



Consultative meeting (OV)

Date: 16-02-2017

Location: REC E2.52

14:00-16:00

Present

The Faculty Board:

Han van Dissel – Dean

Peter van Baalen – Director of Education

The Faculty Student Council (FSR):

Mourad Farahat – Chair FSR FEB

Toma Cerniauskaite – Vice Chair FSR FEB

Aleksandr Tikhonov – Chair Organisation and Media

Atma Jyoti Mahapatra – Chair E&R Committee

Davey Noijens – CSR Representative

Tufan Kiziltekin – General council member

Rinus van Grunsven – General council member

Raffaella di Carlo – General council member

Melissa Wijngaarden – Council assistant

Lieuwe van Hoorn - Secretary

Minutes

1. Opening and determination of agenda

Nothing is added to the agenda that is agreed upon initially.

2. Determine minutes previous meeting (*att: 170127 OV Minutes draft*)

The minutes of the previous OV are approved.

3. Announcements

1st Announcement

Mourad says that he talked with the OR; the only way they would approve of a 10 working days maximum grading period for the midterms, is if they would receive a formal promise from the faculty board that they can hire more staff if needed. The dean says that it depends on the allocation model. If the budget of 2017 is considered, it is clear that the





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faculty can still hire 12FTE extra personnel capacity. The dean says that he already told all the sections to speed up the hiring process.

There is another issue however, the dean points out: the implementation of the new bachelor given the new weekly cycle, obviously shows a general need for more teachers. The general remark is that there is budget for hiring more people in the short term, in the long term however, it depends on the new allocation model. The dean mentions that Peter proposed a new model of less extensive midterms as well, which will have a negative effect on the demand for teachers. Mourad says that the concerns of the OR are mainly a matter of obstruction as to what he heard from the OR. Why would the board not just give formal approval of hiring more teachers if needed asks Mourad? The dean says it is also a political game that is mostly initiated by the teachers that are in the OR. Peter says that a meeting is planned to go into detail about whether it is the case that the faculty really needs more people once we have less extensive midterms. This would also mean that in terms of grading it would be less work for teachers. This is something that needs to be found out on a real detailed level, according to Peter. For now, we simply don't have all the necessary information to have a fruitful discussion. First a thorough discussion with section heads is needed, according to Peter. Peter proposes to postpone this topic till after those discussions. Mourad recognize the need for more clarification. However, if the faculty could make a formal commitment that it is determined to alleviate any high workload situations in specific sections that might occur, this would ease the the whole transition process of the BSc split and the OER discussions. The dean replies that he will not sail on the opinion of the OR only, but also on the opinions of the section heads. The dean poses that he received different signals from those. He admits nonetheless that there is an issue in the distribution of workload.

Also the general position of the board on the grading term is that it has to have a clear link with the pedagogy of the course, that's why it is set to 10 days according to the dean . Mourad replies that this is exactly why the council has pointed out this issue. In order to sustain the 10 working days; a formal commitment to hire more staff is necessary. The OR only wants to keep the mid term grading term at 10 days if they get formal promises to avoid workload problems. Peter proposes to first have the in depth discussion with the responsible section heads on march the 7th at 12, since a meeting with those is already planned for that purpose then. Mourad asks when the board would have a clear enough idea to definitively make a decision. Peter responds that there will also be a certain amount of other meetings beforehand march the 7th. He says that he does not have more details about when the next round in this discussion cycle will be reached. Mourad says the council will bring it up again after march the 7th and that the council will stick to this deadline for now.

The dean asks why the workload issue of the teachers is of importance to the FSR



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anyways? Mourad replies that it is relevant for the council because of the fact that the quality of grading is positively correlated to the amount of time teachers can spend on grading exams.

2nd Announcement

The dean says that regarding the follow up on the D&D referendum, the faculty has set up a committee to look at the possibilities of creating a senate. After they have established a opinion on that they will look at other possible improvements at the faculty that may emanate from the D&D referendum.

3th Announcement

The dean says that there is a striking figure which is of interest to the council from a meeting about the allocation model he just had. The distribution of budget among faculties is very unequal. The FEB is highly in the disadvantage as a faculty. The dean promises to forward the allocation model presentation to the council (ACTION POINT 170216 01). Also the distribution between teaching and research is really uneven over the different faculties. The dean keeps to his stance that all distribution of funds among faculties should be equal.

4. BSc split

Mourad says that council had a meeting with the OC and OR, Gerard Kampschoer is still very unhappy about the BSc split. Questions about the new weekly education cycle have come up as well in this particular meeting, since it has been found out that the impact of the cycle will not be the same among different courses. Quantitative subjects will get less teaching hours than now while qualitative will get more. Peter said he had this discussion with the quants. The argument for this occurrence is that different courses have a big variety in study load while they all receive the same ECTS. It should be more equal. What can be seen in the current program is that here is a huge misbalance among courses. When Peter looks at those who are responsible, if they say that they need more quant courses, then they should put in more quant courses and maybe erase some qualitative courses from the curriculum. According to Peter, it is only in the students' interest. It is easy to increase the study load for teachers, but it is more difficult to disperse the workload more equal among courses, while the latter is more beneficial for students. Peter will not allow courses such as mathematics and statistics to increase 6 ECTS formally to 8 ECTS in practice. That is also the reason why many people are complaining says Peter, because the workload is too unequally distributed among the courses. All this adds up in



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favour of the new weekly cycle according to Peter.

The dean says that there is an additional argument. There are no objections against embedding content from courses that have an overwrought workload in other courses. Some stuff that might be too much in mathematics could be embedded in microeconomics for instance. Toma responds that this dispersion is already the case. The dean puts forward that some of these mathematics tutorials can be included in microeconomics then. Mourad says that the way the new weekly cycle is defended right now by the board is exactly the problem, since it is mostly a political problem. The consequence on students is that when the weekly education cycle will get implemented, it will not be implemented as extensive in the manner that Peter proposes in favour of dispersion of the workload among courses. Mourad thinks it could in fact turn out to be a counterproductive innovation. Peter responds that the current action which is being taken is that the microeconomics and related courses will have to come up with a detailed learning trajectory. This will ensure that there will be a certain continual logic between the courses. The same is being done with other courses. The course coordinators have to indicate what their need is in terms of mathematics, then Peter goes to the mathematics section to make sure that the connection will exist between courses.

Mourad says that the consequence is as follows right now; under the current model math is structured in a particular teaching hours' scheme. But under the weekly cycle model it would be 75% of the current teaching time. A subject as applied as mathematics will in practice handle the same amount of theory and have less time for application in a tutorial setting, as is the case in the status quo. Peter puts forward that self study time should also be managed. Self study is also program time according to him. Mourad says that right now a week consists of two lectures complemented with two tutorials. Peter replies that these are two cycles in one week indeed. The consequence of implementation of the new weekly cycle according to Mourad, will be that things that will normally be studied in the second lecture might become part of self study. That is the point that Mourad is trying to reconcile. Peter understands the point and asks if the council would prefer more tutorials (two versus one lecture). The council responds affirmative to this point. Peter does understand the initial resistance, but explains that the initial idea of the second lecture is to have more firm feedback moments weekly. He assures that there is a firm improvement path that the faculty will keep track off regarding this topic.

Mourad says that the council does understand the usefulness of the model, it is not discrediting the intention of the model. However, the transitional period in which the model will have to be implemented to its full potential is the concern of the council. Peter replies that for now more details are needed in order to figure out how it will turn out, and assures the council that these concerns are addressed. Mourad points out that the weekly model should not be seen as the holy grail, thereby blinding the faculty to the quality of education in practice.

Mourad says that most of the current drop outs had problems with mathematics. Peter also points out that it is not only mathematics that causes problems with the achievement of





students' BSA, a lot of other courses are represented in this picture as well. In practice it is seen that students really strategize in choosing their courses to pass the BSA. The dean adds that quite a few fail mathematics because the course is ten ECTS crammed in a six ECTS course. Peter says that if this is the case another course with mathematics will be added. Davey points out that if the syllabus would change as well this might lead to additional problems. Because if the the weekly cycle gets introduced and the mathematics course is not made less comprehensive, we have a bigger problem than right now.

4.1. Plenary meeting about the BSc split

Mourad asks if there are any new updates on contentious issues for example regarding inter-course cooperation that the council should be aware of before the meeting tomorrow. Peter replies that the council has all the same documents as the faculty owns. However, Peter points out that the faculty is constantly taking in comments and adjusting the course of the process.

Mourad has a question about the “toetsbeleid” since he talked to the econometrics department. They seemed really worried because their academic field is really different compared to the rest of the FEB. Peter says he is really focusing on this right now; he knows now already that some teachers have different forms of education (lectures/tutorials/exams). Mourad says that econometrics doesn't work like economics at all, it is almost exclusively quantitative simply by virtue of the study. The dean says that econometrics is taught according to very different methods on other universities as well, change might be not such a bad thing for the econometrics department after all. Mainly because the departure rates of first year students at econometrics are even higher than at the BSc economics and business.

5. Allocation model

The dean says he already shared his concerns on this topic. The main argument of equality among faculties strikes him as a very important argument. The figures shown make it quite clear that the status quo does not show an equal distribution of funds. If the dean looks at the figures an alternative strategy would be to greatly restrict the number of students the faculty accepts. At the moment the upper bound is 1600. In all logic the faculty should maybe go back to 600/800. This would basically mean that the faculty could easily improve education in such a scenario. However, the UVA would enter into a serious deficit in that case.

Rinus asks if there is a possibility that students will be selected at the door next year for the bachelor programmes. The dean says that foreign students are already selected. He adds that if



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the faculty does decide on a definitive lower influx of students; the faculty would start a numerus fixus in the year after next academic year. Peter says the request for the numerus fixus is already set in motion. Off course the faculty needs to have a discussion about what maximum amount of students that will be admitted will be nonetheless. The dean says the optimal strategy given constraints of the allocation model would be to go beyond the EU in selection of students to ensure enough budget.

6. Jan Dijk replacement candidates

Mourad says that Jan Dijk left at the beginning of January. The dean responds that the head-hunter is still looking for candidates and that they will be presented in the first week of march. If we are lucky, a replacement will be found within three months. If the procedure will take too long, the dean promises to find a temp.

7. Directory for FSR to access all MEMOs

The dean says that he asked his people to look into it. He promises that all policy pieces which are more or less in a finished state will be inserted in the directory. Mourad asks when the directory will be done. The dean says that he gave Fred Pope the command to set it up. Mourad agrees to approach Fred Pope to see the progress that has been made with the directory. (ACTION POINT 170216 02)

Update 3rd March:

Lieuwe had contact with José Terra and she assured him that she will take on responsibility to set up the directory together with the council.

8. Appointment responsible person regarding strategy for blended learning

Mourad says that Rafaelle was concerned that there is not a long term strategist responsible for blended learning right now. Peter says that the faculty has to follow the same procedure as every organ in the university and that they are in the process of appointing someone at the moment. Peter sat down with education directors to size up what everyone thinks the desired strategy would be. Now the process is in the state of a draft that is being written regarding the long term strategy. After this a final plan will be drafted and in the end the dean will decide.





9. Remarks

9.1. Pre-investments

Toma asks about updates regarding pre-investments. The dean and peter say they both have not received any new updates regarding this topic, no reply from the CVB has been received yet.

9.2. Mental health file FSR

Toma points out that this is a new file in all FSRs and asks if the dean would like to add something that might be specific for the FEB? Dean says that there will be a project formed with people from FMG that will execute a survey at the FEB to figure out more about possible mental health problems at the FEB. The dean thinks that the policy level of the UVA regarding helping students with disabilities is below the desired level, therefore the dean applauds any effort to improve the current situation.

9.3. Course evaluations

Toma asks why evaluations are only at the end of courses, not also after the midterms. The dean says that the nature of the course evaluations is to improve next years course. A few years ago student teams were set up in order to evaluate the courses while they were taught, as a form of continuous evaluation. The dean says that the if we want to strengthen this continuous form of evaluation, he completely agrees with the council. Toma says that the council was discussing this in the PV and that students would have bigger incentives to participate in evaluations in case of continuous evaluation. Peter points out that formative tests will also be used to evaluate the going of the courses while they run. Toma says that the formative tests will be more about the content and not really about the structure of the course. Peter responds that it is not really possible to make structural changes to subjects as they go, this requires a lot of preparation. Toma fully understands the rigidity of the course structure, but for example if students have complaints or remarks about the quality or style of teaching this would still be beneficial to hear while the course is taught. Peter proposes that it makes sense if the FSR would write down some ideas that they might have in order to implement this continuous evaluation (ACTION POINT 170216 03). In this way we can asses in more detail whether this sort of format is viable.

Peter says that in the first year we already have the sound boards, which works out really well. Peter finally suggests to write some rough ideas down and says that he will await the the proposals.





10. Questions and closure

Mourad wonders about flex studying. The CSR has reached a conclusion as we all know. Peter says the OC will get together next Monday regarding how this will be approached to work out in the OER.

Aleks mentions that several students were not allowed to put their bike in the N-building garage because they had a basket on their bike. The dean says that Harrold the head of facility services should be contacted about this topic.

Action points

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| 170127 01 | The council will set a preparatory meeting before the actual meeting with the CVB with the dean, OR and OC. |
| 170127 02 | Dean requests the council to make an assessment of the larger issues the council has with the BSc split. The dean promises to be lenient about giving right of consent on certain issues to the council. Dean says that a explanatory meeting with peter might also be a good plan. |
| 170127 03 | The council will have a meeting with Peter van Baalen to be updated about all the current information surrounding the BSC Split. |
| 170127 04 | Lieuwe will check for the documents that have been sent to the council by the board one day prior to this OV. |
| 170127 05 | A general directory will be set up to make sure that the council has access to all necessary MEMO's and documents. |
| 170127 06 | The dean promises to call the accounting department regarding the delay of the grading of the accounting exams. |
| 170127 07 | Mourad says that the council will make a catalogue of complaints by students and violations of the OER. |
| 170127 08 | The council will set up a meeting for all the committees that participate in the bachelor split process to have a meeting regarding the OER that will apply to the new bachelor programmes. |



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- 170216 01 The dean will forward the allocation model presentation to the council
- 170216 02 Mourad agrees to approach Fred Pope to see the progress that has been made
with the directory.
- 170216 03 The council will formalise their suggestions for continuous course evaluations

