



2021–2022 Academic Year

Annual Report of the Board of Education

The goal of this annual report is to inform the Wageningen University & Research Executive Board about the Board of Education's activities within the policy framework set by the Executive Board.

The Board of Education (BoE) is responsible for content, quality and innovation in Wageningen University's Bachelor's and Master's programmes, accredited by the Accreditation Organisation of the Netherlands and Flanders (NVAO), with the exception of the Joint Degree programmes. The Board of Education also provides the Executive Board with advice on a number of specific educational matters.

The Board of Education has the following tasks and responsibilities:

(source: BBR 2021, Article 23)

- annually establish or modify the educational content of the degree programmes, in response to proposals from the relevant programme committees;
- create quality standards for the education programmes;
- regularly assess the educational content of degree programmes on the basis of the established quality standards;
- adopt a plan to innovate the degree programmes once per year;
- establish the budget for the degree programmes;
- consult with the programme committees when recommen-

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- dations from the programme committees are requested (specified in Article 28.1 of the BBR 2021);
- inform the Executive Board of final decisions.

Furthermore, the Board of Education advises the Executive Board regarding:

- the establishment and discontinuation of degree programmes;
- the educational frameworks;
- general education issues and strategies;
- the establishment, modification or assessment of the Education and Examination Regulations;

- the establishment, extension and discontinuation of chairs.

This annual report concerns the core activities of the Board of Education in the 2021–2022 academic year. Some selected topics are also reported on.

On behalf of the Board of Education,

Prof. Arnold Bregt, Dean of Education and chair of the Board of Education

Carlijn Braam MA, secretary of the Board of Education

Executive Summary

This annual report covers the 2021–2022 academic year of the Board of Education (BoE) and provides an overview of the key developments and decisions. Chapter 2 reports the main results of the various education evaluations that took place as part of Wageningen University's quality assurance system. Chapter 3 describes the main outcomes and decisions made by the Board of Education concerning modifications to programmes and courses in 2022–2023 (the Education Modification Cycle). Chapter 4 highlights the most important topics on the BoE agenda in relation to the quality of education, as well as the collaboration of the BoE with Programme Committees, Examining Boards and Science Groups. Chapter 5 describes the composition of the Board of Education.

In general, the Board of Education concludes that the quality of education at WUR in the 2021–2022 academic year was good and consistent. Learning outcomes were achieved despite the coronavirus measures. The BoE has carefully monitored the quality of education in collaboration with Programme Committees, Examining Boards, Programme Directors, ESA staff and the Science Groups' general directors. This dialogue resulted in special attention being paid to the effects of the coronavirus measures on the quality of education, the implementation of the current vision for education (e.g. BSc skills, Boundary Crossing), steps towards a new vision for education, ten priorities for the upcoming re-accreditation, the new budget model, the revisions to the MSc thesis and internship, changes in the resit policy, the new BSc Marine Sciences and a number of programmes that proposed curriculum changes (e.g. MSc Programmes Food, MSc Management Economics and Consumers Studies).

One of the Board of Education's main responsibilities is the internal quality assurance system. In 2021–2022, the quality assurance system, including its various monitoring programmes, was in place and functioned well. Another of the Board of Education's main responsibilities is the annual approval of educational modifications to the NVAO accredited programmes (the Education Modification Cycle (EMC)). In March 2022, the Board of Education decided on the proposals for study programmes for the 2022–2023 academic year, including the programme budgets, changes to BSc minors, elective courses, Supply Initiated Programme (SIP) courses, field trips and data science education. The budget has been allocated to programmes within the available budget space. All study programmes were updated conform with the education framework criteria.

The Board of Education concludes that the Vision for education has been partly implemented. The implementation of the current vision will recur on the agenda in the coming year as step towards a new Vision for education. This reflection will include the education developments that took place during the coronavirus pandemic, focusing on topics like lecturer and student support, the implementation of BSc skills learning trajectories, challenge-based education, Boundary Crossing, digital learning environments and flexibilisation (e.g. Future MSc).

Besides the vision for education, in the 2022–2023 academic year, the BoE intends to focus its attention on the division of roles and powers between the BoE, the programme committees and the programme directors in the education governance system at Wageningen University, as well as on the quality of the BSc thesis, the professional internship and the distribution of budgets.





1 Meetings

In the 2021–2022 academic year, the Board of Education had 27 meetings. Two monthly meetings were held between September 2021 and August 2022. These meetings consisted of 11 general meetings to discuss and approve educational policy and educational quality topics. The progress of several working groups and overall strategic developments were discussed as well. Representatives from the 24 Programme Committees (PC) were consulted separately, and relevant topics were discussed with them (three Programme Committees per meeting; eight meetings in total). The BoE continued to use a tailor-made agenda for the BoE-PC meetings. Preparatory meetings are central to this approach. Both the Board of Education and the Programme Committees were able to put items on the agenda; there was no veto on topics.

This year, two lunch meetings with the BoE, Programme Committees and ESA were organised. These meetings were arranged owing to the need to have a greater level of exchange with each other, and they will be organised biannually in the future. The new budget model and topics for future meetings were discussed in November 2021. In May 2022, the joint meeting focused on future-proof education and exchanging best practices for it.

There were also multiple extra meetings. On 7 October 2021, a meeting between the BoE, Programme Directors and Examining Boards took place to analyse the learning outcomes at programme level of the entire academic year 2020–2021. On 30 March, an extra meeting was held on the EMC 2022/2023. Lastly, between 18 May and 21 June, three meetings with three different Programme Committees took place to discuss the results of the BSc Graduation Survey.





2 Quality Assurance

2.1 National Student Survey (NSE) 2022

The NSE questionnaire, organised by Studiekeuze123, was updated last year to create an up to date, supported student survey with a limited completion time. The response rate among WUR-students in 2022 was lower than in 2021 and previous years. The questionnaire was filled out by 4,433 students (34% compared to 43% in 2021). The decrease in response rates in 2022 is visible across all Dutch higher education institutions.

WU students were generally satisfied with their education in 2022 as well: 82.8% of students indicated they would choose the same programme again based on their experiences so far. The average scores for general satisfaction (4.11) and programme atmosphere (4.32) are above the national average for Dutch universities. Scores for programme atmosphere have increased compared to 2021.

As in previous years, WU's average scores across the six themes in the core questionnaire are higher than the national average of Dutch universities. The lowest rated theme remains 'connection to professional career', followed by 'reflection' (on a scale from never (1) to always (5)). This was also true in previous years, but this is also the case for the national average for 'connection to professional career'. Student evaluations of the theme 'reflection' did, however, increase in 2022, particularly amongst BSc students. The theme 'connection to professional career' is not comparable with last year due to changes in the questionnaire. In addition, students' general satisfaction with preparation for a professional career increased in 2022, a development that was also seen in WU's BSc and MSc evaluations.

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Other noteworthy positive developments include students' evaluations of study facilities, guidance and counselling, and lecturers' ability to convey teaching materials clearly in English. Significant aspects for which evaluations decreased in 2022 include study pressure (increased mainly among MSc students), involvement of lecturers with students, four items related to 'Engagement and contact' and the presence of a safe climate in which everyone is able to share their opinion. While evaluations of these aspects are still high and some of the lower scores could be a consequence of online education, it is important to monitor whether students' evaluation of these aspects decrease further.

Every programme committee and programme director received a factsheet with their programmes' evaluation results. The results serve as input for the annual PC visit to the Board of Education. Actions for improvement taken by PCs concerning 'connection to professional career' include extra-curricular activities, company visits, attention for career paths during guest lectures and development of an overview of potential jobs for students.

2.2 Evaluation of lectured courses

Based on the management report of the results of the lectured course evaluations in 2021–2022, the Board of Education concluded that the perceived overall quality of the courses remained good. The average satisfaction of students across the 1,046 evaluated courses was 3.9 on a scale of 1–5. Average student evaluations of the aspects relating to course quality, student effort and examination quality also remained good.

2.3 Review of modular skills (MOS) courses

After receiving the management report of the cursory 2020–2021 course evaluations, the Board of Education requested a review of the quality assurance of modular skills (MOS) courses. Based on the evaluations of MOS courses in 2020–2021, the BoE concluded that perceived overall quality is generally good. Since MOS courses are not always discussed in the Programme Committees as part of their PDCA quality assurance cycle, it was agreed to evaluate the MOS courses in the Board of Education on behalf of all Programme Committees, once every three years.

2.4 Evaluation of thesis courses

Based on the outcomes of the evaluation of MSc theses in 2021–2022, the Board of Education concluded that the perceived quality of the MSc thesis courses was generally good. Overall satisfaction with the organisation of the thesis process at Wageningen University remained high (with an average score of 7.6 on a scale from 1 to 10), and there were positive developments in the participation in thesis rings and the proportion of students who were offered workplaces on campus, although this still remained low. Another point of attention remained the high reported delay, although for a large majority of respondents, the reported delay was less than three months. As of 2021, delays longer than two months are not allowed in the EER (Education and Examination Regulations). In the coming years, it will be interesting to see whether the length of delays will decrease as a result of new rules, course guides and other measures.

2.5 Evaluation of internship courses

Based on the outcomes of the evaluation of MSc internships in 2021–2022, the Board of Education concluded that the perceived quality of the MSc internships is generally good. Overall satisfaction with the organisation of the internship process at Wageningen University was good (with an average score of 7.5 on a scale from 1 to 10). Students also valued the experience they gained (4.5) and the alignment of the internship with their study programme (4.3 on a scale from 1 to 5). Evaluations of the more specific aspects of the internship were also positive. Potential points for attention include some aspects related to the start and orientation of the internship and the number of contact moments between the WU and host supervisor.

2.6 PaCE evaluations of BSc and MSc graduates

Based on the outcomes of the evaluation of BSc and MSc graduates in 2020–2021 (since the BoE is yet to discuss the results from 2021–2022), the Board of Education concluded that the perceived quality of the BSc and MSc programmes was generally good, although it expressed concerns about the difficulty (or lack thereof) of some BSc programmes and the advancement (doorstroom) to MSc programmes within WU. In subsequent separate meetings with the relevant Programme Committees, the PCs offered their thoughts on the issues and informed the BoE of actions they had taken. Other potential solutions and follow-up actions were also discussed where relevant.



These will be monitored during the annual PC meetings with the Board.

As was the case in the NSE and BSc graduates' evaluations of WU, it was clear from the evaluations that MSc students thought the level of attention paid to future career opportunities had improved. This could be the result of the increased focus on professional/career orientation as determined in the Quality Agreements. Also, our MSc graduates' situation after graduation was evaluated more positively after the decline in 2019–2020. More of our MSc graduates who wanted to start work found jobs after graduation, and the jobs they found were more in line with their study programmes compared to 2019–2020.

2.7 International Bachelors Monitor 2022

The third International Bachelor Monitor was presented in 2022. The total number of students decreased, however, the share of international students increased (average of 26% but with big differences between programmes). The number of students is often too small to draw conclusions about the relationship between 'international' and student satisfaction, study results or the quality of the programme. In addition, the past two years were altered owing to coronavirus measures. The overall conclusion of the Programme Committees and programme directors is that, despite problems and challenges, none of the IB programmes want to go back to being 'non IB programmes'. They are still convinced of the legitimacy of their choice and its fit with the needs of the working field. Support for staff with regard to cultural differences, truly changing content instead of merely translating it and problems with shared courses (non IB) still need attention. A decision framework for future IB programmes was developed.

2.8 Minor call 2021–2022

Education is continuously updated in a range of ways, including through the annual minor call, in which chair groups are invited to develop new minors. Each minor is a cluster of coherent courses on a specific subject. This year, 12 minors were submitted in the minor call. As there was only funding for four to five minors, the BoE decided to accept recommendations of a subcommittee. This decision is based on three types of criteria: eligibility criteria, qualitative criteria on the topic and qualitative criteria on the structure. The names of the five funded minors (of which three were resubmitted) are: 'Biodiversity: Genetics & Life Histories', 'Data-driven

agronomy', 'Freedom from Hunger', 'Gender and Diversity for Sustainable Worlds' and 'Psychobiology of Eating Behaviour'. These minors will be funded for six years, from the 2023–2024 academic year onwards.

2.9 Improvements regarding policy and implementation of Double Degree programmes

For many years, Wageningen University has offered double degree MSc programmes, together with partner universities. The BoE advises on the double degree programmes in relation to the quality of the connected NVAO accredited programmes. The number of double degree programmes and the participating students have varied throughout the years. A fluent execution of a double degree programme is often complicated by rules and regulations, which have changed over the years. Although the double degrees involve a great deal of extra work for the science groups and supporting staff, and the number of participating students tends to be low due to financial constraints, the quality of the students is high, and double degrees add value to the international classroom. The contact with partner universities is also of added value for international cooperation.

WU has continued to hold the much-appreciated double degree meetings in which programme directors, contact people and staff departments involved in double degrees share experiences, information and solutions concerning the setup and implementation of double degrees. Topics included the inclusion of double degree programmes as exam programmes in the annual Education Modification Cycle and mentioning the double degree on the diploma. The possibility of the new Erasmus Mundus Joint Master Programme was discussed, as were potential consequences for WU. The visibility of double degree programmes was improved by including them in the list of MSc programmes.

In the 2021–2022 period, the following developments concerning existing double degrees and new double degrees are relevant took place:

- International Master in Atmospheric Sciences, related to WU MSc Earth and Environment: WU requirements were not accepted by the partners so negotiations were discontinued.
- Cooperation with SLU (Sweden) related to our BSc Forest and Nature Management: the aim is to enable both SLU students and WU students to finish their third year at the partner institute and to receive both a SLU and WU degree. This double degree programme intends to start in 2023–2024. Since this is the first Bachelor's double degree, this required extra investigations.



- New application to the Erasmus Mundus joint Master's (EMJM) call to enable continuation of the MAS-Animal Breeding and Genetics (EMABG) project.
- Requests to participate in new Erasmus Mundus Joint Masters programmes: negotiations were stopped, because of the lack of added value from WU participation. There was no extra value to the international classroom, or they involved too much work for relatively few students.

2.10 Advice on the draft Education and Examination Regulations (EER) 2022–2023

In the period December-February (2021–2022), the Board of Education discussed the EER 2022–2023 drafts on three occasions and provided feedback to ESA and the Executive Board. Programme Committees were requested to provide feedback and approval to relevant parts of the EER as well. The most important changes in the EER 2022–2023 are:

- Moving the resit period from August to July, directly connecting to Period 6.
- Adding the option for compulsory online education elements in the course guide.
- Adding the option to include mandatory knowledge (max. 12 credits) for the Internship and Research Practice.

2.11 Quality assurance during the coronavirus pandemic

The Board of Education discussed the state of affairs regarding education during the coronavirus pandemic in every meeting. Examples of subjects affected are: course evaluations, students taking examinations on their own laptops, exchange and internships abroad, the terms of reference of the 'Education post-Corona' working group and students' attendance at on-campus activities. Following the meetings in June 2020 and February 2021, a third joint meeting of the Board of Education and Examining Boards with the Programme Directors was held in October 2021. The impact of the adjusted courses in P5–6 (2019/2020) and P1–P6 (2020/2021) on the learning outcomes at the programme level was discussed, as were possible solutions. In summary, the Board of Education concluded that, in general, all learning outcomes were achieved, although the learning environment was less 'rich' than before the coronavirus pandemic. One example of this is students missed the international experience and in-person visits in the field.

2.12 Quality Education assessment policy

In 2022, a working group started to update the assessment policy. A broad range of stakeholders will be contacted for input, and the latest insights in student learning and assessment will be included.

2.13 Top ten priorities of third accreditation cycle

Based on the recommendations of external panels regarding our degree programmes, a selection of ten priorities was made to invest in improvement. One significant topic is the final thesis in MSc programmes. New procedures have been implemented and evaluated, and they are still being developed further. Thanks to additional budgets (National Programme Education, Quality Agreements), different measures can be taken to lower lecturers' workload. In addition, measures were taken to strengthen the Examining Boards, improve assessments, develop skills learning trajectories and better align admission practices.

2.14 Peer review

Last year, the Board of Education decided that all courses should be peer reviewed, starting with the MSc courses. This resulted in 66 courses (individual courses and sets of courses) being peer reviewed by both internal and external peers, funded with budget from the Quality Agreements (total EUR 128,000). In February 2022, the BoE discussed the quality assurance of the Modular Skills courses (MOS courses). Some suggestions for follow-ups were provided concerning the management of MOS courses and further inquiry into lecturers' availability and workload. The BoE accepted the proposal to evaluate the MOS courses in the BoE once every three years.

Overall conclusion

The BoE concludes that the internal quality assurance system and its monitoring programmes are in place and work well. Signals regarding quality issues are addressed by Programme Committees and programme directors and, in general, the quality of education at WUR is good.





3 Education Modification Cycle 2022–2023

3.1 Study Programmes

The BoE decided on the proposals for the 2022–2023 study programmes in March, during an extra meeting dedicated to the Education Modification Cycle (EMC). Every study programme met the criteria of the education framework and was approved. The BoE was pleased to see that the Programme Committees took the opportunity to update and improve their programmes. The BoE accepted the proposal for the new MSc Data Science for Food and Health. The proposals for Code 4 courses (pilots) were also accepted, under the condition that they included prerequisite knowledge.

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3.2 Budget 2022–2023

The Executive Board (EB) set the budget for the 2022–2023 EMC at EUR 63.2 million, based on a predicted inflow of 1,510 BSc students and 2,725 MSc students, including 50 students in the Distance Learning specialisations. This concerns:

- the BSc and MSc programmes including the Distance Learning programmes (62.2 million);
- the minors (decided by prior decision making);
- the costs of course coordination by four or more chair groups;
- an earmarked budget for Data Science: the base costs of the Data Science courses, and the base costs of the new MSc Data Science for Food and Health.



Furthermore, both the EB and the Social Sciences Group (SSG) agreed to provide extra budget for the transformation of the MSc Management, Economics and Consumer studies (MME) into five separate specialisations. In total, this amounts to EUR 201,333 per year for the duration of four years (EUR 66,667 from the EB and EUR 134,666 from the SSG).

The allocation to programmes and the difference between budget and total costs were discussed by the Board of Education in October 2021. The BoE decided to create a BoE policy budget to assign extra budget to programmes that needed to make essential modifications, based on advice and action points defined in the accreditation procedure, for example. The first step to create this BoE-policy budget was an overall budget cut for all programmes of 1.143%. The resulting BoE-policy budget was added to the budget of some programmes, meaning they could increase their costs while other programmes had to reduce theirs.

The programme directors discussed options for realising the overall budget cut. Two major measures – removing courses and cutting back on teaching methods – were found to be undesirable and unrealistic, respectively, and would not achieve the desired end. Further discussions led to the alternative approach of applying an overall equal cut, which was approved by the Dean of Education. Advantages are threefold: as a generic measure for all programmes, it is straightforward and applied to all courses. Furthermore, it has limited effects per course, which are amply compensated by the education funds (van Rijn, Sectorplan, Quality Agreements), which are paid to the chair groups directly. Lastly, it can be applied a single time as part of the 2022/2023 EMC. This way, the final goal of staying within budget has been reached. For the following year, a new budget model is expected. It should provide a long-term perspective for the distribution of the total education budget, a revision of the Brascamp-model for teaching methods and fully check courses for alignment between registered and actual teaching methods.

3.3 Changes in BSc minors

Due to the coronavirus pandemic and the consequent pressure on chair groups and lecturers, the minor call of 2020–2021 was postponed by a year, and no new minors were added. The discontinuation date of all thematic minors was extended by one year, excluding minors scheduled to be offered for a final time in the 2020–2021 academic year.

Proposals for changes in several existing BSc minors were accepted by the BoE:

- One minor was cancelled: 'BSc Minor Supply Chain Management'. Since the 'Supply chain management' course was cancelled, the minor could not continue.
- Eight minors were changed, mostly as a result of changes in course funding and scheduling. One minor, 'BSc Minor Innovation and Entrepreneurship', was overhauled substantially because it did not score well in past evaluations. This change gives the minor more structure and learning pathways with a clear final minor course.

3.4 Elective courses

Chair groups can submit proposals to the BoE for 'partly financed elective courses'. Of these, only the student-dependent part is financed if the courses meet the criteria for partially funded courses, determined by the BoE. These elective courses are not part of any programme or minor and can be used by students to shape their studies. The Board of Education decided to accept 22 new elective courses, and seven courses were cancelled. Eight courses have been added to BSc/MSc programmes and are no longer part of the elective courses.

3.5 Supply Initiated Programme courses (SIP courses)

Wageningen University has received Van Rijn and Sectorplan funds to increase the educational capacity of beta and technical degree programmes. These funds are to be used to appoint additional staff in chair groups, increase educational capacity and reduce the workload of current staff.

Chair groups also have the opportunity to develop new courses with the remaining resources: the 'Supply Initiated Programme courses' (SIP courses). These SIP courses have been developed in consultation with a Programme Committee as part of the regular EMC procedures since 2020–2021. They can be mandatory or restricted but must be part of the programme as Code 3 (in depth) courses. Chair groups have to offer the new courses for at least three years. In 2020–2021 and 2021–2022, a total of 12 and 16 SIP-courses were included in the programmes respectively. In the 2022–2023 EMC, the BoE accepted five new proposals to be included in the programmes: three new courses and two existing partly financed Code 5 courses to be recoded. Furthermore, one existing SIP course has been recoded to a Level 4 course as part of the Code 4 pilot.





3.6 Field trips

Each year, the Executive Board sets the budget for field trips as part of the budgetary cycle. In both 2020 and 2021, the coronavirus pandemic had a major effect on fieldtrips in terms of both availability and costs, leading to cancellations and adaptations. This effect can still be seen in 2022. In 2021, there were 42 requests for budget adjustment out of 133 applications in total. In most cases, the budget was decreased as fieldtrips were cancelled or cost less, leading to a total allocation of EUR 1,004,000, resulting in a substantial surplus. This surplus was returned to the overall WUR budget.

For 2022, the Executive Board was asked to reserve EUR 1,418,000 – this year's budget without any budget cuts – for field trips. The proposed allocation is contingent on the condition that the new Study Handbook includes fieldtrips in the teaching methods. The BoE will evaluate the budget procedure for field trips at a later stage.

3.7 Data science education

Following earlier decision making, the Board of Education accepted the proposal for the new MSc Data Science for Food and Health in the EMC 2022–2023. Consequently, the data science specialisations within MSc programmes Nutrition and Health (MNH), Communication Health and Life Sciences (MCH) and Management, Economics and Consumer Studies (MME) have been removed.

Overall conclusion

The BoE concludes that all study programmes were updated and meet the set criteria of the education framework. In the 2022–2023 Education Modification Cycle, the allocation of budget to programmes by the BoE has been done within the available budget space, including BSc minors, free choice courses, SIP courses, field trips and a new data science Master's programme.





4 Selected other topics from 2021-2022

4.1 Theses and Internships

Implementation of new MSc thesis, Internship and Research Practice guidelines

Following the institutional accreditation recommendations in 2018, the Board of Education installed two working groups (Thesis and Quality and Quantity of internships) to address issues and harmonise procedures across the chair groups. This led to adjusted general regulations and procedures, which were implemented in the 2020–2021 academic year. The chair groups did not consistently view the changes as improvements. There were some teething problems, parts of the procedure were experienced as being an extra burden without obvious benefits and communication regarding their introduction was not always perceived as being supportive.

In March 2022, the BoE commissioned an integrated evaluation to effectively deal with various issues brought forward by the PCs and chair groups about the new procedures and for MSc thesis, internships and Research Practice regulations. A thesis and internship working group was installed to evaluate the new guidelines and their current implementation, and to propose realistic modifications with regard to the recommendations made by the earlier working group, accreditation panels and chair groups' recent experiences. In April 2022, five focus group sessions were organised, which were joined by representatives from 63 chair groups. Their input was collected on three topics: assessment, internship and MSc thesis/research practice, and challenges, solutions and necessary

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support. Major themes included information flows and internship contracts. Based on the input, the working group proposed several modifications to the current guidelines. These modifications were discussed in the 63rd Board of Education meeting. In general, the Board of Education agreed with all proposals with minor revisions, including the establishment of a Professional Internship working group and a concise evaluation of the Research Practice. All modifications that related to Osiris have been implemented.

BSc Internship: 24-credit pilot BBI

In the beginning of the 2021–2022 academic year, the 24 credit pilot BSc Internship BBI was evaluated. The Board of Education decided to discontinue the experiment. The internship was intended for BBI students who wanted to start working after the BSc degree. However, few students chose to do an internship, and most of them continued with a MSc programme. The BoE agreed that the 24 credit internship should not be a standard option. This would create an unequal approach compared to other programmes and the general rule that electives cannot be exchanged for internships. The course will be offered until the 2023–2024 academic year with a transitional arrangement for students.

Updates BSc thesis

In January 2020, the BoE decided to harmonise the organisation of the BSc thesis in line with the harmonisation process for the MSc thesis, and to move the coordination to the chair groups. However, this would have negatively affected the programmes with a programme-specific setup for the BSc thesis. In November 2021, an alternative proposal was presented to and accepted by the BoE: to enable harmonisation of the BSc thesis at the programme level in line with the current situation. Consequently, it is not necessary to harmonise learning outcomes, assessment forms and course guides for the BSc thesis between programmes. The recommendation also involved improving administration by adding extra functionality to OSIRIS: archiving reports and assessment forms. However, this modification has not been commissioned thus far. The BoE also decided to enable PCs to list the main chair group that offers the BSc thesis on the diploma supplement (yet to be implemented) and to request Programme Committees to determine the content of the BSc thesis assessment form and rubric, and to provide examples. The BoE will address the quality of the BSc thesis again in the 2022–2023 academic year.

4.2 Quality and Quantity of internships

In 2021, the Board of Education adopted the recommendations made by the Working Group Quality and Quantity of Internships concerning allowing flexibly sized internships. This decision enables Programme Committees to include 24–30 credit internships or 33–36 credit internships, or to leave the choice to students on the condition they provide motivation for their decision. This includes the option to use 6 credits of the optional part with certain conditions; i.e. internships in regular programmes are 30 credits at most, and approval from the Examining Board is necessary. 39 credit internships are no longer allowed. Students should provide motivation for the size of their internships in the learning agreement in consultation with the supervisors. The BoE was positive about applying the same approach to the Research Practice in the MSc, since this was introduced as an alternative to the MSc internship in the 2020–2021 academic year.

4.3 Student Career Services

The NSE and BSc and MSc graduates' evaluations showed an increase in students' satisfaction with career preparation. Wageningen University achieved the second best score amongst all Dutch universities. In 2022, Student Career Services organised the annual Career Week, which was visited by 995 students. A wide variety of career activities were organised to help students prepare for the job market. A few new instruments were introduced to promote Student Career Services. These included five minute lectures and the creation of an Instagram account (@wurstudentcareerservices), which currently has 2,396 followers. The WUR Student Career Services' Career Platform has over 7,600 students.

4.4 Implementation BSc skills learning trajectories

The implementation of skills-related learning pathways in all Bachelor's programmes fulfils an important WUR Vision for education ambition. Since 2020, a process supervisor and a support team have been in place to support the implementation process. Helpful tools, like design labs, facilitate that implementation. In April 2022, the Board of Education discussed preliminary results and the implementation progress. Programmes' fingerprints show that many of the 16 targeted skills are already being taught in many courses, either directly or indirectly. The BoE recommended that extra attention be paid to the other skills, to committing lecturers and PCs to the skills trajectories and to alignment with the new vision for



education. The support team developed a guideline with templates for the design and implementation of skills learning trajectories. These will be used by the BoE to monitor the process and discuss progress with the Programme Committees.

In June 2022, the steering group proposed that all BSc programmes develop a 'skills profile'. The programmes should use these profiles to describe and accentuate the attention they pay to specific skills and relevancy to the educational vision, and their characteristics, nature and context. The BoE agreed to continue with this approach to differentiate skills implementation and to evaluate the pilots.

Other relevant activities include:

- *Longitudinal courses project group*: longitudinal courses can create more visible focus and space for ongoing learning trajectories. The implementation of the project group's recommendations will be taken up next academic year.
- *Skills community*: Programme Committee members, lecturers, advisors and skills experts work together in the expanding skills community to create solutions, practices and learning materials. One of the most important activities that took place past year was refining the learning outcomes document.
- *Responsibility, personal leadership and reflection skills*: the support team concluded that the implementation of these skills needed more and different attention than simply academic skills, such as writing and presenting. The team started a project to develop and share the necessary practices, expertise, didactics and learning materials.

4.5 New approach to allocate budgets

One of the Board of Education's main tasks is to allocate budgets to the degree programmes. In May 2020, the Board of Education installed the Budget model working group to develop a simple and effective model. After intensive discussions with the Board of Education, the sounding board and programme directors, it was concluded that no single model could cover the large differences in quality needs between the programmes. First, the model needs to be accompanied by additional information to ensure fair and responsible budget decisions. Second, the budget model should support the Board of Education in deciding on the programme budgets as opposed to simply dictating decisions. Finally, budgets should increase or decrease gradually in order to avoid affecting programme quality.

Following on from these discussions, the Budget model working group developed a new approach and provided programme characteristics to interpret current programme costs. In addition, the working group developed an annual cycle that enables the Board of Education to make well-considered choices and alter budgets gradually while guaranteeing quality education. The new approach implies a significant change for everyone involved in budget distribution, especially the Board of Education. In the future, it will play a more substantive and prominent role in balancing interests and allocating programme budgets fairly and responsibly. The Board of Education approved the final report in December 2022. More information can be found on <https://wageningenur4.sharepoint.com/sites/ESAportal>, under Councils, Board of Education.

4.6 International classroom

The Board of Education supports WU's goals for the international classroom. In broad terms, the ideal composition for an effective international classroom in MSc programmes is 1/3 Dutch students, 1/3 students from other EEA (European Economic Area) countries and 1/3 non-EEA students. The BoE regularly discusses the composition of the international classroom, as in general and in relation to MSc scholarships. The share of EEA and non-EEA MSc students has increased to 42% (first-year registrations as of October 2021) with significant differences between programmes. After a slight decrease in the 2016–2020 period, the number of incoming non-EEA MSc students increased to 453 first-year registrations on 1 October 2021. In October 2022, the number of incoming non-EEA MSc students further increased to 494, almost at the same level as 2017. The demand for scholarships is high, including for the Excellence programme. The task force for the coordination of negotiations with scholarship organisations has been working on a draft agreement.

The Board of Education discussed the results of the International Bachelor evaluation. It concluded that the learning outcomes and student population/composition of the classroom should fit the programmes' orientation. However, in practice, more time is necessary to achieve this goal owing to the effects of the coronavirus pandemic and the short lifespan of the International Bachelor's (three years). The next evaluation will take place five or six years after the start of the International Bachelor programmes (September 2018).



4.7 Future Master's programmes in Food Sciences

The Future Food Masters working group developed a proposal to address problems in the current MSc food programmes regarding unequal student distribution in comparison with the old specialisations, a limited match with the target group and a lack of possibilities to admit students with different backgrounds. The proposal, which was adopted by the BoE in July 2022, relates to a new setup for the MSc programmes Food Technology, Food Safety and Food Quality Management. This includes seven domain clusters, which lay the foundations for tailored graduation tracks. These consist of advanced courses to prepare for the thesis and a MSc thesis. The proposal can be seen as an initial implementation of the principles of Future MSc. The BoE initially decided to implement the proposal for the 2023–2024 academic year, but later approved the programme committee's proposal to postpone implementation by a year.

4.8 Review curriculum structure MME

The MSc programme Management Economics and Consumers Studies (MME) is a wide-reaching WUR programme in Social Sciences. The programme's broad profile and limited possibilities for specialisation have made it difficult for both the programme and graduates to profile themselves. The Board of Education installed a working group to advise on adapting the curriculum structure and to improve the programme's profile to increase attractiveness for WUR Bachelors' graduates and students from other universities.

Following the working group presenting its conclusions, five sub-committees have developed five specialisation programmes for MME. The implementation and evaluation plan were approved by the Programme Committee and submitted to the BoE for approval. The BoE's feedback was positive, although several issues were raised: the feasibility of offering all the suggested new courses; monitoring by a working group; the name of the MME programme; ensuring cross-fertilisation between the chair groups; programme budget (based on one Master's programme); and expected student numbers. In November 2021, the BoE accepted the proposal to re-structure MME as a pilot with five specialisation programmes and to present them as independent Master's programmes under the umbrella of the MME MSc degree programme. The following five programmes were implemented in the 2022–2023 academic year:

- 1 Sustainable Business and Innovation MME-A
- 2 Sustainable Supply Chain Analytics MME-B

- 3 Consumer Studies MME-C
- 4 Economics of Sustainability MME-D
- 5 Governance of Sustainability Transformations MME-E

4.9 Name change MSc Organic Agriculture

The Master's Organic Agriculture (MOA) Programme Committee wanted a new name for the programme that fit the content better. The proposed name, which resulted from an extensive inquiry by the PC, was rejected by the Executive Board because of similarity to the Food Technology programme. Raoul Bino, former General Director of the Agrotechnology and Food Sciences Group, was mandated by the Executive Board to investigate solutions.

4.10 Name change BBC

In July 2022, the Board of Education unanimously accepted the request of the Programme Committee to change the English name of BBC from 'Management and Consumer Studies' to 'Business and Consumer Studies'. The name change concerns a correction of an English translation. The new name has been entered into the Central Register of Higher Education Study Programmes.

4.11 BSc Marine Sciences (macro efficiency application)

In January 2022, the Board of Education provided advice on the macro efficiency application for the new Marine Sciences Bachelor's programme (intended start date is September 2023). The Board of Education supports this new programme's focus on an interdisciplinary approach to the marine and coastal system; this is necessary from a policy perspective and is scientifically innovative too. The Executive Board submitted the macro efficiency application to the CDHO, which approved it.

4.12 Vision for challenge-based education

WUR embraces the role of academic student competitions (Student Challenges) and Challenge-Based Learning (CBL). The WUR Student Challenges Advisory Board commissioned a vision for academic student competitions. In preparation for this vision, the Student Challenges team (Rio Pals), ELS (Perry den Brok) and the Dean of Education (Arnold Bregt) drafted a paper to be shared and discussed within the organisation. The paper contains the option to integrate CBL into the curriculum.





The Board of Education discussed the paper and confirmed that challenge-based education is a didactically interesting option. According to the BoE, CBL should be considered as complementary to other forms, such as Academic Consultancy Training, not as a substitute. The BoE advised against incorporating competitive elements into the curriculum; the focus should be on extracurricular competitions. Furthermore, the BoE stated that although CBL should not be compulsory, BSc programmes should be able to experiment with CBL (e.g. with design projects). The BoE advised including challenge-based learning in the new vision for education and recommended aligning it with other innovations like the BSc skills trajectory.

4.13 Boundary Crossing

After the formal three-year project duration, the Dutch Research Council (NWO) granted the Comenius Leadership Fellow project on Boundary Crossing (BC) in Wageningen University a budget-neutral extension until January 2022 owing to the coronavirus pandemic. The WUR/ESA innovation budget was allocated in 2022 to ensure that BC is further embedded in WUR's DNA.

Between September 2021 and August 2022, there were numerous BC-related activities that further developed BC-learning throughout WUR, including:

- The BC core team carried out 'appreciative inquiry' interviews with the pilot programme's Programme Directors and Programme Committee chairs (BAS, BES, BFT and BIL).
- Inspiration meeting on 11 April 2022 with a showcase of all the BC initiatives within WUR.
- Establishment of the BC ambassadors group, which consists of enthusiastic colleagues who represent various parts of Wageningen University, helped spread

the word about BC and developed ideas on how to get BC into WUR's DNA.

- Development of the BC toolbox in a pilot project with SURF Edusources, in collaboration with WUR Library colleagues.
- BC Teachers' Training: offered twice a year by the WUR Education Support Centre (ESC).
- BC peer consultations for teachers every educational period.
- Regular alignment with BSc Skills Team activities.
- The BC core team wrote a scientific paper on the Comenius project (publication expected 2023).
- Presentations at several conferences (EARLI 2021, NRO Comenius Deep Dive 2021, WIFI Conference in Wageningen 2022).
- Core team members contributed to several courses (e.g. PhD course on Transformative Research, BC module in the Dutch Dairy Student Challenge 2022 arranged by the EWUU Alliance).

Several activities are planned for 2022–2023: organisation of the NIE conference 2023, starting up a BC course (alongside the BITT challenge for MNH students), contribution to the development of the BC ribbon course in the new BSc Marine Sciences programme, and contribution to the NRO project on Transdisciplinary learning for societal transformations.

4.14 Rethinking education support

In February 2022, the Board of Education established the Rethinking Education Support working group to propose improvements for education support and to make education support a structural element of WUR's existing quality assurance cycles. The working group updated the Board of Education on its progress several times. In June 2022, the



Board of Education agreed with the proposed measures to provide lecturers with more integrated, just-in-time information and to make education support less burdensome, more personal and better aligned. The Board of Education also agreed with the proposal to organise voluntary educational reviews and support sessions for course teams and to include these sessions in WUR's quality assurance system. Implementation progress will be discussed by the Board of Education annually.

4.15 Evaluation of Education

The Board of Education installed the Evaluation of Education II project group, which will deal with the issues that the Evaluation of Education working group (2018–2019) could not tackle. This is a continuation of the first working group's work, which outlined a vision for the cursory course evaluations and renewed the cursory course evaluation questionnaire (2019–2020), the thesis evaluation (2020–2021) and the BSc graduation survey and internship evaluation (2021–2022). The Evaluation of Education II project group was assigned the following tasks:

- Determine the added value and purpose of the first-year BSc survey and the MSc graduation survey, and if desirable, propose improvements to the surveys. This should be done in relation to other programme evaluation instruments (i.e. National Student Enquiry, National Alumni Enquiry, BSc graduation survey and other relevant surveys that provide information on the programme). The project group will also reflect on alternatives to student surveys.
- Evaluate the feasibility and desirability of the various response enhancement measures.

The proposals about the BSc first-year evaluation and the MSc graduates evaluation, as well as the advice on response enhancement measures are expected mid 2022–2023.

4.16 Quality agreements

The BoE receives regular updates about the progress of the Quality Agreements. For the year 2022, including wage compensation, WU received a total of EUR 8,444,000 from the Ministry of OCW (Education, Culture and Science) for the Quality Agreements. The total expenditure was 72% by the end of September 2022. The report "Quality Agreements 2019–2024" describes the progress and results of five projects: Small-scale Education; More and Better Study Guidance; Education Differentiation; Professionalisation of Teaching Staff, and Adequate Educational Facilities. Underspending is expect-

ed in some projects, which will be used to partly compensate for the decreased funding in 2023 and 2024 resulting from the slight decrease in student numbers.

The expectations for future funding are as follows. When the current QA programme ends in 2024, the QA budget will be incorporated into the direct government funding, depending on the outcome of the Accreditation Organisation of the Netherlands and Flanders' assessment (final accountability). Aside from the perceived limited risk of a negative NVAO assessment, there is a small risk that the abolition of the loan system will result in the government downgrading QA funds after the formal QA programme has ended. Most QA expenses have become structural in nature and are likely to become part of the regular direct government funding.

4.17 Interaction with Programme Committees

Every year, the BoE asks Programme Committees to discuss the strengths and weaknesses of their programme(s) and to identify the most urgent issues for improvement. As of 2020, the Programme Committees have created an annual report and annual plan, which are discussed in the annual meetings between the Programme Committees and the BoE. An overall analysis of the annual reports and plans led the BoE to conclude that it is relevant to look at the long-term ambitions (including potential budget cuts) and the effectiveness of the process. The Programme Committees' recommendations to the BoE are discussed separately.

The BoE evaluated the format of the annual PC reports and annual plans in July 2022. The annual reports are appreciated by both the BoE and the Programme Committees, since they provide a good overview of activities and insights into relevant topics. The format will be slightly adapted. For example, the role of the annual report and annual plan will be clarified in the PDCA quality assurance cycle. The BoE suggested including an open reflection question, a question on budget and a SWOT analysis. A few adjustments to the annual PC visit agenda will be made too. For example, a reflection on the implementation of the BSc Skills trajectories (state of affairs and future plans up until 2025) will be added, and it will include a format for the programme's 'Skills Profile'.

The BoE has organised biannual thematic meetings since 2021. These meetings involve all PCs and focus on sharing information and inspiring one another about topics that are relevant for both the BoE and the PCs. During the meeting in November 2021, feedback on the budget model was





collected. This focused on how to determine and include teaching intensity in the model. An inventory of topics for following biannual meetings was also made. The meeting in May 2022 concerned Future proof education, including best practices from programmes, feedback from the BoE, based on the PC visits, and a discussion of relevant topics for the new Vision for education. Two meetings have been scheduled for the coming academic year. One will be dedicated to concerns about the visibility of the Programme Committees and how PCs communicate their existence and decisions to students and staff (11 October 2022).

In December 2021, the BoE discussed the educational organisation and roles of the BoE, Programme Committees and Programme Directors, mainly in terms of the positioning of PDs and PCs in relation to the BoE. The BoE wanted to know if its practices were in line with the regulations. This discussion on educational governance and the division of roles and powers, including the legal perspectives and interpretations of the education law at WU, will continue in the 2022–2023 academic year.

4.18 Meeting with the chairs of the Examining Boards

In January 2022, the BoE and the chairs of the four Examining Boards had an exchange meeting to discuss the annual reports and other relevant topics, like the effects of the coronavirus pandemic on the workload of the Examining Boards (e.g. more cases of potential fraud, issues with online exams), and the new thesis assessment formats. Furthermore, in October 2021, the BoE had an extra meeting with the chairs of the Examining Boards and the programme directors to discuss effects of the coronavirus pandemic on the achievement of the programmes' learning outcomes. Also see Section 2.11 Quality assurance during the coronavirus pandemic.

4.19 Meeting with the directors of the Science groups

The directors of the Science Groups initiated a meeting with the Board of Education to share information and discuss relevant educational developments, including education support (Edu Hubs at the Science Groups), the budget model and Future MSc. The meeting was a positive experience and will be organised again with a similar set-up next academic year.

4.20 Communication with the Executive Board

Interaction with the Executive Board takes place on a regular basis in numerous ways:

- 1 The Dean of Education, who acts as Chair of the BoE, meets with the Rector Magnificus and the ESA manager every week.
- 2 The secretary of the BoE provides regular updates about decisions and recommendations of the BoE (e.g. a list of decisions made by the BoE is sent to the Executive Board every three months).
- 3 The Rector (a member of the Executive Board) regularly participates in BoE meetings as an observer.
- 4 The Executive Board, represented by the Rector, explicitly requests meetings with the BoE for advice on educational matters.

4.21 Update Vision for education

While the implementation of the current Vision for education is ongoing, with projects like the BSc skills learning trajectories and Boundary Crossing, the first steps are being taken to develop a new Vision for education. This will have concrete, attainable plans with a clear strategy



for future implementation. The BoE has discussed ideas for this vision, considering developments that the coronavirus pandemic has incurred, such as innovative teaching methods. Speeding up student support and student recruitment remain important topics for the future. Other relevant topics mentioned and explored in the BoE were: diversity, skills learning trajectories, challenge-based education, longitudinal courses (ribbon courses), assessment strategy, learning outcomes, more student responsibility and digitisation.

A steering committee chaired by the Dean of Education will be in charge of the process and create a roadmap.

4.22 Regulations of the Board of Education

Based on the OWI board's regulations (in place until 2017–2018) and updated in accordance with the latest management and administration regulations (BBR 2018), the Board of Education's regulations have been drawn up with the legal department, stipulating a range of matters, including the composition of the BoE, the schedule and nature of the BoE meetings and the decision-making process. An adapted version was approved by the BoE in February 2021 and published on the ESA portal.

4.23 BoE Strategy Day 2022

During the annual BoE Strategy Day on 29 August 2022, participants exchanged ideas about the new Vision for education. Two key topics were identified and discussed: knowledge-skills-attitude and flexibility in adapting the accredited BSc and MSc programmes. These subjects will be further explored in future discussions within the Board. The BoE members expressed the desire to be involved in developing the vision and stressed that attention should be paid to student participation throughout vision development. The afternoon session focused on internal decision-making processes from a gender+ perspective.

The minutes of the Strategy Day are included in Appendix I.

Overall conclusion

The BoE discussed a range of topics that contribute to the quality of education. It concludes that the Vision for education has been partly implemented. The BoE explored subjects for the development of the next Vision for education, which will be continued in 2022–2023. Another important topic for the 2022-2023 academic year is the division of roles and powers between the BoE, the Programme Committees and the Programme Directors.





5 Composition of the Board of Education

The Board of Education consists of eight members: four professors and four students. The following people were members of the Board in the 2021–2022 academic year:

- Prof. Harry Bitter (until 1 October 2021)
- Prof. Dick de Ridder (from 1 October 2021)
- Prof. Bettina Bock
- Prof. Jan Kammenga
- Prof. Ellis Hoffland
- Vera Hartman (until 1 July 2022)
- Gerwin Pol (from 1 July 2022)
- Menno Kasteleijn (until 1 October 2021)
- Marieke van Vonderen (from 1 October 2021)
- Lisa Marijke van den Berg (until 1 October 2021)
- Judith Kikkert (from 1 November 2021)
- Vaibhav Panpaliya (until 1 April 2022)
- Marloes Rodewijk (from 1 April 2022)

Technical chair: Prof. Arnold Bregt, Dean of Education

Secretary: Carlijn Braam

Assistant: Antoinet van Kessel (until 1 March 2022)
Renee Rooijackers (from 17 March 2022 until 1 September)

Regular guests: Prof. Arthur Mol (Rector Magnificus), Student Council members



Appendix I

Minutes Strategy Day BoE 2022

Strategy Day Board of Education

August 29th, 2022

Present: Harry Bitter, Bettina Bock, Ellis Hoffland, Jan Kammenga, Lisa Marijke van den Berg, Vera Hartman, Menno Kasteleijn, Dick de Ridder, Marieke van Vonderen, Arnold Bregt (chair), Carlijn Braam (secretary BoE), Antoinet van Kessel (assistant BoE)

Guests: Arthur Mol, Bernadette Dijkstra, Heleen van Dijk

During this strategy day, the aim is to discuss an outline for a new vision on education that must be in place in September 2024, one year in advance of the (expected) accreditation. In the spring of 2024, this vision should be finished in outline. A small steering committee existing of Marjan Bellersen, Arnold Bregt, Ron Mazier (CSA) and two policy advisers (ESA and CSA) will be in charge of the process, but the BoE has an important role in developing the vision. It will be incorporated into the strategic plan. Several stakeholders deliver input for the educational vision. A prefinal version will be discussed in the BoE. After consultation of the WUR council the Executive Board will make a final decision. The role of the BoE is to advise the Executive Board. However, it is still unclear how this will look in practice. The steering committee will therefore draw up a roadmap (action Bregt). Looking back at the previous vision, people indicated they missed a concrete action plan for the new vision.

As part of the morning programme 'vision on education' led by Franka Bossers, Arnold Bregt and Joep Bresser will give a presentation.

Presentation by Arnold Bregt: Has the golden age passed?

A SWOT analysis of the WUR. For example: WUR has a unique student participation approach, but is also very self-confident. A threat is that other universities adopt 'typical' WUR ideas and programmes and less secondary school students have interest in studying at WUR. However, there is room for change. A lot of cooperation takes place and the new generation wants to be more relevant.

Presentation online by Joep Bresser of Neth-ER. How does European education policy influence the Dutch university?

Neth-ER (Netherlands house for Education and Research) is a representation of the Dutch knowledge community in Brussels. The aim of Neth-ER is to influence the European policymaking process in order for the Dutch knowledge community to optimally use European policy and instruments that Europe has to offer to the Netherlands. At this moment, they mainly focus on the Green Deal and digital future. This also influences how education is provided. For example: embedding sustainability is very important. Also lifelong learning is becoming more and more important since transitions are going faster. Since 1999 a European area of higher education has developed of which Erasmus+ is one of the best examples. Now, a new strategy for European education, divided in five different themes, involves amongst others a joint European degree. However, often national legislation gets in the way and the goal is to streamline this better. A new concept is the European University with inter-university campuses. WUR has not yet participated in this project since the organizational impact is high. European policies find their way to the university and transitions will accelerate, thus improving other education systems in Europe. This is also in the interest of Dutch higher education institutions.

Discussion

- Many threats concern student numbers. WUR does not have a specific target number of students but the current number of around 13.000 students is good. A stable part of Dutch students is important, but it is a challenge to attract enough secondary school students with a technical profile. This is a European wide challenge and the urge is high to realize the Green Deal.
- Specialisations: maintain and strengthen specialisations but pursue for broadening to reinforce programmes.



- Student-staff ratio: will probably remain around 1:14. There are no financial resources from the government to bring this ratio down. Extra staff is mainly used to support students.
- Number of Dutch students studying abroad is the lowest in Europe. Staff mobility: Joep Bresser will look into which universities are a leading example in this respect.
- Looking at European policy, what is the best place for WUR to invest? Remove barriers to transnational cooperation, such as legislation, e.g. joint degrees. NL has relatively few joint degrees. Lifelong learning policy is also something to look at/an important issue for the coming period.
- European universities and developments: it is expected that European universities are to be permanent. Pilot projects have been done and it is part of the Erasmus+ programme.
- Education policy versus research policy: it is important that these two are not too closely related. In the field of lifelong learning the two come together, e.g. with microcredentials. Furthermore, Joep does not expect any negative consequences, but rather advantages in bringing these worlds closer together.

Interactive part of the day: towards a new vision on education

SWOT analysis of WUR

The group was divided in three smaller groups and each group discussed 1) opportunities for WUR; 2) threats for WUR; 3) strengths of WUR and 4) weaknesses of WUR. After discussion with the group as a whole, two main themes were chosen as subjects to explore further. These were Knowledge, skills and attitude (theme 1) and lack of flexibility in adapting educational programmes (theme 2). The SWOT analysis and two themes will be further elaborated by the following persons:

- Carlijn Braam, Dick de Ridder and Marloes Rodewijk: SWOT analysis
- Ellis Hoffland and Gerwin Pol: theme 1
- Renee Rooijackers and Jan Kammenga: theme 2

Prior to the next BoE meeting on 14 September, the homework will be compiled into a memo for discussion.

Workshop Gender smart: Towards a Gender+ SMART Board of Education

After the presentation by Kelly Rijswijk on a Gender+ Smart Board of Education, the group was divided in three groups to discuss the status of Gender+ in the BoE and to explore the potential. Each group discussed internal communication, representation and decision making consecutively. An elaboration of the results will be sent when available (action Bentinck).



Appendix II

Decision list Board of Education 2020-2021

Date	Agenda	Topic	By	Decisions
29 August 2022	Strategy Day BoE	Vision on education		<p>A steering committee will be in charge of the process and will draw up a roadmap, but the BoE has an important role in developing the vision. A prefinal version will be discussed in the BoE.</p> <p>Two main themes were chosen as subjects to explore further in a separate memo and future discussions: Knowledge, skills and attitude and Lack of flexibility in adapting educational programmes.</p>
13 July 2022	64-02	Results assignment Future Master Food Programmes	van Boekel, Heising, Stevens, Heukels	<p>The Board of Education appreciates the work done by the working group and likes the final proposal drafted. The Board of Education adapts the proposed decisions of the working group, namely to decide to</p> <ul style="list-style-type: none"> • Replace the current specialisations in MFT, MFS and MFQ by domain clusters and graduation tracks. • Ask the programme committees to develop an integration course per master programme that is well aligned with the plans for gradual transition of the current Academic Master Cluster courses in the coming years. • Enable chair groups to require students to be enrolled in the MSc phase before they can participate in thesis preparing courses (4-code courses). • Allow flexible mandatory knowledge for the thesis, in order to match thesis preparing courses with the different domains of students and thesis subjects within chair groups. • Ask the programme director to implement the programme in 2023-2024. <p>The Board of Education supports the following recommendations of the working group:</p> <ul style="list-style-type: none"> • The development of a pre-master for the Food programmes, to be offered as non-degree education. • The request for an innovation grant. • The Board of Education does not support the recommendation for separate advertisement of the Food and Regulatory Affairs domain as "Master Food Law". The Board of Education emphasises to only have this as a specialization.
	64-03	Name change MOA	Bino, Heukels	<ul style="list-style-type: none"> • The Board thanks the working group for their work. • The Board of Education unanimously supports the proposed new name 'Resilient Farming and Food Systems' for the master Organic Agriculture. Under the precondition to conduct a marketing analysis and a check of the proposed name with the external advisory committee. • The Board of Education will specify this in their letter to the Executive Board. Action: Secretary.
	64-04	Name change BBC	Peerlings, Berentsen	<p>The Board of Education unanimously accepts the request to change the English name of BBC from 'Management and Consumer Studies' to 'Business and Consumer Studies'.</p>
	64-05	Format annual report and annual plan PC & agenda PC visits 2022/2023	Dijkstra, van Dijk	<p>The Board of Education thanks Heleen and Bernadette for their work.</p> <p>Some adjustments will be made to the format and agenda. This will be sent around to the programme committees. Action: Assistant.</p>
	64-06	Proposal Strategy Day Board of Education	Braam	<p>The Board of Education agrees with the programme for the Strategy day and suggests to invite one or two external guests for the morning programme.</p>



Date	Agenda	Topic	By	Decisions
	64-07	Draft memo de-colonisation to Executive Board	Bock, van Maanen-Nooij, Vellema	<p>The Board of Education agrees this is a very relevant topic. The Board of Education suggests a two-step approach:</p> <ul style="list-style-type: none"> • First update the short memo and send it to the Executive Board for approval on their initial initiative. Action Secretary. • Secondly, a more specific proposal will be written and discussed in the monthly meeting with the Programme Directors. <p>The Board of Education emphasises the action plan should be manageable and doable in a reasonable time frame.</p>
	64-08	Reflection Board of Education		-
	64-09	Minutes meeting no. 63 & action list		-
	64-10	Any Other Business		-
8 June 2022 63-02		Evaluation thesis-internship	Coppens, Hoffland, Moene, de Ridder	<p>The BoE thanks the working group for all the work they did and their delicate way of working.</p> <p>The BoE adopts the following proposed decisions:</p> <ol style="list-style-type: none"> Provide a "Guidelines for Supervisors", also indicating which procedures are strict and motivating why, and outlining the degrees of freedom supervisors have in interpretation and execution. The working group proposes a generic part and a chair group specific part, similar to the "Course Guide for students and staff". The latter should be modified into a "Course Guide for Students (only)". These guidelines will be drafted by Marjolijn Coppens, Arnold Moene, two supervisors and some additional support staff. Accompany introduction of these Guidelines and major changes (such as the introduction of Osiris Case) by interactive meetings with (clusters of) chair groups. Delete R&R Article 8 and refer to Article 45 of the EER for the requirements on examiners and assessors. In the EMC of academic year 2022-2023, add in the EER for academic year 2023-2024 the following: the requirement for an assessor of thesis and research practice: academic Wageningen University staff member with a doctoral degree or other demonstrable experience with research in the relevant discipline. For internships: modify the EER such that the external supervisor of an internship can fulfil the role of external assessor, under the above mentioned conditions (to be judged by the supervisor). Require a 2nd internal assessor only in case where the grades from the examiner and external assessor differ by >2 points. Ask the eBs to delete from the Rules & Regulations (R&R) Article 8, line 5: "For each chair group, where possible, the same individual is appointed as Examiner for all theses to ensure that the theses are assessed in a similar fashion." Ask eBs to consistently apply the same requirements for examiners when handling these recommendations. The BoE recommends not to add extra requirements for examiners to those now listed in R&R Article 8. In the Guidelines for Supervisors (to be written): encourage chair groups to recommend multiple examiners to the eBs such that the workload can be divided. Explain in Guidelines for Supervisors that for an MSc thesis and research practice, the assessors can be advised by any other colleague (PhD student, post doc, technician), as they consider appropriate, who can also be involved in the defence. Simplify the two independent, individual assessment forms: <ol style="list-style-type: none"> For assessor/supervisor: one preliminary grade for each of the three categories "Performance", "Research report" and "Oral presentation" (Fig. 2), and later to enter grades for all subcategories.



Date	Agenda	Topic	By	Decisions
				<ul style="list-style-type: none"> ii. For assessor/examiner: one preliminary grade for each of the two categories "Research report" and "Oral presentation" (the latter optional), and later to enter grades for all subcategories. k. No individual, independent assessments for Oral defence. l. Explain why the preliminary, individual, independent assessments are necessary and that this is meant as nothing more than a starting point for discussion between the two assessors. m. Present the rubric as a helpful, flexible tool in communication between assessors and with the student. There is no need to justify the grading in each line in the rubric. There is flexibility in terms of weight assigned to the different lines in the rubric. Use the wording in the rubric for inspiration while filling out the "Underpinning of grading" on the assessment form, which is required. n. Reduce the number of subcategories for Oral presentation to two: content & structure and presentation. Modify the rubric accordingly. o. Organise dedicated and timely legal support at corporate level. p. Careful review of, and response to the detailed feedback from many worried supervisors by legal affairs. Modification of, or additions to the UNL contracts when necessary to guarantee non-disclosure after 5 years. q. Clear communication to companies on the motivation behind the UNL contract and the practical implications – mainly that confidentiality can still be arranged. r. Clear communication with students and study advisors well before the internship on the complications involved and the need to start contract discussions early. s. Establish a working group Professional Internship. t. A short evaluation of Research Practice. u. The TIP website remains the preferred platform to advertise thesis topics, provided that maintenance of this site is continued.
63-03	Rethinking education support		Hoffland, Heijmans, ten Caat	<p>The BoE agrees with the following proposed decisions:</p> <ul style="list-style-type: none"> • The Board of Education confirms the importance and urgency of the working group's recommendations and supports the proposed solutions. Therefore, the Board of Education requests the Dean of Education to follow up on the activities in which the BoE is not an actor. • The educational reviews and support sessions are incorporated in WUR's quality assurance system and the Board of Education monitors the progress. • The Board of Education requests the working group 'Rethinking education support' and Dean of Education to discuss implementation of recommendation 5 with the chair groups. <p>The BoE suggest to add an evaluation point to monitor the progress e.g. via a survey by ELS and annually discuss the progress with the BoE.</p> <p>The BoE compliments the working group for their hard work.</p>
63-04	NSE results		van Dijk, Dijkstra	<p>The Excel overviews of the NSE results (theme and item scores per programme and trends) will be sent to the BoE to discuss in PC visits and are on the ESA portal. Action: Van Dijk/Secretary.</p>
63-05	Semi-annual update progress 10 priorities (outcome 3rd accreditation cycle)		Bregt, Dijkstra	=
63-06	Dashboard NPE April 2022 & dashboard QA April 2022 & Impact report QA 2021		Verschoor	-



Date	Agenda	Topic	By	Decisions
	63-07	Implementation BSc skills learning trajectories	Bregt, R Dijkstra	The BoE will discuss the implementation of the skills profile during PC visits. The related documents on skills will be sent to the BoE members. Action: Dijkstra/Secretary.
	63-08	Minutes meeting no. 62 & action list		
	63-09a	Request working group Ribbon courses		The BoE agrees to the proposal to delay the final report of the working group.
	63-09b	Request PC BLP/MLP		A delegation of BoE and Arnold are willing to have an extra meeting with this PC on a short notice. Action: secretariat
11 May 2022	62-03	Meeting with directors of science groups		The meeting with directors was a positive experience. Next academic year, a similar meeting will be organised. Action: Secretary.
	62-04	Budget model	Bregt, ten Caat, Isken, Berentsen, van den Berg	The BoE agrees having a budget model to compare the intensity of study programmes is important to make a well-considered decision on budget distribution. Personnel intensity is key in such a model. The BoE agrees guaranteeing predictability to study programmes is important in decision-making. The BoE requests the workgroup to consider today's discussion and is looking forward to an updated proposal.
	62-05	Ribbon courses	Kuipers, van Harten, R Dijkstra	The BoE endorses the need and importance of ribbon courses for BSc and MSc. In addition, the BoE is in favor of a structural solution regarding ribbon courses with an eye on the future Vision on Education. Implementation is key in making the concept of ribbon courses work. Therefore, the BoE suggests the working group to consider working with half credits. Furthermore, the BoE would like to see a time path of the process of implementing the ribbon courses.
	62-06	Responses to recommendations of PCs in their Annual reports and plans	Dijkstra, van Dijk	The document will be adjusted and sent to all PCs. Action: assistant.
	62-07b	Vacancy student member		No students have yet shown interest in the vacancy. The BoE Secretary will approach the BSc Honours programme coordinator to investigate if their students are interested. Action: Secretary. Marieke will continue as BoE student member after her term ends in October. The extension will be arranged. Action: assistant.
	62-07c	Strategy Day 29 August 2022		Dick de Ridder and Judith Kikkert would like to think along about the programme. The programme for the strategy day will be discussed in the BoE meeting of July.
	62-07d	Invitation gender-SMART workshop		A gender-SMART workshop with the BoE will be planned as part of the strategy day. Action: secretary.
	62-07e	Innovation plan - graduation year landscape architecture		The BoE expressed her support for the proposed plan.
13 April 2022	61-02	Implementation BSc skills learning trajectories: fingerprints	Bregt, R Dijkstra	The Board agrees with the established policy and reconfirms the implementation of the 16 skills in the BSC programme's of WU. The fingerprints show that many skills are already directly or indirectly taught in many courses. Next to continuing support for teaching of these skills, explicit attention should be paid to sufficiently teaching the more complex skills and aligning them with the Vision of Education. Extra attention should be paid to involving programme committees and teachers in the process of implementing the skills trajectory in their programmes and courses. Having and keeping them on board is key to successfully implementing this policy. Helpful tools such as clear guidelines and design labs should be developed to facilitate the implementation of the skills trajectories. The working group will use the input of the board to further develop this policy.



Date	Agenda	Topic	By	Decisions
61-03	ToR Working group	Evaluation of Education II	Bregt, van Dijk	The Board is of the opinion that the working group is useful and addresses an important issue. However, the ToR should be split in two: 1) focus on whether a questionnaire is needed and 2) if yes, adjust the content of the questionnaire and dedicate a separate working group, including an expert on questionnaires, to this exercise. As BoE student member, Marieke van Vonderen will be included in the working group.
61-04	Rethinking education support: progress report		Hoffland, ten Caat	The Board advises to take into account the decentral level and the connection between ESA (ESC) and EduHubs. The topic will be addressed in the upcoming BoE meeting in May with the directors of the science groups. A qualitative impact analysis of the proposed measures will be executed. The working group will present their adjusted proposal in June.
61-05	Future Food Masters		Stevens, Heising, Heukels e.a.	In general, the Board is enthusiastic about the proposal and is looking forward to a further discussion in July. The Board advises the workgroup to ask stakeholders for input again, collect advice from teachers and draft an advice on having pre-masters. The Board advises the working group to be careful with resistance from students/teachers during implementation. The Board advises the working group to have a meeting with lecturers, because this proposal also influences various operational tasks like scheduling.
61-06	PaCE evaluations BSc MSc graduates, thesis and internship		Dijkstra, van Dijk	The Board raises questions regarding the high percentage of students indicating the level of the BSc is low. This requires action. A meeting will be planned with these PCs separately to discuss the matter and how to improve. In addition, it will be shortly mentioned during the PC visit next week. Action: Secretary. The Board also raised questions regarding programmes perceived as too difficult. The Board advises to send this information to the associated programme directors. It was noted that the number of students indicating to be interested in a PhD after graduation decreased from 30% to 20% in the last five years. This matter will be reported to the Executive Board. Action: Van Dijk, Dijkstra, Secretary.
61-07	Overview quality of education at programme level		Bregt, Dijkstra	The Board agrees with the advices A-D based on the annual reports of PCs. The Board discussed how to safeguard the content of programmes. It would be helpful to further discuss this topic with the Dean and manager of ESA. Action: Bregt, Bellersen, Secretary.
61-08	Minutes meeting no. 59 and no. 60 & action list			The minutes of Board of Education no. 60 will be shared with the oDs. Action: BoE assistant.
61-09a	Impact and consequence of measures and decisions taken regarding the Corona virus			No longer as a separate item on the agenda. The mail to students does not mention where students can go if the teacher does not allow them to take the exam. This will be added in the next update. Action: Ten Caat.
61-09b	Vacancy student member			The deadline for applying as new student member is on 1 May and from 1 July onwards the new student member will be in function. Marieke, Judith and Jan will take place in the application committee and interviews will be scheduled in May. Action: Secretary.
61-09c	Programme meeting BoE-ESA-PCs 10 May 2022			The main theme will be innovation of education. In addition, findings of the meeting of 3 May on the recommendations of the PCs in their Annual reports and plans will be presented. Documents will be shared to sufficiently prepare for the meeting of 3 May. Action: Bregt.
61-09d	Strategy Day 29 August 2022			Not discussed



Date	Agenda	Topic	By	Decisions
30 March 2022	60-02	Education Modification Cycle 2022/2023	Engel, Hoetmer	<p>The Dean will write a discussion memo on the new budget model focusing on future challenges and flexibility, to be discussed in one of the following BoE meetings. Action: Bregt.</p> <p>The BoE discussed the pilot code 4-courses, which will be evaluated next EMC. If such courses have prerequisite knowledge, the BoE agrees with the proposal but if not, these courses should be code 3-courses. This needs to be investigated. Action: Bregt.</p> <p>The BoE agrees with increasing the BSc thesis in BCL and BGM. The subject 'size of BSc thesis (in relation to 12 EC)' will be discussed later. Action: BoE secretary.</p> <p>The BoE discussed the ribbon course in BSW. The BoE is in favour of continuing this ribbon course as a non-compulsory course since it is not possible to include more than 180 credits in mandatory courses. The BoE agrees interaction with the working group is crucial for a sustainable solution on this matter. Action: Bregt, BoE secretary. N.B. addendum 13/4/22: The new ribbon course in BSW will start after all and functions as a pilot, to be evaluated later on. This has already been processed and is included in the study guide. The working group on ribbon courses has been informed.</p> <p>The Board of Education:</p> <ol style="list-style-type: none"> accepts the proposal for changes not mentioned in the rest of this chapter or the other EMC-memo. accepts the inclusion of the course ORL20806 Supply Chain Design and Planning in the BBC programme. does NOT accept the proposal for SIP-financing but has ORL20806 Supply Chain Design and Planning financed as a normal programme course. accepts the other proposals for SIP-courses. accepts the proposals for code 4-courses (pilot) under the condition that they include prerequisite knowledge. accepts the proposal to delete the internship from the BBI-programme, with a transitional arrangement for the current students. accepts the proposals for increasing the BSc thesis in BCL and BGM. accepts the proposals for changing the curriculum also for cohorts 2021/2022 and 2020/2021 of both BCL and BGM. accepts the adjustment of student numbers for MFTEM and consequently the adjustment of the student number of the other specialisations of MFT and accepts the resulting deficit on PC-level. In addition, a normalisation process for the upcoming two years will be required. accept the proposal for terminating the February intake for MPS. accepts the proposal for adding two new AMC options to MNH. does NOT accept the proposal for the new ribbon course in BSW, but awaits the findings of the working group Ribbon Courses. (Note: after the meeting a 0 credit solution was discussed (Arnold M, Arnold B and Marion) and added to the programme BSW for the coming academic year). accepts the proposal for the new MSc Data Science for Food and Health. accepts the proposals for the three Double Degrees to be included in the Study Handbook. mandates the Dean of Education to carry out the decisions of the BoE and to make the final decisions. asks the Dean of Education to register and report back on changes that influence the character of a programme and/or influence the costs in a major way; small changes do not have to be registered or reported back to the BoE. <p>The Board of Education:</p> <ol style="list-style-type: none"> accepts the proposals regarding proposed changes in minors and other elective courses. mandates the Dean of Education to decide on small changes if needed for the 2022-2023 study year.



Date	Agenda	Topic	By	Decisions
	60-03	Any Other Business		<p>There are some concerns of students regarding ACT in period 6 in terms of tone of voice of the ACT registration mail, group size, and quality of the course. The Dean has regular meetings with course coordinators of ACT and will address the issues.</p> <p>Action: Bregt.</p> <p>Staff members raise their concerns regarding negative, indecent feedback of students in PaCE evaluations. A new working group is set up to, amongst others, address this issue. A terms of reference will be discussed in the next BoE meeting.</p>
9 March 2022	59-02	Vision on challenge-based education	Bregt, den Brok, Pals	<p>The BoE sees challenge-based education as a didactically interesting option, not as a substitute but next to other forms such as ACT.</p> <p>The BoE is not in favor of incorporating the competitive element in the curriculum; focus on extracurricular competitions. CBL should not be compulsory, but BSc programmes should be able to experiment with CBL (e.g. design projects). A reward for participating in an extracurricular competition is not necessary.</p> <p>As a philosophy, CBL is a relevant element of the new vision on education. The BoE recommends linking it to other aspects such as the skills trajectory for an optimal alignment while keeping a student-oriented and quality driven approach and is looking forward to the policy document.</p>
	59-03	ToR evaluation MSc thesis/ internship	Hoffland, de Ridder	<p>The BoE agrees with the Terms of Reference, with a few additions.</p> <p>All interviews will be conducted by BoE members.</p> <p>The Wg implementation will be kept in the loop for possible suggestions.</p> <p>Process support will be arranged for the working group. Action: Bregt.</p>
	59-04	International Bachelors Monitor 2022	Botden, Dijkstra	<p>The BoE concludes that the learning outcomes and student population/composition of the classroom should fit the (international) orientation of the programmes.</p> <p>The objective of the international classroom should be clear. Also important to consider is which programmes offer the best chance of attracting international students and creating an international classroom.</p> <p>The BoE advises the Executive Board to evaluate the effectiveness of the IB programmes while differentiating between programmes (performance, orientation) and to take actions accordingly, for example regarding structural long term investments.</p> <p>Send the presentation on the IB Monitor to the BoE. Action: Secretary.</p>
	59-05	Allocation budget 2022 field trips	Engel	<p>The BoE agrees with the procedure and the result in terms of allocation per course, including the provisional allocation for courses in the second half of the year.</p> <p>The BoE mandates the Dean of Education for decisions on further allocations from the remaining budget 2022.</p> <p>The BoE advises the Executive Board to set the budget for next year in the usual manner - taking into account changes in student numbers - and to use this year's budget without any budget cuts as a starting point.</p> <p>Back on agenda BoE: discuss the budget procedure for field trips (e.g. efficiency, distribution of funds) on the basis of information of PD's/coordinators. Action: Bregt, Engel.</p>
	59-06	Analysis annual reports & annual plans PCs	Dijkstra, van Dijk	<p>The BoE appreciates the clear report and recognizes the outcomes.</p> <p>It is important to reflect upon the outcomes as BoE and PC and to look at the long term ambitions (including dealing with potential budget cuts) and effectiveness of the process.</p> <p>Formulate generic responses to the recommendations of the PCs in their Annual reports and plans before the meeting with PC's in May. Action: Dijkstra, van Dijk, Bregt, Bock, Kikkert.</p>



Date	Agenda	Topic	By	Decisions
	59-07	Boundary Crossing	Post Uiterweer, Oonk	The BoE advises to (further) embed Boundary Crossing in the existing structures at WUR level. Bring Boundary Crossing to the attention of teachers, including as BoE through PC meetings. The BoE is in favor of offering more support to teachers regarding e.g. skills and diversity. Teachers can contact the core team for more information/with suggestions. Send invitation Boundary Crossing Inspiration Meeting April 11 to BoE members. Action: Secretary, Post Uiterweer.
	59-08	Impact and consequence of measures and decisions taken and still to be taken regarding the Corona virus	Bregt, ten Caat	The BoE stresses that clear information on policies to teachers and students is crucial, to avoid miscommunication. On the advice of the BoE, at the start of period 5 an email will be sent concerning BYOD/exams. Action: Bregt, ten Caat.
	59-09	Minutes meeting no. 58 & action list		-
	59-10a	Annual report NPE (draft) & annual report QA (draft)		-
	59-10b	Overview quality of education at programme level		The BoE would like to discuss the report 'Overview quality of education at programme level' in a separate meeting. Action: Bregt, Secretary. In the future, the BoE will be informed in advance, before discussion of the report in the Supervisory Board.
9 Feb 2022	58-02	Education assessment policy update	Latijnhouwers, Dijkstra	The BoE is positive about the Education assessment policy update and is looking forward to the intermediate results.
	58-03	Implementation Responsibility learning goals	Bregt, van Harten	Skills trajectory (including responsibility): inquire with PD's after status, potential problems and solutions (best practices). Action: Bregt. The topic will return on the agenda of the Board of Education.
	58-04	Review MOS courses	van Dijk, Marteiijn	The BoE really appreciates the well balanced evaluation of the MOS modules. The BoE did the following suggestions for follow up: <ul style="list-style-type: none"> • If there are problems with the provision of MOS management wise, it should be addressed at the appropriate organizational level. • Look into the availability and workload of teachers. The BoE is not in favor of reducing the feedback to the students for the MOS courses. The BoE agrees with the proposal to evaluate the MOS courses in the BoE, on behalf of all PCs, once every 3 years.
	58-05	Follow-up BSc internship BBI	Coppens	Inform BBI of further decision regarding the pilot BSc Internship Biology: offer the course until 23-24 for the current students. Action: Braam.
	58-06	Midterm review MSc thesis/ internship: follow-up	Heukels, Graat, Moene, Coppens	The Board of Education agrees on: Conduct an integral assessment of the MSc thesis/internship procedure before the summer of 2022. Action: Hoffland, de Ridder. The possibility for mandatory knowledge for a research practice will be added to the EER. There will be no possibility to compensate insufficient results for all assessment categories.
	58-07	EER 2022-2023	Heukels, van Nieuwenhuijzen	-
	58-08	Education Monitor 2021-2022		-
	58-09	Topics 2nd extra meeting with ESA/PCs	Braam	Prepare and reschedule 2nd extra meeting with BoE-ESA-PCs. Action: Braam, van Kessel.
	58-10	Impact and consequence of measures and decisions taken and still to be taken regarding the Corona virus	Bregt	-
	58-11	Minutes meeting no. 57 & action list		-
	58-12	Any Other Business		- Wg Rethinking education support: expand the ToR (e.g. incorporate support at programme level). Action: Hoffland, Heijmans, ten Caat.



Date	Agenda	Topic	By	Decisions	
12 Jan 2022	57-02	Annual Report Board of Education 2020-2021	Braam	The BoE approves the Annual Report after small changes in the executive summary and annex III. Finalize the annual report including lay-out before sending it to the Executive Board. Action: Secretary.	
	57-03	BSc thesis: update	Heukels, Martejin	The BoE supports the proposal to list one chair group on the diploma supplement.	
	57-04	Midterm review MSc thesis/ internship	Heukels, Graat	The presentation will be shared with the members of the BoE. Action: Heukels, Secretary. Discuss evaluation points of MSc thesis-internship with a concrete proposal for next steps in next BoE meeting. Action: Heukels, Secretary.	
	57-05	Future MSc: update	Bregt, Heukels	Send the advisory report on Future MSc to the BoE members. Action: Secretary. The topic will return on the agenda coming year.	
	57-06	Macro-efficiency application BSc Marine Sciences	Philipsen, ten Caat	The BoE broadly welcomes the proposal and indicates a number of issues for improvement. Next, the proposal will go the Executive Board for final approval before it will be submitted at the end of January.	
	57-07	EER 2022-2023	Heukels, van Nieuwenhuijzen	The Board of Education made individual comments which are listed. For next year the BoE will explicitly be asked before this meeting to come up with questions, suggestions and remarks. The Programme Directors will be included in this inquiry.	
	57-08	Exchange with chairs Examining Boards	van Lammeren, de Groot, Lie, Smant, Dijkstra, Carsjens	-	
	57-09	NPO budget: implementation plans	Verschoor	-	
	57-10	Impact and consequence of measures and decisions taken and still to be taken regarding the Corona virus	Bregt, ten Caat, Heukels	-	
			Terms of Reference Working Group 'Education Post-Corona'	The BoE highly appreciates the working group but also gave comments on the formulation of the assignment and activities. Provide suggestions for teachers in the Wg Education post-corona to the secretary (ten Caat).	
		57-11	Minutes meeting no. 56 & action list		Following discussions with PCs the BoE action list will also be uploaded as a separate file on the ESA portal.
		57-12	Any Other Business		Discuss the publication of schedule for period 4 on time edit. Action: Bregt, Vegter. Discuss issues with BYOD in advice committee. Action: Bregt.
8 Dec 2021	56-02	Dashboard: first-year enrolment in the BSc	Braat, R van Dijk	Arrange access for the BoE members to the WU dashboard. Action: Braat, van Kessel	
	56-03	BSc Internship: broader discussion		The Board of Education unanimously decides not to continue with the Biology BSc internship experiment. Communicate the decision of the BoE to the PC BBI. Action: Secretary.	
	56-04	Annual Report Board of Education 2020-2021	Braam	The BoE compliments the secretary with a well written annual report. Make adjustments to the annual report 20-21 (e.g. add an executive summary, a paragraph on communication with the EB and an overview of BoE decisions and working groups). Action: Secretary. In January, a final version will be shared to be approved by the BoE and to be sent to the Executive Board.	
	56-05	Findings working group Resits	Bregt, ten Caat	Incorporate suggestions of the BoE in the proposal of the Wg Resits (e.g. clarity of the text, statistics on unregistering). Action: Bregt/Ten Caat. The topic will return on the agenda of the Board of Education.	
	56-06	Roles in the educational organization	Heukels, Dijkstra	Back on agenda BoE: discussion on roles in the educational organization (+ send the presentation to the BoE). Action: Heukels/Secretary.	
	56-07	EER 2022-2023	Heukels	Discuss during the Agenda Meeting how to handle the preparations for the EER. Action: Secretary.	



Date	Agenda	Topic	By	Decisions
	56-08	Impact and consequence of measures and decisions taken and still to be taken regarding the Corona virus	Bregt, ten Caat	Provide updates on the (reconsidered) travel policy to students and on 2G developments/hybrid teaching to teachers. Action: Ten Caat.
	56-09	Minutes meeting no. 55 & action list		The minutes of meeting no. 55 are approved after a few changes. Action 55-08c is reformulated: Illustrate the success rate of students per programme in a table. Action: Braat. The following action from the minutes will be added to the action list: The BoE agrees that it would be good to review the quality assurance of the MOS modules. Action: Dijkstra/Van Dijk.
	56-10a	Election vice chair Board of Education		Vera Hartman is appointed as vice chair of the Board of Education.
	56-10b	Overview quality assurance of education at WU level		-
	56-10c	Analysis Keuzegids Universities 2022		-
	56-10d	Correspondence Minor call 2021-2022		-
	56-10e	Annual letter of the Examining Boards WU		-
10 Nov 2021	55-02	Independent MME specializations	Peerlings, Berentsen, Heukels	The BoE unanimously agrees with the proposal.
	55-03	Rethinking education support	Hoffland, Heijmans	In general, the Board of Education agrees with the proposal. The BoE would like to add the following: <ul style="list-style-type: none"> • Take a look at the structure, make sure that the right things are organized at the right level (specifically pay attention to EduHub); • Include finances; • Make visible what is being gained within the organization. The BoE professors are asked to come up with suggestions for working group members.
	55-04	Advice working group BSc thesis	Kuipers, Isken, Lexmond, Marteiijn, Heukels	The BoE agrees with the proposal and the listed advices: <ol style="list-style-type: none"> 1. Ask the product owner of OSIRIS to implement functionality for the BSc thesis for all programmes in advance of academic year 2022-2023. 2. Ask ESA to further investigate the possibilities to mention the main chair group(s) involved in the thesis supervision on the diploma supplement. 3. Ask programme committees to determine the content of the assessment form and rubric. Programme committees can cooperate in the development of an assessment form and rubric or develop their own. 4. Provide an online share of all formats for assessment forms and rubrics for chair groups. The BoE wishes to add to advice 2 the request to inquire how the chair groups are currently listed on the diploma supplement.
	55-05	Course evaluations 2020/2021 & BSc first year evaluation 2020/2021	van Dijk, Dijkstra	The selection of courses with four or more attention points and a satisfaction score lower than 3.0 gives a list of 6 courses. The BoE agrees to request the concerning PC's to pay explicit attention to (enhancement of) these courses during their PC visit. The BoE agrees that it would be good to review the quality assurance of the MOS modules. Action: Van Dijk/Dijkstra. Share the evaluation report BSc First year 2020-2021 with the programme directors. Action: Van Dijk/Heukels.
	55-06	Impact and consequence of measures and decisions taken and still to be taken regarding the Corona virus	Bregt, ten Caat	Add accelerated development of BYOD in reaction to letter NVAO 2 February 2021 and send the memo to the PCs for information. Action: Ten Caat/Secretary. Send the minutes of the third extra meeting with Examining Boards of 7 October and the summary (with a few adaptations) to the Executive Board. Action: Ten Caat/Secretary. Reconsider the internationalization pilot after the evaluation end of January. Reconsider the new travel policy after evaluation in April/May. Action: Ten Caat/Bregt.



Date	Agenda	Topic	By	Decisions
	55-08a	Functioning of BoE members: feedback & evaluation. Inventory of wishes and needs.		Organize mini interventions between Board members to discuss their functioning as (new) BoE member. Action: Secretary.
	55-08b	Framework for Education Wageningen University 2022-2023		-
	55-08c	BSc/MSc indicators for registrations, dropout and success rate		Inquire after the drop in success rate of students in some programmes. Action: Braat/Secretary.
	55-08d	Minutes strategy session BoE 23 08 2021		-
	55-09	Closure		Incorporate discussion on the personnel intensity factor by PCs in PC meetings with BoE. Action: Ten Caat, Dijkstra, van Dijk, Secretary.
13 Oct 2021	54-03	Impact and consequence of measures and decisions taken and still to be taken regarding the Corona virus	Bregt, ten Caat	The BoE suggests to circulate clear instructions for BYOD, especially with the exams coming up. The BoE advises to urge students to come to the campus for group work. The BoE suggests to think about an evaluation for students abroad including at least a few generic and student specific questions and instruct Programme Directors and supervisors to take care of it.
	54-04	Budget model	Bregt, Berentsen, Isken, van den Berg, ten Caat	The Board of Education agrees with the proposal for the EMC 2022/23. The discussions about the new budget model will be continued. Revise the budget model as advisory instrument. Action: Bregt/Ten Caat.
	54-05	Education Modification Cycle (EMC)	Engel, Jonker, Heukels	The BoE agrees with the Letter Education Modification Cycle 2022-2023. Decide on memo EMC 2022/2023 to set budgets before November 1. Action: BoE/Secretary. Incorporate suggestions BoE into the Framework for Education. Action: Heukels. Back on agenda BoE: discussion on limiting the size of an extra thesis in the same chair group. Action: Secretary.
	54-06	Conversion preliminary decision in final decision policy animal experiments	Heukels	The Board of Education decides to change the preliminary decision about the animal experiments into a final decision.
	54-07	Strategy session BoE 23rd August 2021: evaluation + draft minutes	Secretary	Adapt draft minutes of the strategy session. Action: Van Kessel. Back on agenda BoE: discussion on diversity and 'room to fail' as part of the new vision of education. Action: Secretary.
	54-08	Proposal extra BoE meeting November 1: information exchange PCs and BoE	Bregt, van Kessel, Braam	Organize the first extra meeting with PCs on November 1 on campus and in the form of FAT-sessions. Action: Secretary. Take up a current topic (e.g. vision for education) in the next general meeting with PCs. Action: Secretary.
	54-09	Semi-annual update progress 10 priorities (outcome 3rd accreditation cycle)	Bregt, Dijkstra	This version of the semi-annual update progress 10 priorities is accepted and will be updated continuously.
	54-10	Supplementary education and the State of Education 2022	Verschoor	It is clear that supplementary education exists but it seems to be more anecdotally. Supplementary education is offered partly inside and partly outside the university. Look into the use of supplementary education by students at WUR. Action: Verschoor.
	54-11b	Better and more timely communication to, and collaboration with, the PC of MAM on the new BSc Marine Systems Sciences		Take action with regard to better and more timely communication to, and collaboration with, the PC of MAM on the new BSc Marine Systems Sciences. Action: Bregt.
	54-11	Any other business		The Board of Education is in favour of organizing the official visits of the Programme Committees on campus. The preparatory meetings can take place online. The monthly meetings between the Programme Committee students and BoE students prior to the PC visit will be resumed.



Date	Agenda	Topic	By	Decisions
	54-11a	Vacancy student member BoE, update		-
	54-11b	Admission Policy Committee, annual report		-
	54-11c	Annual Report Studium Generale 2020		-
7 Oct 2021		Extra meeting Board of Education, Programme Directors and Examining Boards	General observations on the overall meeting and actions	<p>Overall, the programme committees dealt tremendously well with the situation. All formulated learning outcomes have been achieved. Some skills and part of the experiences were more present than anticipated.</p> <p>The BoE agrees that learning outcomes should be designed in a way that gives programmes a bit of flexibility for development, but they should not be so general that they are meaningless. Learning outcomes should cover skills that students should really achieve. It might be worth to evaluate this further.</p> <p>Action: The BoE will discuss the design of the learning outcomes more extensively in a later stage.</p> <p>Good to identify the positive effects of the Corona pandemic.</p> <p>The BoE suggests to consider how we can fund some re-registration for students doing particular courses or particular parts of courses and give them extra practical knowledge and skills. On the other hand, the approach is questioned given the fact that it puts extra pressure on teachers and students.</p> <p>Action: Discuss further whether re-registration for particular (parts of) courses is desirable.</p> <p>The BoE suggests to consider how we can fund some re-registration for students doing particular courses or particular parts of courses and give them extra practical knowledge and skills. On the other hand, the approach is questioned given the fact that it puts extra pressure on teachers and students.</p> <p>Action: Discuss further whether re-registration for particular (parts of) courses is desirable.</p> <p>It is very positive that both teachers and students were extremely adaptive to the new circumstances and different approaches.</p> <p>There does not seem to be a need for a follow-up discussion on learning outcomes and learning objectives [with PDs and eBs].</p>
8 Sep 2021	52-03	Impact and consequence of measures and decisions taken and still to be taken regarding the Corona virus	Bregt, ten Caat	<p>Discuss checks on air quality in education rooms in Corona Taskforce.</p> <p>Report problems with the internet and a shortage of sockets in e.g. Forum. Action: Bregt.</p> <p>Discuss monitoring of students that drop out due to corona with the TaskForce. Action: Bregt.</p>
	52-04	Minor call	Coenders	<p>The Board of Education agrees to:</p> <ul style="list-style-type: none"> • Maintain the accepted 2020-2021 minor call criteria and procedure for the minor call 2021-2022. • Accept the new timeline for the minor call 2021-2022 as proposed. • Next year, the criteria for the minor call will be reconsidered. • Ellis Hoffland and Vera Hartman will be part of the Subcommittee Minor Call for 2021-2022. • Annex b 'Partially funded courses - Procedure and criteria 2021-2022': <p>The Board of Education agrees to:</p> <ul style="list-style-type: none"> • Maintain the accepted 2020-2021 criteria and procedure for the academic year 2021-2022. See annex A. • Accept the update of the document (annex A) as proposed.
	52-05	Assignment future master programmes in Food Sciences	Stevens, Heising	<p>The Board of Education agrees with the updated assignment and deliverables of the working group assignment future master programmes in Food Sciences.</p> <p>Marieke van Vonderen is appointed as member of the working group.</p>
	52-06	Name change MSc Organic Agriculture	Kuipers, PC MOA, Vegter	<p>A majority of the Board of Education supports the name change and others are neutral.</p> <p>Inform the Executive Board about the positive advice of the BoE on the name change of MSc Organic Agriculture into Agroecology & Sustainable Food Systems. Action: Secretary.</p>
	52-07	Evaluation 24 credit pilot BSc Internship BBI	Coppens	<p>The topic will be back on agenda of the BoE: broader discussion on 24 credit BSc Internship and the impact on other programmes. Action: Secretary.</p>



Date	Agenda	Topic	By	Decisions
52-08		Working group Quality and Quantity of Internships	Bock, Heukels	The BoE adopts the advice for the internship and the possibility to apply the same policies to the Research Practice. The BoE thanks the working group for their hard work and elegant solutions.
52-09		Update Strategic Plan	Mol, Verschoor	Back on the agenda BoE: discussion about the next Vision for Education. Action: Secretary.
52-10		(Personnel) intensity factor Budget model	Berentsen, Isken, ten Caat	The Board of Education supports the continuation of the process of the working group Budget model.
52-11		Any other business	Secretary	Invite Ellis Hoffland to next agenda meetings, reschedule if necessary. Action: Secretary. Dick de Ridder will succeed Harry Bitter in the Board of Water Technology. Organize the succession of Lisa Marijke: vacancy for a new student member as of November 1 2021. Action: Secretary.



Appendix III

Overview relevant WUR working groups and steering committees

Working Group	Chair/secretary	Steering committee/ Advisory board	Chair/secretary
WG Resits	Arnold Bregt (Chair) Jetske ten Caat (Secretary)	Steering committee Skills learning trajectories (leerlijnen & skills)	Arnold Bregt (Chair) Renske Dijkstra (Secretary)
WG Academic English	Frikkie Korf (Chair)	Supervisory Board Online Learning Environment	Arnold Bregt (Chair) Andre Groenewoud (Secretary)
WG Future master programmes in Food Sciences	Tiny van Boekel (Chair)\ Stijn Heukels (Secretary)	Advisory board Student challenges	Ernst van den Ende (Chair) Rio Pals (Secretary)
WG Rethinking Education Support	Ellis Hoffland (Co-chair) Erik Heijmans (Co-chair) Jetske ten Caat (Secretary)	Advisory board Ondernemerschapsonderwijs (Entrepreneurship)	Lisa Ploum
WG Education Assessment Policy	Mieke Latijnhouwers (Chair) [No secretary]	Steering committee Library for learning (L4L)	Arnold Bregt (Chair) Ageeth Lindner (Secretary)
WG Learning Analytics	Ageeth Lindner (Chair) Sabien van Harten (Secretary)	Advisory board Digital examination	Arnold Bregt (Chair) Gerard Folkerts (Secretary)
WG Lintvak (ribbon courses)	Anja Kuipers (Chair) Sabien van Harten (Secretary)	Admission Policy Committee (APC)	Arnold Bregt (Chair) Sabien van Harten (Secretary)
WG Budget model	Arnold Bregt (Chair) Jetske ten Caat (Secretary)	Regiegroep Quality Agreements	Arnold Bregt (Chair) Eva Verschoor (Secretary)
WG Brascamp (new)	Marjolijn Coppens (Chair) Jetske ten Caat (Secretary)	WUR 4TU.CEE	Arnold Bregt (Chair) Emiel van Puffelen (Secretary)
WG Erkennen & Waarderen	Arnold Bregt (Chair) Theo Jetten (Secretary)	Innovation Board (education)	Arnold Bregt (Chair) Stijn Heukels (Secretary)
WG Post-Corona education	Jetske ten Caat/Stijn Heukels	Task force Corona	Jetske ten Caat (Secretary)
WG Evaluation MSc thesis/ internship	Ellis Hoffland (Co-chair) Dick de Ridder (Co-chair)	Board Professional Education (new)	Ulrike Wild (Chair) Klaar Vernailen (Secretary)
WG Evaluation of Education II	Heleen van Dijk (Co-chair) Bernadette Dijkstra (Co-chair)		

Contact & Information

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