

Faculteit Governance and Global Affairs

Supplementary memorandum for Faculty Board Meeting

Date FB: 24 January 2023

Subject / title of the memorandum: Revision course evaluation system FGGA

Bijgevoegde / bijbehorende stukken: Discussion paper review course evaluation system FGGA

Status: For discussion

Contact person Faculty Bureau: Dianne Karkdijk & Annemarie Bouwman

Written by: Dianne Karkdijk & Annemarie Bouwman, in collaboration with
Koen Caminada

Summary/background:

In response to:

FGGA is continuously evaluating whether they can meet the intended targets with regards to quality of education. For evaluating and monitoring our education, we make use the following instruments within Leiden University: course and curriculum evaluations, NSE and NAE data; programme metrics; Programme annual reports; Midterm reviews of the programmes; Programme visitations and course of action/administrative handling; Faculty Educational agenda, Administrative Monitor, and administrative agreements.

The course evaluations are a particularly important but also precarious instrument within our education and the way we evaluate our education. Last year, another 7,500 course evaluations were completed. Measured over all 521 evaluated courses of FGGA, our students gave us a handsome score of 7.9 on a scale from 1-10. This grade should tell us something about the students satisfaction regarding the courses our students enrolled in. But there is also much criticism when it comes to the current method of evaluation. From students, from teachers, in the relation between staff members and supervisors (PDI cycle) and promotions (as part of the Guideline promotions academic staff)

Discussion paper

The Faculty Board and EDs believe that we, at FGGA, should and could improve the way in which we make use of what is in itself an adequate instrument. Which is why this discussion paper has been written by Dianne Karkdijk & Annemarie Bouwman, with the collaboration of many of the stakeholders that were heard. This leads to five recommendations that fit within the existing framework that is currently in place within Leiden University. It does not call for fundamental changes in the course evaluations but predominantly calls for a change in culture in how we make use of the course evaluations within FGGA.

Recommendations (concept)

1. Increase awareness among students about the role and usage of course evaluations.
2. Reduce – wherever possible – the frequency of the evaluations; to be decided by the EDs and PDs.
3. Change the role of the course evaluations within the PDI-cycle and for promotions. The reflection report education will become the dominant instrument. Course evaluations will become a topic for discussion, and no longer the starting point for an recommendation or promotion.

4. A more made-to-measure set of questions on the evaluation form (in accordance with the agreements made within Leiden University).
5. Room should be created for teachers/programmes to experiment with alternative evaluations methods.

Route

The aim is to come to a revision of our course evaluation system and, in particular, the way we make use of the evaluation within FGGA that has the support of the faculty.

1. Discuss with FB and SDs
2. Discuss per institute (via SDs and EDs)
3. Discuss with advisory councils (FC and PCs)
4. Change and if necessary adjust policy course evaluations system FGGA
5. Implementation (communication, HRM aspects)

Financial consequences: There will be some costs involved for the faculty meeting (ad 4)

Personnel consequences: NO

Coordinated with: Koen Caminada, EDs FGGA, Maya Vos, Manon Osseweijer, Berta Fernandez, and Monique Jongman (HRM).

The Faculty Board is asked to: Discuss and approve

Administrative (follow-up)route: Discuss in all faculty forums + organise a faculty meeting for all staff members

Responses please to Dianne Karkdijk: d.e.karkdijk@fgga.leidenuniv.nl

Discussion paper review course evaluation system FGGA



24 January 2023

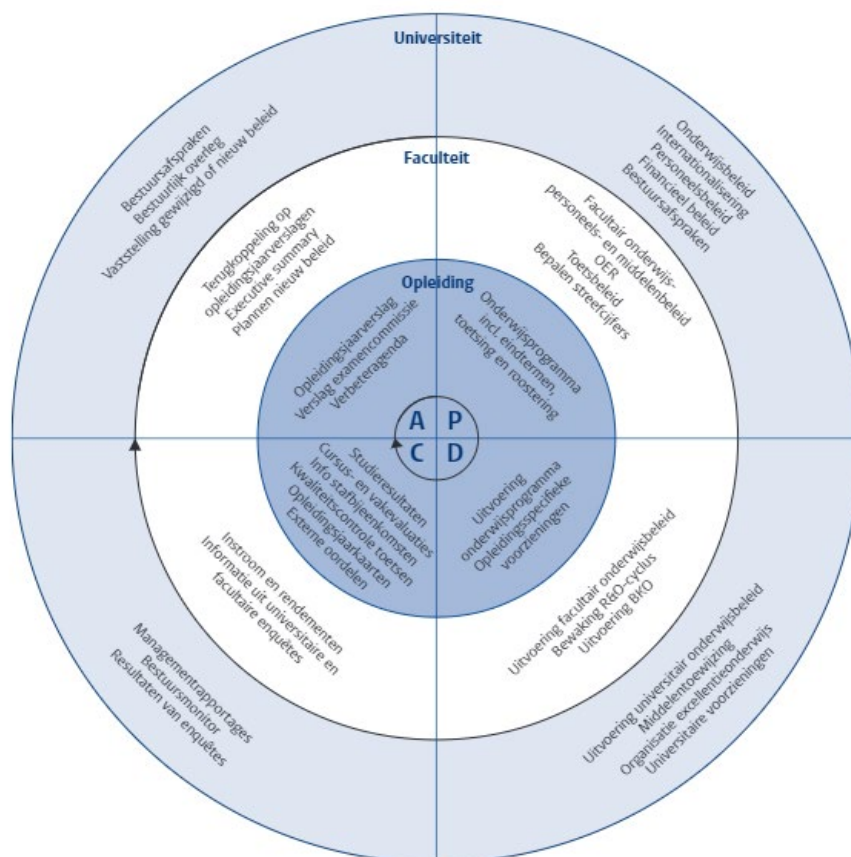
**Annemarie Bouwman
Dianne Karkdijk**

Preamble – positioning course evaluations

(by Koen Caminada)

FGGA is continuously evaluating whether they can meet the intended targets with regards to quality of education. The policy for improvement of Leiden University is organised according to the plan-do-check-act principle and is made up of three quality assurance circles. The educational programme is at the heart of our quality assurance. The Faculty comprises the second circle: they supervise the quality of the educational programmes, divide the personnel and financial means, develop their own policy, and translate university policy into their programmes. The outer circle is the university level: they are responsible for the development of the University’s vision and policy, develop instruments for implementation and monitoring, safeguard the agreements made with the faculties and provide a healthy financial position for the institution. Each of the three levels – programme, faculty, university – require room to perform their specific tasks and responsibilities. The consultations in the educational pillar (onderwijsberaad and ambtelijk onderwijsberaad) form another important connection between the circles.

For evaluating and monitoring our education, we make use of the following instruments within Leiden University: course and curriculum evaluations, NSE and NAE data; programme metrics; Programme annual reports; Midterm reviews of the programmes; Programme visitations and course of action/administrative handling; Faculty Educational agenda, Administrative Monitor, and administrative agreements.



Source: Informatiedossier Universiteit Leiden Instellingstoets Kwaliteitszorg

Introduction

Why using student evaluations to measure the quality of education is problematic

The use of anonymous student evaluations to evaluate the quality of our education has been a topic for discussion for quite some time. This is not unique for the Faculty of Governance and Global Affairs (FGGA). Not only has it been an ongoing discussion at other faculties within Leiden University, but also at other universities. Every so often, a discerning article is published in *de Mare* or even national media in which several frequently mentioned objections are addressed over and over.¹

Even though student feedback is often positive, these anonymous evaluations are also an invitation for ruthless criticism by students aimed at educational staff. Although not every teacher has to deal with verbal abuse or inappropriate 'feedback', the fact that this is known to happen on occasion is cause for concern among teachers. Especially because positive student evaluations can be very beneficial for a teacher's career. A negative evaluation, on the other hand, could negatively impact career prospects in certain places. The results are currently also part of the Performance & Development Interviews for teachers with their supervisors. This could possibly create an unsafe atmosphere at the office.

One could also wonder what it is that the evaluations are actually measuring: quality of education or student satisfaction? It is only natural for programmes and supervisors to want to get a grip on the quality of the courses that are taught. However, various academic research has shown that, in fact, that is not what is being measured with the student evaluations. They seem to provide a measure of student satisfaction instead, which is not an important indicator in itself. Within the Faculty FGGA there also does not seem to be a consensus on the information that is being gathered with the evaluations.

The concerns and objections mentioned above have been once again brought to the attention of the Faculty Board by the FGGA Faculty Council, among others. They point out that a number of teachers within our Faculty are struggling with the how serious to take these evaluations and whether the weight given to them is justified.

Mapping the current evaluation process within FGGA: important aspects

Based on these signals, Vice Dean Koen Caminada commissioned a project to investigate the student evaluations. Although he is in favour of keeping the evaluations because they are an important first indication of student satisfaction, he also sees the need for a system overhaul.

- **Central question: How can we improve the deployment and usage of student evaluations within FGGA?**

On the one hand, this project is intended to examine the evaluation process and create an overview of how this process has been organised within our Faculty. To do so, we have discerned the following different aspects of the evaluation process:

1. Logistics and execution of the evaluations: Which courses are evaluated and how often?

¹ See for instance: 'Waarom we moeten stoppen met evaluaties: ze zijn nutteloos', in *Mare*, 9 June 2022, <https://www.mareonline.nl/opinie/waarom-evaluaties-nutteloos-zijn/> (consulted on 24 November 2022). Or: 'Studenten krijgen evaluatieles', in *Mare*, 12 April 2018, <https://www.mareonline.nl/nieuws/studenten-krijgen-evaluatieles/> (consulted on 24 November 2022). Or: 'Docent = eikel, universiteiten klaar met snoeiharde studentenkritiek', *NOS*, 10 April 2018, <https://nos.nl/op3/artikel/2226680-docent-eikel-universiteiten-klaar-met-snoeiharde-studentenkritiek> (consulted on 24 November 2022).

2. The content and format of the evaluation form: Which quantitative and qualitative data is the form trying to collect?
3. The role of students: Do they know the purpose of the evaluation forms? How do they fill in the evaluation form and do they know how to give constructive criticism on such a form?
4. The role of the teacher: What are their experiences with the use of student evaluations at FGGA? Do they gain something from the feedback provided by the student evaluations? If not, are there other ways in which they can evaluate their courses and teaching?
5. The role of supervisors, programme (and programme committees), institute boards, and the faculty: how are the results of the student evaluations interpreted? How are the results being used? What is the role of this information during, for instance, a P&D Interview or promotions? What has been documented about this by HRM?
6. The role the evaluations play within the framework of quality assurance. In which way do the results contribute to safeguarding and maintaining the quality of education? Which frameworks (for instance the quality guide or in the OER) need to be adjusted when changing the course evaluation system?

On the other hand, and most importantly, this project aims to improve the deployment and usage of the student evaluations within our Faculty.

Our approach

To be able to come up with recommendations, we have had conversations with as many people involved in the process within the various institutes and educational layers within FGGA as possible. Apart from the various scientific, educational, and programme directors, we have also been in contact with the programme committees, various teachers, and several students. Based on the resulting input, we have arrived at five points for improvement that we will present and substantiate in this discussion paper. It is important to mention that the various programmes within FGGA have different needs. The advanced masters, LUC, and Honours have a different educational setup - smaller groups, greater reliance on external teachers – their experiences with course evaluations are sometimes different than those from the other institutions at FGGA. However, the above-mentioned aspects of the evaluation process, to some extent, also apply to them. Which is why the following recommendations can also be of value to them. We will provide further details on the five points below.

Recommendation: improve course evaluations within FGGA based on five focus areas

1) Improve the awareness among students on the role and use of the student evaluations.

From conversations with students and teachers it has become clear that students are not sufficiently aware of the purpose of the student evaluations. They do not always know that the results of the evaluations are used to improve the courses – which is something that is beneficial to the quality of their education. As a result of this lack of awareness, completing the evaluations is not always taken seriously. Students should also receive better instructions on how to provide ‘constructive feedback’ to prevent inappropriate or unfair criticism from finding its way onto the evaluation form. Different forms of promotion and communication can make a difference.

Use should be made of existing means of instruction, such as the mentorship and tutorship with the bachelor's programmes. Even though several programmes are already addressing this issue, students mention that the instructions are possibly too brief or too general and the information does not stick as a result. A more effective method should be found. Which is why we recommend developing several new tools in collaboration with the Communications Department. Such as creating instruction videos or a slide that can be shown prior to handing out the evaluations at the end of each block. Attention should also be given to the way teachers, or programme committees, provide feedback on the results of the course evaluations to students. These ideas have been detailed more clearly in the accompanying communication plan (Appendix 2).

2) The frequency of evaluations using with evaluation forms should – wherever possible – be reduced.

We have also noticed a certain 'evaluation fatigue' among students. Students receive multiple evaluations each block. Apart from the FGGA course evaluation, they also receive evaluations from the central office, such as the programme evaluation, but also from national inquiries (NSE). It is likely that students no longer take the time to properly complete the course evaluations as a result. A solution for this problem could be to evaluate some courses every two or three years instead of each year. Which courses would qualify could be determined in collaboration with the programme or educational director. An overview per programme will be created to help the education administration, who are responsible for requesting and organising the course evaluations, to determine which courses need evaluating at the start of each academic year. Courses that run over a longer period and are taught in the same format each year could be candidates for less frequent evaluations. If the decision is made to decrease the number of evaluations, the quality assurance framework will also need to be adjusted accordingly. For accreditations, it is important that the standards for each programme have been documented.

One thing to consider is that it should remain possible to obtain the Basic Teacher Qualification (BKO) for new teachers. At this moment, addition of the course evaluations is an important part of the process. For these teachers it should continue to be possible to use of course evaluations. Individual teachers should also continue to be able to request course evaluations.

A second consideration is that a number of programmes within FGGA have not existed for a very long time and their courses are still subject to change of contents and design. For the time being, these courses would not be eligible for less frequent evaluations. If the decision is made to reduce the evaluation frequency using evaluation forms within FGGA, this also requires amendments to the legal documentation of the Course and Exam Regulations (OER) and the quality assurance guide.

3) The use of course evaluations during a P&D Interview: it should no longer be mandatory to include the results of the evaluations in a teacher's personnel file. Teachers should be asked to reflect on their teaching by means of a reflection report instead. The evaluations should serve as an aide to start the process not as a principle. This way, teachers are offered the choice to either use the course evaluations or a reflection report.

At the moment, teachers are required to add the course evaluations to their P&D report. Supervisors are also asked to provide a score on the educational quality of their teachers – in part based on the included course evaluations. From conversations with teachers and supervisors within FGGA it has become clear that supervisors within our Faculty use the course evaluations as a starting point for the PDI. They point out that they tend to not put too much value on the scores, but believe it is more important for their teachers to reflect on their own courses and teaching.

The outcome of the evaluations should serve as an indication for the teacher on how students have experienced their course but should not be used without context for other purposes. However, the results of the evaluations that have been included do end up in the teacher's personnel file together with the P&D report. These can result in teachers experiencing a lack of respect and dignity and needs changing.

Within the Institute of Public Administration, the decision has been made one or two years ago to no longer make it compulsory to include the course evaluations in the P&D report, Teachers are allowed to include their own reflection report, which is used to base the PDI on instead.² This might also be a good option for the other institutes/programmes within FGGA. This reflection report could possibly also be used for quality assurance purposes.

It would be good if the Faculty Board and Institute Boards could make clear which role the course evaluations play as an instrument to measure teachers' performances. This should be based on the principle that although course evaluations can be used as an instrument to measure the development (of the employee and the courses) and student satisfaction, in combination with other instruments, they cannot be a determining factor in the procedure for promoting staff members (cancel culture). Which is why we recommend omitting the scores of the educational evaluations from the appointment and promotion guidelines for academic staff. Instead, emphasis should be put on reflection.

4) Adjusting the evaluation form under supervision of a focus group

The course evaluation survey partially consists of a standardised list of questions, eight in total, that apply for each course at Leiden University. It is not possible for a single programme or faculty to change these questions. It is possible, however, to add a limited number of questions to the standard list. This has previously been done at faculty level and has resulted in the current standardised questionnaire for the course evaluations.

We recommend that a focus group is appointed to investigate the options for changing the evaluation form in collaboration with the evaluation service LLinC (previously ICLON). Since there is no clear picture among institutes or teachers about the questions that should/should not be included on the evaluation form. On the one hand, there is a group in favour of including more qualitative questions. On the other hand, there is a group who argue that the form should only include quantitative questions. The size of the current evaluation form is also a point of discussion. When revising the evaluation forms, the 'workability' for both the educational administrations as well as LLinC must not be neglected. This means that a made-to-measure approach at course level is most likely not an option. However, room could be made to propose several changes per programme.

We would like to point out that part of the questions included on the current form are set on a central level and cannot be omitted from the evaluation form. However, not all our programmes are happy with a number of those questions. Which is why, a possible revision of these questions should also be discussed at a central level. As well as looking into the possibilities for letting go of these questions and replacing them by questions that have been set on a faculty level.

5) Room should also be provided for teachers/programmes to experiment with alternative forms of evaluation.

During our interview rounds, it became clear that our teachers are very committed to their teaching

² We have been informed that within the format of the P&D report there is a checkbox to indicate whether the course evaluations have been included or not. If not, a reason should be provided. However, this does not mean that the report cannot be sent in/archived without including the evaluations.

and that they are also looking for ways to evaluate their courses. This can be done in different ways. Think of, for instance, mid-term evaluations by means of plenary evaluations during classes in which students are asked to provide input on the course, the teacher, but also on the participation of fellow students (which implicitly includes their own participation). Some teachers try to anonymise these types of 'data gathering' by asking students to write down tips and tops. An advantage of these forms of evaluation is that they take place while the course is still running. Opposite to the course evaluation that are often handed out at the end of the course, preventing the teacher from incorporating potential feedback into their courses. In the past, there have also been experiments with conducting panel discussions organised by, for instance, student associations or programme committees.

These initiatives come with their own pros and cons, like using the course evaluations. It would be good, however, to provide teachers with room to experiment with these initiatives. A number of these evaluation methods could possibly lead to a sort of toolbox for and by teachers that, in time, could serve as an alternative for the course evaluations. It would be good to organise several sessions where teachers can share their ideas and discuss best practices.

In the following section, we will further address the current situation within FGGA, as well as possible follow-up of these recommendations. The latter is important because a number of the points for improvement that are mentioned above can be implemented in the near future: start semester 2 of 2022-2023. We are referring to point one and point three. The other points for improvement (two, four, and five) will possibly take more time before they can be implemented. However, we believe that it is feasible to further develop these points during semester 2 of 2022-2023, ready for implementation at the start of the academic year 2023-2024.

Existing situation

Different types of evaluations, response, frequency, evaluation forms, online/paper

The courses of all programmes within FGGA are currently evaluated on a yearly basis as part of the quality assurance of education. Our Faculty also uses its own faculty programme and end-of-year evaluations. The faculty programme evaluations are used for the master's and pre-master's programmes and the end-of-year evaluations for the bachelor's programmes. During the end-of-year evaluations all three study years receive the same evaluation form and students are asked to indicate to which study year their feedback applies.

The faculty programme evaluations are in fact a repetition because the same evaluations are also organised on a central level. A drawback from the centrally organised programme evaluations is that they have a low response rate. In general, our own evaluations have a higher response rate. This has to do with the moment the evaluations are handed out. For the master's programmes this is, for instance, part of the graduation applications process, the central administration approaches these students after they have graduated which makes it more difficult to contact them.

In consultation with the programmes, we should assess whether we would like to continue our own faculty evaluations or whether to cancel them. Maybe we discuss organising the central evaluations at a more favourable moment to improve the response rate with the central administration. However, the focus of this project are the course evaluations and not the programme evaluations.

The evaluation process includes several difficult aspects:

- The outcomes of the evaluations are often skewed, see 3.3
- Students do not always provide constructive feedback
- There is a low response rate and there are a lot of (double) evaluations
- There is resistance from teachers against the free comment option on the evaluation form
- Evaluation results are used in different ways during P&D Interviews

For years, there have been ongoing discussions about the course evaluations, both at universities in the Netherlands and abroad. It has also been a topic for discussion at other faculties of Leiden University:

- At the beginning of 2022, an operational outline was written at the Faculty of Behavioural Sciences (FSW) addressing the response and effectiveness problem. They also emphasise the 'dignity and respect' aspect. The questions about the response and effectiveness of the current evaluation instruments ask for changes to be made to the policy with regards to course and programme evaluations. FSW also notes that this is actually a university problem that should be addressed in broader context.
- The Faculty of Humanities (FGW) with more than 50 programmes and 35 programme committees is unable to monitor if the evaluations are conducted properly in all cases. They do make use of a framework for educational assessment with guidelines and tools for course and programme evaluations. Faculty starting point is that every course should be evaluated at least once every three years. New courses are always evaluated, as well as courses of teacher taking part in the BKO track. There is the impression that in many programmes almost all courses are evaluated yearly, even though the Faculty continuously stresses that this is not necessary.

- At the Faculty of Science (FWN) one of the employees of the Department Quality and Education has also written an outline a few years ago.
- The ICLON mentioned that the evaluation form has recently been changed at the LUCM and also that the form has been shortened significantly.

Various faculties within Leiden University are currently looking at the frequency of their course evaluations and the topic is on the agenda of the Netwerk Kwaliteitszorg (quality assurance network).

Course evaluations formally part of P&D Interviews FGGA

The following is formally documented with regards to course evaluations at FGGA:

- On the intranet page on P&D Interviews, the course evaluations are mentioned as part of the annual report.
- They are also mentioned in the format of the annual report.
- They are not explicitly mentioned in the P&D regulations themselves.
- HR does not check whether they are actually included, this is up to the supervisor.
- FGGA does not have additional policies/guidelines.
- In both the appointment procedures for professors as well as in the guideline promotions academic staff there is something mentioned on the use of course evaluations. A teacher should provide positive evaluation scores (usually a score of 4 or higher/minimum a score of 3), see appendix 5.

During the appointment process for professors, course evaluations for teachers are included when available. There is a proposal to only supply the appointment committee with these evaluations and not send them in to the CvB.

At some point, the FB has also decided to only include the grade results in the file and not the answers to the open questions. If possible, these are removed. This also applies to the requests for Associate Professor promotions that are registered with the FB. Those also only include the grades.

Drawback course evaluations: Skewed outcomes

There appear to be several issues with the evaluations, which can result in very skewed outcomes.

- **The evaluation moment**
The moment the evaluation form is handed out could impact the way in which a student completes the form. A student who has just received negative feedback or has just taken part in a difficult exam, will likely be more negative when filling in the evaluation. In this manner, a good teacher would be downgraded by students who have received a low grade, or who have been reprimanded for bad behaviour/failure to comply with the regulations. For this reason, the course evaluation forms at FGGA are almost always handed out before the grades are known.
- **Aspects of the course**
Various aspects of a course have an impact on the assessment:
 - Difficulty of the course. A difficult course often receives a more negative assessment than an easy course. Methodical courses often receive negative assessments because students find them difficult.
 - Number of students per course: large or a smaller course.

- Master's or bachelor's course, there is a difference in how seriously students fill in the evaluation.
- Preparation time of a teacher.
- How new is the course? It makes a difference if the course is new or has been running for longer. It is also good to know how the course 'scores' compared to other courses or previous editions.
- Difference in prior knowledge and expectations of the students.

- **Biases**

From the various interviews we conducted with teachers and employees at FGGA it becomes clear that there are several criteria that possibly have an impact on the outcome of the course evaluations that are not connected to the quality of education. According to them, several of these biases are also mentioned in academic research into the deployment and usage of the evaluations.³ Issues such as:

- Gender: women routinely receive more negative outcomes.
- Ethnicity: Caucasian teachers score higher.
- Accent: teachers who speak with an accent obtain lower scores.
- Charme: popular, handsome, easy-going, extraverted teachers obtain higher scores than more introverted, 'more serious' teachers, even though those characteristics do not necessarily make you a better or lesser teacher.
- Professor bonus.

- **Anonymous complaints**

Anonymity can sometimes be a reason to make random statements.

- **Low response rate, outcome is not representative**

A big problem is the low response rate among students. Evaluations are conducted too often and students experience 'questionnaire fatigue'. The response rate for online evaluations is particularly low, according to our estimates the response rate is between the 15 and 25 per cent. Because of the low response rate, the outcomes are not representative. It is likely that people who are extremely dissatisfied are more inclined to fill out the questionnaire.

- **Reliability**

What does the feedback say? Quality is not the same as student satisfaction.

Student assessments are not always reliable:

- Students occasionally give ruthless feedback, make aggressive or sexual orientated remarks, or sometimes fail to take completing the evaluations seriously.
- Students have sometimes failed to attend classes but still complete the form regardless.
- Student assessment is not the same as quality of education. It is not a good measure for the educational potential of a teacher, it is often nothing more than a popularity poll.
- The added value of the education cannot be measured accurately. That often becomes clear years later, when students suddenly realise how much they have benefitted from attending a certain course. Especially with more difficult courses, the added value is not always obvious at the time itself.
- Personal likes & dislikes impact the assessment of teachers by students. For instance, students tend to look more at whether the classes were 'fun' and not whether they were

³ A comparative literary research project does not fall within the scope of this project.

well designed from an educational perspective. A good course can be challenging and force students out of their comfort zone. But these courses often tend to receive lower scores.

- **Impact moment of evaluation**

The moment of evaluation can also influence the evaluation scores and the response rate. After a lively discussion with free snacks: a higher score immediately. After a difficult exam: lower score.

Best Practices

Part of this project were interviews with involved staff members from within the different institutes and educational layers at FGGA. This includes educational and programme directors, teachers, students, as well as having contact with the programme committees and people from other faculties/universities (see overview in appendix 4). Multiple persons conduct their own experiments when it comes to course evaluations and have contributed interesting examples and suggestions. It is good to create room for this and these experiments and examples might provide some inspiration.

An overview of various inspiring best practices can be found in appendix 1, both from within as well as from outside of Leiden University, in connection with the recommendations from chapter 1.

Objections

Course evaluations are an important topic that is very much alive among most teachers, and it is important to address this. It also involves a change in culture, which can be quite tricky and takes time. It is important to keep this topic on the agenda and make discussion a priority.

It evidently is a difficult and divisive topic. But as the recommendations have shown, there are various solutions available to improve the situation. A range of solutions have been proposed with a lot of room for teachers to choose what works for them.

There is not one perfect solution to improve the deployment and usage of course evaluations. The response rate will not be 100% all of a sudden, evaluations will never be completely reliable, and students will continue to make negative comments. It is also likely that not everyone will be able to agree with the proposed recommendations.

Follow-up

We propose the following follow-up process:

- a. Discuss with FB and WDs
- b. Discuss within the institutes (via WDs and ODs)
- c. Discuss with advisory councils (FR and OLCs)
- d. Data collection via faculty meeting of 2 hours led by a moderator (external expert)
- e. Make the necessary changes and adjust the policy course evaluations system FGGA accordingly
- f. Implementation (communication, HRM aspects)

Appendices

Best Practices

As part of this project, we conducted interviews with people involved within the different institutes and educational layers at FGGA. For instance: educational and programme directors, teachers, students, and the programme committees. We have also reached out to a number of people from other faculties/universities (see the overview in appendix 4). Various teachers have experimented with course evaluations and have contributed interesting examples and ideas. It would be good to provide room for this and offer these experiments and examples as an inspiration.

The following is a selection of best practices from within and outside of Leiden University, in accordance with the recommendations from chapter 1:

- Promote awareness & provide constructive feedback among students
- The use of course evaluations as part of the PDI
- Mid-course evaluations and starting conversations with students

Promote awareness among students & provide constructive feedback

Students have no idea about the importance of evaluations

Many students mention that they do not know what evaluations are used for:

Sometimes, I'll come across a message about it later on, but mostly I've no idea. And if I have to fill in a lot of (the same) evaluations, at an inconvenient moment after an exam, that isn't very motivating. There should be more room to have a conversation with the teachers.

Provide students with information on providing feedback

It is good to make time for the evaluation itself and to provide a brief introduction, emphasising that:

- Evaluations are actually being read by the teacher and the programme committees and help assess and improve the course. By emphasising this, students will hopefully be less inclined to blow off steam and provide more constructive criticism, as well as compliments!
- Teachers like to receive constructive criticism.
- Evaluations play a role in not only the assessment of the course but also that of the teacher. Students have a responsibility when filling out the evaluation.

Add providing feedback to the mentorship

Add a segment providing feedback to the mentorship: how to give useful and constructive feedback. Examples of negative feedback can be used to demonstrate its impact. Teachers have the feeling that it really helps to pay attention to this and that they receive better feedback as a result.

Students do mention that they have forgotten most of it a year later, so repetition would not be a bad thing.

The use of course evaluations as part of the PDI

Examine the information carefully

It's important to not only look at the teacher score of the evaluation. There are so many factors that come into play: number of students, representativity, type of course,.... It's especially important to carefully examine the evaluations, and to look at the growth and development of a person.

Use course evaluations as monitoring tool

With assessments, the 'score' throughout the years is more and more taken into account. If you have an unpopular course and you are able to improve the evaluation score, that is also positive. Course evaluations should be used to monitor without using them to score educational staff unless a teacher really stands out because of repetitively low scores or complaints. That is the time to start a conversation.

Evaluations are not part of the PDI

Research has shown that the evaluations don't measure quality of education and that a certain group of teachers is put at a disadvantage. This creates unrest and an unsafe culture. Use it as a signalling instead of an assessment instrument. I don't use evaluations in the P&D file. I visit teachers, look at the material, thesis evaluations and enter into a conversation. My advice: leave the evaluations out of the personnel files and reduce the frequency!

A different direction at Public Administration: evaluations are useless for the PDI

At Public Administration we've changed directions this year when it comes to course evaluations: the information from the course evaluations is useful to learn from but for the PDI, the evaluations are useless. It is about reflecting on teaching. Evaluations can be used but are definitely not definitive. We currently have a culture in which the instrument plays an important role when assessing someone, we should move away from that.

Mid-course evaluations and starting conversations with students

Make changes with the same group

I always ask students to anonymously name at least one thing they like about the course and at least one thing that could be improved. The responses are not only more relevant than criticism afterwards, but also provide the opportunity to make changes with the same group. This helps me as a teacher, and makes that students feel that they are being taken seriously. But whether I receive a better evaluation score? I really have no idea.

Openly conducted panel discussions

All students can register and provide criticism. That's constructive. I enjoy students with a critical attitude, constructive criticism is very helpful to me, this results in better education.

Students believe in-between evaluation is important

By using mid-course evaluations, improvements can be made during the course. This happened in one course by means of voting and worked really well!

Be more creative

Look for a different format where students can encourage and improve each other. Let students and teachers look each other in the eye and enter into a conversation with each other. This is something very different than filling in some form. Annual feedback sessions, for instance, perhaps only for the largest courses could provide a base.

Discussions are more valuable than evaluations forms

A plenary evaluation in class, while being vulnerable and really listening. Perhaps make use of post-its anonymously, have them write tips and tops. That tends to soften the edges, because they are able to address some issues directly with the teacher or coordinator during class. And they will also notice that there are differences between students in what they think is positive or not. Making students realise that there are a lot of options when assessing education. I find such feedback and discussion with students for my own courses and functioning a lot more valuable than the course evaluations they do afterwards.

Taking the time to evaluate informally helps get a general feel

A teacher uses a lot of informal evaluation: she always asks student 'how is the course going for you?' By doing this on a regular basis, she hopes that students will come to her when they have a problem. Partly socially accepted responses, perhaps, but it also helps to get a general feel. Polls can also help with this, although she has not used them that often until now.

Open environment where you show to be open to criticism

I guess panel discussions with the lecturer or maybe the program director can be very useful. In my opinion, however, the best way to get an honest opinion is to ask students during the course what they think of it and approach them also afterwards and in breaks. Having an open environment where you show to be open to criticism is the best way to actually receive useful input.

Communication plan course evaluations amendments

Problem definition

How can we improve the course evaluations at FGGA?

Target audiences

- Students
- Staff members
- Supervisors

Students:

- Students who received a low grade or negative feedback from a teacher often fill in the evaluations more negatively.
- Aspects of a course:
 - More difficult courses receive more negative evaluations.
- Biases: there is a link between criteria that are not related to the quality of education;
- Low response rate for completing surveys
- Students are unaware of the impact evaluations have on teachers, both personal/as part of an assessment.

Teachers:

- What can teachers do to make students more aware of the proper use of evaluations?
- What can they do to learn how to deal with negative evaluations?
- How can teachers communicate improvements/changes?

Supervisors:

Course evaluations play an important part in assessments for teachers. Are supervisors aware of the impact certain aspects of a course can have during their assessments of teachers? That biases have an impact? How can we create awareness among supervisors?

Programme committee:

- How can programme committees communicate changes?

Communication solutions

- Make students aware of the importance of good evaluations

For teachers

At the beginning of each course, teachers need to update students on what has been done with the results of previous evaluations and any changes or improvements they may have made. Hopefully, this will help students to better understand how evaluations contribute to course improvements.

Toolkit for teachers in the classroom:

This should include an overview of available information so teachers are aware of what they can share, tips for evaluations in class, and a template for a slide teachers can use to illustrate the improvements that were made because of the course evaluations. This toolkit should be able to contribute to course improvement.

Target audience: teachers

Student newsletter, using stories;

Use a case study to make students aware of the aspects of an evaluations that help improve a course. Approach: Your opinion is important and matters to us, but we can only improve things if you provide honest and substantiated feedback. Emphasise the positive impact of evaluations.

Develop Workshop/ create student awareness

Make positive feedback part of the student curriculum. Continue to remind students throughout the year and when course evaluations are due of the existence of this workshop.

Target audience: students

Additional aim: improve the response rate for the evaluations.

- **Biases and lack of awareness among students about the impact evaluations have on teachers.**

Create a video addressing different aspects:

- start with a short animation: why course evaluations, they completed the course evaluations and then.....
- stories by teachers highlighting the impact of negative evaluations unrelated to the course: How does this impact them?
- facts/did you know: these aspects (biases) can influence the evaluation.
- what can you, as a student, do? (fill in the course evaluations as thoroughly and honestly as possible) Your opinion is important!

The video can be shown during classes but can also be shared via newsletters with both students as well as employees.

Primary target audience: students

Secondary target audience:

Supervisors – make them aware of the impact evaluations have on teachers.

Teachers – you are not alone; we believe it is important to address this issue.

- **What can teachers do themselves? How can they deal with negative evaluations?**

Lunch meetings

Organise a series of lunch meetings for teachers during which different themes are addressed: Evaluations in class – how to discuss course improvements with students; dealing with negative evaluations, receiving feedback: what are the positive takeaways?, where can I get support and how can we learn from each other?

Target audience: teachers

- **Are supervisors aware of the biases? How should they use course evaluations during assessments?**

Create a handout on the role of course evaluations during an assessment

This handout serves to make supervisors aware of the different biases and aspects of the course that play a role when filling in the evaluations. How to address this as a supervisor during an assessment?

Target audience: supervisors

Inspirational videos (in Dutch):

Three teachers talk about their course evaluations: <https://nos.nl/l/2226681>
short and impressive video!

Video NOW to make their assessors aware of their own biases. <https://www.nwo.nl/inclusief-beoordelen>

General insights that may serve as a base for developing our own videos.

Slides (in Dutch) that are used at the Institute for Public Administration when handing out the evaluation forms:

Evaluatieformulieren: concrete tips

- Geef constructieve beschaafde feedback: wat ging er fout + suggesties voor verbetering
- Dus niet:
 - 'docent was echt superkut!'
 - 'Lekker jurkje had ze weer aan tijdens het laatste college'
 - 'Saaaaai...!'
- Wel:
 - 'Tijdens dit vak lag de nadruk in de literatuur erg op 'onderwerp x' terwijl 'onderwerp y' ook interessant had kunnen zijn'
 - 'Ik had andere verwachtingen van het tentamen. Ik had verwacht dat de vragen 'zo' waren maar nu blijkt dat ze 'zo' zijn. Kan dat duidelijker worden gecommuniceerd?'
 - 'De deadline van het paper zat wel erg kort op de deadline van de outline. Daardoor hadden we niet genoeg tijd om de feedback te verwerken. Kan er volgend jaar wat meer tijd tussen zitten?'

Evaluatie

We horen graag hoe we het vak leerzamer en aantrekkelijker kunnen maken voor komende jaargangen.

- Wat vonden jullie van het vak?
- Wat ging goed?
- Wat kan er beter?
- Wat vonden jullie van de literatuur?
- Aanwezigheid.

Evaluatieformulier

- Schrijf alsjeblieft nuttige feedback op het formulier.
- Niet: Ik vond het vak slecht, maar: De volgende elementen kunnen mijn inziens beter, namelijk X en Y
- Probeer ook suggesties voor verbetering te geven wanneer je problemen vaststelt. Zo kunnen wij er het beste van leren!

Outcomes interviews FGGA – Conclusions

The following is a summary of the different interviews that we have conducted over the past few months with various students, teachers, programme committees, programme directors, ODs and WDs at FGGA. Given the large amount of information and different opinions we have gathered, we have tried to catalogue it thematically. The information is sometimes directly derived from the interviews and as a result, sometimes quoted word for word.

1. In general: disadvantages also valuable information

During the interviews, there was a wide range of different opinions on the course evaluations. What stands out is that many teachers believe they are representing a large group and that they are not really aware of the different nuances that exists within that group.

There are colleagues who do not want to eliminate the course evaluations but believe that things should be done differently and that there is a lot of room for improvement. There is also a group of teachers who believe that the course evaluations should not be used as a method for measuring the quality and effectiveness of their teaching and should be discarded as a result. They believe that the use of evaluations during the assessment of educational staff conflicts with the obligations supervisors have towards their employees. In particular because teachers are exposed to an unfair risk of harm, which applies especially to 'individuals from disadvantaged groups'.

There are also teachers who find the information obtained in the course evaluations useful, but useless during the PDI. They believe it is more about reflection, in which course evaluations could have a role.

Many teachers mention that the evaluations offer valuable, useful information and that most feedback is accurate. In their opinion, this applies to the majority of the comments and unpleasant comments are not commonly part of the course evaluations.

Evaluations have a signal function, paint a sketch of the overall picture and are often a good way to start a conversation. Most teachers believe evaluations are useful and regularly adjust their classes accordingly. A large number of teachers would like to keep the evaluations and do not think it is necessary to reduce the number of evaluations. They believe it is also important for students to be able to voice their opinion. Evaluations are a good barometer for new programmes, such as BaSS. It is good to know how students experience the programme.

Several programmes believe, however, that evaluations are not necessary to find out if things are not going well. If a course is not running properly this is often flagged early on during the course by one of the many people involved, such as tutors, the head teacher, programme coordinator, etc. Evaluations are not useful because they do not flag issues on time.

For the OLCs, however, the results of the evaluations are more important especially when a course receives a negative assessment, this can be a reason to act. They often share their concerns and points of improvement with the Educational Director and Programme Director.

Many teachers mention that the course evaluations are difficult as an instrument, and that they struggle with some of the more problematic aspects:

- Comments can sometimes be offensive, biases disqualify the evaluations. Comparison is impossible.
- Students sometimes vent their frustrations, but that is not usually about the quality of education.
- Students often complete the form, even though they did not attend classes. A given example was a

course where only 122 of the 422 students were present during the first class. But those students did complete the form....

- You are continuously behind on the facts. What students write down now is for the next group.
- Teachers can be judged based on the results, it can influence the way you function.
- Different studies have shown that higher evaluations do not coincide with better education. While various types of teachers can become victims: women, ethnicity. Offensive comments can cause damage.
- Evaluations are numbers and they are always taken seriously. Sometimes this can be frustrating. Supervisors always look at the numbers. The evaluations also continue to play a role during promotions. This runs counter to being inclusive as a University.
- Some teachers are against measuring student satisfaction. First-years who write down 'she was nice/sweet'. That is of no use to anyone, it is about what you have to give to a person.
- The other biases that were included in paragraph 3.2 are also mentioned.

Important issues remain:

- What are you measuring? Student happiness does not equal quality of education.
- What will you do with the evaluations? The problem lies with using evaluations for teacher assessments.

Teachers informed us that students sometimes have very high and unrealistic expectations. They expect, for instance, personal feedback which is not feasible. It is important to manage those expectations from the students, and to explain why some aspects are deliberate choices and others are dependent on the course.

2. Teach students to give constructive feedback

Students take very little time to fill out the evaluations and are unaware of the impact of an evaluation. Most students do not really believe that evaluations are being put to good use. Many colleagues and students believe it is a good idea to better explain the evaluations: about the use of evaluations and what we think of when it comes to constructive feedback.

Teachers in various locations already take the time to give short introduction. They schedule 5-10 minutes before the evaluations to briefly prepare the students: *take your time, give feedback that will be of use to us (not the course was boring)*. Sometimes slides with instructions are used (see appendix 2). Many colleagues also think a video would be a good idea. At CSM, this is not used yet, and it would be a quick win. In some places it could perhaps be combined with the mentorship.

At BSK, giving feedback has been part of the mentorship for the last three years. During a mentorship session, examples of unwanted feedback were shown, for example, and their impact was discussed. The Skills Labs of BaSS also address this issue. Teachers have the feeling that it really helps to address the issue and that they receive better feedback as a result.

When teachers take 10 minutes time to prepare for the evaluations, the response rate will likely be higher. Programme Directors should point out its importance to teachers. It would also be a good idea to mention the results of last year's evaluations at the start of a course and the resulting changes that were made.

Teachers can provide more information on the follow-up of the evaluations for instance:

- Task for teachers: explain the changes that have been made at the start of the course.
- Message on BrightSpace: thank you for your evaluations, we will put them to good use.
- Message in the course outline/syllabus, this should really be standard practice!

3. Role course evaluations during PDI

Public Administration decided to take a different approach this year: course evaluations no longer have to be included in the PDI. The information provided by the course evaluations is useful, but useless when it comes to the PDI. In their opinion, it is all about the reflection on their teaching and teachers are allowed to use the course evaluations for this, but it is no longer mandatory. The current culture in which this is an instrument that plays a tremendous role in teacher assessment should be abandoned. The instrument is not representative, not valid, and no longer in keeping with the times. The inappropriate comments that sometimes end up on the form are no longer representative of today's world. Course evaluations do not measure quality of education. A PDI becomes something to be dreaded because of the course evaluations, even though teachers usually enjoy talking about their teaching. Trust the teacher! Use course evaluations as an informative instrument instead of an assessment instrument. Advice of the interviewees: omit course evaluations (the number 3 and 4) from the personnel files and the promotions policy.

Many interviewees mention that the evaluations always need to be included with the P&D reports. However, supervisors are attaching less and less value to the course evaluations: they are used during the PDI but are taken with a grain of salt. It is more important to look at the overall picture.

At ISGA, attention is paid to biases. Supervisors at ISGA have a good understanding of the courses. Teachers of methodology courses tend to score lower, but this is not necessarily a bad thing. A difficult course can be good, it should not be too easy.

Policy at BSK: teachers are no longer obliged to present course evaluations during a PDI. Everyone is expected, however, to reflect on their teaching (what can be improved) and also reflect from a student's perspective, but this can be done without the evaluations. This has been agreed upon by professors and WDs.

Many interviewees mention that the evaluation scores can have a negative impact. Teachers sometimes share the scores among themselves and that can really influence individual persons. Teacher (predominantly young teachers) will sometimes start to doubt themselves as a result. The suggestion is to no longer pass on personal feedback.

Grades can sometimes start to lead their own lives and scores from evaluations always resurface through programme committees, Education Dashboard, on very crucial moments. There is a score, a number, so that is objective. The only thing anyone sees is a 6. But what the N was....

It is important for supervisors to remain aware of the problematic aspects of the course evaluations. The quality of the evaluations drops dramatically, for instance, with large groups of students (e.g., 140 students). Idea is to create a slide/overview for supervisors as a reminder:

- Group size: is it a large course with 350 students or a smaller course with 50 students? In smaller courses there is more room for personal interaction and higher scores.
- Differences tutorials – lectures.
- How long has this course been taught?
- Comparing courses/scores is not possible. It has no added value.
- Other biases.....

4. Frequency: reduce number of evaluations

Reducing the number of evaluations is mentioned often. Quality over quantity. Students are expected to fill in a large number of evaluations in a short period of time and this can result in a kind

of 'evaluation fatigue'. We are currently inundating students with evaluations which results in a low response rate. Suggestions that are made:

- Discard the evaluations
- Make a list at the beginning of each year for each institute: which courses are doing well, have similar teachers and do not need to be evaluated as a result?
- Evaluations are necessary for: new courses, high turnover of teachers, courses that have been changed, courses that are problematic.... and add a random element. For instance, evaluate once every three years. Good idea to make a list of courses to be evaluated each year.
- Combine evaluations: 1 evaluation per block for 3 courses?
- Evaluate 33% of the courses, so every three years.
- Less evaluations -> for instance, only ask 75 random students to complete an evaluation for larger courses instead of all 350 students. Students are likely to take it more seriously.
- Do not evaluate Tutors, it has no added value.

But evaluations are often necessary because of: SKO, BKO, young teachers working alongside more experienced teachers on the same course, teachers who want to change positions and would like to receive an evaluation.

Then there is also the problem in relation to programme evaluations/end-of-year evaluations. These are conducted on a faculty or university level and are therefore redundant.

5. Evaluation forms: wide range of ideas

Several colleagues are satisfied with the current evaluation form. But there are also teachers who would like to change the evaluation form. There is a wide range of ideas about the evaluation form:

Those in favour of closed questions

- Especially the first question, which asks for an overall grade, is good.
- Open questions are problematic: 1 person says something and there is often not much you can do about it (for instance: classroom is cold).
- Teachers are mostly hurt by unwanted comments, make forms without open questions.
- Provide another form of qualitative commentary to increase the response rate.

Those in favour of open questions

- Get rid of the score-aspect of the evaluations, teachers benefit most from the open questions.
- Open questions are useful, people make an effort to write something down. It is too easy to simply tick boxes.
- Open questions are good way to see what students themselves think.
- Tip: open questions create more structure and categories.

Other questions

- The evaluation form should address the content and the organisation. It is important to ask questions in the correct section place and not more than once.
- Room for the reflecting abilities of students! Create a different culture! Other evaluation questions:
 - o Grade is nonsense, it does not reflect anything. What is good, a 7 or a 9?

- Room for self-reflection. For instance, I have learned a lot, what could I have done better, I always came prepared to lectures,.....
- Room for reflection on the group/fellow students. For instance, what did you think of the quality of the input of your fellow students?
- Question: the course was well organised – formulate differently
- A more targeted approach to the overall score of the teacher: the teacher was inspiring, encouraged critical thinking
- Evaluations should not only be done at course level. For instance, add questions such as: What would you like to see in the upcoming courses? (content wise, didactic,...).
- Add explanation about constructive feedback in the instruction section of the evaluation form.
- Reminder/warning on the form itself will be more effective than teaching students to provide feedback.

6. Other ideas

Paper/Online

From conversations it has become clear that the rector magnificus is not a fan of paper evaluations. However, the paper evaluations have a higher response rate than the online evaluations. Colleagues also mentioned that online evaluations are more efficient but that the response rate is important too. When you have a low response rate, it is not very useful. An option would be to evaluate online, but schedule 10 minutes in class to give students the time to fill in the form online.

Most colleagues have a strong preference for paper evaluations.

- Higher response rate, when you hand out an evaluation, students are more inclined to fill it in as opposed to receiving an evaluation via e-mail.
- More extensive feedback, students take more time to think and reflect.
- Students are more honest.
- More representative, students tend to only fill in online evaluations when they have strong opinions.

Moment of evaluation: after the last tutorial or after the exam

A lot of teachers believe it is a good idea to hand out an evaluation after the final tutorial. After exams, students are done with it and are not interested in evaluations. This is not the right moment. If you ask students to complete the evaluation during the tutorial, they will not be influenced by the exam results. On the other hand, you want to be able to include questions about the exam or the objectives (for instance: have the objectives been met? How will the objectives be assessed?).

Although the results of the exams may also provide enough information for teachers.

Reward

Some teachers mention that a book voucher, compensation of a coffee (in exchange for an evaluation or participation in a panel) could boost the response rate. This comes with additional costs but, some reward is only fair. This is necessary when you want to do it right. There will still be bias, but also a higher response rate. Current means will not be enough.

Other forms of evaluations

- Panel
 - Disadvantages
 - takes more time
- Not representative (who will apply...?)

It would be better for a teacher to keep a finger on the pulse and ask for input in a broad sense of training teachers. Link professionalisation, kwaliteitsgelden.

- Mid-course evaluations

Evaluations are often conducted informally and halfway through the course. Sometimes using post-its or an online quiz. It is often positive and useful. Sometimes a simple, general form is handed out for mid-course evaluations. Students appreciate this and the feedback is useful, because, by using this method, changes can be made during the course to the benefit of the current group. Teachers can explain their choices during discussions with students. Students generally like to help brainstorm and often come up with good ideas. The students that were interviewed mentioned that they like it when teachers start a conversation and ask for feedback: what did you think about, what could be done better?

Another option the students mentioned: 'jury duty' during a lecture. A number of students are randomly selected for a review with the teacher once the course has ended.

- Peer Review: learn from colleagues
 - At ISGA, tutors sometimes sit in during another tutor's session to learn from each other and provide feedback. The educational director and educational manager also occasionally attend teachers' classes to keep a finger on the pulse.
 - Apart from the specialists at ICLON, colleagues can also join each other's classes and provide feedback. You can give each other tips: teaching methods, course material, ... You can really learn a lot this way!
Much better for improving the quality.

- Be more creative with evaluations and look for a different format with each other:
 - Providing information on constructive evaluations will only get you so far. Look for another format in which students encourage and correct each other. Let a group of students discuss matters with each other and the teacher! This will enable them to be critical but still constructive.
 - Organise, for instance, discussions/feedback sessions with a diverse group of students with different grades (5, 6, 7, 8, 9,...). It is important that students and teachers meet with each other and look each other in the eye. A teacher can explain why things matter and manage expectations. *Audi alteram partem*. This is something different than anonymously filling in some form.
 - Perhaps only the largest courses/master courses that form the foundation. With a drink for the students. Or a course each year. Discussion afterwards paper available for everyone.
 - Do not evaluate too often and do not generate a lot of extra work. For example, 2 times per year a session (January and May/June) and then 2, 3 course at once and different courses each year. Perhaps student associations can play a role here.

Overview conducted interviews

The people mentioned below have been interviewed for the project course evaluations:

- Sterre Burmeister, Assessor FGGA
- Berta Fernandez, Senior Policy Officer FGGA
- Jeroen Wolbers, Assistant Professor of Crisis Governance & Educational Director ISGA
- Maarja Beerkens, Associate Professor of International Governance & Educational Director BSK
- Madeleine Hosli, Professor International Relations, Programme Director MIRD
- Ragnild Drange, Study Coordinator and Study Advisor MIRD
- Naya Pessoa, Education & Research Officer MIRD
- Tommy van Steen, Assistant Professor in Cybersecurity Governance at ISGA & Programme Director Cyber Security
- Eamon Aloyo, Assistant Professor at ISGA (MIRD)
- Zakia Shiraz, Assistant Professor ISGA & sponsor professor Honours College
- Elena Bondarouk, Assistant Professor BSK
- Roelien van der Wel, Teacher BSK
- Michel Michaloliakos, Teacher BSK
- Celesta Kofman, Educational Manager ISGA
- Pauline Hutten, Policy Officer ISGA
(Through them: Daan Weggemans, Ernst Dijkhoorn)
- Paul Hudson, Associate Professor & Educational Director LUC
- Caitlin Utuma, Policy Officer Education LUC
- Rik de Ruitter, Associate Professor & Programme Director Master BSK
- Toon Kerkhoff, Assistant Professor & Programme Director Bachelor BSK
- Annabel Goth, Team leader education team / policy officer BSK
- Max van Lent, Assistant Professor Leiden Law School/FGGA
- Laura Schneider, Policy Officer Education Faculty Bureau FGGA
- Rassoul Coelen, student member Institute Board BSK
- Group of 2nd year BSK students: Jack Dahly, Faarnaz Pour Morshed, Jikke van den Berg
- Giles Scott-Smith, Dean LUC & Scientific Director LUC
- Bram Klievink, Professor Digitalisation and Public Policy, BKS
- Maarten van der Ven, Team leader educational policy research ICLON
- Kirsten Ran, coordinator exam and evaluation service ICLON
- Bernard Steunenbergh, Professor Public Administration & Scientific Director BSK
- Antoaneta Dimitrova – Professor Comparative Governance & Vice Scientific Director ISGA

We have also received input via e-mail from:

- LUC, Joppe Brieffies
- OLC BaSS and CSM, Jeanine de Roy van Zuijdewijn
- MOLC (MPS), Bert Fraussen
- Cybersecurity, Geoffrey Harteveld
- BOLC BSK, Johan Christensen
- Joris Droogh, Commisaris Onderwijs, Bestuurskundige Interfacultaire vereniging Leiden (B.I.L.)
- Maarten Bergwerff, policy officer Faculty of Humanities
- Teachers from other universities:

- Giorgio Touburg, Erasmus University Rotterdam
- Sterre Leufkens, Utrecht University
- Annet Pauwelussen, Leiden University/now University of Wageningen

Course evaluations formal P&D

- on the [intranet page on P&D Interviews](#) course evaluations are mentioned as part of the annual report. They are also mentioned in the format for the annual report, they are not explicitly mentioned in the P&D regulations themselves.

Both the policy for chairs as well as the guideline promotion WP mention the use of course evaluations:

- <https://www.organisatiegids.universiteitleiden.nl/binaries/content/assets/governance-and-global-affairs/fgga/belangrijke-documenten/190619-nl-versie-vastgestelde-richtlijn-benoeming-en-bevordering-wp-fgga-na-fbwdf.pdf>
- https://www.medewerkers.universiteitleiden.nl/binaries/content/assets/ul2staff/po/per_soneelsbeleid-en-gedragscodes/hoglerarenbeleid-2017-ned

FGGA Richtlijn benoeming en bevordering WP

Toetsingscriteria:

	UD 2 Schaal 11	UD 1 Schaal 12
Algemene criteria	<ul style="list-style-type: none"> - Is gepromoveerd - Heeft wetenschappelijke creativiteit en productie blijkend uit publicaties met een trackrecord die voldoende is volgens de specifieke normen van het vakgebied - Is een gewaardeerd docent die positieve onderwijsbeoordelingen kan voorleggen (minimaal een score 3) 	<ul style="list-style-type: none"> - Is gepromoveerd - Heeft tenminste 3 jaar werkervaring als UD 2 (en voldoet ruim aan alle daarvoor geformuleerde criteria) - Is in het bezit van een onderwijskwalificatie (BKO/SKO) - Heeft een reeks van positieve R&O verslagen

Toetsingscriteria:

	UHD 2 (Schaal 13)	UHD 1 (Schaal 14)
Algemene criteria	<ul style="list-style-type: none"> - Is gepromoveerd - Heeft tenminste 3 jaar ervaring als UD1 (en voldoet ruim aan alle daarvoor geformuleerde criteria) - Heeft wetenschappelijke creativiteit en productie blijkend uit publicaties met een trackrecord dat zeer goed is volgens de specifieke normen op het vakgebied - Is een gewaardeerd docent die positieve onderwijsbeoordelingen kan voorleggen (doorgaans een score van 4 of hoger) - Heeft aantoonbaar een breed inzicht in het vakgebied van de betrokken wetenschappelijke groep en in de samenhang met andere wetenschapsgebieden - Heeft internationale zichtbaarheid/netwerken - Heeft een onderwijskwalificatie (BKO/SKO) - Heeft een reeks van positieve R&O verslagen bij voorkeur van de afgelopen 3 jaar 	<ul style="list-style-type: none"> - Is gepromoveerd - Heeft tenminste 3 jaar ervaring als UHD 2 (en voldoet ruim aan alle daarvoor geformuleerde criteria) - Is in het bezit van een onderwijskwalificatie (BKO/SKO) - Heeft een reeks van positieve R&O verslagen bij voorkeur van de afgelopen 3 jaar