

228th FC external meeting

Thursday June 17th 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)
Mohammad Ansarin (MA) (VC)	Michel Lander (ML)	Peter Roosenboom (PR)
Silvija Prancane-Verhoef (SPV)	Hiske Meerdam (HM)	Myra van Esch (MvE)
Helen Gubby (HG)		
Marja Flory (MF)		
Tristan Davanzo (TD)		
Mathilde de Jonge (MdJ)		
Keisha Mathews (KM)		
Malin Holm (MH)		
Younes Assou (YA) (VC)		

Secretary to the Faculty Council: Rixt Baerveldt

1. Opening

2. Agenda

3. Announcements

JK: I would like to thank the members that are leaving.

AR: This is the first official participation of MvE. Welcome.

4. Follow-up to-do list 227th meeting

5. Approval Minutes 227th meeting

6. Contract extensions update

JK: I should briefly introduce the situation. It has come to our attention that it may sometimes happen that people has their maximum number of temporary contracts. We were concerned about the next stages that happened. When this happened when people were discontinued after their maximum number of temporary contracts. Whether their positions are also discontinued or that other people are hired on to those same positions. That is why we asked you to join us. HM: This issue has probably highlighted by some people. When there is an individual complaint, this person can also come to us. JK: It is a group situation. HM: We have the professional services and the academic positions. With the change of last year, people receive three temporary contracts. There are a few situations in which a person is not extended, and the position is still there. There are also situations where the person is not extended, and the position also disappears. The last positions are mostly positions that are linked to projects or that are temporary functions. In those cases, the situations are explained. What you will see is that the position will disappear. There are a few positions where we have the situation where the position might still be there. That has to do with the position in which the person is employed, and the person has to go to another function. When that person is not able to make that step, the contract is not extended. Is that clear? MF: I would like to know how many positions. You said a

few. I would like to know if the positions are terminated and how many positions those are. Could you please be more specific? How many positions in which the candidate did not get a fixed contract, but the position is still on? HM: I looked at the overall picture. I have not found any situations where people after the contracts have not been extended to a permanent position if that position is permanent within the organisation. The number of positions that we have on lecturer level and on tenure track level, I would need to look into. I can look into that. MF: You are saying that there is not a situation where a person did not get a fixed contract. That position was terminated. HM: That is correct? MF: Also, with non-academic staff? I know a case like that. HM: There is individual situations, but there is no change when a permanent contract did not happen. Some of the rumours of the T5 departments I looked into. Last year there were six people that left the organisation. Three of them did that based on their own request, and three of them did not. Out of those three, there were two student assistants who stayed on after their graduation because there was a need. One situation it was a trainee who stayed on a little longer. It was communicated that they were temporary positions. HG: I was wondering whether you have looked into the statistics of the number that have had three temporary contracts and then returned after six months and one day. HM: No. HG: we all know that universities tend to work together. I know of somebody that is send to another university with the intention that she comes back after six months. We know it happens and I was wondering if you had any data on these cases? HM: Then those people do not need a permanent contract. That is for 'normal' fixed positions? HG: It seems to be the case with academic. I cannot name names, but I know a case. MF: It is either is they can work at another university, or they tell them to start living in social security. People who are working on their PHD and they cannot finish their PHD in four years. The contract is terminated, and the promotor tells them to go live on social security. Then, they are hired back. JK: Please look wider than only the PHD contract. This is also lecturers for example. MF: It is not only PHD, but we are also talking about lecturers. JK: You should be able to track this down. HM: Yes.

AR: HM has responded and will respond to these questions. I would like to say that there is not policy or intention in place to reduce costs using the mechanism of not extending contracts. Next to that, in conversations, JK has also indicated that there have been rumours about potential reorganisation. One of the rumours was related to the merger of two departments. If this is being rumoured about, why are we not involved? This is a false rumour. I was surprised by this. We can never say that there will never be a reorganisation. This specific example is the last one that I want to consider at this point. If in any particular area there is a reorganisation. We will address this together with the faculty council. JK: Thank you AR. In general, that is very clear, and I am happy that is confirmed as you are already did earlier as well. We will write a letter to support the strategy. What we would like to ask HM, although there is no policy like that. In the Netherlands it is hard for academics to have job security. Even though there is not intention, it might be seen as a short-term solution. We do not think it is a policy, but we are concerned that this is practice. We should have clarified that. We want to know the scale at which it is happening.

MF: AR I am very happy that you mention the rumour. I fully accept that. We as faculty council, we get e-mail from people that are worried about their position. It is not a rumour. I had three conversations with people about this. This is not a rumour; we are not here to talk about rumours. It is really about individual concerns. It is our task to be here for personnel. I hope you understand that. AR: If you want to have this discussion, that is fine. But the rumour about the reorganisation is something that we cannot do anything with. There is not reorganisation. MF: I appreciate your words. I am only asking for you to be aware that people are coming to us with these questions. We must raise it. JK: Two things are in conflict now. The contract questions have been answered by HM. About the RSM strategy, we have not received enough answers to our concerns and questions.

JJK: One final question about the faculty grid. When can we expect is to be in place? This goes into the security of teaching faculty. PR: The rewards and recognition document gives us the framework to start the faculty grid. The third draft is near to finalization. That gives us the framework to start implementing the faculty grid. We will also start with a track for education focused faculty. I will be working on that track. JK: Ok that is helpful thanks.

JK: HM, can we ask you to follow up on that six-month break system. HM: Yes.

7. NPO funding

JK: You have been working hard, very hopeful. The KPI's seem specific and diverse, which are good. We have some questions about specific points. You want to support students being caught between the two bachelor systems. We understand that in the student point of view, but have you considered the teacher point of view? It might increase the working-pressure for the staff. ML: We are not looking at a huge amount of students. It seems to be a small group. Also, the soft-cute group that has moved from the bachelor to the master. It does not take away that a new exam has to be created. What we can do here, if you look at the fees that are being allocating to it. They can serve a role to facilitate to the logistics of it. It does not have to be one on one with previous types of exams. We can be creative with what would be a good way to assess this. Ultimately, having students do 30 ECTS ways more heavy than the one exam that has to be created. We have a duty in this regard especially if they fall between the cracks because of corona. It is also allocated to help them, but the exams have to be made. That is the unfortunate truth. JK: The KPI's are related to disability, but not to mental health? ML: we do not have those yet. Fair point. We will see what a reasonable KPI would be to measure this. JK: This is not a suggestion, but more a question on developing this platform for private chat. We want to avoid developing something that others have a position on already. We understand the other KPI in which you support student associations. But we were wondering what your process was to arrive at this one and if you see our point? ML: this came from meetings with, we met the program committees, you and the academic directors. Bus also the students. Having the opportunity to meet socially would be appreciated. I would be in favor of a system that does not only support social work, but also for instance questions on thesis. That there is a second use for this. So that you would be connected to other individuals with the same kind of problems. At EUR central, they are also considering some type of platform. We would like to have something off the ground next year or waiting for something that may or may not happen. SPV: In relation to the discussions in the internal meeting. The concern is that there is another platform, there is already loads of information. STAR here, other EUR associations there. If you want to dive in deeper, it might facilitate your studies. But you could look for some mates that are also struggling. The scope is important. I understand the concerns where this would be just another platform. ML: That is not a good use of the money. We are trying to think creatively on what is possible and we are trying to set that up so that is facilitates more than just social needs. TD: That makes it more interesting. The main reason why we wanted to bring this up is because we feel that you should not put all your eggs in one basket. There are a lot of associations already. JK: In line of the discussion, the KPI could be a bit adjusted. ML: We are looking at what is out there, what would be the best platform. We really need to see what the options are, but the spirit is that we look for something that can add value.

JK: Our final content question is about point 8. We have a brief discussion about privacy, and it turns out that privacy wise it seems possible. We were more concerned on the effect that it could have on the students. Is this the way you want to motivate student participation? ML: This is not meant in the spirit of your participation grade is being calculated here. The idea is based on the fact that when you are in an online setting, you might not be seen. When you have someone dedicated to if someone does not appear at all, that we can more proactively have student advisors get in touch to see if there are situations that we can help with. It is not meant as part of your grading system, rather as a signaling system. SPV: If I understand correctly, it is to take into account that they have been absent for a few times? ML: Yes. SPV: The other part was to keep an eye on the participation during the session. That was more concerning. ML: It is to track cases for the majority of the time to see if maybe something is going on that we are not seeing. With this, we can support that a bit sooner. If we go to hybrid mode, and we see that individuals do not show up when they could be there, and others would very much like to be there. It could be a way in which we can show that we have student in the classroom that want to be in the classroom. It also makes sure that hybrid teaching gets a good purpose. JK: Clear, thanks.

JK: What is the proposal for project management? Who is checking the KPI's and when they should be due?

ML: We have an overall project lead, who will be making sure that we meet our KPI's and that we have regular updates from the project owners. We will update this table with that. It is decided a couple of days ago. We have a project owner that looks at all projects, and the specific owners will therefore feed them with necessary information. AvdWJ: The reporting time will be the same as HOKA. Central has made a decision that for this. ML: why not a steering group? This is really with the student advisors. I do not see a need for a big group discussion the projects. It will only increase the number of meetings we already have.

SPV: Just for clarity. Is there any procedure that if it is not going well, then it comes on your desk? ML: Yes. You can hold me accountable at the end of the day.

JK: We know you are in a hurry. You can expect a letter relatively soon. The point about the content will be in the letter. It will be consent and support. ML: Let me also thank everybody for their constructive feedback. Very much appreciated.

8. Any other business

TER

MA: In our last meeting and during the e-mail discussion you mentioned you would bring someone. CDvdB: LM send you an e-mail. MA: I expected him to be here. LM said that he does not quite understand what provisions I am referring to. I think I just need to reiterate something that I have said in the e-mails. What we expect, we are not saying that it is unjustified. What is in the menu needs to appear in the TER. I do not think that this is such a big ask. We came into an agreement in the working group for the TER so that we could implement these significant changes. CDvdB: Much of these regulations are in the rules and guidelines. The examination board included those regulations in the rules and guidelines. Some of them are already in the TER. Our question to you is what are you missing? MA: There are a few examples of points in the menu that relate to some kind of regulation, some kind of requirement that are not based on the TER. Why can we not include those in the regulations? For example, it is stated that MC exams need four options. There are similar rules like this. Why can this not be included in the TER? CDvdB: This is something that the examination board decided on. These are fraud prevention rules of the examination board. This is based on the rules and guidelines of the examination board. MA: Why is it not included in there more explicitly? CDvdB: You want more explicit regulations of the examination board in the rules and guidelines? MA: Yes, I am an examiner. I take two exams. One is a re-sit and one is a regular exam. There is a rule in the examination regulations like, the highest grade counts. Let's say I do not follow that rule. The examination board say that it is not allowed. CDvdB: This is a TER rule. MA: You can have a similar argument of rules in the menu. For example, I might just create one question bank. The examination board can only argue based on their own authority. The problem is that it creates a lot of resentment. These kinds of choices that they made and their arguments to authority. This is why we asked last year for all these different points to be in the TER, to not have these problems going forward. This is happening and has been a serious issue last year. I am surprised that it has been forgotten about. CDvdB: That is not the case. The examination board must give binding rules to the examiners. This is one of those rules. For online exams, because of the fraud prevention, there should be a large item bank. That is our lawful rule. Nevertheless, it has been discussed broadly with program management and the dean of education. MA: But why haven't they commented on this before? It is true that these groups have been looking at these documents. CDvdB: Those are rules that are established by the examination board, thus they should not be in the TER. It is the Deans regulations. MA: It is written with the rules and guidelines of the program management. It is not something I would need to ask the examination board, should I direct this question to the dean of education? CDvdB: It should be LM, the chair of the examination board.

JK: We should close the discussion. We will pick this up offline as a next step.

9. Closing

To do before next meeting	Person responsible	Progress
Letter of consent for NPO	JK	
Letter of advice for HOKA report	JK	
Send questions to CDvdB about TER		