

Cover note University Council

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Details		
Topic		February HEQA Report
To be discussed before		March 16th 2021
Author / Section		Verheijke/ABD
Handled by (to be invited to the committee)		Verheijke/Van der Vlugt
Date		9-3-2021

Context / Reason

We agreed in 2019 that the Council would be informed twice annually on the progress of the HEQA investments, this is the overview of all investments in 2020.

Jurisdiction UC / Question to the UC

Right of information and advice (if needed).

Short Summary

Erasmus University spent all HEQA funds over 2020 on the 6 mandatory themes as defined by the ministry. Erasmus University spent M 13.995. Erasmus University received M7.650 of the Ministry (HEQA funding) and invested M6.345 additionally.

Faculties invested M10.641 and central initiatives M 3.798 (CLI/HEQA; Impact at the Core and Wellbeing).

In relation to the forecasts 2020, spending lagged behind by M 1,274. Main causes are a delay in project implementation due to Covid19 on a faculty level, as well as a late start of the programme of Impact at the Core (consent July 2020, programme start august 2020).

Covid affected 66.6% of all projects on all themes. Main changes are related to the shift towards an online environment. All faculties have indicated that they will evaluate lessons learned during the Covid pandemic and will redesign online education in 2021 onwards, mainly based on models of asynchronous learning.

Communities of Practice have been established in which progress and effects on the outcome (educational quality) are being explored by members of the Academic Community. Each community is headed by an Academic Lead, who is assigned based on personal expertise. All communities represent a cross section of faculties.

Students benefit from the investments in educational quality. The reports details output per theme, per faculty and/or central programme. Shining examples on a central level is the re development of the Pre-Academic Programme aimed at the onboarding of students with no background in university education. Enrolments increased 6-fold.

Effects on a faculty level mainly concentrate on redevelopment of courses, online learning and skills education. In skills education, all students benefit from courses aimed at academic- learning-

or job-related skills. With the help of the central programme Impact at the Core students learn integrate knowledge and skills in education aimed at more complex and realistic problems in a dialogue with external stakeholders. Projects of Impact at the Core have started with almost all faculties. Wellbeing contributed greatly in the first and second Covid-19 wave by implementing the platform 'Are you okay out there' and develops activities like the Wellbeing week to enhance openness on mental wellbeing. The programme started a university wide project to discuss wellbeing challenges within all faculties.

Follow-up process

The U council can raise points of attention that will be taken into account during further implementation. The U council will write a reflection on the process and/or outcome of HEQA investments of 2020.

Specifics

None.

Documents to be attached

20200219 HEQA February Report