

216th FC external meeting

Thursday June 25th 2020, 10:30 PM – 13:00 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)	Irene van der Veen-Leegwater (IvdVL)	Dirk van Dierendonck (DvD)
Mohammad Ansarin (MA) (VC)	Gabi Helfert (GH)	Claudia Rutten (CR)
Silvija Prancane-Verhoef (SPV)	Rebecca Hewett (RH)	Ansgar Richter (AR)
Helen Gubby (HG)	Ad Scheepers (AS)	
Keisha Mathews (KM)	Carla Dirks van den Broek (CDvdB)	
Marja Flory (MF)		
Caron Schaller (CS)		
Mattia Basile (MB)		
Absent: Malin Holm (MH)		

Secretary to the Faculty Council: Rixt Baerveldt

1. Opening

2. Agenda

3. Announcements

Dean of Faculty

AR: DvD has come to the end his term as Dean of Faculty, and he will not go on for another term. For this reason, we need to look for a new Dean of Faculty. I have used this occasion to revisit the role profile. You see that the role profile is not that different, but it does build on the job description that was build forward. One chance from this setting is that so far, the Dean of Faculty has also been the Deputy Dean, but that is not laid down in the actual job profile. Going forward, I would like to separate this role, not to have an additional person but to open up the possibility that one other of the vice deans can be the deputy dean. This will be changed in the faculty regulations. These and other changes will be discussed with the FC sometime after the summer MF: In the description, one of the articles says that the vice-dean is also the chair of the P&T committee. Does this dean also has a vote in the committee? DvD: It still is a technical dean. He guides the discussion, but the committee makes the decision.

Thanks

JK has given a thanks to the students that are leaving the faculty council next year.

4. Follow-up to-do list 215th meeting

5. Approval Minutes 215th meeting

Minutes have been approved

6. HOKA

AdWL: The purpose of coming to the meeting is to give the FC a report on what the 2019 HOKA has been. It allows the FC to add on the reflection paper. The evaluation report comes a bit later too. I still have not received a template from EUR central. It should explain how you evaluate your own engagement in HOKA and if you feel you are kept informed. There is one document that is prepared in collaboration with business intelligence units and the learning innovation team and myself. This will set a framework on how we will report on the HOKA side. The interim report is still work in progress and we are still looking to improve it to make it more concise. For now, for all the courses that have claimed HOKA funds, we are going to measure the KPI's and from next year on we will report on the KPI's. Some of them are still not rounded up yet. In previous reporting, we already reported that the implementation was delayed. We have made a lot of progress, and we have put a lot of processes in place such as the steering group and the learning innovation team that have helped guide and improve HOKA. As everyone has received the reports already, I will not dive into the details of the report.

JK: We understand that project 5 concerns evaluations and that there is a delay in that project. AdWL: That project is regarding the development of teachers and to evaluate teaching from a different perspective. HOKA has identified AS to be the lead. From 2020 onwards we have had AS as a project leader. Because of the evaluation project and the corona situation, AS has been pulled into creating an evaluation for the online teaching. We already have the initial project plan which will be discussed in the steering group next week. AS is soon going to be able to devote time to work on the project and get it on track as soon as possible.

7. OCC / HRM integration

JK: we have not received any documentation before the meeting, and we do require to receive a proposal two weeks before the meeting. Therefore, we will not vote for the proposal in this meeting.

GH: The recruitment period will begin in September, and we are working on marketing materials already. It is relatively urgent to have this voted on. The MSc PC has already given approval, the letter of consent was shared with the FC. RH: In the last meeting I presented how we aligned both programs. Now, we are presenting the next stage of the process, integrating and aligning both of the programs.

RH has done a presentation on the integration of OCC and HRM.

JK: The Faculty Council will look at the documentation and try to create a vote.

SPV: This is a great step forward and a very clear concept. Personally, I do not see any red flags. I am a bit concerned about the name, but you say you will involve students. OCC seems to be attractive and therefore I would like to ask you to involve students into finding a name. RH: That is a very good point, and I have already received feedback from students that they will not be very interested in an HRM course. We are keen to find a way to present to the students that in the program they can still gain the same experience. Both HRM and OCC applications have gone up, but I really want to understand more about where they are coming from. We have not found the right magic name yet.

JK: I have a small question about the decision making. I remember that we had a discussion if the change was financially feasible. What is the motivation for the further steps in the integration? RH: We were hoping that the number of students of the programs went up this year, and they are. We have

the resources and specialism to offer to make the program happen. We do not have enough people to teach the specialism, and that is a very important point. We want the students to continue to have a good program. We wanted to make sure that it remains sustainable in terms of quality. Next to that, I really hope we can capitalize on the number of students. I am hoping that when we complete the merger, we can find a new market of students. We should find out who is our market and capitalize on that market. This will create more opportunities of growth. GH: We do see an increase in applications, but we will only know how many students will start in the end of the summer. It is a real gamble as everything can happen.

8. Teaching and Examination Regulation

CDvdB: The Dean will establish the TER, but first the FC and the PC will give advice on the changes. On certain parts, the FC has the right of approval. I will summarize the main changes. Most changes are applicable to all documents. Compared to the last year I have changed the chapters a bit and I have skipped the chapter about the Examination Board. The Dean is responsible for the TERs. I also included preambles to clarify a bit on the legal foundation of the documents. What is different between the documents is that there are changes in the curriculums. We have added the Dutch part-time MiM program. There are some changes in the CEMS programs, which are already approved by the IM-CEMS programme committee.

MA: Thank you for sending the documents and the additions. The main point that we have trouble with the document is that in page 14, article 7.5, it says in paragraph one that the maximum students is 650 students. The faculty council will not agree to this size, as the sizes are already way to large. Next to that, increasing the number can have consequences in the future. There is a portion of the students that reject admittance. HG: The UC has raised objections to the 650 of the faculty, so they are also not happy with the 650. There was still a feeling of dissatisfaction. AvdG: I understood that that there was an issue, but it has been resolved, as it was not a change to the year before. HG: In the sense that he was saying that it will not be 650. This was about the fact that due to constraints the acceptance will come too late and therefore they will have some people that do not accept the offer. If this is not a serious number anyway, there is still a discomfort of the idea that it could be 650. AvdG: This TER is relevant for intake of 2020, which has been proposed well over a year ago. The 650 was approved way in the past, and therefore you cannot give advice or consent on this. I will check with Adri about the next TER. CDvdB: The procedure to establishing the maximum numbers begins in September.

MA: In page 25 of the bachelor IBA regulations. Fraud resistance does not have proper measures and gives the implication that this scenario is not based on what they prefer? CDvdB: Since we are testing online. We have quite a few fraud issues at the moment. Students do have a lot of possibilities to cooperate, proctored or not. MA: The Examination board would like assessment forms that are as fraud resistant as possible. There should be some centralized way that fraud resistance is approved. There should be more explicit terms in the regulations. CDvdB: It is not that easy. The message is to make it fraud resistant. MA: I am worried that it will not have an effect. HG: I do not think that it is possible to make an exam fraud resistant. I do not think that online exams work. I have spent days putting together the fraud reports. I wonder to some extent how much time people are going to be prepared to do this as it is a burden. This is a real problem. DvD: What are you asking from us? MA: We want to make sure that the rules and regulations in here are enforceable and clear. DvD: There is no perfect solution to this problem. It needs to be a balancing act and we need to put something in. The only thing that we can guarantee is this. Making it very specific is difficult for us, maybe even impossible. CDvdB: We want to make a statement, but we do not want very strict rules for the faculty.

MA: Examination regulations for MSc programs on page 9, article 3.2. are we allowed to force students to do a GMAT which are not from a Dutch University? CDvdB: This is what the admissions and recruitment office suggested, and it seems to be legal at the moment. If you have any questions about this, you can send them to me and I will look at it.

MA: On the same page, article 4.1, you mention that the result for the test is the highest test. This is still a problem for us, and this is something we would like you to keep in mind.

CDvdB: In the Dutch TER there are some disturbing typing mistake, it will take them out. You will have to approve or give advice on certain parts. Can you send it to me? I will need it mid-July.

9. SET's in performance reviews

AS: I send two documents to the FC, one was information on how to do the evaluation on the online assessments of the last few months. We are proceeding with that at the moment. The second is about the HR aspect of student evaluations of teaching. SETs have an improvement purpose and an HR purpose. The SET now is that we have a big questionnaire, different for bachelor and master. A problem is that all items for improvements and HR improvements are intermingled. Therefore, the items that are used for teacher quality can be quite biased. There is an overall score, but it is not sure if the scores are comparable. HR rating items are used by executive directors and HR directors. We had a taskforce looking at the SETs and we propose to split the HR aspect and the improvement aspect. With this, we can make a reliable standardized and short survey for HR purposes. Next to that we propose to have a different in-class survey for teachers to use to pose course specific questions. We discussed this proposal with the program committees. I was accepted by the master program committee. For the BsC courses, there was a lot of discussion but since this week we have decided to also use this for the bachelor courses. The split has occurred, but the items used for HR purposes in the old situation and the new situation are quite comparable. Next to that, the process that is used is not new. The thing that is new is that we are looking for new sources to assess the quality of teaching. Using evaluations is limited and subjective. We could use information from educational experts, external stakeholders or academic peers. We will formally start with that in September (HOKA MSc5 project). We will have several sources of information to put together to establish a reliable assessment of quality of teaching. A new thing is that the initiatives to improve the SETs is now also subject of an approved PHD project that will search aspects of the SETs and will give evidence on how the workings are. The PHD will be someone from the leaning innovation team. The Dean of Faculty will be the promotor of it and there will be collaboration with ESSB.

MA: Thank you for your information, as the HR part of the evaluation were large issue with us. Is the EB and the working group open to hear about our criticism? AS: Yes. MA: I got the impression that a lot of effort was preventing of moving forward. I want to make sure that this does not relate to apprehensiveness in your part. AS: This is not the case. I have been working with this topic for a long time. It has proven to be a difficult and fragmented field with different views. I did a field study and an extensive Dutch study to see how they do the SETs. This gives a very incomplete picture and shows contradictory evidences and opinions. I have had a lot of discussions on the way with the programme committees, so it is a hard subject to go forward with. I am trying to make a more integrated picture and then see if we can have some proposals to make proposals in the system of SETs. I am open for discussions, but it is something that has been discussed in a lot of different ways and platforms. AvdG: everybody has an opinion about the SETs, very often there were discussions where people were

arguing different opinions. MA: Some of the sources have results that are taking out of context or cannot be found. We should know what piece of the SET is HR-related and what the FC should comment on. I did not get the answer in here. The SETs are a large subject and require the approval of a large amount of people. I did not get the answer to that here. The exact use should be confidential, and if we do not know how the SETs will be used in appraisal, it means that everything in the SETs is HR related. We should give right of consent to everything that is changed in this documents. Does that make sense to you? I have talked to the MsC PC and they have approved it because they did not know they could have consent to it. AS: They have voted on it. MA: It was not clear to which content issues we could address to. I need to solve this procedural issue; we should settle first that we know what is related to HR and what is not.

Note added: the document AS sent to de FC has exactly this topic (description of HR aspects and procedures of RSM SETs). MA is probably talking about another document where FC was informed about in February (proposals discussed with PCs).

JK: We were wondering if there is already a plan or schedule for the plans to be carried out. AS: There is a proposal with all kinds of steps in there. It will be discussed in the HOKA steering group next week. After that, we will start executing this plan. This is the HOKA plan for 2020 – 2021. MF: In the end you say that the SET cannot be used only in assessment. When are you going to implement new ways? We need to have a clear distinction with what is HR related and what is not. DvD: What is the Faculty Council asking? If I go back to the start, high quality teaching is something that we all want. We should talk about the quality of the teaching. How do we assess that? What AS is referring to, is that it is a very difficult issue. There is no easy answer to that. There is a lot of subjectivity between the assessments. We need to find out if we want more qualitative or quantitative assessment. First you need reliable information, and when I look at it has been a big step that this is happening. Everybody needs some kind of score, and how will the scores be used? It is easy to say that we need extra information, but the thing is that we do not know how to use the information and how to implement it well. I am already happy that there is a differentiation between teaching quality and course quality. It is not yet perfect, but it is a step. The next question is how we should use it. The teaching is important for us.

MA: I think that we agree that the end-goal is right. I want to know as a faculty council member, that I can expect these changes to be based on right evidence. Is that an expectation that I can have? AS: Yes, especially the new PHD project will do exactly that. MA: It is about the entire situation and the specific proposals. These need to be discussed. MA: Would you be open to me sharing the document with some comments on the side? AS: Yes I would be happy to receive that. MA will send that document to the FC and to AS, AvdG, AR and DvD.

JK: We are now out of time for this discussion. I am happy that this is a HOKA topic. We would like to be kept up-to-date.

AS: I started looking into this a few years ago, and I noticed that there were a lot of remarks made. We have never really looked at it before that. It has not been researched before that, so it is not that long that we are looking into it. MF: We have been talking about this since I was in the Faculty council.

10. Work Pressure

JK: Thank you IvdVL. Do you want to briefly introduce your information? IvdVL: I did send you some information and I do not think we have to go through it all. Therefore, I can answer some questions. I chose to give you some figures on absenteeism to compare those months with the corona times. I

also gave some overall figures of the universities in the Netherlands. I focused on the long-term absenteeism.

JK: Even before the Covid affair, there were signs from different faculties about work pressure. We were interested in the rates of people that were ill in the longer term. We were wondering what your experience and the expectations are with the long-term illnesses. IvdVL: It is hard to tell what the effect will be. What catches the eye is that the absenteeism dropped. An explanation can be that we are working from home, so there are more possibilities to do things when you are not well. That the figures are lower does not mean that the illness rate is lower. That is what we see traditionally. I would be worried if our latest figures would show that we would have more absence in the medium run. The figures do not indicate it, but that does not mean that I am very confident about it. I do see that compared to 2018, we have a lot more cases of long-term absenteeism. That is something that catches the eye and in my presentation. I try to focus on what mental illness is. Of those, you can find some work-related. JK: When is it not work-related? IvdVL: Physical things are usually not called work-related. DvD: Not work-related can also be when you have to stay home to take care of someone else. IvdVL: These are triggers for burn-out situations. The program now is not very broad. We need to work on things that will help. We are working on an introduction program to be clear of what is expected. Another thing that can help is the leadership program. The leaders can help have a discussion about it and also when someone gets ill, they stay in contact. MF: I have raised this issue more than once. We are not ensured against illness. When you are not feeling well, you cannot go home because your colleagues have to take over. People are staying on longer and will fall down in the end. This is happening to multiple departments, and it has to do with money as well. DvD: We carry our own with sickness. If you get sick and you have to give a class, you will have to ask your colleagues as they know the content of what you are teaching. It is not that simple, and it comes down to their colleagues. If someone is sick for a longer time, we give the opportunity to replace someone. It also has to do with the content that we are working with. Even if you have all the money in the world, it is not easy to replace someone. In that sense it is a leadership issue, and I see that new department heads focus on this as well. MF: We should also change the culture. We should be allowed to easily say that you are fed up and call in sick. Staff has gone to online courses during their summer break. DvD: When it comes to holidays, we have an agreement. It raises a lot of issues. To me, having holidays is an important thing, and I am in agreement with you. I will definitely mention that, as it needs to be looked at. It is challenging and we have to find a way in which you can switch off. JK: Multiple of us were approached as most of us were approached as people are worried about their holiday, so it is good that you bring that up. DvD: We need to discuss this and talk to the department chairs. All of us need a break. HG: I have had some alarming e-mails as well. There are cancelled exams from March and some extended deadlines. There are people that still have their 2019 hours, and they will not have gone through those hours in 2020. They wanted to raise this point to see if it is possible to make an exception, that the 2019 hours can be taken through to the 2021 year. DvD: I cannot give an answer on this. If you do not use the 2019 years, you take the full 2020 free days to 2021, and therefore you can take twice the amount of days. There should be plenty of possibilities to use those. AvdG: We do not want any accumulation, as we want you to take a holiday. HG: The thing is that people do not know when they can take their holiday. There has been no time for a break. DvD: This is something that we wrote up, and we are looking at that. We want to put it on the agenda in the scheduling part. If you have a full teaching load, you have less possibility to work around it. In research this is differently. We are all in this together, this is an outside challenge that we are trying to deal with in the best possible way we can.

MA: There needs to be a better communication between the EB and the non-faculty related organizations in the school. There are people that think that this communication is less than ideal. DvD: yes, this is something we found in the focus groups. If there is a communication issue, there were two parts playing a role here. When we asked both groups, they both used the work cocreation in working forward. The situation in March was so stressful and therefore it didn't work as well. These issues are on the agenda and we will see what we can do.

11. Budget & contract extension

JK: we have discussed this and the full FC has been notified on the updates in the committee meetings. We do not have particular questions.

JK: We are not convinced on the contract extension proposal. We are aware of the current budget but at this moment, we are not convinced.

AvdG: The financial situation is worrying. We are nowhere near to where we should be. We are not yet sure to what the shape and form would be. We have indicated some strategy main courses, which we will further explore. We have yet to really formulate specific projects. There is a range of measures that you can employ. Out of the list of measures, we have exercised restraint. We first want to know what we can do before we start taking panicking measures. The one thing that is not yet incorporated in our financial figures is the economic crisis horizon. The government is burning money and a crisis is coming. The question is if the government will stay giving funding as high. If they cut back their spending, the situation is more dire. With all these uncertainties, which have little to do with corona, really means that we need to have this flexibility. For some people it might mean an extra year of uncertainty but it can also mean an ending of their contract completely. It is these kinds of decisions that are coming up. We have reviewed the cases and every month there are more of these decisions. I realize what I am asking, and I hate to have to implement this, but on all the scales this is a very reasonable and modest measure. This is the context. MF: I find it strange that you come up with this, since it is already in the CAO. Why do you need to change it right now? And if you change it, you also mention that you might deviate. AvdG: Before the law changed, we had a standing practice. The legislation changed and we decided to stay with the 2-years. Now the context has changed and therefore we want to change the standing practice. Line managers need to know about this. MF: This will also affect the university as some good people will go away when they have an extra year. It is always the young people. AvdG: The mortgage issue is not an issue, as young people can still get their mortgage on a temporary contract. MF: It is more difficult. IvdV: We do look at the context, and it has changed. It will affect around 5 or 6 people every year. When the law changed it was already applicable for these people. We do tell managers not to promise anything. SPV: How many are now in a second year and will not get a permanent contract? AvdG: between now and Christmas, 5 of 6 people will be affected. We are already communicating to these line managers and to these people and we will keep communicating to them. JK: We have not voted yet. MF: Only personnel can vote. JK: Yes, and the others can give advice. AvdG: We will need it soon, and it is for advice. MF: I think it is consent. JK: Me too. HG: If you look in the faculty regulations, article 34, it says under paragraph 5 that the dean requires the above mentioned approval from the faculty council employee representatives for every measure taken by him or her regarding policy determination or policy amendments. I read that as saying that the faculty council have to approve. AvdG: I have to re-read that. We will re-read that and come back to which paragraph we think applies to this.

The Faculty Council will give an answer next week.

12. Any other business

SPV: It is only 20% working in the office. How does it work with office equipment, as everything is at home? Perhaps there can be some communication about how that would work. AvdG: I will ask if there can be communication on this.

13. Closing

To do before next meeting	Person responsible	Progress
List of suggestions for the next TER (IBA and Re-sit procedure)	JK	
TER consent and advice letter	MA	
Send letter about the contract extension	JK	
Send letter with SET comments to AS, AvdG, AR and DvD.	MA	