

214th FC external meeting

Thursday April 21st 2020, 14:00 PM – 15:00 PM, Online via Zoom

FC members	Guests	EB
Jacomijn Klitsie (JK) (C)	Anna de Waard-Leung (AdWL)	Anne van de Graaf (AvdG)
Alexandra Bul (AB) (VC)	Mirko Benischke (MB)	Dirk van Dierendonck (DvD)
Mohammad Ansarin (MA) (VC)		Claudia Rutten (CR)
Silvija Prancane-Verhoef (SPV)		Ansgar Richter (AR)
Helen Gubby (HG)		
Malin Holm (MH)		

Secretary to the Faculty Council: Rixt Baerveldt

1. Opening

2. Online Assessment

You have received a letter of concern about online assessment from the Faculty Council. MB, thank you for joining us and answer some of the questions.

AR: I know how much work the program management team has done over the last few days in order to balance the needs of students, teachers and faculty members. I think that overall, there is no doubt that the present situation puts us in unsheltered territory. This is not the way how we have been working with out students, and I am aware of that. From my point of few, the decisions that have been taken are the right decisions. If anything, it came too late. We could have moved earlier. As compared to other parts of the EUR we are an early school to make this decision. What we are trying to achieve is a balance between making a most rigorous form of assessment as possible while at the same time take into account that students will not be able to come back to the university. In this situation, we are striking the right balance between these needs. It is all being done within tension to balance different needs. If I compare other universities with ours, RSM has been quite rigorous to the best extend possible. I am not afraid that other schools will regard the degree of RSM as less valid than they were in the past. RSM has a very good reputation and I do not see how that could collapse in this situation, considering that we are taking a rigorous approach to assessment compared to other universities. Maybe that is a good point to hand over to MB.

MB: We had in our team some principles, to maintain the quality of examination. There are certain points that we are unwilling to compromise on. This has been communicated to lecturers, we were against courses to become pass/fail because we feel that this would be a signal that we would not deliver the same quality of examinations. Next to that, we are not willing to compromise on the 60/40 rule. In terms of substance, maintaining this principle is important on quality of examination. The key outcome is not to get it done, but to deliver high-quality examinations. To get to your first point, the sense that I have if is that the students engage with the assignments the way we expect, that we would provide a better test of our learning objectives than in the past. For example, student representation has criticized the MC questions before. When we move online now with alternative forms of assessment. I am confident that we at least can keep the quality in terms of examinations before. We are very aware of this. In the UK, much universities have chosen to make course pass/fail, and we are committed to give high quality assessment.

The second point is the delay in examinations. This also has been a key consideration. We are conscientious about students that need to finish their exams, especially for BSC 3 students. We have to prioritize certain activities and we certainly prioritize Bsc3 students. We are also conscious about the fact that there are re-sits that these students might have to make. Program management is working very hard in the background to make that happen. We also work with partners to find solutions for students that were on exchange and have not received any grades. This is a topic that we are very well aware of and work very hard to resolve as best as possible.

HG: For quite a few teachers their exam has been pushed forward to June and have a re-sit a few weeks later. If you have to alter your examination from multiple choice to something else, and you have to make two of them because of time-zones. A few weeks later you have to make two more different exams and need to make the grading done. If you talk to people in different faculties, the re-sit allowance that you are allowed to do a re-sit in any way. In this crisis situation, where people are really overstretched and worried about getting grading done in time, one concession that could be made in this circumstance is to say that if you pass the regular exam, you do not have, you do not have a re-sit possibility. MB: I wanted to get to this point later when I talk about competing demands. The problem that we face are competing demands. There are certain areas in which we have to compromise we have decided to try to find solutions on the demand. We have moved to one-version exams, and we will offer a solution for student that will be affected. We are aware that we have competing demands, and we are trying to help everyone. Our suggestion and compromise is that we move away from the two-version policy. We would insist on the re-sit policy that we have in place. It is an institutionalized policy which has to stay in place, as we think that students deserve that opportunity. HG: A rule that might have applied last year, might not apply that much this year. MB: There is no need for us to review the policy of bachelor 1 and 2 as we can move these re-sits to next academic year. This will therefore apply to bachelor three. I will take your point on board and will give the feedback to the examination board.

MB: I have one point before I am out of the meeting. The third point is that there are competing demands. The school has been very clear that the support that is mentioned is provided by the school. There is a process to get TA's and to train the TA's. However, it is still the responsibility of the seminars of the course to manage the assessment process in the end. There is no way to centralize the back end of the examinations. There have been suggestions that program management should handle the feedback of students, however they do not have content knowledge to answer questions. In the end, everything will be sent back to the faculty management anyway. Can be centralize, is a lot on the front-end part. Recruitment, training of TA's, besides the financial support of the school as well. We also have people to help developing assessment and questions. Everything on the front-end is centralized and can help a lot. On the back end, there is practically speaking no way to centralize most of these activities. We have communicated to department chairs that departments should look at internal solutions to provide additional capacity. We cannot centralize responsibility to examination itself. There are certain elements in the process where school cannot step in, in the examination part. JK: MB, thank you for the explanation and all the time you have put in the decision making.

3. HOKA

JK: we were wondering what is happening with HOKA at this time and how the crisis is affecting the budgeting and allocation of funding. AdWL: I am happy to share the process that we are going through. All the HOKA projects are still ongoing. The approved projects are still on track. In the future we are working to get applications in. For some of those projects there is a bit of a delay as we have to prioritize on adapting the teaching. We are now expecting some of the budget to be free. We are now

in the process of making an inventory of what investments we have made and make a guestimate on how much money we will need for COVID-19 adaptation. How many of these funds can be used from HOKA, we are looking at now. We are going to set up a framework send this framework to the relevant MSc academic directors. They can give us information on their courses. We will use the information to take into account into the guestimate. That is the process that we are going through, and we will get the MSc guestimates next week. On BSc, we are getting the guestimates with a similar method. We are getting the estimates on each course category. We are going to use the guestimates to look at how much we need for the teaching block. From the HOKA administration, I have been in touch with EUR HOKA. The mid-term reporting is a bit delayed, and we have been given an extension to may to give the reports and estimates. For 2019, they gave us a template for more structured reporting. When this is finished, I will share it with you as well. We plan to provide the realignment of the HOKA plan by the end of June in a letter. We want to try to give you the proposal next Thursday to discuss the realignment of budget. They are all guestimates, so we need more flexibility. More of that will be in the meeting on the 7th of May.

JK: Thank you for explaining. Our main worry was possible underspending. Therefore, we would be super happy if all the funding could be redirected.

AdWL: We are now already on almost 50% of the spending, and it will exceed this soon. With the COVID-19 situation, a lot of them are actually in line with what we want to do with the blended learning. We are looking on how many need some changes. With those, a lot of them can be allocated to HOKA as well. We are going to follow up on it so that the materials can be more sustainable.

4. Update Memo

AR: From my point of few, the memo was fairly self-explanatory. The first part was on the moves in assessment. There are some additional things regarding support on the tenure-track students.

SPV: What are the following steps? Are there any developments in the pipeline? AR: There are some things happening on EUR level. We will also move more into operational planning. That means not only planning for our existing programs, but also in terms of reinventing for the long-term. I think that the current crisis will have a fundamental effect on our program structure. Without going into detail, these two programs are unusually large, on-campus based, and we need a fundamental innovation in this area. We are already setting up a taskforce for e-master programs. I do not think that we can do that with the current resources, we need an investment for that. We need to redistribute the work, as everyone is busy. We need a significant planning effort, and that is very much on our agenda.

AvdG: we are awaiting the press conference of tonight. We are looking at the conditions that would apply if we would adhere to the 1.5-meter scenario. Also, in terms of workspaces, you will have issues with lifts etcetera. This working group is charting out the conditions and will give the conditions to the teaching, research and operations units. These units have to think about how they will operate in these conditions. These conditions will have bearing on the next academic year, and in September we need to have an answer to that scenario. We also need to know what we do if we have relaxed measures and have to go back a couple of times.

In terms of finance, we just finalized our first forecast. Your financial committee has already reached out, so we are setting up a meeting to talk through. The corona-related damage is still very unclear. We can still see an underspent, especially in travel costs. The biggest change will be on student numbers. In terms of delayed research, the delays are there but it does not have real financial implications. We are extending the clock for a couple of PHD students, but that is not a large implication. AR: to add to what AvdG said, the issue is mostly regarding operations. We have not yet seen a drop in applications. However, we do not know when people are able to travel. It has become difficult to do testing like IELTS etcetera. More importantly, we are concerned if we can actually

provide them a good program.

5. Dean of Engagement and Partnership

We will approve the proposal. With a strong preference for an internal person being selected if possible, also keeping in mind diversity. AR: thank you very much, and it is good to have discussed it in detail. The comments you have made are very valid and I think they helped to improve the job description. It is also about the direction that the school is moving and should be moving. The current crisis reminds us of that you also need a valuable proposition. I am pleased that at the end of this week we will submit the BSIS impact assessment that we are preparing. That is another example of the initiatives to create awareness of external engagement. The position will hopefully help us for systematic structures. We are looking at an internal appointment, if that is possible. With respect to the diversity side, we have quite a number of Dean or Vice-Dean positions that are open. With the various appointments, we are hoping to address the gender-diversity issue that we obviously have.

6. Any other business

7. Closing

To do before next meeting	Person responsible	Progress
Send a letter with arguments on Dean of Engagement and Partnership	AvdG	