

# ‘Towards an Erasmian positioning of the EUR Program Committees’

Project Plan, Academic Affairs

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## Introduction

Strong student and employee participation is crucial for good governance of higher educational institutions and plays an important role in the assurance and enhancement of educational quality. This applies to the central and decentralized councils, but certainly also to the Program Committees (hereafter: PCs) embodying participation at program level. In recent years, both nationally and within EUR, much attention has been paid to the further strengthening of the positioning of the PCs.

### National developments

From various national evaluations, the picture emerges that the formalization of PCs as participation bodies in 2017<sup>1</sup> has contributed to their position and influence.<sup>2</sup> Nonetheless, there still is room for improvement to adequately equip PCs to keep pace with their evolving role.<sup>3</sup> Recurring points of attention include knowledge development and clear demarcation of tasks and responsibilities, timely and complete information provision to PCs, and the facilitation of PCs, including adequate administrative/legal and financial support. Discussions on a possible impending change in our national accreditation system – towards the introduction of [institutional accreditation](#) – gives further impetus to these considerations.<sup>4</sup> Against this background and partly in response to the outcomes of the latest [National Participation Monitor](#) (2022), OCW has made additional resources available for universities to invest in the further strengthening of student and employee participation, and particularly the PCs.<sup>5</sup>

### Developments within EUR

EUR participation bodies have undergone significant development in recent years and can rely on a range of onboarding and professionalization activities.<sup>6</sup> In 2017, the expert panel conducting the EUR ‘institutional audit’ (ITK)<sup>7</sup> positively assessed the way in which the institution enables student and employee participation to be co-owner of quality assurance in education, including the close involvement of students and staff in strategic projects and educational innovation. On the other hand, they also saw room for improvement in terms of structural support to the participation bodies, the strategic preparation for their role and the safeguarding of sufficient continuity in their composition.

In recent years, EUR introduced a new way of working together on the development of educational quality in the context of the Quality and Innovation Calendar. This Quality and Innovation Calendar links ‘HEQA’ enhancement and innovation activities to the PDCA cycle from a quality assurance perspective. In the design and development of the HEQA plans (from 2018), much attention was paid to the positioning of the participation bodies from the perspective of co-creation. Their involvement is established from a quality

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<sup>1</sup> Administrative Strength Act (*Wet versterking bestuurskracht*, 2017).

<sup>2</sup> An overview of developments at the national level, including evaluations carried out and the recommendations made in this regard, can be found in [Appendix 1](#) (in Dutch).

<sup>3</sup> Consider for instance their role in the development and evaluation of the HEQA plans.

<sup>4</sup> See [Principeakkoord Instellingsaccreditatie en Medezeggenschap](#) (2021) as agreed between the Ministry of Education, Culture and Science (OCW), the student unions and the institutions as represented by UNL and VH.

<sup>5</sup> For EUR, this amounts to almost € 450.000 in total for the period 2022-2025.

<sup>6</sup> ‘**Het goede gesprek**’, 2015: joint initiative University Council, Executive Board en Deans to strengthen participation at all levels. ‘**Project Versterking Opleidingscommissies**’, 2016-17: information activities and survey in response to the introduction of the Administrative Strength Act, demonstrating large differences between PCs in various respects and resulting in several recommendations and pilot enhancement projects.

<sup>7</sup> Instellingstoets Kwaliteitszorg, ITK.

culture with a central role for dialogue, organized in communities, on objectives of quality enhancement and innovation activities and the development of narratives based on added values.

An ‘Erasmian’ positioning of the PCs requires the further development of this professional dialogue, which can fruitfully feed into the objectives of the Quality and Innovation Calendar, facilitate evidence-based evaluation of outputs of enhancement and innovation plans, and attribute meaning to outcomes at the level of added value for student, teacher and learning environment. This requires that internal stakeholders, including PCs, have sufficient time and opportunity to partake in this dialogue, that adequate procedures are established, and that effective competence development is organized, not only in view of PCs statutory tasks but also to equip them for their role in the co-creation process.

In 2021-22, in the context of the midterm review on the implementation of EUR’s educational vision and strategy, the University Council's HEQA Working Group made two important recommendations to the Executive Board related to the positioning of the participatory bodies: the first regarding the provision of adequate and systematic training for new members of participatory bodies on HEQA and the second concerning the facilitation of suitable channels of discussion to boost exchange between different levels of management and participation, as well as cooperation between faculties.<sup>8</sup>

Although an integral evaluation of the effectiveness of the institutional system of quality assurance and quality culture and its congruence with the educational vision and strategy was not part of the scope of the midterm, the midterm panel did conclude, partly echoing the findings of the 2017 ITK panel and the University Council's reflections, that there is appreciation for the active involvement of the participation bodies in the strategy process, but that the support of Faculty Councils and PCs specifically can be strengthened and professionalized further.<sup>9</sup> The central question that needs to be addressed in the follow-up to this midterm review and consequent recalibration process of the educational vision is how PCs can be genuinely equipped to fulfil their role 'the Erasmian way'.

### **Towards the future**

Prior to the allocation of the OCW funds aimed at strengthening the position of the participation bodies nationally, and in parallel to the midterm trajectory, an independent survey was carried out by two external consultants on behalf of Academic Affairs. The survey, focusing on the functioning of the PCs of the initial study programs at EUR, provided insight into several current EUR-specific issues.<sup>10</sup> This project plan further elaborates the outcomes of this inventory – as well as of preceding evaluations mentioned above – and proposes a concrete roadmap in which the investment of the additional OCW resources is contextualized and structurally embedded. Before the project plan was drafted, the University Council was consulted; they endorsed the prioritization to primarily invest the extra funds in the PCs.

Key investment goal laid out in this project plan is the appointment of a coordinator, to be positioned as part of the Educational Quality Assurance & Innovation team in the Academic Affairs department. The coordinator will act as central point of communication for all participation bodies, with the specific assignment to further develop the framework for the professionalization of the PCs as outlined in this project plan, with a focus on strengthening the strategic alignment of their role and position with EUR's educational vision and quality ambitions. This objective ties in closely with the main recommendation from the EUR-wide survey (see [Appendix 2](#)), and in fact meets a fundamental requirement that was part of the agreements made between all universities, OCW and the student unions in 2021 in the context of the [Principeakkoord](#)

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<sup>8</sup> Reflection on behalf of the University Council as published in the [EUR Annual Report 2021](#).

<sup>9</sup> “...as it seems to be lacking in comparison to the support the University Council receives” (Panel Report p. 6).

<sup>10</sup> See Advisory Report in [Appendix 2](#).

## Survey outcomes

The EUR-wide survey shows that the situation regarding the position of PCs within the EUR is still varied, not only in terms of composition and scope but also in terms of administrative/legal and financial support, method of (structured) reporting, agenda-setting role, onboarding and training provision, term of office, and coordination/collaboration with other bodies. At the time of the survey, there were 25 PCs for initial study programs at EUR, many of which represent more than one bachelor and/or master program; some are merged with the Faculty Council:

<b>Erasmus MC</b>	2 PC's: <ul style="list-style-type: none"> <li>• 1 for B + M Medicine;</li> <li>• 1 for 6 research masters</li> </ul>
<b>RSM</b>	3 PC's: <ul style="list-style-type: none"> <li>• 1 for both bachelor programs;</li> <li>• 1 for all master programs (except for IM/CEMS);</li> <li>• 1 for IM/CEMS</li> </ul>
<b>ESE</b>	5 PC's, primarily organized per discipline: <ul style="list-style-type: none"> <li>• 1 for Economics and Business Economics;</li> <li>• 1 for Fiscal Economics;</li> <li>• 1 for Econometrics and Operational Research;</li> <li>• 1 for Accounting, Auditing and Control;</li> <li>• 1 for both research masters</li> </ul>
<b>ESL</b>	4 PC's: <ul style="list-style-type: none"> <li>• 1 for both bachelor programs FR &amp; RG;</li> <li>• 1 for the master programs FR &amp; RG;</li> <li>• 1 for B + M Criminology;</li> <li>• 1 for the other master programs</li> </ul>
<b>ESSB</b>	5 PC's, primarily organized per discipline: <ul style="list-style-type: none"> <li>• 1 for Sociology;</li> <li>• 1 for Public Administration;</li> <li>• 1 for Psychology;</li> <li>• 1 for Pedagogical Sciences;</li> <li>• 1 for Erasmus University College</li> </ul>
<b>ESHCC</b>	3 PC's, organized per department: <ul style="list-style-type: none"> <li>• 1 for History;</li> <li>• 1 for Arts &amp; Culture Studies;</li> <li>• 1 for Media &amp; Communication</li> </ul>
<b>ESHPM</b>	1 PC merged with Faculty Council in 'ESHPM Council'
<b>ESPhil</b>	1 joint PC for all programs
<b>ISS</b>	1 PC merged with Faculty Council in 'Institute Council'

Based on the survey, common challenges were identified. Recommendations linked to these observations distinguish between:

- A. (Mostly 'low-hanging fruit') concrete follow-up actions for Vice-Deans of Education and PCs, focusing on enhancing preconditions for the legal functioning of PCs under primary responsibility of the faculties.
- B. (Longer-term) actions for the Executive Board, Faculty Boards and PCs, with a particular focus on the development and operationalization of a joint strategic vision to support the PCs in carrying out their

statutory tasks, but above all in taking up their role as (strategic) sparring partner in the professional dialogue that is at the heart of an effective quality culture.

### [A] Structural enhancement of preconditions

Common denominator, according to the EUR-wide survey outcomes, is that – like elsewhere – PCs at EUR have become more firmly established since the introduction of the Administrative Strength Act. Yet, their functioning is under pressure due to an increasing number of requests for advice and the associated workload, at the expense of time to work on their own focal points and maintain contact with their constituency, resulting in a lack of visibility and interest.

A EUR-specific issue concerns the development of a joint understanding of (division of) tasks and responsibilities, taking into account the specifics of the institution’s governance model, including the introduction of the role of Vice-Dean of Education. Collaboration may benefit from guidelines as to what subject should be brought to the attention of whom, both from the perspective of PCs towards management and vice versa.

Based on these observations, the following recommendations have been put forth:

Recommended actions for (Vice-)deans
Ensure that annual report and issued advice are included in the program board meeting agenda.
Ensure that the right level of participation is engaged.
Ensure timely and complete information provision to PCs.
Facilitate adequate administrative/legal and financial support to PCs.
Recommended actions for PC’s
Ensure active information sharing with other forums.
Delineate who will be invited as structural / incidental guest at the meeting table and for which part, paying attention to the required separation of the information versus decision process.
Formulate own focal points, e.g. in annual planning.
Maintain active contact with your constituency.
Determine who is your discussion partner for what topic and take the initiative to invite them.
Encourage your members to pursue training/professionalization activities.

In the project plan, these recommended actions are not considered in financial terms because in principle these could be implemented within existing structural resources. Nevertheless, the project activities may provide a boost to these envisioned structural enhancements by facilitating the sharing of good practices and strengthening EUR-wide collaboration.

### [B] Strategic sparring partner

An important observation from the survey is that functioning in accordance with legal requirements (*compliance*) does not in itself ensure that the professional dialogue between participation bodies, management and supervisory body takes place in a way that optimally supports the development of a quality culture. This calls for the development of a joint strategic vision on the positioning and role of the PCs that is congruent with the way in which we at EUR ‘work together at world class education’<sup>11</sup>, with its central role for mutual learning and evidence-based innovation in the context of Communities of Practice.

From the survey it was concluded that the structures facilitating exchange and collaboration – both among PCs and between PCs and management – to work towards a shared vision and ambition can be further professionalized, also considering the scale and speed of innovation taking place in the context of the EUR

<sup>11</sup> ‘Working together at World Class Education’ (2019-2021), implementation plan EUR educational vision and strategy.

Quality and Innovation Calendar. Concurrent to developing these structures, EUR-wide activities need to be coordinated to fully equip PCs to take up their role as strategic sparring partner in the professional dialogue. In part, this concerns collective activities that meet common needs, such as the development of joint onboarding and competence development offerings, formats and manuals, but also new ways of working. In this (re-)design of processes and procedures for PCs, the organization of dialogue and consultation is key. In addition to these EUR-wide activities, the project plan also contains a proposal to support selected decentral activities comprising tailor-made approaches to meet faculty/PC-specific development needs.<sup>12</sup>

The above calls for a strong coordinating function. The appointment of a central coordinator in the Academic Affairs department, team Educational Quality Assurance & Innovation, constitutes this project plan's core. This seamlessly links up with the agreements made between all universities, OCW and the student unions in the Principeakkoord mentioned before. The rest of the project plan outlines the framework within which this coordinator can give further substance and shape to the development and operationalization of an 'Erasmian' vision on the positioning of the PCs.

The recommendations from the survey that are relevant in this respect:

Recommended actions for Executive Board (i.c.w. Faculties)
Develop a joint strategic vision on the positioning and role of PCs within EUR.
Appoint a policy officer at central level who will work on strengthening the PCs 'across the board', including:
<ul style="list-style-type: none"> <li>• Developing a peer-to-peer learning structure and training offer for (chairs/secretaries) PCs.</li> <li>• Taking stock of maturity level and specific training needs per PC.</li> <li>• Drafting a format for rules of procedure and annual report.</li> <li>• Drafting/checking onboarding documentation of PCs.</li> <li>• Facilitating and activating Vice-Deans of Education and program management in their role in the professional dialogue.</li> </ul>

## Project plan – Framework

Phase 1	
Selected investment goal from national pick list <sup>13</sup>	<ul style="list-style-type: none"> <li>• <b>Investment goal nr. 2. (Extra) Ondersteuning:</b> Instellen MZ-coördinator (centraal aanspreekpunt).</li> </ul>
Explanation	<ul style="list-style-type: none"> <li>• <b>Structural resources:</b> Phase 1 primarily comprises the appointment of a central coordinator in the Academic Affairs department. In accordance with the Principeakkoord, this concerns a <i>structural</i> position aimed at coordinating support for all levels of student and employee participation with a view to assuring the quality of education. To this end, from 2023 onwards, 0.5 FTE will be paid structurally from central resources.</li> <li>• <b>Additional OCW-resources:</b> In the coming years, given the transition towards institutional accreditation (or ITK 3.0) and with the additional task of coordinating the implementation of the other pillars from this project plan, a temporary peak in the workload of this coordinator can be anticipated. Therefore, a temporary increase with</li> </ul>

<sup>12</sup> Reference can be made here to the professionalization trajectory of the Examination Boards (OVE-OSE) (2019-2022).

<sup>13</sup> See [Appendix 1](#), last page (in Dutch). This list of suggested 'investment goals' has been compiled by ISO, LSVb, UNL and VH, partly based on the outcomes of various national surveys into the positioning of PCs as outlined in the Appendix. The identified investment goals are structured around four key themes: 1. Training, 2. Support, 3. Communication, and 4. Compensation.

	<p>0.3-0.5 FTE until the end of 2025 is envisioned, amounting to an appointment of 0.8-1.0 FTE in total during the period 2023-2025.</p> <ul style="list-style-type: none"> <li>• <b>Phase 1</b> also includes those activities undertaken by the coordinator in the first year upon appointment to further elaborate the survey outcomes, define the fundamental principles for an 'Erasmian' positioning of the PCs congruent with existing principles in our quality culture (Communities of Practice, value-driven narratives) and design a suitable, strategically aligned 'dialogue structure'. Based on these endeavors, phase 2 as outlined below can be further developed with input from stakeholders. In principle, these 'phase 1' activities do not involve any costs other than the personnel costs related to the appointment of the coordinator.</li> <li>• Profile of the coordinator will be drafted by Academic Affairs i.c.w. Administrative Affairs, University Council, Onderwijsatelier (faculty policy advisors education &amp; quality assurance) and Vice-Deans of Education.</li> </ul>		
<b>Activities</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
	<ul style="list-style-type: none"> <li>• <b>Elaboration phase 2</b> project plan, <b>discussion</b> in context of Onderwijsatelier, RM-meeting, Vice-Deans of Education, CvB-Deans, University Council and Supervisory Board.</li> </ul>		
	<ul style="list-style-type: none"> <li>• <b>Design of 'dialogue structure'</b>, linking up with existing dialogues e.g. in context of Communities of Practice that can be used as knowledge source and provide benchmarks (e.g. in relation to skills education and impact learning)</li> <li>• aimed at facilitating: <ul style="list-style-type: none"> <li>(a) peer-to-peer learning among PC chairs/secretaries ('OVO/OSO')<sup>14</sup></li> <li>(b) exchange and collaboration with other forums, e.g. regular thematic participation conferences ('Dag van de MZ')</li> <li>(c) structural <b>dialogue with management</b> (incl. Executive Board)</li> </ul> </li> </ul>		

<sup>14</sup> Reference to OVE, Overleg Voorzitters Examencommissies and OSE, Overleg Secretarissen Examencommissies.

	<ul style="list-style-type: none"> <li>• <b>Drafting of key principles for strategic vision</b> on positioning and role of PCs (also in view of transition IA/ITK 3.0)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Further development of integral strategic vision</b> on positioning and role of PCs</li> </ul>	
	<ul style="list-style-type: none"> <li>• <b>Conducting in-depth research</b> specifically as concerns: <ul style="list-style-type: none"> <li>(a) Maturity level and competence development needs per PC<sup>15</sup></li> <li>(b) Opportunities for (strengthened) connection between different levels of participation</li> </ul> </li> <li>• Including overview of existing (experiences with) onboarding &amp; professionalization offerings (in-house or hired) that project activities may capitalize on<sup>16</sup></li> </ul>		
	<ul style="list-style-type: none"> <li>• <b>Development and publication call for proposals</b> for decentral project proposals (i.c.w. University Council)</li> </ul>	<ul style="list-style-type: none"> <li>• Coordination of <b>proposal review</b> and allocation of budgets for decentral project proposals</li> </ul>	
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• Elaborated phase 2 project plan</li> <li>• Key principles for strategic vision</li> <li>• Design 'dialogue structure'</li> <li>• Call for proposals</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic vision</li> <li>• Selected decentral project proposals</li> </ul>	

<b>Phase 2</b>	
<b>Selected investment goal</b>	<ul style="list-style-type: none"> <li>• <b>Investment goal nr. 1. Extra scholing/extra training:</b> Investeren in scholing, betere overdracht en teambuilding.</li> </ul>

<sup>15</sup> Particularly in relation to the principles for an 'Erasmian' strategic vision on the positioning/role of PCs.

<sup>16</sup> Subjects of training and advice may include: rights, tasks and responsibilities, effective meeting structure, collaboration with other forums, Teaching and Examination Regulations, formulating focal points, contact with constituency. In recent years, for instance, the University Council has used training provided by Debatrrix (Pitching; Listening skills; Argumentation; Debate training; Moderation - UC best practices), TAQT (Legal rights and obligations), IdentityCraft (Team bonding) and EUR CPC (Finance, Planning and Control Participatory Budgets).

<b>from national pick list</b>	<ul style="list-style-type: none"> <li>• <b>Investment goal nr. 2. (Extra) Ondersteuning:</b> Extra aanbod van begeleiding en coaching vanuit instelling (m.n. op decentraal niveau).</li> </ul>		
<b>Explanation</b>	<ul style="list-style-type: none"> <li>• <b>Additional OCW-resources:</b> In phase 2, the focus is on the implementation, under the direction of the coordinator, of activities that further equip the PCs and their discussion partners to fulfill their role in the professional dialogue.</li> <li>• This includes activities that meet common needs, such as the development of joint onboarding and competence development offerings, formats and manuals<sup>17</sup> (or, where applicable, facilitating broader access to existing offerings, capitulating on good practices collected in phase 1).<sup>18</sup> In this context, the knowledge and expertise available at the level of central and devolved councils (e.g. existing onboarding offerings as part of UR Summer Week) will also be taken into account. In addition to support for PCs, attention will be paid to professionalization opportunities for program directors and (Vice-)deans in their respective roles, and support for combinations of PC + management aimed at strengthening collaboration.</li> <li>• This project plan also includes a provisional plan to support selected decentral activities comprising tailor-made approaches to meet faculty/PC-specific development needs. The idea is that the initiative could lie with individual PCs, in coordination with their Faculty Board; submission of a project proposal could then be accompanied by a faculty commitment to match 1/3 of the expenses; and 1/3 may be matched by the Executive Board. In the proposal review, outcomes of the phase 1 research into maturity level and needs per PC could be taken into account; and dissemination of progress and outcomes could be organized within the dialogue structure.</li> <li>• <b>Structural resources:</b> Expenses associated with the structural facilitation of PCs, including administrative/legal support and provision of onboarding &amp; competence development offerings, are for the account of regular faculty budgets.</li> <li>• <b>Extra resources:</b> The detailing of the budget coverage for phase 2 including the suggested facilitation of selected decentral activities will be part of the elaboration drafted under the direction of the coordinator and will be put on the agenda of the University Council (and other forums) in Q2 in 2023.</li> </ul>		
<b>Activities</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
	<ul style="list-style-type: none"> <li>• <b>Implementation of dialogue structure</b> incl. organization of events and dissemination of relevant outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Implementation of dialogue structure</b> incl. organization of events and dissemination of relevant outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Implementation of dialogue structure</b> incl. organization of events and dissemination of relevant outcomes</li> </ul>
		<ul style="list-style-type: none"> <li>• <b>Implementation of joint activities</b>, e.g. development of onboarding &amp; competence</li> </ul>	

<sup>17</sup> An example to consider may be the development of a EUR-wide guideline for the support and facilitation of PCs by their respective Faculty Boards. Reference can be made here to the *Richtlijn facilitering Examencommissies*, which leaves room for adaptation depending on faculty-specific characteristics by including a student-dependent and program-dependent part. Moreover, this guideline concerns a generic budget that may be divided by the Examination Board at its own discretion, in terms of hours for the Examination Board/Secretariat/Assessment Committee, hiring ad hoc advice or professionalization activities. Considerations regarding desired scope and profile of administrative/legal support (recommendation based on survey outcomes is HBO+ level), as well as agreements concerning financial remuneration of student members, may also be addressed in this framework.

<sup>18</sup> Faculties scoring well for 'Knowledge' based on the 2021-22 survey outcomes are ESHCC, ESPhil and RSM.

		development offerings, formats and manuals, as well as possible IT-infrastructure to support mutual exchange and collaboration	
		<ul style="list-style-type: none"> <li>Coordination of <b>implementation and dissemination of outcomes of decentral project plans</b></li> </ul>	<ul style="list-style-type: none"> <li>Coordination of <b>implementation and dissemination of outcomes of decentral project plans</b></li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>Events in context of dialogue structure</li> </ul>	<ul style="list-style-type: none"> <li>Events in context of dialogue structure</li> <li>Adequate support offerings</li> <li>Intermediate outcomes decentral project proposals</li> </ul>	<ul style="list-style-type: none"> <li>Events in context of dialogue structure</li> <li>Final outcomes decentral project proposals</li> </ul>

<b>Main features budget</b>				
		<b>2023</b>	<b>2024</b>	<b>2025</b>
<b>Budget coverage</b>	<b>Structural (Executive Board)</b>	Appointment of coordinator: structural position of 0,5 FTE	Appointment of coordinator: structural position of 0,5 FTE	Appointment of coordinator: structural position of 0,5 FTE
		€ 50.000 <sup>19</sup>	€ 50.000	€ 50.000
		Organization of regular meetings and events in context of dialogue structure	Organization of regular meetings and events in context of dialogue structure	Organization of regular meetings and events in context of dialogue structure
		AZ-budget	AZ-budget	AZ-budget
			Management and maintenance IT-platform	Management and maintenance IT-platform
			AZ-budget	AZ-budget
	<b>Structural (faculties)</b>	Structural facilitation of PCs, including administrative/legal and financial support and provision of onboarding & competence development offerings	Structural facilitation of PCs, including administrative/legal and financial support and provision of onboarding & competence development offerings	Structural facilitation of PCs, including administrative/legal financial support and provision of onboarding & competence development offerings
		Regular faculty budgets	Regular faculty budgets	Regular faculty budgets
	<b>Additional OCW-</b>	Appointment of coordinator: temporary increase with 0.3-0.5 FTE	Appointment of coordinator: temporary increase with 0.3-0.5 FTE	Appointment of coordinator: temporary increase with 0.3-0.5 FTE

<sup>19</sup> Expected personnel costs related to the appointment of the coordinator are calculated on the basis of NWP 11.2: [Berekening G posten met sal peil 01-07-2021\\_0.pdf \(nwo.nl\)](https://www.nwo.nl/onderzoek-en-voorlichting/wetenschappelijk-onderzoek/financien/berekening-g-posten-met-sal-peil-01-07-2021-0.pdf).

		€ 50.000	€ 50.000	€ 50.000
		Development of joint onboarding & competence development offerings	Development of joint onboarding & competence development offerings	
		Development of joint formats and manuals, (re-)design of processes and procedures	Development of joint formats and manuals, (re-)design of processes and procedures	
			Development IT-platform to provide shared access to documentation, good practices, formats, manuals et cetera	
		€ 70.000	€ 70.000	
		Allocation of budgets for selected decentral project plans	Allocation of budgets for selected decentral project plans	
		€ 100.000	€ 50.000	
	Extra resources (provisional)		Matching by Faculty Boards for selected decentral project plans	Matching by Faculty Boards for selected decentral project plans
			Matching by Executive Board for selected decentral project plans	Matching by Executive Board for selected decentral project plans