



besluitenlijst

Faculteitsraad GMW

Datum
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Corsanummer
22.12660

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Afwezig

A. Sarampalis

- 01** **Opening, adaption agenda and minutes**
The agenda and minutes were adopted.
- 02** **Written questions following the minutes of**
02.01 **The meeting of the Faculty Council**
No follow-up questions.
- 02.02** **The meetings of the Faculty Board**
- 31 March, point 5.4 – Van der Lee indicates that it is beneficial for students if the recordings of lectures are available a few weeks before the exam.
Van Veen: This is up to the individual teacher, but we strongly advise teachers to do so.
- 03** **Topics for discussion**
Reducing exams from three to two hours.
Mouw wants to know why the information about reducing the examination time from 3 to 2 hours was distributed so late. This caused a lot of stress amongst teachers.
Van Veen indicates that the FB had been informed about this sudden decision of the University Board only a few hours earlier and was very surprised about this, just like the teachers. Van Veen: we communicated to the University Board that we are not happy with the process regarding this decision. The policy for the coming periods will be that most exams are two hours with a few exemptions for three hours.
Mouw asks if there is additional support for the extra work caused by this decision. Van Veen points out the Student Assistants are still available. Teachers can contact the Programme Director when they need additional support.
Van Veen: Concerning the evaluations, we are still working on solutions.
- 04** **Announcements from the Chair and the Deputy Chair**
No announcements.
- 05** **Announcements from the Faculty Board**
- Implementation of Brightspae:
So far no serious problems have arisen. It is planned that before August the



system has to be ready for block 1A. Teachers will get support in building their courses in Brightspace from two embedded experts and a few Student Assistants.

- Epidemic-proof Education:

A new period of restrictions is foreseen for the coming winter and we want to be prepared for that. We are looking for ways to keep people committed which requires an optimal form of blended learning.

06 Faculty Teaching and Examination Regulations (consent)

Mouw points out that regarding the validity of completed course units, it is not clear whether students have to retake the whole course next year, or pass over partial grades.

Van Veen explains this concerns a new rule in the TER and it is difficult to change that. It would be better to include a clarification in the examination regulations.

The FR gives consent.

07 Progress Report AV&D-Working Conditions, Safety and Sustainability (gevoelen/opinion)

Buigel adds: There is jurisprudence on the case when an employee working at home has an accident: then the employer is responsible. For the UG this is new, additional policy on this will follow.

The staff faction gives consent, the student side there are positive feelings.

08 Kick-off note Diversity & Inclusion (discuss)

Aarts: We aim at appointing a D&I officer, in addition to formalizing the working group that is already active. We are looking for a senior person for leading the working group.

There is now a web of people and institutions within the university that can be contacted when there are issues in any kind of sphere. There is also a webpage especially for employees. Our experience so far is that these people are able to find each other and work together.

The D&I policy needs to be further developed.

09 Ruggesteun (discuss)

Van Veen: In our vision the core of education takes place on the campus, and we will look for the optimal combination with online/digital possibilities.

There will be embedded experts and Student Assistants to support, teachers can decide what they think is best for their course.

The student side is happy with the plans. They are in favour of on campus education, but think it is an advantage to have recordings.

10 Personnel policy department directors (inform)

No follow up questions.

11 Questions

- The students are curious whether the decision on publishing master theses has been made already. Aarts: The principle decision to make MA-theses public was made a few years ago (this does not apply to theses finalized in the past). Of course there are always options to opt out of the publication for good reasons or if the student chooses not to, but we still value making MA-theses public as a default, also in accordance with Open Science. The opt-out procedure can be simplified as there is no need to involve the Examination Committees in this step.

The student faction propose to include information on the publication of theses in the syllabus.



Van Veen will look into this.

12

Closing

Next meeting will be at the faculty again (B.128).

Closing 15.55 hrs.



Written questions & discussion points for the FC-meeting of April 19th, 2022

Written questions

Minutes Faculty Council

Minutes FC 15th of March

02 Second dash

- Can you give us an idea of the timeline and will the FC be actively invited for this?

Three actions are planned:

1. *An increase of the response rate by 1) in case of digital exams to add a link to fill out the evaluations (in line with the previous procedure in which an evaluation on paper was handed out). This is planned to be executed with the exams of Blok 1 in 22-23, and we try to implement already in Blok 4. 2) in case of all non-digital exams, the teacher will receive the link to fill out the evaluations.*
2. *Enhancing the role of the year representatives and to uniform their role within the faculty. This plan is being executed: a meeting with all year representatives to reformulate their role. And a new role description will be implemented after the summer.*
3. *Rethinking the whole evaluation system by exploring other designs. A first draft will be discussed before the summer (hopefully) with the FC, the education committees and educational directors. (a possible outcome can be that we keep the existing procedures)*

02.01 Second dash

- We are happy to give suggestions to the FB about the Best Practice Award. Next to that, we suggested that it would also be a good idea to talk to the programme committees.

Let's plan a meeting to discuss these suggestions

In general: it would be wonderful if the action points could also be labelled in the minutes of the meetings.



We will see how this can be arranged, for the new system is not flexible in lay outing.

Minutes FB meetings February

17 February 2022

06.01 SSH sector plan 2022: Is there already an update available about the sectorplan?

The Sector Plan still seems to be part of the government policies related to higher education that will likely be published in May (Voorjaarsnota). Further updates are not available.

3 March 2022 > No questions

17 March 2022

03.01 The date says 3033 instead of 2022

Noted. Our vision pre-empt our daily business.

06.04 Opening blok 4: Worries about students not attending lectures

- What is the action plan for how to get the students back on campus?

The action plan has been communicated in the meantime: no streaming unless, clear communication about what is expected from students by the teachers (including whether and when recorded lectures will be made available) and free coffee in the week of the 19th of April.

In addition, the teachers are asked to give time in their first meetings for students to get to know each other.



Finally, the study associations will be very active in the week.

24 March 2022

06.02 Start blok 4

- Why were the students informed so late in the process? We think it could have been so much more clear than one explanatory email. Also regarding the free coffee, since a lot of the students do not know this is happening.

An email to all students was send, the moment it was clear how Blok 4 would start and what the possibilities were.

- We would like to know more details about the students who are in an exceptional situation regarding having to be on campus or not.

This information currently is collected by the exam committees. In general it is related to issues like vulnerability.

06.03 Voorstel verkenning slimmer collegejaar

- Why exactly would participating in the pilot lead to a 'verarming' of the education?

The pilot implies less contact time between teachers and students.

31 Maart 2022

05.03 Brightspace

- We are happy to hear that the staff is getting assistance, but what about the students?

Webinars, just like getting to know Nestor, will be available. Brightspace itself, just like facebook for the older generations, is quite intuitive. For the teachers however, they have to build their courses in brightspace which is quite different.

05.04 Klachten



- What were the complaints about?
- What was the nature of these complaints

There were 5 complaints, regarding coming back to the campus in Blok 4. It was about distance, it was about the combination with work, and vulnerability issues.

See the reply:

Dear students

Thank you very much for voicing your concerns. We understand very well that the decision for limited availability of lecture streaming and recordings may be inconvenient for some of our students. Especially after a long period in which hybrid education and online education seemed to be the default approach. At the same time, the hybrid and online approach was an emergency measure because of the pandemic. Moreover, it turned out to have negative consequences for the majority of students (in terms of well-being, involvement with the faculty, performance and the period of study before graduating). This is why we want to be active on campus again as much as possible, now that the risk due to the pandemic is sufficiently low to safely do so.

The Board of Examiners is looking into the conditions in which a provision can be assigned to be allowed to attend lectures online or receive recordings, but has already communicated that these conditions will be strict and will not apply to the majority of students. The Board of Examiners will communicate this as soon as possible.

Sincerely,

On behalf of the Faculty Board

Klaas van Veen
Vice Dean

Topics for discussion

Reducing exams to two hour: Jolien will start the discussion

Faculty Teaching and Examination Regulations (Consent)

BA 3.6.2 Practica: tekst verwijderd: het tentamen van een onderdeel kan niet worden afgelegd nadat het desbetreffende practicum (met voldoende resultaat) is gevolgd.



- We would like some clarification since we do not know what is meant with it and why it is changed

Much has been deleted because in the current OER several regulations are not allowed anymore. In this case, this means less restrictions.

BA 3.9.4 & MA 3.11: Deelname aan onderwijsenheden: bachelor students cannot enter MASTER courses and the other way around

- How is this going to be approached in regard to the 'zachte knip', since people need to be able to enter master as well as bachelor courses in this situation. This would also apply to people who are doing more than 1 study at the same time

For the zachte knip an exception is made, regulated by the government.

BA 9.10 & MA 4.10.2: examiner will mark a written examination within 10 working days:

- Is this still feasible with the new plans for more diverse and varied assessment and pandemic proof education?

We still think it is feasible, though if not, the procedure will be adapted.

BA 9.11.3 & MA 4.11.1: completed course units remain valid indefinitely:

- Is this being communicated to staff and students in time?

Not sure what is meant with in time. The OER is available from June.

BA 9.12.2 & MA 4.12.2: please check the sentence.

Yes?

BA 9.13.2 and.5 About the deleting of the sentence which states that you can repair the thesis

- We would like to know why this will be deleted, since it now gives the idea that it is not possible to have a retake option for thesis components

It has been deleted to be in line with the university regulations. When you read the complete text, this idea is not there.

BA 10.6.3 & MA 5.6.3: About the plagiarisms control:

- Please add take-home exams, digital exams as well here.

Schriftelijke werkstukken include take home exams and digital exams.

Progress Report AV&D-Working Conditions (Instemming/consent)



General:

Given that staff members work from home, what are the considerations about health and safety at home (both legally and physically/mentally).

It is very important that managers discuss with employees whether and how hybrid working is possible and what the possibilities and risks are. For this very reason, the faculty is organizing three workshops by HR experts in May for obp managers, professors, the chairs of the basic units, directors and the faculty board. In addition, hybrid work must be a recurring topic of discussion and the employer has to check whether an employee can do his job safely and healthily. As we are in the beginning of this new situation, we assume that the university will formulate additional policies on this issue. More information on this topic can be found at <https://www.arboportaal.nl/onderwerpen/fit-en-vitaal-thuiswerken/wat-staat-er-in-de-wet-over-thuiswerken>

2.1 You can see that the “Psychisch, werk gerelateerd” has grown massively.

- The work load and work stress will probably only get more the upcoming years (also because of the budget and the rising prices). Does the FB have plans about how to tackle this problem/situation?

Under 2.1 of the progress table, we noted that there are two important developments that have a positive effect on the workload: the new collective labour agreement and the selection on the master programs Psychology with which the inflow of students is regulated. It is because of corona and the switch to online education that the additional workload has arisen. We are trying to reduce this in the future by responding to it in time by pandemic-proof education. Furthermore, we also think that the reconsideration of the tenure track system will contribute to a reduction of the workload, although this will take some years.

In addition, we hope that a large part of the 700 millions euros that the government has included for education will go to scientific education and that this can be used to attract extra staff members. On the other hand, there are indeed considerable price increases (e.g. IT and energy costs). For the latter, we will have to look at the faculty level how we can achieve savings.

4.2. The separating of waste.

- It does not look like the trash is separated correctly, since all the garbage bags end up in the same place once they are emptied.

The waste is currently separated as well as possible at the front end, but the waste processing is unfortunately not well developed yet. This is why some waste streams are now mixed together, but this is corrected by subsequent sorting at the waste processor. In short, separate collection is already a step in the right direction but the process is not yet optimal.

See also: <https://ukrant.nl/magazine/klokhuisen-in-bekertjes-en-plastic-bij-het-restafaal-afval-scheiden-is-zo-makkelijk-nog-niet/>



Point 5

- Are the beamers regularly checked upon? Now the contrast of the beamer/ the lighting in the lecture halls makes it difficult to teach

We will check whether this issue is known to the experts. Please let us know in which lecture halls this lighting problem occurs.

6.3 Jaarplanning ontruimingsregelingen.

- It would be very great if the study associations can be involved in these matters. They are the ones who feel responsible for the students and would like to know what to do in emergency situations.

This is a really good suggestion. We will pass this on to the prevention coordinator.

Kick-off note Diversity & Inclusion (Discuss)

We have no concrete questions

Ruggesteun (Discuss)

- Final page: There is a concern that ERT will be considered to be blended learning and will impact on teachers' willingness to cooperate. Is there an action plan to counter this?

There is no action plan to counter this specific issue. The paper explicitly makes a distinction between ERT and Blended, and actually the whole policy is aimed at avoiding ERT.

- What is the FB's vision on how to actually motivate students to be involved in blended learning?

Blended learning refers to a teaching approach which aims to motivate students to study and learn.

- Does this vision of blended learning also include our current experiences regarding students not attending lectures?

These experiences play a role in our thinking about this approach, of course.



Personnel policy department directors (Inform)

- The GS seems to be missing here?

The Graduate School is not a department, therefore it is not mentioned in the text. In itself, the question is valid. We are going to see if we include anything about the Graduate School director in this text or write a separate memo.

- Why does the PEDON department have a lower amount of FTE's for managing the same tasks?

Departments look at how much time they need to spend on management tasks. This specification comes from PedOn.