



university of
 groningen

faculty of arts

19-06-2014 | 1

University of Groningen presented

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University of Groningen



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Alumni gather for
lunch, 14 June
2014





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Groningen – City of Talent

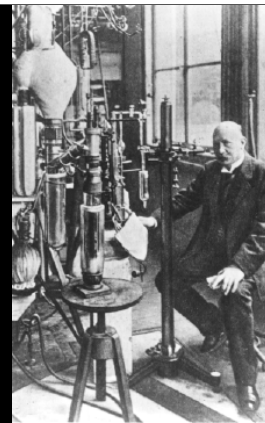
- › 197,800 inhabitants
- › Lively with a safe community character
- › Cultural and economic capital of the north





Famous scientists

- › Frits Zernike
 - Nobel Prize for Physics
- › Albert Szent-Györgyi
 - Nobel Prize for Medicine
- › Heike Kamerlingh Onnes
 - Nobel Prize for Physics
- › Johan Bernoulli
 - pioneer in the field of calculus
- › Jacob Cornelius Kapteyn
 - discoverer of evidence of galactic rotation
- › Kees Hummelen
 - Solar cell researcher, among the top of his field
- › Dirkje Postma
 - Spinoza Award for work on patho-physiological respiration
- › Ben Feringa
 - Spinoza Award for his work on nanotechnology
- › Petra Rudolf
 - Descartes Award for synthetic molecular motors and artificial nanomachines





Prominent graduates

Aletta Jacobs

first female student in the Netherlands

Wim Duisenberg

first President of the European Central Bank

Wubbo Ockels

first Dutch astronaut

Wim Pijbes

General director Rijksmuseum Amsterdam

Klaas Knot

President of the DNB, the Dutch National Bank

Several members of the Royal Family

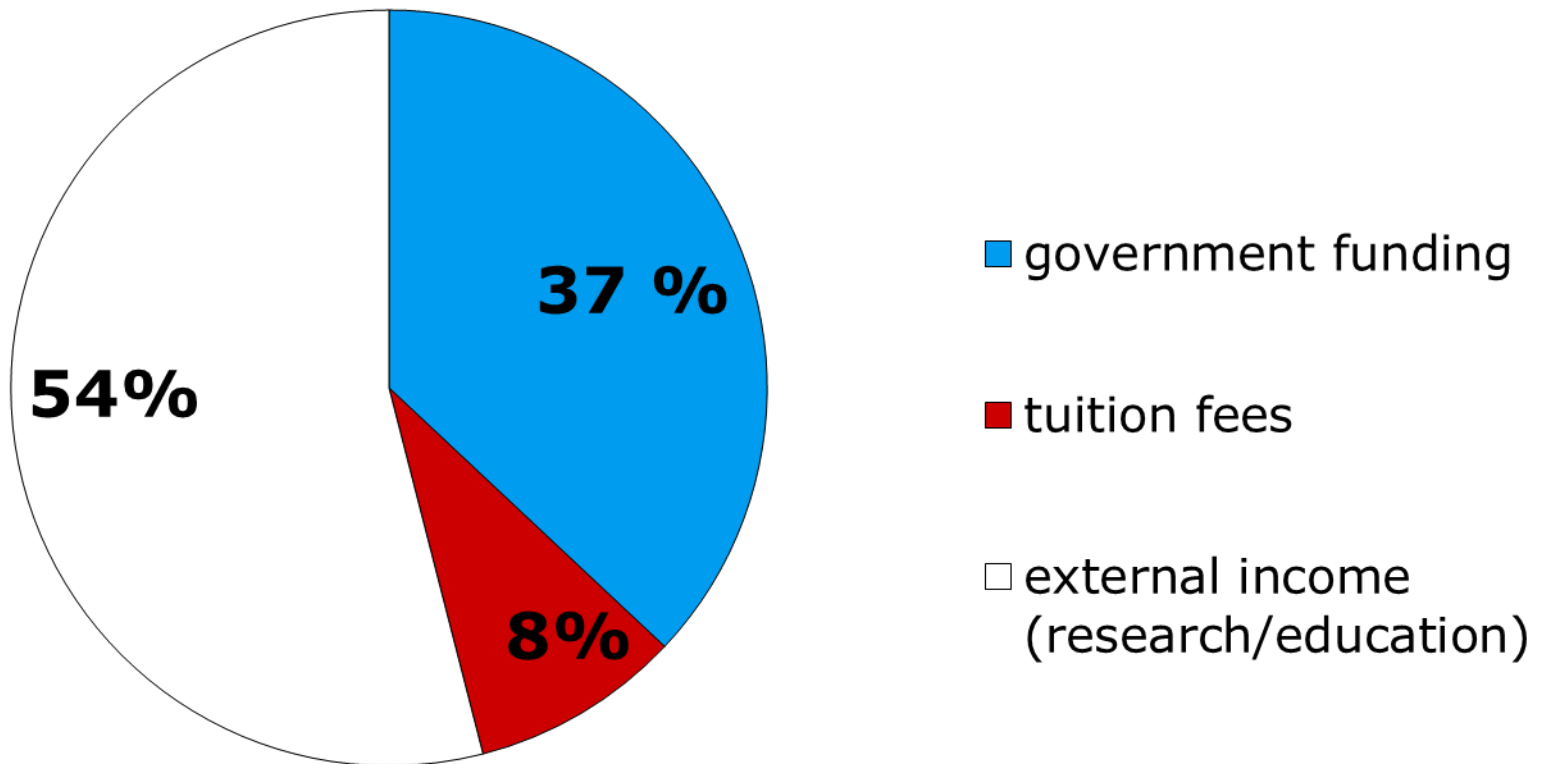




- › 1614: start, 6 professors, 4 Faculties
- › 1914: 600 students
- › Now 29,407 students (1 September 2013)
 - 6,630 first year students (1 September 2013)
 - 5,238 fte staff (18,2 % from abroad)
 - 479 fte professors
 - 1,500 PhD students (800 from abroad)
- › annual turnover: 616 million Euro



Annual turnover - € 616 million







International Student Barometer

- › University of Groningen is rated best in the Netherlands:
 - most recommended university
 - official Welcoming Ceremony
 - social activities organised for international students
 - sports facilities
- › Why students choose to study with us:
 - international reputation
 - quality of teaching and research
 - reputation of Groningen as a safe, friendly and relatively inexpensive city
- › Highly valued:
 - International Service Desk and faculty International Offices
 - library and study facilities, internet sources
 - Dutch/Groningen host culture



International university:

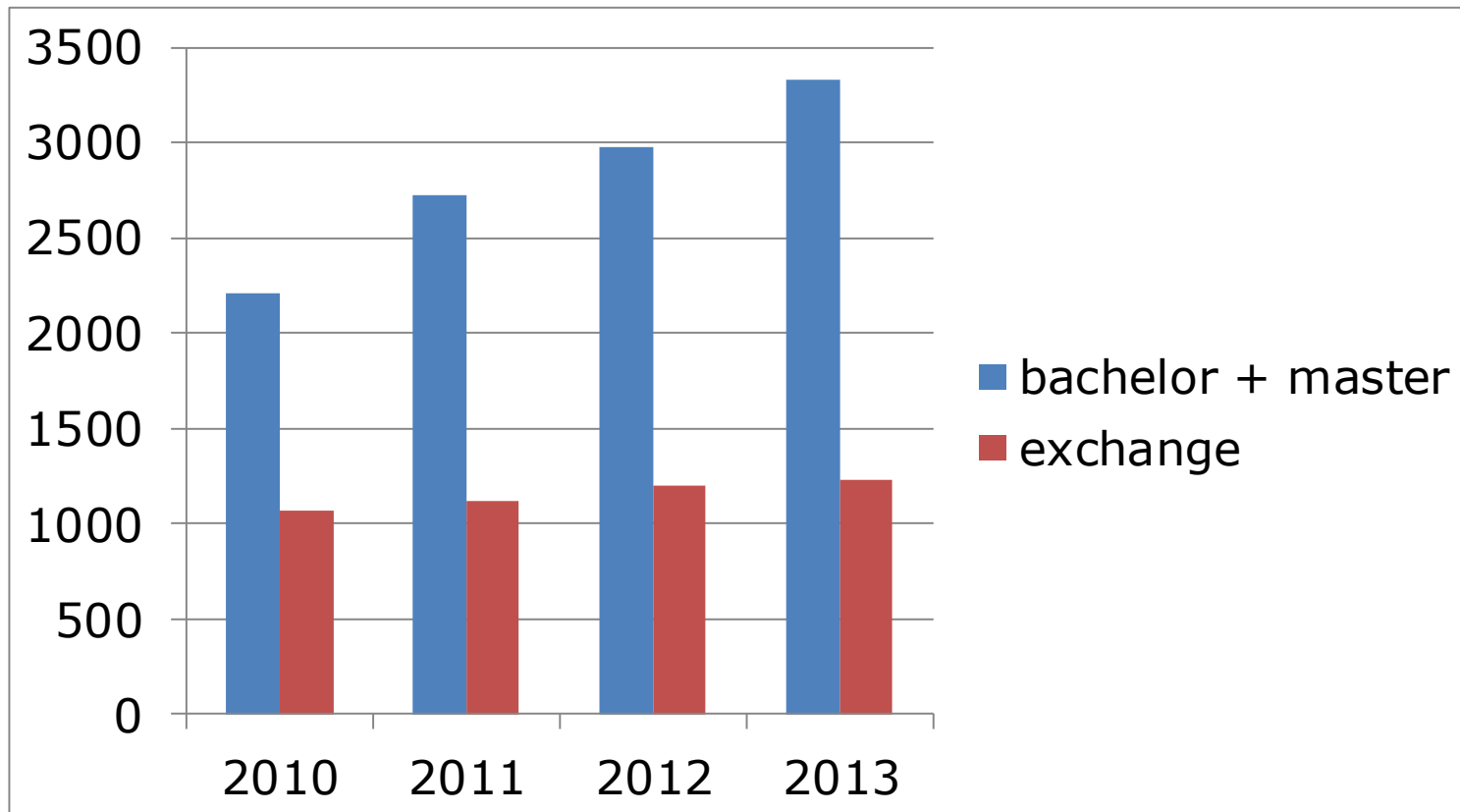
- > 4,151 international students
- > 9 *Erasmus Mundus* Programmes (8 Ma, 1 JD)
- > 93 English-taught Master's degree Programmes
 - 14 DD/JD
- > 21 English-taught Bachelor's Degree programmes
- > 115 nationalities work/study at the university

Group presentation during Euroculture seminar 1st semester 2010, Groningen





Influx international students





Global top 100 university

> Rankings:

Times Higher Education World University rankings (2013)	89
QS World University rankings (2013)	97
Academic ranking of world universities (Shanghai ranking, 2013)	92
Global Employability University ranking (2013)	83



10 Faculties

- › Arts (including History, International relations, Archeology)
- › Behavioural & Social Sciences
- › Economics & Business
- › Law
- › Mathematics & Natural Sciences
- › Medical Sciences
- › Philosophy
- › Spatial Sciences
- › Theology & Religious Studies
- › University College Groningen





Faculty of Arts

- › more than 5000 students and 700 staff members.
- › wide range of degree programmes: 15 Bachelor's programmes and over 35 Master's specializations.
- › 5 Erasmus Mundus Programmes (4 MA, 1 JD)
- › Research covers the following fields:
Archaeology, Cultural Studies, History,
International Relations, Journalism, Language
and Literary Studies, and Linguistics.



Erasmus Mundus Programmes

- › Co-operation and Mobility Programme
- › Aims to enhance quality in European Higher Education
- › Promote intercultural understanding through co-operation with third countries
 - Grants for students
 - Grants for staff mobility
- › Highly selective, prerequisite for selection by European Commission is an outstanding academic quality



Main characteristics

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- Innovative in teaching and learning: study programmes rated high by external review committees
- Good to Excellent Research (according to external review committees)
- Very successful in attracting external funding for research and teaching projects
- International orientation:
 - Participant in four top educational Erasmus Mundus programmes (highest score in Europe at faculty level). Co-ordinator of Euroculture.
 - Joint co-ordinator *Alfa Tuning Educational Structures* Projects



Teaching and Learning Philosophy of the Faculty

- Undergraduate studies are student-centred; based on learning outcomes expressed in level of competences
- Graduate studies are student-centred and research-oriented

Study programmes are based on the methodology developed by the European Wide Project **Tuning Educational Structures in Europe**.

Also: influence of the **Bologna process**.



The 10 Bologna Process action lines

Established in the Bologna Declaration of 1999:

1. Adoption of a system of easily readable and comparable degrees
2. Adoption of a system essentially based on two cycles
3. Establishment of a system of credits
4. Promotion of mobility

5. Promotion of European co-operation in quality assurance

6. Promotion of the European dimension in higher education

Added after the Prague Ministerial summit of 2001:

7. Focus on lifelong learning
8. Inclusion of higher education institutions and students
9. Promotion of the attractiveness of the European Higher Education Area

Added after the Berlin Ministerial summit of 2003:

10. Doctoral studies and the synergy between the European Higher Education Area and the European Research Area



Quality assurance (reforms) is seen as one of the **top priorities** of higher education in Europe and the Netherlands
(Bologna Process – European Higher Education Area 2020)

It has different dimensions and objectives:

Dimensions:

- International – National – Subject Area standards / reference points
- Mobility of students and recognition of studies

Objectives:

- To guarantee that providers and degree programmes meet minimum standards
- To enhance degree programmes by keeping them up-to-date



Role of Qualifications Frameworks and Cycle level descriptors

Comparable standards of teaching, learning and assessment (in Europe) require clear descriptors

A **Qualifications Framework** is a framework of comparable and compatible qualifications, which describes qualifications in terms of **level, learning outcomes, competences, profile and workload (credits)**

Qualification descriptors: generic statements of the outcomes of a period of study. They provide clear points of reference that **describe the main outcomes of a qualification** (often with reference to national levels and/or structures)



Institutional quality assurance assessment

Five coherent items:

- › 1. What is the vision of the institution with regards to the quality of the education it provides?
- › 2. How does the institution intend to realise this vision?
- › 3. How does the institution gauge the extent to which the vision is realised?
- › 4. How does the institution work on improvement?
- › 5. Who is responsible for what?



Degree programme level

➤ **Intended learning outcomes**

Standard 1:

The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet **international requirements**.

➤ **Teaching-learning environment**

Standard 2:

The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.

➤ **Assessment and achieved learning outcomes**

Standard 3:

The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.



Internal Quality Assurance Strengths:

- Evaluation of Courses
- Teacher Evaluation & Professionalization
- Alumni Evaluation
- Student Questionnaire about facilities & provisions
- University Committee for Teaching and Learning

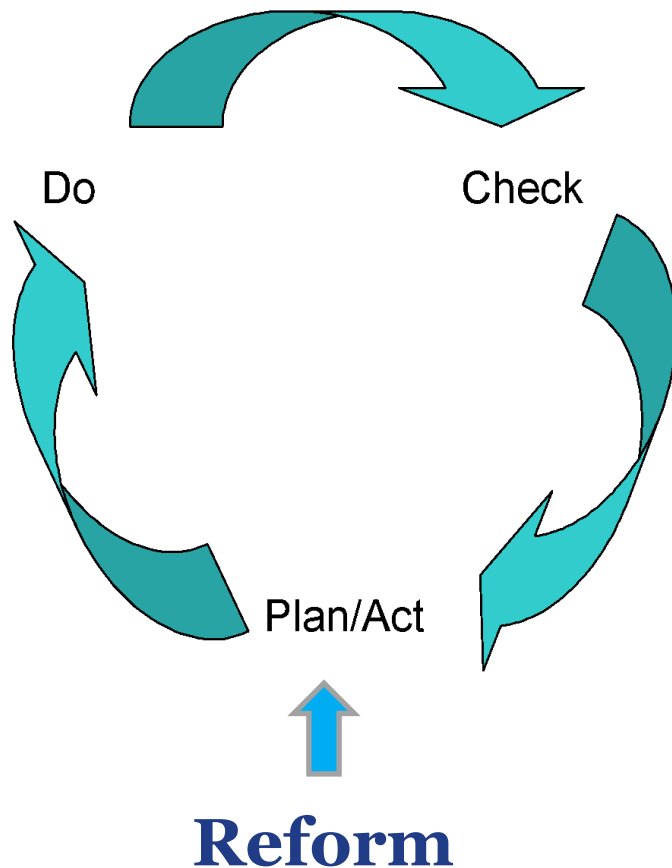


Challenges:

- Structured way of evaluating and updating Degree programme
- Structured way of documenting
- Clear organizational structure
- Clear responsibilities and tasks
- Re-evaluation of the results of adaptations



Protocol Quality Assurance System



Two conditions:

- 1. fit in with NVAO criteria**
- 2. concur with the RUG criteria for quality assurance**



What is the role and influence of the Students?

1. Questionnaires: courses, curriculum etc.

2. Memberships of

- Programme Committee
- Evaluation Committee





- International Student Barometer
- Dutch Student Questionnaire
- Dutch First Year Student Questionnaire
- University of Groningen Questionnaire
- Alumni Questionnaires
- Degree Programme Questionnaires
- Course module Questionnaire



Thank you for your attention