



besluitenlijst

Faculteitsraad GMW

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- 01** **Opening, adaption agenda and minutes**
The agenda and minutes were adopted..
- 02** **Written questions following the minutes of.**
- Honours programme
Csölle asks if in the new honours programme the three current programmes are molded together. Amsing explains that this is an entirely new programme based on the themes from the sector plan.
Hansen points out that students highly appreciate the current programme and internship and that sector plan UD's are relatively new at our faculty. Amsing: The designing of the new programme is a real team effort: coordinators, UD's and other staff work together. The UG Board decreased the HP programme from 25 to 15 ECTS, so there is no room for internships.
- 02.01** **The meeting of the Faculty Council**
No additional remarks.
- 02.02** **The meetings of the Faculty Board**
No additional remarks.
- 03** **Topics for discussion**
- 03.01** **Policy on video recording of lectures**
- The student faction is of the opinion that the policy on the video recording of lectures does not support all students in being able to participate equally. For students who can't attend classes in person because of an impairment, a release of the recordings 2 weeks before the exam is very late. Amsing indicates that students should not be dependent on the video recordings. Functional impaired students should develop their own study strategies, supported by study advisors and teachers who can look at what facilities these students need. Amsing will see how the possibilities can be communicated pro-actively.
- In adopting this policy on video recordings, the student faction was not consulted. The FB commits to do this in future in matters affecting all students.
- 03.02** **Booking of study rooms**
Ros asks if a student can book a room without having a p-number. Buigel indicates that during exam periods students are allowed to book lecture rooms to study, a p-number is then not required. This facility is often used. Outside the exam period you need a p-number to book a room. Buigel will ensure that



this information is made available.

03.03

Differences in opening hours of the faculty buildings

Chair: There are differences between the opening hours of the faculty buildings. What can we expect for the future in relation to the budget issue and energy costs? Buigel: Within the UG, in the light of financial constraints in the coming years, this indeed is a topic of discussion. Our faculty approaches this well already, closing some buildings at 6.30pm and closing the faculty buildings during a summer period. We look at this critically, education being the primary focus. Furthermore, staff and students should always have flex workspaces available.

Accessibility (digital and physical)

- Chair: There is a very helpful guide on digital accessibility (Brightspace course designs) made by the Central Bureau. It would be good to effectively bring this guide to the attention of teachers. And do teachers have enough time to implement everything? Amsing expects this is part of course innovation, every teacher should have some room for that.

It is agreed that this topic will be discussed again later.

- The FR inquires whether accessibility for people with physical disabilities is adequately taken into account in the new housing plans. Buigel confirms that staff members and students with physical disabilities are involved in the development of the housing plans.

04

Announcements from the Chair and the Deputy Chair

Helmershorst is on maternity leave, Rus replaces her until the summer.

05

Announcements from the Faculty Board

- The report of the biannual meeting of the UG Board with the FB on 17 October will be available next FC meeting. Even though we mainly discussed the requested budget cuts, it was still a positive meeting. Our faculty is seen by the CvB as a stable organisation, both financially as well as when it comes to education and research. We also discussed the housing issues of our faculty and the new law WIIB (about the language in which we'll be allowed to teach at the faculty). The WIIB is really something that might be an obstacle to the inclusivity of the academic community.

06

Human Resources BSS – Confidential

07

Questions

No questions.

08

Closing

16.55h.

Action points

Amsing

Amsing will see how the possibilities for functional impaired students can be communicated pro-actively.

Buigel

Buigel will ensure that the information about the booking of rooms by students is made available.



Written Questions FC meeting 21 November 2023

- **Compensation for faculty council members**

Question: When will this be cleared up and implemented? When will the FB ensure that FC members are compensated equally regardless of the department they are in, given that some departments don't have any compensation?

During the last agenda meeting with the presidium of the FC Aarts and Slik explained our goal of discussing a proposal on all faculty management compensations in the December meeting of the FC. The FC compensations will be one of them.

- **Honours Programme**

Question: Who's involved in the development of the new Honours Programme, what are the principles guiding the design of the new Honours Programme and what does the faculty want to achieve with this redesign?

With redesigning the programme, the honours education becomes a. much cheaper; b. offer an interesting programme where ambitious students from the different parts of the Faculty can meet and discuss and c. we will strengthen the sector plan themes:

a.: instead of 3 programmes with 25 Ecs (so 75 Ecs in total) and 4 coordinators, we will offer 1 programme of 15 Ecs with 1 coordinator.

b. the courses are multidisciplinary and the programme will contain an element of Challenge based education (build upon expertise from de Societal Challenge Lab)

c. the programme will be designed and taught by "sectorplan UDs". The idea is that every course covers 1 theme. This way we will strengthen the themes in our education, which is what we ought to do.

- **Lecture recording policy**

Question: In the minutes of the meeting of the faculty council of October 10th (02.01): A relevant point that was raised in the discussion is missing here. Inclusive education has been raised as an important argument for implementing lecture recordings. However, it could also have counterproductive effects for the group that needs assistance (e.g., with functional impairments). They need to have the opportunity to participate in our education program, and the risk is that they stay away and depend on recordings that are made available two weeks before the exam. What is the FB's perspective on this possible counterproductive effect?

We stimulate to visit lectures for everybody, so also for functionally impaired students, since face-to-face education is the backbone of our educational vision. We see the danger that students stay away when they have access to online recordings. In the policy of providing online recordings as special service for certain students, this counterproductive effect is bigger than in the new policy, since recordings will now be made available only two week prior to the exam (although teachers can decide to make them available sooner). This new policy stimulates students to develop strategies to deal with their impairment (as effective



reading strategies and collaborating with peers) that will be useful in their studies, but also in their future careers. But at the same time it stimulates equal changes, since they have access to the lectures if they for some reason are not able to follow a lecture face-to-face.

Question: Is there an overarching vision for UDL, and can the staff and student faction of the FC expect to be involved in decisions about the ways in which courses are offered to students?

There is no overarching Faculty wide vision on UDL, but the concept is considered important. Blended education offers a lot of possibilities for UDL and the TAG wrote an interesting white paper on this (Teaching Academy Groningen White Paper - Blended Learning with Diversity and Inclusion). In the “docentencommunity” that we are hoping to launch soon, blended education will get a prominent place. This community is merely meant to inspire lecturers. At this moment there are no plans to formulate an overarching vision or make decisions regarding implementing UDL besides the new policy on recordings. If so, we would like to discuss this with the FR.

Question: To what extent have GDPR rules or the advice from the Privacy Coordinator been taken into account, as both teachers and students are on the recordings?

The policy was discussed with research support, and in contact with the Privacy Coordinator. We received the DPIA (data protection impact assessment) made at RUG-level, which was taken into account. The policy was also discussed with two policy advisors at RUG-level, who are in the process of formulating university wide policy on recordings.

- **Academic Year Plan**

Question: minutes on 5 october (06.03): Academic Year Plan - What is the current status of the planning? Is there discussion about a fall break and skipping introduction week?

The calendar includes an introduction week and no fall break. However, within this frameworks Departments have some flexibility. E.g. they can schedule lectures during the introduction week and create some room later on in the block. This calendar will soon be discussed with the directors of education.

- **Study spaces**

Question: Study Spaces and Rooms - Would it be possible to open up lecture/practical rooms during exam week to alleviate the pressure on study spaces?

This is already common practice, and it is widely utilized. These rooms can be booked on daily basis by sending an email to zalenbeheer.gmw@rug.nl. However, information about this can be improved. Facility services will address this.



- **Wet internationalisering in balans**

Question: FB meeting 19.10 (10) Universitaire Gremia - What are the plans and what is this group responsible for? Which ideas are starting to shape in line with the new policy direction of fewer international/more Dutch students?

Pending the introduction of the WIIB, the Board and the College van Decanen decided to work on 5 action lines: language policy, governance, international talent, finances and future scenarios. Buigel was member of one of these groups. The ideas of the groups will be shared in the coming months and depend on future political decisions.



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MINUTES OF THE CONFIDENTIAL TOPICS

06
06.01

Human Resources BSS – Confidential Preliminary discussion of staff policy

The FC sent a letter to the FB with seven discussion points

- Amsing elaborates on the addition of UD with teaching profile.

This is meant for teachers who have a PhD and find this interesting. They must spend part of their appointment to research. This can be teaching-oriented, or it can be participation in a research project of their own team.

- Leadership has become an important aspect, supervisors need to guide their people well. Hansen asks how leadership skills can be ensured in the future without tenure track. Aarts is not afraid of a shortage of academic leaders in the near future. The faculty has a big reservoir of associate professors and other staff in the tenure track. The faculty is predicted to have about 70 professors in 10 years. In external recruitment, explicit attention is paid to leadership skills.

- The staff policy for support staff will follow later. The FB wanted to conclude the SPP for academic staff first and time was limited.

The FC notices the dividing line between WP and OBP is becoming fuzzier (for example privacy coordinators, data stewards). Many researchers move towards OBP and therefore a clear integral picture is needed.

- Den Hartigh indicates some colleagues had sent a letter outlining their concerns about losing talent. Aarts states that there will always be room for exceptional talent. For example, when a UHD position is vacant, internal recruitment can be done and opportunities can be looked at when acquiring large funds.

- Buigel explains the 360-degree feedback is meant to be a development instrument. It is often used for OBP functions now and the idea is to start a pilot for WP next year. Rus warns that 360-degree feedback can escalate and go wrong. Someone competent needs to guide through the process. Buigel will ask Rus for advice.

- Leadership is an important topic in the staff policy. Unfortunately, few leadership training courses are offered at UG central level, which is why the FB considers to offer a course within the faculty.



The FB will send the documents to the FC three weeks before the December meeting in order to give the council enough time to prepare for the meeting. In case any important additions come out of the meeting with the directors on 5 December, the FB will send them afterwards.

06.02 Preliminary discussion of the professors' plan

Den Hartigh thinks in some cases it is fair to have an additional professor, for example when the unit is large. Aarts emphasizes this document is an assembly of input from the various departments. It reflects the current situation and what departments think is important at the moment. This is the starting position from which a final professor plan is to be developed in the coming years. The FB will clarify the status of the document some more in the text.

Written questions FC-meeting 21 November 2023

- **Concepttekst Hooglerarenplan**

Question 1: We found it difficult to judge whether the number of structural chairs mapped well on the number of students at the departments. Could the FB clarify that?

The “hooglerarenplan” is a preliminary plan based on the plans provided by the departments. There is currently no direct link between the number of students and the number of structural chairs. Instead, the present plan is to a very large extent based on the current staff at the “professor” level. Indirectly it is therefore also (weakly) linked to student numbers, since the latter co-determine the current size and composition of the staff. The departments have distinguished between subfields that need to be filled at the level of professor because of their importance in the educational programs, and subfields that are not strictly necessary but should be present when financial means make this possible.

The main purpose of the “hooglerarenplan” at this stage is to provide an overview of these professorships that can be used as a (preliminary) guide for strategic personnel planning in the coming years, nothing else. The “hooglerarenplan” will be evaluated and updated towards the end of the current strategic plan period (2021-26).

Question 2: Why are there relatively speaking more *conjuncturele* chairs at the Psychology department compared to the other departments?

This is a reflection of the vision of the Psychology Department. It may also reflect the relatively large number of professorships in some departments as a result of the tenure track policy.

Question 3: Three of the five criteria for a vacancy of a chair are: 1) personnel policy, 2) education, research, and 3) staff needed as based on student numbers and profile of the faculty.



We noticed that the structural chairs are generally in accordance with the contents of the research and teaching programs of departments and units. The conjunctural chairs, however, raised additional questions regarding a) the number per unit, and b) the themes:

Point a) looking at the student numbers in the programs (e.g., master tracks) and the research programs at units, there is an unequal distribution of *conjuncturele* chairs. For instance, some units would have a much higher ratio of chairs for the students, research, and societal partners they serve.

Point b) existing successful chairs have disappeared, which have attracted much attention from students, research, and society (e.g., at the Psychology Department *Sport and Performance Psychology* or *Social Psychology of Health*). New chairs are suggested that look less connected to the three criteria mentioned.

What is the perspective of the FB on points a) and b) raised above?

Point a) Again, this is a reflection of how the Psychology Department currently views the types and numbers of chairs needed for the Psychology programs.

Point b) These priorities have been discussed in the Psychology department, and also among the directors of the various departments and the FB. In other words, if choices have been made, these have been made bottom-up, not top-down.

- **Notitie Academisch Personeelsbeleid GMW**

Question: In advance of the preliminary discussion on the content, what is the procedure for incorporating feedback from different groups on the policy, and can we expect the final document two weeks in advance of the scheduled faculty meeting before we can give consent?

We have already started processing the input that emerged from the discussion with the managers and will also do so with the comments that will come from the discussion with the FC. Afterward, we will present the revised document to the directors on December 5th, after which it can be sent to the FC on December 6th. If that is not possible, we propose to postpone the discussion to the next FC meeting on January 16th.

- **Bestuurlijk overleg**

Question: FB meeting 12.10 (4.02) Bestuurlijk overleg CVB-GMW - Can we expect a response from the CvB and if so, when?

The response from the Executive Board ("CvB") came during the "bestuurlijk overleg": the "CvB" is holding off on approving the multi-year perspective. We have just received the defined report of the "bestuurlijk overleg" and will put it on the agenda for the December FC meeting.