

Minutes 245th FC meeting

Thursday April 20th 2023, 10:30 AM – 12:00 AM

FC members	EB	Guests
Luca de Jong (LdJ)	Daan Stam (DS)	Michel Lander (ML)
Jacomijn Klitsie(JK)(Vice-Chair		Khadija van der Straaten (KvdS)
SiLVija Prancane-Verhoef (SPV)		
Bas Crombag (BC)		
Luuk Veelenturf(LV)		
Anass Boukakar(AB)		
Max Meuser Bourgognion(MMB)		
Helena Suarez Groen (HSG)		
Boudewijn Pieterseon(BP)		

1. Opening
2. Agenda
3. Announcements

LdJ The minutes stated that there were 17 starting grants. Is this per year or in total?

DS This is for this year. I am not sure how much it will be in the next years.

DS We are still unsure about what to do with the Dean of Engagement position. For the centers, we have an academic lead for at least one year, as these centers need to continue. This gives us time to find a new Dean of Engagement.

LV Will there be an open vacancy for this position?

DS Yes, for sure.

LV We received an email about open seats in the faculty council, which was not very clear.

JK A lot of jargon was used, it was not clear how many open seats there are, and they might be disclosing which seats are filled and which ones are not filled. We are disappointed in the process of looking for new faculty council members. We would like to request that a better email goes out because it is not clear who it applies to.

DS Where was this email sent from?

JK EUR Central.

DS Is it a good idea that one of you teams up with me and we figure out how to proceed? Or do you want me to just go for it? It might be good if one of you is my contact for arranging this.

JK I will be your contact.

LV In the last meeting, Myra told us there would be a pilot with the new opening times, where you have to make a reservation when you want to work late. I heard that the policy was very strict, and this is not what she told us in the meeting. People were rejected when not signing up 24 hours in advance.

LdJ Myra said that when you did not register, you were asked to register the next time instead of being rejected.

DS I will inquire about this with Myra. I think this is an important matter.

LV It is also closed on the weekend without the option to register, which was not mentioned in the last meeting.

LdJ Regarding the previous point on the faculty council elections, is it possible to publicly announce this at an event with RSM staff, like a town hall meeting?

JK What is the new deadline?

LV Next week already, so it will be quite hard to arrange this.

DS We have to get into this quickly then.

LdJ Maybe we can arrange this to be announced at the town hall meeting next year.

SPV We have done something like this in the past, but at the end of the day, people do not want to do this because they do not have the time due to the current work pressure.

JK It might be interesting to do something with the new faculty model.

DS There is something in the faculty model about additional leadership, but this is from the associate level professor onwards.

4. Follow-up minutes 244th meeting

5. Faculty Model

JK You can first give a general summary of the faculty model and then we have prepared some specific questions.

DS The faculty model has been under review by RSM for over five years, but it has not been actively developed for a long time. When I became the Dean of Faculty, I decided that the faculty model was the number one priority. There are multiple reasons for this, including the importance of engagement in the school's new strategy and the need to provide a better career outline for education-based faculty, given the shortage of educational specialists. Additionally, the government's rewards and recognition program agenda provides an opportunity to give people more ownership of their careers and to recognize different aspects of their jobs. Through this model, we want to empower people throughout their careers and stimulate discussions about career development. However, the current weak point we face is how we assess people.

We are still working on the model with the associate Dean of Diversity and Inclusion, two heads of department, and two EB members. We have consulted colleagues from other schools and found that some have finished while others are yet to start. Unfortunately, some of the models we have seen from other schools are relatively disappointing, offering minimal opportunities for differentiation.

Regarding the model, very little has changed for PhD students and researchers. The trajectories for PhD's remain temporary, and this will not change. We view the researcher position as temporary, and not a career position. However, we are open to discussing this issue. For this group, we want them to work on the projects they are assigned to for a couple of years and then leave. We do not want to keep offering them temporary contracts, only to have some of them eventually stay. If people want to stay, they have to obtain a career position, such as lecturer, senior lecturer, assistant professor, associate professor, or full professor.

On the lecturer/senior lecturer side, there are several important changes. First, there will be permanent positions for lecturers. Second, there will be 20% non-educational work for this group,

which could be research or engagement, for example. Third, senior lecturers will have the option to move into an associate professor role.

On the assistant/associate/full professor level, there are also several changes. For assistant professors, we have tenure tracks where people are here for five or six years. After this period, we decide whether they stay or not. If they do stay, they immediately go up for associate professor. In the new model, we decide after three years whether they continue this track, and there is also an option for tenure trackers to focus more on research, teaching, or engagement.

At the associate professor level, there are five different profiles, and individuals can move into one of these profiles. Every three years, they can decide whether they want to stay in their current profile or move to another one. This is not an individual decision, and it involves a discussion between the department and the individual. After this, they can move to the full professor level in one of the different profiles. However, some criteria need to be met. For example, one cannot become an educational specialist at the full professor level without having any knowledge of education. It is not impossible, but one would need to discuss this with the Dean of Education to determine what needs to be done to make it possible.

To be clear, this is the first draft, and we have not yet finalized the assessment part. We received feedback from the heads of department on Tuesday, and there has been an invitation for all faculty to attend a session where they can provide feedback. Additionally, we are going to organize a strategic platform meeting to get even more feedback.

JK We are very happy to see a document with this much detail. We have some general questions, and you have already answered some of them. The first question is about the role descriptions. Are these the criteria to get the label, or is this what you do when you are on the label?

DS These role descriptions are quite big. It is a description of what these people are doing and what kind of value they bring to the school. It is not a criterion.

JK What about the part about 'evidence'?

ML The evidence is that you can show that you are doing well in a current profile. The role description list is quite extensive, and you do not have to tick all of the boxes. There is also not much on research in there yet because we put most emphasis on education for now. The criterion part is what you need to have to get the role. The evidence is to show on a yearly basis what you have done that you performed well in your role.

LV That is different from what we currently do. Now I feel you always have to perform at the level you want to be promoted to.

DS This is true, but there will always be people who perform beyond what their role description says. That is fine, but these are the people you consider when you think of someone making a career step.

JK How does it work with the voucher system?

ML There are a lot of fundamental things changing. There are two possibilities to approach these changes. We can see what is in the realm of possibilities and then construct the model, or we decide to go another way. We decided to go the other way, and we are looking at how much time is spent on different things, and we want to get this on paper to see what is happening. If we move to an hourly system instead of money-based systems, then we are going to question what we do with the voucher.

DS We currently have a system for allocating money and jobs, and if we go with the direction of the faculty model, we have to reevaluate the entire allocation model.

JK Also, the measurement is currently not similar across the departments.

DS That is something that we will also take on when reevaluating. Overall, there are a lot of things that will drastically change when we start implementing the new faculty model. The implementation will take a long time, but I am very enthusiastic about this, and I believe this is a big step forward for the school.

JK There is a 20% free allocation for some of the functions. Who decides what to fill that with?

ML The goal of the 20% is to allocate time for potential transitions.

DS The principal value is that there is a significant choice for an individual to choose what to do. It is not fully up to the individual, but you discuss this.

JK What about part-time options for the assistant professor positions? It seems that the requirements for that one stay the same.

DS It gets adjusted based on the number of days people work.

JK We see an issue for limited amount of Dutch-speaking staff having to take on all of the Dutch courses. Is this addressed somewhere?

DS It has been addressed indirectly because the model helps the school with capacity planning.

ML To build on this, we are no longer trapped in a system where tenure is made by publications and teaching is secondary. If we move to a system where we change the conditions for the various roles, we do not have to recruit based on research capabilities only. They hired based on the current incentive system, but if we change the incentive system that promotes hiring people that we actually need based on capacity planning, this will indirectly aid in hiring more Dutch speaking staff

JK Are the department heads on board with this?

DS By and large, they are okay with this model.

ML There were no large objections. They were only asking questions about the implementation.

DS Can we conclude that there are no objections to the fundamental changes we made? For example, on the different profiles or the free allocation.

JK Yes, we are happy with this.

JK There are some roles that have no education, for the heads of department, for example. Is this a conscious decision?

DS We have a minimum of 20% for research for academic directors, and there is 60% allocated for management, and then there is 20% left for free allocation. People can choose to do research, education, or management in this time. Many of them choose to do research, but it is important that they do not have to because these leadership roles are not very popular among people, and it is partly because they lose too much time on research. Therefore, we provided the option to not spend any time on teaching.

JK We like that people have a lot of flexibility, but we feel that people should not have the option to never see students when they are in the student business.

DS It is very difficult to do this. If you make them do one day of teaching, it will be very difficult to get back into research after a couple of years. However, I think there is a very small group of people who want to do nothing with education.

ML Also, the leadership function often takes up more than 60% that is allocated. It usually comes at the expense of your research or working more than one FTE. We could promote education, but it will be difficult to force this upon leadership roles.

JK What about the track for an assistant professor to get tenure?

DS The idea is that the track is six years, but the criteria depend on what you want to focus on, and this will be decided after three years.

ML Currently, those who do not make it with their research after six years go to education, and this is not what we want because they have not developed themselves in terms of education. Now, we have an evaluation after three years to determine whether they want to switch to a more education-focused track. If people go on the research track and do not make it, I will not sign off on these people transitioning to education immediately. I expect development on the education track as well.

DS It should be noted that people do not have the full say in what they are going to do. This is always in discussion with the school.

JK Will you be training the heads of department to have these kinds of conversations?

ML The idea is to involve HR much more in these conversations.

DS We do not have a finished plan for this yet.

LdJ Regarding the issue with a shortage of Dutch-speaking staff. Is it an option to provide Dutch lessons for international staff so they can teach Dutch courses in the future?

ML When I worked abroad, they also wanted me to learn French so I could teach in French in three years. The idea is nice, but the incentive to actually do this is very low because most of us are mobile. It might be easier to look for more senior lecturers for these kinds of positions, and they can even be part-time employees. I think we should offer the possibility of Dutch lessons, but we should not mandate it.

LV We currently have a policy on not hiring our own PhD students, which limits the pool of Dutch-speaking candidates. Will this change in the new system?

DS I do not think so. The reasons for not hiring our own PhD students are beyond our faculty model.

JK In terms of the process. Is this model going to be approved together with the tenure track revision, or is it separate?

ML It is separate because we need to start handing out the “bestuursakkoordgelden” now. Once the model is finalized, the tenure track document needs to be revisited. There will first be a small revision of the tenure track to integrate the new realities of the starter grants. Eventually, there will be a more thorough revision when the faculty model is finished.

LV When is the smaller revision communicated?

ML Pursey mentioned two weeks ago that it had to go through the faculty council, so I suggest you put it on the agenda.

JK What is the timeline on the faculty model?

ML We have three sessions for the faculty over the next few weeks, and then one week off for revisions. Then we have a new version that we can discuss at the strategic platform. Following this, there will be another round of discussions, and eventually, we will start a formal process to get it approved.

DS The idea is to deliver the final proposal to decide upon on the 14th of June. Then, before summer, we can set our ambitions, and after the summer, we can start the implementation trajectory, which might take a bunch of years.

LV What does it mean for mobility? We might focus on rewards and recognition, but if the schools abroad focus on research, it will be difficult to work internationally.

DS By and large, this is the tendency in Europe, so within Europe, it will not be a problem. Also, people have the possibility to become a two-legged traditional faculty member if they are very much interested in an international career.

DS Can I conclude that you are happy with this by and large?

JK Yes.

6. E-master (With Khadija van der Straaten)

ML This topic is on the agenda because the university council has the legal task of approving the programs offered at the university. If they do not approve, they can decide to deny the program for the next year. The university council reached out to the faculty council, as they can make better decisions about this, and that is why we are discussing it with you. The document has gone through a diligent process in terms of accreditation and has been reviewed by me and the policy advisor, and our concerns have already been addressed. Content-wise, I think it is very exciting. It is great that we can use this as a pilot to see if E-masters work. It is an investment, but if we fail, the financial consequences are not very large.

KvdS The examination board has already approved this version.

LV What is the involvement of the BV, and how does this work? We also had some issues in the past with the PMB.

ML This was fundamentally different because we offered it on the public side of the school and charged more than the public fee. In this case, it is already at the BV, so we have freedom in determining the fee. This program is similar to the MBA because the teaching staff is hired from the school, and the support staff is from the BV.

LdJ How does the participatory structure work at the BV?

ML They also have an employee council, which is similar to the faculty council. They also went through the program, but not on the accreditation part because that goes through my office. However, they evaluated whether they agree with the funds invested and the risk they are facing. They have been involved throughout the process, and they are supportive, as is the BV board.

LdJ Do we have the capacity to add another master's program when the work pressure at RSM is already very high?

KvdS We hired two additional people specifically for this master, and there will be a big group of tutors, so the workload is covered on the faculty side. Also because the program is relatively small-scaled.

LV Apart from the two new hires, there are still a lot of teachers who are currently in the BSM department, so it is extra workload.

KvdS This year, we reduced thesis supervision, and in the long term, we are hiring three new assistant professors for our regular courses in BSM.

ML We can also significantly increase our staff with the money coming in from the grants while we do not expect a significant rise in student numbers.

LV Everyone knows that we have the money hire, but we cannot find people to hire.

KvdS We already hired someone starting in September, and we will have another hiring round around summer, so I am confident that we will add at least three assistant professors by the time this course starts.

LdJ The master is focused very much on sustainability, and other masters also include this in their courses. Would it add value to work across departments?

ML We really see view as a pilot to see how this goes. When reevaluating this pilot, we can consider ideas like this.

LdJ 35K per course was allocated for course development. Normally, 10% of this, or even nothing, is allocated to course development.

KvdS It is a completely new type of education with very different activities, so it will be more work and more getting used to than developing a regular course. I can see your point, and I think the compensation for regular course development is on the low side.

XWG It sounds quite similar to what we were doing during COVID where we had to develop online courses.

KvdS It will not be like this. During Covid, we simply transferred the courses to an online environment. This is completely different and fully tailored for an online environment.

LdJ How does it work with the mandatory attendance? This is a part-time master, so people will most likely have other obligations as well.

KvdS It is not mandatory in the traditional sense where we have synchronous sessions where people have to dial in. The participation in the asynchronous activities, and very occasionally synchronous activities can be made mandatory to prevent people from not showing up at all.

KvdS It would be great if we could receive the advice within one month, otherwise we cannot send it to the NWO before summer.

7. Follow-up to-do list 244th meeting =

8. Master thesis (With Michel Lander)

LdJ This topic will be moved to another meeting.

9. Any other business

10. Closing

