



The heated discussion was good



Valorisation of museum treasures



Three questions about the Privacy law



Faculty in a process of change

One step at a time

Our organisational structure, workload, the Faculty Strategic Plan, the implementation of the educational vision... A lot is going on in the Faculty. FGW.nu asked Dean Mark Rutgers to explain.

Can you tell us how the Faculty of Humanities is doing? How do the developments relate to where we want to be?

'We are a fantastic, exciting faculty where a lot is indeed going on. Students are, and always will be, our main contribution to society; our primary task

is teaching and research. We are now busy applying the University's educational vision to the Faculty; our focus here is on the themes of 'research-driven learning' and 'career preparation,' and the Executive Board has given us scope to work on these issues. Incidentally, these two themes aren't completely new: we already do a lot on them and

they are also part of our Faculty Strategic Plan (FSP). As for the action points on the FSP, we are right on track: more than half have already been implemented. For instance, the PhD Graduate School has been established, the Bachelor's programme in Urban Studies will start in September and the Digital Humanities project is up and running.'

There is a lot of commotion about the Faculty structure. What can you say about this?

'Everyone knows that we are looking at how to make the organisation smarter and more efficient. To gauge staff opinion, we have sat in on various regular meetings and held a number of open sessions. The

biggest bottleneck is the current relationship between the degree programmes and the research institutes: there are regular problems in fine-tuning different ideas and that gives rise to some frustration. We are aiming for a more transparent organisation where the responsibilities are clear. To enable staff to work under optimal conditions,

changes have to be made in the division of labour, management responsibilities and sources of funding. We are therefore looking at what is needed for our teaching and what we can then do in terms of staff and funding. It is not necessarily the case that a major formal change will solve all the problems. A limited number of changes will probably work →

Et al Over mijlpalen van FGW en de FGW'ers



Wanted: bloggers

From a cholera epidemic and its consequences to playing college football: Rik Jongenelen (African Studies) recently blogged about his studies. He spent three months on an internship in Zambia and shared his adventures on the website theleidener.com. Floris Heidsma did the same. For his master's degree in North American Studies he spent a semester studying in Calgary, Canada. Prospective students often want to read real-life stories about studying in Leiden or abroad. Preferably written by students who have something to say. Do you know anyone who can write entertaining pieces about studying in Leiden or abroad? Let us know at communicatie@hum.leidenuniv.nl. The blogger will receive a small fee.



Travel through ancient Rome

Booked a trip to Rome? The book 'De vereeuwigde stad', edited by students Nathasja van Luijn and Mark Oldenhavé and Latin lecturer Christoph Pieper, contains literary descriptions of 20 famous Roman locations. With authors such as Ovid, Cicero and Virgil, this guide gives some idea of the effect of these locations on the ancient Romans. For the book, the editors sought out ancient texts about 20 buildings or sites in Roman. The texts bring these to life and capture the imagination: what was it like to stand at this building or site 2000 years ago? What did the Romans do there? With the aid of maps, old prints and drawings and a bit of imagination, step back into time and walk around ancient Rome. Latin lecturer Susanna de Beer and students Caroline van den Oever and Mark Hannay have produced a special website with a handy map, walking routes and interesting extra information (www.devereeuwigdestad.nl).



Nerves of steel at Moroccan town gate

Eleven students from IIAS and Leiden University, 12 students from Mohammed V University of Rabat and a handful of lecturers visited NIMAR in Rabat at the start of April. The theme of the trip, which was the initiative of IIAS director Philippe Peycam, was critical heritage and museum studies. The students visited various heritage sites and museums in Rabat, Salé, Casablanca and Fès. During the trip they saw with their own eyes how academics and government approach heritage. Over the last few years Morocco has devoted a lot of attention to culture to spark tourist interest and promote an open society. With the aid of our Moroccan colleagues, the students were able to visit monuments that are not easily accessible. After a hair-raising climb, they found themselves on a narrow ledge atop a medieval city gate in Salé, for instance. 'The students needed nerves of steel for the climb, but the view from the gate over the old city and the enthusiastic stories of the local city archaeologist made it worth the fear,' said NIMAR director Léon Buskens. 'The trip was very successful. Not least because as well as looking at heritage, the group held valuable discussions on various societal themes.' Definitely worth repeating.



PhD candidates given more attention

An updated website, a better registration system and a special career event. The over 700 PhD candidates at our faculty are receiving more attention since Iris van Ooijen was appointed coordinator of the Graduate School of Humanities. The new Graduate School website is offering more and more practical information, on the different types of PhD candidates, the defence ceremony, postdoctoral research and social media, for instance (www.universiteitleiden.nl/en/humanities/graduate-school).

The improved registration system means that from June all the PhD candidates' data will be added to the Converis GSM registration and tracking system. Iris comments, 'This could mean their starting date, supervisors, training and supervision plan and any training courses that they follow.' And the PhD career event? This was held for the first time in April, with lectures, workshops and PhD alumni sessions, all on the topic of 'Life Beyond Academia,' in other words, the career prospects of PhD candidates and postdocs in the world outside academia. 'We are also working to improve the quality of the PhD programmes,' says Iris. 'A confidential counsellor for PhD candidates has been appointed and a course developed for academics who will be supervising a PhD candidate for the first time.'

Read more: Faculty in a process of change

→ just as well, because it is mainly about how we work together and what we can expect of each other. There are differences within the Faculty that have evolved over time and these give rise to some inequalities. What has become clear is that our organisational culture needs more attention, and that takes time. But an organisational 'big bang' is certainly not the aim. What it boils down to is that the Faculty has to be able to continue to develop.

areas of uncertainty. We want our staff to understand why certain decisions are necessary.'

But then the Faculty Board must actually make choices...

'And that is exactly what we are doing. To give an example: at present there is no uniformity in the allocation of teaching hours and the number of electives per

Starting the autumn, they will receive better supervision and be given a clear idea of their responsibilities.'

Anything else?

'Although we as the Faculty Board still have a large number of topics to consider, we have already improved many of our processes. We have improved the definitions of the tasks and responsibilities for each job. We have taken concrete steps to clarify processes, for instance job application processes and the selection and appointment of academic directors. And we have limited the number of tracks in the degree programmes. We are also trying to reduce the number of permanent committees by combining them where possible. That calls for trust, and that's what I mean by culture: our staff need to be confident that these committees will take all the different interests into account.'

When do you think the Board will be able to tell us more?

'We will report to the Faculty Council about our progress and the steps that we are taking this summer, and we are in constant discussion with the academic directors and degree programme coordinators. The basic premise is that the Faculty Board facilitates the research and teaching, and ensures that they stay on track, and that there are clear HRM and financial frameworks. This will take time, particularly because we have to take account of a number of other projects within and outside the Faculty. Our plans have to correspond with the University's harmonisation of teaching processes and the new structure of HRM support. Furthermore, this year is exceptionally busy because we also need to prepare for the teaching and research accreditation. We have to be absolutely meticulous, and that simply takes time, particularly because we want to avoid top-down decision-making and are seeking consensus. We shouldn't forget that despite the many 'necessary improvements', our Faculty is doing enormously well, in terms of both our teaching and research and our financial situation. Many a sister faculty in the Netherlands would be envious of our position. And that's how I want it to stay!'

More than half have already been implemented

What about the staff workload? Is that going to be addressed in all the plans?

'The unequivocal aim is that a clearer structure and unambiguous agreements will lead to more transparency and more efficient consultation. In our eagerness, we sometimes make it remarkably difficult for ourselves, particularly if we do not make sure such matters as the available resources and specific wishes are aligned in good time. For instance, we put together amazing curricula, which cannot actually be implemented properly, or simply take too little account of the funding that we receive. The staff workload is a major theme, but at the same time people are unhappy if we want to reduce the number of electives. We therefore want to talk to everyone and be as open as we can, including about

degree programme. So, we have decided to define faculty norms and frameworks for the structure of curricula and lecturer teaching hours. We are now working hard on this and all being well the Programme Norms workgroup will issue a proposal in June. A more balanced division of labour and wherever possible fewer courses will make the programmes more feasible to teach and fund. It will also improve their quality. In addition, we are looking at how uniform the logistical teaching processes are and whether we can combine some programme boards and committees. Then fewer people will be needed for all the administrative work and we can give more time to those who actually do this work. Another example: we are currently developing a training programme for new degree programme coordinators.



Mark Rutgers





Constant Hijzen

Sleepwet referendum: 'The heated discussion was good'

'No,' said a small majority last March in the referendum on the sleepwet, the Dutch Intelligence and Security Services Act. Historian Constant Hijzen, an expert on the Dutch intelligence and security services since 1922, sees a pattern: 'The discussion about these services keeps on coming back.'

Your PhD research was on external influences on the Dutch intelligence and security services. Was there so much public unease about this topic in the past too?

'Definitely. The discussion about the service keeps on coming back. From when the first service was established before the First World War, questions have always been raised about its legitimacy and accountability. Until the 1960s, this was mainly behind closed doors, by civil servants for instance. But then the debate was brought into the open. At that time a broader public protest movement also arose, and the discussion fitted in with that. It was very fierce: the sentiment was that the intelligence and security service had no right to exist in a democratic state.'

'I actually expected a higher percentage of no-voters.'

Every debate ended with the call to dissolve the service. The discussion continued throughout the 1970s and later, but then focused on specific aspects of intelligence. There was repeated criticism of the parliamentary committee that held the secret service accountable on behalf of the Dutch House of Representatives, informally known as 'commissie-Stiekem' [the Clandestine Committee]. And there was discussion about the role of the Minister of Internal Affairs, under whose responsibility the service falls. Does he know what is going on, and can he

inform the House? The question that never goes away is whether the services really can be held accountable and if there is any supervision of what exactly they do.'

What was the essence of the criticism then and what is it now?

'I think the sentiment always focuses on this elusiveness: we do not really get a grip on these bastions of power which leaves the danger that they will indulge in all that God and the law has forbidden. This fear was at play now too, in the referendum.'

Do you think this criticism is overstated or is there something to it?

'I understand that people are worried. There is clear conflict with the constitutional state: the service can violate constitutional freedoms. And it cannot be completely open about what it does and knows. Outsiders cannot see the inner core; that always remains shrouded in mist. These outsiders therefore have to trust that there is no wrongdoing.'

The result of the referendum was 46.5% for and 49.4% against. In other words, a majority vote against, whereas the predictions beforehand were that it would be the other way around. Did that surprise you?

'I had actually expected a higher percentage of no-voters. The word sleepwet [trawling act] was conceived by the Amsterdam students and digital civil rights groups that set the referendum in

motion. With this metaphor – a sleepnet is a trawl net – they tried to make an abstract practice tangible, imaginable. The metaphor conjures up a powerful image of something disproportionate and negative. You can easily visualise the two services AIVD (General Intelligence and Security Service) and MIVD (Military Intelligence and Security Service) casting their enormous nets and trawling for data. That arouses some very basic emotions. Once you associate the new act with a trawl net, it is almost impossible to see it as proportional and necessary. I expected this to have a greater influence on the result. But apparently enough people looked beyond the metaphor.'

What did the whole discussion actually result in, except for a lot of fierce arguments and counterarguments?

'This is the first time in a long period that there has been such extensive and in-depth debate about the service. That is a win! With the referendum it was generally only about the question of authority, whereas the Act legislates various aspects of intelligence. But there was also a lot of talk about the service itself. In the past, politicians and the media often got bogged down with James Bond-type images of the intelligence service. That was not the case now at all. A lot of detailed articles were published in the printed press, and other media also paid it a lot of attention. The directors of the two services wrote and spoke in the media. Then it is fine if the debate escalates and the opponents are diametrically opposed. That is not a problem at all. It would be good if the interest did not wane now.'

Read more: Sleepwet referendum

→ Why is it important that the interest remains?

'The relationship between the constitutional state and the intelligence community is continually having to be redefined. Some public knowledge of what intelligence work entails helps here. I would like to call on the services to keep on explaining what they do and what they do not do, to dispense with the worst horror stories. And to the media I would say: keep at it.'

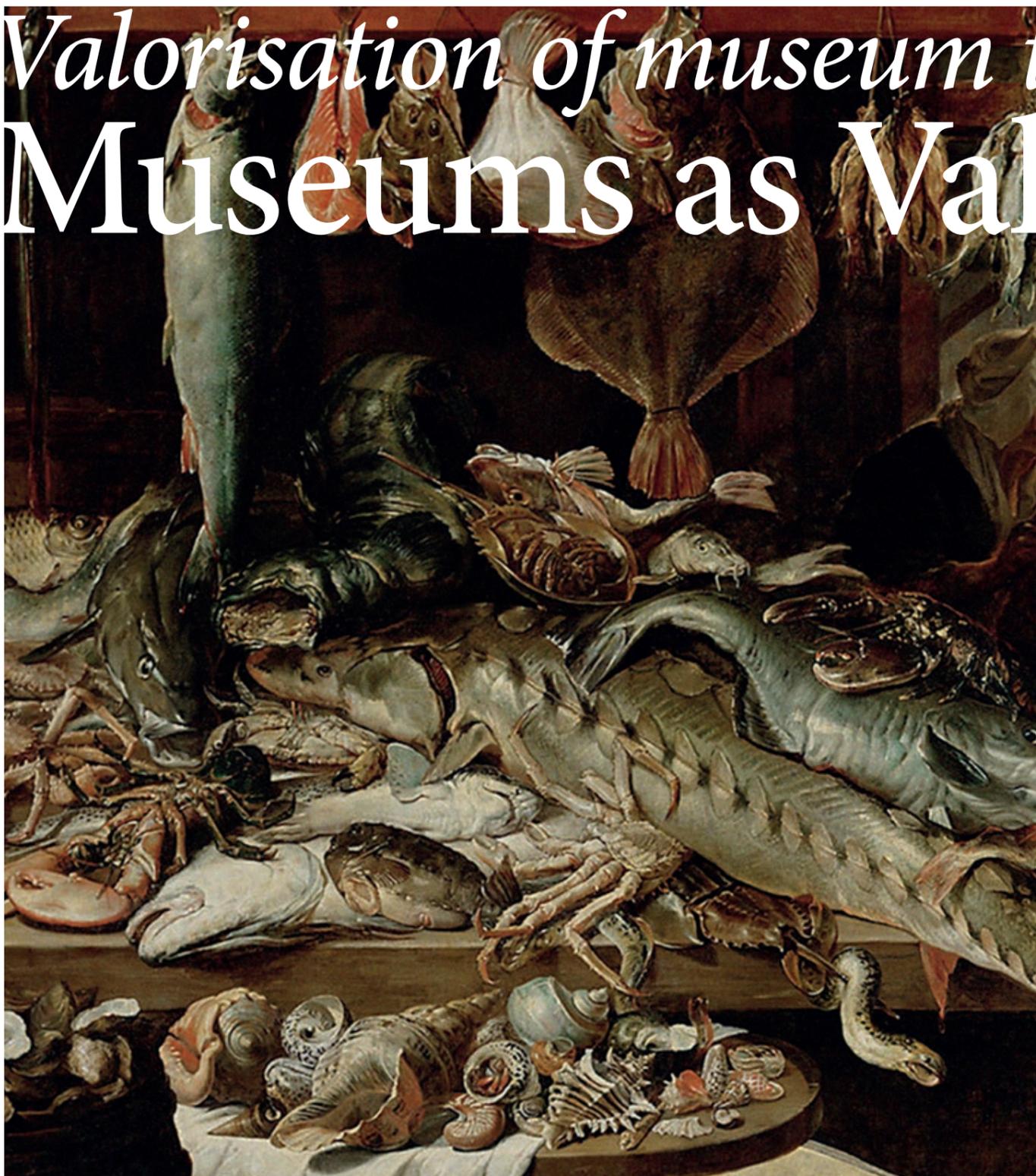
After the result, the Cabinet amended a few things in the Act. Was that enough to satisfy its opponents?

'That depends on which group of opponents you mean. Some people voted no because they did not want the Act at all. Others thought that the Act in itself was fine and just wanted certain parts to be changed. How do you do justice to the diverse objections? Some groups will always be critical.'

And your own field? Are you going to use the referendum and the discussion surrounding it for research?

'Definitely indirectly. I am working on a book project, for which I have received a grant, on how the British, (West) German and Dutch intelligence services have dealt with the phenomenon of political violence since the 1970s. I am still very interested in the social and political context of these services. So: to what extent does the national culture determine how the security service works and is organised? This topic fits in well here.'

Valorisation of museum Museums as Val



From the Rijksmuseum and the Louvre to the Lakenhal and Boerhaave. The Faculty of Humanities works with them all. It also works with many more museums big and small, and in many cases has been doing so for years. Museums are a fantastic domain for research and teaching. But how? Four Faculty members explain.

Colofon

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'All kinds of controversial issues are discussed'



Nana Leigh, a lecturer in Museum Studies, does a lot of work with various museums and regularly visits them with students. She and her master's students also stage an annual exhibition in the Oude UB on the Rapenburg. A good example of exploratory learning. Nana: 'Putting together this exhibition is part of the Museum Matters II: Curating Collections course in the Museums and Collections specialisation of the Arts and Culture Master's programme. Together with about 20 master's students, I mount an exhibition in a short space of time. The course has a theoretical and a practical component. Museum Matters students acquire a solid theoretical basis in the field of curatorial studies and are challenged, on the basis of important topical subjects, to analyse the problems and possibilities that museums face when mounting exhibitions. All sorts of controversial political and ethical questions relating to presenting and representing in a museum are covered. The practical component is actually putting together and organising an exhibition. The topic of the exhibition always relates to the University. We work closely with the curators from the Special Collections department of the UBL, which is incredibly educational for the students. The students work in small groups on both the

content and the organisation of the exhibition. They also reflect on the decisions that they make. It is about the thought process and experiencing what this is. The latest exhibition was 'Academics Collect: Collections of Leiden Academics', a colourful mix of all sorts of collections that have been collected with a passion. It is a lovely exhibition and the students worked hard. It is a great learning experience and stimulating to work with the students on an exhibition every year.'

'Together we can offer more interdisciplinary education'



Robert Zwijnenberg is Professor of Art and Science Interactions. For over eight years, at the invitation of two professors from the LUMC and the director of Museum Boerhaave, he has offered a unique course: Art and Life Sciences. 'Eight years ago, I took the initiative, together with them, to teach these classes. We thought it would be interesting to offer more interdisciplinary courses and we succeeded: Humanities and Biomedical Sciences students can choose the course. I developed the content of the classes with one of the curators from Boerhaave, Mienieke ten Hennepe. I supervised her PhD on the role of photography in medicine at the end of the 19th century. As we already knew each other, we work well together.

treasures halla of science



Vismarkt - Frans Snyders en Anthonie van Dyck

The museums we work with:

- > Lakenhal Leiden
- > Naturalis Biodiversity Centre
- > the National Museum of Ethnology
- > Japan Museum SieboldHuis
- > National Museum of Antiquities
- > Hortus Botanicus
- > Teylers Museum
- > Frans Hals Museum
- > Gemeentemuseum The Hague
- > Boerhaave Museum
- > Boijmans van Beuningen Museum Rotterdam
- > Museum Voorlinden
- > Rijksmuseum and much more.



Our faculty is also a partner in LeidenGlobal, a community in which academic and cultural institutions share knowledge, collections and research. It is a meeting place for anyone interested in the dynamics between places all around the world and their people, history and culture.

Alongside the Faculty of Humanities, the LeidenGlobal partners are the Faculties of Archaeology, Social Sciences and Law, the Netherlands Institute for the Near East (NINO), the Royal Netherlands Institute of Southeast Asian and Caribbean Studies (KITLV), the Africa Studies Centre Leiden (ASCL), the International Institute for Asian Studies (IIAS), the Roosevelt Institute for American Studies (RIAS) and the National Museums of Antiquities and Ethnology.

The colourful LeidenGlobal exhibition 'Heritage on the Move' is also of interest. This is an exhibition of photos of how academics view 'Heritage on the Move' from the perspective of their own research. The exhibition is itself on the move, travelling through the Netherlands.

For more information on LeidenGlobal and the exhibition, see: www.leidenglobal.org.

LeidenGlobal 

We show how art can play a role in overthinking the cultural and ethical implications of biomedical science research. What role did artists play? Together with the students, we look at anatomical handbooks produced by artists in the 17th and 18th centuries. Here you can recognise, for instance, that religion played a significant role in the way in which the body was drawn: depending on religious convictions, the body is depicted in a state of decay or as perfect. As a final assignment at the end of the semester, the students had to devise an exhibition on the topic for the LUMC art gallery. On paper admittedly, but some very interesting suggestions were made.'

'Working together with museums is very pleasant and constructive'



Stijn Bussels, Professor of Art History before 1800, works in various ways with museums. 'We have been arranging internships for our students for years, at such places as the Frans Hals Museum, the Lakenhal and the Rijksmuseum,' he explains. 'Two curators from the Rijksmuseum give lectures for us, in both the bachelor's and master's programmes in Art, Architecture and Interior before 1800. In the summer I organise a summer school together with Ecole du Louvre in Paris. This year's theme is 'Delightful Horror in the Dutch Golden Age.' Ten students and I will spend a week visiting the Rijksmuseum, the Mauritshuis and the Louvre as well as monuments such as Royal Palace Amsterdam (the former town hall) and Versailles. We will explore how art, architecture and

design inspire overwhelming feelings of utter shock and great awe but also fear and horror. These feelings are used in politics to convince the viewer to the maximum of a particular political agenda.

I also organise an annual conference in close collaboration with a museum. The latest one was in Wiertz Museum in Brussels, a small museum that has only works by 19th-century painter and sculptor Antoine Wiertz. It was thanks to the enthusiasm of curators from the Royal Museums of Fine Arts of Belgium in Brussels and M-Museum in Leuven that the conference was possible. Working with museums is most enjoyable and constructive. In next year's lectures we will focus on the 'auricular style', which dominates luxury objects from the late 17th century. The word auricular comes from the ear. The ornament particularly suggests this but also shows numerous strange fantastical beings. The Rijksmuseum is holding an exhibition on this and the curator will come and give a series of lectures.'

'You have to keep working on the contacts constantly'



Paul Smith is Professor of French Literature. At first sight this has little to do with ichthyology (fish science). But there is a link: nature is an important topic in French literature, and French was the language of science until the 19th century. Paul is supervising research into the role of ichthyology in science and culture, for which he is

working together with Naturalis Biodiversity Centre. 'We submitted a proposal to NWO for a large study of the natural history of fishes (A New History of Fishes) over a longer period, from 1550 to 1880. We were awarded a grant and the research project began two-and-a-half years ago. Three research assistants and two postdocs are working on the project. One of them is partly funded by Naturalis. We are looking at the role of ichthyology from a cultural-historical perspective. What was the influence of this discipline on art, literature and society? How, for instance, can scientific knowledge about fish be seen in the numerous fish still lifes and fish market scenes in the Golden Age? And vice versa: to what extent does culture have an effect on natural history?'

'The collaboration with Naturalis can be difficult at times. We have done our best to find good people in the organisation to work with in this research. But as it all takes time, they leave to retire or for another organisation. You constantly need to work on your contacts. 'We are going to set up a database together with Naturalis that will include all described species of fish, and are going to do a crowdsourcing project. We will make a large amount of image material on fish available to an expert community and ask if people can identify the fish depicted. Our target group consists of fisheries biologists, professional fishermen, hobby fishermen, aquarium societies and other interested parties. We hope that the Rijksmuseum will also cooperate by making image material available. This is another good example of valorisation and collaboration.'



The new European privacy law, the General Data Protection Regulation (GDPR) became enforceable at the end of May. It is likely that you will need to consider it when working with personal data.

1. // HOW WILL THE GDPR AFFECT US?

The GDPR replaces the current privacy laws in the Netherlands and the EU and applies to all organisations that process personal data – including the Faculty of Humanities. All our institutes and departments work to some extent with personal data. This could mean the personal data of students and staff but also of conference guests and research participants. Although academic and non-academic staff often use personal data in different ways, the GDPR means almost the same for both groups. You must process personal data safely, and check if you really need the personal data that you have to do your work. You may be able to work with less data. The definition is broad: according to the regulation, ‘personal data’ means any information that can be used to identify a specific person, such as name, address, age, exam marks, salary scale, etc. And ‘processing’ means any operation that you can perform on personal data: from storing to destroying it, but also analysing or forwarding it, for instance.

2. // WHAT DATA AM I ALLOWED TO STORE?

The GDPR specifies that we must only work with personal data for which there is a clear and comprehensible aim. This aim must also have a lawful basis, a legal reason for processing the personal data. ‘It could come in useful sometime,’ is thus no valid reason for storing personal data. A ‘contract’ serves as the lawful basis for much data processing. With staff this could be an employment contract and with students their enrolment as a student: it is impossible to be a student if your marks aren’t registered and the University doesn’t know your email address.

It is important to look at which data, strictly speaking, we no longer need. Data that was used in the past but for which we currently have no aim, and no specific aim was recorded in the past must be destroyed. This could mean CVs that were collected for a job vacancy that has long been filled or old lists of the personal data of colleagues or students. Copies of passports require specific attention: these contain so much unique personal data that there really is no good reason to keep them.

3. // ARE THERE OTHER REQUIREMENTS FOR HOW I STORE OR USE DATA?’

Make sure you always take good care of personal data and avoid risks and misuse. We all know the advantages that modern technology offer for sharing a lot of information fast, but this is also a disadvantage. Always lock your computer, even if you only leave it for a short while, and secure your mobile devices with a password. It is better to use a shared folder on the network drive than to mail files back and forth. You will soon be able to encrypt files; a programme that does this is currently being tested. Ensure that personal data does not fall into the wrong hands, because this can have serious consequences: from a spam bombardment to identity theft. Spam in itself is unpleasant, but if student marks or staff medical records have been leaked, this can have much bigger short- and long-term effects on a person’s career and personal life. The GDPR requires us all to be aware of this.

Background and more information

The new law gives citizens more rights, control and insight into how organisations use their personal data. These rights automatically mean duties for organisations that process this personal data – and thus the Faculty of Humanities. Do you work with personal data in your research or do you have any questions about this? To find out more about privacy and safe working practices contact: privacysupport@hum.leidenuniv.nl. Or look at: universiteitleiden.nl/avg

Tips

1. Delete old lists of data that you no longer use if you have a new version
2. Only collect the data you need and tell people if they supply too much data
3. Check your computer for old files that contain a lot of data or special data and delete these wherever possible. This could mean passport copies, ID, CVs and medical records.
4. If you need new, secure software that complies with the GDPR, contact: ifz@hum.leidenuniv.nl
5. For secure software to use in your teaching, contact ecole@hum.leidenuniv.nl
6. Use your staff account to log in to the SURF tools from SURF that will help you work more securely:
7. Send large files securely (and encrypted): <https://surfilesender.nl>
8. Work in the cloud: <https://surfdrive.nl>

‘Lecturers should become better at digital learning’

We all use Blackboard and PowerPoint, but there is now a whole host of digital learning tools. These methods are not widespread in the Faculty – many lecturers do not appear to consider them necessary. Will that be a problem for the teaching in the long term? Do you really need to move with the digital times?



‘It should be a means not an end’

Who: Jurriaan Witteman

What: Postdoc and lecturer at LUCL and LIBC (Leiden Institute for Brain and Cognition)

‘My main criticism of this argument is that you can ask yourself whether “moving with the times” should be the aim of academic education. Instead I want to propose that quality, or good teaching, should be the aim and that digital teaching methods can, but don’t have to, contribute to this.

‘During my BKO (University Teaching Qualification) training it was hammered into us that a course should have clearly defined learning outcomes. The course must be structured in such a way that the participant can see if these learning outcomes are achieved. And the assessment procedure (exam or assignment) must measure if the learning outcomes have been achieved. In theory it could increase the quality of the teaching if a lecturer knows about digital assessment because it can make it easier to determine whether a student has achieved the learning outcomes.

Although it can do no harm for lecturers to know about digital learning methods, I think it is important that they first specialise in good teaching and only use digital methods if these promote the quality of the teaching. Digital learning should be a means not an end.’



‘Digital preparation means more depth in class’

Who: Tirza Schippers

What: Lecturer in Swahili, LUCL

‘Our students have grown up in a digital age in which new technologies follow each other at a rapid rate. The teaching should not lag behind these developments. A combination of online and offline learning lets you take account of individual learning styles and interests, and it increases student motivation.

‘If students study the material at home in a mini-tutorial, they can do so at a time that suits them. If they don’t understand it immediately, they can watch it as often as necessary. A digital exam that they take before class gives them and the lecturer an idea of their progress. Everyone is thus better prepared for the class. During the class there is then more time to go into depth, in the form of a short presentation, for instance. Students use their mobiles to search for information on a topical theme and express it in Swahili. As a lecturer, I see the enormous drive and focus with which they set to work. Digital learning teaches them to work together and apply the material.’



‘Digital learning is no match for real contact’

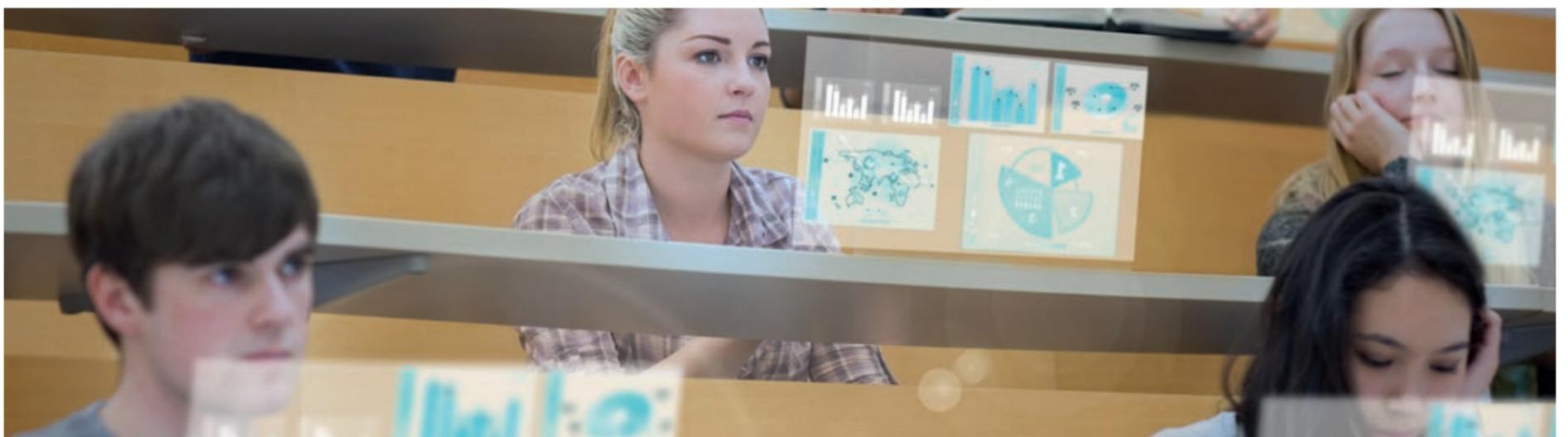
Who: Siham Alatassi

What: International Studies student, student assistant LUCIS

‘In my Security, Safety & Justice minor, I had a course on terrorism that was taught in part online via Coursera – “flipping the classroom” is what they call it I think. The online classes provided general background information, and it was great to be able to absorb this in my pyjamas.

‘But terrorism is a relatively new field that is constantly developing, and you want to be able to discuss things. I would have preferred more contact with the lecturer, a big name in the field. We only had four sessions in total. That was not enough.

For me interaction is the main part of learning. That is not really possible in a big lecture. There are too many people for that. But in a workgroup, I find it essential to have direct contact with the lecturer and the other students. In the Humanities in particular we need to be able to discuss matters with each other. “Interactive” is a word that you often hear in relation to digitisation. But today’s digital learning is no match for real contact.’





Increase visibility of The Hague

At the Faculty of Humanities we are obviously well aware that Leiden University has a branch in The Hague. But the same does not apply to everyone. To increase our visibility in the beautiful city behind the dunes, we have launched two new initiatives: Pop-Up lectures and Science Café The Hague.

Pop-Up lectures are for people who do not generally have access to university education. The lectures are given at festivals, for instance, or at small locations where people come together, such as libraries and community centres. The first lecture was given during the 80th birthday celebrations of The Hague market, and was on healthy eating. Nine other Pop-Up lectures are planned. For more information, see www.universiteitleiden.nl/agenda/2018/series/pop-upcolleges-den-haag.

Together with NWO, Delft University of Technology and the Municipality of The Hague, the University held its first Science Café at the end of April, on the topic of Cyber Security. The next one will take place on 5 July on the subject of Space, and such issues as rights in space and life in space. Two further sessions are planned in the autumn: one on the future and one on the circular economy. If you're interested in coming along, see sciencecafedenhaag.nl

Column

the personal vision of a member of the Faculty of Humanities:

All smiles in the Zweetkamertje

I became alumni relations officer over a year ago. I like being able to help cultivate a good relationship between alumni and their alma mater, not just by organising events for our alumni but also by asking them to do things for our students: write a testimonial for our master's website, for instance, or give a talk for their former programme. They enjoy being involved in these activities and are very enthusiastic. In this sense they really are our 'ambassadors'.

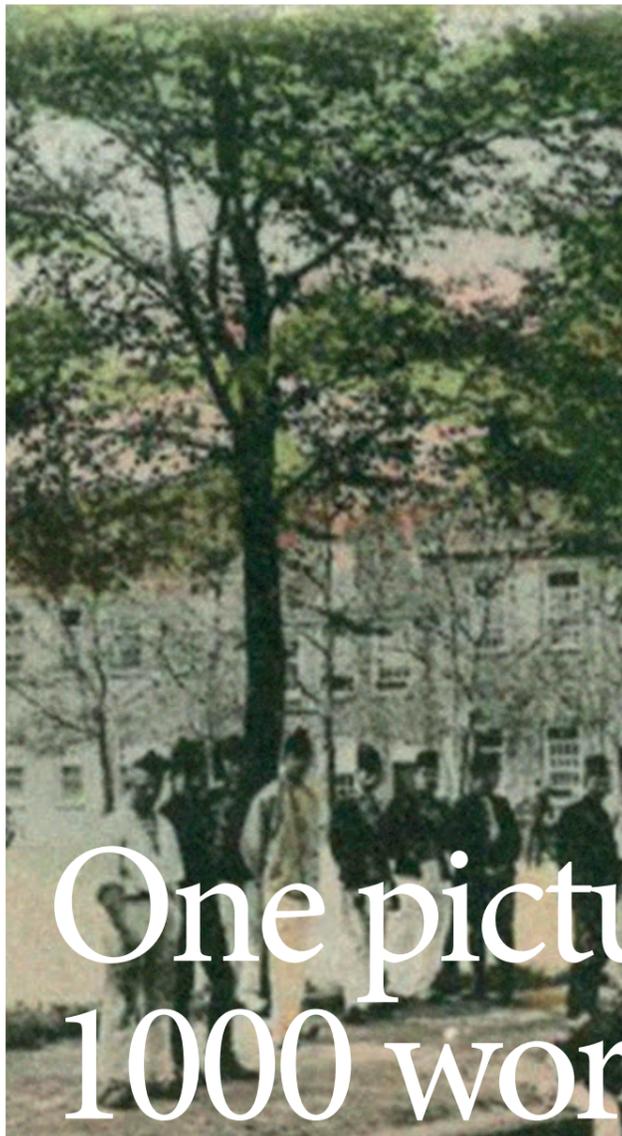
I have met lots of alumni recently and heard their unique stories. About the skills that they gained during their studies and how these skills benefit them in their work. About the lecturers who inspired them. About their experience abroad, on an internship or minor – and how these sometimes gave them that extra push they needed to find their first job. Because that experience stood out on their CV, or because it helped them find out what they really wanted to do. And about the surprising paths they have often followed. A Classics alumna, for instance, who is now a researcher at a big recruitment agency. A Korean Studies graduate who ended up in IT. A linguistics alumna who became a market researcher at Qompas. An Assyriologist who became a marketing coordinator but who is going to do a PhD after all. It shows that humanities graduates can do a wide range of jobs and quickly adapt to new things. This is what the employers whom we interviewed recently said as well. For instance, they indicated that if someone can learn a complex language, this shows they understand structures. And that humanities graduates are analytically strong and good at dealing with large amounts of data.

Alumni show our current students what is possible. How you find that one job. How important networking is. They tell students that it begins with realising your value as a humanities graduate. Alumni talking about these issues has the biggest effect: students realise that they too can achieve this.

One of the meetings that stands out most is the one with Brantly and Kent, two young American alumni who did their master's degrees here in 2015. For various reasons they had to return to the US before their degree ceremony. Last year I emailed Brantly asking if she would like to write a piece for the website. She responded immediately: they were coming to Leiden the very next week! And they were so disappointed they had never been able to sign the wall of the Zweetkamertje... 'But you still can,' I wrote back. 'I'll take you to the Academy Building.' And there we stood, in the Zweetkamertje on a sunny day in June, big smiles on their faces. John, the caretaker, brought a ladder to help them find a good spot. Bursting with pride, they signed their names high up on the wall. Finally!



Sanderien de Jong, Has been alumni relations officer since 2017 and is also an alumna of Dutch Language and Literature. She is always looking for interesting stories from alumni. //



One picture 1000 words

Would the soldiers on this historical photo have suspected that they were being immortalised in front of a building that would later serve the humanities? Here you can see the Arsenal from Sebastiaansdoelen. A square building that originally had two courtyards, it is the oldest building on the Humanities Campus. It was commissioned by Lodewijk Napoleon, brother of the famous French emperor and the first king of the Netherlands. He had the eastern section built; it was completed in 1808. The western section was realised in 1819, led by state architect Salomon van der Paauw. Now, 200 years later, we are going to refurbish the inside. The definitive plans for the second Humanities Campus project have been approved and the drawings presented to its future 'residents' and neighbours. Building work will begin at the start of 2019 and staff will move in in 2020.

Leiden