text for the website. In addition, it would be a good idea to stress that the UG Bachelor's degree programme is Dutch-taught and that entrepreneurship is an area of attention, also, or specifically, in bad economic times. In order to further improve access to placements in the professional field, the employers on the CCS Board will receive a link to the web form for reporting placements.

##### **History Advisory Board meeting of 20 June 2017**

The Board finds that the Master's degree programme is well organized. A survey among History alumni shows that the Master's specializations, i.e. Media, Policy and Education, reflect the industries in which alumni typically find jobs. Note, however, that more information is needed to properly substantiate this conclusion. Profiling in terms of labour market orientation is reasonably well organized, except for a lack of thematic profiling to attract more students. The unique spearheads on the website are currently rather standard and must become more pronounced. The degree programme must develop its own identity. Profiling efforts could benefit from a survey of why students choose the the Groningen Master's degree programme. Freedom of choice is not necessarily the right profile as it can cause decision stress among students. The Board recommends that the degree programme start with internal communication. A student-assistant or intern could provide PR support, with duties that might include creating a monthly newsletter for staff members and students, adapting the website and staff pages and interviewing lecturers.

##### **Information Science Advisory Board meeting of 19 February 2018**

*What do employers focus on when hiring our alumni?*

DUO (*Dienst Uitvoering Onderwijs*; the Education Executive Agency) currently has 200-300 job openings due to the Roemer norm, which dictates that at least 90% of the work be done by internal staff members. The personality of new staff is gaining importance at DUO, alongside specific training. Presentation and a proactive attitude are seen as important, as well as reflection on who you are and what your strengths are. DUO uses personal development plans for the soft skills. The work is done in teams, leaving no room for individual placement assignments.

##### *Joint projects with the professional field*

As a follow-up to the contacts between DUO and the Advisory Board, one of the lecturers and students of Information Science tested the DUO website, followed by an evaluation with presentations by students to DUO staff at the DUO offices. DUO staff were interested to find out how outsiders view DUO.

*Dovetailing the content of the degree programme with developments in the professional field and placements*

ITCG gives students the opportunity to learn a lot about subjects like data migration. Many higher vocational level (HBO) students are pursuing placements there at the moment, but there are also many research topics.

Recommendations:

- Explore where the degree programme has room to train students in soft skills.
- Organize more projects; invite an alderman, for example, to give a Kaleidoscoop guest lecture on data migration.
- Familiarize students with topics about blockchain technology, e.g. security, identity and protection, as data are no longer in one place. Explore where these themes can be integrated into the degree programme.
- Point students towards the possibilities of pursuing a placement at ITCG and participating in one of the city's hackathons.

**Journalism Advisory Board meeting of 7 December 2017**

Employers and alumni note that students tend to gather and recount information 'by the book'. It is nevertheless vital that editorial boards are composed of people who gather information in different ways. More boldness and character would be welcome, while technological skills to create online audiovisual stories and creative storytelling skills are also lacking.

Advice:

- Have the degree programme raise awareness of the different ways of gathering and telling a story.

**ACM Advisory Board meeting of 15 September 2016**

*General issue: labour market developments or trends that may be important to us or our students*

The labour market in this sector is recovering from the down cycle caused by the economic crisis and the government austerity policy, and the Netherlands is now trying to catch up. The main social theme in government is 'what is here to stay?' Preservation of cultural education. The sector is currently very marketing oriented. Other trends include interdisciplinary working and the blurring of boundaries. Academics who have also been trained to do the hands-on work, such as writing a project plan or a marketing plan, create added value. Our students need to be able to do this and recognize this. In addition, there should be a clear definition of students' management skills. Another trend is the rising number of self-employed people in the arts sector, and outsourcing is on the rise.

*How international will the labour market become / how will the labour market become international?*

The Municipality of Groningen is hiring fewer people to do more work, summarized in the creed 'more for less'. The average age of current staff is high. Although placements are open to international students, they still need to be able to speak Dutch, as this is the working language. The dance sector is more international.

*Which order does the Board prefer: placement before thesis or thesis before placement?*

The degree programme prefers thesis before placement as 50% of the Master's students get job offers after their placements. The Journalism Master's has already changed the order to thesis before placement. One alumnus prefers placement before thesis. The other alumnus has a practical preference for thesis before placement as a thesis may be postponed indefinitely once students get a taste of working life during their placements.

*What are the impressions of Bachelor's graduates in the labour market, i.e. students who were prepared via the new Career Minor? What distinguishes them from higher vocational level (HBO) students?*

The alumni on the Board stress the importance of having analytical skills and fundamental research skills, in combination with the skills to write plans.

### **ACM Advisory Board meeting of 30 March 2017**

*How can the programme prepare students even better for the labour market? Which exact competences and attitudes are considered desirable? Which modes of instruction could be inspiring and fruitful? We appreciate the Advisory Board's suggestions.*

The degree programme currently pays attention to the link with the labour market. This labour market orientation starts in the first-year 'Introduction to Art Worlds' course unit. Students work on a case study during the 'Arts in Practice' course unit, which offers third-year students the opportunity to choose a Faculty Career Minor. Study association IK initiated one-day workshops with experts from the professional field on specific topics, such as writing policy memos and marketing plans. There is an opportunity to pursue a placement in the Master's phase.

The Board provided a number of suggestions. One member expressed an interest in academic workshops. One alumnus mentioned inspiration from the professional field in the form of guest lectures right from the start of the degree programme. In addition, the influence of parents on the choice of degree programme must not be underestimated. The ACM degree programme is mainly viewed as a broad Bachelor's degree programme and is often chosen by students who want to be in arts and culture. It has the advantage that students can keep all options open in choosing a Master's specialization. The international aspect of the degree programme enhances student employability. The prospective Bachelor's students feel seen and heard thanks to the options they have in the Bachelor's phase.

The Board cited the importance of a more accurate alumni overview. The media describe the degree programme as a one-way ticket to unemployment. This is not true as graduates find jobs in different places. Study association IK and alumni association MIK have overviews of the career paths of their members, but not all students and former students are members. The Board recommends asking the sector where the alumni found jobs. Alumni policy is the future, and examples and figures are important. Investment is required but will pay out in spades. There is a lot of interest in alumni internationally. The Board recommends attracting an Alumni Officer in the short term.

On degree programme profiling: Groningen adheres to the sociological and critical orientation, although this is not necessarily what attracts international students. One employer believes this is a good perspective that only works in practice, however, not when recruiting new students. Unconventionality is mentioned as a unique selling point characteristic of the Groningen degree programme. One employer cites the Social and Economic Council's (SER) report, which states that the number of jobs is decreasing, wages are falling and an increasing number of ACM graduates are becoming self-employed. This can be used in profiling the degree programme as unconventional. One alumnus asks to what extent this information is being shared with students. A staff member reports that critical observation of the labour market is part of his lectures. A staff member states that there is no single career profile. One employer notes that it is important to highlight the contradictions. He recommends introducing students to the various career opportunities and the differences between them. Contact with other European universities might be helpful in this respect as internationalization is topical across Europe.

### **ACM Advisory Board meeting of 31 October 2017**

*Profiling the degree programme at national and international levels*

The employers and alumni clearly recognize the critical perspective as a Groningen characteristic; it is discerning. It turns out that secondary school pupils screen the website for text and problem definitions. Foreign students are mainly interested in the structure of the degree programme and make cross-comparisons with universities elsewhere. The University of Amsterdam has also embraced the critical approach and is very active in profiling itself to Dutch students.

*Does the Board have any suggestions on placements for international students?*

The employers and alumni stress the importance of specifying what type of work ACM students can do and what sorts of questions they can answer.

Recommendations:

- Extend the profiling efforts

- Choose 4 or 5 words that are consistently used to represent the degree programme in public. Suggested terms include unconventional, critical reflection, engagement, commitment.
- Inform organizations that the degree programme also has English-speaking students looking for placements.

### **Art History Advisory Board meeting of 14 November 2017**

*Does the Advisory Board have any suggestions for collaboration with the professional field?*

Almost all course units invite professionals from the field to give presentations. Another good example is a trip to a museum where students interacted with a student on placement there, asking her questions about her job and the duties involved.

There are placement reports online to support students in choosing a degree programme.

In addition, students can request an advisory meeting with Esther.

Students would like to see a mandatory practical, labour-market oriented component in the degree programme.

Employer's idea: a museum could host an annual visit of first-year students to a study room, including an introduction to archival research in its collection and an introduction to its archives on literature, urban development and landscaping. Staff in the Heritage department could supervise these work visits and explain about archival research or lecture on conducting this type of research. Another option would be to offer structural traineeships or placements for trainee curators. Such arrangements can also be made with the other partners.

The number of independent researchers is increasing. It is worth considering offering placements in conjunction with other self-employed researchers. This would, however, constitute a different field, in that interns would not be part of an organization with colleagues but would learn how to approach clients and determine their own value. Although this will be part of the Career Minor as an elective, this does not make it part of the Major yet, which is open to all Art History students.

Recommendations:

- Organize an annual visit of first-year students to the study room of a museum, including an introduction to archival research.
- Make standing arrangements with organizations about structural traineeships or placements for trainee curators.
- Have the degree programme pay more attention to preparing students for a life as a self-employed person.

### **Dutch Language and Culture Advisory Board meeting of 27 February 2018**

Advice:

- It is important to include recent examples of potential professions on the website, arranged by degree programme.

### **Linguistics Advisory Board meeting of 17 October 2017**

Advice:

- The professional field recommends including NT2 in response to the influx of children with different backgrounds, such as Syrian refugees. as

## **2.2 Questions from the Departmental Boards about updating degree programmes**

### **Recommendations to the Departmental Boards on the new Bachelor's degree programme**

#### **Archaeology Advisory Board meeting of 27 October 2016**

The Board appreciates the revised degree programme, which does justice to the breadth of the field on the one hand and makes room for specific GIA strengths on the other hand, particularly in years 2 and 3.

From its perspective, the Board has identified several points for attention, however. Firstly, the Board notes that the new structure only exposes students to material culture in two course units of 5 ECTS each: Artefact Studies in year 1 and Material Culture Studies in year 3. The Board hopes that these course units will be fleshed out sufficiently broadly to not only teach students the necessary research skills but also sufficient basic knowledge of the spectrum of material culture to function in commercial archaeology.

Another point for attention is the anchoring of GIS teaching. The recent number of graduates shows that the degree programme offers students a solid basis to work outside of archaeology as well. It would therefore make sense to expose students to GIS earlier in the programme, i.e. before the course unit in Spatial Analysis in year 3.

A third point that we believe demands attention is the supervision of placements, which form an excellent opportunity to introduce students to the professional field. The field has expressed a need for smooth collaboration and more direct contact with the GIA placement supervisors. Evaluation meetings at the end of a placement, for example, are commonplace in higher vocational education (HBO). Such contact opportunities would also be very useful when arranging placements infor university degree programmes.

In addition, we would like to return to a point made in our previous advice: the training of general academic skills. Appendix 2 shows that these academic skills are indeed being trained in many course units as a continuous learning pathway. Our previously expressed concern remains, however: this learning pathway requires excellent coordination between all lecturers involved, the use of unambiguous guidelines and standardized forms of feedback to students as, without them, it will be difficult to train all students, who design their own individual study programmes, in the same way and with the same feedback, especially where writing documents is concerned. The experiences and concrete guidelines of the History degree programme, which puts great emphasis on writing skills, might be helpful in this respect.

The Board also addressed the issue of whether it would be sensible and desirable to offer the Bachelor's degree programme in English. The Board understands the underlying desire of the Faculty to increase student numbers but has quite a few reservations. Firstly, the Board wonders whether the field demands an English-taught Bachelor's degree programme: the importance of English is limited in Dutch archaeology, where much of the literature is in Dutch and documents and reports on activities are also in Dutch. Another consideration is the quality of the degree programme, which currently has the status of Top Degree Programme (Topopleiding). Providing and following lectures in English requires thorough knowledge and understanding of the English language. Acquiring this would constitute a substantial investment and additional burden for both students and lecturers if the high level of the degree programme is to be preserved simultaneously – no mean task indeed. Thirdly, the Board wonders whether it is realistic to assume that a change of language will increase student numbers. What is this assumption based on? Has offering an English-taught Master's degree programme led to higher student numbers?

Finally, the Board believes that aiming for higher student numbers may carry a risk: the quality of the Groningen degree programme partly lies in the fact that GIA is a tightly knit community, with short lines of communication between lecturers, researchers and students. Increased student numbers might affect this close culture, which would definitely be at the expense of the quality of the degree programme and its appreciation.

Recommendations:

- Ensure that students have sufficient basic knowledge of the spectrum of material culture to function in commercial archaeology.
- Expose students to GIS early in the degree programme, i.e. before the course unit in Spatial Analysis in year 3.
- Make regular contact during placements and evaluation meetings at the end of a placement part of the standard procedure.
- Guarantee excellent coordination between all lecturers involved in the Academic Skills learning pathway, use unambiguous guidelines and standardized forms of feedback to students. Use the existing knowledge in the History department if desired.
- Explore whether the field needs an English-taught Bachelor's degree programme.
- Explore whether increased student numbers would be beneficial to the GIA.

**CIS Advisory Board meeting of 12 February 2018**

*Skills Lab*

The outgoing employers wish to make a final contribution to the Board; a lot of advice has been issued in the past years, and they feel the need to compile this. It is meant to be provisional advice from the professional field to the degree programme and to offer direction to the new Board. The Hanze UAS Skills Lab, with its integrated approach where companies follow the degree programme and students follow the company, served as a source of inspiration. The advice is currently merely a proposal still to be adopted by the Board.

The recommendations by this Board will be integrated in current teaching as fully as possible. How best to do so is on the agenda for the next Board meeting, along with issuing a targeted Board advice.

**Information Science Advisory Board meeting of 13 February 2017**

*The request for advice is:*

Which Minors would constitute a deepening or broadening of the Information Science study material in preparing for the Master's degree programme.

Advice:

- The course unit in Artificial Intelligence (AI) at the Faculty of Science and Engineering would be very suitable.

**Information Science Advisory Board meeting of 19 February 2018**

*On the entrepreneurial attitude of students*

The student member says that students are unaware that they can choose their own topics when writing research proposals for their theses.

Advice:

- Clearly indicate to students where there is room for initiative and promote a proactive attitude. Have students participate in hackathons to offer them more experience in creative thinking. Career Services will add them to the [career calendar](#).

**Journalism Advisory Board meeting of 7 December 2017**

The students signal a lack of diversity in guest speakers.

The students are taught traditional writing during the first six weeks. They can flesh out the content of this course unit themselves but would like to hear from the degree programme when they can and to what extent as they are uncertain about this.

Advice:

- Create more diversity in guest speakers
- Indicate as a degree programme which part of traditional writing students can flesh out themselves.

### **Art History Advisory Board meeting of 18 April 2017**

*The Faculty is considering a switch from 60 ECTS Master's programmes to 90 ECTS programmes. Our Master's in Curatorial Studies is already 90 ECTS. How do the members of the Advisory Board view a structural extension of the Master's programmes by six months?*

Recommendations:

- The Board recommends an extension only if the additional six months clearly add value. The content of the 30 extra ECTS must be useful to students in finding a job. The Board suggests further deepening or pursuing a placement as two options for awarding the extra ECTS.
- In addition, the Board stresses the importance of costs. We must conduct a survey to investigate whether the current students are prepared to add another six months to their studies and pay the additional tuition fees.
- We should also gather information on the pilot in which the Languages Master's programmes were extended from 60 to 90 ECTS: what were the experiences there and what were the reasons for reversing the measure? If there are any signs of student numbers dropping, the programme will have to be cut back to 60 ECTS.

Other recommendations

- The Board recommends setting up exchanges between the degree programme and other disciplines, as is currently the case with Medicine. Perhaps the Departmental Board will request additional advice on this subject, to be specified in another meeting.
- The Board advises the Departmental Board to ask more questions so that the Advisory Board can give more specific recommendations, for instance on the profiling of the Master's programme in Early Modern Art and the subject of Internationalization, for which the Board could invite an additional alumnus or employer with an international perspective as a guest member.

### **Art History Advisory Board meeting of 14 November 2017**

*Does the Advisory Board have any advice on the new Bachelor's degree programme?*

A staff member further explains the Appendix, which is marked by the trinity of art, architecture and landscaping: year 1 will remain the year for laying the foundations through many lectures and seminars.

All course units in the second year will include landscaping, art, architecture and urban development. These cross-overs will form the new programme signature.

The degree programme is still working on fleshing out the third year. There is a tendency to return to more specific course units than the cross-overs as the three degree programmes each have specific professional fields.

One employer regrets this, claiming that the Amsterdam City Archives (Stadsarchief Amsterdam) do indeed require a lot of mutual interaction between these disciplines. According to a staff member and an alumnus this situation is unique.

*How does the Board feel about the new signature, i.e. integrating the three separate pillars as much as possible without sacrificing their identities?*

Teaching takes the object as its starting point, and the art historical method is the best way to study the object, including landscapes. The art historical method is thus both common basis and added value, even in degree programmes where this is not obvious: one staff member teaches UMCG medical students, for instance.

One alumnus asks whether this leads to specific subjects, such as art in architecture? The degree programme is already covering art in hospitals.

The Honours College organized a Leadership Lab in conjunction with the Oosterpoort cultural centre and the Drachten Museum. It was attended by students from all degree programmes, who indicated that they had learnt a lot from this cross-fertilization.

Employer: the cross-overs produce students who are employable in all three areas. She would regret it if this were to disappear from the final year.

The Advisory Board compliments the degree programme on the developments and wishes it the best of luck in the next stage. The new signature of the degree programme gives students broad opportunities after graduation. The Board summarizes this signature as out of the box and broadening the social relevance of the knowledge and skills of art historians.

The degree programme is free to approach the employers for advice outside the meetings.

### **Linguistics Advisory Board meeting of 27 February 2017**

#### *Two-year Master's programme*

The alumni on the Board believe that a two-year Master's will definitely add value. Graduates who have been working for some time would be willing to follow a refresher course or further training, for example in summer or winter schools. Offering free web lectures is proposed as an option.

### **Linguistics Advisory Board meeting of 17 October 2017**

Recommendations:

- The employers and alumni recommend that the degree programme joins forces with Multilingualism and Applied Linguistics concerning placements and research for the newcomers. The employers and alumni can provide numerous sample cases from primary and secondary education.
- The employers and alumni like the proposal for a 2-year MSc degree programme but recommend conducting market research by surveying students. Both sections are available for specific questions.
- Have the Master's degree programme pay more attention to acquiring and practising the skills required in the field. Employers can identify these skills and suggest them to the degree programme. Educational publisher Noordhoff, for example, would like students to practise the skill of convincing others in an organization without shouting them down. Our suggestion is to do so in a Skills Lab.
- Study the effects of online learning and contact the professional field about these effects. There is great demand for knowledge in this area.

### **Language and Cultures Advisory Board meeting of 13 December 2016**

Recommendations:

- ELC is a very successful degree programme but is heavily understaffed in some areas. The Advisory Board recommends capitalizing on its strengths: it is a very attractive programme, also for international students, who represent over 40% of the student population. This applies to the English-taught programme as well.
- The Board advises ELC students to postpone their decision by choosing two profiles. It further recommends finding resources to market the teaching profession more and emphasize the growing need for teachers, perhaps with the assistance of the Science Support Desk. An event like 'Teacher for a Week' might trigger students to enter the profession, and the summer season might be used to offer students an elective.
- Make the Master's programme more interesting, because otherwise students will leave Groningen after their Bachelor's programmes.
- The ELC track in Politics and Society is very popular with students. Look for other resources as ELC is a unique selling point; take it to the corporate sector, e.g. trade and industry. The Faculty of Arts has a lot to offer to other faculties.

## **2.3 Questions from the Departmental Boards about Internationalization and teaching in English**

### **Recommendations to the Departmental Boards on Internationalization and teaching in English**

#### **CIS Advisory Board meeting of 19 February 2018**

*The degree programme would like to receive the Board's input on the forthcoming internationalization.*

*How can we integrate English language proficiency in the degree programme?*

Advice:

- Add to entry requirements and ask other degree programmes how they go about this.

*How can we ensure proper coordination for incoming Dutch and foreign students?*

Advice:

- Turn this into a case study; set up multiple teams consisting of international students; have students follow alumni for a day to get a different impression of the professional field.

*How can we ensure that the programme dovetails with the Master's degree programme and subsequently the labour market?*

Advice:

- See the Board's earlier recommendations (See the Advisory Boards Progress Memorandum of October 2016)

*How can we do the theme of intercultural communication more justice in the degree programme? Intercultural competences will become a permanent course unit in the first year. What should it be about?*

Advice:

- Plan a team event to brainstorm about this with lecturers and experts.

#### **CIS Advisory Board meeting of 10 October 2016**

*Question from the Departmental Board:*

*Should we internationalize the CIS degree programme?*

From an international perspective, the Advisory Board definitely sees opportunities in partly or entirely internationalizing the CIS degree programme. The great number of online communication options makes the world ever smaller and increasingly makes contacts with peers, degree programmes and potential or actual clients abroad easier and more obvious. We are, however, aware of the downsides of having only an English-taught degree programme. From the perspective of the field, 90% of graduates still find employment in the Netherlands, and the consultancy involved is still largely in Dutch, where wording and substantiation are essential aspects. Both in written and oral consultancy, a well-reasoned argument written in correct Dutch is essential to convincing your audience, readership or target groups of the message contained in your advice. In that respect, the Advisory Board proposes the introduction of a strong Dutch-language component in the CIS degree programme. Where cultural aspects, corporate communication or science communication are involved, however, the Board recommends providing and performing case studies and assignments in English.

Addition: the degree programme has conducted a survey on this theme among its students, following the Board's advice on the questionnaire. The results have been shared with the Board.

#### **ACM Advisory Board meeting of 30 March 2017**

*The ACM degree programme currently attracts 60% non-Dutch students for the English-taught variant, compared to 40% Dutch students for the Dutch-taught variant. We do, however, aim to guarantee a Dutch-taught variant, which is not successful in every way. What are the consequences of the use of English for Dutch students? ACM sees benefits and drawbacks but would like to hear the Board's advice.*

One employer mentions the importance of the Dutch language. Staff member indicates that there are Dutch-taught working groups for all core course units. Student indicates that it is sometimes inconvenient to know only the English term. Assignments and Bachelor's theses can be written in Dutch. The Board believes that the mix between English and Dutch is important. English is prominent in pop music and classical music, so good English skills are helpful there. The Board agrees that academic English is required at all levels and proposes organizing short extracurricular workshops in academic English or Dutch. One alumnus illustrates the importance of workshops with an example of an insightful workshop in Critical Writing that he followed during his studies.

#### **Art History Advisory Board meeting of 14 November 2017**

Employer: Teaching in English will come at the expense of reading Dutch sources and thus the Dutch context and situation, including the interpretation of the Dutch situation in an international context. Many primary sources in archives are in Dutch, and they will not be studied and interpreted anymore once teaching is in English. Consider continued teaching in two languages, so that Dutch history of art and architecture remains the subject of research and the field remains relevant for the Netherlands.

#### **Language and Cultures Advisory Board meeting of 13 December 2016**

*Does the Advisory Board think that there is a growing need to focus on Dutch (as a native language) in the foreign-language degree programmes and the Master's programme in Literary Studies, given that many alumni will use Dutch in their work environments?*

One employer, referring to WEM students during placements, was concerned about their Dutch writing skills, based on translations that they had to do. Their social skills, specifically behaviour, attitude towards colleagues or external clients and towards work in general, also need to be addressed.

#### **Advice:**

- In general, the Board agrees that the students' level of proficiency in Dutch is low. They make many grammatical errors when conjugating, they use incorrect reasoning, etc. We recommend establishing a Faculty policy on language use.  
Most English native speakers do not bother to learn Dutch as everybody in the Netherlands has learned English in school, but will probably need to speak Dutch in order to be able to work for Dutch companies. Foreign students need to have a CEFR level of at least B2 to be admitted to a Master's degree programme.

## **2.4 Questions to and from the Departmental Boards about other subjects**

### **Archaeology Advisory Board meeting of 7 September 2017 on clustering**

The Board has expressed its concern over the restructuring of the Faculty into clusters: these clusters will be led by a broad board that will not have the knowledge to offer a substantive response to the Board's advice. The question is who will be the Advice Board's contact person(s) in matters of substance after January 2018?

The Board is awaiting a response to both points and would like to be notified as soon as the concrete course units for the 1-year Master's programme are known, so that it can offer additional recommendations on the new curriculum based on the descriptions of these course units.

### **CIS Advisory Board meeting of 10 October 2016**

*Questions from the Departmental Board:*

*What are the relevant overlaps between CIS and Media Studies?*

Traditionally there are immediate areas of overlap with the language degree programmes of Linguistics, Multilingualism and Information Science, which are either substantial or historical. Art History is a relatively recent degree programme. The Departmental Board indicated that it saw, or wanted to establish, a link with the language degree programmes rather than seek close collaboration with Media Studies. This is partly due to the fact that there has been little contact about potential collaboration and the suspicion that both sides are keeping a safe distance. The Advisory Board believes, however, that having a history, perhaps even one of animosity, can never be a reason for not considering potential collaboration or even avoiding it. The Board does see added value for the degree programme and its students in a link with Media Studies. Communication advisers today need to have broad knowledge of the continually changing media landscape, as well as the use and position of the various media channels. Gaining access to the Media Studies range, in any form whatsoever, might be a valuable addition to the current CIS degree programme. The Advisory Board therefore recommends that the Departmental Board at least engage in exploratory talks with representatives from Media Studies.

*Informing the degree programme about relevant developments in the field.*

Due to its composition, the Advisory Board has close ties to the professional field, including an understanding and overview of the relevant practical developments. The Advisory Board offers to issue unsolicited advice to the Departmental Board on the developments that it deems potentially relevant to the CIS degree programme.

### **CIS Advisory Board meeting of 1 May 2017 on the composition of the staff member faction of the Board**

The Departmental Board asks whether the department can be represented by one instead of two staff members.

Advice:

- The Board recommends keeping two staff members on the Board as it is important to maintain a balanced Board.

### **Classical Studies Advisory Board meeting of 19 December 2016 on the use of Advisory Boards**

Advice:

1. In its previous recommendations, the Advisory Board urged the Departmental Board to request its advice more frequently. We now urgently repeat this recommendation: since staff members of the degree programme do not attend meetings, the Board has no one to advise or consult with. The Board also requests clear feedback from the Departmental Board on the follow-up to its recommendations.
2. Related to this, the Board notes that the Bachelor's and Master's degree programmes have been revised without timely consultation of the Board in the past few years. The Advisory Board recommends that the Departmental Board schedule interim meetings on important issues if necessary. These do not have to be physical meetings. E-mail consultation, teleconferencing or video conferencing can also be used to involve the Advisory Board in important developments in good time and thus benefit from its advice on structuring the curricula.

3. The Board hopes that the component of self-reflection has received a prominent place in the new Bachelor's and Master's degree programmes. If not, the Board recommends doing so still.
4. The Board wonders to what extent students are assessed on their competences or receive separate feedback on these competences in the new degree programmes. If this assessment and separate feedback are lacking, the Board advises incorporating them in the degree programmes.
5. The Board recommends that future meetings only take place in response to concrete questions from the Departmental Board, with the option of consulting via e-mail.
6. The Advisory Board was created to advise the degree programme on its dovetailing with the labour market and the employability of students. The Board finds that too few placements have been realized and the regular Master's degree programme still has not been properly fleshed out. The Board urgently recommends sending more students on placements. [...]. One of the staff members could be appointed Faculty placement contact person with the explicit duty to promote placements.
7. In relation to this, the Advisory Board advises staff to promote the Career Event on 9 May 2017 and to encourage students to attend.
8. The Departmental Board asked the Advisory Board how to recruit more Master's students other than aspiring teachers.  
The Advisory Board notes that it has addressed these issues several times in the past two years. Recommendations were made to actively send students to career events, to invite alumni to speak about their careers, to clearly flesh out the regular Master's degree programme and to increase the number of student placements. The Board has no information as to what extent these recommendations have been followed. The Board therefore makes the same recommendations again.
9. The Board finds that the Classical Studies degree programme does not differ significantly from other language and culture degree programmes regarding labour market prospects other than teaching. The Board therefore recommends joining Language and Culture in the field of employability to create synergy and economies of scale.
10. The Board believes that the degree programme may benefit from the proposals made in the Faculty of Arts Advisory Boards Progress Memorandum of November 2016.

### **Art History Advisory Board meeting of 14 November 2017 on the website**

*What does the Groningen Art History degree programme stand for based on the available online material?*

One employer recommends also mentioning the current relevance of the field, i.e. to identify the current and future contexts of social issues such as climate change, image culture and social media, digitization, the gender debate, decolonization, etc., as well as the future role of art, architecture or landscape historians and the contribution of cultural history to these broad current themes. Thus stressing the relevance of the field is not only practical and attractive for students but will also benefit the continuity of the field. The same advice applies to the Dutch version. In addition, the sentence about low pay should be deleted and replaced by a paragraph on the social relevance of the field.

An alumnus notes that he finds the image on the degree programme website unappealing. There could be more emphasis on the social subjects of spatial quality and surroundings in architecture and landscape. Staff reports that the degree programme is working hard to improve the website. The Board believes that an Art History degree programme should make more room for images on the website. Staff believe that communication should highlight the trinity of Art, Architecture and Landscaping and would like to see the image with the three circles on the website.

Another idea is to describe the professional field per degree programme, ACM style. Students like this very much. The degree programme will mention the Advisory Board on its website, including a link to the page where the Boards are listed.

One student member indicates that the Teacher-training Minor must be removed from the Student Handbook, as there is no such Minor in the Art History degree programme. Both student members say that students mainly read other students' experiences; there should be ample room or even more room for those on the website. Thomas Slagter's photo is missing from the website.

*How do outsiders view our degree programme, our staff, their research and their activities?*

An alumnus noticed a clear difference between UG students and students from elsewhere: UG students have different skills and a different way of looking at things. The degree programme might find key

words that apply to UG students of Art History. The employers will sound out the opinions about UG students in their networks.

### **Dutch Language and Culture Advisory Board meeting of 27 February 2018 on intake**

In response to the low numbers of incoming students:

Recommendations:

- Evaluate and actively maintain the website.
- Incorporate the following questions: ‘What are your distinctive qualities when you are good at Dutch?’ and ‘What is the added value of the degree programme and what makes it attractive?’

### **Linguistics Advisory Board meeting of 27 February on the website and a new name for the Advisory Board**

*Placements and recruitment*

Advice:

- The Board recommends publishing the TEFL placement option on the website as part of student recruitment.

*Advisory Board name change*

Advies:

- The Board members to rename the General Linguistics and Applied Linguistics Advisory Board to: ‘Linguistics’.