

Advisory report

Wageningen University

Institutional quality assurance assessment
21 June 2012

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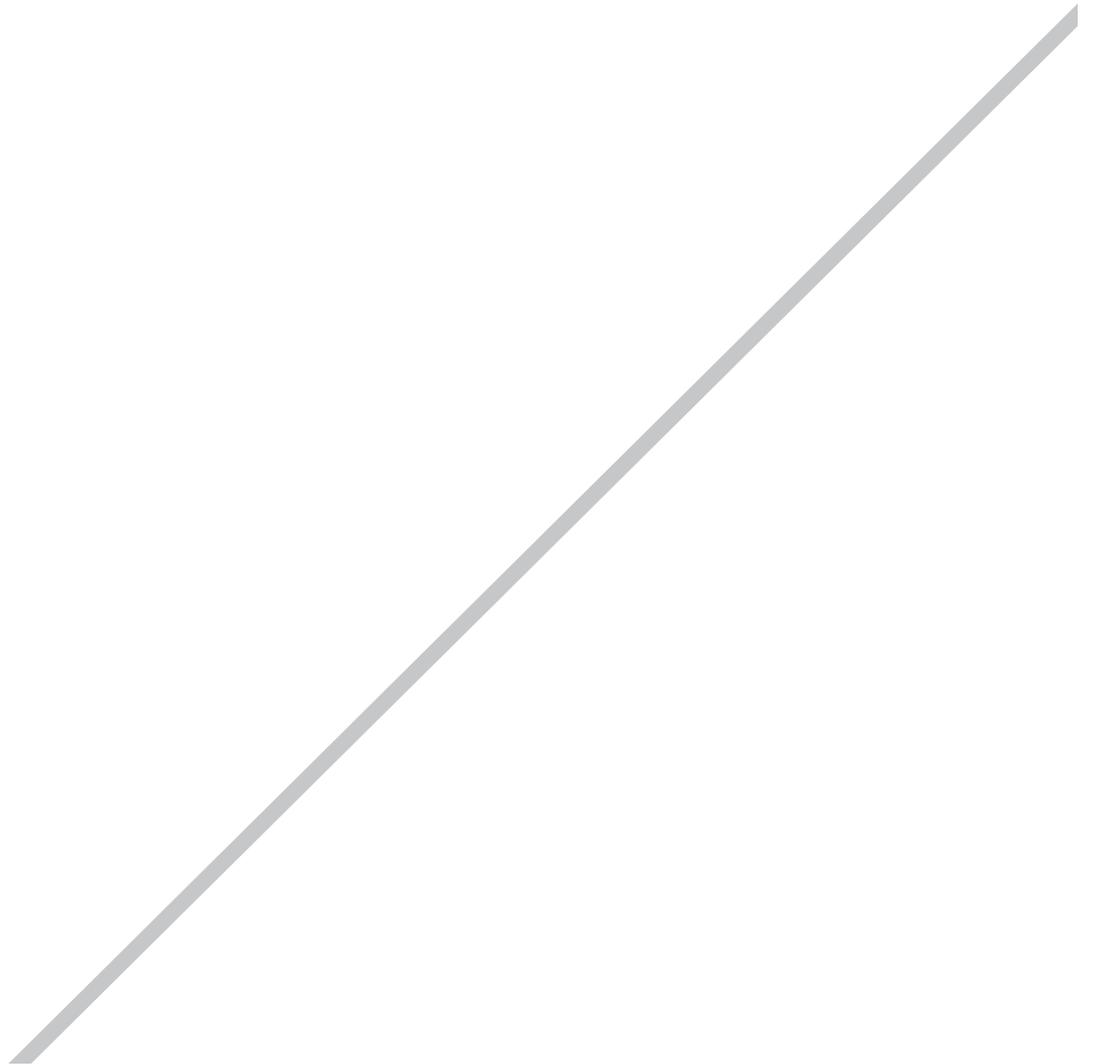
Contents



1 Summary advisory report	6
2 Introduction and background	10
2.1 Composition of the audit panel	11
2.2 Process and procedure carried out by the panel	11
2.3 Structure of the advisory report and the chapters	12
3 Description of the institution	14
3.1 General data	15
3.2 Profile of the institution	15
3.3 Key figures (reference date: 01.10.2011)	15
4 Judgement per standard	16
4.1 Standard 1: Vision of the quality of the education provided	17
4.2 Standard 2: Policy	18
4.3 Standard 3: Output	20
4.4 Standard 4: Improvement policy	22
4.5 Standard 5: Organisation and decision-making structure	23
4.6 General judgement	25
5 Distinctive feature institutional internationalisation	26
5.1 Standard 1: Vision	27
5.2 Standard 2: Policy	28
5.3 Standard 3: Realisations	30
5.4 Standard 4: Improvement strategy	31
5.5 Standard 5: Organisation and decision-making structure	31
5.6 Overall assessment	32
6 Recommendations for improvement	34
7 Overview of the assessments	36
Appendix 1: Composition of the panel	38
Appendix 2: Schedule of the site visits	40
Appendix 3: Overview of the documents perused	44
Appendix 4: Organogram of the institution	46
Appendix 5: List of abbreviations	50

Chapter 1

Summary advisory report



The audit panel has a positive view of the quality assurance system of Wageningen University and the way in which this system is integrated into the university's vision of the quality of education. The panel considers internationalisation to be an organic part of the university and very much present in its vision, policy, realisations, improvement strategy and decision-making structure. The panel confirms the ambitions of Wageningen University with regard to internationalisation and concludes with a positive judgement on the university's application for the distinctive feature institutional internationalisation.

According to Wageningen University, education should be relevant for society and industry, internationally orientated, and capable of inspiring students. A true international university is characterised by education and research focusing on international themes, a population of international students and staff, and the creation of an environment that welcomes the diversity of many nationalities and cultures. The panel noticed during the meetings that this vision is present among the various interviewees. The vision was documented more recently, but constitutes an implicit understanding and articulation of what has existed to date and of what management, staff and students have been working to in the past. This also applies to the quality culture at Wageningen University: implicitly and to a large extent informally, the university has developed a quality culture over the past few decades and is now formalising the procedures and processes in a systematic way. Many interlocutors see the need for such formalisation and welcomed the efforts of the university in this regard.

This vision is not just a matter of well formulated and broadly shared intentions; the panel noticed that the vision and its components are effectively being delivered in the day-to-day operations of the university. In many cases the policies are well articulated. For example, the panel has a high regard for the flexible and multi-disciplinary way in which Wageningen University conceives and organises education. Students are

to become T-shape graduates: in-depth specialists in one (vertical) discipline with some knowledge of the broader (horizontal) domain. Programmes have a clear structure, there is strong guidance and students are followed-up on an individual basis. Education is embedded in research: lecturers combine research and education, professors are involved in lecturing and students are stimulated to perform research at the bachelor's programme level, when preparing a thesis. The recent growth in student numbers has put a strain on the logistical organisation of education and the facilities at Wageningen University. University services are taking adequate steps to address the consequences of this growth. Students indicated that the increase in student intake has not jeopardised the quality of education or the special features of education at Wageningen University, described as small student groups, a high number of contact hours and available and approachable staff. However in other cases policies are set, but their implementation requires fine-tuning: this is the case for example with the tenure track system. The panel supports fully the tenure track system but recommends the institution look into the options for existing staff that did not join tenure track, as well as to allow some variety in the system for potential staff with a background in industry or a career in developing countries. The panel is also aware that services are in place for students with a functional limitation and welcomes the recent improvements on the accessibility of facilities and information. There is, however, room for more focused policy and action, as is indicated by the recent launch – initiated by students – of a platform to support students with functional limitations. For many years, aspects of internationalisation were an implicit part of policy-making at Wageningen University. In line with overall developments, internationalisation policy is now more explicit. The panel appreciates in particular the efforts of the university to formalise the international aspect of all programmes through the learning outcomes.

Wageningen University avails of a broad range of instruments to measure the results of its policies and the quality of its programmes. Programme appraisal by students is central to the quality assurance system. The system in place is adequate, but can be improved by securing a higher response rate and by including additional types of appraisal, such as peer-review by external/foreign lecturers and by the professional field. These reviews are underway but the panel encourages the institution to speed up the number of courses that are peer-reviewed and to increase the frequency of external advisory committee meetings and engagements. The panel also noticed that data and the analysis of data are

not always exploited to the utmost: measurement criteria could be highlighted and formal data sets processed to analyse trends. For example, there is room for improvement in formally describing, demonstrating and following-up on the concrete objectives of the vision on education in general and those components relating to internationalisation in particular. The university informed the panel that it is currently taking steps to improve the monitoring process.

The panel considers that Wageningen University pursues an active and systematic policy to improve the quality of its programmes. Such improvement policy contributes to the quality culture in the institution. The panel, moreover, noticed that internationalisation has an impact on the internal quality assurance system of the institution: in all instruments some aspects of internationalisation are measured or reviewed. The Education Modification Cycle has been in place for the past 15 years and proves to be a very useful tool as most programme modifications can be addressed through this one-year cycle. The system would nevertheless benefit from a stronger involvement of external stakeholders, such as the professionals in the external advisory committees or the alumni and their associations. The panel welcomes the performance and development interview as an important instrument to focus attention on the human capital. The university agrees with the panel that such interviews should be held with all staff and documented more systematically.

The panel found that Wageningen University has an organisation and decision-making structure in place which enables the university to realise its vision, policy, output and improvement policy in a coherent way. This also applies to the implementation of internationalisation aspects, according to the panel, because internationalisation is present throughout the organisation and decision making structure of the university. All interlocutors agreed that the matrix organisation is a complex structure but also confirmed that the system is effective and working well. Students and staff are involved not only at the management level of the university, but also in the Board of the Education Institute. The panel learned in several sessions that staff-student and examining bodies were very pro-active in putting issues of concern on the agenda.

The panel concludes that Wageningen University is an international university in control of the quality of the education it provides. The quality culture is present at all levels of the university. What started out as a widely shared but informal understanding of what the university stands for, is now steadily and firmly being formalised and documented.

This transition from an informal to a formal culture requires a change of mind-set. This is not easy to accomplish but it is confirmed by most interlocutors as being absolutely necessary. The panel agrees that the transition is necessary, but appreciates that it should not be taken to the extreme. In the end, a university is not only about principles, instruments and structures, but first and foremost about the interaction of people.

Based on the considerations and rationale set out above, the panel advises the Dutch Flemish Accreditation Body to consider a positive outcome for the application of Wageningen University for institutional accreditation and for the distinctive feature institutional internationalisation.

The Hague, 21 June 2012

On behalf of the assessment panel charged with the institutional audit of Wageningen University.

Prof. Fred Mulder
(Chair)

Mark Delmartino, M.A.
(Secretary)

Chapter 2

Introduction and background



On 17 February 2011, the NVAO received a request from Wageningen University (WU) to start the procedure for an institutional quality assurance assessment. The objective of this assessment is to determine whether the board of a higher education institution has implemented an effective quality assurance system and this system is embedded in the institution's vision of the quality of the education provided.

The institutional quality assurance assessment revolves around five questions, which have been translated into five standards and were formalised in the Dutch Higher Education and Research Act (WHW), articles 5a.13a-13e. The assessment procedure is described in the November 2011 document "Assessment frameworks for the higher education accreditation system", issued by NVAO.

During the preparation of the assessment, the executive of WU indicated their intention to apply for the 'distinctive feature institutional internationalisation' in addition to the standard institutional QA assessment. This distinctive feature has been developed by NVAO for programmes and institutions who have a high ambition level regarding internationalisation. The degree of internationalisation of an institution is assessed on the basis of a framework, which closely follows the standards of the institutional quality assurance assessment framework as mentioned in the Dutch Higher Education and Research Act (WHW), article 5a.10.

2.1 / Composition of the audit panel

Following the request from WU, NVAO appointed an audit panel to conduct the institutional quality assurance assessment. The audit panel is composed of:

- > Prof. Fred Mulder, The Netherlands (chair)
- > Prof. Lisa Sennerby Forsse, Sweden (member)
- > *ir.* Joop Roels, The Netherlands (member)
- > Ms Karena Maguire, Ireland (member)
- > *mr.* Anton Schuurmans, Belgium (student-member)

On behalf of the NVAO, *drs.* Fred Mulder was responsible for the process coordination. The external secretary, Mark Delmartino, drafted the report. The secretary and process co-ordinator are not members of the panel. Short CV's of the panel members are included in Appendix 1. All panel members and the secretary signed a statement of independence and confidentiality. The same panel and support team assessed the distinctive feature institutional internationalisation for WU along the lines of the above-mentioned framework and in

line with the procedures mentioned in the NVAO document "Frameworks for the assessment of internationalisation" of November 2011.

2.2 / Process and procedure carried out by the panel

First preparatory meeting on 1 February 2012

Having considered the information file prepared by WU, the panel convened to discuss the documents submitted by WU, in particular the Critical Reflection (see appendix 3), exchange their initial impressions, list the issues that required clarification, and prepare for the first day of visit. At the meeting, the panel discussed the Accreditation Portrait, which NVAO had prepared in view of the institutional audit. This document contains an overview of the applications for programme accreditation submitted by WU between 2003 and 2011 and the respective assessments by NVAO panels. The portrait demonstrated according to the panel that WU has a sound accreditation record. The panel also discussed which topics might form the object of an audit trail. Overall, the panel considered the Critical Reflection to be a useful document to start the discussion with WU. However some aspects of the document were not sufficiently precise and required further clarification both orally during different interview sessions and in writing.

First visit to Wageningen University on 2 February 2012

During the first visit, the panel met with various staff, students and other stakeholders, such as the Executive Board, the educational management, lecturers, students, quality assurance staff, university services staff and representatives from the professional field. A detailed overview of this first visit is provided in appendix 2 which features the second visit as well. The respondents managed to clarify most of the issues the panel had raised during discussions in the preparatory meeting. The panel indicated during the day that it required additional information on the external programme advisory committees and information on the numbers and profiles of staff at WU.

At the end of the day, the panel discussed internally the preliminary findings – complementing its understanding of the self-evaluation document with the information obtained during the interviews – and presented the main issues to the WU management.

In view of WU's decision to apply for the 'distinctive feature institutional internationalisation', the panel decided to dedicate part of the second visit to this component – as the first audit trail – and invited WU to prepare a document describing the internationalisation dimension of WU along the lines of the standards of the assessment framework on institutional internationalisation. This was necessary because the description that WU had delivered originally did not meet this condition and otherwise was not very thorough nor sufficiently complete to be used in the assessment process.

The panel discussions during the first visit indicated that the WU organisation and decision-making structure (standard 5 of the institutional quality assurance assessment) was not yet very clear and thus warranted a more detailed focus as an audit trail during the second visit. Once informed about the panel's intention, WU proposed to further elaborate parts 6.2 and 6.3 of the critical reflection document on the roles and responsibilities of the different parts of the organisation, and submit the revised version to the panel prior to the next visit.

Second preparatory meeting on 21 February 2012

The panel gathered a second time, the day before the second visit to WU, to discuss the additional information WU had prepared, exchange impressions and prepare for next days' interviews.

Second visit to Wageningen University on 22-23 February 2012

During day one, the panel focused on WU's vision, policy and outputs on internationalisation through a series of meetings with stakeholders looking at internationalisation from different perspectives: policy, implementation, human resources, student environment, educational contents and careers. Furthermore, the panel met on its additional request with staff providing services for students with a functional limitation and with students availing of these services.

The panel had an internal meeting after the first day to consider findings from the first audit trail, discuss their preliminary assessment of the standards related to the distinctive feature internationalisation, and fine-tune its discussion notes for the second trail.

The major part of the second day was dedicated to the second audit trail, on organisation and decision-making structure. The panel met representatives of the core decision-making bodies and those with decision-making positions at WU: Supervisory Board, Executive Board, Board of Directors,

Science Group Managers, Education Institute Board, Programme Committees, Student-Staff Council, Examining Boards, Admission Committees, and Chair Holders.

The panel then met internally to discuss findings and come to a joint opinion on the standards of the two assessment frameworks: institutional quality assurance and the distinctive feature institutional internationalisation. The panel then informed the university management of its overall assessment, its considerations and suggestions for improvement.

After the visit, the secretary drafted the advisory report, which was circulated among the panel members for comments. Their comments were incorporated in a final version, which was approved by the panel and validated by the chair on 16 April 2012. This version of the report was then presented to WU with a request to check for errors of fact. The institution responded to this request on 26 April 2012. Errors of fact have been corrected in the present version.

2.3 / Structure of the advisory report and the chapters

Chapter 3 contains general information regarding WU plus a number of key figures.

In chapter 4 the panel presents its judgement regarding the institution's quality assurance in relation to each standard of the NVAO assessment framework. For each standard, the panel's findings are listed, followed by its considerations. While the discussions during the audit trails may have contributed to a better understanding of the overall vision, policy, results or improvement policy of WU, most of the information relating to the audit trail has been presented separately.

Internationalisation is assessed along the lines of the specific assessment framework for the distinctive feature institutional internationalisation and presented in a separate chapter 5 in this report.

Chapter 6 provides recommendations for improving the quality assurance system at WU. The report concludes with a summary table of the judgements regarding the institution's quality assurance and the distinctive feature institutional internationalisation.

In addition, the report comprises five appendices: (1) the composition of the panel, (2) the schedule for the site visits, (3) an overview of the documents perused, (4) an annotated organogram of WU, and (5) a list of abbreviations.

Chapter 3

Description of the institution



3.1 / General data

> Country	Netherlands
> Institution	Wageningen University (WU)
> Locations	Wageningen (two secondary locations: Breda and Leeuwarden)
> Status of the institution	Publicly funded university (funded by the Ministry of Economic Affairs, Agriculture and Innovation)
> Programmes	19 Bachelor's programmes and 27 Master's programmes

3.2 / Profile of the institution

According to historical background information provided by the university, the first predecessor of what is now known as Wageningen University was created in 1876 when the 'Hoogeschool voor de Land- en Tuinbouw' was established in Wageningen. In 1918 the 'Landbouwhogeschool' was founded and granted university status. In 1998, the name of the university changed into Wageningen University.

WU is a publicly funded university in the fields/disciplines of agricultural and environmental sciences. The Executive Board is the overall governing body. The university has a single faculty, Agriculture and Environmental Sciences, which comprises 90 Chair Groups covering a specific scientific field: each group has a Chair Holder (full professor), academic and support staff, postdocs and PhDs.

Within this single faculty, all BSc and MSc programmes are organised in one Education Institute. The Board of the Education Institute (composed of four full professors and four students) is responsible for the content, quality and finances of the study programmes. The Rector Magnificus is the technical chair of the Education Institute Board, which according to WU is the most important advisory body for the Executive Board on education issues.

The university is one of three partners – the others are the Applied Research Institutes (DLO) and the Van Hall Larenstein University of Applied Sciences (VHL) – which together form Wageningen University and Research centre (Wageningen UR). Within the partnership, WU focuses on scientific research and academic education. Faculty staff work at one of the five Sciences Groups of Wageningen UR: Agro-technology and Food sciences, Animal sciences, Environmental sciences,

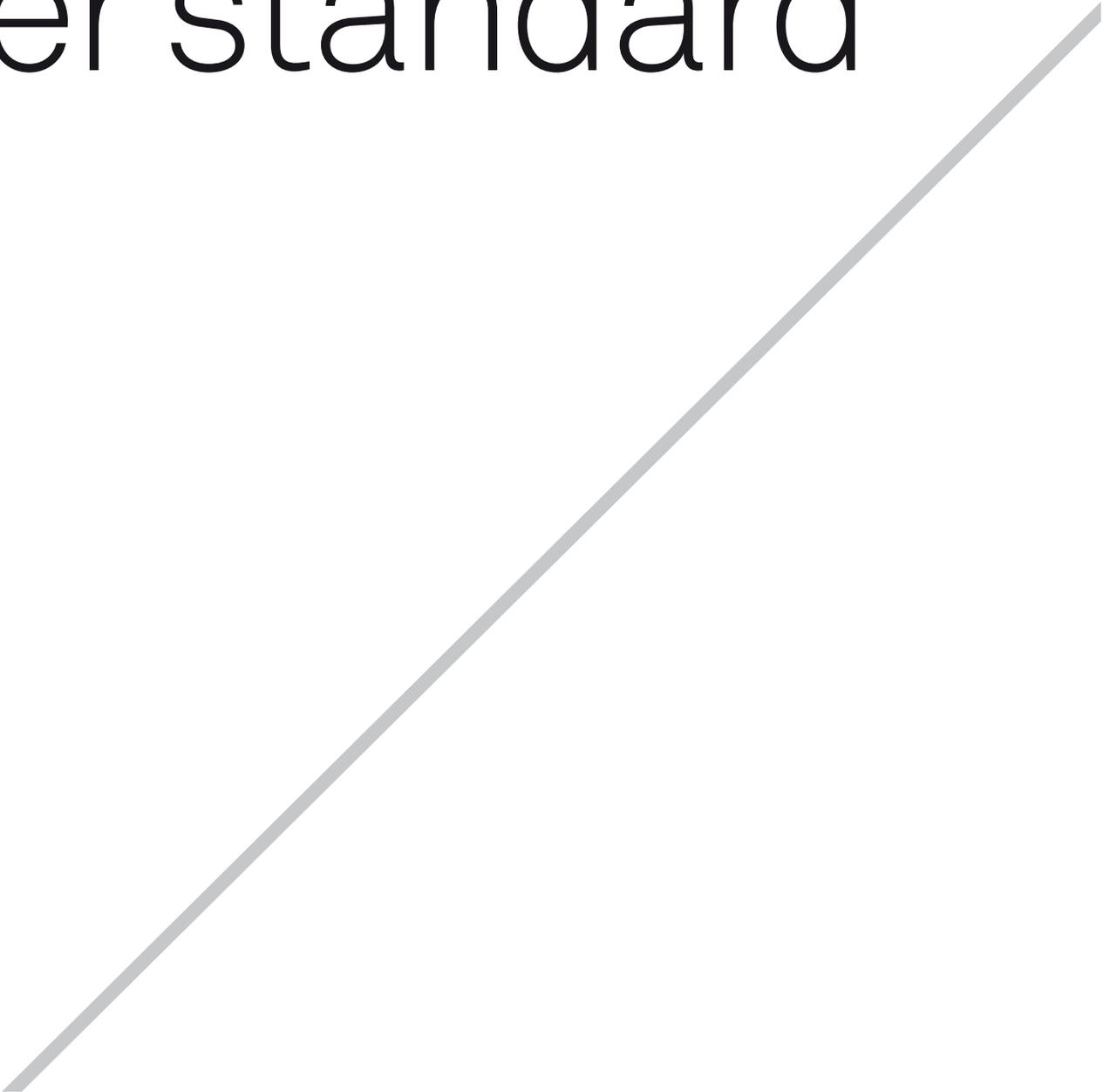
Plant sciences, and Social sciences. The organogram in appendix 4 constitutes a visual presentation of the WU structure.

3.3 / Key figures (reference date: 01.10.2011)

> Student numbers	Total number of students (2011)	7164
	Bachelor's students (2011)	3696
	Pre-master's students (2011)	93
	Master's students (2011) of which international students (2011)	3374
	PhD students (2011)	1686 (23,5%) 1500 (approx.)
> Programmes	Total number of programmes	46
	Bachelor's programmes (2011)	19
	Master's programmes (2011)	27
	English-language programmes (2011)	28 (all Ma + 1 Ba)
> Degrees awarded	Bachelor's (2010)	587
	Master's (2010)	1037
	PhD (2011)	196
> Research	Publications (2011)	3420
	Patents (2011)	31
> Staff	Total (2011)	2976 FTE
	Academic staff	1664
	Full professors ('hoogleraren')	128
> Financial data	Total budget (2010)	€ 291 million
	Work commissioned by third parties	€ 95 million

Chapter 4

Judgement per standard



4.1 / Standard 1: Vision of the quality of the education provided

The institution has a broadly supported vision of the quality of its education and the development of a quality culture.

A. Findings

Originally, the predecessor institutions of what is now known as Wageningen University focused on agricultural sciences. This scope has broadened to encompass first of all food and the environment, and more recently the role of human behaviour. WU's mission is "to explore the potential of nature to improve the quality of life." In its strategic plan 2007-2010, Wageningen UR focused on the domain "healthy food and living environment", which consists of three inter-related areas: food and food production, living environment and health, lifestyle and livelihood.

Until 2011, WU's vision on education was never explicitly described in one document, but many aspects of this vision were found implicitly in the educational framework, learning outcomes or other policy documents. Now, this vision has been elaborated as part of WU's strategic plan 2011-2014 and documented in "International education for a better quality of life". WU is committed to providing good education in its own "Wageningen style", based on three pillars: education should be relevant for society and industry, internationally orientated and inspiring for students.

These three cornerstones of WU's philosophy on the quality of education are translated in eight concrete objectives:

- > Offering multidisciplinary scientific education and research aiming at practical solutions for complex issues (the so-called Wageningen approach);
- > Providing education based on state of the art science, with researchers also functioning as lecturers;
- > Offering education with an internationally recognised quality, directed towards international content, for international students;
- > Cooperating with international partners in research and education;
- > Promoting an international organisation which attracts international students and staff and where they feel at home;
- > Offering students freedom of choice and supporting them to develop their own learning tracks, fitting their talents;
- > Promoting attractive high quality education through excellent staff, small scale education, a variety of teaching methods, an academic community and good facilities;
- > Designing feasible study programmes with adequate

guidance and support enabling students to achieve their degree in the required time.

Teaching staff, supporting staff and students are all involved in ensuring the quality of education at WU. This follows on from the principle that the core of quality assurance should be organised as much as possible at grass-roots level. Chair Holders, lecturers and Programme Committees know best how to improve the quality of course and programme contents and didactics. The Executive Board and the Board of the Education Institute stimulate quality assurance and oversee their evaluations in the annual Education Modification Cycle (see below, 4.4). The Student Council has the right of approval in matters of education policy.

B. Considerations

The panel acknowledges the existence of a vision on quality of education at WU and confirms that this vision is broadly supported. The many discussions during the three days of site visit with management, Chair Holders, teaching staff, support staff, students, and the professional field have shown that stakeholders are aware of this vision and share it.

It is very clear that the vision was not designed from scratch, but constitutes an explicitation and formalisation of what existed implicitly before and of what management, staff and students were living up to in the past. In fact, many interlocutors stated they see the need for such formalisation and welcomed the Critical Reflection which the university produced in view of this institutional audit.

The discussions during the two site visits have shown that WU's vision is not just a matter of well formulated and broadly shared intentions; the panel noticed that the vision and its components are effectively being delivered in the day-to-day practice of the university. Students are taught state of the art scientific knowledge by lecturers/researchers and are to become graduates according to the Wageningen approach: in-depth specialist in one discipline with some knowledge of the broader domain. Furthermore, the international dimension of the learning environment in WU is very much present in the university. Finally, the relatively small academic community allows for open access to staff, and quite some flexibility for students to organise their own learning tracks.

The panel has a similar opinion with regard to the quality culture at WU. Implicitly and to a large extent informally, WU has developed a quality culture over the past decades. The panel was surprised to learn during the discussions that WU

is using the Education Modification Cycle for about 15 years; its long history is not mentioned in the Critical Reflection. And then again, this does not come as a surprise if one takes into account the level of detail and precision with which interlocutors explained their respective roles in improving the education programmes: the panel has noticed a sense of quality among many interlocutors.

The panel supports WU's decision to break down its vision into objectives, but notes at the same time that these objectives are set without further operational goals or standards. Such an approach requires a system of checks and balances and measurable achievements, according to the panel, which means that objectives are accompanied by operational standards with performance indicators, that the baseline situation is set and that a monitoring approach is developed. In this way there would be a full vision cycle in which results are monitored and linked to the initial situation (baseline). The panel understands that not each objective can be operationalized to the same extent, nor that all objectives should be addressed right away. The panel was informed during the site visit that WU has already taken certain steps in this direction. The panel considers that prioritising some of the objectives for further elaboration is a feasible and acceptable way forward.

C. Judgement

The written information and the discussions on site have demonstrated according to the panel that WU has a vision of the quality of its education, that this vision is broadly supported by the bodies and individuals operating within WU, and that those involved in education are exponents of a quality culture, which develops permanently. **The panel therefore judges that Wageningen University meets standard 1, Vision of the quality of the education provided.**

4.2 / Standard 2: Policy

The institution pursues an adequate policy in order to realise its vision of the quality of its education. This comprises at least: policies in the field of education, staff, facilities, accessibility and feasibility for students with a functional disability, embedding of research in the education provided, as well as the interrelation between education and the (international) professional field and discipline.

A. Findings

In consecutive strategic plans (2003-2006, 2007-2010, 2011-2014), WU has described specific policies and projects

to achieve its vision and the resulting eight objectives (see previous standard). The panel endeavoured to cover the component parts of this standard through focusing its attention on the following issues:

- > the increase in student numbers,
- > the organisation and flexibility in education,
- > the tenure track system, the involvement of the professional field, and
- > the opportunities for students with a functional limitation.

Over the past ten years, it has been an explicit objective of WU to increase the student intake. In 2002, the intake was around 1000: 500 BSc students and 500 MSc students enrolling from outside WU. In 2010 the intake had doubled and for 2014 the goal is to have 2400 new students spread equally among BSc and MSc students. Notwithstanding growth, WU maintained a ratio of 15 students per full time equivalent of teaching staff. An increase in the number of students leads to an immediate increase in the available budget for the programmes.

In 2004 the education framework at WU was reorganised: all education structures were bundled in one Education Institute and all bachelor's and master's programmes were regulated by one educational framework. As of 2010, a major-minor structure was introduced under the "Towards Flexibility" policy, giving students more freedom of choice and the possibility to design a personal learning track. The entire first or second semester of the third bachelor year is dedicated to the minor, which may consist of courses in a different subject, a study period abroad or a placement. Minor courses provide students with an excellent opportunity to get acquainted with the principles and concepts of a discipline other than their major. In addition this education framework facilitates a multidisciplinary approach where students can choose courses all over the university and courses are shared by different programmes. The multi-disciplinary approach has been integrated in the learning outcomes of programmes and special elements such as the Academic Master Cluster were included in the study programme in order for students from various programmes to carry out multidisciplinary consultancy work in project teams.

Lecturers play a key role in the successful delivery of a study programme and in maintaining the relationship between education and research. WU strives for lecturers who combine research and teaching and learning in education. Permanent teaching staff ideally have a PhD and are members of one of the six Graduate Schools. This means that they have to meet strict criteria for research performance. Full professors are

encouraged to lecture in the BSc programmes, as well as in MSc and PhD programmes. In this way, students are in touch with researchers and research, and recent developments in science are incorporated into courses and programmes. This objective is translated in WU's human resource policy, where it introduced a tenure track system. Tenure track is a career progression system. It offers a career path from assistant professor to associate professor to personal professor within twelve years, based upon positive assessment every three years. WU promotes the combination of research and education and emphasizes the important role of teaching therein: education is funded in relation to the input expected from lecturers, there are annual bonuses of equal size for excellent research and excellent education, the selection procedure for Chair Holders weighs both education and research expertise, and performance in both research and education are discussed in the yearly performance and development interviews.

In its attempts to remain up-to-date with developments in society and science, WU is supported by External Advisory Committees, which exist for all study programmes. They discuss new developments and advise on learning outcomes and major changes in the study programmes. To strengthen the relations with society and industry, WU stimulates the start-up of (research divisions of) companies and institutes and assists entrepreneurs in the locality of the Wageningen campus.

Students with a functional limitation who register with the student counselling services are entitled to specialised study supervision and facilities which are adapted as much as possible to their individual circumstances. Students confirmed during the interview that buildings, lecture rooms and other facilities are accessible, and that good progress had been made recently with regard to the accessibility of the internet and intranet sites. Additional information provided by WU after the site visit shows that the Student Counselling Service was consulted roughly 300-400 times per year on a topic related to functional limitation. As individual students may have different consultations throughout the year, it is estimated that in 2011 around 200 individual students came to see student counsellors concerning a functional limitation, such as dyslexia, repetitive strain injuries or autism.

B. Considerations

The recent growth in student numbers has put a strain on the logistical organisation of education and the facilities at WU. However the university services are taking adequate steps to address the consequences of this growth. Students indicated

– and university management concedes – that the situation in terms of classrooms and housing is not perfect at present, but students also acknowledge the efforts WU is making in the plans to improve the situation: a new building will open in 2013 and reduce the strain on campus, student houses have been built and temporary rooms in various buildings are created to complement the (limited) offer of private housing in the city. The bigger student intake has not jeopardised the quality of education and special features such as small student groups within courses, high contact hours and approachable staff.

Until recently WU did not see the need to start a special programme for talented students. Nevertheless, government policy and students reportedly urged WU to reconsider this decision. The university will start a broader discussion in the near future, bringing the approach for the most talented students in line with its overall policy to reward high quality. The panel learned that a pilot programme has started, and suggests that WU reconsiders the rationale for a special programme and goes for a broader deployment of honours programmes and/or research masters. Students indicated to the panel that they are in favour of such programmes provided it will not negatively impact on the quality of, or resources allocated to, the regular programme provision.

The invariably positive statements during the discussions with regard to the flexibility in and the multidisciplinary approach of the programmes have convinced the panel about the way in which WU addresses the organisation of its education in one Education Institute. Students are to become T-shape graduates: in-depth specialist in one (vertical) discipline with some knowledge of the broader (horizontal) domain. Programmes have a clear structure, there is strong guidance and the learning track options are clear. Students are followed-up on an individual basis, where possible, but that does not mean that all students take individualised programmes. The discussions with various stakeholders, including students, also demonstrated to the panel that education is clearly embedded in research: lecturers combine research and education, professors are involved in lecturing and students are stimulated to perform research already in the bachelor's programme, when preparing a thesis. Furthermore, the panel welcomes the initiatives taken towards an equal valorisation of research and education and teaching and learning in recruitment, in performance and development interviews and in rewarding excellence. Finally, the panel learned during the interviews that the assessment strategy was well known in the different levels of the institution.

The panel supports the idea for a tenure track system: it is the right way to go, but the way ahead is still long. Newly appointed staff automatically join the tenure track system, however existing staff were given the choice to join the tenure track or keep their earlier appointment. The university should have a clear policy on the options available to staff who decide not to join the tenure track. Furthermore, the panel learned during the discussions that people with an industry background have experienced difficulties in entering the system as their experience does not count in terms of credits. The panel therefore suggests that WU include provisions in the system that take account of the previous professional experience of newly hired staff. If the university continues to adhere to the strict system of tenure track as it is currently in place, then it risks losing out on an important group of people who can bring added value to the education and research activities. WU management informed the panel that there are alternative mechanisms in place or evolving for people with an industry background, but these are outside the tenure track.

According to the professional field, the reputation of WU is good. However, there is room for improvement in so far as the involvement of and engagement with the professional field is concerned. During the site visit, WU provided the panel with an overview of the external advisory committees: while there is one for each programme, their composition and degree of activity is very different. The panel would welcome a more streamlined approach towards these committees involving them actively and systematically in the discussion on new programme developments and other initiatives.

An important step in WU's education policy was the merger with the Van Hall Larenstein University of Applied Sciences (VHL) in 2005. The aim was to combine the academic and the professional pathway in one organisation and give students the opportunity to change between these paths. The cooperation so far did not result in new common study programmes or specific transfer tracks as envisaged at the time of the merger. About 10% of VHL graduates continue their studies at WU, but this transfer happens mainly after obtaining a bachelor's degree. The panel acknowledges the reasons given by the WU management for the limited success until now, which relate to differing views on the orientation of the transfer tracks and the focus of VHL on internal merger and strategy processes. There is room for creating more synergy and the opportunities for such synergy should be seized, where possible. However, the panel wants to emphasise that more synergy and a broadening of the cooperation within Wageningen University and Research Centre (Wageningen UR) should not curtail or

prevent cooperation with other universities of applied sciences.

The panel acknowledges that services are available for students with a functional limitation and welcomes the recent improvements mentioned by the service staff and confirmed by the students. Nevertheless the panel considers that the current policy document needs updating and the policy instruments require regular monitoring. The panel learned that there is a Committee for Facilities for Individuals with a Functional Limitation but that it is largely dormant without further information whether it will be revived, abolished or replaced. There is definitely a need to do more than what is on offer right now, as indicated by the fact that students have recently set up a platform to support their own cause. Furthermore, students indicated that provisions are not easily accessible for those who acquire a disability / functional limitation during their studies at WU.

C. Judgement

The panel acknowledges the existence of many policies and policy instruments, which are rooted in WU's vision on the quality of its education. The Critical Reflection described what was going on under the different policy headings, while the different interviews during the site visits explicitated some of these policies and indicated the stage of their respective advancement. Overall, WU has demonstrated according to the panel that it pursues an adequate policy in order to realise its vision. In many cases the policies are well articulated. In other cases the policies still need to be articulated further as policy directives. **The panel therefore judges that Wageningen University meets standard 2, Policy.**

4.3 / Standard 3: Output

The institution has insight into the extent to which its view of the quality of its education is realised. It gauges and evaluates the quality of its programmes on a regular basis, among students, staff, alumni and representatives of the professional field.

A. Findings

WU uses several instruments to monitor its education programme provision and its educational policy. For this assessment, the panel has looked into a number of these instruments and focused the discussions on the degree to which performance is measured and monitored, and the extent to which the results of these measurements are analysed and documented.

After each course, all students who registered for particular courses or programmes are requested to evaluate it. Questions focus on the quality of the course content, didactics, the assessment, the quality of teaching, overlapping or missing links with other courses, etc. Upon completing the first year of the bachelor's programme and the full bachelor's or master's programme, students are asked to fill in a questionnaire about the level of difficulty of the programme, its structure, scheduling and study advice. WU students also complete the annual National Student Survey (for all students studying in the Netherlands) and the biannual International Student Barometers (for international students). These surveys ask about programme quality, staff, facilities, etc. The NSE survey forms the basis for the rankings in the 'Keuzegids Hoger Onderwijs' (selection guide higher education). Students rate WU highly and the results are reportedly consistent with the scores students feedback in the internal WU evaluations.

At course level, the contact person for that course is responsible for the course quality and the professionalism of the lecturers. The contact person usually leads the team of lecturers, coordinates the course, and manages day-to-day activities with regard to the education of that course. The contact person works closely together with the examiner who is specifically responsible for the quality of assessments and interim exams. The examiner is aware of the learning outcomes and their translation in the course structure.

The results of the student evaluations are discussed during the yearly performance and development interviews (PDI) which staff are supposed to have with their managers. By 2010, 85% of staff should have participated in these annual PDI, but this target proved too ambitious for some managers in WU. Nevertheless, staff and their managers claimed that performance interviews were held almost everywhere, but conceded that in certain cases the report of these PDI may not have found its way to its dedicated location on the intranet.

The outcome of the PDI in turn forms part of the three-yearly evaluation of scientific staff following tenure track. At the end of 2011, 48 new members of the scientific staff were appointed in tenure track position, while 42 members of the existing staff decided to enter tenure track.

The Education Monitor is an annual report with figures on student numbers and study success in the study programmes. Every two years WU participates in the WO-monitor, a questionnaire is issued approximately one year after graduation.

Every five years WU sends a questionnaire to all WU alumni. Questions focus on employment status, current and previous jobs, the relation between jobs and education, etc. In the most recent (2009) alumni survey of the WO-monitor, alumni were positive about the embedding of research in education, the development of research competences and the knowledge of lecturers.

In addition to student evaluation, WU is currently in the process of preparing critical reflections for those study programmes for which accreditation terminates at the end of 2013. Each of these reports includes input from external advisory committees on programme learning outcomes and the quality of graduates. Recently, WU started international peer reviews to evaluate the scientific level and contents of a course or a cluster of courses. These reviews started on a voluntary basis and aim for a six-yearly review cycle. In recent discussions with the Chair Holders of the departments, the Rector asked and received their commitment to carry out peer reviews more systematically and generally.

B. Considerations

The panel acknowledges the many instruments which WU uses to measure the results of its policies and the quality of its programmes. Very often systems that are currently in place describe the degree of policy realisation. The panel takes note of these systems and of the amount of information collected, but considers that data and their analysis are not always exploited to the utmost: formal data sets or measurement criteria could be highlighted and processed (more) and form part of an analysis of trends and identification of any issues both positive and negative.

Programme appraisal is central to WU's quality assurance system. The scores are included in the discussions during the PDI's. The panel considers this good practice but is concerned that only 45% of students complete such appraisals and only 65% of staff at this moment had PDI's. These percentages should increase, even though the panel realizes that enhancing student response might prove difficult. Moreover, the panel considers it necessary to look for alternative sources of programme appraisal, for example peer-review by external/foreign lecturers and also by the professional field. These reviews are underway but the panel encourages the institution to speed up the number of courses that are peer-reviewed and to increase the frequency of external advisory committee meetings and points of engagement. The input of alumni and the professional field and peers could be made more systematic and formalised.

WU has a good quality culture overall, but it requires a more formal and operational approach now. So far there has been too much reliance on student satisfaction feedback and rankings, which do not guarantee quality in all its dimensions and are in fact proxies for a more comprehensive system. The panel learned that there is more to QA than what was mentioned in the Critical Reflection document. At institutional level there has been no reflection on the (impact of the) significant changes adopted recently, e.g. academic year structure. The panel suggests that WU continues on the QA path chosen and adequately implements this, thereby including performance indicators. This can build on the already existing good quality culture.

The panel agrees to the critical reflection which WU made on its own results and measuring: WU gets fairly high scores on a wide range of aspects surveyed in different evaluations organised internally and externally. WU furthermore uses many instruments to measure its achievements and progress. The results of these measurements are, however, not always easily retrievable for those who are interested or involved, and not combined in overall analyses.

Finally, the panel was surprised by the fact that some information was not readily available but had to be produced specifically for the panel: this has been the case for staff numbers (individuals, not FTE), staff profiles (academic versus non-academic) and their level of appointment (assistant, associate, full professor, etc.), as well as for the number of students with a functional limitation that are registered with the university services to receive additional support.

C. Judgement

The information in the Critical Reflection and other supporting documents has demonstrated according to the panel that WU disposes of a set of quite some useful instruments to measure the results of its policies and the quality of its programmes. The discussions on site have convinced the panel that WU sees the need and is on track towards an increasingly systemic and formalised overall instrumentation to this end.

The panel therefore judges that Wageningen University meets standard 3, Output.

4.4 / Standard 4: Improvement policy

The institution can demonstrate that it systematically improves the quality of its programmes wherever required.

A. Findings

Over the years, WU has developed the annual education modification cycle (EMC) to improve and adapt study programmes. This instrument challenges and facilitates Programme Committees and chair groups to revise education on a regular basis. The EMC consists of an annual review procedure whereby new policies are noted, signals from the (education) surroundings and results from the evaluations are translated into changes in the content of the courses and the study programmes. The Executive Board is responsible for the general framework and the overall budget for education. The Board of the Education Institute allocates annual budgets to the study programmes and decides on proposed changes to the study programmes. It implements the Executive Board's policies and reports the decisions taken in the EMC to the Executive Board. The Programme Committees propose adaptations or modifications for the study programmes for which they are responsible. They work in close cooperation with the Chair Groups who offer the courses and are responsible for the content and quality of the courses and for the quality of the lecturers. They propose changes in the content, the incorporation of new scientific developments or new teaching methods for a course. When course evaluations give reasons for action, the programme director starts the improvement process together with the Chair Group. The Examining Boards evaluate courses and programmes with respect to the assessment strategy and the (interim) exams. They appoint the examiners, check the level, validity, transparency and reliability of the interim exams (courses) and final exams (programmes).

The performance and development interviews (PDI) are an instrument to support career development and remuneration. The annual interview is an opportunity for dialogue between the employee and the manager about past performance, expected performance in the future, the development of competences and the evaluation of the coaching performance of the manager. To improve teaching quality, course evaluations including the student appreciation of the lecturers are sent to the Chair Holders. The results are discussed in the PDI and may lead to corrective measures, such as additional training courses or a university teacher qualification track.

The facilities at WU contribute to providing an inspiring education for students and staff. The department of facilities and services is responsible for the care and maintenance of the buildings and services. Every two years a customer survey is held among Wageningen UR staff to measure the appreciation of the services and buildings. Student opinion is measured in the regular national and international surveys.

The survey results are discussed at several meetings and used by the responsible manager to adapt and improve services. Based on previous results (from 2008 and 2010), performance indicators for 2014 have been focussed on issues such as building maintenance, intranet information, ICT services and educational support facilities, etc.

B. Considerations

The panel considers that WU pursues an active improvement policy that contributes to the quality culture in the institution. The panel was surprised to hear that the Education Modification Cycle (EMC) exists already for 15 years: this should have been mentioned in the Critical Reflection because it confirms WU's long-standing track record on quality assurance. The discussions on site confirmed the panel's initial consideration that the EMC is a very useful tool. The panel learned that most programme modifications can be addressed through a one-year cycle. Nevertheless, there are instances where a longer-term view is adequate (not all programmes should be reviewed entirely every year) or where operational changes cannot wait one year to be incorporated. The panel notices that the institution is aware of these limitations.

Whilst the panel considers that the systematic improvement of programme quality is well organised at WU, the system would nevertheless benefit from a stronger involvement of external stakeholders. This concerns first of all the professionals in the external advisory committees, but also the alumni (association): according to the panel they should play a more active and systematic role in the EMC. Furthermore, it seems that the management is not always using the contacts of individual professors to strengthen the ties with the external world.

The panel welcomes the PDI as an important instrument to focus attention on the performance, development and employability of the staff. It is surprised about the relatively low uptake of the interview until now and recommends WU to ensure that interviews are held and documented systematically. The performance indicator of 85% by 2014 is low: WU should strive for (near) total staff coverage.

C. Judgement

The written information and the discussions on site have demonstrated according to the panel that WU in general and the different education actors in particular pursue an active improvement policy with regard to the quality of its programmes. **The panel therefore judges that Wageningen University meets standard 4, Improvement policy.**

4.5 / Standard 5: Organisation and decision-making structure

The institution has an effective organisation and decision-making structure with regard to the quality of its programmes, which clearly defines the tasks, authorities and responsibilities and which encompasses the participation of students and staff.

A. Findings

The panel selected WU's decision-making structure as an object for audit trail during the site visit. The organogram and a short description of each player are provided in appendix 4.

As previously mentioned, WU has only one faculty with about 1000 teachers and 7000 students. All education structures are bundled in one Education Institute and all bachelor's and master's programmes are regulated by one educational framework. The Executive Board, within a clear remit, delegates its responsibilities for curriculum development, quality improvement and funding of study programmes to the Institute's Board.

The decision-making structure at WU obeys the Higher Education and Scientific Research Act. On education the Executive Board takes responsibility for both framework and policies, with the involvement of the Student and Staff Council. The operational translation of these policies into the content and quality assurance of study programmes is a responsibility of the Board of the Education Institute with the Programme Committees in an advisory role. The design of the content and quality of the overall study programmes is a responsibility of the Board of the Education Institute. In principle, the content of courses requires approval of the Board. In practice, the Board leaves this, within the context of the approved curriculum, to the Programme Committees. The content of a course is developed, fine-tuned and agreed through a process involving both the Chair Holder (in practice the lecturers) and the Programme Committees (in practice the Programme Director).

The members of the Executive Board and the Managing Directors of the Sciences Groups form the Board of Directors and they meet once every two weeks. It is the opinion of the panel that this is a very important body though formally it only has the modest role of co-ordination between the Sciences Groups and an advisory role re envisaged decisions by the Executive Board. The Board of Directors has no formal role (nor advisory nor operationally) with respect to the content of the study programmes and the quality of the programmes. The Managing Directors, however, have a management

responsibility in terms of academic and financial performance of the groups and are therefore responsible for the didactic and scientific quality of lecturers.

The Education Institute is positioned across the five departments of the university. Chair groups are clustered within departments with 11 to 21 chair groups each. The departments are part of five Sciences Groups, of which the managing director reports to the Executive Board. The primary task of the departments is the overall management of the chair groups and their staff in terms of academic (research and education) and financial performance.

The design of the content and quality of the overall study programmes is a responsibility of the Board of the Education Institute. The Institute decides which Chair Groups to be involved in the courses within the study programmes. The Board of the Education Institute reports to the Executive Board on these responsibilities for BSc and MSc programmes, primarily being quality assurance and demand-oriented programming. In practice this happens once a year through its annual report which covers one Education Modification Cycle. For both the Sciences Groups and the Education Institute, the Executive Board sets the (strategic) framework or policy (for example on quality and financial budgets). The Executive Board, Sciences Groups and Education Institute are supported by Concern Staff and Facilities and Services, both in terms of advice on framework/policy and providing operational services.

The Admission Committees are positioned at the level of Examining Boards, Managing Directors and Board of the Education Institute because they work under the administrative responsibility of the Executive Board. In practice, however, the members of these Committees are the Programme Directors who respond to the Director of the Education Institute.

Policies with respect to functional limitation are set by the Executive Board with approval of the Student Council. In preparing measures supporting students with functional limitations, student counselling plays an important role. The policies of WU are in line with the legal provisions laid down in the Higher Education and Scientific Research Act and the Law on Equal treatment with respect to handicap or chronic disease.

B. Considerations

The panel decided to select WU's organisation and decision-making structure as an audit trail because the information provided by the Critical Reflection was incomplete and not

clear in all aspects while the discussions during the first day of the site visit did not really change this. The panel needed more and better information and requested the WU Executive to provide this.

Another reason for an audit trail on the organisation and decision-making structure was the impression of the panel that neither the implementation and follow-up of decisions, nor the monitoring of the impact of decisions seems to take place in a systematic way. There has been – and continues to be – a lot of informality, notwithstanding the growth of the student (and staff) population and the change in culture. The information at hand after the first day of site visit did not allow the panel to ascertain that the Executive Board was really in control of implementation, nor how they were supposed to be in control.

In preparation of the second site visit, WU management elaborated on the relevant sections of the Critical Reflection document and updated the table with policies, decision-making bodies and responsibilities. During the second visit, the panel met with representatives of the different bodies. The new version of the document provided by WU was a significant improvement over the first version and indicated to the panel that WU is working on its organisation and evolving decision-making procedures. The meetings then confirmed the positive impressions the panel gathered from the new document.

Although all interlocutors agreed that the system is complex because of the matrix organisation structure, they also all conceded that it is effective and working well. Just as the Critical Reflection had provided an overall view on the institution, the new document and the table on the decision-making structure were welcomed by the WU representatives the panel met during the second visit. The panel considers the organisation to be effective, including typical Wageningen ingredients.

The transition from an informal to a formal system has started but is not yet finished. It incorporates a significant change in culture, which is not easy to accomplish but is confirmed by most interlocutors as absolutely necessary given the size of the university. The panel agrees that the transition is necessary, but appreciates that it should not be carried to the extreme, because otherwise it will become counter-productive. A process of change in organisational culture takes time and will require further attention. The panel suggests WU to continue making documents available in user-friendly format.

The panel found in several sessions that staff-student and examining bodies were more pro-active than the document

indicated. This pro-activity should be stimulated and actively supported, according to the panel, in particular the efforts to sharing good practice. Students and staff are involved not only at the management level of the university, but also in the Board of the Education Institute.

The panel considers that the Board of Directors should be given the high level attention it deserves. Formally it is a consultative body that does not feature in the WU organogram. Composed of the three Executive Board members and the directors of VHL and the five science groups, it meets every two weeks to counsel the Executive Board. It may be illustrative that a picture of the Board of Directors features in the strategic plan 2011-2014.

Finally, the panel noticed in its various meetings that the Rector is a very visible person in a variety of roles at WU. He is the 'spider in the organisational web'. Whilst it is positive to have such a central personality, the continuity may be vulnerable in case of unforeseen circumstances or calamities.

C. Judgement

The panel confirms that the explicit attention to WU's organisation and decision-making structure as audit trail during the second site visit has brought new insights and has done away with its initial reservations on this issue. The newly provided information indicated to the panel that WU has an effective organisation and decision-making structure. The meetings then demonstrated that these structures – and the individuals represented on the bodies concerned – enable WU to realise its vision, policy, output and improvement policy in a coherent way. **The panel therefore judges that Wageningen University meets standard 5, Organisation and decision-making structure.**

4.6 / General judgement

Based on its vision of the quality of the education provided, the board of the institution has implemented an effective quality assurance system, which enables it to guarantee the quality of the programmes offered.

The panel has indicated in previous sections that WU is meeting all individual standards of the institutional quality assurance assessment. **It therefore assesses positively the institutional quality assurance system in place at Wageningen University.**

Chapter 5

Distinctive feature institutional internationalisation

5.1 / Standard 1: Vision

The institution has a clear and shared vision on internationalisation, which is supported by stakeholders within and outside the institution and which is linked to the quality of its education.

A. Findings

The international orientation of WU has its roots in Dutch colonial history. Wageningen graduates were active in the former colonies, and later on they were involved in development cooperation and capacity building in developing countries. Internationalisation has been an integral part of WU's strategy and policy right from the start of the institute in 1918, albeit implicitly rather than explicitly for many years.

WU considered it important to underpin the international orientation of the university with a clear, transparent and broadly supported vision on why and how the institution wishes to operate internationally. This is why internationalisation is addressed in the education and research strategies of the 2007-2010 and 2011-2014 strategic plans.

The additional document for the assessment of the distinctive feature institutional internationalisation refers to the overall vision of WU according to which a true international university should be characterized by education and research aiming at international themes, a population of international students and staff, and a setting that welcomes the diversity of many nationalities and cultures.

This vision is linked to the overall vision of WU on the quality of education in its own "Wageningen style": education should be relevant for society and industry, internationally orientated, and inspiring students. The pillar internationalisation is further broken down in three objectives: (1) Offering education with an internationally recognised quality, directed towards international content, for international students; (2) Cooperating with international partners in research and education; (3) Promoting an international organisation which attracts international students and staff and where they feel at home.

Within science and education WU reflects on international, global challenges and developments. WU stands for an integral approach that enables it to link science with society and industry; capacity building with scientific research; and technical expertise with socio-economic expertise. WU strives to collaborate with scientific organizations, international financing organizations, industries, governments and

non-governmental organisations active in or close to the WU fields of learning.

WU has the ambition to be a global player in its domain, with an international position and profile which is visibly reflected in the quality of education and research programmes; the staff and student population; the cooperation with international partners in international networks; initiatives and projects and the position in international rankings.

B. Considerations

The documentation provided by WU for the assessment of the distinctive feature internationalisation has shown to the panel that the institution has a clear vision on internationalisation, which is furthermore underlined by the findings above.

The discussions on site demonstrated in an inspiring way that there is ownership of this vision at all levels of the university, including among external stakeholders such as the professional field. The panel noticed clearly that those directly and indirectly involved in education and management of the university were not only informed of the vision, but also shared, internalised and expressed in their day-to-day work the above-mentioned features of a true international university.

The panel found that internationalisation is an organic part of the university. WU's vision on internationalisation is neatly interwoven with its overall vision on the quality of education. In this respect, the panel's considerations in section 4.1 on the overall vision of the institution also apply to the specific aspects of internationalisation. The vision on internationalisation was put to paper recently, but is not new: it is a formalisation of what existed implicitly before and of what management, staff and students were living up to in the past. This also applies to the link between vision and quality of education: internationalisation is an integral part of WU's quality culture and quality assurance system.

Finally, as a side remark the panel would like to warn of a certain risk in WU's internationalisation endeavour. This risk refers to its significant traditional role in serving developing countries which might be overwhelmed by too strong an emphasis on excellency in research.

C. Judgement

The written information and the discussions on site have demonstrated according to the panel that WU has a vision of internationalisation, which matches the university's ambition in this area and is shared by the bodies and individuals

operating within WU. **The panel therefore judges that Wageningen University meets standard 1, Vision.**

5.2 / Standard 2: Policy

The institution's policy enables the realisation of its vision on internationalisation. This policy includes at least the following elements: "international and intercultural learning outcomes", "teaching and learning", "staff" and "students".

A. Findings

For many years, aspects of internationalisation were implicitly part of WU's policy-making. Since 2007, internationalisation is more explicitly present in the strategic plans and in a number of projects to enhance the goals of the strategic plan, such as English as the institutional language, recruitment of international staff, tenure track, towards flexibility, distance learning, etc.

Almost all study programmes focus on issues with an international or even global character. Some programmes, such as International land and water management, have a stronger international orientation than for instance biology. The minimal objective in every study programme is anyway that graduates are able to work in an international environment and are used to a multicultural setting.

The content and scope of the programmes are defined in the learning outcomes. WU is in the process of reformulating the learning outcomes of all study programmes according to a common framework. In the 2010 guidelines for the development of these learning outcomes, the criterion "awareness of the international context" should be taken on board. In the bachelor's programme Environmental Science, for instance, one learning outcome states that "the graduate is expected to function effectively in multidisciplinary teams dealing with research, policy development or management of environmental issues even in a tight time frame and an international setting."

Since 2005, all Wageningen graduates should be aware of the international context: bachelor students should know about the international context of the subject in terms of both content and social-cultural aspects, while master students should be able to operate independently in an international context. One way to be aware of international issues and the perception of these issues in different cultures is to have an international classroom, where the experience of students from different countries can be shared. In the master's

programmes lecturers use the experience and background of the international students in their courses. Furthermore, the Academic Master Cluster gathers students from different programmes and nationalities to work on a project thereby addressing the multicultural skills of both students and staff.

Since 2002, all master's programmes and the last year of the bachelor's programmes are taught in English, which provides ample opportunities to welcome students from abroad and facilitates the international classroom. It requires English proficiency of the lecturers, which is assessed in student course evaluations, discussed in Performance and Development Interviews and, when necessary, improved by language courses. WU also organises a course "Lecturer in an international context", which is also a module for the University Teacher Qualification.

Students are stimulated to complete part of their study abroad. In addition to internships of thesis preparation in the master's phase, the mobility of bachelor students is promoted through scheduling the fifth semester as a block period of free choice.

For some time now, individual distance learning courses have been designed and offered, e.g. as a required entrance course or as an 'appetizer' to enter an MSc programme. Since 2007, opportunities for full programmes are explored and in 2011, the Executive Board approved the model and supplied funding to develop two master programmes in distance learning, which will be part of the accredited campus programmes and in a blended form: courses in distance education, but practice and other activities in Wageningen. WU is furthermore considering the opportunities offered by Open Educational Resources (OER) and will develop a policy on OER in combination with the development of distance education.

WU wants to attract students from all over the world. In order to get a more balanced international population, student recruitment focused on the intake of non-Dutch students from Europe: in 2010, 290 (non-Dutch) European students enrolled and the aim is to have 400 new (non-Dutch) European students in 2014, i.e. 30% of the new student population. Currently (October 2011), 23.5% of students at WU are non-Dutch, representing over 100 nationalities worldwide.

WU also wants to attract staff from different nationalities as according to WU "it contributes to the international character of the university and to the quality of our staff." The tenure track offers career possibilities which are attractive to inter-

national staff. Furthermore, recruitment is carried out through international media such as websites and scientific journals.

WU strives for a strong international position, focusing on partnerships, internationally recognized quality and a high position in international rankings. Apart from strengthening WU's profile internationally, the international profile is also promoted within the Dutch education system, as this application for the distinctive feature internationalisation shows and the request to carry out the QA institutional audit in English.

In 2012 about thirty focus countries, and among those, about ten priority countries will be identified for preferential treatment in terms of cooperation, student recruitment policy, tuition fee waivers, research, or public-private partnerships. Currently, WU cooperates with many universities and institutions all over the world and on a variety of organizational levels: university, science group, study programme, chair group or individual staff member. According to WU this cooperation is to be more focused, in line with the focus country policy, on international universities and research institutes which have a prominent position in their domain. As a consequence, the rules for putting down arrangements in formal partner agreements, especially Memorandums of Understanding, have been sharpened.

An important part of being an international university is to have a genuine international culture in the organization which attracts international students and staff and makes them feel at home. WU considers all students, the Dutch included, as international students. The activities organized (for instance introduction days) and the facilities offered must be open and attractive for all students. Reactions from international students indicated that in certain cases they do have special needs and expectations. In 2009 an International Office unit was created within the Student Service Centre, dealing with a wide range of tasks for international students such as the application process, admission, visa, travelling, financial arrangements, and accommodation.

B. Considerations

The panel acknowledges that there are a lot of policy instruments in place, which derive from the vision. Some of these instruments, however, are still evolving in terms of the precise policy detail. In this respect, the panel agrees with the statement in the additional information document that for many years aspects of internationalisation were implicitly part of WU's policy-making and that the 2007-2010 Strategic Plan made this internationalisation policy more explicit.

The formal integration of internationalisation in the learning outcomes of the different programmes has started but needs improvement and completion. All programmes reportedly are truly international in spirit (and this has been confirmed to the panel by interlocutors from a representative sample of programmes), but until now not all programme executives considered it a priority to formalise the international dimension/objectives in/of their programme in the learning outcomes. The panel welcomes WU's intention to rephrase, where needed, the learning outcomes to formally include reference to the international aspects of all programmes. This formalisation will ensure the institutional management that all programmes truly assess the minimal institutional set of international and intercultural learning outcomes.

The internationalisation policy with regard to teaching and learning consists of a broad range of policy instruments, which all contribute to realising WU's vision on internationalisation. Certain instruments are fully developed, according to the panel, such as the content of study programmes, the flexibility to include international mobility in the programmes, and the international classrooms.

The panel confirms that WU has a clear policy in place to attract students from all over the world and supports the institution's admission procedure setting strict but clear conditions for admission. The panel recommends that WU should have a procedure in place to ensure that a fast growing number of qualified applicants from emerging economy countries would not jeopardise the intended geographical balance among the student population.

The panel sees added value for WU in expanding the existing offer of online education (called 'distance education' by WU). In this way, WU could reach out to many more students in developing countries, who otherwise would not enrol at WU because of the reduced number of scholarships. In the same (international) context the panel thinks it to be remarkable that WU does not yet have a policy for the use of OER.

The panel does not understand why WU sets such a low performance indicator (7%) for the recruitment of international staff by 2010. In reality, the percentage of foreign staff is much higher (reportedly around 19% for the university and 10% for the overall organisation). The panel supports the efforts of WU to establish the tenure track system, but at the same time recommends the institution to avoid an absolute and rigid application of the system, for example, by allowing a certain part of the tenure track positions to have slightly

different profiles. What is very difficult in its current set-up could then become possible, namely that potential university staff currently at work in developing countries could enter and move through the system successfully. This could similarly (although with another profile) apply to staff with a professional background in the developed world or from emerging economy countries.

The panel acknowledges the considerable efforts of the institution to have a strong international position. WU is member of two international networks, the Euroleague for Life Sciences and the Global Alliance for Food Security Research. Furthermore, WU has over 150 exchange partners in more than 25 countries across the globe, bilateral partnerships with institutions in 20 countries, and signed about 50 Memorandums of Understanding. The panel supports WU's decision to formalise and standardise the regulations for entering into formal collaborative partner agreements, such as Memorandums of Understanding, and to establish central management and monitoring and reviewing arrangements periodically including the use of the recently established central database of all partnerships.

C. Judgement

The written information and the discussions on site have provided the panel with a clear picture of how WU's policy enables the realisation of its vision on internationalisation and how internationalisation is embedded in all policy domains affecting staff, students, teaching and learning.

The panel therefore judges that Wageningen University meets standard 2, Policy.

5.3 / Standard 3: Realisations

The institution can demonstrate the extent to which its policy is realised.

A. Findings

Study programmes all focus on international themes and international settings, although the extent of the international dimension differs per programme. Not all programmes have learning outcomes that formally express the international or intercultural dimension because internationalisation is considered an integral part of the programme. The institutional audit process and especially the assessment of the distinctive feature internationalisation made WU aware of the discrepancy between the way outsiders expect the phrasing of the learning outcomes and the institution's own perception.

Where necessary, the learning outcomes will be rephrased in the forthcoming Education Modification Cycles.

WU attracts many international students, according to the Education Monitor: 7% of the influx of bachelor students and 47% of the influx of master students are international. Just over 10% of all foreigners studying in the Netherlands, are enrolled at WU. In addition, more than 300 exchange students are attending WU. Finally, about 60% of PhD students are non-Dutch. International students at WU represent more than 100 different nationalities. The 2011 Education Monitor showed positive results regarding the growing number of foreign student intake. In 2011, about 750 non-Dutch students enrolled for the first time; about 300 of them were European, which is much more than the envisaged target of 125.

The WO-Monitor 2009 showed that 53% of the 2008 WU graduates followed an internship abroad and 14% followed courses abroad, which is significantly higher than the respective percentage (20% and 10%) of students at other Dutch universities.

In the International Student Barometer (2010), international and national students value education at WU highly. WU gets the best scores on the quality of the lectures, virtual learning, teachers, technology, research, learning support, employability and work experience. In the National Student Survey, WU scores above average on the four questions that are especially addressed to the international students.

In 2011 approximately 150 non-EU students obtained a scholarship for their study at WU. The scholarships are in the form of (partial) waivers for the institutional tuition fee. In 2010-2011, 233 students enrolled with a scholarship from the Netherlands Fellowship Programme.

The percentage of university staff with a non-Dutch nationality increased from 13.6% in 2008 to 19.1% in 2011.

In December 2010 the Board adopted the recommendations of a working group formulating a policy for optimum availability of data for rankings, taking into account the type of ranking, the availability and management of data, the method of data transmission and the accuracy and consistency of data. Monitoring of citation indexes of WU researchers improved, as well as the way in which WU is mentioned in publications. In addition, the working group defined feasible positions for WU in a number of international rankings.

B. Considerations

The information in the Critical Reflection and the additional documents prepared by WU for the panel assessment on internationalisation describe a wide range of instruments which are in place at WU to measure and describe the degree to which aspects of internationalisation policy are realised. The panel takes note of these systems and of the amount of information collected, but considers that data and their analysis are not always exploited to the utmost: formal data sets or measurement criteria could be highlighted and processed (more) and form part of an analysis of trends and identification of any issues both positive and negative. This is identical to the institutional consideration given in section 4.3.

The panel wants to refer here to the other considerations in section 4.3 as well which in general also hold specifically for internationalisation. This implies that the judgement for this standard can be derived from the judgement in the institutional assessment of standard 3.

Finally, as a side remark the panel would like to underline that the International Student Barometer is an important instrument to measure student perception on internationalisation of the institution. However, it is not an appropriate instrument to measure the progress and effectiveness of the specific internationalisation policies. To that end, the panel recommends that WU formulate more specific targets and a clearer operationalization path.

C. Judgement

The information and the discussions on site have demonstrated to the panel that WU disposes of a set of quite some useful instruments to collect and process management information with regard to the implementation of the elements included in its internationalisation policy. The discussions on site have convinced the panel that WU sees the need and is on track towards an increasingly systemic and formalised overall instrumentation to this end. **The panel therefore judges that Wageningen University meets standard 3, Realisations.**

5.4 / Standard 4: Improvement strategy

The institution can demonstrate that it has included internationalisation in its internal quality assurance system.

A. Findings

The Critical Reflection document contained a description of WU's quality assurance system and the instruments that are

in place to make the system work. Because internationalisation is an implicit and integral part of the organisation, in all instruments some aspects of internationalisation are measured or reviewed.

This is the case, for instance, for the course evaluations and the programme evaluations which contain questions about the lecturers' proficiency of English and the multicultural aspects of the programme. Furthermore, both the National Student Survey and the International Student Barometer contain questions about international and multicultural aspects, facilities for international students etc. and the scores are followed up actively by WU. The Annual Education monitor features information tables with the nationalities of the student intake per programme and for the whole university, and the quarterly human resources reports to the Executive Board report on the share of international staff.

As mentioned above under 5.2 and 5.3, WU has used its Education Modification Cycle to rephrase the programme learning outcomes to include reference to international aspects, and will continue to do so for those programmes that are yet to feature internationalisation in their learning outcomes.

B. Considerations

The panel understands that internationalisation is truly incorporated in WU's organisation: in all instruments some aspects of internationalisation are measured or reviewed. The panel has therefore not looked into a specific approach for internationalisation in WU's internal quality assurance system, but confirms – based on the information from the institutional audit as presented in section 4.4 above – that internationalisation indeed forms an integral part of the improvement strategy which is in place at institutional level.

C. Judgement

Given the above consideration, **the panel judges that Wageningen University meets standard 4, Improvement strategy.**

5.5 / Standard 5: Organisation and decision-making structure

The institution has effectively integrated internationalisation into its organisation and decision-making structure.

A. Findings

Internationalisation has always been an inseparable part of WU's culture and organisation. It is embedded throughout the

organisation and decision-making structure, and has been there already for many years.

Yet, two additional findings are relevant to mention here. The first one concerns Wageningen International (WI) which is an organizational unit within Wageningen UR that facilitates the development and implementation of the international strategy, increasing the international portfolio and the enhancement of the turnover from international activities. WI does this by initiating, endorsing and supporting international activities at corporate level and at the level of the Science Groups. It falls directly under the Board of Directors, and has four main activities: account management, international helpdesk, program coordination and communication. Within account management, currently 3 regions are being served: Asia, Latin America and Africa. WI also coordinates the activities of WU's local offices in Beijing, Addis Ababa and São Paulo.

Secondly, in the Critical Reflection on organisation and decision-making WU indicates that certain processes are not organised in a transparent manner. This is notably the case for policy issues related to international relations and is due to the fact that internationalisation issues, for example a strategic alliance with a foreign university, touch almost every aspect of the university like research, education, student recruitment, etc. As part of the 2011-2014 strategic plan, WU is currently investing in making organisation processes all-inclusive. A concrete example is the process of determining priority and focus countries, where current ambitions with respect to student recruitment, structural cooperation on research and development cooperation are approached jointly.

B. Considerations

The panel understands that internationalisation has always been an inseparable part of WU's culture and organisation, which for years has been embedded throughout the organisation and its decision-making structure. The panel has therefore not looked into a specific internationalisation component of WU's decision-making structure, but confirms – based on the information from the institutional audit, notably the audit trail on decision-making structure as described in section 4.5 above – that internationalisation indeed forms an integral part of WU's organisation and decision-making structure which is in place at institutional level.

Finally, as a side remark the panel would like to underline that internationalisation is not only about principles, instruments and structures, but also about people: while the student

population is truly international, this is according to the panel not the case (yet) for the composition of decision-making structures and external advisory committees. However it is acknowledged that the Supervisory Board has limited international membership.

C. Judgement

Given the above major consideration, **the panel judges that Wageningen University meets standard 5, Organisation and decision-making structure.**

5.6 / Overall assessment

Based on its vision on internationalisation, the institution has implemented an effective internationalisation policy, which demonstrably contributes to the quality of the education provided.

Overall, the panel finds the additional document submitted by WU for the assessment of the distinctive feature institutional internationalisation an interesting piece of work. Different interlocutors during the meetings expressed their satisfaction with the fact that the internationalisation strategy was put on paper in a comprehensive way. Nevertheless, the document has clearly been put together under considerable time pressure.

The discussions with various stakeholders on Wednesday 22 February 2012 have strengthened the panel's opinion (after reading the Critical Reflection and the additional information on internationalisation) that WU is a very international university: Internationalisation has been an organic part of the university for quite some time and will continue to play an important role at WU in the future.

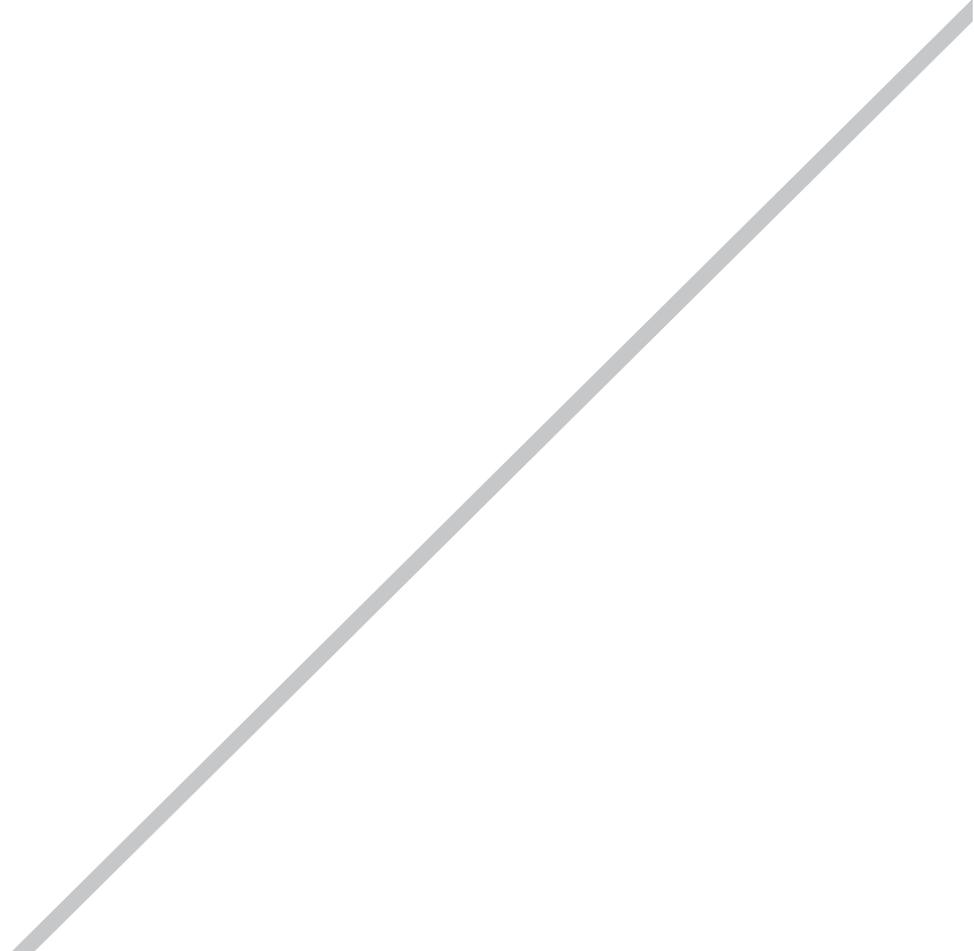
The panel considers that WU has a clear, broadly shared and supported vision. This vision is reflected in the internationalisation policy in general and in a wide range of policy approaches and instruments in particular. WU is implementing this internationalisation policy already for a long time in an informal way, and has started to demonstrate its realisations more formally. This is still very much a work-in-progress, but the panel considers that WU is on track. There is room for improvement, though, in formally describing, demonstrating and following-up on the various components of the internationalisation strategy and in articulating the policy instruments more precisely.

WU has indicated in the application document for this distinctive feature that internationalisation is an integral and organic part of its institutional quality assurance system and decision-making structure, which can be confirmed by the panel.

The panel has indicated in previous sections that WU is meeting all individual standards of the distinctive feature institutional internationalisation. **It therefore assesses positively Wageningen University's application for the distinctive feature institutional internationalisation.**

Chapter 6

Recommendations for improvement

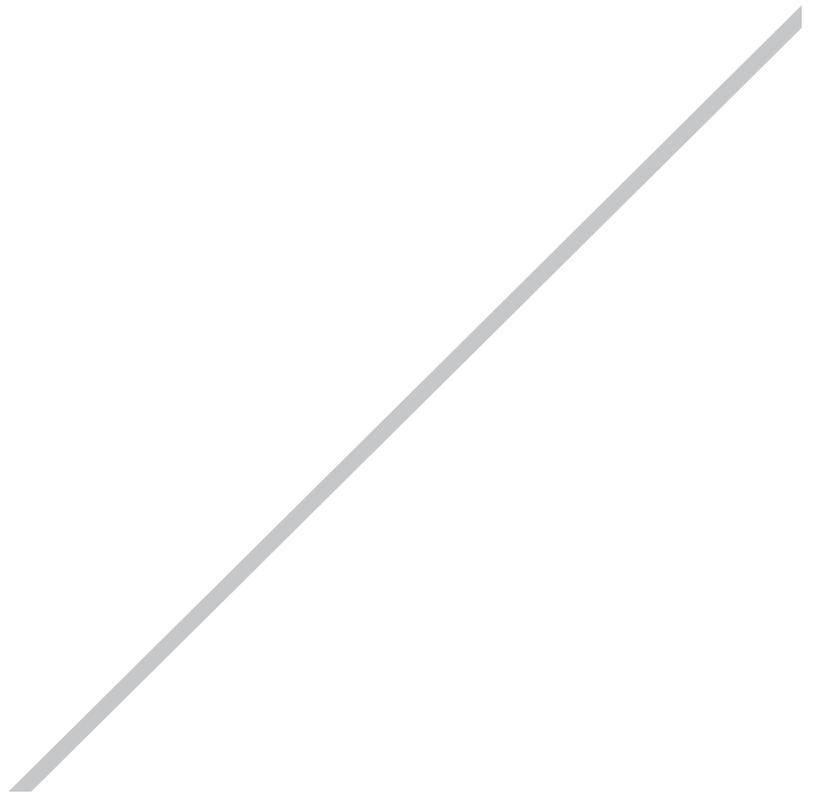


Based on its audit findings and considerations, the panel recommends that Wageningen University implement the following improvements:

- › To establish an External Advisory Committee at university level (or Wageningen UR-level) monitoring trends over issues of socio-economic, scientific and ethical nature;
- › To increase the role of the external world in the organisation of the programmes, possibly by including external advisory committees in the general decision-making procedures;
- › To reflect the strong advisory role of the Board of Directors in the decision-making procedures;
- › Given the above two recommendations, to draft a third version of the “Policy items and players” table 2 in the Critical Reflection, to add to this a document describing the Terms of Reference of each body/player and to draft this document in a reader-friendly way (or make it available as staff version);
- › To consider developing a policy on admission that provides for a balance in the composition of the student inflow. The current admission policy (allowing everybody who has the formal requirements and can afford it) seems to conflict with the principles of balanced participation across nationalities;
- › To fine-tune existing documentation: WU does not do justice to its own achievements in its written communication and much activity is lost. Documents sometimes raise concerns unnecessarily, as concern is then (easily) alleviated during discussions with staff;
- › To adopt an approach to tenure track which is less severe, taking into account different profiles beyond a mere focus on excellency in research and teaching, thereby acknowledging the relevant input from potential staff with a more professional background or a background in developing countries;
- › To improve the monitoring process in general, setting clear and quantifiable targets that are followed up regularly and documented in a more systematic way;
- › To develop a Wageningen strategy for Open Educational Resources, being aware of the university’s strong international reputation, its significant relations with developing countries and more in general the new opportunities OER may offer;
- › To discuss the (potential, not yet present) danger that over-reliance on research is pursued to the detriment of the traditional servicing function of the university towards developing countries.
- › To give a new impetus to the policy with regard to students with a functional limitation, through updating the current policy document and regular monitoring of the policy instruments.

Chapter 7

Overview of the assessments



The table below reflects the panel judgement regarding each standard of **the institutional quality assurance assessment** as presented in chapter 4.

Standard	Judgement
1. Vision of the quality of the education provided	Meets the standard
2. Policy	Meets the standard
3. Output	Meets the standard
4. Improvement policy	Meets the standard
5. Organisation and decision-making structure	Meets the standard
General judgement	Positive

The table below reflects the panel judgement regarding each standard of **the distinctive feature institutional internationalisation** as presented in chapter 5.

Standard	Judgement
1. Vision	Meets the standard
2. Policy	Meets the standard
3. Realisations	Meets the standard
4. Improvement strategy	Meets the standard
5. Organisation and decision-making structure	Meets the standard
Overall assessment	Positive

Appendix 1

Composition of the panel



Chair

Prof. Fred Mulder

Formerly Rector Magnificus of the Open Universiteit in The Netherlands (OUNL), he is currently UNESCO Professor in Open Educational Resources at OUNL. He is an authority on open higher education and on lifelong learning, for which he received a royal decoration in 2007. Mulder has held a chair at OUNL in informatics education. He holds a bachelor degree in chemical engineering, an engineer's degree in applied mathematics and a PhD in theoretical chemistry. He has held positions in Canada (University of Western Ontario, London, Ontario) and in the USA (Georgia Institute of Technology, Atlanta, Georgia).

Member

Prof. Lisa Sennerby Forsse

Prof. Sennerby Forsse is Vice-Chancellor of the Swedish University of Agricultural Sciences (SLU) and former Secretary General of the Formas Research Council. Earlier in her career, she has been Head of Department, Natural Resources Division, Environmental Protection Agency; Research Director, Forest Industry Institute; Research Director, Department of Ecology and Environmental Protection at SLU. She has published widely, primarily in the area of structural botany and eco-physiology of fast growing species and of Salix.

Member

ir. Joop Roels

Before retiring after 40 years in Research & Development, he was Director R&D Life Sciences at Royal DSM, a global science-based company active in health, nutrition and materials. Joop Roels is one of the founding fathers –and has been President of its Programme Council for more than a decade – of TI Food and Nutrition, a public private partnership of science, industry and government conducting strategic research in food and nutrition and now a major player in the Innovation Areas Programme of the Dutch Government.

Member

Ms Karena Maguire

Ms Maguire is Head of Institutional Audits at the Higher Education and Training Awards Council of Ireland (HETAC), a public body setting standards, accrediting programmes and awarding qualifications at all levels of higher education and training. HETAC also delivers a quality improvement services

to accredited education providers. She has been on many institutional audit committees in Ireland.

Student-member

mr. Anton Schuurmans

Currently student of Law (Master Degree Programme) at KU Leuven, Mr Schuurmans has ample experience in representative and governing bodies, with responsibilities in the domains of quality assurance, internationalisation, and student affairs. He has been vice president of the Leuven Student Council (2009-2010) and member of the Executive Board of the Flemish Union of Students VVS (2010-2011). He has been a member of several NVAO initial accreditation panels.

Secretary

mr. Mark Delmartino, M.A.

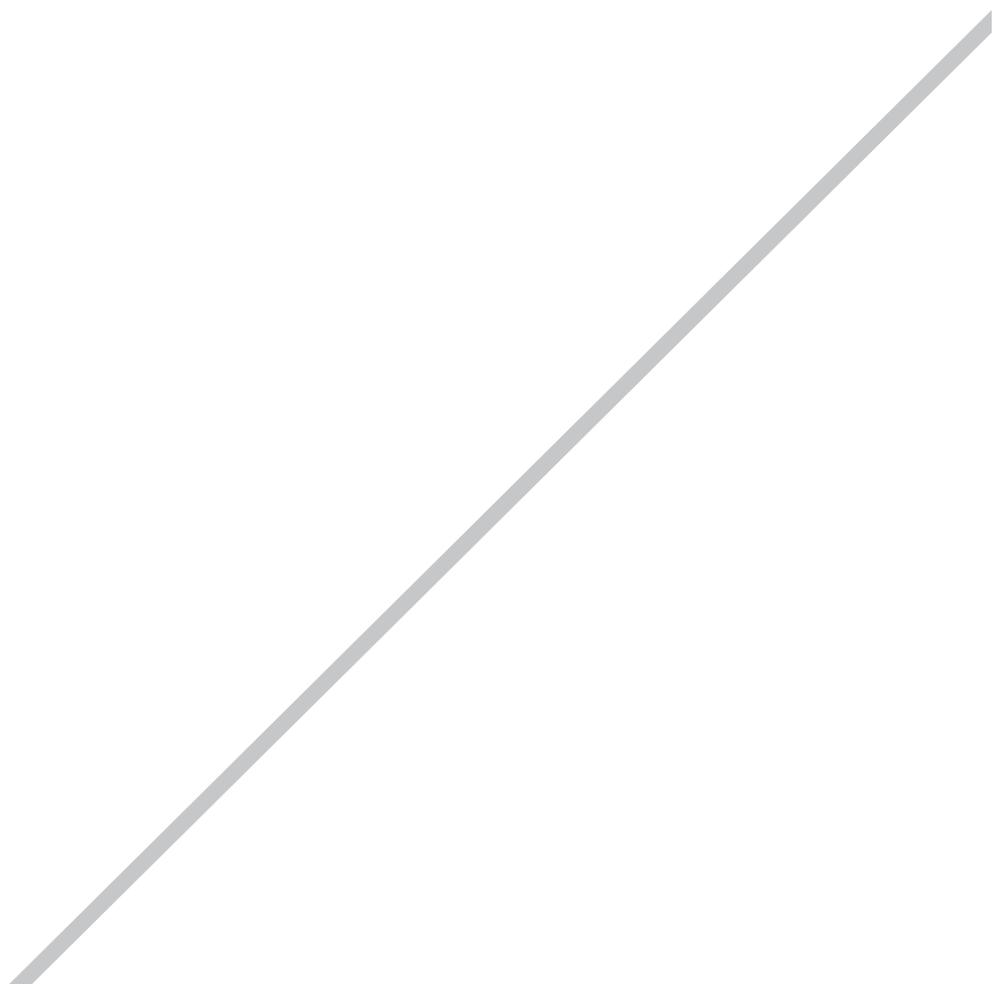
Process co-ordinator NVAO

drs. Fred Mulder

All panel members and the secretary completed and signed a declaration of independence.

Appendix 2

Schedule of the site visits



Thursday 2 February 2012

08.15-09.00 Executive Board

- > Dr Tijs Breukink, Executive Board
- > Dr Aalt Dijkhuizen, Chairman Executive Board
- > Prof. Martin Kropff, Rector Magnificus

09.00-09.30 Consultation of documents on display

09.30-10.30 Educational management

- > Prof. Raoul Bino, General Director Sciences Group
- > Prof. Pim Brascamp, Dean of Education / Director Education Institute
- > Dr Ab Groen, Director Corporate Education & Research
- > Prof. Thom Kuyper, staff, Board Education Institute
- > Baukje Kruize, student, Board Education Institute
- > Pauline Poelarends, student, Board Education Institute
- > Prof. Willem Takken, Chairman Examination Committee
- > Prof. Leontine Visser, staff, Board Education Institute

10.45-11.30 Quality assurance experts and other members of staff

- > *ir.* Paul Geurts, Corporate Education & Research
- > *drs.* Jos van Kroonenburg, Corporate Education & Research
- > *ir.* Jan Steen, Education Institute
- > *mr.* Tineke Tromp, Director Corporate Human Resources
- > *ir.* Henk Vegter, Corporate Education & Research
- > *ir.* Coco van der Wolk, Corporate Education & Research

11.45-12.30 Lecturers

- > Dr Leon Pijnenburg, lecturer, Chair Student-Staff Council
- > Dr Ute Sass-Klaassen, lecturer
- > Dr Jeroen Schoorl, lecturer, member Student-Staff Council

- > Dr Klaas Swart, lecturer, member Student-Staff Council
- > Dr Sabita Soedamah-Muthu, lecturer

12.30-14.00 Lunch with closed panel meeting

14.00-14.45 Students

- > Aart Claassens, student, member Student-Staff Council
- > Maria van Delft, student, member Student-Staff Council
- > Marloes Ike, student, member Student-Staff Council
- > Daniel Hidalgo Lasso, student
- > Martijn Smits, student
- > Lena Wegner, student
- > Sanne Mirck, student

15.00-15.45 Professionals in the field

- > Dr Nettie Buitelaar, professional field (biotechnology)
- > *ir.* Ronald Hiel, professional field (agro food chain)
- > Dr Aad Termorshuizen, professional field (plant sciences)
- > *ir.* Sylvio Thijsen, professional field (landscape architecture)
- > *ir.* Gerlinde van Vilsteren, Green Knowledge Cooperative

15.45-16.30 Open consultation meeting

The panel had two meetings: one with an Erasmus Mundus project coordinator and one with two staff members from the department of landscape architecture.

16.30-17.30 Closed panel meeting

17.30-18.15 Presentation of initial findings by panel

- > Prof. Martin Kropff, Rector Magnificus
- > Prof. Pim Brascamp, Dean of Education / Director Research Institute
- > Dr Ab Groen, Director Concern Staff Corporate Education & Research
- > Michèle Gimbrère, policy adviser education

Wednesday 22 February 2012

08.30-09.15 Executive Board and corporate staff

- > Prof. Martin Kropff, Rector Magnificus
- > Dr Ab Groen, Director Corporate Education & Research
- > *ir.* Paul Geurts, policy adviser internationalisation
- > Michèle Gimbrère, policy adviser education

9.30-10.15 Education Institute, International Office, Erasmus Mundus and Exchange coordinators

- > Prof. Pim Brascamp, Director Education Institute
- > *drs.* Jos van Kroonenburg, Head Student Service Centre
- > Jeroen Ouburg, Head International Office
- > *drs.* Esther Heemskerk, Institutional Exchange Coordinator
- > Dr Gerrit Epema, Programme Director and coordinator Erasmus Mundus programme European Forestry
- > Prof. Johan van Arendonk, Chair Holder and coordinator Erasmus Mundus programme Animal Breeding and Genetics

10.30-11.15 Human resources discipline and Chair Holders

- > *mr.* Tineke Tromp, Director Corporate Human Resources
- > *ir.* Wies Leer, Head HR department Agrotechnology & Food Sciences Group
- > Prof. Tiny van Boekel, Chair Holder Design & Quality Management
- > Prof. Arnold Bregt, Chair Holder Geo Information and Remote Sensing
- > Prof. Tuur Mol, Chair Holder Environmental Policy

11.30-12.15 International student organisations, student council

- > Sara de Groot, student, member AID Board
- > Elyn den Hollander, student, member AID Board
- > Christine Gangl, student, member ISOW
- > Lianne Mulder, student, member ISOW
- > Dorien Dolman, student, member Ixesn
- > Iris Houthof, student, member Ixesn
- > Weizhi Roy He, member Student Council
- > Sanne Mirck, member Student Council

12.15-14.00 Lunch with closed panel meeting

14.00-14.45 Lecturers

- > Dr Simon Busch, lecturer Environmental Policy
- > Dr Hans Komen, lecturer Animal Breeding and Genetics
- > Dr André van Lammeren, lecturer Cell Biology
- > Dr Anita Linnemann, lecturer Product Design and Quality
- > Dr Karin Peters, lecturer Cultural Geography

15.00-15.45 Students

- > Lauri Reuter
- > Jan Eise Vuist
- > Sarah Pesie
- > Annelise Tripp
- > Irma Arts
- > Natalia Lutti Hummel
- > Anukram Adhikary
- > Matté Egging

16.00-16.45 Studying with a functional limitation - staff

- > *drs.* Jos van Kroonenburg, head Student Service Centre
- > *drs.* Janneke Hermans, student counsellor
- > *drs.* Esther Heemskerk, student psychologist
- > *ir.* Joris Fortuin, head Education Facilities
- > Dr Klaas Swart, secretary Examining Board

17.00-17.45 Studying with a functional limitation - students

- > Anouk Schrauwen
- > Marianne de Goeij
- > Jesse van Dam
- > Alouette van Hove
- > Marina Sanders

17.45-18.15 Presentation on number and profile of employees at WU

- > Stephan de Bruijn

Thursday 23 February 2012

08.00-08.45 Executive Board and Board of Directors

- > Dr Tijs Breukink, Executive Board
- > Prof. Martin Kropff, Rector Magnificus
- > Dr Ernst van den Ende, Managing Director Plant Sciences Group
- > Dr Raoul Bino, Managing Director, Agrotechnology and Food Sciences Group

09.00-09.45 Supervisory Board

- > Margreeth De Boer, chair Supervisory Board
- > Dr Jaap van Duijn, member Supervisory Board

10.00-10.45 Board of Education Institute, Programme Committees

- > Prof. Thom Kuyper, member Board Education Institute, staff
- > Paulien Poelarends, member Board Education Institute, student
- > Maarten Akkerman, member Programme Committee, student
- > Dorien te Peele, member Programme Committee, student
- > Prof. Kris van Koppen, member Programme Committee, staff
- > Dr Marian Vermue, member Programme Committee, staff

11.00-11.30 Student-Staff Council

- > Dr Leon Pijnenburg, chair Student-Staff Council, staff
- > Dr Jeroen Schoorl, member Student-Staff Council, staff
- > Romy Appelman, member Student-Staff Council, student
- > Aart Claassens, member Student-Staff Council, student
- > Maria van Delft, member Student-Staff Council, student

11.45-12.15 Chair Holders

- > Prof. Harry Gruppen, Chair Holder Food Chemistry
- > Prof. Cees Leeuwis, Chair Holder Communication
- > Prof. Rik Leemans, Chair Holder Environmental Systems
- > Prof. Ton Bisseling, Chair Holder Molecular Biology

12.30-13.15 Examining Boards and Admission Committees

- > Dr Ron van Lammeren, chairman Examining Board Environmental Sciences
- > Prof. Lisette de Groot, chairman Examining Board Food and Technology
- > Dr Klaas Swart, secretary Examining Board Plant and Animal Sciences
- > Dr Paul Berentsen, secretary Examining Board Social sciences
- > Dr Sonja Isken, member Admission Committee and Programme Director
- > Dr Anja Kuipers, member Admission Committee and Programme Director
- > *ir.* Rolf Marteiijn, member Admission Committee and Programme Director

13.15-14.00 Lunch

14.00-15.00 Closed panel meeting

15.00-15.45 Presentation initial findings by panel

- > Prof. Martin Kropff, Rector Magnificus
- > Prof. Pim Brascamp, Director Education Institute
- > Dr Ab Groen, Director Corporate Education and Research
- > Michèle Gimbrère, policy adviser education

Appendix 3

Overview of the documents perused



Prior to the assessment, the following documents have been provided to the panel:

- › Wageningen University: a critical reflection. Institutional quality assurance assessment, January 2012. (This 64-page self-evaluation document constitutes the main information product for panel review)
- › Wageningen University, Quality of Education, October 2011.
- › Wageningen University, Strategic Plan 2011-2014, July 2011.
- › Assessment policy of Wageningen University. Safeguarding the quality of interim examinations and final exams. May 2011.
- › Internationalization Strategy Wageningen UR 2011, March 2011.
- › Internationalization in Higher Education at Wageningen University, October 2009 (conference paper by Prof. Brascamp and Dr Groen).
- › International education for a better quality of life. Vision and policy on education at Wageningen University, s.d
- › Accreditation Portrait of Wageningen University, NVAO 2012.

The critical reflection document contained references to various documents, which the panel could check on the Wageningen University Portal. Panel members received access to the portal prior to the assessment and throughout the assessment period. For instance, the panel consulted the November 2011 “Beleidsplan Studeren met een functiebeperking aan Wageningen University” to prepare for the meetings with staff and students on this topic.

The following documents have been used for the management review and were available for inspection:

- › Education Institute Wageningen University, Annual Report 2010-2011, s.d.
- › Education Institute Wageningen University, Annual Report 2009-2010, s.d.
- › Education at a glance. Key figures of Wageningen University BSc and MSc Programmes, s.d. (The latest information concerned academic year 2009-2010)
- › Education Monitor 2009, Wageningen University, January 2010.
- › Education Monitor 2010, Wageningen University, February 2011.
- › Education Monitor 2011, Wageningen University, January 2012.
- › Overview of External Advisory Committees per programme. (Document collated on request of the panel during the first meeting day)

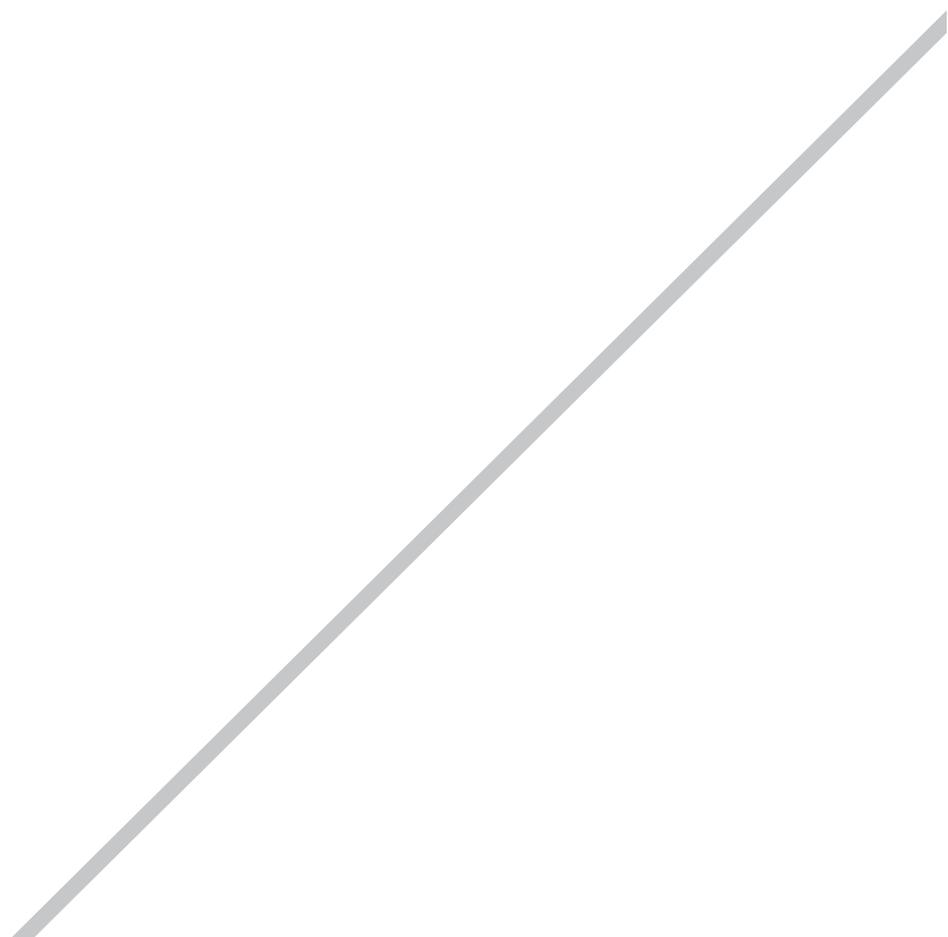
- › Figures of employees Wageningen University, presentation 22 February 2012. (Handout of presentation made on request of the panel)

The following documents have been provided for the audit trails:

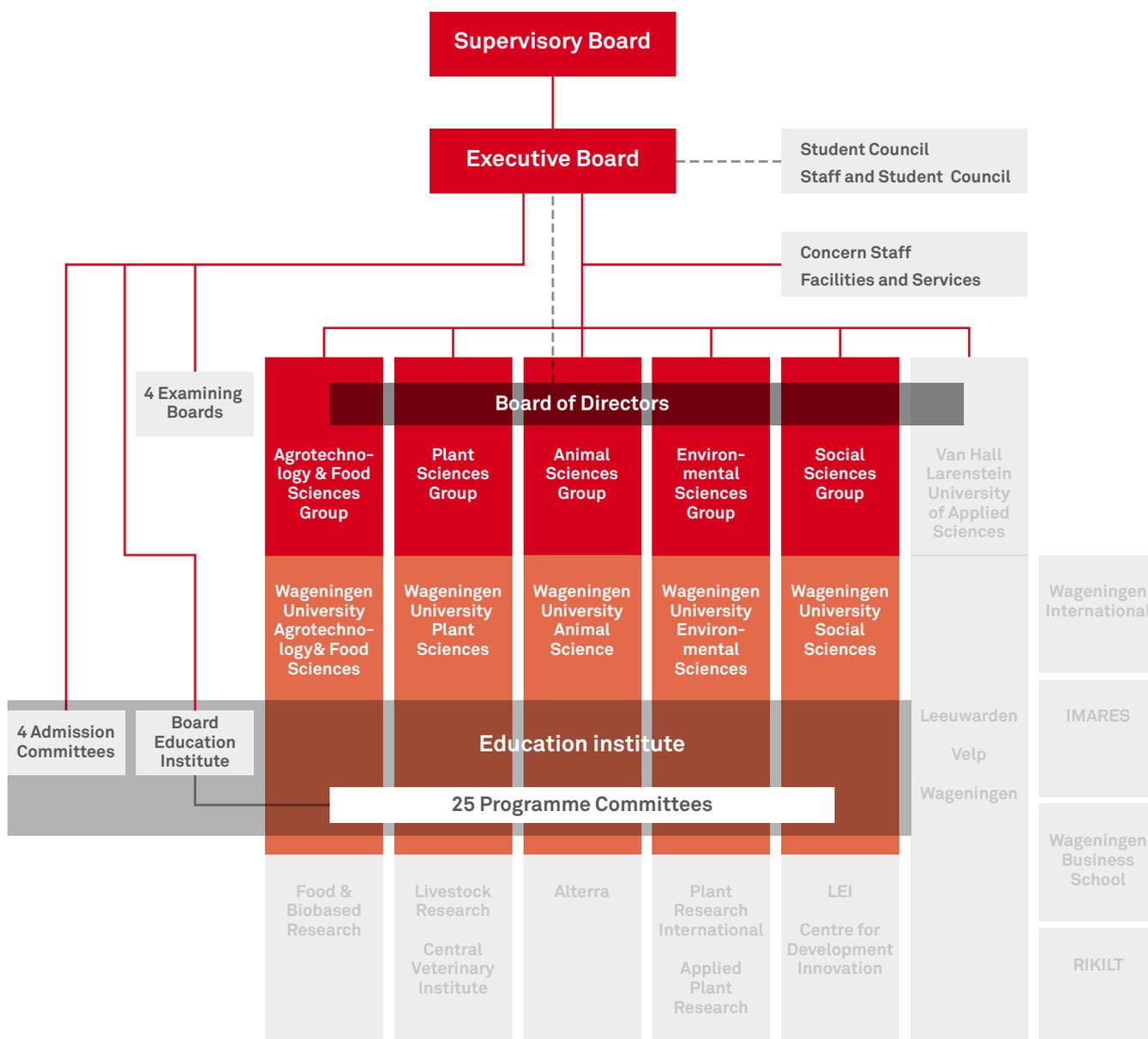
- › Internationalization at Wageningen University. Additional document for the assessment of the distinctive feature internationalization in the institutional accreditation, February 2012.
- › Wageningen University: a critical reflection. Revised sections 6.2 and 6.3, February 2012. (WU revised the sections for the audit trail on decision-making processes)
- › Management and administration regulations, Wageningen University 2010
- › Protocol for admission to the MSc study programmes of Wageningen University, version of 8 March 2010.

Appendix 4

Organogram of the institution



WU elaborated sections 6.2 and 6.3 of the Critical Reflection for the second visit of the panel. The description of each player is taken from this elaborated version. The organogram was prepared by WU for the purpose of this appendix.



Supervisory Board

The Supervisory Board works according to the principles laid down in the Higher Education and Research Act and supervises and advises the Executive Board with regard to its performance. Its tasks encompass the approval of the annual budget and accounts, the annual report and the strategic plan, as well as the supervision of the quality assurance system. The Supervisory Board meets the Executive Board at least six times a year. The Supervisory Board has an audit committee and a remuneration and appointments committee.

Executive Board

The Executive Board manages and administers the Wageningen University and heads the single faculty. Members of the Executive Board are the Chairman, the Vice-Chairman / Rector and a member, all appointed by the Supervisory Board, with the restriction that the Rector has to be chosen from among the University's professors and is responsible for the portfolio education, research and student affairs. As such, the Rector bears special responsibility for university research and education.

The **Concern Staff** (Corporate Governance and Legal Services, Corporate Communication & Marketing, Corporate Finance & Control, Corporate Human Resources and Corporate Education & Research) and **Facilities and Services** are included as part of the Executive Board in the table. They advise on and develop policies, and in most cases have both a strategic and executive role.

Student-Staff Council

The Student-Staff Council consists of two separate parts, a Staff Council and a Student Council, but generally operates jointly in its deliberations with the Executive Board about issues concerning the university, (quality of) education and research, ethics and internationalization. When issues concern the strategic plan, including policy with respect to quality and the chair plan, the Student-Staff Council has the right of approval. In cases related to Education and Examination Regulation, the educational framework and the student facilities (including the regulations on the financial support of students), only the Student Council has the right of approval. With respect to the budget of the university the Student Council has the right of advice while the Staff Council has the right to get informed. The Student Council does not have a formal relation with the Board of the Education Institute, but two representatives meet with the Institute's director monthly and generally participate as a visitor at Board meetings.

Board of the Education Institute

This Board consists of four professors (Chair Holders or Personal Professors) and four students, appointed by the Executive Board. The professors are appointed on the advice of the Programme Committees. Student members are appointed after selection following application. The Board is responsible for the content and the quality assurance of the study programmes, including their budgets, within frames set by the Executive Board.

The Board works mainly on the basis of consultations with Programme Committees and their advice. This is notably the case for the annual modifications of the curricula in the Education Modification Cycle. The Board is technically chaired by the Rector. Meetings are prepared by the Director of the Education Institute. The daily operation of the Institute is in the hand of its director and staff, with input from sixteen Programme Directors, their secretaries and study advisers.

Managing Director of the Sciences Group

The Managing Director, appointed by the Executive Board, is responsible for the management and administration of the university department, as well as for other parts of the Sciences Group. S/he works together with a Director Operations who reports to the Managing Director. Based on the university's strategic plan, the Managing Director develops an annual business plan and prepares annual accounts and budgets. The Managing Director matches the research and education on offer within the department to the research and the study programmes that have been established by the Education Institute and the Graduate Schools.

Chair Holder

Chair Holders are appointed by the Executive Board and have a particular responsibility for the development of the scientific domain allocated in the Chair Plan (which is part of the strategic plan), and for the content of the education to be offered in that domain, with due observance of the authority of the Board of the Education Institute. The Chair Holders fulfil their tasks exercising 'academic leadership' in close consultation and collaboration with their staff.

Programme Committee

A Programme Committee is responsible for the continuous improvement of the study programme, including taking action as a result of course and programme evaluations. They are the central player with respect to developing the vision and the learning outcomes of the programmes. Although Programme Committees work within the frames set by the Board of the

Education Institute, the Board believes that the Programme Committees should take the lead with respect to programme modifications. In case the Board questions an advice of a Programme Committee, a delegation of the Board will participate in a Programme Committee meeting to discuss the advice before taking a decision. Every year, a representation of the Board attends a Programme Committee meeting to discuss a mutually approved agenda.

Examining Board

WU has four Examining Boards, all responsible for a domain within the university comprising a number of study programmes. The Examining Boards are responsible for assuring the quality of interim exams and final assessments. They also evaluate study components, approve exemptions and, at individual student level, approve the study programme and grant the diploma. The Boards follow shared protocols, stimulated by a regular meeting of the four secretaries of the Boards, together with advisers of Corporate Education & Research, Corporate Governance and Legal Services and the Education Institute. The Executive Board appoints the members of the Examining Boards and receives an annual report from the Boards.

Admission Committee

There are four Admission Committees in the same domains as the Examining Boards. Members are appointed by the Executive Board, but in practice consist of the Programme Directors relevant to the domain. The Committees work according to a protocol set by the Executive Board. The chairpersons of the four Committees meet twice a year under the chairmanship of the Director of the Education Institute to ensure that the interpretation of the protocol remains sufficiently uniform across the university. The Admission Committees annually deal with more than 5000 applications.

Appendix 5

List of abbreviations



Ba	bachelor's degree
CvB	Executive Board
EMC	Education Modification Cycle
HBO	professional higher education
Ma	master's degree
MR	participation council
MT	management team
NSE	National Student Survey
NVAO	Accreditation Organisation of the Netherlands and Flanders
OER	Open Educational Resources
PDCA	Plan, Do, Check, Act
VHL	Van Hall Larenstein University of Applied Sciences
WI	Wageningen International
WU	Wageningen University

Colophon

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The panel was commissioned by NVAO to draw up this advisory report within the framework of the assessment of the institutional audit of Wageningen University.

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