



Minutes of the Overleg Vergadering (2) of the FSR FMG
Faculty Student Council of the Faculty of Social and Behavioral sciences

5 Date: 21st of November 2019

Location: C6.00A

Present executive board FMG: Agneta Fischer, Sterre Minkes, Michel Telkamp, Richard van der Wurff.

Present FSR FMG '19-'20: Alexandra Rosca, Siddharth Jethwani, Ana Mar Kreutzenbeck Pérez, Tom Flipse, Artem Gryshchenko, Birgit Peters, Michael Sivolap, Minou De Rosa Silvera, Teun Prins, Marc Olsen, Viktoriia Akhankova, Nadya Manuputty.

Technical chair: Arend Habbema

Minutes: Robin van den Hoek

1. Opening and setting the agenda

Arend opens the meeting at 13:48. The agenda has been set without changes.

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2. Setting the draft minutes of the OV(1) of the 3rd of October 2019

The FSR FMG has accepted most of the dean's changes to the minutes of the first OV of '19 - '20. The dean proposes an addition to page 8 regarding the minutes of the OWI-meetings. The aim is to send the minutes within two weeks after the OWI-meetings, but this will not be a strict deadline. The FSR accepts this change, the minutes of the OV of the 3rd of October 2019 have been set. The action list was discussed and updated via email, prior to today's meeting.

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3. Announcements

Dean

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The bachelor programme Communication Science wants to start using numerus fixus to select students starting in 2021-2022. Student numbers in Communication science keep increasing and if this were to continue, Communication Science could not guarantee the quality of education anymore. The dean realises that using numerus fixus is against accessibility policy, but there should be a balance between accessibility and quality of education. An official request for advice will be sent to the CSR (by the CvB).

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4. Subject 1: Intended appointment of New Programme Director for Communication Science

FSR

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The candidate for the function of programme director of Communication Science seems to be very experienced and capable for the function.

For next appointments, the FSR would like to be informed about particular recruitment procedures at all of the three stages of such procedures (summaries of information after each stage). For some council members, diversity was a concern. How do we make sure diversity is taken into account as well? The selection criteria should be clear.

Finally, the FSR asks the dean to sufficiently inform the newly appointed director about (matters related to) the FSR and to be put in touch with the newly appointed director.

Dean

The selection procedure for programme directors is confidential. Besides, the dean does not want to spend time on writing proposals too elaborately about all stages of the recruitment procedure. However, the dean agrees that it should be clear as to what the specific selection criteria are.

Commitments

The dean agrees that the FSR should have a conversation with the newly appointed programme director of Communication Science, the faculty office will brief the new programme director.

5. Subject 2: Interdisciplinaire Sociale Wetenschappen (ISW)

FSR

The FSR is concerned about the position of the bachelor programme ISW at the FMG. ISW has a unique position in the faculty: the programme does not have its own department, but falls under four separate departments. This causes some challenges, as explained in the meeting piece written by the FSR. Furthermore, the PowerPoint slides of the ‘Onderwijsportfolio’ (Education portfolio) contain outdated or incorrect information about ISW. The FSR asks the dean on her opinion regarding this matter. The FSR is planning on taking this up further with the people working at ISW as well.

Dean

ISW is an interdisciplinary programme within the faculty, that is why ISW does not have its own department. We are not going to construct departments for every interdisciplinary program, if we would do that the programs would not be interdisciplinary anymore. The dean acknowledges that this poses a challenge to the employees who organise ISW. The fact that ISW does not have a department is the reason why ISW is not on the banner in the A-hall.

However, this does not mean that we are not concerned with ISW. The dean is not sure about the statement by the FSR that staff members are preoccupied with their ‘own’ programme (instead of focussing on ISW). The dean understands that the FSR has complaints, the FSR should contact Michaela Hordijk (programme director ISW), the Board of Studies or Richard van der Wurff: they have a certain autonomy over ISW and the dean is not interfering with that. If problems remain or if the FSR is not satisfied, then we can discuss it again in an OV.

In an ideal situation, senior staff would be teaching, junior staff would do supervision of things they are allowed to do, there would be no uncertainties about course manuals or teacher vacancies, etc.. The dean does not know all sides of the story. If the situation that the FSR is describing is true, the dean certainly agrees with the concerns of the FSR.

75 PowerPoint slides of the education portfolio: the central level is not always informed on what the faculties / programs are doing. Sometimes this is based on information of three years ago. The dean will tell the central level that the PowerPoint slides of the education portfolio contain outdated or incorrect information about ISW.

Action point

80 *191121-1: The dean will tell the UvA website owners that the PowerPoint slides of the 'Onderwijsportfolio' (Education portfolio) contain outdated or incorrect information about ISW.*

6. Subject 3: Letter of advice discrimination Turkish student

85 FSR

The FMG is doing pretty well in terms of promoting diversity and inclusivity, but what might occur outside of the FMG does influence the FMG as well. The FSR has written a letter of advice to the dean concerning the incident with the Turkish student who was rejected from an internship position at the FNWI. So far, no update has been given by the university, the FSR is concerned about this.

90 The FSR has seen informal student bodies in the FMG (UvA Radio and Instagram pages with a reach of 900 to 1000) constantly bringing this matter to the attention of students. This creates a negative image for the university. Some students do this to mock the UvA, but some students are genuinely concerned about being discriminated against in selection procedures at the UvA. The FSR tries to put these students at ease and to tell them that this is an isolated incident. But there is only so much the FSR can do: we can never reach all students at the faculty. The FSR understands that this is a UvA wide issue, but the dean could bring this forward to the CvB and let them know that students are concerned.

100 The FMG is offering diversity workshops. However, this offer is not predictable due to its dependence on external stakeholders (for funding) and the workshops are not mandatory. Is it possible to seek more budget for diversity related projects? Making courses mandatory would not motivate everyone, but it would raise awareness, which is the first step to changing behaviour.

105 The dean asked the FSR to arrange for a group of FMG students whom might be interested to talk to the dean about diversity issues. However, the FSR lacks resources to reach all students in the faculty. Much more can be done to facilitate the FSR's reach to students, such as helping the FSR to email all students in the FMG. The FSR will also start working on its own Canvas page.

110 Dean

The dean is not sure about the motives of the students who bring the incident up all the time. Is this really because of concern, or because of something else? How big is the community that is talking about this?

115 The dean thinks the employee at the FNWI should not have rejected the student on said grounds. She had a lot of different international students and it seems strange that she rejected the student on certain grounds. Before you judge someone the dean would want to know: what is behind this choice? When there are a lot of rumours about something, it would be useful to know more about how this is handled. On the other side, there is the privacy issue. The dean

120 agrees that it would be better to have some information about this out in the open: she will ask what can be done about it.

Hiring more diverse staff is quite hard. Dealing with diversity in the classroom: we organise workshops about social safety and international classroom trainings. There are different initiatives (per program, department), there is no central organisation for this. We do reserve money for these types of things. There probably won't be a good socially inclusive and diverse programme everywhere, but we are trying to make teachers aware. We are trying to emphasize that this is important. According to the dean, training employees to become more culturally sensitive is better than training them on implicit biases.

The FMG is trying to make some form of cultural awareness integrated into the BKO (teaching qualification program). There would also be an extra part in the BKO for people who teach in international classrooms. The dean is not sure whether this will be a part of the basic modules (mandatory) or not. But: would it help to make it mandatory? We would like to motivate people to improve their skills. The dean cannot make these kinds of initiatives mandatory, she is trying to do it in a more subtle way. The dean is trying to integrate cultural awareness into the regular programs, so it doesn't cost money. The dean will evaluate the Comenius grant (trainings for students and teachers), if that is working well we can implement it more extensively throughout the programs. In short: the dean is looking into options to increase the amount of trainings related to diversity and inclusiveness, but she is also looking at options which don't necessarily cost money.

Reach of the FSR: the dean thinks it is a good idea that the FSR is planning on working with student associations. The faculty office doesn't email all students regarding FSR topics, emailing students is only meant for emergencies.

Commitments

The dean is looking at options to increase inclusiveness, also looking at means that won't cost money.

Action points

- 191121-2: The dean will ask the CvB at their next meeting what can be done so that more information about the handling of the Turkish student incident can be made available to students.
- 191121-3: Artem will ask the CSR to ask the CvB about what can be done so that more information about the handling of the Turkish student incident can be made available to students.

155 **7. Subject 4: Language Policy**

FSR

All members of the FSR are expected to either actively master English and (passive) Dutch at B1 level or to actively master Dutch and (passive) English at B1 level. The faculty has therefore made funds available for council members of the FSR to follow a Dutch course. Some council members have mastered the B1-level in Dutch and came to the conclusion that following a meeting in Dutch was still not doable. Besides, what happens if a council member has already

mastered Dutch up to the B1-level before his/her council year, why are council members not allowed to take courses higher than that level? The FSR will look whether it is able to bring this question up to the CvB.

165 The FSR understands that OER'en of completely Dutch programs will not be translated to English. However, some Dutch programs include English courses. For instance, in Child Development, the minor on violence is offered in English. 80% of the students are internationals, but the OER'en are in Dutch. So the international students cannot access their rules. Would it be a proposal that the dean ensures that OER'en are translated to English for all
170 programs that offer courses in English?

Documents written in Dutch and to which student participation rights have been granted (requested advice or consent) will be offered in English. The faculty office does this via Google translate or DeepL Translator so as not to let the translation costs get out of hand. So far, the FSR has not had any complaints that affected its understanding of any documents. The FSR
175 would like to make an agreement: in the case that it does experience problems, the FSR would like to be given the opportunity to use the funds for translations.

Dean

Dutch courses: the B1-level should be sufficient, that cut off line is general UvA policy and the
180 dean wants to stick to that. Council members have to understand what is being communicated and that is what is provided in the B1 level. Following more courses would increase the level of Dutch proficiency of council members, but it would become too expensive. If council members want to follow more courses, they would have to pay it out of their own budget or they could follow some open university courses that are free. The faculty office is willing to
185 speak English in meetings when international students need to attend. The dean advises the FSR to bring its concern to the central level.

The OER'en of the Dutch programs are always provided in Dutch, we can get it translated through a translating program. Within the bilingual programs, OER'en are provided in Dutch as well as English. That is the policy. Dutch programs are followed by Dutch students,
190 maybe one of the Dutch speaking council members could go over these OER'en.

Translations: the dean proposes that when there is a problem with interpreting a translated document, someone could look into whether the problem is the language (translation) or the actual text (content). The FSR can always ask the dean for some explanation. The FSR
195 could use the money of the translation fund (one-off sum of 2000 euros) after the dean makes sure it cannot be solved in any other way.

Commitments

- The dean will make sure that the OER'en are provided in Dutch and English for Dutch programs with an English minor which is included in the OER. The OER'en of bilingual
200 programs will be drawn up in Dutch and an English translation will be provided (for information).
- The FSR can use the money of the translation fund in a situation when the Dutch council members, Sterre and the dean have made sure it cannot be translated / solved in any other way.

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Action points

- 191121-4: *The dean will talk to the teaching directors about possibilities to translate Dutch OER'en with an English minor (which is included in the OER) to English.*
- 191121-5: *Near the end of the academic year, the FSR will consider whether it wishes the dean to adjust language policy with regard to the one-off sum budget for translation (and will discuss this with the dean).*

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8. Subject 5: FSR-FMG Policy Plan

[this subject was discussed after topic 6 and 7]

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Dean

The dean is of the opinion that the FSR wrote a very clear and well-written policy plan. The Dean thinks that the FSR brought up five issues that are very important.

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Accessibility: the FSR states very firmly that the administration should increasingly take bilingualism into account. According to the dean, this is still a little vague. If this means that the administration can also read/speak English, then this is true. But to the dean, it was not clear what this part in the policy plan exactly meant.

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Web lectures: there are pros and cons. Pro: web lectures are important for students who can't be present during lectures (due to various reasons). For those people, web lectures are good. Cons: lectures may end up being given in empty rooms, which is undesirable. For the UvA and for the dean, it's important that students come to the university. We should think about doing research into the effects and take context of the (web) lectures into account. Effects are different for every course, teacher, etc.. Concluding: the pros are evident, but we should be decreasing the cons of web lectures. It is mostly important that the quality of education is enhanced, but face-to-face interactions are important as well.

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Introduction of contemplation rooms: you can always organise more of something, but we must first look into how much it is used. And into what other uses something could have. The dean is against prayer rooms, but she is fine with contemplation rooms. In the contemplation rooms, students should be able to inform someone if the rooms are not used for its intended purpose and if asking students to be silent does not help. The dean would appreciate some feedback once the FSR has researched the use of the contemplation rooms.

What are the concrete / explicit goals of the FSR regarding diversity?

FSR

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Accessibility: there has been a big increase in international students and in students overall. Some changes need to be made. Increased attention should be paid to accessibility.

The FSR would like to have some more information on the effects of web lectures on attendance in lecture halls, on study success, etc..

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Unfortunately, the dean has to leave and the discussion can't be continued. The dean / Sterre can contact the FSR with their questions.

9. Subject 6: FMG Budget

FSR

250 The FSR is satisfied with how the process went for the FMG budget of 2020 and appreciates the willingness of Michel and Jochem to answer all of the FSR's questions. The budget is well balanced and the FSR thinks all the hard work of the previous years is illustrated through the break-even that the FMG will probably reach at the end of 2020. The FSR had a few concerns, including ratio of staff/students and the pension contributions. However, the council trusts the faculty to keep these concerns in mind and see that it goes well during the upcoming years.

255 The FSR found that the list of abbreviations in the budget book of 2019 wasn't sufficient and didn't explain all of the abbreviations the council encountered. The FSR thinks accessibility is important and would like to see that students with no background in economics can also make sense of the key points of the budget. The FSR asks for an appendix to be included in the upcoming budgets with a list of abbreviations and a list of definitions of the key concepts and
260 jargon. Such an appendix would take a one time investment and will lead to a more accessible budget. And it will result in the possibility to go more in depth in future technical meetings.

Dean

265 The dean thinks it is a good idea to include the lists of abbreviations and definitions. When the appendix is finalised, it will be sent to the FSR, this will happen within the academic year 2019-2020. Details are still being figured out, but the dean is aware that it is important that students can understand the budget.

Michel Telkamp

270 There is a difference between abbreviations and explanations of terms. The final budget book will contain some different comments than the draft version. Most comments of the FSR will be taken into account for the final version of the budget. There is still some unclarity on the list of explanations of jargon, since we want to have some consistency between faculties. Starting with one (our) faculty and distributing the list from there on is not the way it works, the list
275 should be drawn up / approved of by FP&C.

Commitments

280 A list with abbreviations will be included in the final version of the budget. Efforts are made to include a list with jargon, which will be done this academic year.

10. Subject 7: HST Bachelor

FSR

285 The FSR discusses the request for consent concerning the HST Bachelor. A focus on information science is important, but as the programme is now, it seems like there is a discrepancy between the social sciences and the information sciences. The FSR would like to see that the curriculum of HST gets a more integrated structure and that -because HST will be a part of the FMG- the curriculum will ensure a clear position for the social sciences within the program.

290 The FSR wants to make sure that, since this is a new program, students will have opportunities for their future studies. There should be a well-defined plan for possibilities

regarding master's programs. Can Richard offer the FSR a plan as to how bachelor courses will align/connect with master programs? Such a plan should be put in place before the start of HST.

The FSR would also like to receive a clear explanation of how the faculty will ensure enough teachers for the new bachelor, keeping in mind the quality of education. Will the (senior) staff come from the existing departments, and how will this affect those departments?

Communication between teachers (and students) can be difficult when departments are spread: A shared space for the new programme would be nice.

Lastly, the FSR would like to be informed about the appointment of the programme director of HST and to have timely contact with the appointed programme director.

Dean

In general, staff cannot work more than the hours they have in their contract. If there is more teaching required due to the creation of this new program, we have to hire more people. This concerns not necessarily only junior staff but also UHD or associate professors, depending on the program. The FMG does have money to hire new staff. We receive money from the central level, this guarantees that HST can start without negatively affecting the existing staff.

The problem is: the request for consent has to be processed too early in the HST process, that is why we often have to state to the FSR that we do not know things yet. The consent of the FSR is needed before HST is installed, that makes the process difficult sometimes.

We are aware of the importance of having a central place (housing) for HST, we are looking into it. Maybe we will know more in half a year to a year. If the current plan is not going to work out, we will have to make sure we have another housing option.

The FSR has not made its deadline of the 14th of November for responding to the dean's request for consent, but the dean accepts an extension of the deadline to the 22nd of November.

Richard van der Wurff (College Director Social Sciences)

Integration of social and information sciences: Richard agrees that we should integrate these perspectives in the different courses, the curriculum committee is working on it. The objective is that in the first two years of the program, students are asked and helped to think about digital interventions for social issues, from a combined perspective. The emphasis/starting point of the HST programme is social issues. Students will think about problems from a societal perspective. At the same time, we want them to know enough about digital sciences to start a master programme in that field. That is why more EC's will be spent on informational sciences than on social sciences / humanities. But: projects and the change-making learning trajectory will all be about the social sciences / humanities related issues.

Richard agrees with the FSR: students should know before the start of the bachelor what kinds of master programs they can take. However, the decisions by the examination committees are based on the content of the bachelor. The requirement for a social sciences master (a master within the FMG) is 30 EC theory and 30 EC research methods. The research methods will be covered in the HST program, and there is a 30 EC room for electives, so Richard can guarantee that the students will be able to apply for a place in a social sciences master program. The same applies for humanities. Richard has asked the master programme Information Studies to take the HST curriculum into consideration. The social sciences master programs (master programs

335 within the FMG) are the most demanding. If students want to follow a master in the social
340 sciences, they will have to follow some electives. It can be guaranteed that students who finish
HST will be able to follow a masters in all FMG master schools, depending on the study path
they follow. There are a lot of possibilities in the 30 EC's in the third year of the HST program.

340 No explicit hiring plan will be developed. There is an overview with the balance of what
kind of people will be hired, in general terms only. Our preference is for people who are
enthusiastic about the program, so an overview of the intended balance between existing staff
/new staff cannot be given. However, the FSR will receive a document on the planned division
of senior / junior staff.

345 The FSR will be in contact with the curriculum committee from the beginning until the
end of the HST instalment procedure.

Commitments

- The emphasis/starting point of the HST programme will be social issues.
- Before students enrol, there will be explicit agreements with master programmes on the possibilities for application by HST students.
- 350 ● Richard will give the FSR a plan for the ratio of senior / junior staff for HST, after the content of the courses has been set (January or February).
- If/when the dean is able to, she will keep the FSR informed on developments in HST housing.
- The FSR will respond to the dean's request for consent by the 22nd of November.

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11. Any other businesses

- The FMG strategy document is not confidential, the FSR is allowed to share it.
- FSR: just like ISW, PPLE does not have its own department either. However, there is a difference in visibility between both programs. PPLE seems to be much more visible,
360 how is that possible? The dean thinks that this is because PPLE is organised between faculties and ISW is organised within a faculty. This is a longer story and the dean has to leave, but the dean can answer the FSR's questions some other time.

12. Questions and closing

365 Arend closes the meeting at 15:45.