

Minutes Education Committee meeting

Date	Time	Location	Chair	Secretary
October 13, 2020	13:00 – 15:00	Teams	Quentin Bourgeois (QB)	Marjet de Ruyter (MdR)

Attendants: Laura Llorente Rodriguez (LLR), Aris Politopoulos (AP), Ian Simpson (IS), Myrthe Sassen (MS), Vi Fratta (VF), Anika Hellemons (AH), Blanca Pesman (BP)

1. Opening

2. Minutes meeting September 17, 2020

The minutes are approved without comments and can be published on the website.

3. BSc/MSc discussion

QB clarifies the background and the approach of this discussion. It is also more or less a political discussion, there are more financial possibilities for sciences compared to humanities. Archaeology is a little bit of both. The Faculty Board thinks it may be beneficial to skip to a BSc/MSc. This may also be beneficial in the job market. We as the Education Committee have to take a position.

QB, LL and AP did some research beforehand and present their outcomes. After that several possibilities are discussed.

The main point of discussion and questions asked are:

- The distinction between BA/BSc and MA/MSc in Archaeology is online offered in British universities and in the Netherlands. In Britain both options are offered.
- What would it mean to have a BSc in the Netherlands?
- What does it mean for the job market to have a BSc/MSc?
- A lot of programs offer both tracks. In every year a student specializes a little bit more.
- BSc programs are not always distinctively different from what we are doing in our BA.
- We do not have to adapt much to become a BSc.
- We do need more support in the labs when we are going to do more sciences.
- What about the heritage track we are offering now in the BA?
- How about so many lab work with so many students?
- The World Archaeology track is super attractive. We should not cannibalize on our own strengths.
- Is a BSc important to apply for a MSc? All archaeologists know the different sides of archaeology.
- What does a BSc say about our program? Is it possible for our students to apply for a different MSc when they have gained a BSc?
- Will both options be appealing?
- People choose Leiden because the wide range of options.
- The organization of our faculty justifies both degrees. It is our strength that we have a broad range.
- If we want to offer two tracks, more courses should be offered, think about the teaching load.
- If we want to make this a success, we need to take a year at least.

- You do not want to make BA students feel less. What do we offer in the BA?
- Is the board going to invest if they want a BSc/MSc?
- In case of flexibility, you have to decide when something is a BSc or a BA. Define beforehand.
- Key discussion is branding and identity. Making changes affect in the long term how we view ourselves.
- Is this only a cosmetic change or also a in content?
- MSc is another discussion we did not do yet. In MA students have a good idea of where they want to go.
- What makes a BA a BSc?

Summary of the discussion:

- The education committee is not in favor of shifting to a BSc. We are in favor of two degrees. Student chose where they want to go to. World archaeology as a core; sciences for BSc and Heritage for a BA.
- The education committee see offering both tracks as a strength.
- A quick shift to a BSc is not something the education committee stands behind.

QB drafts a memo for the faculty board that will be discussed in our next meeting.

5. Complaints of students BA2

Study adviser Else Jonk gives an overview of the conversations she had.

Both QB and LL teach in the BA2, they did not receive a lot of complaints.

Discussion:

- majority does not complain. Most are fine.
- There are complaints about communication with teachers.
- It is a relatively small group that complains.
- We cannot use the questionnaire the students made, since the questions are too leading.
- The calculation that leads to 60 hours of work a week is not correct. However, the workload is a full time job.
- Online education can bring stress. That is difficult for everyone.
- It is hard for some students, not for everyone.
- We have to evaluate as soon as the course evaluations are available.
- For now, there is no need to change the program.

QB drafts an answer to complainers. Update: MdR sent all complainers an email. We did not receive any replies.

4. Fieldwork plan

QB gives some background information on the plan; we discussed it in our previous meeting, and we think it is a pretty good plan.

Question for discussion: Do we agree with this plan?

Remarks and questions:

- it should be more explicitly defined who does what in the new unit
- who is the skills teacher, and how is this defined?
- internship reports support

- is the new staff involved in teaching? What teaching do we need? -> involved in entire field school and applied archaeology Ba and Ma.
- job descriptions are very narrow
- wide range of tasks in the job descriptions
- why is the unit housed under the heritage and society department? (this is a matter of the faculty council matter, not the education committee)
- what about region internship coordinators? The time that they spent, will that be calculated with the teaching load?
- concern about research in fieldwork, should be covered in the plan also

QB drafts a memo and send it to the board.

6. Next meeting: evaluations

In the next meeting we will discuss the evaluations of block 1 and the evaluations of last year.

QB explains how he wants to approach the evaluations.

Next meeting evaluations of block 1 and the evaluations of last year.

7. Any other business

- point on Heritage and Society track
- MdR schedules next meeting

8. Closure at 15:01