



besluitenlijst

Faculteitsraad GMW

Datum
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Afwezig

B.M. Hopman, N. Hansen

- 01** **Opening, adaption agenda and minutes**
The agenda and minutes were adopted.
- 02** **Written questions following the minutes of**
02.01 **The meetings of the Faculty Council on 21 December 2021 and 18**
January 2022
21 December 2021
- Van Veen adds to the answer on course evaluations: The coordinators of the courses receive a link to the evaluation form in order to distribute it to the students themselves. Together with the evaluation form goes a short explanation, pointing out the importance of evaluations for the quality of education. Various options are still under consideration, such as filling in on location or making evaluations obligatory.
Mouw points out there are several evaluations, all with a different aim. It is important students feel responsible to fill them out. Van Veen will make an overview of the whole package of evaluations/surveys.
- Update study points for extracurricular activities: Van Veen has sent the question to the legal experts of ABJZ, but has not yet received a reply.
- 02.02** **The meetings of the Faculty Board on 9, 16, 23 December and 13, 20,**
27 January
No follow-up questions.
- 03** **Topics for discussion**
No additional topics for discussion.
- 04** **Announcements from the Chair and the Deputy Chair**
No announcements.
- 05** **Announcements from the Faculty Board**
- Aarts: Today the Sectorplan for Social Sciences and Humanities has been published. It has been sent to the ministry for approval.
- Van Veen: The format for epidemic resistant education at BSS is in development. The aim is to achieve more robust education that is less dependent on the measures decided by the Board of the University. Van Veen will share the plans with the FC as soon as possible.



- Van Veen announces regular meetings with a delegation of the FC will be arranged in order to discuss educational issues.
- Buigel: The temporary faculty working group Hybrid Working has started. The working group consists of a few staff members, Van der Lee and Buigel. It discusses several aspects of hybrid working and will develop a guide / standard framework for the faculty.

- 06 Progress of the Quality Agreements (gevoelen/consent)**
The FC wants to have some additional clarifications before expressing a positive opinion on the progress of the quality agreements.
After the meeting the FC questions will be sent to Van Veen who will return the answers promptly.
- 07 Amendments to the Faculty Regulations BSS (consent)**
The FC gives consent to the amendments.
- 08 Governance at BSS (advise)**
The FC thanks the FB for providing this document.
- 09 English mastertrack Clinical Psychology - Confidential (inform)**
- 10 Questions**
No questions.
- 11 Closing**

Written questions & discussion points for the FC-meeting of February 15th, 2022

Written questions

Minutes Faculty Council

Minutes FC 21 December

03. The (response rates for) the evaluation of courses still has high priority on the FC-agenda. We would like to be updated on what the plans are.

For now it will remain digital. Evaluations will be taken after the digital exams. In case of exams on paper, this is more complicated. More general, evaluations are analysed from the perspective of indications about the quality, for which representivity is not a real issue.

08. Dash 2. About study points for extracurricular activities: We would like a follow up on this. Did anything interesting come out of looking at the regulations?

Update will follow at the meeting

Minutes FC 18 January

Are there any plans within our faculty to form a recognition and reward committee?

No: there is a committee at RUG level looking at the potential impacts and effects of the Recognition and Rewards debate. Within BSS, these impacts and effects are already being discussed in the context of the revision of our career policies

Minutes FB meetings December and January

09 December 2021 > No questions

16 December 2021

- 06.02 About the exam time for students who have a right for extra time.
- What was the answer of the COS? How is it going to be the next period?

There are regulations in place for students who have a right for extra time

23 December 2021

- 09.01 About vervolg experiment promotiestudenten
- Which was this experiment exactly about and why did it not continue?

See <https://www.rug.nl/education/phd-programmes/phd-scholarship-programme/> . Its continuation is uncertain because other universities are not eager to join this scholarship programme.

- 10 About the survey that Van der Kooij distributed
- Are the results already available? (and what do they say?)

The first version is finished and has been sent to Vera (PSB). We

hope to be able to discuss the results as soon as possible.

13 January 2022

06.04 About the Jaarindeling 2022-2023

- Were there big changes in the Jaarindeling?

Not really.

20 January 2022

06.01 About memo opvallendheden kengetallen 2020-2021

- What was the outcome of the analyses for the memo?

Taken from the Onderwijsmonitor:

De faculteit reflecteert momenteel op verschillende aandachtspunten op het gebied van de kengetallen.

Wat met name opvalt zijn de lagere cijfers en slagingspercentages van studenten die tijdens de pandemie zijn ingestroomd (september 2020). Deze groep studenten is ook minder aanwezig bij fysieke colleges en lijkt minder binding te voelen met de studie. Zij volgen de streams, maar staan op afstand van het onderwijs. De opleiding Psychologie is daarom in gesprek gegaan met studenten. Daarin gaven studenten ook zelf aan zich minder betrokken te voelen en minder gemotiveerd te zijn voor de studie. Ook kwam naar voren dat sommige studenten meer zijn gaan werken in bijbaantjes. Andere verklaringen zijn dat ze minder gewend zijn aan de studie en ook geen eindexamen hebben gedaan. Sommige studenten vinden de coronaregels ook ingewikkeld en hebben veel behoefte aan duidelijkheid. Vooral het gebrek aan betrokkenheid bij de studie heeft grote effecten. Het is daarom belangrijk dat de faculteit studenten stimuleert om bij de les te blijven, maar het is moeilijk om deze betrokkenheid online te creëren. Eventueel kunnen de jaarvertegenwoordigers een actievere rol pakken in het betrekken van studenten, bijvoorbeeld door via App-groepen studenten aan te sporen om naar colleges te gaan. Dit lijkt bij Sociologie al goed te werken. Ook het verplicht stellen van onderwijsmomenten wordt overwogen. Dit onderwerp wordt verder meegenomen naar de semesterevaluaties.

Een ander onderwerp van reflectie zijn de gevolgen van meer studenteninstroom, nu en in de toekomst, omdat hiermee ook de werkdruk toeneemt. Bij Psychologie is dit potentiële probleem nu met de selectie aan banden gelegd, maar andere opleidingen kunnen hiermee te maken krijgen. Vooral in de masteropleidingen is het onderwijs intensief, en zijn grotere aantallen studenten potentieel zwaarder voor de staf, bijvoorbeeld door meer nakijkwerk. Bij de ReMa speelt dit nu al en wordt over aanpassingen nagedacht. Daarbij is het belangrijk om te kiezen voor werkvormen die passen bij het aantal studenten, zonder in te leveren op onderwijskwaliteit.

Ook masterstudenten die elders hun bachelor hebben gedaan zijn een aandachtspunt met betrekking tot de werkdruk. Het is uiteraard positief als studenten van buiten de RUG instromen in onze masterprogramma's, en de resulterende diversiteit beschouwen wij als verrijking. Maar tegelijkertijd brengt het ook extra uitdagingen met zich mee: verschillende achtergronden, verschillen in kennis, en de dynamiek in de groep verandert. Studenten die in Groningen de bachelor hebben gedaan zijn

bijvoorbeeld gewend aan een bepaalde manier van reflectie op statistiek. De masteropleidingen bieden aankomende studenten weliswaar materiaal om deficiënties in statistiek weg te werken, maar reflectie op statistiek moeten studenten verwerven en dat kost zowel studenten als docenten extra inzet. Verschillen in achtergronden en kennis kunnen dus een verrijking zijn voor het onderwijs, maar docenten moeten wel een extra inspanning kunnen leveren, vooral als het onderwijs (deels) online plaatsvindt. Hiermee moet in tijden van verhoogde werkdruk rekening worden gehouden.

Terwijl masterstudenten van elders zeer welkom zijn, proberen opleidingen ook de doorstroom van de eigen studenten, dus van de eigen bachelor naar de eigen master, te stimuleren. Sociologie probeert bijvoorbeeld in de voorlichting de masterroutes sterker naar voren te brengen via routetrekking, die een prominentere rol krijgen en de routes coördineren. Ook zet de opleiding bewust al in het eerste jaar van de bachelor hoogleraren in om te werken aan zichtbaarheid van de routes in de master. Daarnaast is het belangrijk om van tijd tot tijd te kijken naar de maatschappelijke relevantie van de routes. Het is dus een belangrijk doel om het profiel van opleidingen helder neer te zetten.

Een laatste punt van aandacht zijn de masterrendementen. Vaak treedt vertraging op tijdens het scriptietraject. Daarom reflecteren opleidingen op hun scriptiebegeleiding, en komt bijvoorbeeld Sociologie met een vast, strakker traject. Dit is duidelijker voor docenten en studenten, en beoogt de werkdruk aan beide kanten te verminderen. Het doel is ook om meer eenheid te creëren tussen begeleiders, en studenten efficiënter naar de eindstreep te begeleiden.

27 January 2022

05.01

About notitie Engelstalige master Klinische psychologie

- At what point in the process was the cancellation initiated? Why has it been initiated, who is or who were involved?

This process started within the department of Psychology (not the FB), about a year ago. The general concern was (and is) that work pressure of our staff partly derives from the number of courses offered. This pressure is very high in the Clinical Psychology group, which offers a master track in two languages. Since the labour market perspectives of the English-language master track are not well defined (and internships are complicated to organize and the numbers of enrolment are low on average, less than 20), Psychology has proposed to cancel this track. Eventually, the University Council decides on this discontinuation.

English mastertrack Clinical Psychology

- Do they only look at one year of data and which year is this? Might the numbers also be affected by Covid?

This is an issue for several years already.

Governance at BSS

- What is new in the Governance since last year?

- What specific goals have to be met in 2023 and 2026? How will these goals be evaluated?

The main goal was to get clarity in tasks, responsibilities, and powers of the various organizational units within BSS. They have now been described, including how these units should interact with each other. This is also important in order to harmonise the operational management. The implementation started already. An evaluation is regularly planned, internal in the faculty (fi with Directors and Chairs of the BU's) and during Bestuurlijk overleg with the Board of the University.

Topics for discussion

- Progress on the Quality Agreements
- Governance at BSS

Follow-up questions on Quality Agreements

A. Externe Relaties/employability.

How are the (new) internships valued by the students in terms of increasing their employability chances? What is the progress of the faculty wide employability policy?

The start of the new internships took place during the pandemic, which imposed several restrictions on these internships and makes it harder to obtain a valid judgment from students. Employability is one of the topics of our annual evaluations, and it appears that the new internships are highly valued by students in this regard. A more thorough evaluation is being planned to take place in Fall, 2022, two years after the introduction of the new internships. The Career Service Unit (Facultair Stagebureau) is fully in place now. One of the new activities concerns WIJS, a local initiative involving the Hanze Applied University, Noorderpoort college and the city of Groningen. The involved students (21 in total) were very positive about these internships.

B. e-Learning.

How much personal contact is still wished for between teaching staff and students? How can this be facilitated next to all new e-learning activities, online lecture etc.? Are there concrete norms/advice in discussion and planned? One downside to online/hybrid learning is a drop in attendance and engagement; to what extent do the plans take attendance/a sense of community into consideration? Is there a sense that this is a direction that staff and students want?

Live interactions between teachers and students and among students at the campus remains the core of our educational approach. Staff and students' sense of belonging to the study program is strongly supported by this live interaction, and a predominant emphasis on online teaching like in the recent past is viewed as potentially undermining this sense of belonging. Blended learning is perceived by us as a way to design online teaching and learning activities that are supportive of the live interaction at the campus, and that do not aim to replace this interaction.

In the light of restrictions due to the pandemic, blended learning offers educational opportunities grounded in didactics to further our educational program, especially the large scale activities. At the same time, the main aim in such a restricted situation is to keep organizing small scale educational activities as long as this is possible. Also the buildings will remain open for staff and students.

So, in these plans, which are now taken together under the frame of "epidemic resistant education", personal contact / live interaction at the campus is seen as crucial and as the core. The norms are not more precise, as we expect that more precision unnecessarily restricts the autonomy of programs and teachers. The drop in attendance and engagement is a serious issue related to online teaching that is certainly taken into account, and is assumed to change once the teaching at the campus is possible again.

C. Onderwijsruimtes.

What are the exact plans with the Bloemstraat location/its replacement and the timelines for this?

We expect the lease of Bloemstraat to end within a few years, The faculty is in discussion with the real estate department of the RUG for alternative education halls (within and without the

Hortus). An exact timeline cannot be given at the moment, because the owner of Bloemstraat has to indicate what is possible.

D. Schrijfonderwijs.

How can receiving constructive feedback on writing for students be more strongly implemented in the program to reach many, instead of individual consultations?

Each of the departments is working on such initiatives, aimed at reaching many.

If concrete areas of action are defined, does the FB consider different activities/tools to achieve the goals? How are the activities selected? What are the benchmarks for success? When do we decide there is indeed a need for updates/changes, and how will we evaluate these?

These initiatives are not designed by the FB but by the departments and the staff. Based on their expertise, activities are selected.

The benchmarks for success would be: a sufficient level of writing quality, which can be assessed in the medium/long run.

Each year we evaluate the projects and initiatives together with the educational directors, and based in these evaluations we decide on the necessary updates/changes.

The text refers to project E for further information on writing education, but the information given there is minimal. As such, we do not know what has been achieved, how this has been achieved, and how these achievements are evaluated by students and staff.

Project D is interconnected with E, for an overview of the initiatives or activities, the achievements and plans see Appendix 1 to the Report "Kwaliteitsafspraken".

The document states that plans to make writing support faculty-wide were hindered by COVID19; can this support be hybrid/online? Will this plan be reintroduced?

Yes, this initiative will be organized again, preferably not online, once the staff involved have the space and time for this.

E. Onderwijsverbetering, activerend en kleinschalig onderwijs.

"een groot deel van de doelen van het project is behaald" --> how do we know this?

This is based on the evaluations of the departments/educational directors.

Point 3 provides a list of activities that are used to improve education with regard to quality agreements. Further explanations would be helpful: what does 'improvement' of the ALC mean, how is it improved? What does 'tightening' writing education mean (see also point 2 below). What is meant by re-adjusting skills education? What is being adapted within skills education and how?

These specific questions need to be addressed to the departments, but an actual overview of the activities and initiatives taken by the departments is mentioned in Appendix 1 to the report "Kwaliteitsafspraken". In general, the departments are working on all these topics from PEDON (Peer feedback with BA-papers; "referaatpracticum"; "interviewpracticum") to

Sociology (learning line Academic Skills; redesigning different courses) and Psychology (fi academic writing, redesigning learning objectives in relation to assessments).

2. 'Skills education, especially writing education, is essential in the training of academic professionals' → see above: why not reintroduce the faculty writing plan??

That is a possibility, even though we were advised not to organize a writing workshop because there already was sufficient support in the departments. But we will develop a faculty wide writing policy for staff and students (which for many of the staff involved was not a priority due to the Covid-situation).

3. 'sharpening writing education, see also project D.' → circular reasoning? With project D, refers to project E, and with project E back to D? Where is the money and plans now? In a plan for faculty writing education, or in general education improvement regarding small-scale education?

Next to a faculty wide approach, each department has its own writing policy and plans, because the needs of the programs are different. As mentioned above the projects D and E are interconnected. Writing education will first of all flourish in small scale teaching. Therefore the funds of categories D and E have been fully allocated to the departments.

In general

How are future challenges to promote good quality education (beyond COVID) be defined? Who is participating in this discussion? Is the money distributed based on the concrete costs of an activity? or divided first based on priorities?

"The faculty is thinking about the way in which future education should be designed." How is this process taking place?

In general, the quality agreements are not directly about the future challenges to promote good quality education, though it is our main concern because of the current circumstances that force to rethink our educational design. As announced in the meeting of Tuesday, we will involve the council, educational directors, staff and students in the discussion about epidemic resistant education, which include blended learning and assessment policy.

In a few weeks' time, a discussion memo will be distributed in the faculty, and departments will be asked to discuss this among staff and students. Also teachers will be supported by the educational experts from the Centre for Information Technology (CIT), Educational Support and Innovation (ESI)/BSS itself.

The resources are first divided according to activities in the different categories A-E. For category D and E, the funds have been distributed on student numbers.