



## Notulen OV FSR en DB FGw 10 december 2019

Fred Weerman, Marian Wilts, Carlos Reijnen, Thomas Vaessens, Freya Chiappino, Rijk Van Beek, Tjibbe Valkenburg,

Aanwezig Ömür Kirli, Thirza Tiel, Irene Zwiep, Rozemarijn Vissers, Olaiya Aro, Liesje Verhave, Roxane Erni, Devrim Aslan

Afwezig Marie-Claire Dijkman, Luana Lenz, Gerard Nijsten,

Gast Emma Kat (Technisch Voorzitter)

Notulist Nicolle Bötcher

### Agenda

- 1 1. Opening and confirming the agenda
- 2 2. Confirmation draft minutes OV 31 October 2019 (Attachment)
- 3 3. Announcements
- 4 a. Daily Board of the Faculty
- 5 b. FSR
- 6 4. Updates
- 7 a. CoH
- 8 b. GSH
- 9 c. Humanities in Context
- 10 5. Teaching and Learning Centre FGw (Attachment)
- 11 6. Memo internationalisering (Attachment)
- 12 7. Talen centraal (Attachment)
- 13 8. Beleid keuzeruimte en minoren (Attachment + Memo DB)
- 14 9. Tutoraat (Attachment, *onder voorbehoud*)
- 15 10. Diversity (*Onder voorbehoud*)
- 16 11. Rondvraag en sluiting

17           **1.           Opening and confirming the agenda**

18           Kat opens the meeting at 09:05. Chiappino suggests adding point 11 - Working Language -  
19           to the agenda. Weerman zegt dat dit mogelijk is als de tijd het toelaat.

20           **2.           Confirmation draft minutes OV 31 October 2019**

21           *Draft minutes.* The draft minutes 191031 are run per page.

22           *Action list:* The action list is discussed and states as follows:

23           190507-03 Is striped because the action is not relevant anymore.

24           191031-01 Is striped because the action has been done.

25           **3.           Announcements**

26           **a.           Daily Board of the Faculty**

27           Nijsten is absent.

28           **b.           FSR**

29           Luana Lenz and Marie-Claire Dijkman are absent. Freya makes a general remark about the  
30           lack of details in the memos that were send to the FSR by the board. She stresses that the  
31           meeting will be less efficient because of the lack of in dept information. Verhave and Chiappino  
32           sends more detailed questions to the board about the missing information in the TLC memos  
33           [**ACTION**]. The board answers the TLC questions from the FSR before the next OV [**ACTION**].

34           **4.           Updates**

35           **a.           COH**

36           Vaessens has no announcements to make concerning COH. He indicates that the visitations  
37           went well and they are still waiting for the final report.

38           **b.           GSH**

39           Reijnen says that MA Media Studies did well and that they will be looking at the thesis  
40           trajectories on Thursday. In the next few weeks there will be more concrete information about  
41           this topic.

42           **c.           Humanities in context**

43           Weerman geeft aan dat de ronde met gesprekken zijn voltooid waarbij kwartiermakers Jan  
44           Don en Marije Zeeman tevens aanwezig waren. In december komt de eerste aanzet voor het  
45           plan, deze zal ook naar de FSR gestuurd worden. . Het DB stuurt een afschrift van de brief naar  
46           de FSR, deze is reeds aan de OR is gestuurd.

47           **5.           Teaching and Learning Centre FGw**

48           Verhave wants to points out to the board that the discussion piece is not completely clear  
49           to the FSR and that she will address some structural details outside of the OV [**ACTION**]. She  
50           starts off asking when TLC will be implemented and when the FSR receives more information  
51           about the project. Reijnen answers that the TLC should be implemented around the first of

52 November 2020, as they are now in the phase of making the plans. The program leaders are up  
53 and running and the activities will start, to all expectations, around spring.

54 Verhave asks how people who will be joining the steering group for TLC are selected and if  
55 this process started already. She would like to know if the vacancy for the participating student  
56 will be available before the Christmas holidays. According to Reijnen, everything has to be done  
57 with pace and the program leader will set up the structure within the next few months. It is too  
58 hard to do this before Christmas but around January/February there will be a new timeframe  
59 available. Therefore, Reijnen can't elaborate on the solicitation process in detail to the FSR yet.

60 Chiappino requests the board to present a plan about TLC. The FSR is willing to help  
61 preparing the steering group vacancy and Chiappino asks for the possibility to appoint a FSR  
62 delegate to this group. Reijnen agrees with the FSR helping with the vacancy, yet he tells them  
63 that the FSR is a formal representation and that he can't implement her in a governmental plan.  
64 Hence it is not possible to appoint a FSR delegate to the steering group. Next OV there will be an  
65 update about the TLC steering group [ACTION].

66 The FSR calls for a fixed periodical system concerning the professionalization of professors  
67 and Verhave requests the board to present this system to the FSR before the next OV. Reijnen  
68 admits that offering training for professors is the core idea of TLC. It will focus on the big gap  
69 between the basic and senior qualification of the teachers (which Reijnen calls the 'in-between  
70 qualified teachers'). Moreover, TLC focusses on the needs of the teachers, which means that  
71 some of them are more involved into research while others are more directed towards  
72 educational issues. Therefore, Reijnen doesn't agree with the need of a rigidly fixed training  
73 structure. Verhave asks if it is possible for a periodical structure to be offered at the least and  
74 Reijnen agree with this, since he finds this the core of TLC.

## 75 **6. Memo internationalisering**

76 The FSR urged the board earlier to answer the technical questions she sent concerning  
77 internationalization and regrets this hasn't been done before the OV. On top of that, the FSR  
78 requests the dean to provide the FSR his general vision with regard to internationalization.  
79 Weerman is not keen on giving a general vision, since it is too broad, yet he does want to  
80 answer some of the memo's questions.

81 Weerman starts off by telling that the top five countries of origin of international students  
82 are Germany, Italy, the United Kingdom, Romania and China as regards to COH. Concerning GSH,  
83 the top five countries are the United Kingdom, the United States, Germany, China and Ireland. It  
84 seems to be the case that international students have a positive perspective sooner and  
85 therefore obtain their BSA more often than Dutch students. Weerman says that research in itself  
86 has always been international and, fortunately, teaching programs too. Therefore, he sees  
87 internationalization as favorable and inherent to Humanities as a whole.

88 Van Beek says that the amount of international students is increasing rapidly and he wants  
89 to know how Humanities cater international students, for example offering internationals a

90 helping hand with housing and the translation of documents. Weerman states that housing is  
91 been dealt with on a central level. About the translation of documents, the available material  
92 should be translated when a course is given in English. Verhave wants to know if the university  
93 has the responsibility to help international students with documents outside the courses. To  
94 some degree, Weerman agrees with this, yet he finds it hard to believe that internationals are  
95 interested in local issues. For that reason, the students need to have a passive knowledge of  
96 Dutch and the faculty can help them reaching this level.

97 The FSR finds the deans absence of a general vision about internationalization austere  
98 and they call for a documented vision. With this vision the FSR wants to temper the unsafe  
99 feeling some internationals currently have. Weerman says that there is both a language policy  
100 and a policy on internationalization available for the Bachelor/Master program and he would  
101 like to hear concrete points on how the board can help internationals feeling safe. Verhave says  
102 that with a broad vision, teachers and other faculty members can give better advice on topics  
103 like, for example, studying in the Netherlands after Brexit. Weerman is skeptical, but he does  
104 think that questions concerning topics like Brexit are very important to communicate to  
105 students.

106 Tiel also noticed international students requesting for a general vision. She says that the  
107 FSR can't find the specific memos the dean is talking about to answer some of these questions. A  
108 document with practical questions in the form of a FAQ, can be referred to via an UvA website  
109 where all documents are gathered and structured. The FSR makes a list on what they would like  
110 to see answered for international students [ACTION] while the board gathers and sends all the  
111 documents that are available concerning internationalization to the FSR [ACTION]. It is an idea  
112 to split these documents up on both central and faculty level.

## 113 **7. Talen centraal**

114 The dean asks the FSR's view on the report. The FSR finds it hard to give their opinion on  
115 the topic but they would like to help wherever they can and they would like to stay informed as  
116 much as possible. Chiappino finds involving study associations fortunate. She also points out the  
117 best practices of other university students, that the board can take into account, such as  
118 'students as tutors' or 'volunteering for housing', which is quite inventive.

119 Van Beek noticed that the perspective of Latin and old Greek is missing in the report.  
120 Weerman says that the problem for small languages also applies to Latin and Greek, and that it  
121 has to do with the historical background of this rapport.

## 122 **8. Beleid keuzeruimte en minoren**

123 The board wants to discuss this topic with the OERs 2020-2021 in mind. The FSR calls for  
124 an official response to their consent request that has been sent earlier to the board concerning  
125 the topic. To prevent having a contradictory situation in the future, the structure has to be

126 complete. At the moment, the letter has never been answered and the FSR wants to see a new  
127 consent request with her previous points integrated into a new proposal.

128 Weerman says this would mean that the OERen will stay as they are. Valkenburg indicates  
129 that the FSR wants to move forward but that the consent request and the OER changes on the  
130 topic go hand in hand and thus, it is important to have an official answer before agreeing to any  
131 changes in the OER. The FSR sends the old consent request to the board before the 20<sup>th</sup> and the  
132 board will see if they can meet this conditions [ACTION].

## 133 9. Tutoraat

134 The FSR has intensively spoken about the topic since the beginning of the year and finds it  
135 unfortunate that there hasn't been an effective response. The latest summary seems to be that  
136 Reijnen and Vaessens are willing to write something about this topic, but only related to the  
137 *Kwaliteitsafspraken*. The FSR would like to see a view on the *Tutoraat* from the board so they  
138 can communicate these expectations to the students.

139 Reijnen finds it difficult to formulate a broad view on the *Tutoraat* as he explains that the  
140 FSR should consider the *Tutoraat* as the main thing for study advice. In addition, the role of the  
141 *Tutoraat* is different in both small and big programs. It happens to be that in a small program  
142 there is daily contact with all the staff members, which isn't the case in a big program.  
143 Therefore, the *Tutoraat* requires a different approach to programs that differ in size.

144 The FSR wants to receive a writing from the board on how the extra *Tutoraat* budget will  
145 be spent, so it doesn't leak away in bureaucracy. This should be done in order to complete the  
146 advice concerning *Kwaliteitsafspraken*. In the next few days, Reijnen wants to give the FSR an  
147 outline in what they can expect on tutoring [ACTION].

148 - Aro leaves the meeting at 10:35 -

## 149 10. Diversity

150 The FSR has sent a memo on this subject in which questions were asked to the board. Kirli  
151 starts off with asking Reijnen if he supports the definition of the rapport which states that  
152 "Diversity means an inclusive approach, both to the science itself and the make-up of the groups  
153 to carry out the research (Nature, 2014: 279)." Reijnen relates to the definition on a personal  
154 level yet, he stresses that he cannot speak for the faculty.

155 Secondly, Kirli wants to know if the board already has taken workshops from CDO, or if  
156 not, if the DB is planning to do this. Reijnen answers stating that the board spend their last part  
157 of the Heidag on diversity and they are willing to meet the need of the staff members in the  
158 faculty about this topic.

159 Thirdly, Kirli would like to know if there is a plan to relaunch the task force on diversity  
160 and if not, how the FDO team is planning to involve students and staff in the process of  
161 becoming a diverse faculty. Reijnen says that they are defining a plan on how to tackle this  
162 issue, but it hasn't been finalized yet. At the moment the board isn't heading into the direction of

163 relaunching a task force. Because it doesn't meet the needs within in the faculty. There are plans  
164 for setting up different groups, consisting of staff members or student groups to meet and  
165 discuss core ideas and structures concerning diversity. The task force was active last year as a  
166 structure of communication but this was not rentable. Around the Christmas holiday the board  
167 will discuss this issue and early next year Reijnen hopes to present something to the FSR.

168 About the 10.000 euros spared in Faculty Budget 2020 for start-up diversity initiatives and  
169 the question concerning the measures to create equal gender distribution of positions in the  
170 future Reijnen states that this will be addressed in the first plans. Weerman points out that  
171 without additional measures the faculty will reach this goal unlike most technical universities.

172 Aslan states that Bushuis used to be a very important VOC building and he suggests that  
173 following courses there could be intimidating for people of color. Reijnen is not sure about the  
174 feelings about safety issues and entering Bushuis since it is a well-kept secret that it used to be a  
175 VOC building. Offensive information on the door of Bushuis has been changed two years ago and  
176 there are no plans for leaving or changing the building at the moment. There is communication  
177 going on about the VOC hall at the moment. Kirli says that the information about Bushuis being  
178 called East Indian House isn't secretive, since it is available for everyone. Reijnen say that this  
179 could be an ideal conversation concerning to diversity. If there is an urgent request from the  
180 faculty, Reijnen says that there could be a change of changing this, but at the moment, there is  
181 no urge to do this.

182 Aslan asks if there will be a Minor post-colonial studies anytime soon and Reijnen informs  
183 him that there are no plans at the moment, although summer programs do focus on some of this  
184 issues. Personally, Reijnen would not be against a minor program but it is not something that he  
185 thinks the board should call for directly.

186 About the decolonization of the curricula, Reijnen says that several programs took a  
187 workshop on how diversity analysis could be applied. Personally, he agrees with the idea of  
188 putting a lens on some programs from a decolonized angle but he finds that decolonialization as  
189 a term forces someone into a very specific and therefore, problematic lens because it makes the  
190 program very limited. Kirli says that a lot can be done by rephrasing some titles.

## 191 **11. Working Language**

192 To accommodate the FSR – which will include internationals in the future - the student  
193 council calls for language courses from the DB that are focused on the language of  
194 *medezeggenschap* in both English-Dutch and Dutch-English. Verhave points out that at the  
195 moment, Dutch courses for FSR internationals are accommodated, which means Dutch FSR  
196 members should also be able to take English courses. It would be an idea to offer a customized  
197 FSR language course.

198 Weerman would like to read the memo first and then discuss this issue with the rest of the  
199 board. Verhave says that the availability of languages courses is also an important point. At the

200 moment the FSR doesn't know where to find the required information. Weerman will discuss  
 201 this point with the Executive Board of the University [ACTION].

## 202 11. Rondvraag en sluiting

203 The board and the FSR thank each other. Kat closes the meeting at 10.58.

### 204 **Besluiten**

205 -

### 206 **Pro Memori**

207 -

### 208 **Actielijst**

- 209 190507-03 The FSR contacts Reijnen about the *studiehandleidingen*.
- 210 ~~190507-04 Vaessens en Reijnen geven een update over het tutoraat aan de FSR.~~
- 211 190620-06 Aro will think about suggestions for making confidential advisors more  
 212 accessible, after which it may start a conversation with the DB after the  
 213 summer.
- 214 ~~191031-01 An appointment will be made about Honours between the FSR and Vaessens.~~
- 215 191031-02 Both the board and the FSR will think about solutions for the re-sits.
- 216 191210-01 Verhave and Chiappino send more detailed questions to the board concerning  
 217 the missing information in the TLC memos.
- 218 191210-02 Reijnen updates the FSR about the TLC steering group at the OV of 6 February  
 219 2020.
- 220 191210-03 The FSR makes a list of questions on what they would like to see answered  
 221 from the board for international students.
- 222 191210-04 The DB sends the FSR all important (and available) documents regarding  
 223 internationalization.
- 224 191210-05 The FSR sends the old consent request concerning *beleid Keuzeruimte en*  
 225 *Minoren* to the board before the 20<sup>th</sup> and the board will see if they can meet  
 226 this conditions.
- 227 191210-06 The board answers the TLC questions from the FSR before 6 February 2020.
- 228 191210-07 Reijnen updates the FSR about diversity at the OV of 6 February 2020.
- 229 191210-08 Weerman will discuss offering language courses to the FSR with the Executive  
 230 Board of the University.