

25.1187/lo
18 August 2025
Approved version

**Report on the public part of the 204th meeting of the FHML Council
on Tuesday, 1 July 2025 Present:**
see attendance list

1. Opening, announcements and adoption of the agenda

The chair opened the meeting and welcomed the members of the new student section, who were present today as observers. The chair also referred to the invitation to the Maastricht University Council Day on 28 August and encouraged the (new) members to attend.

2. a Adoption of the text of the public section of the minutes of the^{203rd} meeting held on 17 June 2025

-25.1081o – dated 25-06-25 – report with appendix

See the approved version with reference number 25.1081/lo.

2.b Comments on the public section of the report

Following the list of agreements, the chair asked about the status of item 2: workload in education, and in particular the evaluation of the standard hours. In addition to the minutes of 11 February 2025, a separate letter (reference number 24.1671) has been sent to the FHML Board on this subject. The Vice-Dean for Education has indicated that he will look into this.

3. Announcements by the dean

The dean has no announcements.

When asked, the director of FHML stated that Ms Heuts has been appointed as the new deputy director. She will succeed Mr van Dongen, who is retiring. Ms Heuts will be responsible for HR, Marketing & Communication and Strategy & Policy. She will be invited to introduce herself at one of the future council meetings when one of these topics is on the agenda.

4. Education and Examination Regulations and Rules & Guidelines Governance and Leadership in European Public Health (GLEPH) academic year 2025-2026

-25.1084 – dated 26 June 2025 – letter from the dean with appendices

The Course and Examination Regulations (OER) and Rules & Guidelines for the Master of Science programme Governance and Leadership in European Public Health are discussed in the presence of the Programme Director Health, G. Plasqui.

The Council notes that the content of this programme has been revised. As a result, it was not sufficient to assess the changes compared to the previous OER using track changes. This was not clear to all Council members; the Council requests that clearer communication be provided in future when new or revised OERs are issued.

G. Plasqui explains that the OER was submitted relatively late. This was due to a revision of the original aim of fully programmatic assessment, as this proved impractical in coordination with other programmes. Furthermore, the OER is approximately 95% identical to that of the other Master's programmes.

When asked, G. Plasqui indicated that the portfolio assessment (as defined in Article 1.2, paragraph j) and the remediation plan (Article 1.2, paragraph l) are currently still organised in a simplified form within the programme. Students submit a total of four portfolios, in which the corresponding Intended Learning Outcomes (ILOs) are ticked off.

In addition, G. Plasqui indicates that all courses within the programme are awarded ECTS credits. However, it is not possible to link ECTS credits to the coaching trajectory. This is due to agreements within the partnership with other European universities. As a result, the ECTS credits for the coaching trajectory are not visible in the current version of the OER.

The Council has the following comments:

- the council requests that the term 'coaching trajectory' be added to the glossary (Article 1.2);
- The portfolio is discussed in detail in the OER, but is not yet explicitly mentioned as an assessment component under Article 5.2 (Grades), which lists the various forms of assessment and the grading system. The Council requests that the portfolio be included there as a separate element, including a clear indication of the qualification used (proficient/insufficient).
- It is not clear to the Council how the portfolio counts as an assessment. Article 5.5 provides an overview of the forms of assessment, but the portfolio is not mentioned. The Council recommends that this be clarified.

Based on the documents presented and the discussion in the council, the council, taking into account the above comments, approves the Education and Examination Regulations for the Master of Science programme Governance and Leadership in European Public Health (GLEPH) for the academic year 2025-2026.

5. Policy on the appointment of assistant professors and associate professors

The vice-dean gives a presentation. The slides are added to the public section of the report with reference number 25.1166.

Within the FHML, efforts are made to recognise and value employees, not only for their research and teaching, but also for their impact, leadership and patient care. Based on the Team Science concept, diversity is seen as an added value and is taken into account in assessments.

The U(H)D Committee advises the dean on promotions to UD1, UHD1/2 and Lecturer/Researcher 1/2, based on recommendations from the department chair and in consultation with the Research and Education Institute. The committee consists of at least seven members, a mix of UHDs and professors with different backgrounds. UDs cannot sit on the committee due to the required seniority level. Since 2021, and formally as of 2023, the principles of Recognition & Appreciation have been integrated into the assessment system. The committee assesses candidates holistically in five areas: research, teaching, impact, leadership and patient care. Candidates are asked to submit a narrative and reflection. There are various UHD profiles, such as education-oriented, research-oriented or mixed, with or without a clinical component.

Formal conditions apply to appointment. FHML/UM staff must have at least 0.2 FTE teaching and 0.2 FTE research labelling. For staff at Maastricht UMC⁺ /azM, the minimum requirement is 0.4 FTE academic duties, of which at least 0.1 FTE must be teaching and 0.1 FTE research labelling.

The assessment method is deliberately holistic, taking into account both qualitative and quantitative aspects. This replaces the previous checklist approach. The committee considers factors such as continuity, development, seniority and the candidate's reflective ability.

The evaluation shows that the number of positive recommendations has increased since the introduction of E&W. At the same time, the number of negative recommendations has not increased, despite a rise in the number of nominations. The committee notes that department chairs and managers are giving more consideration to the conditions for nomination. Analysis also shows that academic quality, as measured by the H-index, is not declining.

The Career Compass is considered useful by the board, but is less suitable as an assessment tool for the committee. Work is therefore underway to include a reflection on career development in the CV format.

Promotion to professor is based on a mixed profile, a teaching profile or a research profile. Strategic and substantive considerations play a role in this, as does the composition of the department. Since 2020, UHDs have had the right to supervise PhD candidates.

If the committee's recommendation is negative, a meeting is often held with the department chair and the candidate. A development plan is then often agreed upon. In some cases, the board may deviate from the recommendation of the U(H)D committee, stating its reasons for doing so. This occurs on an occasional basis.

6. Chair in Intensive Care

-25.1076 – dated 24 June 2025 – letter from the dean

with appendices. The dean will provide further

explanation.

Based on the discussion, the explanation provided by the dean and the documents presented, the council recommends approval of the structural report for the appointment of a professor and head of department for Intensive Care. However, the council notes that this is a very ambitious structural report.

7. Follow-up agenda items

There are no follow-up agenda items.

8. Any other business

One council member notes that within her department, it is mainly the more experienced staff who are passed over for larger teaching roles. This may be because they have already fulfilled many of these roles and are therefore not nominated again.

The dean endorses the importance of both creating opportunities for new talent and actively retaining loyal, experienced employees. The education coordinator plays an important role in this. Any issues can be discussed with M. Cruijssen or M. Heckman of the FHML Education Institute. The aim is to keep the educational roles as diverse as possible; where necessary, individual customisation will be applied, according to the vice-dean of Education.

The dean and the council members thank each other for the good cooperation during the past academic year. The dean wishes the student representatives in particular every success in the continuation of their work.

Kim Luijten

