

**Liberal Arts and Sciences
University College Utrecht**

June 2007

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FOREWORD

This report is part of the quality assessment of university degree courses in the Netherlands. The purpose of this report is to present a reliable picture of the results of the degree courses submitted for this review, to give feedback to the internal quality assessment of the College concerned, and to serve as the basis for accreditation of the degree courses by the Accreditation Organisation of the Netherlands and Flanders (NVAO).

The Quality Assurance Netherlands Universities Foundation (QANU) aims to ensure independent, unbiased, critically constructive assessments using standard quality criteria as far as possible, while taking specific circumstances into account.

The International Review Committee Liberal Arts and Sciences has fulfilled its tasks with great dedication. We expect the judgments and recommendations will be taken under careful consideration by the course providers and the management of the College.

We thank the Co-chairs and members of the Review Committee for their willingness to participate in this special assessment and for the dedication with which they carried out this task. We also thank the staff of the College for their carefully prepared documentation and for their co-operation during the assessments.

Quality Assurance Netherlands Universities

Mr. Chris J. Peels
Director

Jan G.F. Veldhuis
Chairman of the Board

PREFACE

by the Co-chairs of Assessment Committee

This report presents the findings of the Review Committee established by QANU to provide an independent assessment of the Liberal Arts and Sciences course of the University College Utrecht (UCU) as commissioned by the Board of Governors of the University of Utrecht.

It was the Committee's task to test the course against the NVAO criteria, classified into 21 facets.

In addition, the Committee was charged with assessing the UCU course against the five criteria of the Higher Learning Commission (HLC) of the North Central Association of Schools and Colleges (USA). This latter component of the Committee's task was undertaken at the request of UCU, at the invitation of QANU and with the support of HLC and was purely experimental, and thus was not part of the basis for the UCU accreditation review. The Committee found the combined and integrated evaluation process both interesting and successful.

The Committee based the assessment primarily on the self-evaluation report produced by the College itself, as well as on information obtained through interviews and discussions conducted with staff members and students during the site visit. In addition, during the visit the College supplied supplementary information material in various forms.

The co-chairs of the Review Committee would like to thank all of the individuals who met with the visiting team. We appreciated the information provided as it contributed to and facilitated the Committee's ability to complete its task successfully. We would also like to thank the management of QANU, HLC, and UCU for their interest in undertaking this experimental review using both QANU's and HLC's accreditation criteria. We appreciated the opportunity to participate in this unique and forward-looking international evaluation.

The Committee hopes that this report will contribute to the continued development and improvement of University College Utrecht, already a leader in international interdisciplinary liberal arts education in the Netherlands and Europe.

Prof. dr. C. Fernández
Prof. dr. M.C. van der Wende

PART I: GENERAL INFORMATION

1. Introduction

The Review Committee (hereafter called: the Committee) presents in this report its observations and conclusions on the Bachelor's degree course in Liberal Arts and Sciences (LAS) of the University College Utrecht. There are two parts to this report: background information (I) and the detailed assessment (II).

2. The Committee

Task

The Committee was asked to carry out an assessment of the Bachelor's degree program of University College Utrecht (hereafter called: UCU) according to the QANU protocol (Quality Assurance Netherlands Universities), involving examination of 21 facets spread over six subjects. In addition, the assessment protocol and five criteria of the Higher Learning Commission (HLC) of the North Central Association of Schools and Colleges (NCA) in the USA were used. The two protocols were combined into one integrated framework (see 3.1).

Members

The following experts were appointed as members of the Committee:

- **Prof. dr. M.C. van der Wende**, Professor of Innovation in Higher Education at the Free University Amsterdam, and Professor of Comparative Higher Education Policy Studies at Twente University; Co-chairman of the Committee;
- **Prof. dr. C. Fernández**, University Distinguished Outreach Professor of Sociology at the University of Arizona, Tucson (USA); Co-chairman of the Committee;
- **Prof. dr. S.J. Hamilton**, Professor of English and Associate Vice-Chancellor for Academic Affairs, Indiana University – Purdue University, Indianapolis (USA);
- **Prof. dr. L. Kaufman**, Professor in Biological Sciences and Bioengineering and Vice-Provost for Undergraduate Affairs at the University of Illinois, Chicago (USA);
- **Mr. C. Thomas BA**, student member, studying for his Master's at University College, London;

Dr. I. Meijer (senior consultant Technopolis BV) was appointed secretary of the Committee by QANU.

A short curriculum vitae of each Committee member is included in Appendix A.

The QANU Board formally approved the composition of the Committee. All members of the Committee were briefed and required to sign a declaration of independence to ensure that:

- the panel members have no bias, personal preference or personal interest, and
- their assessment is not unduly influenced by the College, the program or other stakeholders.

Preparation

The first meeting of the Committee was held on April 11, 2007. During this meeting, the Committee was briefed and given its charge by Mr. Chris J. Peels (Director, QANU), and the members agreed on a number of important issues such as the integrated framework (see 3.1), the domain-specific reference framework (see 3.2) and the schedule for the site visit. The Committee members received in advance the self-evaluation report (SER) plus appendices and a selection of Bachelor's theses from UCU.

Site visit

The site visit was held on April 11, 12 and 13, 2007 (see Appendix B).

The visit started with a guided tour of the campus premises, followed by a get-together. The get-together was for the University of Utrecht and QANU Board representatives to meet with the international Committee members, and for the Committee to meet with staff and students

in an informal setting. The first day finished with the preparatory meeting, during which the Committee discussed the SER and decided on questions to be posed during interviews the next day and assessed a selection of research projects and honor theses. The Committee also examined additional materials relating to the degree course such as information material (Student Handbook, Faculty Handbook, course listing), study material, portfolios and examinations, guidelines, module evaluations and alumni survey.

On the second day, the Committee interviewed the management team, students, members of committees, academic advisors (heads of department and fellows), faculty (teaching staff and tutors), support staff and alumni and employers.

On the third day the Committee interviewed the management team for a second time, after which two hours were reserved by the Committee to summarize the observations, fill in checklists and prepare for the close-out meeting. After the close-out meeting, two Committee members visited facilities (laboratory and library) and organizations (Center of Excellence in University Training, CEUT) at the Utrecht University campus.

The site visit was an inspiring event in many ways: for the Committee to experience the practical use of different sets of criteria, and for UCU to be able to define and evaluate itself against international criteria. The interviews were held in an open atmosphere, and the Committee was able to verify the SER.

Report

After the site visit the secretary of the Committee prepared a draft report. All Committee members commented on it. Subsequently, UCU was given the opportunity to identify possible factual errors. The final report of the degree course was approved in close consultation with the co-chairs and the secretary of the Committee on June 10, 2007.

3. Frame of Reference

Though the current assessment procedure is required to comply with the Dutch accreditation rules as laid down by NVAO, UCU intended to broaden the assessment to international standards from very early on in the process. Some discussion had taken place between NVAO and representatives of one of its American counterparts: the Higher Learning Commission of the NCA, which has its headquarters in Chicago (USA). After a careful comparison between the NCA criteria and the QANU facets, it was ultimately decided to embark on an experimental assessment process in which experienced assessors from both countries and a combination of criteria from both NVAO and NCA were used. It was also decided, however, that in the final report the '21 facets list' would be the official criteria employed in the evaluation process to facilitate Dutch accreditation of the Bachelor's degree course.

3.1. Integrated framework

NCA guidelines

The Criteria for Accreditation are organized under five major headings. Each criterion has three elements: criterion statement, core component and examples of evidence. These elements are defined as follows:

Criterion statement	These statements define the necessary attributes of an organization accredited by the Commission. An organization must be judged to have met each of the criteria to merit accreditation. Sanctions may be applied if an affiliated organization is in jeopardy of not meeting one or more of the criteria.
Core component	The Higher Learning Commission identifies core components of each criterion. An organization addresses each core component as it presents reasonable and representative evidence of meeting a criterion. The review of each core component is necessary for a thorough evaluation of how an organization meets a criterion.
Examples of Evidence	Here the Commission provides illustrative examples of the specific types of evidence that an organization might present in addressing a core component. Organizations may provide other evidence they find relevant to their mission and activities. Some types of evidence suggested by the Commission may not be appropriate for all organizations; therefore, the absence of a specific type of evidence does not in and of itself mean that the organization fails to meet the core component.

The Criteria for Accreditation are:

Criterion One	Mission and Integrity
Criterion statement	The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.
Criterion Two	Preparing for the Future
Criterion statement	The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Criterion Three	Student Learning and Effective Teaching
Criterion statement	The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.
Criterion Four	Acquisition, Discovery, and Application of Knowledge
Criterion statement	The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.
Criterion Five	Engagement and Service
Criterion statement	As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

The NCA accreditation system involves a self-evaluation report and a site visit, like QANU's processes. Also, like QANU, a report is prepared. In a typical NCA report, two aspects are addressed:

1. Assurance: Evaluation and assessment to see whether criteria are met.
2. Advancement: Consultation and advice, i.e. recommendations of how to improve the organization in order to be better prepared to continue to fulfill its mission as well as to address future challenges and opportunities.

In this report, a similar dual purpose will be applied. Therefore, in section 5 the recommendations of the Committee are presented separately.

NVAO guidelines

Ultimately, the course is officially tested against the NVAO criteria, using the '21 facets list'. These 21 facets are arranged into 6 subjects:

1. Aims and objectives
2. Program
3. Deployment of staff
4. Facilities and provisions
5. Internal quality assurance
6. Results

The Committee produced a summary of its assessment for each of the six subjects, using the two-point system according to the NVAO rules (satisfactory/unsatisfactory, represented as +/-). At the level of the 21 facets a more detailed evaluation is made, using a four-point scale:

Excellent:	'best practice', can serve as an international and national model
Good:	the quality exceeds the fundamental requirements
Satisfactory:	meets the basic requirements for that facet; it does what is expected of a scientific university course
Unsatisfactory:	does not meet the fundamental requirements for that facet

The Board of Governors of Utrecht University which commissioned the assessment of UCU asked the Committee to pay special attention to the added value of the international position of UCU and the breadth and depth of the degree course. Furthermore, specific quality assessments of Quality of Staff (Facet 14), Level that has been achieved (Facet 20), and Results of teaching (Facet 21) were requested.

Integrated Framework

When comparing the NCA and NVAO guidelines, it is evident that the frames of reference differ in quite a fundamental way. The NCA guidelines focus on the organizational/institutional level, both ex post and ex ante. Statements of ‘mission, vision and values’ lead the way for operating in administration, finance and outreach, whereas they serve as prerequisites for teaching and learning by faculty and students. NCA accredits entire institutions (colleges and universities) of higher education and does not accredit courses/programs. The NVAO guidelines are focused on the level of educational programs, and assess, predominantly ex post, all different aspects of the educational process in a degree course. In the case of UCU these two levels of assessment could be combined into one integrated framework without any difficulties.

In the integrated framework the individual facets and core components were logically arranged (with as good a fit as possible) into 7 subjects, which differ from, yet capture all of the NCA and NVAO guidelines. The following integrated subjects have been discerned:

1. Mission and integrity	Facet 1, 2, 3; Core component 1a, 1b, 1c, 1d, 1e
2. Preparing for the future	Facet 17; Core component 2a, 2b, 2c, 2d
3. Engagement and service	Facet 19; Core component 5a, 5b, 5c, 5d
4. Program – Effective learning and teaching	Facet 4, 5, 6, 7, 8, 9, 10; Core component 4a, 4d, 3a, 3b, 3c, 3d, 4b, 4c
5. Faculty and staff	Facet 12, 13, 14, 15, 16; Core component 3b, 3d
6. Results	Facet 11, 18, 20, 21; Core component 3a
7. International and intercultural orientation	Facet 22

A comprehensive overview of the integrated framework is presented in Appendix C. In part II the subjects in the integrated framework lead the order of the description and assessment of the facets. Regarding NCA criteria, assessment only takes place at the level of criteria, which is accompanied by remarks about examples of evidence to the core components.

3.2. Domain-specific framework

It is recognized that UU was the first institution in the Netherlands to embark on a different track with respect to undergraduate education: 10 years ago it started as the first Dutch Liberal Arts and Sciences College, having a mission focused on excellence on the one hand, and an international orientation on the other. University College served as an example for all Liberal Arts and Sciences degree courses that have started since then in the Netherlands.

The Committee decided to handle the domain-specific framework in the same way as for the assessments of other Liberal Arts and Sciences programs, i.e. the Liberal Arts and Sciences of the UU and its Roosevelt Academy, which were reviewed earlier. In Appendix D a description of the Bachelor’s level of the domain-specific reference framework for the Liberal Arts and Sciences is presented.

Liberal Arts and Sciences emphasizes a critical-rational reflection allowing the student to arrive at fundamental evaluations of what occurs on a personal, social and scientific/technical level. This makes *liberal arts & science* an interdisciplinary study in principle, in which a problem or problem-complex can be assessed from different scientific and also humanistic perspectives.

Learning primary skills like debating, analyzing different social or scientific positions and developing a personal problem-solving ability are done explicitly as part of a social and intellectual *community*. The concept clearly has an international role to play in higher education, even if only as the basis for further development.

4. General conclusions

As stated before, UCU has been a pioneer in the development of the Liberal Arts and Sciences educational concept in the Netherlands. It was founded in 1997 as the international undergraduate honors college of Utrecht University. With the first class starting in 1998, it has now grown to full capacity, both in terms of a full-time student population (650) and in terms of offering a balanced curriculum with a wide range of relevant tracks.

The Committee congratulates UCU on its performance in higher education. It has been an innovative, prominent, pioneer institution in international Liberal Arts and Sciences education. The Committee acknowledges the dedication of staff and faculty to reach their goals. It succeeded in setting up a Liberal Arts and Sciences bachelor degree course, the breadth and depth of which are being recognized throughout the Netherlands and beyond. UCU managed to recruit international students and offers an international residential learning environment, in which the intellectual needs and challenges for students are central, all resulting in excellent learning outcomes.

UCU offers a broad range of subjects. The Committee did not assess all of the modules offered by UCU in depth because of the large quantity, but felt confident in its overall assessment because of the expertise and experience with liberal arts colleges within the Committee (see the attached CVs).

Currently, the UCU institution is in transition from being a pioneer to a mature and more professional organization. The Committee concludes that it is a matter of vision and especially leadership to successfully make this transition. When preparing for the future, it is crucial to address the relevant questions (see 5) in terms of mission, goals, policies and planning, management styles, and organization that are raised and apply to all levels within UCU. “It is all about knowing where the ball will go, not where it currently is...” that makes the difference between good and great.

Mission, vision and values

In UCU’s mission, the international aspect is important, yet it is implicitly addressed at the same time. It would be of great added value if UCU could develop and articulate an active translation into new activities to implement its mission, vision and values on international and multicultural paradigms, and to seek a balance between self-deployment and community engagement.

Goals

From the start, the goals were to be ambitious (eager to excel), innovative, and international. At the same time UCU stayed close to the individual student and faculty level. As higher education is central to shaping the future by preparing the intellectual and professional workforce of that future, it is essential to have a more outward and future-oriented vision on the value of LAS in the 21st century, the age of globalization, and to have an idea of the bigger concept of internationalization. Even by staying true to the original goals – the institution of future leaders – it should be no problem to become a self-confident, visionary, entrepreneurial institution that is well aware of its role in society at large and in how it wishes to serve the public good.

Organization

In UCU, the ideals and mission are organized through student and teacher initiatives, which is an interactive and bottom-up process. As the organization grows, this bottom-up process reveals its limitations, which calls for decisions to be taken in terms of planning. On a more strategic level, UCU has a strong relationship with UU, from which two-thirds of UCU's teachers are derived. In addition, they are dependent on the (new) university financing system, which is a credit point-based system. Another strategic discussion for the organization is where the institution will be in terms of size in five years' time. What is the ideal number of students in relation to the curriculum, and what are the consequences of growth for living on campus? These questions need to be addressed soon, as the organization has doubled in the last five years and one can see the consequences already.

Management

The management of UCU shares its educational philosophy with its students and teachers, which makes it accessible and low on hierarchy. However, to improve management it may need to shift attention to a more structured and systematic approach, while at the same time not losing the collegial sense of togetherness. There are many anecdotes of successful students, projects or ideas, but strategic planning is required for the future. The mechanics of managing tend to prevail over systematic strategic planning. For a fully grown organization, 10% change in the curriculum is normal. There are many ideas and activities by individuals on for instance international recruitment, fundraising or involvement of alumni, but they are not part of a larger strategic plan.

Policy

Currently, the policy status of UCU is that it should be developed. In general, a UCU policy should address all consequences of the transition to a professional organization for the organization and management structure. However, at UCU there are many activities and standard practices that could easily be developed into policy by making them explicit. The same holds for making explicit what is standard practice at several levels and aggregating these into 'mission, vision and values'.

In general, the Committee found little evidence so far indicating that management, policies and structure are *systematically* organized to create an institution that wants to play a major role in the international league of LAS colleges. However, the Committee assessed that most activities to this end may be implicitly in place or being developed and should be made explicit.

5. Recommendations

The Committee also had the task to identify those aspects of UCU which could be improved. Therefore, the Committee also presents comments, remarks and recommendations in the assessment report which are not only required to support the assessment and the judgment per facet or criterion, but also point out the aspects that could be improved more generally at an overall level. Providing suggestions for improvement does not necessarily imply that judgments score unsatisfactorily. Nevertheless, some suggestions for improvement did affect the facet score in terms of number or weight.

In its deliberations the Committee took into consideration the whole context and UCU's stage of development. In terms of context the Committee took the liberty to combine all suggestions in order to be supportive to UCU.

The LAS curriculum or educational philosophy is increasing in Europe. Its contribution to society may be that it helps in searching for and finding answers to the growing complexity of the world. We live in a world with a lot of potential conflicts, so our world is in need of much understanding and compassion. In that sense, LAS is more than just an intellectual challenge. Maintaining and further developing of LAS needs constant refreshment. Intellectual exchange is not enough, future LAS needs exchange at a very professional level, both in terms of leadership and management, and in terms of requiring and developing responsible, strategic global thinking.

So if UCU wishes to be an institution of future leaders in all types of positions, both visible and less visible, and in view of the position of LAS in general, UCU needs to equip students for their task to be extraordinary both socially and intellectually. In order to become a full member of the international league of LAS colleges, and to become part of a wider community, it would serve UCU well to address the following issues/questions:

- Where does UCU want to be in 5 and 10 years from now, and how will it get there? What are the vision and mission? What does the roadmap look like? Is UCU going to continue to be innovative and provide leadership in higher education, and if so how?
- Define actual policies and organize planning; develop a strategic plan (vision, mission, goals, resources, etc.)
- What is UCU's larger concept of being international? A fully developed description would be helpful, as well as highly senior staff committed to take action.
- What are UCU's larger concepts of multiculturalism, diversity, and outreach and service? How can UCU fulfill these concepts?
- Decide on the most ideal size of UCU, and start from there in terms of fees and campus structures and facilities. UCU could grow to about 1,000 students and still retain its personalized culture and environment. Balance staff, finance and ambitions.
- Decide on budgetary needs and how to generate revenues. UCU has many untapped opportunities in this area.
- Think independent, and make use of the UU and its connections in positive ways.
- Think on different levels and 'out of the box'; continue to be innovative.
- Strengthen the role of faculty in governance; formalize some currently informal processes and structures.
- Find ways to capture the energy that comes from the student-faculty interaction, including in its relation to both curriculum and outreach.

- Develop and professionalize activities around fundraising, alumni and international recruitment. Develop an International Advisory Committee.
- Continue to provide a first-rate curriculum but decrease institutional-level attention on the mechanics pertaining to curriculum development.
- Balance the pressure of very demanding students with the development of their own responsibility through service, outreach, and civic engagement.
- Be self-confident and proud of all that has been achieved so far! It is now time to define UCU within its own distinct league, that of the best LAS colleges throughout the world, and derive the lessons from such benchmarking for an agenda for further growth and development of UCU.
- The Committee would recommend a focused visit within two years to review the College's progress on meeting the HLC criteria.

PART II: ASSESSMENT UNIVERSITY COLLEGE UTRECHT

1. Structure and organization of University College Utrecht

University College Utrecht (UCU) was established in 1997 as the international undergraduate honors college of Utrecht University (UU). UCU provides the educational facilities for student learning such that successful students can be awarded the Honours degree of Bachelor of Arts or Bachelor of Science in Liberal Arts of Utrecht University. UCU is a joint activity of all UU faculties. UCU is exclusively an educational institution, without research facilities of its own, but as an integral part of UU, it offers an undergraduate program that is closely connected to current research. The UU Board (College van Bestuur) appoints the Dean of UCU, and sets the budget and approves the tasks of UCU in a yearly planning and control cycle.

UCU is a relatively autonomous organization within UU, and this autonomy makes for a stronger UCU. It is headed by a Dean who has overall responsibility for the academic program, selection of students, personnel affairs, finance, the well-being of UCU students and the campus. The Dean is assisted by the University College Board. The Board is composed of the heads of department, the Director of Education, the Managing Director, the Senior Tutor and a student representative. The Director of Education has a delegated responsibility for the academic program, together with the heads of department (H4). The Managing Director has a delegated responsibility for personnel affairs, finance and the UCU campus (facilities). The Senior Tutor has a delegated responsibility for the academic guidance and well-being of the UCU students. Heads of department have a delegated responsibility for the academic programs within their department.

There are four departments responsible for student learning: Academic Core (ACC), Humanities (HUM), Science (SCI) and Social Science (SSC). The ACC Department is responsible for basic skills in language acquisition, writing, presenting, argumentation, and methodology and quantitative analysis. The other three departments are responsible for all majors and tracks, and are referred to as the 'academic departments'. The heads of departments organize the variety and the coherence of course offering and tracks; the quality control of the educational process, of the individual teachers, and of the exit levels in the fields within the departments; the direct input of students in the (ongoing) educational process; and the academic advice to students within the department. Heads of department are assisted by UCU fellows (faculty), who play an important role in curriculum development. They also act as liaisons with UU faculties and graduate programs, and as academic advisors.

The UCU Honours Bachelor program has been designed to educate LAS undergraduates in an international residential learning environment. This means that students are required to learn a foreign language in addition to English, which is the language of the UCU classroom and community. UCU strives to create an environment in which intercultural exchange is enhanced by cultural diversity. Students are encouraged to take the opportunity to study abroad for a semester (and currently many of them do so). UCU graduates should therefore be able to discern and appreciate different cultural and socio-economic values, backgrounds, and beliefs, and reflect upon their meanings, merits, and functions with awareness of the potential bias from the perspectives of their own cultures.

UCU selects its students, which is unlike traditional Dutch universities. This special arrangement permits UCU to select highly talented and motivated students who match the College's mission and academic standards, one of the key factors in assuring high retention and graduation rates.

UCU's goal is to produce graduates who excel in combining academic disciplinary breadth with depth. Horizontal coordination of the breadth of the whole curriculum safeguards the existence of a broad range of academic disciplines, while guidelines and guidance ensure that the students' individual curricula are sufficiently interdisciplinary. The vertical depth of the curriculum is fostered by developing the offerings in complete tracks to ensure that students who have completed the range of offerings in a particular disciplinary field qualify for graduate programs in that field.

2. The integrated assessment framework

Below, under ‘description’, a summary of the relevant data in the SER is presented. Under ‘assessment and evidence present’, the findings of the Committee are presented and briefly discussed. This is followed by a conclusive summary and a general judgment on the criteria and facets. Eventually, the individual facets and criteria are presented.

2.1. Mission and Integrity (NCA – criterion 1, QANU F1, F2, F3)

Description

The UCU academic program focuses on what students have learned rather than what they have been taught. Learning takes place in an educational context that expects students to do their best, to actualize their personal drive, to apply individual initiative to their academic program, and to contribute to shaping an international multicultural community. The underlying goal is to make students partners in education rather than mere consumers of education.

The exit qualifications of the program reflect the goals, both in scope and in the manner in which they make students responsible for the level and quality of their own education.

All UCU graduates have demonstrated their academic skills

- assess the quality of information obtained from a range of research sources
- assess information from a range of disciplines
- employ methodologies relevant for their specific disciplinary directions
- apply interdisciplinary insights to their specific disciplinary directions
- apply the full range of reflective skills to academic problems (analyze, assess, compare, transfer, synthesize, integrate, etc.)
- communicate - orally and in writing - information, concepts, problems and solutions, in English at an academic level to both specialist and non-specialist audiences
- employ a range of media in communicating proposals and results
- can communicate in a foreign language other than English and/or their mother tongue
- assess information from a range of disciplines.

All UCU bachelor graduates have demonstrated their understanding of civic engagement

- can discern and appreciate different cultural and socio-economic values, backgrounds and beliefs and reflect upon their meanings, merits and functions with awareness of the potential bias from their cultural perspectives
- analyze relevant features or requirements of specific social or professional contexts from an international and/or multicultural perspective
- show their civic engagement and academic qualities as world citizens by functioning respectfully and confidently as members of a variety of communities both in a social and in a professional setting; consistently acting responsibly; providing insight, guidance, initiative or leadership in complex situations.

All Bachelor of Arts graduates in the Humanities have demonstrated that they:

- are aware of the complex processes of historical continuity and change
- have an overview of important developments and movements in humanistic scholarship
- critically analyze and evaluate (current) academic issues in their specialized field or discipline, including reflection on relevant ethical issues

- apply theories to solve problems in the humanistic disciplines
- have enough in-depth knowledge of specific themes within the chosen discipline(s) to formulate a research proposal in their field of interest
- carry out an independent, supervised scholarly research project, and report orally and in writing on the results according to discipline standards.

All Bachelor of Science/Arts graduates in Science have demonstrated that they:

- apply knowledge and understanding in their fields of interest at a level that is supported by advanced textbooks and recent primary scientific literature in their fields of interest
- combine in-depth disciplinary knowledge with thinking beyond specific paradigms
- draw on a broad and interdisciplinary range of knowledge, to gather and interpret relevant data, and to inform judgments on relevant social, scientific or ethical issues
- formulate a research proposal in their field of interest based on study of scientific literature
- carry out a limited supervised scientific research project, analyze the results obtained, and report orally and in writing on the results according to scientific standards.

All Bachelor of Arts graduates in Social Science have demonstrated that they:

- demonstrate both in-depth knowledge and understanding at a level reflecting aspects of the forefront of their field of study, and draw on a broad and interdisciplinary range of knowledge
- apply theories to social scientific problems in a manner that indicates a professional approach; see problems in their social context; analyze problems from various angles, and devise the means to solve problems
- gather and interpret relevant data to inform judgments, including reflection on relevant social and ethical issues
- formulate a research proposal in a field of interest based on study of scholarly literature
- carry out a research project, under supervision but with a high degree of autonomy, and report orally and in writing on the results according to discipline standards.

UCU has compared the objectives and exit qualifications of the UCU program with those of the Dublin Descriptors for Bachelor Degrees (DD1-5). The following overview rates the qualities of UCU graduates with respect to these indicators. UCU's international and societal orientation is not included in the comparison. The UCU exit qualifications are also comparable to the domain-specific frame of reference, as concluded by the Committee.

Dublin Descriptors	Exit qualifications
Knowledge and understanding	Depth with discipline Interdisciplinary breadth Research skills Intellectual curiosity
Applying knowledge and understanding	Depth with discipline Interdisciplinary breadth Research skills Intellectual curiosity
Making judgments	Depth with discipline Interdisciplinary breadth Thinking skills Intellectual curiosity
Communication	Communication skills Intellectual curiosity
Learning skills	Learning skills Intellectual curiosity

UCU's goal is to produce graduates who excel in combining academic disciplinary breadth with depth, and who are fully prepared for continued academic education after UCU. In the period 2000-2006, 863 students received a bachelor diploma at UCU, and many of these students have been accepted for a wide variety of Master's programs (MSc and MA), both national (62.1%) and international (24% UK, 6% USA). The majority of UCU graduates report that they continued their education at the master level; 15% reported already having entered a PhD program. About 40% of the UCU alumni subsequently enter into a master/PhD program at UU. They cover the whole spectrum of graduate programs at UU. Last year UCU introduced internships as an alternative to a research project.

Assessment and evidence present

UCU has a clearly articulated mission that focuses on "an international orientation into academic excellence, intellectual independence, and world citizenship within the UCU community." In addition, it stipulates the general competencies UCU graduates should have achieved. The UCU Education Philosophy is aligned with the mission, and concentrates, as does the mission statement, on a globally focused curriculum for UCU's internationally recruited students. The aim to excel as a university program, both its national and international perspective, pervades the mission statement, as does the ambition to deliver excellent graduates.

A diverse intellectual community is actively fostered by UCU. The program promotes understanding and recognition of a diversity of interests, viewpoints, cultures, etc. This UCU community referenced in the mission statement is intentionally multicultural, currently at a 2:1 ratio with Dutch students, but with a goal for diversity at a ratio of 1:1. The mission documents make clear that creating responsible and aware global citizens is a key aim of the program.

The UCU Education Philosophy is aligned with and actualizes the mission statement in terms of curriculum, recruiting processes, and student support. The educational philosophy is explained in the faculty handbook. It is a stated requirement that UCU administrators be fully committed to the UCU mission, with no divided loyalties. For example, administrators in charge of residence halls assign new rooms annually so that every year students will have opportunities for meaningful interactions with students of different cultures. Student

recruitment is done from the perspective of the mission of the college. Recruitment and acceptance policies and procedures focus on both academic excellence and a multicultural balance in order to achieve the goals of the mission. Similarly, financial aid policies support the mission of including students outside the EEA in order to enhance the multicultural aspect of the mission.

The UCU Council safeguards the participation of faculty, staff, and students in UCU governance. The Council is consulted annually prior to key curricular, procedural, and budgetary decisions. The Dean, Director of Education, and Managing Director each have well-defined areas of responsibility tied to the mission and work as a collaborative team chaired by the Dean. Students are involved in several layers of governance, including the UCU Council, the University College Board (through one representative), and their own student governance organization. A clear monitoring process is in place, both for academic and organizational matters, however, the Committee found that organizational change often depends on informal channels of communication and is not very explicit. The alignment of the mission with all aspects of curriculum, administration, facilities, policies, and procedures is evident in the SER.

In summary, the Committee is convinced that the objectives and exit qualifications of UCU exceed international guidelines (Dublin Descriptors), and as such the bachelor program at UCU is by default highly academic. It is obvious from the evidence that understanding of and support for the mission pervades the organization. In addition, UCU's mission documents are clear and publicly articulate the organization's commitment, which is well elaborated in governance and administrative structures to support collaborative processes that enable the organization to fulfill its mission.

UCU is therefore compliant with Criterion 1 of the Higher Learning Commission, although it could strengthen and formalize the role of faculty in governance.

UCU generally exceeds all QANU facets for the program, therefore Facets 1-3 are all rated good.

Below the criteria and facets are depicted individually.

Criterion One: The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Evidence that one or more specified core components need organizational attention: The College should review, enhance, and formalize the role of faculty in governance.

Evidence that one or more specified core components require Commission follow-up: None noted.

F1: Domain-specific requirements

The final qualifications of the degree course correspond to the requirements made to a degree course in the relevant domain (field of study/discipline and/or professional practice) by colleagues in the Netherlands and abroad and the professional practice.

Bachelor degree course Liberal Arts and Sciences: the assessment by the Committee is good.

F2: Level

The final qualifications of the degree course correspond to general, internationally accepted descriptions of the qualifications of a Bachelor or a Master.

Bachelor degree course Liberal Arts and Sciences: the assessment by the Committee is good.

F3: Orientation

The final qualifications of the degree course correspond to the following descriptions of a Bachelor and a Master at universities:

- The final qualifications are based on requirements made by the academic discipline, the international academic practice and, if applicable to the course, the relevant practice in the prospective professional field.
- A University (WO) Bachelor possesses the qualifications that allow access to a minimum of one further University (WO) degree course at Master's level as well as the option to enter the labour market.
- A University (WO) Master possesses the qualifications to conduct independent academic research or to solve multidisciplinary and interdisciplinary questions in a professional practice for which a University (WO) degree is required or useful.

Bachelor degree course Liberal Arts and Sciences: the assessment by the Committee is good.

2.2. Preparing for the Future (NCA – criterion 2, QANU F17)

Description

The SER describes the various levels in the UCU system for internal Quality Management (QM). There is a quality check on new teachers, new courses and new fields/tracks. Subsequently, each new initiative becomes part of a QM cycle. Students receive a questionnaire at the end of each semester for each of their courses. Evaluation results are used for yearly 'Result and Development' (R&O) meetings with instructors. The evaluation results are compiled in a report every semester and are discussed in the H4 and the College Board and presented to student representatives. Improvements of curricular tracks have been implemented as a result of evaluation. UCU courses obtain an overall score of 3.9 on a 1-5 scale. Tutor evaluation takes place annually and provides feedback about the functioning of the tutorial system and students' appreciation. Results indicate consistently that students are satisfied. Each department organizes separate curriculum evaluations. In addition, there is an Overall Survey that monitors the student's appreciation of the curriculum, the UCU teaching philosophy and the formative effect of the UCU campus. The emphasis on evaluation at the curriculum level has increased. Strategic issues such as whether UCU is translating its mission into the right goals for its curriculum, or whether the UCU curriculum is efficient in achieving its ambitions are now being addressed.

Verifiable criteria that help evaluate the extent to which UCU succeeds in reaching its goals are:

- The market value of UCU degrees, as measured by e.g. the acceptance of UCU graduates in graduate programs in all academic disciplines or multiple acceptance of UCU graduates in different graduate programs.
- Performance in graduate programs as measured by e.g. the ranking of alumni in graduate programs or preparedness in professional life.

Assessment and evidence present

UCU provides for a flexible curricular model that can be responsive to students' interests and needs. The set up of the Chinese language and culture project shows UCU's responsiveness to new developments and interests from its students (who initially suggested this new area). The mission, curriculum, policies, and procedures work together towards a global perspective of societal, scientific, and economic trends. The college mission to promote global citizenship shows sensitivity for issues outside academia.

UCU is not financially independent from UU and its financial policies. Furthermore, the Dutch government has abolished the state subsidy for non-EEA students. Institutions can, however, charge differential tuition fees for these students at their own rate, and the government has established a national scholarship fund. UU has decided that UCU's differential fees for this category of students would not differ from the fees charged for non-EAA students in its regular programs.

Anticipating these conditions, the students of UCU are assigned an International Profile Fee of €500 annually. The resources generated from this fee are used to provide financial aid for academically qualified non-EEA students and other academically qualified but financially challenged students and international services for all students. This fee is an example of administrative policy and student collaboration that clearly supports the international and academic excellence aspects of the UCU mission. However, a more independent and pro-active attitude with respect to the differential fee setting policy would be justified and required, as UCU is UU's honours college and is more dependent on its international position than regular, Dutch-taught programs are in general. Stronger self-awareness and a better understanding of its competitive position in the international market could be the basis of a more self-confident attitude, which could also be reflected in UCU's differential fee setting policy for non-EAA students, and probably for its overall fee policy.

UCU is building a coherent body of evidence of performance to enable data-driven decision-making. Annual R&O meetings monitor and enhance faculty and staff performance. There are multiple forms of assessment, including surveys, student evaluations, and R&O meetings at the course, instructor, and curricular level. UCU has documented key curricular changes as a result of their assessment and evaluation processes. In addition, various student bodies play a role in maintaining quality. Evaluation and assessment processes are thus aligned with the UCU mission.

Recruitment, admissions policies and procedures, and financial aid are aligned with the UCU mission. Entrance standards and processes support the UCU mission, whereas intake procedures are a tool for coping with changing environments.

In summary, the Committee has established that the QM cycle is well organized through regular evaluation at different levels. Improvements are being implemented as a result of evaluation, indicating the QM-loop is closed. Whereas the organization's actual ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement, the Committee did not find sufficient evidence allowing it to conclude that UCU supports its educational programs and plans with more general strategies for maintaining and strengthening their quality, (inter)national position and reputation in the future. It would serve UCU well to realistically prepare for a future shaped by multiple societal and economic trends, in which UCU still plays a professional role

at the forefront, and in which it compares itself with other internationally oriented LAS colleges. In that case, UCU not only plans for the future, but is shaping it as well!

UCU is therefore not fully compliant with Criterion 2 of the Higher Learning Commission. UCU exceeds QANU Facet 17 for evaluation, therefore it is rated good. Below the criteria and facets are depicted individually.

Criterion Two: The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Evidence that one or more specified core components need organizational attention: Though the Committee acknowledges that the evaluation of results is good, its use could be extended to planning matters just by formalizing standard practice and aggregation of data to the institutional level.

Evidence that one or more specified core components require Commission follow-up: Although there was much acknowledgement that UCU is in 'transition', the institution lacks comprehensive strategic planning that charts a vision for the future. The strategic plan should first and foremost focus on vision and mission and secondly on the resources (for example, academic, financial, facilities, staffing, etc.) needed to achieve the vision and mission. The Committee would recommend a focused visit within two years to review the institution's progress in meeting this criterion.

F17: Evaluation of results

The degree course is subject to a periodic review, which is partly based on verifiable targets.

Bachelor degree course Liberal Arts and Sciences: the assessment by the Committee is good.

2.3. Engagement and Service (NCA – criterion 5, QANU F19)

Description

The SER describes how students and staff members are involved in the QM system (see x.1.2). Students are involved in the evaluation of the courses through end-of-semester evaluations. In addition, students are also included in academic affairs through the All Students' Interest Council (ASIC), which consists of 5 members (annual elections). One of the ASIC members is appointed as the student representative on the College Board, the other four participate in the College Council. All faculty members are involved in the evaluation of the program through the QM cycle, consisting of course and tutor evaluations, and curriculum evaluations in each department.

UCU keeps records of a set of academic numerical targets for student admission data (such as male:female ratio, Dutch:non-Dutch ratio, and SCI:HUM:SSC majors ratio), student pass and progression rates, and breakdown of classes by degree awarded (see x.1.6). Both a more balanced male:female ratio as well as a more balanced distribution of Dutch:non-Dutch students (especially more students from Africa and Asia) are given as targets.

Gender	n	%	Nationality	n	%
Male	240	35.5%	Dutch	452	67%
Female	435	64.5%	Non-Dutch	223	33%
Total	675	100%	Total	675	100%

Intended major	n	%
HUM	124	18.5%
SCI	166	24%
SSC	299	44.5%
Multiple	86	13%
Total	675	100%

In its program, UCU aims for civic engagement (see.1.1). The internal organization and characteristics of UCU (selection, an international student body, guidance, residential life at the campus with its own activities) are implicitly geared at supporting social, international and intercultural development. Outward orientation is organized through exchange projects with other international universities. The internships that started in 2006 are recommended for students who seek professional careers outside academia. The alumni survey was administered for the first time in 2006, and will become a regular practice in the evaluation scheme. The alumni survey results showed that UCU alumni seek careers in education/research (22%), consultancy (14%), non-governmental organizations (11%), as well as business/finance, health care, government, politics, technology, communication and law.

Assessment and evidence present

UCU is exploring and trying to find an appropriate and effective balance among available resources, tuition fees, and student expectations. Curricular offerings are tailored to student needs and interests. Efforts are being made to accommodate different language needs (i.e. those who would benefit from more English study rather than a 2nd international language). Alumni survey, student surveys and evaluations, and faculty evaluation sessions all indicate a high respect for the institution, its values, and its services. There are strong ties with UU at both the undergraduate and graduate level, and thereby with a larger academic community. Regular communication with graduate schools and employers of UCU graduates ensures that UCU graduates have the requisite skills and knowledge and intellectual preparedness to succeed. UCU graduates are accepted into and are successful within prestigious graduate programs as well as in a plethora of professional functions. UCU is trying to improve its connection with the professional field, with graduate schools around the world and with programs in other countries (i.e. the USA, California). From the site visit it was clear that students work hard to get top marks. In addition, there seems to be some unnecessary anxiety that not only relates to grading, but also entails personal social and emotional conditions of students who are focussed on themselves more than on the greater world around them.

There is a consistent curricular focus on multicultural issues and global concerns, though during the site visit students mentioned a slightly Eurocentric attitude. In addition, they sometimes experience a 'metaphorical gate' that prevents them to take on social responsibility for the outside world that begins at the campus's physical gate. The small cozy nature of the campus occasionally changes into a gated community, where a lot of contact with the city is lost. UCU needs to open up to improve integration with the outside world. Though community services and outreach are not really part of European higher education's culture or tradition,

it is very much a part of the liberal arts tradition and, thus, social responsibility should be developed more explicitly at UCU. In fact, very recently a student/teacher initiative started developing a community service project. Alumni are not regularly involved in engagement of the professional field nor in recruitment of new students as yet, but they could provide more insight into the students' perspectives such as whether UCU has met their expectations.

In its mission documents UCU recognizes the diversity of its learners, other constituencies, and the greater society it serves, but the Committee felt that community orientation and service to the community (serving the greater public good) could be elaborated more than they have been.

The Committee feels that both students and faculty/staff are intimately involved in the UCU teaching and quality system. Both are part of shared decision-taking at the educational level. However, the involvement of alumni could be extended substantially, especially the governance of the alumni network should be developed in a more managerial way.

In summary, the Committee has established that UCU is willing to learn from the internal constituencies it serves and to analyze its capacity to serve their needs and expectations. The Committee, however, feels that the organization has to develop further and build the capacity and commitment to engage with and identify its external constituencies and communities. By doing so, the Committee is convinced that UCU will demonstrate its responsiveness to its external constituencies, as much as currently the internal constituencies value the services the organization provides.

UCU is therefore not fully compliant with criterion 5 of the Higher Learning Commission. UCU complies with QANU Facet 19; in view of the international ambitions of UCU, the Committee rates the involvement of faculty, students and alumni as satisfactory.

Below the criteria and facets are depicted individually.

Criterion Five: As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Evidence that one or more specified core components need organizational attention: Though the Committee acknowledges that UCU serves its internal constituencies, UCU needs to do much more in the way of engaging with the larger community.

Evidence that one or more specified core components require Commission follow-up: UCU needs to develop a culture of outreach and service by, for example, providing opportunities for its students to serve and become involved in civic projects. Although UCU has a strong partnership with UU, UCU should also develop partnerships with external organizations, businesses, and agencies. Such outreach and service will benefit both UCU and the larger community and will facilitate the preparation of students for a lifetime of servant leadership. Given UCU's international mission, partnerships with international organizations should also be developed and expanded. In this context, an International Advisory Board could be most beneficial. The Committee would recommend a focused visit within two years to review the College's progress on meeting this criterion, engagement with the larger community.

F19: Involvement of staff, students, alumni and the professional field

Staff, students, alumni and the professional field in which graduates of the course are to be employed are actively involved in the internal quality assurance.

Bachelor degree course Liberal Arts and Sciences: the assessment by the Committee is satisfactory.

2.4. Student learning & effective teaching (QANU Facet 4 – 10, NCA Criterion 3 and 4)**Description of the program of the degree course**

The academic year is divided into two semesters of 16 weeks. Students are required to take four courses per semester. Over a period of three years a student thus takes 24 courses. The SER lists all tracks and courses offered in 2006-07 (see Appendix E). Each course is assigned 7.5 EC, and the full program of the Bachelor's degree course in LAS comprises 180 EC, thereby complying with the formal requirements with respect to the size of the program. Courses are taught at three levels, indicated by the first digit of the course number.

- 100 level: introductory courses (unless specified otherwise, open to all students);
- 200 level: intermediate courses (100 level prerequisites);
- 300 level: advanced courses (200 level prerequisites).

The overall program of majors, minors, tracks and courses provides a way by which a student can become an UCU Bachelor in Liberal Arts and Sciences. The student chooses his own program from an extensive list (169) of approved courses within certain limitations. These guidelines are published in the Student Handbook. A major consists of 10 courses in at least 2 fields, a minor consists of 4 courses that form a coherent field. A major contains at least 4 advanced level courses, a minor at least 1. A track is a coherent series of courses in a particular field, and is composed of an advanced level course and its prerequisite 100 and 200 level courses. The track falls under the responsibility of an academic department. The UCU curriculum consists of 51 tracks in 22 different fields. An overview of majors is presented below, and in Appendix E a comprehensive overview of fields is presented.

Academic Core Department

Introduction to Academia (compulsory), Communication in Dutch; English; French; German; Spanish;

Writing, Methods & Statistics; Argumentation

Humanities

Art History; History; Religious Studies; Literature & Classics; Linguistics; Philosophy; Performing Arts; Chinese Language & Culture.

Science

Mathematics; Physics; Chemistry; Life Science; Earth & Environment; Medical Science; Cognitive Neuroscience.

Social Science

Sociology; Psychology; Anthropology; Geography; Political Science; Economics; Law.

In the first year of study, students must handle a number of basic courses in communication and languages, methods and statistics, reasoning and at least one course from two academic departments. All students must master the basic skills - a 'general education' in the LAS sense - necessary to follow the rest of the program. In addition, completion of the intermediate level

in a foreign language (other than English and/or native tongue) is required, as well as completion of at least 4 courses at the 300 level. UCU offers several enrichment options for students: Off-campus courses, minors (consisting of 4 disciplinary-related courses), international exchange (requires a grading point average of 3), or honor theses.

The principles of UCU's educational practice build upon: Guidance, teaching and learning, and curriculum.

- Guidance: Student initiative and academic guidance in composing an individual academic curriculum are central; the cornerstone of guidance is the tutorial system.
- Teaching and Learning: The teaching and learning process consists of the following elements: Mutual commitment and talent development; active learning; critical and creative thinking.
- Learning: The learning takes place in small classes of not more than 25 students. The average workload amounts to about 50 hours per week (including time in class). Classes are restricted to 60 contact hours per course, thus learning poses a high demand on self-study ability.

UCU has two dates of admission: September and February. On average, each year 225 students are admitted. The number of applicants and intake are shown in the table below.

Academic year	Number of applicants	Invitations for interview	Intake in the first year
2004-05	657	295 (45%)	261 (40%)
2005-06	681	310 (46%)	225 (33%)
2006-07	544	325 (60%)	233 (43%)

Assessment and evidence present

The UCU mission and administrative structures are focused on learning. There is appreciation of intellectual curiosity, hard work and open-mindedness. The curriculum is founded on breadth and depth with the requirement for courses from all three departments (breadth) and the in-depth study of at least two fields in the chosen major. The track system ensures coherence of the curriculum. The College offers ample opportunity for students to design their own pathway (tailor-made options). In teaching there is a focus on intercultural communication and interdisciplinary learning. The tutorial system provides individual support, and the UCU Fellows Program provides additional help for students. The favorable staff-student ratio promotes effective teaching, and a strong emphasis on independent learning also contributes to this goal. There are plans to enhance the informal learning environment (Canteccleer). The link between teaching and research is ensured, and next to content, skills are also an integral part of the curriculum. Independent research and writing challenge students to employ intellectual curiosity. Internships enable students to put theory into practice, and are a good step towards integrating into the professional world. A semester of study in another country is very strongly encouraged (and many students take advantage of the opportunity), because international research projects provide excellent curricular opportunities for students to live and work in another country. Also, international internships are encouraged.

UCU has clearly stated learning outcomes for all tracks of the curriculum. There are multiple moments of student assessment, and the No-resit policy is an incentive to perform and pre-

vents lagging behind. The small, residential campus structure creates a fertile learning environment, and the intensive tutorial structure improves effectiveness. The residence rooms are equipped with Internet access. IT is available in all classrooms; there are 180 desktop computers available several hours of every day. The relationship with UU ensures adequate facilities, for instance, excellent lab space and research resources. All in all, sharing with UU optimizes the use of available resources.

Selective admissions ensure an academically prepared and intellectually capable student body; nevertheless “success is measured by what students have learned; not what they have been taught.” Regular ‘brainstorming’ sessions enable faculty and students to express concerns, needs, and interests to improve the learning environments at UCU. An integrative capstone project is an excellent tool to assess the totality of UCU’s education. The Quality Management Program is designed to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly. The evaluation system evaluates what students have learned. UCU tracks the scholarly and career paths of its graduates, e.g. through contact with graduate programs, in order to be informed about its alumni’s performance and through an alumni survey instituted last year to follow the careers and scholarly trajectories and explore the usefulness of the UCU curriculum in preparing its graduates for work and life in a global society. UCU maintains connections with graduate schools around the world as international placement possibilities for graduate study for their graduates. The international student body exposes students to the values and ways of thinking of many other cultures, and helps all students prepare for the global society as well.

The liberal arts tradition helps students to select the program that is best for them and educates them broadly and with certain practical skills and knowledge. But in countries without a LAS tradition, an LAS degree may make it harder to get admitted into certain very specific master’s programs. However, the evidence indicates that UCU graduates have been successful in gaining admission to a great variety of graduate programs.

In summary, the Committee was highly impressed by the way UCU has established a very well organized and definitively effective student learning and teaching system. UCU has been a true pioneer and is now picking the fruits of its hard labor: the full-scale operation seems to work smoothly. The assessment of the program and the evidence presented lead the Committee to conclude that UCU provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly, that UCU through its actions demonstrates that it values learning, that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs, and that its curricula are useful to students who live and work in a global, diverse, and technological society.

UCU is therefore compliant with Criteria 3 and 4 of the Higher Learning Commission. UCU generally exceeds all QANU facets for the program, therefore Facets 4-8 and 10 are all rated good; Facet 9 – duration is a legal fulfillment and thus rated on a binary scale as satisfactory.

Below the criteria and facets are depicted individually.

Criterion Four: The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Evidence that one or more specified core components need organizational attention: None noted.
Evidence that one or more specified core components require Commission follow-up: None noted.

F4: Requirements for university degree courses:

The programme meets the following criteria applicable to a degree programme at a University (WO):

- The students acquire knowledge on the interface between teaching and academic research within the relevant disciplines;
- The programme follows the developments in the relevant academic discipline(s), as it is demonstrated that it incorporates current academic theories;
- The programme ensures the development of skills in the field of academic research;
- For those courses for which this is applicable, the course programme has clear links with the current professional practice in the relevant professions.

Bachelor degree course Liberal Arts and Sciences: the assessment by the Committee is good.

Criterion Three: The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Evidence that one or more specified core components need organizational attention: None noted.
Evidence that one or more specified core components require Commission follow-up: None noted.

F5: Relationship between aims and objectives and contents of the programme

- The course contents adequately reflect the final qualifications, both with respect to the level and orientation, and with respect to domain-specific requirements.
- The final qualifications have been translated adequately into learning targets for the programme or its components.
- The contents of the programme offer students the opportunity to obtain the final qualifications that have been formulated.

Bachelor degree course Liberal Arts and Sciences: the assessment by the Committee is good.

F6: Coherence of the programme

Students follow a programme of study that is coherent in its contents.

Bachelor degree course Liberal Arts and Sciences: the assessment by the Committee is good.

F7: Study load

The program can be successfully completed within the set time, as certain programme-related factors that may be an impediment to study progress are removed as much as possible.

Bachelor degree course Liberal Arts and Sciences: the assessment by the Committee is good.

F8: Intake

The structure and contents of the programme are in line with the qualifications of the students that embark on the degree course:

- Bachelor's degree at a University (WO): VWO (pre-university education), propaedeutic certificate from a University of Professional Education (HBO) or similar qualifications, as demonstrated in the admission process.
- Master's degree at a University (WO): Bachelor's degree and possibly selection (on contents of the subject).

Bachelor degree course Liberal Arts and Sciences: the assessment by the Committee is good.

F9: Duration

The degree course complies with formal requirements regarding the size of the curriculum:

- Bachelor of a University (WO): 180 credits as a rule.
- Master of a University (WO): a minimum of 60 credits, dependent on the relevant degree course.

Bachelor degree course Liberal Arts and Sciences: the assessment by the Committee is satisfactory.

F10: Coordination of structure and contents of the degree course

The didactic concepts are in line with the aims and objectives.

The teaching methods correspond to the didactic concept.

Bachelor degree course Liberal Arts and Sciences: the assessment by the Committee is good.

2.5. Staff, facilities and provisions (QANU Facet 12 – 16, NCA core component 3b and 3d)

Description of the deployment of faculty and staff

Quality university level education demands teachers that are actively involved in academic research. As UCU provides education only, the College's position within UU is important. UCU relies on its embedding in UU for its faculty, and therefore they are recruited preferably from UU. UCU has well defined relations with all UU departments ('faculteiten') as laid down in a covenant. In the covenant it is agreed that departments pledge to do their best to find high quality teachers, and in return they receive the status of preferential provider to UCU in every field of their expertise. However, UU departments cannot always meet the demands, in which case faculty is hired elsewhere. They can be teachers appointed by UCU, or external teachers under contract to UCU. The heads of department are appointed directly by UCU as well. The Dean is appointed by the UU Board.

	ACC	HUM	SCI	SSC	Total faculty
UU departments	23	24	43	38	128
UCU appointed	6	9	4	5	24
Other universities	2	3	2	15	22
Visiting/emeriti professors	1	4	-	5	10
Research Institutes	-	-	2	1	3
Total, of which <i>n</i> full professor (FP)	32 / 1 FP	40 / 17 FP	51 / 19 FP	64 / 20 FP	187 / 57 FP

Data derive from tables in SER.

By counting from the list of scholarly personnel in the appendix of the SER, the following data were retrieved: The majority of teachers is at least at PhD or higher level, and the majority of teachers is Dutch, which puts some challenges on English as the language of instruction that is being used in classrooms.

Level of teachers	n/ %	Nationality of teachers	n/ %
Full professors	48 (24%)	Dutch	144 (73%)
PhD	104 (53%)	European	38 (19%)
MA, Msc, MD	41 (21%)	Rest of world	16 (8%)
Total	195 (there are 3 (=2%))	Total	198

Note: there is no explanation for the difference between 48 and 57 full professors.

The results of UCU educational practices are based on the total capacity of instruction plus guidance. UCU currently provides 260 courses per year, which represents 32.5 full-time equivalents (fte) in terms of instruction hours. UCU provides 6.6 fte in tutorial guidance. Given a student body of 650, the relevant ratio fte/student is 1/16.6. In instruction this ratio is 1/20.

There are two levels of formal teaching certification: Basic Teaching Certification (BKO) and Senior Teaching Certification (SKO). All tenured UU faculty have at least BKO. In addition, UU has established the Center of Excellence in University Training (CEUT), which is a facility to support faculty in developing educational excellence. UCU harbors a substantial number of highly committed, innovative teachers. Some 20% of UU CEUT alumni (16) are instructors at UCU, whereas UCU represents only 2.5% of the total student body at UU.

To maintain the quality of courses (and thus of teaching), UCU considers an average of 3 on a 5-point scale to be the minimal standard. The online course evaluations that are held after each semester point out that since UCU started, the mean overall course quality has gradually risen from 3.7 to 4.0, whereas in the last year more than 50% of the courses were rated 4 or higher. Significantly, course evaluations also indicate that ACC courses are repeatedly rated slightly (0.4) lower, which is explained by the difference in appreciation for required courses and the students' own choices.

Assessment and evidence present

As teaching and learning are interdependent, part of the assessment and evidence has already been presented in x.1.4. For that reason, only faculty-related evidence is reviewed here.

Full professors teach at all levels of the curriculum, and 25-30% of instructors are full professors. All teachers fulfill the formal requirements for basic teaching competence (BKO). There are opportunities to develop leadership in teaching and learning through CEUT, which offers excellent programs aimed at developing excellence in teaching. However, UCU may find it a challenge to develop its own approach, i.e., a program that focuses on excellence in teaching in liberal arts in an international and intercultural context; a challenge that is well beyond a common Dutch university's staff development program in teaching (basic qualification) or in academic leadership (more management-oriented). Students value their professors' academic capacities (as shown on student evaluations). The covenant with UU departments is reviewed regularly. The contract system (generally 5 years) enables replacement of ineffective faculty (tenure is at UU, not UCU). The majority of faculty is involved in research. The UCU Fellows Program provides help in curriculum development, whereas the tutorial system provides individual support and advice to students.

Regular 'brainstorming' sessions enable faculty and students to express concerns, needs, and interests to improve learning environments at UCU. Regular student evaluations of teaching are taken seriously: faculty with low evaluations will be counseled and advised, but are said to be dismissed if no improvement is demonstrated. During the site visit the Committee learned that the spoken English of Dutch teachers is generally good, except in a few cases. In particular, the methods and statistics course in the ACC Department is not rated as high as UCU would like it to be. Negotiation with UU about training the teachers with respect to English as a language of instruction does not keep pace with the demand. At SCI, the lectures are not directly accompanied by the practical part. Biology could be better (i.e., more frequently/intensively) combined with laboratory work.

The UCU teaching and learning system is based on intensive tutorial guidance. The tutorial system provides individual support for students. Tutors guide 30 -60 students, and they regularly meet with their students. Student and tutor meet at least 3 times per semester and more if necessary. Tutors advise on practical issues, whereas fellows may advise on track choice. Tutor evaluation takes place annually and provides feedback about the functioning of the tutorial system and students' appreciation. Results indicate consistently that students are satisfied.

When the Committee met with teachers, tutors and fellows during the site visit, they all expressed a great appreciation of working at UCU. "Academically challenging", "inspiring", "energy-generating", and "rewarding" are just a few of the quotes the Committee heard. The Committee concludes that apparently there is a mutual joy and understanding between students and faculty to perform at the highest levels.

In summary, the Committee acknowledges the motivation and dedication of UCU faculty as being outstanding. In that sense, UCU faculty values and supports effective teaching. Excellence in teaching, with particular reference to the challenges related to teaching an interdisciplinary program in an international and intercultural classroom, could be further conceptualized and developed, and some areas of weak English should be re-addressed with more priority. Both the quantity and quality of staff (faculty) are good, as are the facilities and provisions at the campus premises. UCU is therefore compliant with core components 3b and 3d of the Higher Learning Commission.

UCU generally exceeds all QANU facets for staff, facilities and provisions, therefore Facets 12-16 are all rated good; Facet 14 has a potential for excellence, however this relies on further

possibilities for UCU to independently improve the quality of English as a language of instruction among its Dutch teachers, to be able to replace UU teachers if they are not up to UCU standards, and to develop a more explicit view on excellence in teaching in an international LAS college which can be further developed and transferred to a new faculty (e.g., through a faculty development program).

Below the criteria and facets are depicted individually.

F12: Requirements for University

The degree course meets the following criteria for the deployment of staff for a degree course at a University (WO):

Teaching is largely provided by researchers who contribute to the development of the subject area.

Bachelor degree course Liberal Arts and Sciences: the assessment by the Committee is good.

Core component 3b: The organization values and supports effective teaching.

Core component 3d: The organization's learning resources support student learning and effective teaching.

Evidence that one or more specified core components need organizational attention: None noted.

Evidence that one or more specified core components require Commission follow-up: None noted.

F13: Quantity of staff

The staff levels are sufficient to ensure that the course is provided to the required standards.

Bachelor degree course Liberal Arts and Sciences: the assessment by the Committee is good.

F14: Quality of staff

The staff is sufficiently qualified to ensure that the aims regards contents, didactics and organisation of the course programme are achieved.

Bachelor degree course Liberal Arts and Sciences: the assessment by the Committee is good.

F15: Material facilities

The accommodation and material facilities are sufficient to implement the programme.

Bachelor degree course Liberal Arts and Sciences: the assessment by the Committee is good.

F16: Student support and guidance

The student support and guidance, as well as the information given to students are adequate for the purpose of students' progress.

The student support and guidance, as well as the information given to students meet the requirements of the students.

Bachelor degree course Liberal Arts and Sciences: the assessment by the Committee is good.

2.6. Results

Description of the results

The combination of selective admission, small interactive classes, continuous assessment, individual guidance and strict rules on extension of study results in excellent graduation rates, compared with those elsewhere in the Netherlands. Since 1998, between 67% and 77% of the students have graduated without delay. Another 10% graduated with some delay, indicating success rates of approximately 85%. Students who leave UCU generally leave in their first year, and they do so in good academic standing and with nearly full credit. Expulsion of students is rare, but does happen almost every year (i.e. 1-10). In the period 2000-2006, 863 students received a Bachelor diploma at UCU, and many of them have been accepted for a wide variety of Master's programs (MSc and MA), both national (62.1%) and international (24% UK, 6% USA). The majority of UCU graduates report that they continued their education at the master level; 15% reported already having entered a PhD program, some of them without even doing a Master's program first. About 40% of the UCU alumni subsequently enter a Master/PhD program at UU, and they cover the whole spectrum of graduate programs at UU. The alumni survey results showed that UCU alumni seek careers in education/research (22%), consultancy (14%), non-governmental organizations (11%), as well as business/finance, health care, government, politics, technology, communication and law.

UCU uses the 4-point (5-letter grade) GPA (grade point average) system instead of the traditional Dutch 10-point system. In the following table the various grading are compared.

Letter grade	Number scale	Dutch grading	
A+	4.0	8.6 – 10	
A	4.0	8.0 – 8.5	Excellent
A-	3.7	7.7 – 7.9	
B+	3.3	7.4 – 7.6	
B	3.0	7.0 – 7.3	Good
B-	2.7	6.7 – 6.9	
C+	2.3	6.4 – 6.6	
C	2.0	6.0 – 6.3	Pass
C-	1.7	5.6 – 5.9	
D	1.0	4.5 – 5.5	Conditional pass
F	0.0	0 – 4.4	Fail

The grading results of UCU are excellent, as also reflected by the high numbers of distinctions (cum laude or higher) granted on the basis of GPA figures.

Graduates	GPA < 3.0	3.0 ≤ GPA < 3.5	3.5 ≤ GPA < 3.8	GPA ≥ 3.8
Total (1999-2006)	159	297	341	66
% of total	18.4	34.4	39.5	7.6

Research projects provide students with experience doing independent research work. They allow students to experience the relationship between theory and research practice and to learn and practice the following basic skills:

- formulating a research problem and testable hypothesis based on literature study
- writing a comprehensive literature review
- choosing the proper experimental research methods and techniques
- collecting data
- evaluation and interpretation of collected data
- writing a scientific academic report (Bachelor's thesis).

The Committee assessed 12 research projects and 3 honor theses that were chosen from the 27 most recently completed ones (10 honor/17 research project). They were from all three academic departments, within different fields and having different supervisors. The grading students received for these reports ranged from C to A+.

HUM	SCI	SSC
Philosophy – A+ (honor thesis)	Medical Science – A (honor thesis)	Psychology – A (honor thesis)
History – A-	Earth science – A	Anthropology - A
Museum studies – B+	Cognitive neuroscience - A	Geography - C
Philosophy - A	Biology – A+	Political science - A
Modern language - A	Physics – A-	Law - A

Assessment and evidence present

UCU has clearly stated learning outcomes for all tracks of the curriculum. There are multiple moments of student assessment, and the no-resit policy is an incentive to perform and prevents lagging behind. The small, residential campus structure creates a fertile learning environment, and the intensive tutorial structure improves the effectiveness of teaching. The pass results and graduation rate of students demonstrate this institution's effectiveness. UCU makes students work hard, and they are happy to know they can work hard.

The Committee acknowledges the outstanding results from UCU students. Generally, Committee members were pleasantly surprised that the preparation of research papers demonstrated a very high level of achievement. They rated the majority (90%) as excellent, not only because the substance was excellent, but also the style and level of academic writing were high (in some cases even up to the level of an academic journal publication). These research papers proved that the students have gained solid research skills and a broad, interdisciplinary understanding of the topic. Committee members agreed on all grades that research projects had received from UCU faculty. Some of the A- rated projects would have had a 10 in the 10-point grading system. From the site visit it was clear that students work hard to get As. It would be of help to set clearer criteria for grading. It is important to have a clear and coherent institutional grading policy across the different fields of study, especially since the grading of UCU students seems to skew towards the high side. The faculty stresses, however, that the distribution of grades is normal.

In summary, the Committee congratulates UCU on the excellent levels achieved as a result of its teaching and learning system. The excellent levels are based on the GPAs of students and a majority of outstanding research projects that the Committee (re)assessed.

UCU is therefore compliant with core component 3a of the Higher Learning Commission. UCU generally exceeds all QANU facets for results, therefore Facets 11 and 18 are rated good; Facets 20 and 21 which assess the level that has been achieved and the results of teaching are rated excellent.

Below the criteria and facets are depicted individually.

Core component 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Evidence that one or more specified core components need organizational attention: None noted.

Evidence that one or more specified core components require Commission follow-up: None noted.

F11: Assessment and examinations

The system of assessments and examinations provides an effective indication whether the students have reached the learning targets of the course programme or its components.

Bachelor degree course Liberal Arts and Sciences: the assessment by the Committee is good.

F18: Measures to effect improvement

The results of this evaluation form the basis for measures that can be demonstrated to improve the course and that will contribute to reaching the targets.

Bachelor degree course Liberal Arts and Sciences: the assessment by the Committee is good.

F20: Level that has been achieved

The final qualifications that have been achieved correspond to the targets set for the final qualifications in level, orientation and domain-specific requirements.

Bachelor degree course Liberal Arts and Sciences: the assessment by the Committee is excellent.

F21: Success rates

To measure the success rates, target figures have been set in comparison with relevant other degree courses. The success rates meet these targets.

Bachelor degree course Liberal Arts and Sciences: the assessment by the Committee is excellent.

2.7. International and intercultural orientation (QANU)

Description

UCU is an international honours college. Internationalization in UCU is embedded in the system at several levels: in the organization, in the faculty and the student body, in the curriculum structure and the objectives of the degree program:

- English is the language of instruction, and a second foreign language (other than mother tongue) is required for all students.
- The student body is international; one-third of the students come from 40-50 different countries (see table). Many of the Dutch students have also lived and studied abroad at some point.

- 30% of the faculty is non-Dutch; most of the Dutch faculty has experience abroad.
- All courses have a strong international dimension, making use of the international composition of classes.
- UCU has extensive international exchange programs. Approximately half the class of each year takes a semester abroad. A GPA of 3 or higher is required to qualify for external exchange.
- UCU's future (five-year) international recruitment goal is to approach a fifty-fifty distribution of Dutch versus international students.
- UCU is establishing contracts with selected universities (e.g. University of California) abroad for 'no fee, no degree' exchange, explicitly geared at honors students of both partner institutions.
- To provide education that stimulates the students' interest in making future contributions to global issues or regions/institutions in which such issues play a role.
- UCU is developing a policy in which international recruitment, career development and alumni relations are integrated.

Distribution of global/cultural regions	N	%
Dutch	452	67%
European/non-Dutch	126	19%
Dual nationality	51	8%
Middle East	9	1%
Asia	16	2%
North America	14	2%
Latin America/Caribbean	3	0.4%
Africa	2	0.3%
Australia/New Zealand	2	0.3%
Total	657	100%

Assessment and evidence present

The main objective of the UCU degree program is to prepare students for further studies on a graduate level both in the Netherlands and abroad. The diploma is geared towards international admission requirements. The alumni survey followed the career and the usefulness of the UCU curriculum in preparing its graduates for work and life in a global society. UCU maintains connections with graduate schools around the world as international placement possibilities for graduate study for their graduates. The international student body exposes students to the values and ways of thinking of many other cultures, to prepare for the global society as well. The international students who stay on the campus at the weekend are socially a somewhat different and in some cases separated group from the Dutch students, who go home. For international students it is not so easy to mix with the Dutch-speaking student community in Utrecht. Students value the international environment at UCU, but regret the somewhat limited opportunities for greater interaction.

As mentioned earlier (x.1.3), the small cozy nature of the campus, although a plus in many ways, occasionally changes into a gated community, where a lot of contact with the city is lost. UCU needs to be opening up to improve integration with the outside world. Though community service and outreach are not really part of European higher education's culture or tradition, it is part of the tradition of the liberal arts and, thus, social responsibility should be developed more explicitly at UCU. International exchange as such is mostly a personal experience. On the other hand, students agree that meeting people with different backgrounds is socially and

culturally important. The Young United Nations was a good experience. Courses tend to have a Eurocentric orientation and, thus, students would like UCU to attract more professors from abroad; in fact, they would welcome a majority of international teachers. Many international students were attracted to UCU by accident or informal channels. Professional marketing and active recruitment would require a deeper and more detailed understanding of the international higher education market, its differentiation and trends, and UCU's position and its potential in it; this is an area of competency which seems at present to be weakly developed compared to UCU's actual position and further ambitions. For instance, professional associations of LAS institutions, international networks of colleges and universities, and the 'Utrecht network' could be exploited more. By doing so, UCU's striving for further international diversification could be more successful. In addition, a more diverse population would certainly add to the already dynamic and rapidly growing UCU.

In summary, the Committee welcomes and applauds the international orientation of UCU, but encourages it to make its intercultural orientation more explicit. A clear policy and subsequent activities on international recruitment and a more elaborated use of the alumni and the Utrecht universities network could help with meeting the set targets. The Committee also recommends that UCU form an International Advisory Committee. Such a Committee could serve the institution in various ways, for example, public relations, international recruitment, partnerships, etc. The international learning environment is of implicit added value; however, in view of its international aspirations, UCU is encouraged to become more outward going and find its place in the league among the best international LAS colleges. UCU complies with QANU Facet 22, which is rated as satisfactory. Note that an NCA assessment is not based on an absolute scale but rather on the schools self-defined, self-stated mission. In this case it is UCU's self defined mission to be international – other schools in the Netherlands do not so self define. As such the 'rating' is really a measure of how well they are achieving their goals – not a measure as to how well UCU achieves its goals compared to all other universities in the Netherlands.

Facet 22: International and intercultural orientation

- An internationalization policy exists for the program, which is directly related to programs general objectives and also has links with the policy in other fields.
- The programs profile and final qualifications in terms of knowledge, skills and attitude are in line with international norms, so that differences and similarities between the program and those in other countries show up clearly.
- The program makes use of the European Credit Transfer System (ECTS) and has adequate arrangements in place to include competences acquired abroad in individual courses of study.
- International student and teacher mobility (both incoming and outgoing) is at the intended level and receives the necessary promotion and support.
- Internationalization has a clear place in the curriculum and is reflected in the teaching methods used.
- The program forms part of an international institutional network for high-quality educational activities.
- * Participation in relevant international activities (e.g. networks, projects and congresses) can be realized

Bachelor degree course Liberal Arts and Sciences: the assessment by the Committee is satisfactory.

Overview of the assessment by the Committee

Bachelor's degree course Liberal Arts and Sciences:

As required for the Dutch accreditation system, the Committee concludes, on the basis of its assessments of the subjects and facets from the assessment frameworks presented in the table, that the Bachelor's degree course **Liberal Arts and Sciences** fulfils all of the quality requirements, which are a condition for accreditation.

Subject	Assessment	Facet	Assessment
1. Aims and objectives of the degree course	+	1. Domain-specific requirements	Good
		2. Level	Good
		3. Orientation	Good
2. Program	+	4. Requirements	Good
		5. Relationship between aims and objectives and contents of the program	Good
		6. Coherence of the program	Good
		7. Study load	Good
		8. Intake	Good
		9. Duration	Satisfactory
		10. Coordination of structure and contents of the degree	Good
		11. Assessments and examinations	Good
3. Deployment of staff	+	12. Requirements for University	Good
		13. Quantity of staff	Good
		14. Quality of staff	Good
4. Facilities and provisions	+	15. Material facilities	Good
		16. Student support and guidance	Good
5. Internal quality assurance	+	17. Evaluation of results	Good
		18. Measures to effect improvement	Good
		19. Involvement of staff, students, alumni and the professional field	Satisfactory
6. Results	+	20. Level that has been achieved	Excellent
		21. Success rates	Excellent
7. International		22. International and intercultural orientation	Satisfactory

APPENDICES

Appendix A: Curricula vitae

Dr. Marijk van der Wende, Co-chair

Dr. Marijk van der Wende is Professor in Comparative Higher Education Policy Studies at CHEPS (Center for Higher Education Policy Studies), University of Twente and the Free University Amsterdam. She holds Bachelor's degrees in teaching and pedagogy, and a Master's and doctoral degree in educational sciences (from the University of Amsterdam and the University of Utrecht respectively). After an initial phase in primary and secondary education (1980-1986), she worked and studied in France (1986-1990). Between 1990 and 2002 she held positions at NUFFIC (the Netherlands Organization for International Cooperation in Higher Education), the Academic Cooperation Association (ACA) in Brussels, the University of Amsterdam, and was a visiting scholar at the Centre for Studies in Higher Education at the University of California, Berkeley (USA).

Dr. Celestino Fernandez, Co-chair

Dr. Celestino Fernandez is currently University Distinguished Outreach Professor of Sociology at Arizona University in Tucson, Arizona. He obtained a BA in sociology at Sonoma State University, and subsequently did a PhD in Sociology at Stanford University. From 1976 till the present he has held several positions at the University of Arizona, including professor, Executive Vice-President and Provost, Vice-President for Academic Outreach & International Education, Vice-President for Undergraduate Affairs, Vice-President for Undergraduate Education, and Affirmative Action Officer. In addition, he has a wide range of experience in program review/evaluation, proprietary higher education, planning, academic affairs, development/fund raising, faculty promotion and tenure, general education, and international programs. He also pioneered an innovative interdisciplinary, international liberal arts college and was recently named University Distinguished Outreach Professor in recognition of his extensive outreach and service to the larger community.

Dr. Sharon J. Hamilton

Dr. Sharon J. Hamilton is currently holding the position of Associate Vice-Chancellor for Academic Affairs, Indiana University-Purdue University, Indianapolis. She obtained a BA in English at the University of Winnipeg in Canada, then a Master of Education at the University of Manitoba, and subsequently a PhD in Language and Literature at the University of London. From 1987 till 2005 she was professor and Associate Dean at Indiana University-Purdue University. Apart from her academic interest she is involved in development/fund-raising, assessment of student learning and general education, which are highly useful for her NCA activities in the humanities.

Dr. Lon Kaufman

Dr. Lon Kaufman is currently holding the position of Vice-Provost for Undergraduate Affairs and Dean of the Honors College at the University of Illinois at Chicago. He obtained a BA in Biology at Queens College, CUNY (New York), and subsequently did a PhD in Cell Biology at SUNY Stony Brook (New York). He started his working career as a postdoctoral fellow at Carnegie Institution of Washington, Stanford, California. From 1985 onwards he was respectively Assistant, Associate and Full Professor of Biological Sciences, Dean and currently Vice-Provost at the University of Illinois at Chicago. For NCA he serves as an expert in general Liberal Arts and Sciences, assessment of student learning outcomes, general education and a wide range of fields in science.

Casper Thomas

Casper Thomas graduated cum laude from the Bachelor's course in Liberal Arts & Sciences at University College Maastricht in June 2005. After a year working as an assistant teacher for this program and working for *Filosofie Magazine*, he started his Master's course in European History at University College London in September 2006. During his former studies he was a member and vice-president of the University Council of the University of Maastricht for one year on behalf of NovUM, the student party of which he was a founding member. During his Bachelor's course, he was also active as a mentor for students from Asia and Africa at the University of Maastricht and a teacher of the Dutch language and culture to older immigrants. He will obtain his Master's degree in the summer of 2007.

Dr. Ingeborg Meijer

Dr. Ingeborg Meijer is working for Technopolis BV in Amsterdam. Technopolis advises on science, technology and innovation issues in the Netherlands and Europe. She recently finished an evaluation project on the 'valorisation' activities of the Netherlands Genomics Initiative and a scientific peer review of the Dutch Nutrigenomics Consortium. Before joining the company in 2006 she worked for ten years for the Dutch Advisory Council on Health Research (RGO), where she was involved in priority-setting in health research, science policy, knowledge infrastructure and technology development in the health care sector. Her main fields of interest are genomics, medical biotechnology, infectious diseases, pharmaceuticals, and innovation in health care. On these topics she has published reports and advised the government in recent years.

Prior to that, she spent nearly three years in the UK where she was a research scientist at Celltech plc in Slough. Ingeborg holds a PhD in (molecular) medicine from the University of Leiden, and an MSc in (medical) biology from the University of Amsterdam.

Appendix B : Program site visit

University College Utrecht accreditation (QANU/NCA) 11 April 2007 – Day 1		
Time	Event	Remarks
13.00 – 14.00	Pre-meeting Co-chairs and secretary	Lunch at QANU
14.00 – 16.15	Kick-off meeting Welcome Installation of Committee Instruction and procedures Introduction of Committee members Independence statement Presentation by M. van der Wende Presentation by C. Fernandez Integrated framework Domain-specific framework Division of labour/ fill in scheme Appraisal checklist	QANU members QANU/NVAO criteria HLC/NCA criteria Discussion/agree
16.30 – 16.35	Welcome at University College Utrecht	Conference Room, College Hall
16.35 – 17.30	Guided tour of UCU premises	campus: academic buildings, dining hall, student housing
17.30 – 18.30	Drinks at dining hall	UU, NVAO, QANU representatives and UCU community invited
20.00 – 22.00	Working Dinner	Committee: Discuss self-assessment, prepare for interviews, inventory of questions and points of attention. General questions in relation to criteria.

University College Utrecht accreditation (QANU/NCA) 12 April 2007 – Day 2		
Time	Interview – College Hall	Remarks
8.30 – 9.30	Management UCU	
9.30 – 10.30	Break (refine agenda, extra individual meetings, check on facilities if needed)	Committee
10.30 – 11.30	Students	Randomly selected
11.30 – 12.00	UCU Council	4 students ASIC, 4 chosen staff members
12.00 – 13.00	Teachers, program to mission, general skills/ACC focus	SCI fellows, SSC fellows, HUM fellows
13.00 – 13.45	Lunch – Dining Hall	
13.45 – 14.45	Teachers, Curriculum, fields, courses/teaching, tutoring	Teachers and tutors
14.45 – 15.45	Examination Board, Quality control, quality assessment, strategic discussion	Chair of Exam Committee, 4 heads of department, curriculum manager/ registrar
15.45 – 16.15	International affairs, intake, selection, life after UCU	Dean, International Officer, International Recruitment/Career Development Officer
16.15 – 17.00	Social affairs at the campus	UCSA, students
17.00 – 18.00	Employers/graduate school coordinators/alumni	
18.00 – 18.45	Summing up observations	Committee
19.30 – 21.30	Working Dinner	Committee: review, assessment, issues to be addressed in second meeting with management

**University College Utrecht accreditation (QANU/NCA)
13 April 2007 – Day 3**

Time	Event	Remarks
8.30 – 9.30	UCU management	Second interview
9.30 – 11.30	Summary of observations Completion of checklist Preparation of close-out presentation	
11.30 – 12.30	Close-out presentation	C. Fernandez and M. Van der Wende
12.30 – 13.30	Lunch	
14.30 – 15.30	Uithof, University Utrecht	Sharon Hamilton meets Chair of CEUT Lon Kaufman visits lab facilities
15.30 – 16.00	Uithof, University Utrecht	SH, LK University library

Appendix C: Integrated framework

Integrated Framework – University College Utrecht review

1. Mission and Integrity (NCA – criterion 1, QANU F1, F2, F3)

Criterion 1: The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

cc1a: The organization's mission documents are clear and articulate publicly the organization's commitments.

cc1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

cc1c: Understanding of and support for the mission pervade the organization.

cc1d: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

cc1e: The organization upholds and protects its integrity.

Facet 1: **Domain-specific requirements**

Criterion: The final qualifications of the degree course correspond to the requirements made to a degree course in the relevant domain (field of study/discipline and/or professional practice) by colleagues in the Netherlands and abroad and the professional practice.

Facet 2: **Level**

Criterion: The final qualifications of the degree course correspond to general, internationally accepted descriptions of the qualifications of a bachelor or a master.

Facet 3: **Orientation**

Criterion: The final qualifications are based on requirements made by the academic discipline, the international academic practice and, if applicable to the course, the relevant practice in the prospective professional field.

- A University (WO) bachelor possesses the qualifications that allow access to a minimum of one further University (WO) degree course at master's level as well as the option to enter the labour market.
 - A University (WO) master possesses the qualifications to conduct independent academic research or to solve multidisciplinary and interdisciplinary questions in a professional practice for which a University (WO) degree is required or useful.
-

2. Preparing for the Future (NCA – criterion 2, QANU F17)

Criterion 2: The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

cc2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

cc2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

cc2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

cc2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Facet 17: **Evaluation of results**

Criterion: The degree course is subject to a periodic review, which is partly based on verifiable targets.

3. Engagement and Service (NCA – criterion 5, QANU F19)

Criterion 5: As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

cc5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

cc5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

cc5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

cc5d: Internal and external constituencies value the services the organization provides.

Facet 19: **Involvement of staff, students, alumni and the professional field**

Criterion: Staff, students and the professional field in which graduates of the course are to be employed are actively involved in the internal quality assurance.

4. Student learning & effective teaching (QANU Facet 4 – 10, NCA Criterion 3 and 4b)

Criterion 4: The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

cc4a The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

<i>Facet 4:</i>	Requirements University
<i>Criteria:</i>	<ul style="list-style-type: none"> • The students acquire knowledge on the interface between teaching and academic research within the relevant disciplines. • The programme follows the developments in the relevant academic discipline(s), as it is demonstrated that it incorporates current academic theories. • The programme ensures the development of skills in the field of academic research • For those courses for which this is applicable, the course programme has clear links with the current professional practice in the relevant professions

cc4d The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Criterion 3: The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

cc3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

cc3b: The organization values and supports effective teaching.

cc3c: The organization creates effective learning environments.

cc3d: The organization's learning resources support student learning and effective teaching.

Facet 5: **Relationship between aims and objectives and contents of the programme**

Criteria:

- The course contents adequately reflect the final qualifications, both with respect to the level and orientation, and with respect to domain-specific requirements.
- The final qualifications have been translated adequately into learning targets for the programme or its components.
- The contents of the programme offer students the opportunity to obtain the final qualifications that have been formulated.

cc4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

cc4c The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

<i>Facet 6:</i>	Coherence of programme
<i>Criterion:</i>	Students follow a programme of study that is coherent in its contents.
<i>Facet 7:</i>	Study load
<i>Criterion:</i>	The programme can be successfully completed within the set time, as certain programme-related factors that may be an impediment to study progress are removed as much as possible.
<i>Facet 8:</i>	Intake
<i>Criterion:</i>	The structure and contents of the programme are in line with the qualifications of the students that embark on the degree course: <ul style="list-style-type: none"> • Bachelor's degree at a University (WO): VWO (pre-university education), propaedeutic certificate from a university of professional education (HBO) or similar qualifications, as demonstrated in the admission process. • master's degree programme: bachelor's degree and possibly (content-based) selection
<i>Facet 9:</i>	Duration
<i>Criterion:</i>	The degree course complies with formal requirements regarding the size of the curriculum: <ul style="list-style-type: none"> • Bachelor of a University: 180 credits as a rule • Master of a University: a minimum of 60 credits, dependent on the relevant degree course
<i>Facet 10:</i>	Coordination of structure and contents of the degree
<i>Criteria:</i>	The didactic concepts are in line with the aims and objectives. The teaching methods correspond to the didactic concept.

5. Staff, facilities and provisions (QANU Facet 12 -16, NCA core component 3b and 3d)

<i>Facet 12:</i>	Requirements for University staff
<i>Criterion:</i>	Teaching is largely provided by researchers who contribute to the development of the subject area (recognized quality, role models in the field, links to professional field).
cc3b:	The organization values and supports effective teaching.
<i>Facet 13:</i>	Quantity of staff
<i>Criterion:</i>	The staff levels are sufficient to ensure that the course is provided to the required standards.
<i>Facet 14:</i>	Quality of staff
<i>Criterion:</i>	The staff is sufficiently qualified to ensure that the aims regarding contents, didactics and organization of the course programme are achieved.
<i>Facet 15:</i>	Material facilities
<i>Criterion:</i>	The accommodation and material facilities are sufficient to implement the programme.

<i>Facet 16:</i>	Student support and guidance
<i>Criteria:</i>	<ul style="list-style-type: none"> • The student support and guidance, as well as the information given to students are adequate for the purpose of students' progress. • The student support and guidance, as well as the information given to students meet the requirements of the students.

cc3d:	The organization's learning resources support student learning and effective teaching.
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6. Results (QANU Facet 11, 18, 21, 21; NCA core component 3a)

<i>Facet 11:</i>	Assessment and examinations
<i>Criteria:</i>	The system of assessments and examination provides an effective indication whether the students have reached the learning targets of the course programme or its components.

<i>Facet 18:</i>	Measures to effect improvement
<i>Criterion:</i>	The results of this evaluation form the basis for measures that can be demonstrated to improve the course and that will contribute to reaching the targets.

cc3a:	The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
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<i>Facet 20:</i>	Level that has been achieved
<i>Criterion:</i>	The final qualifications that have been achieved correspond to the targets set for the final qualifications in level, orientation and domain-specific requirements.

<i>Facet 21:</i>	Results of teaching
<i>Criterion:</i>	To measure the success rates, target figures have been set in comparison with relevant other degree courses. The success rates meet these targets.

7. International and intercultural orientation (QANU)

<i>Facet 22:</i>	
<i>Criteria:</i>	<ul style="list-style-type: none"> • An internationalization policy exists for the program, which is directly related to programs general objectives and also has links with the policy in other fields. • The programs profile and final qualifications in terms of knowledge, skills and attitude are in line with international norms, so that differences and similarities between the program and those in other countries show up clearly. • The program makes use of the European Credit Transfer System (ECTS) and has adequate arrangements in place to include competences acquired abroad in individual courses of study.

- International student and teacher mobility (both incoming and outgoing) is at the intended level and receives the necessary promotion and support.
- Internationalisation has a clear place in the curriculum and is reflected in the teaching methods used.
- The program forms part of an international institutional network for high-quality educational activities.
- Participation in relevant international activities (e.g. networks, projects and congresses) can be realised.

Appendix D: Domain-specific reference framework for the Liberal Arts and Sciences: description of the Bachelor's level (Dublin descriptors)

What can be expected of a graduate of a Bachelor's course in Liberal Arts?

Graduates can be expected to

1. demonstrate interdisciplinary skills, i.e. can
 - a. evaluate which disciplines are involved in the solution of complex issues,
 - b. assess which research methods are most suitable in a particular situation,
 - c. integrate the contents and research methods from disciplines relevant to the course,
 - d. defend a well-considered viewpoint covering the relevant disciplines,
2. know about and understand the most prominent theories and methodological foundations of the chosen specialization;
3. have fundamental experience with the methodology used by researchers in the chosen specialization;
4. know which phenomena are being studied in the different disciplines which are treated in the course and which research methods and theories are used;
5. possess social and communication skills enabling them to work in a team,
6. rapidly learn the specialist vocabulary required for a new discipline,
7. 'translate' scientific terminology for laypersons;
8. possess general mental and reasoning skills that enable them to participate in scientific and public debates;
9. express themselves well verbally and in writing at the academic level;
10. work independently and purposefully, critically assess their own actions and can set goals and take decisions;
11. demonstrate the ability to reflect in ethical and social terms on their own position in society and chosen career.

	Qualifications for Bachelor	End qualification
Knowledge and understanding	Has demonstrated knowledge and understanding of a specialisation that extends and enhances what is typically associated with secondary education; generally functions on a level where certain aspects are encountered that require specialist knowledge of the latest developments, supported by specialised textbooks.	<ol style="list-style-type: none"> 1. demonstrate interdisciplinary skills, i.e. can <ol style="list-style-type: none"> a. evaluate which disciplines are involved in the solution of complex issues; b. assess which research methods are most suitable in a particular situation; c. integrate the contents and research methods from disciplines relevant to the course; d. defend a well-considered viewpoint covering the relevant disciplines. 2. know about and understand the most prominent theories and methodological foundations of the chosen specialisation. 3. have fundamental experience with the methodology used by researchers in the chosen specialisation.
Applying knowledge and understanding	Is capable of applying his/her knowledge and understanding in such a way that it demonstrates a professional approach in his/her work or career, and demonstrates skills in preparing and developing lines of reasoning and in solving problems in the chosen specialisation.	<ol style="list-style-type: none"> 1. demonstrate interdisciplinary skills, i.e. can <ol style="list-style-type: none"> a. evaluate which disciplines are involved in the solution of complex issues; b. assess which research methods are most suitable in a particular situation; c. integrate the contents and research methods from disciplines relevant to the course; d. defend a well-considered viewpoint covering the relevant disciplines. 2. know about and understand the most prominent theories and methodological foundations of the chosen specialisation. 3. have fundamental experience with the methodology used by researchers in the chosen specialisation. 4. know which phenomena are being studied in the different disciplines which are treated in the course and which research methods and theories are used.

<p>Making judgements</p>	<p>Is capable of collecting and interpreting relevant data (generally in the chosen specialisation) with the aim of forming a judgement partly based on weighing relevant social, scientific or ethical aspects.</p>	<ol style="list-style-type: none"> 1. demonstrate interdisciplinary skills, i.e. can <ol style="list-style-type: none"> a. evaluate which disciplines are involved in the solution of complex issues; b. assess which research methods are most suitable in a particular situation; c. integrate the contents and research methods from disciplines relevant to the course; d. defend a well-considered viewpoint covering the relevant disciplines. 2. know about and understand the most prominent theories and methodological foundations of the chosen specialisation. 3. have fundamental experience with the methodology used by researchers in the chosen specialisation. 4. know which phenomena are being studied in the different disciplines which are treated in the course and which research methods and theories are used. 5. demonstrate the ability to reflect in ethical and social terms on their own position in society and chosen career.
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Appendix E: Field overview

ACADEMIC CORE DEPARTMENT

The courses in Academic Core can be separated into three sections: Academic English, Foreign Languages and Academic Skills.

Academic English (3 courses)

ACC 160 Writing clinic
ACC 260 or ACC 261 Academic English

Foreign Languages (17 courses)

ACC 098 Welcome to the Netherlands
ACC 099, ACC 199, ACC 299 Dutch (beginner, elementary, intermediate)
ACC 079, ACC 179, ACC 279 Italian (beginner, elementary, intermediate)
ACC 090, ACC 190, ACC 290, ACC 390 Spanish (beginner, elementary, intermediate, advanced)
ACC 170, ACC 270, ACC 370 French (elementary, intermediate, advanced)
ACC 180, ACC 280, ACC 380 German (elementary, intermediate, advanced)

Academic Skills (11 courses)

ACC 101 Introduction to academia (compulsory)
ACC 110, ACC 210, ACC 310 Methods and statistics (I, II, III)
ACC 121, ACC 221, ACC 321 Argumentation (1, 2, 3)
ACC141 Multimedia
ACC 230 Creative writing
ACC 330 International journalism

HUMANITIES DEPARTMENT

The HUM curriculum encompasses eight fields: History, Philosophy, Linguistics, Literature and Classics, Art History, Religion, Performing Arts, Chinese Language and Culture.

Methodology/research (5 courses)

HUM 291 Approaches to Humanities
HUM 316 Historiography: a question of method
HUM 301 Research project
HUM 302 Internship
HUM 401 Honors thesis

History (10 courses, including HUM 316)

HUM 111 Late antiquity and medieval history
HUM 112 Early modern history
HUM 113 Modern history
HUM 114 Introduction to antiquity
HUM 214 Policing the world
HUM 216 Nazi Germany
HUM 218 Cultural history of magic and science
HUM 312 Comparative history: the case of the Sixties
HUM 315 Globalism, terrorism, Arab-Israeli conflict

Philosophy (8 courses)

HUM 142 Introduction to philosophy
HUM 143 World philosophies
HUM 242 Desire to know
HUM 243 Present-day practical philosophy
HUM 244 20th-century theoretical philosophy
HUM 342 Adventure of reason
HUM 343 Core issues in philosophy
HUM 346 Senior philosophy seminar

Literature & Classics (8 courses)

HUM 133 Introduction to literature
HUM 234 Medieval and Early Modern literature
HUM 331 Postmodernism in literature
HUM 332 Return of the repressed: gender, race, cultural groups
HUM 151 Classic language and literature
HUM 251 Classic language and literature 2
HUM 215 Love and friendship in antiquity
HUM 219 Educational ideal of the homo universalis

Linguistics (5 courses)

HUM 132 Language and mind
HUM 233 Psycholinguistics
HUM 235 Language form and meaning
HUM 333 Language and development
HUM 334 Language contact and change

Art History (5 courses)

HUM 121 Contours and colours
HUM 223 Architecture, structure, function, historical meaning
HUM 221 17th-century Dutch painting
HUM 321 Expression of the modern in visual arts
HUM 292 Museum studies

Religious Studies (3 courses)

HUM 141 Christianity and society
HUM 241 Islam, Hinduism, Buddhism
HUM 345 Religion and ethics

Performing Arts/Musicology (6 courses)

HUM 162 Introduction to the performing arts
HUM 261 Music in the making
HUM 262 Dance and performance
HUM 263 Script and performance
HUM 361 Contemporary performance
HUM 161 Music and its contexts

Chinese language and culture (3 courses)

HUM 171 Introduction to Chinese language and culture

HUM 271 Semester abroad: Xiamen University/China

HUM 371 Contemporary Chinese history

SCIENCE DEPARTMENT

The SCI curriculum encompasses seven fields: Mathematics, Physics, Chemistry, Life Science, Earth and Environment, Medical Science, and Cognitive Neuroscience. In addition, the SCI Department offers a number of general and introductory courses designed for non SCI-majors. The different fields aim at offering tracks, which provide students with the necessary background to allow them to successfully engage in graduate studies.

General/Introductory Courses (5 courses)

SCI 101 History and philosophy of science.

SCI 102 Mathematics for poets, thinkers and doers

SCI 103 That's life: Biology today (for non SCI-majors).

SCI 104 That's matter: Physics and chemistry today (for non SCI-majors).

SCI 105 Quantitative scientific methods

Mathematics (4 courses)

SCI 111 Mathematical ideas & methods in context

SCI 112 Basic mathematics

SCI 211 Mathematical methods

SCI 311 Advanced mathematics

Physics (9 courses, including SCI 111, SCI 112)

SCI 121 Introduction to quantum physics

SCI 122 Classical phenomenology in physics

SCI 221 Classical and quantum electrodynamics

SCI 222 Physical chemistry

SCI 224 Astrophysics and cosmology

SCI 321 Advanced physics

SCI 324 Advanced astrophysics

Chemistry (12 courses including SCI 111, SCI 112, SCI 121, SCI 222)

SCI 123 Introduction to chemistry

SCI 131 Molecular biology and genetics

SCI 223 Chemistry II

SCI 225 Biochemistry

SCI 231 Molecular and cell biology

SCI 232 Human and animal physiology

SCI 322 Advanced chemistry

SCI 336 Medicinal chemistry

Life Sciences (8 courses, including SCI 131, SCI 231, SCI 232)

SCI 132 Human and animal biology
SCI 233 Developmental biology
SCI 331 Advanced biotechnology
SCI 332 Advanced cell biology
SCI 333 Advanced developmental biology

Earth and Environment (3 courses)

SCI 141 Earth and environment I
SCI 243 Earth and environment II
SCI 343 Earth and environment III

Medical Sciences (14 courses, including SCI 123, SCI 131, SCI 132, SCI 223, SCI 225, SCI 231, SCI 232, SCI 336)

SCI 261 Mechanisms of diseases
SCI 271 Cognitive neuroscience
HUM 233 Psycholinguistics
SCI 361 Immunology and infectious diseases
SCI 337 Pharmacology

Cognitive Neuroscience (11 courses, including SCI 131, SCI 132, SCI 261, SCI 271, HUM 233)

SCI 171 Introduction cognitive neuroscience
HUM 132 Introduction linguistics
SSC 121 Introduction psychology
SCI 371 Advanced cognitive neuroscience: Spatial cognition
SCI 372 Advanced cognitive neuroscience: Visual perception
SCI 373 Speech production and perception

SOCIAL SCIENCE DEPARTMENT

The SSC curriculum encompasses seven fields: Sociology, Psychology, Anthropology, Geography, Political Science, Economics and Law.

Sociology (9 courses)

SSC 111 Classical sociology
SSC 112 Socio-economic history
SSC 211 Modern sociology
SSC 212 Contemporary solidarity
SSC 213 The evolution of modern society
SSC 214 Apocalypse now!
SSC 215 Orientalism
SSC 312 Comparative studies of organizations
SSC 314 Multicultural cities

Psychology (12 courses, including SSC 121)

- SSC 221 Social psychology
- SSC 222 Lifespan developmental psychology
- SSC 223 Clinical psychology
- SSC 224 Media psychology
- SSC 225 Psychology lab
- SSC 226 Criminology
- SSC 322 Ethnic relations
- SSC 324 Psychology in the courtroom
- SSC 325 Psychology of human motivation
- SSC 326 Crime in context
- SSC 328 Psychopathology

Anthropology (7 courses)

- SSC 131 Cultures 2
- SSC 231 Violence, trauma and memory in the 21st century
- SSC 233 Gender & culture
- SSC 234 The materiality of culture
- SSC 331 Comparing cultures
- SSC 332 Anthropological views on development
- SSC 339 Cultural anthropology

Human geography (6 course)

- SSC 141 Human geography
- SSC 241 Social and economic geography
- SSC 242 Development studies
- SSC 341 Political geography
- SSC 342 Globalization and regional development
- SSC 300 Guest course

Political Science (10 courses)

- SSC 151 Political theory
- SSC 153 Modern politics
- SSC 251 Political science: State of the art
- SSC 252 Empirical political science
- SSC 254 The other Europe
- SSC 255 International relations
- SSC 351 Comparative political institutions
- SSC 353 The politics of economic regulation
- SSC 354 Advanced international relations
- SSC 355 Comparative European politics

Economics (6 courses)

- SSC 162 Principles of economics
- SSC 261 Macroeconomics
- SSC 261 Microeconomics
- SSC 263 Essentials of business management
- SSC 363 Advanced economics; economic growth
- SSC 362 Economics of the public sector

Law (7 courses)

- SSC 171 Law, society and justice
- SSC 271 International law
- SSC 272 European international law
- SSC 273 Comparative constitutional law
- SSC 371 International human rights
- SSC 373 General theory of law
- SSC 374 International economic law