



Quality agreements

Community building and student engagement

Framework for the spending and allocation of quality funding at HU University of Applied Sciences Utrecht

HU University of Applied Sciences Utrecht

Final version

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1. Introduction

In the years ahead, HU University of Applied Sciences Utrecht (HU) will make funds available for initiatives that contribute to community building and student engagement. An amount of € 2 million will be available as of 2019, increasing annually to an amount of € 4 million in 2024. Both students and staff members will be able to apply for funds for initiatives designed to increase community building and student engagement at the HU.

This report will describe:

- the reason for the community building and student engagement programme;
- the engagement of students and staff members;
- the object of community building and student engagement;
- the frameworks for the community building and student engagement programme;
- the criteria and allocation procedure for incidental funding;
- the criteria and allocation procedure for structural funding;
- accountability for the community building and student engagement programme;
- the budget for the community building and student engagement programme.

The object of the report on community building and student engagement

The object of this report is to document the agreements made in relation to the community building and student engagement programme. This report will be submitted to the Executive Board. Once the Executive Board has approved this report, it will be submitted to the Employees' and Students' Council for its approval. The steps taken when producing this report are described in Appendix 1.

*The Employees' and Students' Council approved this report on Wednesday 15 May 2019. This is the final version of the 2019 report on community building and student engagement.

2. The reason for community building and student engagement

Part of the quality agreements for 2019-2024

In 2018, student representatives, universities of applied sciences and research universities made a number of agreements with the Minister of Education, Culture and Science about extra investments intended to benefit the quality of education. These extra investments are possible because of the revenue generated by the student loan system (*Studievoorschot*)¹, because of which students will be involved in decision-making on how to spend this revenue. The HU has chosen to invest in: community building and student engagement, teaching staff, professionalisation and digitisation of the learning environment.

Quality agreements, community building and student engagement

The 2019-2024 quality agreements set out the following conditions for the spending of funding on community building and student engagement:

- The funding is centrally managed;
- The allocation criteria will be developed on a participatory basis;
- Decision-making powers are as follows:
 - Incidental funding: the Director of Education, Research and Student Affairs (OO&S);
 - Structural funding: the Executive Board and the Employees' and Students' Council.
- Both students and staff members may submit applications;
- Accountability will lie with the project applicants;
- The budget for 2019 is € 2 million; this amount will increase to four million euro in 2024.

Earlier investments in community building and student engagement

The HU has been investing in community building and student engagement for many years now. For example:

- Supporting students who are active in participatory bodies;
- Supporting study and student associations;
- Counselling students who need extra support to be able to take part in a degree programme and study at the HU. For example, in the form of support from student counsellors or student psychologists.

The importance of community building and student engagement is described in the HU report on study counselling (*HU-notitie Studentbegeleiding*) (draft, December 2018). The table below shows the conceptual framework for student counselling and student engagement.

HU community building and student engagement

Integrity and cohesion, peer-provided to tertiary counselling inclusive

Level	Means of counselling	Reinforced by
Peer-provided	<ul style="list-style-type: none"> ▪ Students counsel each other. ▪ For example, a buddy system, peer mentoring, homework classes in which students coach each other, study associations, support groups / peer groups, power platforms, student panels, honours and the production house. 	reinforced by the HU community building and student engagement programme
Primary	<ul style="list-style-type: none"> ▪ Study and career-oriented questions. ▪ Students come together in a small team of fellow students; this promotes student well-being and study success. ▪ The study group supervisor monitors, analyses and follows personal and professional development, enters into dialogue, allows the members of the group to discover, challenges and inspires them and encourages them to reflect, gives them the opportunity to set the direction for and steer the learning process themselves and helps them with questions about how to achieve maximum development as part of the degree programme and elsewhere, when learning and at work. Students and study group supervisors form an important source of unity and support. 	reinforced by extra teaching staff

¹ Between 1986 and 2015, students received a basic student grant from the government, which they were not required to pay back after graduating. On 1 September 2015, this basic student grant became a study loan that students take out with the government. Universities of applied sciences and universities are investing the resulting revenue in the improvement of the quality of education (www.kwaliteitsafspraken.nl, 2019).

Secondary	<ul style="list-style-type: none"> ▪ Student counsellors focus on products and services that support <ul style="list-style-type: none"> ○ personal and professional development, ○ referral, ○ and learning <p>should problems arise.</p>	reinforced by the HU community building and student engagement programme
Tertiary	<ul style="list-style-type: none"> ▪ psychologists focus on diagnostics and a care need assessment, short-term psychological interventions and advice, referral to the Dutch Mental Healthcare Association (GGZ), fear of failure training, and issue declarations to examination boards or the student support fund. 	reinforced by the HU community building and student engagement programme

Conceptual framework for student counselling and student engagement

3. Student and staff member engagement

Extra investments are only possible because of the revenue being generated by the student loan system. This is why students and staff members are being involved in the decision on how funds from the community building and student engagement programme are to be spent. Students and staff members are involved in the following parts of the programme:

- The establishment of criteria and the procedure for the allocation of funding.
This has been achieved in a number of participation sessions, as described below.
- The allocation of incidental and structural funding.
The role of students and staff members is described in Sections 6 and 7.
- Accountability for the community building and student engagement programme.
An advisory committee, which has been created in advance of the launch of the community building and student engagement programme, will play a role in the development of and accountability for the community building and student engagement programme. This will be described in more detail in Section 8.

Participation sessions

The quality agreements state that students and staff members are to be involved in the establishment of the criteria to be applied when considering applications. A number of participation sessions were organised with this in mind. These were preceded by a meeting with subject matter experts at the end of October 2018. This meeting took place on the basis of a PowerPoint presentation about community building and student engagement. The following remarks were made during this meeting:

- Community building is all about meeting others and gaining a sense of belonging and recognition;
- The terms 'student life' and 'self-development' should also be used when discussing community building;
- Give study career coaches the scope to do fun things with students, outside lessons.

The input generated from the meeting with subject matter experts was used to produce a new version of the PowerPoint presentation. This was then discussed with students and staff members in three participation sessions. These sessions took place on 6 November 2018, 22 November 2018 and 10 January 2019. The reactions and recommendations that emerged from them are described in Appendix 2.

The various meetings and participation sessions yielded a number of proposals and ideas. These will be discussed in the sections below:

- The object of community building and student engagement;
- The framework for the community building and student engagement programme;
- The criteria and allocation procedure for incidental funding;
- The criteria and allocation procedure for structural funding.

4. The object of community building and student engagement

What do community building and student engagement involve?

In the participation sessions, staff members and students discussed what they understood by the terms 'community building' and 'student engagement' and what is important to them. Students want:

- to feel that they belong at the HU and their institutes and in their degree programmes. This ensures that students enjoy learning together and attend the HU or their degree programme on a regular basis;
- to be able to do activities together (social cohesion), work together on something extra on an interdisciplinary basis and help each other with their studies;
- to be given opportunities and the scope to develop (self-development, intellectual development, social involvement) and to experience a good student life;
- to have equal opportunities and receive the support they need in this respect;
- there to be scope for inclusion and diversity;
- to be proud of the HU.

So, for students, community building and student engagement primarily involves *extracurricular* initiatives². These initiatives have a positive influence on students and on their studying itself (the quality of education) and an important role is played by the relationship between students and lecturers. Initiatives also influence how students experience the quality of their studies and the level of engagement they feel with their studies and the HU.

The importance of community building and student engagement

The HU wants to strengthen the connection that students feel with the HU. The HU want students to feel at home at the HU and have a connection with the HU and their fellow students. Student counselling is designed to help students gain or regain control over their studies and to gain or regain a sense of competency and autonomy. Together, the achievement of a connection and counselling contribute to the three innate basic needs that people have:

- The need to feel a connection (belonging somewhere);
- The need for autonomy;
- The need for competence (having or gaining confidence in one's own ability).

'Connection' and 'participation' are similar terms and have a similar effect in practice too: anyone who participates actively will identify with the educational environment more too. Anyone who identifies strongly with the educational environment will be inclined to commit themselves to their studies more actively as well. The above generates a self-reinforcing cycle of engagement, which will have a positive effect on study progress.

² The term 'initiatives' is used in the report. For example: facilities, services, projects and activities, etc.

5. The framework for community building and student engagement

The distinction between structural and incidental funding

A distinction has been made between structural and incidental funding. Structural funding is 'in-depth' funding. This type of funding is of a long-term nature (often without an end date), benefits the HU as a whole and aims to achieve a structural effect. Incidental funding is awarded for initiatives of a local nature. This type of initiative can be achieved within a defined period of time. Ninety percent of the budget is reserved for structural funding and 10% for incidental funding³.

Extracurricular initiatives

Initiatives in the extracurricular (secondary) learning environment can have a positive impact on the learning and performance of students in the primary learning environment. However, it is not always possible to clearly distinguish between the primary and secondary learning environment. Given the importance of initiatives having a positive effect on the learning and performance of students in the primary learning environment (the quality of education), this can be promoted by having initiatives implemented by students and staff members themselves. Which initiatives can be developed that have added value for the learning and performance of students? These could be new initiatives or existing initiatives that are developed further.

Division into three categories

Initiatives can be divided into a number of categories. These categories are not mutually exclusive, but set the direction for the community building and student engagement programme in general. The categories apply to both incidental and structural applications. The three categories are:

1. Extracurricular training and/or social activities

The initiatives in this category are implemented by (interdisciplinary) groups of students and are designed to deepen or broaden their knowledge and skill. Initiatives in this category could also involve students coming together to develop new products and services. This category includes initiatives with an academic and social effect too. For example: students that contribute to quality assurance at the HU, who provide informal care, do volunteer work at various organisations and organise trips. The initiatives have social goals that are important for the HU, for the city of Utrecht *and* for the development of the students themselves.

2. Additional support while studying

The additional support category involves the provision of support to individual students and groups of students. This support promotes the equal opportunities of students, allowing them to take part in and achieve success in their studies. This ensures that students feel a connection with and are part of the HU community. The provision of additional support while studying promotes student inclusion. The support provided could involve a new form of student support. For example, student groups who help each other study. It could also involve the provision of (extra) support to study associations or the (extra) deployment of experts (like student counsellors) in response to changing demand from students. In these situations, emphasis will be placed on individual student engagement and study success.

3. Other

Examples of initiatives that fall under the 'Other' category are the improvement of opportunities for students to meet each other. For example, the decoration and furnishing of rooms used by the degree programme in question for this purpose. The facilitation of study associations, student groups or study career coaches that provide an extra benefit with a view to helping students achieve a sense of belonging at the HU falls under this category too.

³ These percentages were determined on the basis of experience with the budget for the investments in the quality of education fund (*Fonds Investeren in Kwaliteit van Onderwijs (FIKO)*). FIKO has awarded an amount of € 106,745 to date.

6. Criteria and allocation procedure for incidental funding

Criteria for incidental funding

We apply the following criteria when allocating incidental funding:

- The application must have been submitted by students;
- The application must be in line with the HU objectives. These objectives are described in HU 2020;
- The project must contribute to the quality of education by strengthening extracurricular activities;
- The project must fall under one of the following categories:
 - Extracurricular training and/or social activities;
 - Additional support while studying;
 - Other.
- The project:
 - must contribute to, support or encourage community building (together, a sense of belonging, cohesion);
 - must contribute to, support or promote student inclusion.
- The project must be geared towards part of the HU, the HU community or the HU as a whole;
- The project must meet the following formal conditions imposed on project applications:
 - Limited time span
 - A description of the result envisaged;
 - Budget;
 - Time line.

The allocation procedure

The FIKO committee and the Director of OO&S have agreed that applications for incidental funding will be routed via the FIKO committee. The further specifics of collaboration will be decided on in consultation. The agreements made will be included in reporting on the community building and student engagement programme at the end of 2020.

The allocation procedure for incidental funding will be as follows:

Phase 1

- The applicant will complete the application form for incidental funding;
- The FIKO committee will assess the application;
- The committee will inform the applicant whether or not it is worthwhile elaborating on the initial application.

Phase 2

- The applicant will elaborate on the initial application;
- If the application is appropriate, the applicant will be able to make a pitch to the FIKO committee;
- The FIKO committee will assess the pitch.

Phase 3

- After allocating funding, a contract will be drawn up containing agreements about financial accountability.

Decision

The FIKO committee will decide on the application. If the Director of OO&S decides to recognise the decision, then this will be done by signing the contract to be entered into between the applicant and OO&S. Agreements about the allocation of decision-making roles will be elaborated on in consultation between the Director of OO&S and the FIKO committee.

Accountability

The FIKO committee will be accountable for incidental funding. This accountability will be included in the final report on the community building and student engagement programme as a whole. The initial report will be produced at the end of 2020.

7. Criteria and allocation procedure for structural funding

Criteria for structural funding

We apply certain criteria when allocating structural funding. The initiative must:

- be in line with the objectives of the HU. These objectives are described in HU 2020;
- contribute to, support or encourage community building (together, a sense of belonging, cohesion);
- fall within one or more of the following three categories:
 - it involves extracurricular training and/or social activities;
 - it involves the provision of additional support while students are studying;
 - other.
- have been discussed with students as part of a participatory process and, as such, reflect a shared need among students;
- be HU-wide: it transcends the level of the institute, the research centres and/or HU Services;
- have a vision on how to reach HU students and involve them in the initiative;
- have a long-term perspective;
- be organisable and feasible;
- be budgetable and possible given the budget available;
- asks an contribution that is in line with the task conferred on the HU;
- be possible to render account on at a later date (results, from a financial point of view).

The allocation procedure

The allocation procedure for structural funding will be described below. Applicants will always have the option to complete an application form. The website will set out the allocation procedure and provide an estimate of the time involved, giving applicants clarity about the turnaround time for allocation. The aim is to keep all turnaround times as short as possible.

Phase 1

- The applicant will complete the application form for structural funding;
- The Project Coordinator will discuss the application with the Director of OO&S; it will be assessed by the advisory committee too;
- Feedback will be given to the applicant.

Phase 2

A meeting will take place between the Director of OO&S, the portfolio holder for Education and Student Affairs from the Executive Board, the Project Coordinator and the applicant.

Phase 3

The application will be submitted to the Executive Board for its approval.

Phase 4

The application will be submitted to the Employees' and Students' Council for its approval.

Once received, the Employees' and Students' Council will have five weeks to give an official response to the application.

Decision

An application for structural funding must meet all of the various criteria. These criteria will be applied when deciding whether or not to grant an application (Executive Board) and when considering whether or not to agree to the decision (Employees' and Students' Council).

Accountability

The application will describe the results envisaged, how the initiative will contribute to community building and/or student engagement and how this can be measured. The application will also describe measurable results and how results can be measured. The results and effects envisaged will be included in reporting. Reports will be rendered of all of the applications awarded as part of an annual cycle, which will involve an annual (calendar year) review of the results achieved, the evaluation and plans for the next year. All of the above will be documented in an annual report, in which extra attention will be paid to how the initiative contributes to community building and the reach achieved by the programme (see Section 8).

8. Accountability for community building and student engagement

If the Employees' and Students' Council approves the present report, it will be possible to launch the community building and student engagement programme. Section 4 describes what the HU hopes to achieve from the programme. To assess whether or not the programme and the various applications do actually contribute to community building and student engagement, the programme will render account and the programme will be evaluated. Two aspects are important: quality assurance and the reach of the programme.

Quality assurance

Quality assurance will be important for both the applications granted and the community building and student engagement programme itself. All applications that are granted will render account as described in Sections 6 and 7.

The Project Coordinator will render account to the Director of OO&S about the community building and student engagement programme as a whole. When doing so, consideration will be given to: the budget, the applications and the course of the programme. This will be done with the aid of an annual cycle. The programme will also be supervised and evaluated by the advisory committee. The role of the advisory committee will be discussed later in this section.

Strategy formation: programme reach

Will all students and student groups be reached? Will all students have the opportunity to be engaged and feel that they belong? Although these questions are not easy to answer, they are important to the achievement of the object of the programme. As such, one of the criteria is that an application must have a vision on how students will be reached and engaged. Account will be rendered about this afterwards too. Also, the Project Coordinator and the advisory committee will work together to form a strategy on reaching students, which they will do on the basis of best practices that emerge during the community building and student engagement programme. This strategy will be included in the presentation of the results at the end of 2020.

The advisory committee

An advisory committee will support the community building and student engagement programme. The members of this committee are students, professors, lecturers and staff members from institutes. The Director of OO&S and the Project Coordinator are part of the advisory committee too.

The committee develops new ideas and brings ideas together from within the HU and beyond. The committee monitors the community building process and issues advice about it to the Director of OO&S. The committee also works with the Project Coordinator to develop a vision on community building and a strategy on the reach of the programme - hence the inclusion of research costs in the budget (see Section 9). Relevant questions could be: what constitutes community building? How is the programme contributing to community building and student engagement? Are applications having the effect envisaged for the programme? Which students are being reached?

Appendix 3 provides more information about the advisory committee and describes the matters on which the committee advises the Director of OO&S.

9. Budget for community building and student engagement

Total budget available for community building and student engagement

2019	€ 2.0 million
2020	€ 2.0 million
2021	€ 2.5 million
2022	€ 3.5 million
2023	€ 4.0 million
2024	€ 4.0 million

Management costs

The management costs incurred in relation to the community building and student engagement programme will be covered by funds from the community development and student engagement programme. The 2019 and 2020 budget for management costs follows below:

Budget for 2019 and 2020

Budget	2019	2020
Expenditure		
<i>Staff costs</i>		
Project Coordinator	€ 80,000	€ 80,000
Student allowance for student members of the advisory committee	€ 2,500	€ 3,000
Student allowance for student members of the FIKO committee	€ 2,500	€ 3,000
Student assistant	€ 3,500	€ 7,000
<i>Facility costs</i>		
Advisory committee	€ 1,500	€ 1,500
<i>Research</i>		
Professor deployment and the costs of materials	€ 20,000	€ 40,000
<i>Communication</i>		
General (flyers, etc.)	€ 2,000	€ 2,000
HU-wide community-building meeting		€ 10,000
<i>Unforeseen</i>	€ 7,000	€ 10,000
Total expenditure	€ 119,000	€ 156,500

Explanatory notes on the budget

The budget includes 20% of employer's costs, for wages and allowances. This is an estimate; the actual costs may be different.

A Project Coordinator has been appointed to steer the community building and student engagement programme in the right direction. The Project Coordinator has the following duties: to encourage new initiatives, establish links between initiatives, develop a vision and policy on community building and student engagement and monitor programme quality and funds.

In spring 2020, a HU-wide meeting will be organised about the community building and student engagement theme. Amongst other things, this meeting can be used to enable representatives of parties who have had their applications approved to share their success stories and research results can be presented too.

Spending of funding in 2019 and 2020

The programme will be launched once the Employees' and Students' Council has approved the report before you. As such, some of the funding for 2019 will not be spent. This funding, and the funding not spent in 2020, will be added to an earmarked reserve. As such, the funding in question will continue to be available for the community building and student engagement programme.

10. Literature

- Quality agreements for 2019-2024 (April 2018)
- HU Vision on Education (2015)
- HU Educational Innovation Programme (2014)
- Final reports on the HU Vision on Education
- Educational innovation projects implemented in institutes
- HU Educational Innovation Programme 2017 (published at the beginning of 2018)
- Information pack on quality agreements at the HU
- Draft version of HU student counselling; the next step (*HU Studentbegeleiding, een volgende stap*) (September 2018)
- Draft version of Student participation and community building at the HU (*Studentparticipatie & gemeenschapsvorming op de HU*)
- Preparation for profit-driven-thinking event. Willem de Zwijger
- Contract document
- Speech by Jan Bogerd, President of the Executive Board - at the start of academic year 2018
- Round Table MEMO (7 February 2018)
- A summary of the meetings organised by the Executive Board in relation to the quality agreements (May 2018)

11. Appendices

Appendix 1 Process steps

Process steps	Data
Edit framework: Quality agreements Community building and student engagement	September –October 2018
Edit proposal set of criteria	September –October 2018
Recruit project coordinator	October – November 2018
Agreements research centres on collaboration	October 2018
Expert meeting on the subject of community building and student engagement.	30 October 2018
Meeting with (active) students on the subject of community building and student engagement (x3)	6 and 22 November 2018 and 10 January 2019
Present note with set of criteria to CvB	January 2019
Decision CvB	February 2019
Decision HSR	April 2019
Start activities	April 2019

Appendix 2 Reactions and recommendations ensuing from the participation sessions

Reactions and recommendations ensuing from the participation session with students on 6 November 2018

- 1. There needs to be more attention for cultural activities**
- 2. More customisation is necessary**

This applies to the existing work of the associations and participatory bodies, but also to new ideas that emerge from the spending of funding.
- 3. Initiatives need to be more visible**

This applies to both existing and new initiatives. There is a lot of ignorance among students about what else they could do besides their studies. Incidentally, this varies from one institute to another.
- 4. Reason particularly from the point of view of contacts**

Much has already been invested in facilities and accommodation.
- 5. Expand the student participation team**

The millions of euros to be made available and the plan development are putting the Student Participation team under a huge amount of pressure. Although someone is already being recruited for plan development, there also needs to be someone to focus on personal contact and the development of relationships. The existing team could benefit from extra reinforcement too (policy development, strategy, mission).
- 6. Is the current categorisation appropriate?**

Why is it necessary to divide up initiatives into categories? Suggestion: don't make categorisation key, because this will create a strong bias in favour of (existing) communities.
- 7. It may be an idea to establish criteria on the basis of innovation potential**

Ask yourself the following when developing the criteria: which reach do you want to achieve? Which students are to benefit? Why is this important?
- 8. Point out the diversity and inclusion theme**

Diversity is inadequate in existing communities. One of the objects of community building is to appeal to new target groups in existing communities *and* to establish new communities on the basis of inclusivity. The following questions were raised in this respect: *what is the idea behind the use of categories?* When developing criteria, also ask yourself: what do you want to achieve, what is your object and who do you want to reach? Which students are to benefit? Why is this important? Also bear in mind the framework of the Accreditation Organisation of the Netherlands and Flanders (*Nederlands-Vlaamse Accreditatieorganisatie (NVAO)*), which was also drawn up with the idea of encouraging new developments.

Reactions and recommendations ensuing from the participation session with students on 22 November 2018

- 1. The breakdown into categories is a useful guideline**

In this session, it was stated that the breakdown into five categories is a useful guideline.
- 2. Additional support while studying**

Training courses are already being provided by study associations. However, with demand continuing to increase, some extra funding could be made available to them for this purpose. There is no 'customisation' at the current time, despite there being a need for it.
- 3. More student counselling**

More student counselling would be good. Not so much standard guidance from the student counsellor, but a more customised approach, involving a group of students who are experiencing similar issues. For example: a student counsellor who guides the creation of a social safety net for students by bringing them into contact with each other.
- 4. Are some ideas not just supposed to be part of regular policy?**

Or are new ideas the only ones with any real impact? Should existing ideas be expanded or should attention focus on new ideas? Every student should experience some aspect of community building.
- 5. Criteria**

No reason was given to explain why the criteria do not apply to both structural and incidental applications.
- 6. Ideas for community building**
 - Honours student community;
 - HU day: for first-year students/festival/what the HU does/general introduction day;
 - HU-wide cultural events at the Stadsschouwburg (municipal theatre);
 - Counselling from student counsellors;

- Extra lessons or counselling at a level that transcends individual institutes. At your own institute and degree programme, content-related guidance. Also, more help with your degree programme at a level transcending the individual subject and institution. This could be one-on-one counselling or guidance (buddies) or group counselling or guidance;
- Trips organised by study associations;
- Standardise the introduction-day for all institutes;
- Link buddies. For example, on the basis of social need or need for help (international students, for example). Speed dating to link buddies to each other;
- *Studium Generale* (lectures of general interest): low threshold participation. Book evening, evenings organised further to a sufficient expression of interest, college tour, for example;
- Organise informal discussions. The following questions could be raised: who are my students and what makes them feel that they belong? Do they have enough development opportunities?
- Rights and obligations of international students – good information provision and guidance;
- World week: a world day in each building (over six days).

Reactions and recommendations ensuing from the participation session with students on 10 January 2019

1. Updated criteria and decision-making rules

No comments.

Three detailed ideas were pitched during the participation sessions. The reactions to them follow below.

Reactions to pitch about honours by Annelies Riteco

- Why isn't honours being set up as a foundation? If it was, it would be subject to the same conditions and facilities as a study association or umbrella organisation;
- What is the difference between honours and a study association? Don't both organise social activities and study trips?
- Honours is a place to meet students from other degree programmes. Not in the form of a study association though, where social activities are key.

Reactions to pitch about *Studeren+* (studying with a handicap) by Marian de Groot

- Is the PowerPlatform part of the Student Support Centre (SCC)? Answer: the PowerPlatform is a peer-to-peer platform (students help each other);
- *Studeren+* also covers exam organisation and accommodation, for example.

Reactions to the *Studium Generale* pitch by Stefan Postulart

- Which activities will you include when drawing up the HU agenda? *Studium Generale* involves substantive activities;
- Theme months. How will you make sure that it is possible to organise theme months?
- Meet-ups. How broad do you want to make the meet-ups? Is it feasible? Is it feasible for international students too?
- International subjects should be raised too;
- There doesn't always have to be a speaker at a meet-up;
- A great initiative;
- One person who was present says that the HU will no longer be just a school if this plan goes ahead. The HU could then be a place where people come together and discuss events that matter to them. This will make it possible to achieve more 'unity' at the HU;
- A total of 10 FTE will be necessary if you want to organise a large-scale meeting one or two days after the occurrence of a social issue;
- If anyone has any suggestions for a new name for *Studium Generale*, they can be e-mailed to Stefan.

Appendix 3 The advisory committee

The advisory committee consists of a group of students and staff members who play an advisory role in relation to the design of the community building and student engagement programme. Membership of this committee is made up of:

- four students;
- two lecturers;
- two staff members from institutes and/or HU Services;
- two professors;
- the Director of OO&S;
- the Project Coordinator for community building and student engagement.

The object of the advisory committee

The object of the advisory committee is to monitor and, if necessary, advise on the adjustment of the community building and student engagement programme. The committee monitors the development of and results achieved by the programme. The committee also considers new opportunities and puts forward ideas. The committee advises the Director of OO&S about the above.

Which duties does the advisory committee have?

The committee develops

- *knowledge about community building and student engagement*

The committee plays a role in enhancing knowledge on community building, whether by contributing knowledge gained from its own research or obtained from other higher education institutions. The committee contributes to the development of a vision on community building. Relevant questions could be: how will the initiatives influence community building and student engagement at the HU? When will students feel engaged? Which social developments have there been in the field of community building and student engagement?

The committee advises on

- *financial applications*

Incidental applications are routed via the FIKO committee. The decision on whether or not to award structural applications lies with the Executive Board and the Employees' and Students' Council. Although the advisory committee is not involved in decision-making, the committee does assess individual applications. The committee advises the Director of OO&S on all applications. For example, in relation to:

- *communication*

To make students and staff members aware of the community building and student engagement programme, different types of communication about it will be issued via different media (website and social media, etc.). The committee advises the Project Coordinator for community building about ideas and opportunities in the field of communication, media and press briefings, etc.

- *the community building and student engagement programme*

The committee monitors and evaluates the programme itself: the allocation of funding, results for the students and the scope of the programme, etc. Are students reached and engaged?

Members of the advisory committee in March 2019

- Nico de Vos, Professor of Participation and Urban Development
- Elwin Savelsbergh, a professor from the Research Centre for Learning and Innovation
- Jannerieke Hommenga, CMD Programme Manager
- Annemieke van Ee, Education and Development Manager at the Archimedes Institute
- Barbara Meijer, institute secretary and lecturer at the Institute for Built Environment
- Nelleke Jacobs, a lecturer at the Institute for Business Administration
- Anne Froger, a student and chair of the programme committee on skin therapy
- Evi Hagenaaars, a student and an individual with experience of the CODEX study association and submitting FIKO applications
- Sabri Bouyaakoub, a student, Chairman of the Hideout Science Café, member of the FIKO committee and the GetConnected advisory board
- Chiel Boot, a student, committee member of the Educa study association
- Tineke Eendebak, Project Coordinator for community building and student engagement
- Wichert Duyvendak, Director of ER&SA