

Annual report

Programme Committee

Faculty of Philosophy

2016-2017

Contents

1. Preface	3
2. What is the OC?	3
3. What the OC does	5
4. The members of the OC	6
5. How the OC meetings work	6
6. What the OC did in 2016-2017	7
7. Looking ahead at 2017-2018	9
8. Coda	10
Appendices	11
Relevant national law	11
Relevant faculty regulations	13

1. Preface

This is the third annual report of the Programme Committee [*Opleidingscommissie*, or OC] of the Faculty of Philosophy.

Because of the introduction of English as the language of instruction in the new 'Double Degree'-programme, allowing also non-Dutch speaking students to study philosophy at Erasmus University, these reports are published in English, so that all those interested will be able to consult them. Whenever necessary, the Dutch equivalent of technical terms used will be given, in italics, between square brackets – see the example in the first sentence. Throughout, the Dutch abbreviation will be used (e.g. OC, not PC).

In 2016-2017, the Faculty continued her initiatives for curriculum innovation. A considerable part of the curricula is being taught in English, now also including the full Master curriculum. The employment of a comparatively large number of teaching assistants has enabled the Faculty to offer a substantial number of seminars, linked to most of the courses in the Bachelor curriculum.

The student enrollment has continued to rise, especially in the Double Degree program (232 DD student registered in 2016-2017, compared to 207 in 2015-2016, and 101 in 2014-2015). Like last year, this has put a considerable strain on faculty, on the administrative support team, and now also on the team of teaching assistants.

Of course, this rise in enrollment is also a sign of success! Not only are there much more students pursuing a (double) degree in Philosophy, the student population is also much more diverse than before, with regard to academic disciplines and with regard to ethnic and cultural background. As a sign of success, the DD program, the fulltime BA program *and* the MA program have recently acquired the label 'top program', based on nationwide student evaluations. Additionally, significant efforts were made towards educational innovation, resulting in for instance the realization of a MOOC on 'Politics of skepticism' and multiple initiatives around blended learning and flipping the classroom. The reorganization of the support staff, entailing important changes in both personnel and support structure, has now been finalized. We are happy to report that the combination of significant changes on this front, the ongoing educational innovations, and the rising enrollment has not led to any major administrative or support problems. The Faculty has shown itself quite flexible, and able to adapt to the new conditions well. Among these new conditions has been the aggregation of the leerstoelgroep Practical Philosophy with the Isg Philosophy of Man and Culture, prompted also by the continued vacancy for a full professor in practical philosophy.

In our last annual report, we could announce that a reorganization of the academic faculty had most likely been averted. Over the past academic year, prof Frank van der Duijn Schouten has been in charge of the Faculty as interim-dean. Concerning education matters, the University Board of Directors asked the interim-dean to advise on how – given the profile of Erasmus University – the 'educational portfolio' of the discipline of philosophy could be further developed and which financial arrangements would be most suitable in this regard. Although both the University's Board of Directors and the interim-dean explicitly affirmed that downsizing, or further austerity measures, were not implied in this mission, faculty understandably remained somewhat on edge.

Happily, in his advice published on June 8, the interim-dean shows strong support for the further deployment of the successful Double Degree program, and more generally recommends that the Rotterdam style of philosophy should continue to flourish within the EUR. Consequently, he advised that the Faculty remain an autonomous administrative entity, suggesting moreover that the Faculty be made responsible for the

organization of the excellence and honors programs within EUR. Finally, the dean also presented the outlines of a viable financial arrangement to undergird these ambitions. We may take this plan as a very welcome affirmation of the success of the considerable efforts that the Faculty has made over the past few years to rearrange and reposition its educational profile, both internally and within the EUR, so as to make its programs and resources both accessible and relevant to a much larger group of students within the EUR. Final approval of these plans by the Executive Board of the University, however, is still pending.

2. What is the OC?

The OC is a committee consisting of an equal number of faculty members and students; in our case, four of each. It meets approximately eight times each academic year. Its purpose is to advance and secure the quality of the philosophy curriculum: its design and the way it is taught. In addition to its regular members, the OC has advisory members, such as the coordinator educational affairs [*medewerker onderwijszaken*] and the chair of the Examination Board [*voorzitter van de Examencommissie*, or EC]. The program director [*opleidingsdirecteur*] normally also joins the meetings to keep the committee abreast of new and important developments. Through this set-up, the meetings allow for democratic participation while having relevant expertise and authority at hand.

The Faculty of Philosophy is a relatively small, independent Faculty. Other Faculties may employ quite a number of OC's for their various educational programs, which may only rarely meet with program directors, and whose members represent only a small percentage of the total faculty and student population. The Faculty of Philosophy has less than 20 permanent faculty, meaning that in a typical meeting of the OC, about one quarter of the whole faculty will typically be present! This is of course different for the student population, yet we can say in general that our Faculty is characterized by easy access, small-scale lines of consultation, and informal practices of democratic participation.

The number of four members from both faculty and student population for our OC is fortunate in that this allows all four sections [*leerstoelgroepen*] of the Faculty to be represented, while simultaneously allowing representation of four important subgroups within the student population: Double Degree, fulltime philosophy, part-time philosophy, and (research) master. While both faculty and student members thus in a way represent a certain 'constituency', this is an informal arrangement and all members participate on their own merit and with the general interest of the Faculty at heart. [For reasons of educational expertise, the OC faculty membership thus continues to track the traditional four-fold division, despite the aggregation of the Isg Practical Philosophy with Philosophy of Man and Culture.]

Members are appointed by the dean of the Faculty, for a set term: one year for students, four year for faculty. The dean also appoints the OC chair. All appointments take place after close consultation with the respective 'constituencies'. Starting next year, this arrangement will formally change due to new legislation – see section 7.

The formal regulations concerning our OC can be found in the Rules and regulations of the Faculty [*Faculteitsreglement*], articles 12 and 13. [Note that these regulations are

about to change as well, in part to stay in tune with the new legislation that will to into effect on September 1, 2017.]

3. What the OC does

The Faculty offers educational programmes [*opleidingen*] in both philosophy, and philosophy of a certain EUR discipline [*Wijsbegeerte van een Wetenschapsgebied*], in both bachelor and master.

National law (WHW article 9.18) provides that the OC should:

- give advice on the Teaching & examination regulations [*Onderwijs- en examenregeling, ofwel OER*];
- provide a yearly evaluation of the way the OER is implemented;
- provide the dean with solicited or unsolicited advice on all matters concerning the Faculty's educational programmes.

The topics that the OER must cover are set out in WHW article 7.13. Generally speaking, the OER deals with:

- the structure of the educational programmes, such as the language of instruction;
- the content and organization of the curriculum as a whole;
- criteria for admission to the programmes;
- regulations concerning examinations
- regulations concerning student counseling and quality assurance

Pursuant to WHW 9.18 sub 3, article 13 of the Rules and regulations of the Faculty [*Faculteitsreglement*] more specifically formulates the following tasks for our OC:

- monitoring whether it is feasible to accomplish the curriculum in due time [*studeerbaarheid*];
- the regular production of reports on education [*onderwijsverslagen*];
- (contribution to the) preparation of curriculum visitations [*onderwijsvisitaties*]

Starting in 2015, the OC organizes a yearly *Onderwijsmiddag*: an informal afternoon discussion meeting of about 3 hours, in which teaching staff discuss their experiences, share best practices, and look ahead at new developments in the next curricular year. This year, we convened a session in the morning, on June 2. Except for a few faculty members who were abroad, almost all faculty, as well as the members of the OC, attended this lively and fruitful meeting.

The OC brings its advice to the attention of the dean and/or the programme director (depending on relevance); the EC and the FR also receive its advice and, if desired, the minutes of its meetings.

It is worthwhile mentioning that other bodies in the Faculty are also charged with specific tasks, responsibilities, and competencies concerning the education programme, the curriculum, and the OER. Next to the dean and the programme director, these are the Faculty Council [*Faculteitsraad*, or FR] and the Examination Board [*Examencommissie*, or EC]. The exact division in competencies and responsibilities is set out in the WHW and in the Rules and Regulations of the Faculty [*Faculteitsreglement*]. As a general rule, the FR deals with general Faculty policy, the OC with educational policy, and the EC with how the rules and regulations concerning examinations are applied. Note that the EC is not designed as a participatory organ; its responsibilities are more of a formal and legal nature. The OC, as mentioned, only has advisory powers.

On September 1, 2016, a thoroughly revised and updated version of the Teaching & examination regulations (OER-en) of the Faculty, as well a similarly revised set of Rules & regulations of the Examination Board has gone into effect.

As mentioned, new legislation will grant a – qualified – right of consent to the OC, effective September 1, 2017. This will change the OC's status from an organ with only advisory powers to one that is empowered to participate in formal decision-making [*medezeggenschapsorgaan*], on a par with the Faculty Council [*faculteitsraad*, or FR].

4. The members of the OC

As mentioned, membership of the OC rotates. Members are appointed for a set term: one year for students, four year for faculty.

Dr Gijs van Oenen (chair)
Prof dr Wiep van Bunge
Dr Awee Prins
Willem van der Deijl MA MSc

Marlijn Mulder [representing full time students]
Esther Didden [representing part time students, until October]
Jara van der Kleij [representing DD students, from October on]
Yuen Yee Li [representing part time students, from October on]
Jamie van der Klaauw [representing Master students]

Advisory members:

Frans Schaeffer MA [chair Examination Board, until February]
Dr Paul Schuurman [chair Examination Board, from February on]
Lena Schots MA [coordinator educational affairs]

Programme director:

Dr Bart Leeuwenburgh

Secretary:

Lena Schots MA (coordinator educational affairs) (from June 2016 on)
The secretary can be consulted for general questions about the OC and for requests concerning the minutes.

The secretary's office is located in H5-21; email schots@fwb.eur.nl.

Mail addresses for the other OC members, as well as other relevant and up to date information, can be found at [the OC webpage](#).

5. How the OC meetings work

The chair sets the agenda for the OC meetings, usually after consultation with the program director and the curriculum coordinator; all members can propose topics for discussion to the chair in advance. Agenda and relevant documents are sent around to members by email 7-10 days before the meeting.

Recurring points on the agenda are: announcements (short news items, by the chair or student members), mail sent & received, and the program director's report on current developments and plans. This last item is usually of considerable interest to the members and will often give rise to questions and debate.

Throughout the year, the course evaluations are a particular topic of attention for the OC. When evaluations give rise to concern or suggestions for improvement, the program director and/or the OC chair contact the instructor responsible for the relevant course to discuss these remarks and suggestions.

Once a year (normally in the spring), the course descriptions for the new curriculum are being discussed, as well as (the new version of) the OER.

Meetings of the OC are public; everyone is welcome to join and, when recognized by the chair, to participate in the exchange of ideas and opinions.

Only regular OC members have the right to vote.

The chair can determine that certain topics on the agenda are to be discussed confidentially; that is, with only (regular and advisory) members present. This can be the case when sensitive issues, e.g. concerning specific members of staff, are to be discussed.

Minutes of the meetings are prepared by the OC secretariat, in cooperation with the chair. Minutes are semi-public; non-members can consult them on request (contact the OC secretary).

6. What the OC did in 2016-2017

The following contains a concise summary of main issues discussed and advice given. For more detailed information about the OC deliberations, you may want to consult the minutes of the meetings.

As mentioned, all the meetings include an oral report on current affairs by the program director.

Tutor activities in the seminars

Whenever possible (that is, in six out of its total of eight meetings), the OC invited tutors to share and discuss their experiences with the seminars they conducted in the previous 'block'; in this way – an important part of our efforts for educational innovation and quality insurance. These discussions were generally much valued by both tutors and OC members, as an important contribution to the quality of seminar teaching.

Experiences often encountered include: lack of opportunity for adequate preparation for the tutor role (given the lack of teaching experience of most tutors); insufficient preparation by participating students; problems with continuity due to the optional nature of the seminars. It seems many students perceive the seminar as a 'back up' for (missed) lectures, rather than as an opportunity for intensive interactive engagement. Yet, it is generally felt that seminars and tutors provide a clear surplus value for the Double Degree program, as well as for part time students.

The tutors, in cooperation with the program director, have prepared a 'best practices' document, which was discussed both at the Onderwijsochtend and in the June 16 OC meeting. This document intends to contribute to the quality and continuity of the tutoring system.

7 oktober 2016

- A) discussion on the design for an MA thesis writing course, to be coordinated by dr Constanze Binder
- B) discussion with tutors Edwin Lokker and Floris van der Pol.

4 november 2016

- A) discussion with tutors Floris van der Pol and Jelle Baan (Baan is absent, but is represented by Jamie van der Klaauw and by the chair)
- B) changing regulations on OC powers and **OC composition** (as of September 2017). **Advice:** do not opt for an elected OC; continue the present system of appointment. Firstly because of proportional representation for both student and faculty segments; secondly because of quality assurance.
- C) **exam evaluations:** student panels are being assembled (by Lena Schots) that will henceforth assess conduct the exam evaluations.
- D) **course evaluations.** The course Essential Contemporary Challenges is perceived as too fragmented, mostly due to its setup: four different instructors in four weeks, at the start of Ba1. Gijs van Oenen assures on behalf of Practical Philosophy that a more suitable arrangement will be in place next year.

9 december 2016

- A) discussion with tutors Özcan Larcin and Reindert Engwerda.
- B) discussion on the reformulated **descriptors** [eindtermen] for the BA fulltime, BA parttime, and MA curricula.
- C) EUR-plans for a larger **discretionary space** [keuzeruimte] in Ba3. **Advice:** preference for a large discretionary space, of 30ec.

3 february 2017

- A) discussion with tutors Lydia Baan Hofman and David van Putten
- B) the interim-dean (attending as guest) suggests that the OC might profit from the **report** recently published by the Dutch Inspectorate of Education [**Onderwijsinspectie**] on the functioning of OC's.
- C) discussion on the **descriptors** for the DD curriculum.
- D) evaluations: student panels for **exam evaluations** do not seem to work; we are looking for other ways.

17 march 2017

- A) discussion with tutor (as well as OC member) Jamie van der Klaauw
- B) course evaluations. The OC decides to hold a pilot with 'old-fashioned' hand-written evaluations, to be filled out at the end of the last meeting of the course. Pilots will be Social, Moral & Political Philosophy I and 19th Century History. One of the Ba2 courses is (again) perceived to lack sufficient philosophical substance; Prins and Van Oenen will take up this issue with the chair of Philosophy of Man and Culture.
- C) Discussion on the **Exam Protocol** [Toetsprotocol], in the presence of Paul Schuurman. **Advice:** concerning their thesis proposal, students first contact their (intended) supervisor, and afterwards address the Examination Board.
- D) Discussion on the new (concept) **Faculty Regulations** [Faculteitsreglement], in the presence of Jochem Streefkerk LI.M.(student member of the Faculty Board).

28 april 2017

- A) discussion with tutors Thijs Heijmeskamp and Dennis Prooi
- B) Discussion on the **MA Exam plan** [Toestplan].

C) **Scheduling** of the parttime BA curriculum. **Advice:** courses will henceforth be offered on two nights, instead of just one, so as to avoid exhausting four-hour sessions. Some supporting measures proposed by the program director are approved of.

19 may 2017

A) a procedure for the (OC) student contribution to the critical self-evaluation report for the upcoming Visitation (Onderwijsvisitatie) is established.

B) the OC's own functioning is discussed, in the light of the recommendations made in the report by the Inspectorate of Education (see February 3, under B).

C) preparation of the Onderwijssochtend (June 2).

D) discussion on the concept Faculty Regulations (cf March 17, under D).

Advice:

1) the OC prefers an internal dean; if external, the dean should have a clear affinity with the Rotterdam philosophy profile;

2) the OC prefers that the dean not also be program director.

16 june 2017

A) Extensive discussion on the OER-en and R&Rs for 2017-2018 (in the presence of the EC chair);

B) Discussion of the course descriptions for 2017-2018

C) Discussion of the tutor 'best practices' document

Activities outside of committee meetings

- The University Department of Academic Affairs organized two meetings for the chairs of all the **University's program committees** – one in the fall, and one in the spring. Gijs van Oenen attended.

- The same department also organized two spring meetings on **educational vision**. The first one, on the relation between University and Faculty, was attended by Van Bunge and Leeuwenburgh. The second, university-wide meeting, was attended by Leeuwenburgh, Van der Duijn Schouten, and Van Oenen.

- The OC again organized the yearly **Education Day** [Onderwijsochtend/middag]. Lydia Baan Hofman presented the tutor 'best practices and recommendations' document. Tim de Meij and Wiep van Bunge presented their brand new "Politics of skepticism" MOOC, which was launched just days ago. Sjoerd van Tuinen gave a presentation on his video material for blended learning and 'flipping the classroom' for his Aesthetics course. Additionally, experiences with the 'intensive' 4-week block structure and with the thesis writing group were discussed.

7. Looking ahead to 2017-2018

We are pleased to be able to say that the curriculum changes prepared and initiated some three years ago have now come to fruition and have proven very successful. Enrollments for the Double Degree are high and continue to rise. Our programs have earned the title of 'topopleiding' (most highly valued program) several times, in national comparative student assessments. There is a positive energy in the dynamic of both the faculty and the support staff. This scenario was certainly not self-evident two or three years ago.

The OC will continue to monitor closely the course of events concerning the seminars, supporting and complementing the efforts of the instructors and the program director to maximize the surplus value potentially offered by the seminar structure. The experiences of the tutors, as now captured in the Tutor Best Practices document, show that there will still be quite a few challenges to deal with here.

In the previous annual report, the aim was expressed to give special attention to the form and method of giving feedback to students. This has not been realized, although some attention was given to this topic on the Onderwijsochtend. We are still looking for possible ways to constructively address this important issue.

As mentioned, changed national legislation will grant a certain qualified right of consent to the OC; this change will take effect at September 1, 2017. This will change the OC from an organ with only advisory powers to one that is also empowered to participate in formal decision-making [*medezeggenschapsorgaan*], on a par with the Faculty Council [*faculteitsraad*, or FR]. This will have (formal) consequences both for the way the OC operates, and for the way it is constituted. As to the latter, it seems that in practical terms this will not imply radical changes, except that the OC is now to elect its own chair. As to the former, the OC will have to draw up some internal regulations (huishoudelijk reglement), as required by law, setting out procedural aspects of the process of formulating and issuing advice, especially of course in cases where the OC has right of consent [*instemmingsrecht*].

8. Coda

We hope you found this report useful!

If you have any suggestions or comments, with regard to either this report or the OC in general, please let us know.

Or perhaps you have become interested to join the OC yourself – student membership rotates frequently, so places become available at regular times.

For these matters, or anything else you think we should know about, you can contact the secretary, the chairman, or any of the other members listed in §4, and mentioned on our webpage.

Appendices

1. Relevant national law

Wet op het hoger onderwijs en wetenschappelijk onderzoek

NB: This is the law as valid during 2016-2017; some regulations will change in 2017-2018

Artikel 9.18. Opleidingscommissies

1. Voor elke opleiding of groep van opleidingen wordt een opleidingscommissie ingesteld. De commissie heeft tot taak:
 - a. advies uit te brengen over de onderwijs- en examenregeling, bedoeld in artikel 7.13,
 - b. het jaarlijks beoordelen van de wijze van uitvoeren van de onderwijs- en examenregeling, en
 - c. het desgevraagd of uit eigen beweging advies uitbrengen aan het bestuur van de opleiding, bedoeld in artikel 9.17, eerste lid, en de decaan over alle aangelegenheden betreffende het onderwijs in de desbetreffende opleiding.

De commissie zendt de adviezen, bedoeld onder a en c, ter kennisneming aan de faculteitsraad.

2. Op een advies als bedoeld in het eerste lid, is artikel 9.35, aanhef en onderdelen *b* en *c*, van overeenkomstige toepassing.
3. In het faculteitsreglement worden regels van procedurele aard met betrekking tot de toepassing van het eerste lid gesteld en wordt de wijze van benoeming en samenstelling van de opleidingscommissie geregeld, met dien verstande dat de helft van het totaal aantal leden van de commissie voortkomt uit de voor de desbetreffende opleiding ingeschreven studenten.
4. Indien een faculteit slechts een opleiding omvat, kan het faculteitsreglement bepalen dat de taken en bevoegdheden van de opleidingscommissie worden uitgeoefend door de faculteitsraad, bedoeld in artikel 9.37.

Artikel 7.13. Onderwijs- en examenregeling

1. Het instellingsbestuur stelt voor elke door de instelling aangeboden opleiding of groep van opleidingen een onderwijs- en examenregeling vast. De onderwijs- en examenregeling bevat adequate en heldere informatie over de opleiding of groep van opleidingen.
2. In de onderwijs- en examenregeling worden, onverminderd het overigens in deze wet terzake bepaalde, per opleiding of groep van opleidingen de geldende procedures en rechten en plichten vastgelegd met betrekking tot het onderwijs en de examens. Daaronder worden ten minste begrepen:
 - a. de inhoud van de opleiding en van de daaraan verbonden examens,

- b. de inhoud van de afstudeerrichtingen binnen een opleiding,
- c. de kwaliteiten op het gebied van kennis, inzicht en vaardigheden die een student zich bij beëindiging van de opleiding moet hebben verworven,
- d. waar nodig, de inrichting van praktische oefeningen,
- e. de studielast van de opleiding en van elk van de daarvan deel uitmakende onderwijseenheden,
- f. de nadere regels, bedoeld in [de artikelen 7.8b, zesde lid](#), en [7.9, vijfde lid](#),
- g. ten aanzien van welke masteropleidingen toepassing is gegeven aan [artikel 7.4a, achtste lid](#),
- h. het aantal en de volgtijdelijkheid van de tentamens alsmede de momenten waarop deze afgelegd kunnen worden,
- i. de voltijdse, deeltijdse of duale inrichting van de opleiding,
- j. waar nodig, de volgorde waarin, de tijdvakken waarbinnen en het aantal malen per studiejaar dat de gelegenheid wordt geboden tot het afleggen van de tentamens en examens,
- k. waar nodig, de geldigheidsduur van met goed gevolg afgelegde tentamens, behoudens de bevoegdheid van de examencommissie die geldigheidsduur te verlengen,
- l. of de tentamens mondeling, schriftelijk of op een andere wijze worden afgelegd, behoudens de bevoegdheid van de examencommissie in bijzondere gevallen anders te bepalen,
- m. de wijze waarop studenten met een handicap of chronische ziekte redelijkerwijs in de gelegenheid worden gesteld de tentamens af te leggen,
- n. de openbaarheid van mondeling af te nemen tentamens, behoudens de bevoegdheid van de examencommissie in bijzondere gevallen anders te bepalen,
- o. de termijn waarbinnen de uitslag van een tentamen bekend wordt gemaakt alsmede of en op welke wijze van deze termijn kan worden afgeweken,
- p. de wijze waarop en de termijn gedurende welke degene die een schriftelijk tentamen heeft afgelegd, inzage verkrijgt in zijn beoordeelde werk,
- q. de wijze waarop en de termijn gedurende welke kennis genomen kan worden van vragen en opdrachten, gesteld of gegeven in het kader van een schriftelijk afgenomen tentamen en van de normen aan de hand waarvan de beoordeling heeft plaatsgevonden,
- r. de gronden waarop de examencommissie voor eerder met goed gevolg afgelegde tentamens of examens in het hoger onderwijs, dan wel voor buiten het hoger onderwijs opgedane kennis of vaardigheden, vrijstelling kan verlenen van het afleggen van een of meer tentamens,
- s. waar nodig, dat het met goed gevolg afgelegd hebben van tentamens voorwaarde is voor de toelating tot het afleggen van andere tentamens,
- t. waar nodig, de verplichting tot het deelnemen aan praktische oefeningen met het oog op de toelating tot het afleggen van het desbetreffende tentamen, behoudens de bevoegdheid van de examencommissie vrijstelling van die verplichting te verlenen, al dan niet onder oplegging van vervangende eisen,
- u. de bewaking van studievoortgang en de individuele studiebegeleiding, en
- v. indien van toepassing: de wijze waarop de selectie van studenten voor een speciaal traject binnen een opleiding, bedoeld in [artikel 7.9b](#), plaatsvindt

2. Relevant Faculty regulations

Faculteitsreglement

NB: this is the regulation as valid in 2016-2017; the Faculteitsreglement has been extensively revised for 2017-2018

Artikel 12. De opleidingscommissie; samenstelling; zittingsduur.

(art. 9.18 WHW)

1. Voor elke opleiding binnen een faculteit wordt door de decaan een opleidingscommissie ingesteld. De decaan kan voor meerdere opleidingen dezelfde personen in de opleidingscommissies benoemen. De facto fungeert er dan één opleidingscommissies voor alle opleidingen.
2. De opleidingscommissie van de opleidingen wijsbegeerte en wijsbegeerte van een wetenschapsgebied bestaat uit acht leden en is voor de helft samengesteld uit personeelsleden (bij voorkeur uit verschillende leerstoelgroepen) en voor de helft uit de voor één van de desbetreffende opleidingen ingeschreven studenten. De studieadviseur en de medewerker facultaire introductie, werving en voorlichting wonen de vergaderingen als adviserend lid bij. Ook doet de Opleidingsdirecteur verslag van de lopende zaken en nieuwe ontwikkelingen. De decaan ziet toe op een evenwichtige vertegenwoordiging van beide opleidingen in de commissie. Een van de personeelsleden, bij voorkeur een hoogleraar of UHD, fungeert als voorzitter.
3. De leden van de opleidingscommissie worden benoemd door de decaan. De personeelsleden worden benoemd na overleg met de hoofden van de leerstoelgroepen. De studenten worden aangewezen op een door de studenten (in overleg met de decaan) te bepalen wijze.
4. De zittingstermijn van de leden van de opleidingscommissie bedraagt voor wat betreft de personeelsleden vier jaar en voor wat betreft de studenten één jaar. Zij zijn opnieuw benoembaar.

Artikel 13. De taken van de opleidingscommissie.

(art. 9.18 WHW)

1. De opleidingscommissie voert, in nauw overleg met de eindverantwoordelijke opleidingsdirecteur of decaan, de volgende taken uit:
 - a. het geven van advies over de o.e.r.;
 - b. het jaarlijks beoordelen van de wijze van uitvoeren van de o.e.r.;
 - c. het bewaken en waar nodig helpen verbeteren van de kwaliteit van het onderwijs;
 - d. het bewaken van de studeerbaarheid van de opleidingen;
 - e. het regelmatig opstellen van onderwijsverslagen;
 - f. het voorbereiden van de onderwijsvisitaties;
 - g. het desgevraagd of eigener beweging geven van advies aan de opleidingsdirecteur en/of decaan over alle aangelegenheden met betrekking tot het onderwijs in de desbetreffende opleiding.
2. De opleidingscommissie wordt door de opleidingsdirecteur of decaan zo spoedig mogelijk schriftelijk in kennis gesteld van de wijze waarop door deze aan het uitgebrachte advies gevolg is gegeven.
3. De opleidingscommissie vergadert ten minste zes maal per jaar.
4. De opleidingsdirecteur pleegt ten minste tweemaal per jaar overleg met de desbetreffende opleidingscommissie over de uitvoering van de o.e.r.