



## besluitenlijst

### Faculteitsraad GMW

Datum  
15/03/2022

Corsanummer  
22.11637

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#### Afwezig

S. van der Steen

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- 01**            **Opening, adaption agenda and minutes**  
The agenda and minutes were adopted.
- 02**            **Written questions following the minutes of**  
- Van Veen thinks that the third chance exams will not happen. The decision was made in a short time under the circumstances that existed then.  
- The project for revision of the course evaluations has not yet started. The FC indicates that a few members would like to be involved in this.
- 02.01**        **The meeting of the Faculty Council**  
- At Sociology, students receive credits for non-curriculum activities; at the other programmes, students do not. Van Veen will look into this matter and come back to it.  
- The involvement of the Programme Committees in the Best Practice Award is not clear. This award is about the course, not about the teacher; students lack the information on how to jury. Van Veen invites the FC to give suggestions. The year representatives could be involved.  
- Van der Kooij reports that the results of the survey have been discussed with the programme directors. The survey was conducted among sociology students only; this proved to be sufficient.  
- Buigel - Regarding the budget for extra staff: The Werkdrukmiddelen will be continued, but we have to wait and see what the Voorjaarsnota will bring. The Ruggesteunmiddelen are temporary (for another two years).
- 02.02**        **The meetings of the Faculty Board**  
No additional questions.
- 03**            **Topics for discussion**  
Topic 1. Hansen: We have made a proposal for the composition of the committee that selects the new members of the FBC, to create more support and transparency.  
Aarts. The FB considered the proposal, but decided not to adopt it. We will make sure that we will come up with a legitimate choice of candidates. Diversity and background is important.  
  
Topic 2. Hansen: Why are MA-theses published online by default? Hansen shared some critical points such as challenges with respect to ECP,



privacy, GDPR, and collaborations; plans to publish data with the supervisor (a published thesis maybe considered as publication and may not be published as scientific article), students need to be informed about the consequence of publishing their thesis online, and potentially increased plagiarism. Hansen asked whether the submission option could be changed as the uploading form is not that clear and students could submit without discussion the consequences with their supervisor and how to make the procedure less effortful for students and the examinations committees.

Aarts: Theses are stored in the library's repository, they cannot be found via Google. The decision was made to make theses public, unless. This is also the case at other universities. It would be strange if the final product of our education could not be made public. Organisations that students work with are very aware of the consequences of publishing the theses.

Student faction: Students like the idea that they can show the end product of their studies.

- 04 Announcements from the Chair and the Deputy Chair**  
Hopman: For next years' student faction, PSB has nine candidates.
- 05 Announcements from the Faculty Board**  
Buigel en Plas want to discuss the annual figures with (a delegation of) the FC. The invitation will follow a.s.a.p.
- 06 Faculty Education Monitor BSS 2020-2021 (inform)**  
The monitor looks back and evaluates the previous academic year.  
- It seems students are used to the online study, but lectures at the campus make students more involved in education. And sometimes students don't really know each other. As of April 19th on campus education will be possible again.  
- Teachers can decide to put off the livestream. The recordings of the lectures will be available shortly before the exam.  
- There will be more use of blended learning.  
- Hybrid education may still be necessary for large groups of students.  
- Currently the pilot project with the writing coaches is starting. The writing coaches give feedback on academic writing instead of the teachers.
- 07 Progress report Tenure Track policy - Confidential (inform)**
- 08 Questions**  
No questions.
- 09 Closing**  
16.25 hrs.

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

### General questions

- Are there any concrete actions planned regarding the war in Eastern Europe? The topics which were mentioned in the email to the faculty were good and clear. But who are affected in BSS?

*At the central level, it has been ascertained which students and staff were affected by the invasion, and in many cases contact has been made. Within the faculty, the supervisor has an important role for staff and we know that there has been contact here.*

- The staff members of the faculty council were happy to read the newsletter announcement about the call to apply for the bevoororderingscommissie at BSS. Open procedures for such important positions can help to increase transparency of procedures and – if well implemented – result in more trust and feelings of safety in selection procedures and more diversity in an origination.

To achieve these positive outcomes, besides an open call for applications, the selection procedure for members of such a committee are crucial. To achieve this, the staff members of the Faculty Council suggest installing a small committee consisting of the dean, a current member of the bevoororderingscommissie, and two other members of our faculty. These latter two members should ideally reflect important diversity categories that are not covered by the dean and the current member of the bevoororderingscommissie, such as different disciplines of the faculty, gender, ethnic background, and a member who is still in the tenure track. To achieve diversity in this committee the faculty council could propose one member. Similar procedures have been successfully implemented in other faculties as well (e.g., FEB).

*The “bevoororderingscommissie” is an advice committee of the FB. A “benoemingsadviescommissie” for the “bevoororderingscommissie” is not necessary.*

- What is the Faculty Council's position on the '3rd' chance for students in relation to the education load that is already high?

*The decision on the 3<sup>rd</sup> change has been taken by the central board (CvB) and assumed to support students. We are aware that it implies an increase in workload for the teaching staff involved. This issue has been discussed with the programme directors and the policy is to support the teachers involved as much as possible within the current financial means. No extra financial support is available for this specific measure.*

- The travel cost allowance for people who live at a greater distance is absolutely insufficient and in comparison to other universities much worse. We want to be attractive as RUG for people and a good travel allowance is part of this, especially in our new hybrid work. Does the FB consider looking at adjusting the travel allowance?

Quote employee: “Het is onduidelijk hoe zich de Algemene informatie fiscale reiskostenregeling RUG - zie blz 3), verhoudt tot het Keuzemodel arbeidsvoorwaarden. Daar staat deze optie helemaal niet bij. Lijkt erop neer te komen

dat men bij niet kort contract (>2 jr) alleen nog maar in aanmerking komt voor de standaard Woon- en werkverkeer regeling van 4 cent p/km, max 80 km per dag. Beide regelingen houden sowieso geen rekening met specifiek OV kosten en zijn alleen in te zetten op de dagen dat men reist en niet thuiswerkt. Daar doet zich ook meteen een nieuw probleem voor: in geval van een NS abonnement kan ik geen abonnement voor 2 dagen per week aanschaffen. Dus die regeling is ook nog eens extra ongunstig in vergelijking met reizen met de auto. Dat kan niet de bedoeling zijn.”

*The old (pre-corona) commuting arrangement is back in effect. New employees can submit applications in accordance with the scheme. This is no longer done via the ‘Keuzemodel’, but via My Dashboard / DIY , Fiscal Travel Requests. Employees who already participated in the scheme do not have to do anything.*

*Recently, the faculties asked HR to look at the current commuting scheme, as it does not seem to be competitive with other universities. Faculties cannot apply their own policies.*

## **Written questions**

### **Minutes Faculty Council**

Minutes FC 15 February

02.01 Van Veen will make an overview from the surveys and evaluations. We would like to know if there is an update on this.

*Several scenarios have been discussed with the programme directors. One of them that will be piloted is to connect the evaluation to the moment students ask for their grade in progress (instead of connecting the evaluation to the exams).*

*Another topic that is being explored and which is related to the increasingly rudeness in evaluations is to stop with anonymous evaluations and to require students' names. Teachers will not be informed about the names, only the results of the surveys.*

*On the long term, we are considering to redesign the evaluation procedures to create more qualitative dialogue between students and the teacher about the quality of the course. This will be a project for the coming year.*

Also: is there already a response about the extracurricular activities?

*Considering the participation of students in faculty committees such as the Faculty Council as extracurricular activities is too problematic because it requires some kind of assessment or evaluation. Therefore, the Faculty Board is hesitant to implement this idea.*

05 Is there already a concrete plan regarding more robust education?

*A more concrete plan will follow the coming month. Several scenarios are already discussed with the programme directors.*

Sectorplan: When can we expect the conclusion by the ministry? What is the timeline? And when are the new funds available?

*Whether or not the plan will be included in the 2022 budget, will become clear when the government finalizes the Voorjaarsnota. The timeline would imply that, when included in the budget, expenditures will be planned in 2022 and later. The war in Ukraine is expected to shake up many of the cabinet plans of January.*

09. Psychology is misspelled

*Duly noted.*

### **Minutes FB meetings February**

Why were there no more meetings?

*Because of one holiday week.*

3 February 2022

06.05 Nominaties Best Practice in Teaching and Learning award 2022:

- How does this differ from the teacher of the year award?

*The focus is on the teaching practice and not on the teacher.*

- What are the criteria for best practice?

*This is left to the Educational committees to decide. In general it was formulated by us: "Het gaat dus om een teaching practice die inspirerend, relevant en didactisch goed doordacht is. Het kan dus gaan om een vak, college, werkgroep, practicum, ondersteuning, coaching, (scriptie)begeleiding, intervisie, tutoraat of ALC. "*

*At the university level, more specific criteria are used:*

*Criteria for the Best Practice Award*

*We are looking for courses that apply one or two of the following criteria in their design and execution:*

- *Teaching activities that promote active participation or collaboration in order to stimulate and facilitate students to generate, exchange and integrate knowledge. Courses that stimulate learning in an interdisciplinary setting are particularly welcomed.*
- *Blending on-campus and online teaching activities to optimize the learning environment.*
- *Peer learning: students learning from and with each other, for instance with the use of peer tutoring, peer assessment, collaborative or cooperative learning.*
- *The use of feedback: Feedback is information that allows students to critically consider their own achievements and (study) behaviour, and to regulate their learning process.*

- Are the programme committees well informed about the changes and the process?

Yes.

10 February 2022

07.02 About the survey from Bauke at Sociology

- Do they also want to do something like this in the other studies?

*Answer will follow later.*

### **Faculty Education Monitor BSS 2020-2021**

Page 3 First paragraph: It sounds like that the year representatives have to 'fix' the participation rates at the lectures, but are there also more concrete plans for this?

*The purpose of the monitor is to look back and evaluate, and not so much to provide concrete plans for the future. The topic however has been discussed with the educational directors. At the FC-meeting we can elaborate some options to stimulate the participation rates at the lectures.*

First paragraph: according to us as student faction, mandatory working groups could work out, but mandatory lectures not. We also think that there are other ways to improve interaction between students.

*We would love to hear your ideas about this topic.*

Third paragraph: are there any concrete ideas about how to face the problem of master students who did their bachelor outside of the faculty?

*Not that we know of. This is up to Psychology in this phase.*

Last paragraph: It is stated that they are going to implement a more clear thesis track at Sociology, are there also plans for the other studies?

*Not yet. 1. The problem is very specific for Sociology because of the low rendement scores, and 2. Other studies have different procedures for the thesis tracks.*

Page 4 "Bij Sociologie en PedOn is de werkdruk afgenomen en lijkt deze momenteel onder controle, mede dankzij de werkdrukmiddelen, waarmee een aantal vaste nieuwe docenten is aangesteld."

- Where comes this idea from?

*This idea comes from the education monitor of Sociology and PedOn, as constructed by the departments themselves.*

- Is this a permanent solution?

*For now it is.*

Page 5 About testing methods: The focus could be more on variety in testing.

*That is indeed the central focus.*

Also: what does the FB want to do about teachers who want to hold on to their teaching methods?

*This is up to the different departments / educational directors and their teachers.*

About pandemic education: First of all, the percentages do not add up.

*The percentages do not have to add up. More reasons can apply for the same person. The percentage indicate for how many students as specific reasons is relevant.*

Second, the problem that students are not coming to the university is not emphasised on a lot.

*Not clear what the question here is.*

Page 6 About online education activities: We think lectures are still the base of a course. You can implement online learning methods in working groups, but we think lectures are less suitable for this.

*We totally agree!*

“De epidemie lijkt ook seizoensgebonden te zijn, waarbij met name de herfst en winter problematisch zijn. Het gaat hier om de maanden november, december, januari en februari en waarschijnlijk ook maart nog. Dat zou betekenen dat in de resterende maanden (april t/m oktober) er meer mogelijk is qua fysieke aanwezigheid op de campus en tentamenhallen”.

- Does this relate to pro-active policy/ already decided or is this dependent on national regulations?

*No this is not already decided. This is about preparing the programs for a possible time of restrictions.*

Page 7 We are positive about the ideas on the Honours program

What are the best practices of these writing coaches? We (the students of PSB) did ask the Sociology students about this matter and they did not know of the existence of writing coaches?

*This is a question that can be asked to the departments/educational directors.*

Page 9 About the grading with a pass/fail: We think that there should be more emphasis on this problem; students are really not motivated.

*Agree, we are aware of this issue, and this was never meant as an ideal solution, rather an emergency solution, for lack of a better alternative in those circumstances*

Another problem with this is that students who want to graduate with cum laude and students who want to go to other universities are having difficulties with this.

*Agree, we also are aware of this issue.*

About the internships:

- Do we have evidence about the experiences of students with the internships?

*If with evidence is meant evaluations, yes, we do evaluate the internships.*

- Do they find it easy to organize and fitting to their programme/ own interest?

*Not sure how to answer this question. From the perspective of the programme, the aim is to find a fit as much as possible. For some this is a good fit, for some not so much. This cannot be guaranteed beforehand because it also depends of what internships are available and how students experience the internship, etc.*

Point 13      Is there a particular reason for why all the Sociology projects have not stated?

*No. This is a monitor of the faculty and many details referring to the departments are left out because they are not relevant to be mentioned to the central board (for which this monitor is written).*