



Minutes of the Overleg Vergadering (3) of the FSR FMG
Faculty Student Council of the Faculty of Social and Behavioral sciences

5 Date: 30th of January
Location: C6.00A

Present executive board FMG: Agneta Fischer, Sterre Minkes, Ingmar Visser, Sarah de Jong

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

Absent FSR FMG '19-'20: Nadya Manuputty

Technical chair: Arend Habbema

Minutes: Robin van den Hoek

1. Opening and setting the agenda

Arend opens the meeting at 12:59. The agenda has been set without changes.

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2. Setting the draft minutes of the OV(2) of the 21st of November 2019

The FSR FMG has accepted most of the dean's changes to the minutes of the second OV of '19-'20. The minutes of the OV of the 21st of November 2019 have been set. The action list was discussed and updated via email prior to today's meeting, but the dean will give updates on two action points during subject 1.

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3. Announcements

Dean

The new college director of Communication Science will start on the 1st of February, the FSR has not met him yet, but can make an appointment to meet him.

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FSR

The FSR asks the dean if it is okay that the FSR takes pictures during and after this OV, to post them to its social media in order to increase awareness of the FSR and the elections which are coming up soon. The dean gives consent.

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4. Subject 1: Update on Action Points OV2

Dean

30 Action point on the Turkish student incident: 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.

35 Update: the dean has asked the CvB about this, they have spoken to the assistant professor. The CvB does not want to make a public statement about what it has been doing. The dean states that there has been a serious conversation, that is all that the dean knows. It makes sense to the dean that the CvB wishes not to deal with this in public.

Action point on internationalization: 190321-2: The dean draws up an overview of the existing initiatives for promoting the connection between Dutch and international students at the FMG.

40 Update: the dean has not received the information yet from Marieke Brand (DO), whom is working on the overview. The dean will ask the DO to provide this soon, so we can discuss it in the next OV. The DO could be present during the OV in which this action point is discussed. The dean states that it would be preferable to be informed about what the directors do about this, this is an important point.

45 FSR

The FSR understands that the CvB does not want to make the aftermath of the Turkish student incident public in its entirety. The main focus of the FSR is that the assistant professor has been held accountable for her actions.

50 **5. Subject 2: Selection Procedure Psychology**

[Ingmar Visser, college director of Psychology, joins the meeting]

FSR

55 The Bachelor Psychology wants to apply an enrolment quota in order to guarantee a more predictable student intake and provide a high-quality Bachelor's programme. The reason behind this that is more and more psychology programmes in the Netherlands that are adopting enrolment quotas and by 2021-2022 all but one will make use of this procedure. In addition to this, there are concerns for room or staff shortages due to a potential increase in student population.

60 The FSR asks about Psychology's plans to tackle possible issues of accessibility emerging due to the selection procedure. There will be a maximum number of students, but some years there are more applicants while some years there are less. How could Psychology ensure that the minimum number of applicants is over the maximum number of students to be accepted?

65 Furthermore, the FSR is worrying about accessibility of the programme. Looking within (not between) populations, different social groups will be affected in different ways by the quorum / NF. First generation students could be discouraged to apply, this will lead to increased inequality. Is Psychology planning on taking action to prevent this from happening?

70 The FSR asks about the possibility of improving the selection procedure so as to increase accessibility and improve overall fairness. The FSR asks about Psychology's plan to guarantee a maximum intake of students to come in (what if there are too few applicants?). The FSR wonders if the ranking number is based on test scores. Mental health problems of

candidates could influence their performance, have there been any considerations for this? Is there a way to deal with certain outliers? Besides, the admission tests will be taken in January and April, during which candidates could be dealing with other exams / deadlines. Are there no other possible selection dates, in case unforeseen things happen to candidates? There are two dates and two exams: is the content of these exams the same? How do we prevent the test from being leaked?

80 Ingmar Visser

Accessibility versus having a fixed quota: we have had a fixed quatum for a few years now, and used to have quota for over 15 years. The number of students who want to enrol is too large for us to handle. Visser copes with a dilemma between accessibility and quality, one will affect the other. The Dutch law only provides us with this type of procedure to limit student numbers, Visser is not a fan of it, but it is the only available option.

Predictability of student numbers: the number of applications has risen from 1400 (in 2019) to 2100 (in 2020), and these numbers were about a 1000 when the quatum started. So it currently looks like a very hypothetical / unlikely situation that there won't be enough students.

There could be a concern about the diversity of the group that applies. One of the indicators to look at is the ratio between EU/non-EU/Dutch and male/female students, but these ratios seem to be rather stable. Should there be any specific trends, then we could aim marketing for specific segments. But now even with few marketing efforts, we see increases in application numbers. So there is experience from last years, but Visser cannot guarantee that application numbers won't decrease.

95 Psychology created their selection procedure as to make it maximally predictive of students' success when they enter the Psychology programme. There have been a lot of studies researching how students' success should be measured. The best way to find this out is by using a curriculum sample, to see how students perform doing that. Research has showed that any other factor that you would enter in the selection process would result in bias towards particular groups. Visser wants students to be successful, for the UvA as well as for the students. This test is not perfect in predicting study success, but it is the best Psychology can do. Other criteria could be used, but Psychology has chosen for study success as a variable to optimize.

105 There are two possibilities for candidates to take the selection test, this is to offer more flexibility so students can manoeuvre their test date around their other obligations. Offering more dates would be costly. Visser does not know if there is any research on whether offering more possibilities to take the tests would lead to better results. Psychology does rank based on the test scores. Visser would love to use a (weighed) lottery for a certain group of scorers, but our minister does not allow (weighted) lotteries.

110 Psychology does consider that having the hurdle of a selection process might affect different groups in different ways. While providing information to high schools we try to lower the anxiety that may be involved with a selection process, and on the website this is stressed as well: selection is also a fun thing.

Dean

115 Selection procedure and test anxiety (mental health): it will be quite problematic for students to complete the selection if they cope with anxiety. But it is quite difficult to have an

alternative because this would be unfair towards other students. Also, anxiety would pose a problem in the rest of their studies, so it would be better to learn to cope with their problems earlier.

120 Ethnicity is not a very reliable predictor of inequality at school. But students from a migration background tend not to be so attracted by social science/Psychology types of disciplines, they more often choose to study law and (medical) sciences. We cannot examine this in terms of comparing the group that initially applies versus the ones who succeed the test, or between the population at large and the ones who choose for social sciences/Psychology.

125 There is a faculty wide outreach programme: we go to schools with higher percentages of students with migration backgrounds in order to attract them to the UvA. The teachers welcome the programme very much, it is unclear whether it is really effective (whether it leads to more applications or not).

130 The CSR has a right to advice, but it would be important to know if the FSR agrees on this selection procedure.

Action points

200130-1: Next week, the FSR shares its stance on the selection procedure in writing with the dean.

135 200130-2: The dean / Sterre shares the contact information of Rianne Cleyton with the FSR, so the FSR can request more information about the faculty wide outreach programme in high schools.

6. Subject 3: Numerus Fixus Communication Science

140 [*Sarah de Jong, policy advisor of Communication Science, joins the meeting*]

FSR

145 Communication Science (CS) is planning on installing a numerus fixus in its bachelor's program. How will the faculty make sure that first generation students will still apply once this hurdle is added? The FSR read that first generation students perform exactly the same as students who have parents who studied as well, but it was not mentioned if the numerus fixus procedure has effects on the likelihood that they will apply.

Would CS start focussing more on attracting first generation students now? Some selection measures scare first generation students off: what selection measures does this regard?

150 CS has stated that with a maximum number of 600 to 650 and a clear and simple selection procedure, it aims to uphold the accessibility of its programme at the current level (625 students in 2019). There is also stated that if CS were to apply for a numerus fixus, it would aim for a relatively high maximum number of 600 to 650 first year students. Based on the experience of the Bachelor's in Psychology, this will most probably result in an intake of 155 500 to 550 students actually starting in the first year. So CS expects to uphold the accessibility of the program at the same level, but at the same time it expects the number of students that will start with the program to be decreased with about 75 students. How can this discrepancy be explained? Will the programme be less accessible once numerus fixus is introduced?

160 What is the administration's plan to prevent withdrawals right before start of the academic year? Could there be late invitations for applicants who are lower on the ranking?

Minister van Engelshoven is planning on introducing stricter rules for implementing numerus fixus. A programme should first look at other measures to lower student intake. Has CS looked at any other options before proposing a numerus fixus?

165 Sarah de Jong:

CS has a lot of first generation students. They do not perform less than other students, and they are currently in the programme (have made it through the matching). CS is aware that the numerus fixus procedure may be a discouragement for them, but tries to make the procedure as clear and simple as possible. The procedure includes no GPA assessment and no motivation letter, since these measures especially scare off students from applying. CS also informs deans of high schools about how to prepare for the selection and that chances of getting in are good. So CS already takes part in promotion on location, and once CS implements the numerus fixus procedure, it will have to focus on communicating early and clearly. The first year students in the Dutch track are mostly from this region, the province of north Holland. CS has to include everyone on our information procedure and will not focus especially on first generation students, since they are already reaching first generation students right now.

At some studies at the FEB, GPA is used as a selection criteria. They have noticed that if they give less weight to the GPA, the Dutch students go up in ranking. So even if their GPA is just a 6 or a 7, the tests of the selection (which are a sample of the CS curriculum), is still well made. So using this test is the most fair option. From the very beginning, there was a focus on using a test, other options were considered but rejected. CS does not want to select on motivation, because it is not a valid selection criteria (does not predict how they perform in the programme). CS does ask the candidates to prepare for the test (they have to invest a certain amount of time), and that does (indirectly) show motivation as well.

185 About the estimated student numbers: 500-550 students is a good number to organise the programme logistically as well as financially. The current amount of over 600 students is a bit higher dan desirable. We can still handle the organisation, but it is an effort. CS does not want to reduce in intake, so we want to be open for the capacity of 650. We do not expect to fill up that capacity in the first year of the numerus fixus measure, but maybe in the years to follow. We would not be able to handle an influx of more than 650 students. In case the number of first year students will stay at 550, it might be an option that the maximum number will be stretched but we will have to see.

We give out ranking numbers up to 650, but not all students will actually start the programme, this is the reason why CS might not fill up the maximum capacity. At other programmes (other than CS), we see that the Dutch students mostly follow up with their application. International students are less often following up, they may be spreading their chances or starting other arrangements meanwhile. Or they might not wait for the second round of acceptances. This dropout problems is hard to tackle for internationals, applying for a visa should be done before a certain date. But CS does try to keep close connection with the students, keep updating them on all kinds of preparations. Until the 15th of august, students whom have applied can still get a place in the programme. The accepted students can withdraw until the 1st of September.

CS has looked at other options (than NF) to keep their programme accessible. There has been thoughts about organising less or shorter tutorials, but these measures are not desirable.

205 CS is thinking about collaborations with other universities, for instance by referring applicants to the VU if the UvA does not have place. However, students are applying for the programme at the UvA, they might not wish to be referred to another university with another programme.

How many students have applied for the upcoming year: CS is monitoring the registration. A lot can happen still until the 1st of May (final deadline), CS does count on a rise compared to the same moment last year. There will be a matching procedure in June, after that CS will know more about the intake of September 2020. The current expectations for 2020 are numbers of 625 + 20%.

215 Evaluation of the numerus fixus: it is agreed that we will have to monitor the composition of the student population compared to after we have installed NF. There is no specific plan on the (timing of the) evaluation yet.

Dean

There are no other options than numerus fixus. Collaborations with other universities would not work, since the UvA has the best reputation. In the past, there used to be location committees. You could opt for your first, second and third preferred location. However, this arrangement ended up in all kinds of exchanges among students, and this arrangement was ended.

Commitments

225 The College of Communication Science will inform the FSR about the evaluation of CS's Numerus Fixus.

Action points

230 200130-3: Next week, the FSR shares its stance on the numerus fixus of Communication Science in writing with the dean.

7. Subject 4: FSR-FMG Policy Plan

FSR

235 The FSR discusses the part on sexual harassment in its policy plan. With sexual harassment, the FSR means verbal as well as physical as well as 'undesired intimacy'. Not a lot of research has been done about sexual harassment at the UvA specifically. However, the FSR has been informed by the 'Our Bodies Our Voice'-board at the UvA and by research of the ASVA.

240 The FSR is actively working on this issue because the council wants to raise awareness among students and employees. Another goal is to inform students/employees about consent, undesired intimacy and boundaries/ the grey zone. Lastly: the FSR knows that legally, it is not possible to expel students/staff members if no official complaint is filed. But the FSR aims to support on the ones affected, even if no official complaint is / can be made.

245 First, course evaluations include questions about if the tutor was behaving according to the code of conduct or in his/her role as teacher. This might be a subtle way in which students can press their concerns, without pointing fingers, in case something happened which was in the 'grey zone'.

Furthermore, even if a student does not feel comfortable enough filing an official complaint, there should be unbureaucratic and discrete mechanisms allowing students to switch tutorials due to discomfort or (subtly) inappropriate behaviour of the tutor.

250 The code of conduct for the UvA is codified, but a lot of the students and staff are not aware of it, the FSR is in a conversation towards striving to making the code of conduct more official / binding.

255 The UvA organises yearly workshops and pays professionals to teach new boards of the study associations about first aid and right actions in fire situations (BHV workshops). The FSR suggests that a workshop about how to deal with situations of sexual harassment within the association is an important addition to that, since lots of harassment / grey area incidents happen at events related to the UvA.

260 Lastly, the FSR notices that awareness about confidential advisers is lacking, and that it is hard for students to reach confidential advisers. The FSR is interesting the dean's opinion on the confidential advisers at the FMG.

Dean

265 It is good to raise awareness about, to give information on, and to publicly discuss these type of things. The dean agrees that the grey zone is the most important thing, because this happens quite often, more often than 'actual' sexual harassment. There is a student complaint 'desk/inbox' about student/teacher mistreatment (not only sexual harassment, also discrimination etc.), but it is hard to discuss when it is reported anonymously. It is good to be able to discuss these things in person (face-to-face).

270 Taking up questions in course evaluations about if the tutor was behaving according to the code of conduct could be an interesting idea, the dean is in favour of the suggestion. The dean would want to talk to programme directors and college directors, we can come back to it.

275 Making switching of tutorials easier with mechanisms allowing students to switch tutorials is not a good idea according to the dean, because it would not be okay when a student switches while the rest of the students are still in the workgroup with a teacher whom is not behaving according to the code of conduct (and the situation is not solved). And where would the boundaries be? Switching tutorials should be a real exception, we don't want students switching just because another teacher is 'nicer'.

280 Students could only be transferred to another working group in case a problem is reported within the study programme. Going to the study advisor would be quickest and best option, the student could also go to the confidential adviser, and when this does not help, then students should report to the official inbox.

The UvA's code of conduct is very official, it is something that we can use when speaking to people that are not behaving like they should. But the dean agrees that there is not enough awareness of the code of conduct.

285 We are already organising social safety workshops. We have offered it to the department chairs, and currently it is turn for the programme group leaders, we will come to the teachers at some point. This is not going fast, but at least it is a start. The boards of the study associations are changing every year, but we could try to organise it so a training is offered for a board member. The social safety trainings that are given now are for free (because it is offered by university staff), which the dean likes. The trainings via Our Bodies Our Voice might be

interesting, but they might cost money. The UvA taskforce on social safety is organising other initiatives as well. There will be a play about social safety by taskforce social safety in CREA called ‘the learning curve’.

295 The confidential advisers are being trained, the FMG has some problems trying to recruit employees who want to become confidential advisers. There have been some changes in the last year, we now have three confidential advisers in the FMG. This is organized by head of personal affairs, whom knows more about this.

Action points

300 200130-4: The dean / Sterre sends the FSR the details on the play that will be organised by the taskforce social safety (of the UvA).

200130-4: The FSR sends the dean information about Our Bodies Our Voice.

200130-5: The FSR asks Josien Hagen about any problems regarding (availability and awareness of) confidential advisers.

305 200130-6: The dean / Sterre sends the FSR the link to the complaint page (for reporting misconducts).

8. Subject 5: OER

[discussed after subject 1: Update on Action Points OV2]

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FSR

Part B: Psychology is well ahead of time in the developments in reviewing its OER, the dean can expect the FSR’s advice regarding Psychology ahead of the set deadline.

315 Part A: the dean has requested the FSR to give consent on the OER part A for the following two years (2020-2021 as well as 2021-2022). The FSR understands that reviewing OER Part A every year takes a lot of work, but the FSR cannot ensure that next year’s council does not want to change anything in OER part A. The FSR will get back to the proposed compromise at a next OV.

320 According to the FSR, some programme committees are ahead in the process of reviewing their OER and some are a lot behind with (for instance) giving the FSR their feedback. Sterre states that there is a planning/process set up and that the programme committees still have about six weeks to give the FSR their feedback.

Dean

325 Part A: the dean understands that the current FSR does not want to ‘rule over’ next year. But the dean is not sure how many important things are in the OER part A that the council will not agree with, part A is general. The previous FSR has agreed on it. The dean is not sure that next year’s council will want to make changes, since this has not been the case in the last years.

330 It is more a question of efficiency than principle. It is a lot of work for a big number of people to adapt it again and again with minor changes, while nothing really changes. In terms of the content, the B-part is more important.

The dean proposes a compromise to agree on a conditional acceptance for the next year (2021-2022). In the transferral to next year’s council, the current council could convey that in

335 principle, the OER part A is okay and that it is not the intention to comment on it. But if next year's council has really big problems, they could still make changes to the OER part A.

9. Any other businesses

340 The FSR thanks the dean and Sterre for their cooperation with the OER'en and for and having all of the OER'en translated.

The dean states that the CvB is still looking for a student assessor and asks if the council members know any candidates for this position.

10. Questions and closing

345 Arend closes the meeting at 14:55.