

Notes 10x10 session
June 11, 2021 - 15:00 - K7

Introduction

Introduction by Jantine and Rob
Introduction round - some quotes:
"I love the university."

"I was overwhelmed by the atmosphere on campus."

"I got to know Tilburg in a virtual way, but the inspiration among support staff and the large amount of work that everyone is saddled with is fixed in my memory."

"I can see myself being part of this."

"Everyone is very friendly here, that characterizes our community."

"Sense of belonging and equality."

Dreams and challenges

Glad that the ambition is not focused on growing in numbers, but on growing in quality.

Giving direction as a university; the role we take in society. Being aware of this role, leadership.

Another role of Tilburg University is cooperation with the government. The university should be connected, through a network, with the government. For example, in the field of technology.

The university as an academic workplace: policy, practice, and science brought together. This can have a binding effect. Sitting at the table with equal partners, that connects.

Taking care of your scientists/researchers and workload:

- Wish for a university that takes good care of its scientists. Before embarking on social issues, the scientists and researchers should be thought of.
- If we are preoccupied with growth, it means robbing scientists. Workload is high.
- The university should distinguish itself in "caring for" scientists and researchers.
- The question that should also be central: what are the aspirations of the people we have?
- Making "caring for" concrete: Reducing scale instead of increasing scale. Valuing scientists for the work they do. More permanent contracts; dare to invest in scientists. Change HR policy for this as well.
- Different perspective: not everything has to be different. Grow in width. There are, of course, financial frameworks.
- Student perspective: pressure on lecturers, this may come at the expense of the quality of education.
- Workload is high, but is the time being spent efficiently? For example, there is a lot of assessment, excessively so.

Passing exams or learning something?

- How can you better assess real "learning" and "inspiration"?
- "Assessments decide what students perceive as their curriculum."
- Too much focus on grade.
- More feedback needed. Dialogue is important.
- We want competent students, if we want this, assessment must also change. Create a feedback culture.
- Student perspective: you focus on what you expect to see in the exam. Acknowledge that students have not always learned something from a course.
- "I got my Bachelor's degree, but what do I know now?"

Connected:

- Cooperation between employees, but there is distance and also a difference in appreciation.
- There are also opportunities for collaboration within the university.
- Moving away from the distinction between support and scientific staff? These are different roles, but equally important.
- On campus, for example, everything is also separate.

Intertwining research and education:

- Ideally, the latest developments should be imparted directly into education.
- Sometimes difficult to find new personnel who can also meet these requirements.
- Feasibility due to workload?

Statements

Dutch-taught programs will disappear and will become English-taught, this is due/due to labor market communication (the university as employer).

- No labor market communication, for example, not even LinkedIn.
- Being interesting to the field by becoming attractive as an employer.
- Dutch-speaking market becomes unattractive. Difficulty in finding Dutch lecturers or PhD researchers.
- Do we lack company pride? Perhaps not Dutch/Brabants either.
- Showing what you stand for. Employer branding. For example, communicating about job openings.
- Development: easier to recruit international staff/lecturers than Dutch.
- Also a matter of being connected to the places where students/alumni are.

Education is tailor-made. Education tailored to students.

- We have standards/procedures for everything.
- Flexible assessment, students and lecturers in conversation about composing assessments.
- Offer students more freedom, but in any possible way?
- Freedom of choice to some extent.
- Tracks within study programs, for example: fixed packages, less freedom of choice. But it is pleasant. Can offer a solution.
- Gain knowledge in different ways, do we want more freedom regarding that?

Tilburg University should set a growth ceiling for growth numbers and publication numbers.

- Accessibility vs. quality?
- Ceiling based on an optimum. Where is our optimum?
- It's a big web, connected to affordability/workload. It's a chain.
- Revenues also through other avenues. It's good to have a mix; not only through the government or students, also by means of acquisition.
- The university should do something with external funding, provided it is balanced with current staff members' work.

Core values and other

Digitalization in Education:

- A certain aversion/anxiety to digitalization has developed among students.
- It has positive developments and in the coronavirus crisis, it is great that it offers a solution. But students crave contact (physical).
- Attending lectures is also a social phenomenon.

- There is a lot of difference between one student and another, a different sound: as it is now (with the coronavirus) it is okay.
- Is it the student's choice? Campus life is missed, in terms of education/didactics, there is a mix.
- Giving students the opportunity to come to campus, but for lecturers this choice as well.

Curious and courageous:

- Curious about knowledge development and each other.
- Courageous: daring to go over the lines.
- Operationalization of both: daring to ask critical questions.

Final remarks

"As for the strategy, choose the path of gradualness and opt for support. Further build on things that are going well."

"I liked having the opportunity to share ideas with you."