

229th FC external meeting

Thursday September 16th 2021, 10:00 AM – 11:00 AM, Online via Zoom

FC members	Guests	EB
Jacomijn Klitsie (JK) (C)	Anna de Waard-Leung (AdWL)	Ansgar Richter (AR)
Silvija Prancane-Verhoef (SPV)(VC)	Arnoud Monster (AM)	Peter Roosenboom (PR)
Marja Flory (MF)	Mirko Benischke (MB)	Myra van Esch (MvE)
Xena Welch Guerra (XWG)		
Bas Crombag (BC)		
Shihao Lin (SL)		
Jasper Oosting (JO)		
Stephan van Roon (SvR)		
Cesar Wapenaar (CW)		
Edward Oldenburger(EO)		

Secretary to the Faculty Council: Boudewijn Pieteron

1. Opening

JK Welcome to the 229th faculty meeting. We have quite some things to discuss, but I would like to do a quick introduction round with the EB first. A very quick round of saying your name and what you do. To make it a little bit more interesting, I came up with a question: What was the highlight of your workweek?

2. Agenda

3. Announcements

- Faculty Grid:

PR The Dean of education, Michelle longer, and I met to jumpstart the discussion. In our initial meeting, we talked about the boundary conditions and possibilities to embed this career track under the current collective labour agreement. We're thinking about the development track, similar to what we have in our regular tenure track. This would imply for example, a longer time window during which colleagues can develop their teaching portfolio, get involved in teaching management tasks, have sufficient time for teaching innovation or education related research. Before going out for promotion and tenure. We will have a follow up meeting about this later this month. And then we also plan to put together a small committee with representatives from HR, the faculty and program management to jointly talk about the competencies we would like to develop during this career track. We would also welcome participation from a representative of the faculty Council in this.

JK Marja is volunteering

- Work pressure:

PR I have also shared the proposed communication of work pressure with you. This document is based on two meetings I had with two members of the faculty Council, Marja and Silvija, thanks for your contribution in this. It has also been discussed in the executive board of the school and with the heads of departments, as their support is also needed to implement these measures. For example, we propose a training of heads of departments and heads of professional service units to recognize the signs of workload problems early on. I'm happy to say that the heads of department I talked to, have

also been very responsive and open to that. I have also shared proposed communication, as I just mentioned, with you for information purposes. If you have any comments, I'm also happy to take them on board. You can send me an email, preferably before Tuesday, if you have any further comments on this. Then I will ask Friedel to streamline the communication further and it will be sent out via the regular channels.

JK Is this training anywhere in the near future? Because we have people going on burnout left and right.

PR We have to look carefully at a good supplier for these types of training but there are definitely suppliers available. Typically, these are shorter trainings in the afternoon. I will also talk to HR to see what is best.

MF Firstly, is this a training for people in certain positions to recognize burnouts? Secondly, are you also considering offering courses, such as meditation to other employees who are at the edge of a burnout.

PR A lot of these types of courses are already offered on the EUR level. You are right, this course is especially targeted to people in management positions. Many people in the department talk to secretaries openly, therefore it might also be helpful to make sure they recognize the signs of a burnout.

MF My main concern is the culture. The culture is problematic, because you are interesting if you are always busy. You have to be able to openly talk about having a burnout. If someone is at the edge of a burnout, you will just take some days off and then they will continue because staying at home gives your colleagues extra work. This needs to change but that is very difficult.

PR I agree, culture is hard to change. We need to talk about this more often and we should keep it on the agenda and as a point of discussion. People need to feel safe to open up to their manager.

JK The conclusion is that we are happy that things are happening, I encourage you to arrange that course sooner rather than later, since the pressure is high. Thanks for updating us.

XWG in terms of speaking up. I would say that they are killing vulnerable groups. Since an assistant professor on a tenure track contract is probably the least likely to communicate a too tense work situations. This merits further explanation.

PR I'm also planning to have meetings with them on a much more regular basis, also smaller scale meetings. When the situation allows it, we will just have meetings with three or four trackers at a time. People can also more freely open up during these meetings, rather than having this larger online meeting where it's more difficult for people to come with their considerations. I agree, we need to have probably smaller group discussions, sometimes perhaps even individual discussions with people. Because that's where we get a better idea of what the problems might be.

- **Pmb appeals:**

MvE There were several appeals and we missed one because we did not receive the announcement at all. We are trying to correct that by paying the fine and then addressing it again. We are also trying to find out where the message was delivered, because you have to sign for it. But there was an appeal and our lawyers are on top of that, which is all we can say at this point.

SPV There was a meeting with the lawyers yesterday. I do not know what the outcome was, but the appeal can take at least half a year and maybe even one and a half year.

4. Follow-up to-do list 228th meeting

JK There were two letters that were sent out and we approved the TER.

5. Approval Minutes 228th meeting

6. NPO plan (with Anna de Waard-Leung)

JK Anna, thank you for joining us. Is it okay if I just ask you our one question or did you want to share

something?

AdWL I think all information has been given.

JK Our only remaining question is that it seems that there is an overspend of 30K and even when corrected, it seems to still exist. Is this conscious planning and if so, why?

AdWL This is something that we're aware of and we're quite confident that once everything is being finalised, the actual numbers will be on the spot. For example, we know from experience that when estimating the amount of extra assessments, this number will not be realized. This will cut down costs. We are also going to have a revaluation on the estimated budget in two months when other projects will be more consolidated. In case the budget stays this way for whatever reason, we have a reserve which is discussed with Michelle, the dean of education. To conclude, we have an overspend but we are confident that we won't need to touch it.

JK There aren't any question so we can approve and you will get a letter, Anna.

7. Numerus Fixus (With Arnoud Monster & Mirko Benischke)

JK we're on to discussing the numerous fixes, Silvija will chair the next agenda points, considering my new position.

SPV Arnoud, we understand why you want an increase but there are concerns from students about the group size. You also explained that you want to divide them in smaller groups, but we were wondering for how many courses this would be applicable. What is the proportion between these courses where students would be put in a smaller group?

AM I would love to answer that, but that is really something that Mirko needs to answer.

JK Shall we go on to talk about additional requirements first?

Go to additional requirements

Resume numerus fixus

SPV Mirko, thank you for joining us. I am taking over from Jacomijn and we already discussed the additional requirements. We have a few questions about the numerus fixus. You are already considering to split the group to ensure that the students get personal attention as much as possible. You mentioned groups of 220 but what is the proportion between the courses where the students are split into groups.

MB First of all, thanks everyone for raising the question. The number of 220 is not an arbitrary number, so let me go back to the process. Of course, I would rather have a small scale program because everyone is more excited and you get way more credit and it's easier to get along with everyone. However, I think the reality is that we are a public University and we also have the responsibility to make our programs accessible. There was a question about our caps in the IBA and that was raised quite a long time ago already and there was never there was never a good answer to the question why we had a cap at 550. We did a long analysis to look at cohort sizes that would make sense, both from a teaching perspective and from an efficiency perspective. Then we arrived at the number that is close to 250. I think it's clear for the documentation that our ultimate goal would be to increase the capsize, even further by 100, and that would be around 250 students. It has to do with room availability, since we can get the rooms that can accommodate 250, you can split them in workshops of 80 and you can have them in the small-scale workshops of 24 per group as we have at the moment. There are a lot of operational reasons why that would be useful.

Your question is about the pedagogical reason. This is where we arrived at the conclusion that especially in the application based course, we already do operate at the number that we have in mind of 250. If you ask me a specific percentage, it's a difficult question to answer because even our lowest category knowledge based courses tend to offer some workshops, which would then also be offered at the cohort level.

So simply looking at the tier is not sufficient because we also we have knowledge courses that have that category. If you ask me specifically, in the first three years, my understanding is that we have around 40% which are pure knowledge courses, and we have around 60% of which is knowledge and application based

courses. You also have to understand that we have different sizes of courses. There are longer courses and more intensive courses. Just looking at the number of courses is not fully sufficient because we also know that the type of courses matter when we look at that number.

SPV That's totally understandable ,at least this gives us a better idea. One of our biggest concerns is the workload for the teaching staff. What is the impact on the teaching staff and what is expected from them?

MB To be perfectly honest, I would be more concerned about workload for administrative staff because there will be quite a bit of work to be done to get the cohorts in place. It is clear that an upfront investment needs to be done but it will have less implications on teaching because most of these activities are easily scalable. it doesn't matter whether you give a plenary lecture in the knowledge course to 500 students or 600 students. Most of the extra costs are variable costs such as grading, teamwork and overhead costs such as coordination of the courses. It has already been budgeted in the courses where we expect it to be mostly visible. We will make financial resources available. We haven't assigned all financial resources because there are still conversations with Peter and Ansgar about coordination activities that are happening at the department level. For example, instead of allocating it randomly to all courses, they would rather have it allocated to an additional FTE for coordination support at the department level. There is a pilot in department four, financed by HOKA, happening. Once we have the insights from the pilot, we can make better informed decisions on how to use the additional income to reduce the workload on faculty. In short, we are aware of this and we expect it to mainly be on the overheads such as grading and coordination. We are also aware that it will create some initial investment in programme management because the cohort system has to be put in place.

MF You say that the costs will not be with the skill based courses, I do not agree with you. For example, in the professional development trajectory, we need two extra mentors for every 50 extra students.

MB My point is not that the skill based courses are not affected but we pay most of them out of the pocket anyway. For example, the professional development program already educates the TA's so it is absorbed by the program and not by the department. We are aware that we need more mentors but also remember that we will also introduce a mentoring for curriculum program very soon, which will absorb some of the additional costs. Where we see it immediately, is at the application based courses. Some of them might have to go from two to three workshops. At the skill based courses, the increase in workshops is way smaller but it will still be covered. Our primary concerns are the application based courses and this is where we have budgeted.

XWG We also need to have teaching stuff available.

MB I appreciate the concerns but there are lots of initiatives happening on hybrid forms of teaching and this frees up teaching capacity. We help the teachers to free up time which they can allocate to other activities.

SPV we will take all of your input with us and discuss it with the team and get back to you as soon as possible. Claudia explained to us that we have advising rights for numerus fixus.

MB I want to emphasize two things, this is an intermediate step because we will reevaluate our increase because our final goal is cohort sizes of 250. Also, we would like to invite one student member of the FC to first meeting of the cohort workshop group committee.

SVP Thank you, Mirko, we will be in touch with you.

8. Additional requirements (With Arnoud Monster & Mirko Benischke)

SPV We understand that cv and motivation have an important role in the additional requirements but there are concerns about how this documentation will be evaluated. If we understand correctly, it is done by admission office employees. Are you considering criteria to make sure that you have one level of evaluating the documents and at the same time ensure that there is diversity in the classroom?

AM Yes, before each admission season, we start aligning all the people involved in assessing CVs and motivational letters. We do this by prepping documents and let everybody involved rate them by using a

rubric. This ensures that all of the assessors evaluate these different components in the same way.

SPV How do you ensure that you will still achieve diversity when you use these rubrics?

AM That is why we give students the opportunity to choose between a motivational letter and a CV. Diversity is a very broad topic, so what do you actually mean by that? We try to include diversity by including a lot of different nations and also outside of the EU, balancing gender and balancing high school diploma's

XWG You are trying to find a balance between international components on the CV, which is really nice but this is no indicator of family background or strong motivation. The motivation also seems to be quite difficult to evaluate in a standardized way. I understand that you're trying to come up with rubrics, but to what extent have you been considering such concerns so far and how do you attempt to deal with them?

AM We created a rubric and we assess it each year. These components are of course very difficult to assess. First of all, you have no idea who actually submitted the letter, it could be a parent or an agent. This is always the challenge in relation to motivation. Based on academic research, we know that it is no predictor too. However, many stakeholders want us to look at it and many students might not feel comfortable in expressing themselves in a CV. Therefore, we give them a lot of freedom, but it is not an easy task to assess these motivation letters, but we feel that using the rubrics is the fairest way.

XWG. Then I assume you will be evaluating and developing your rubrics.

AM Yes, we take it very seriously. We sit together and assess applicant from the previous year to ensure that everybody is on the same page. If a few people are way off in their assessment, we discuss it. But this remains a people's business, you can't robotize this.

MF The faculty council would love to see the rubrics, if that is possible. We need to know what we are giving consent to.

AM Are there any concerns about the current quality or diversity?

MF No, we would just like to see it.

AM That is fine.

XWG Did you do some kind of a bottom-up estimation for the additional requirements?

AM The additional requirements allow us to spread the workload because it allows us to assess the application, the moment it is submitted. This is also better for the students because they will get feedback from us within a reasonable time. Especially for foreign students who have to arrange housing and their visa. The government at the time forced us into using *numerus fixus* while it is actually a methodology used for specific Dutch programs like medicine, not for an international program like IBA.

SVP Thank you for your elaborate answers. To clarify, there are no concerns but we just want to see the rubric.

Continue numerus fixus

9. Any other business

MvE I will give a brief update on the financials. We received some additional questions from CPC but they won't influence the end budget. There are two elements, the fourth initiative and the sub projects that the RSM has received. We need to take them into account but since it is already spent, it does not affect the end result. I propose that we will share it with you once we have the final version, but there are no big changes to be expected.

AM Thanks for having me. What is exactly your timeline in relation to giving advice on the additional requirements and *numerus fixus*?

JK We have six weeks to respond. We will try to do it quickly but it is not going to be this week.

10. Closing