



Utrecht University

***Luistertaal* in U-Council meetings at Utrecht University: An analysis of the influence of
English and Dutch on the speech actions of council members**

BA Thesis English Language and Culture, Utrecht University

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August 6th, 2021

6306 words excl. quotes

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1. Introduction

The ever-increasing globalisation is bringing more international students and staff to Utrecht University each year. As a result, “UU’s co-participation bodies have been struggling for years with the question of how to get a growing group of international students and staff to become more involved in university democracy” (Van Elven, 2020). The most recent solution is the use of *Luistertaal* in the U-Council meetings: internationals use English and Dutch speakers use Dutch. Given this approach, two international students have been able to claim a seat in the U-Council in the academic year of 2020-2021, for the first time in Utrecht University history (Van Elven, 2020).

The discussion of topics such as internationalisation, inclusivity and the growing use of English as the language of higher education is not limited to Utrecht University.

Throughout the Netherlands, universities have adopted English as the standard language (Eurocollege, 2020). This has sparked an ongoing discussion about whether universities should promote English as a lingua franca or if they should encourage the use of Dutch.

Arguments in favour of and against English can be found in the literature of De Groot et. al, 2018; Van Houwelingen, 2019; De Grip, 2021; Verwey, 2020.

Within Utrecht University, different opinions on the use of Dutch and English in the U-Council meetings have been voiced in the *Digitaal Universiteitsblad* (DUB). On the one hand, it is claimed that English should become the official language of these meetings, which would be in line with the university’s international strategy and limit the Dutch language barrier (Duque, 2021). On the other hand, Dutch U-Council members have expressed their disapproval of English because it would cause for a lower quality of the discussions and provide inequality (Van den Broek & Rechsteiner, 2021). Ten Thije and Naber (2021) assert that there is room for Dutch and English in the U-Council through *Luistertaal*. Their *Medezeggenschap&Meertaligheid* research project focuses on increasing the effectiveness of

Luistertaal with several projects, such as the development of a course on receptive skills in Dutch. For this, transcripts of the U-Council meetings are analysed to see what elements of Dutch are difficult to understand for non-Dutch speakers who use English in the U-Council meetings (Ten Thije & Naber, 2021). This could be determined with a speech action analysis. Hence, the main research question in this study is: *what are the speech actions of English speakers and Dutch speakers in U-Council meetings?*

In order to answer this question, in chapter 2, the theoretical framework, the structure of the U-Council and its meetings is explained as well as the relevant analytical theories. In chapter 3, the methodology is described which contains the analytical approach of this study along with information on the participants and corpus. In chapter 4, a combined results and discussion section aims to outline and explain the findings of this study, while in chapter 5, the conclusion, the answers to the research questions are formulated along with some suggestions for future research.

2. Theoretical framework

Firstly, this theoretical framework is intended to explain what *Luistertaal* is, how it has been used so far and what the advantages and disadvantages are of its application. On top of that, the implementation of and research about *Luistertaal* at Utrecht University will be outlined, especially concerning U-Council meetings. Furthermore, the theories and models applicable to this study will be described. Primarily, the definition, relevance and application of speech action theory as well as conversation analysis will be explained.

2.1 *Luistertaal*

Luistertaal, which is also called *lingua receptiva*, LaRa or receptive multilingualism, is defined by Levering (2019) as a method of communication that encourages multilingualism. Rehbein, Ten Thije and Verschik (2011) outline *Luistertaal* as communication in which someone uses a language or language variety that differs from the language or language

variety that their partner is using, while they can still understand each other. In such a context both people have sufficient receptive understanding of the language or language variety of the person they are interacting with (Rehbein et. al, 2011). Ten Thije (2010) elaborates that “LaRa is the ensemble of those linguistic, mental, interactional as well as intercultural competences which are creatively activated when listeners are receiving linguistic actions in their ‘passive’ language or variety” (p. 54). Hence, intercultural competences are also vital when using *Luistertaal*. Moreover, Ten Thije (2010) states that there are differences between hearer and speaker competencies: hearers using *Luistertaal* show this with non-verbal signals, prosodic elements that express misunderstanding and other expressions of misapprehension, while speakers convey their competencies by rephrasing, paraphrasing and reformulating. Ten Thije, Gulikers and Schoutsen (2020) also disclose that *Luistertaal* is often used naturally nowadays in contexts such as education.

2.2 *Luistertaal* versus lingua franca communication

In situations where *Luistertaal* is used, there is no need for the utilisation of a lingua franca. Lingua franca is a communicative mode in which a language is deployed with the goal of mutual understanding, while this language is not necessarily the mother tongue of any of the participants (Blees, Mak & Ten Thije, 2014). Often, English is used as a lingua franca in international and academic contexts; this is also referred to as ELF (Blees et. al, 2014). Native speaker conventions of English can be set aside in order to achieve successful communication (Blees et. al, 2014). Hence, “ELF is similar to LaRa because interlocutors actively employ linguistic resources from their own L1 while producing and understanding utterances” (Blees et. al, 2014, p. 175). However, the main difference between ELF and *Luistertaal* is that people can express themselves in their mother tongue when adopting *Luistertaal* in communication (Blees et. al, 2014), although this is not required (Ten Thije, 2018). Thus, native speaker competence is not needed for successful communication (Ten Thije, 2018).

2.3 The advantages and disadvantages of *Luistertaal*

Communication with *Luistertaal* can be especially successful when there is a “typological overlap” (Blees, et. al, 2014, p. 176) between the languages of the partakers. However, this is not required according to Ten Thije (2018), who notes that a typological overlap is not a prerequisite since a speaker’s attitude towards a language is more important, and to Backus et. al (2013), who distinguish between the “inherent and acquired use of this mode” (p. 198). The inherent use refers to languages that are closely related, while acquired use means that there are no limits as to what languages the speakers use in communication (Backus et. al, 2013). Additionally, like Ten Thije (2018), the acquired use of *Luistertaal* or LaRa denotes: “the notion of LaRa applies also to constellations in which speakers do not speak their mother tongue but another language they are comfortable with” (Backus et. al, 2013, p. 198). Moreover, Backus et. al (2013) name the “inherent fairness” (p. 199) of *Luistertaal* as an advantage, since neither of the speakers are limited due to insufficient speaking skills. On top of that, they state that the cooperation between conversation partners is increased: “a seemingly universal by-product, reported by most studies, is that speakers engaged in this mode are very attuned to misunderstandings and to any problems the listener might have understanding the content of what is being said” (Backus et. al, 2013, p. 199). However, Backus et. al (2013) also write that *Luistertaal* is deemed most effective in informal settings.

The effectiveness of *Luistertaal* has been attested on numerous occasions. This has suggested that the preference of a language is of great influence, as well as the “maximum passive proficiency” (Blees et. al, 2014, p. 186) of the speakers. Interestingly, participants in Blees et. al (2014) seemed to prefer using ELF in conversations with speakers of a different language. However, according to Levering (2019) students can express their thoughts most effectively in their mother tongue. Backus et. al (2013) emphasise the effectiveness of

Luistertaal, stating that although it “goes against the natural accommodation process in interpersonal interaction” (p. 199), research has shown that people accommodate quickly. Nevertheless, this requires additional communicative actions, such as confirmations, that would not be necessary in “monolingual conversations” (Backus et. al, 2013, p. 199).

2.4 *Luistertaal* at Utrecht University

This information suggests that further investigation of *Luistertaal* as a communicative strategy is needed. Utrecht University has been implementing and researching the use of *Luistertaal* in different environments for the past few years, especially through two research projects in collaboration with the Dutch Language Union. These projects investigate the application of *Luistertaal* as the language of instruction in courses and as the communicative mode of the U-Council (Gulikers, Ten Thije & Smits, 2021). The project on the U-Council lists a number of activities related to research, development and implementation of multilingual strategies and plans specifically to develop the use of and evaluate the attitude towards *Luistertaal* (Gulikers et. al, 2021). Therefore, a relevant environment in which the employment of *Luistertaal* can be analysed is the U-Council and especially its meetings.

2.5 *Luistertaal* in U-Council meetings

In November of 2019, the Executive Board of Utrecht University has approved the participation of international staff and students in the U-Council. According to Utrecht University, the U-Council is the body in which staff and student members represent the interests of all staff and students. They have plenary meetings with the Executive Board as well as in separate commissions (<https://www.uu.nl>). Starting in September 2020, the contribution of internationals to the U-Council meetings was facilitated through the use of *Luistertaal*. In this context, this meant that the international members would speak English and have receptive skills in Dutch, while the Dutch members would speak Dutch and listen to the internationals in English. The international members were two students who were from

India and Portugal, who were supported in ways such as the translation of documents and a translator during meetings (Gulikers et. al, 2021). The goal of this approach was to allow for an international environment in which multilingual participation was promoted (Gulikers et. al, 2021). Implementing *Luistertaal* in the U-Council meetings was meant to explore the multilingual communicative mode of *Luistertaal* and to determine if this can contribute to a more inclusive and international academic environment (Gulikers et. al, 2021).

2.6 Previous research on *Luistertaal* in U-Council meetings

A recent study that has been conducted at Utrecht University by Morwood (2021) analyses the U-Council meetings with discourse analysis. In her findings, she mentions that “Dutch phrases which were repeated frequently and linked explicitly to the institutional patterns of reporting and interactive planning (Koole & Ten Thije, 1994) were picked up and understood more easily by the international members than other spontaneously occurring Dutch phrases” (Morwood, 2021, p. 55). According to Morwood, these patterns were easier to understand for the internationals “because of regular meetings, with the same council members within the same institutional constellation of Utrecht University” (2021, p. 55). However, Morwood (2021) notes that a different level of Dutch for each international influenced their perception and use of *Luistertaal*. Furthermore, Morwood (2021) has looked into the role of the chairman, about which she concludes that “the chairman often engaged in active listening (Spencer-Oatey and Franklin, 2009) which helped to facilitate the understanding and conveyance of a message for the benefit of the entire Council” (p. 57). In this study, these findings will be taken into account for the analysis. Moreover, the methodology of Morwood (2021) will serve as a foundation for the method of this study. Since Morwood (2021) has not analysed the speech actions of the U-Council meetings in depth, this will be the niche and focus of this study. One of the activities listed within the *Medezeggenschap&Meertaligheid* research project was to analyse the interaction patterns of

the U-Council meetings. This study will focus on researching these interaction patterns in particular with the use of two linguistic theories: speech action theory and conversation analysis.

2.7 Speech action theory

The first and main theory that will be utilised in this study is speech action theory.

Spencer and Oatey (2009) write about speech action theory:

A second approach to culture-comparative research that has been particularly common in pragmatics (a branch of linguistics that focuses on the construction of meaning in social interaction) and in discourse analysis is to compare the way in which speech acts (e.g., requests, apologies) and communicative events (e.g., business meetings, lectures) are carried out. There are no universal frameworks that can be used for this purpose. (p. 34)

According to Searle (1975), “the simplest cases of meaning are those in which the speaker utters a sentence and means exactly and literally what he says” (p. 59). Speech actions can take different forms, such as “making statements, asking questions, issuing commands, giving reports, greeting, and warning” (Searle, 1965, p. 221). Importantly, speech actions take place in “actual speech situations” (Searle, 1965, p. 226) and context usually clarifies the intention of a speech action (Searle, 1965). Therefore, speech actions demand cultural knowledge of a language. Hence, when speakers perform speech actions in a second language, it could be more difficult to grasp what is appropriate, which could cause problems when interacting with speakers of a different language. This is supported by Gumperz (1992), who states that “contextualization conventions are automatically applied without conscious awareness” (p. 240). While Gumperz (1992) writes about contextualisation cues instead of speech actions, his notion of cultural influence on speech is similar to speech action theory.

About two participants in communication who come from different cultures, Gumperz (1992) writes:

Although the two conversationalists would clearly agree on what the overall speech event is in which they are involved, they differ significantly in their notions of what types of activities constitute this event, how these activities are reflected in contextualization conventions, and what can and cannot be said. (p. 246)

Hence, the influence of culture on communication is evident.

Littlejohn (2009) also states that “making an utterance is a speech act, or an action performed through speech” (p. 918). Moreover, Littlejohn (2009) asserts that the founders of speech action theory, J. L Austin and J. Searle, intended to broaden the view on language as being comprised of words and grammar to “include the expressed intentions behind utterances” (p. 918). Searle (1975) states that speech actions can be direct utterances but are often delivered indirectly. These “indirect speech acts are possible because the speaker and listener share background information” (Littlejohn, 2009, p. 919). Hence, Littlejohn (2009) also stresses the importance of cultural skills in communication. Furthermore, Littlejohn (2009) explains the difference between locutionary, illocutionary and perlocutionary speech actions. While a locutionary speech action is an utterance, thus “the act of making speech sounds” (Littlejohn, 2009, p. 918), illocutionary speech actions are defined as “utterances that perform an intention” (Littlejohn, 2009, p. 918), that need to be understood by the hearer. Hence, according to Searle (1965), with an illocutionary act a speaker wants a hearer “to recognize his intention” (p. 229). On the other hand, perlocutionary speech actions are “designed to elicit a certain kind of response from others” (Littlejohn, 2009, p. 918). These type of speech actions are not mutually exclusive: speech actions can be illocutionary and perlocutionary at the same time. This is explained by Searle (1975), who asserts that almost all speech actions contain a number of direct and indirect speech actions at once: “the problem

posed by indirect speech acts is the problem of how it is possible for the speaker to say one thing and mean that but also to mean something else” (p. 60). For example, a speaker could ask someone ‘is there is any salt?’ while simultaneously requesting to pass them the salt (Searle, 1975). Furthermore, Austin (1962) states that “in general the locutionary act as the illocutionary act is an abstraction only: every genuine speech act is both” (p. 146). On top of that, “a speech act is not fulfilled until its illocutionary and perlocutionary intents are understood and the listener responds accordingly” (Littlejohn, 2009, p. 920). This means that for a speech action to be successful, the audience must understand and identify the speech action expressed by the speaker and react appropriately. Thus, when a speaker asks ‘is there any salt?’ and the listener responds with ‘yes’, but does not pass the speaker the salt, the speech action is not fulfilled.

Speech actions are considered “a rule-governed form of behaviour” (Searle, 1965, p. 222). Hence, for a listener to respond appropriately, there are rules that govern speech actions. These consists of constitutive rules, which state what a speech action has to look like, and regulative rules that “provide the steps or processes necessary to perform the act” (Littlejohn, 2009, p. 919). “Constitutive rules tell us what the speech act is intended to convey, and regulative rules tell us how to respond in order to complete the act” (Littlejohn, 2009, p. 919). Thus, regulative rules focus on the response a speaker receives from the listener. For instance, when a listener does not accept or refuse a speaker’s request, it does not serve as a request (Littlejohn, 2009). Since context and culture influence the perception of speech actions in multilingual settings such as *Luistertaal*, the focus will particularly be on regulative rules or steps in this study.

2.8 Speech action theory in Koole and Ten Thije (1994)

Speech action theory has often been used in analyses in previous research. This study will take the work of Koole and Ten Thije (1994) on speech actions patterns in multilingual

meetings as an example of how to analyse the U-Council meetings. Firstly, Koole and Ten Thije (1994) underscore that one speech action can contain multiple speech actions at once. Furthermore, they confirm that speech actions are not complete without the participation of a hearer because they assert that “speech actions are considered as part of a speech action pattern” (Koole & Ten Thije, 1994, p. 75) in which at least two people engage. Examples of speech action patterns can be found in Figure 1 and Figure 2. Significantly, these speech action patterns are considered to be a component of people’s “linguistic competence” (Koole & Ten Thije, 1994, p. 75) and are influenced by culture. Hence, for second language learners, these speech action patterns could be difficult to learn. Additionally, within a speech action pattern, “pattern positions” (Koole & Ten Thije, 1994, p. 76) can be found: “speech action patterns have a systematic structure which assign separate speech actions a specific position within the pattern” (Koole & Ten Thije, 1994, p. 75). These speech action positions are organised consecutively, which means they are based on the responses of the participants. For example, in Figure 1, speech action positions such as judgement, question and acceptance can be found. The environment of this study is closely related to the domain of Koole and Ten Thije (1994) since in both studies research is performed on meetings in educational institutions. Koole and Ten Thije (1994) focus on two speech action patterns in particular: planning and reporting. Hence, these patterns will be taken into account in this study’s methodology. The speech action patterns are outlined below:

Figure 1

The speech action pattern reporting (Koole & Ten Thije 1994, p.108)

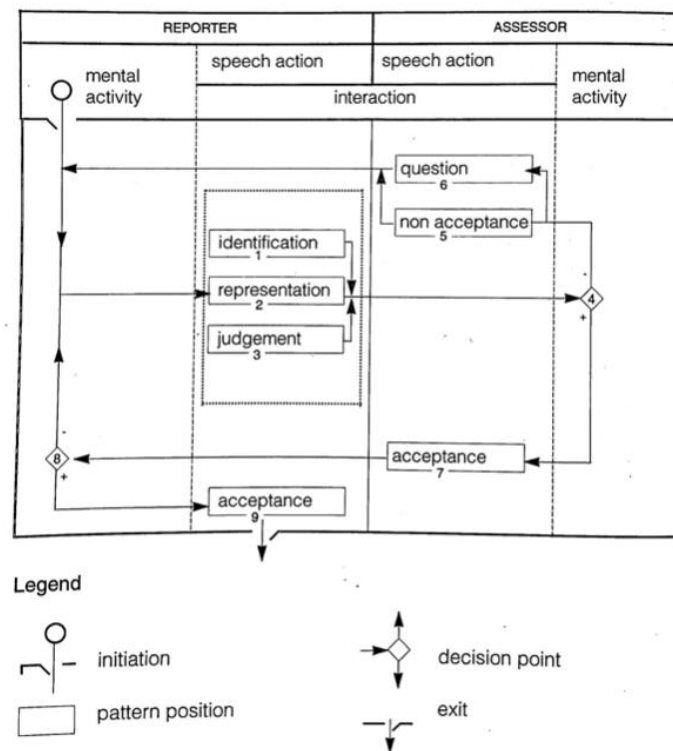
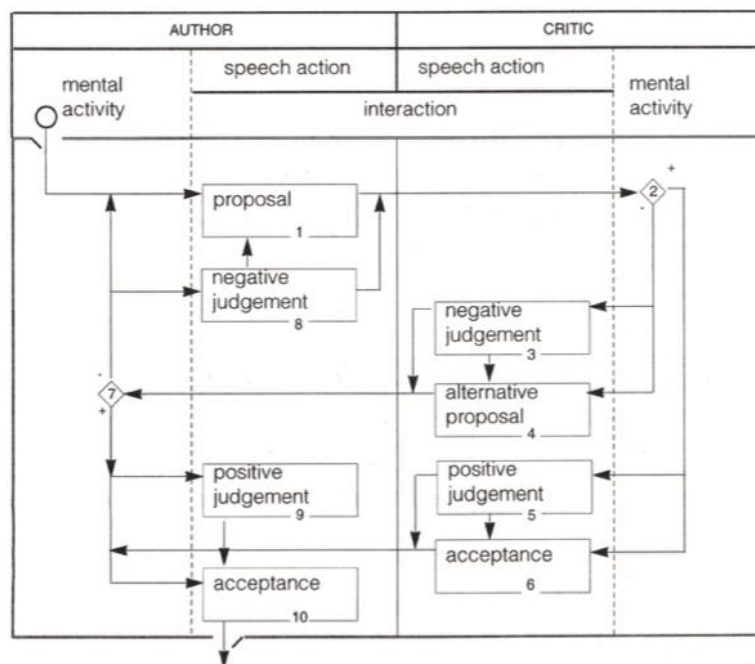


Figure 1 shows how in the speech action pattern reporting a speaker interacts with a listener. Here, the speaker is called the *reporter* and the listener is called the *assessor*; the *reporter* starts by *identifying*, *representing* and *judging* and the *assessor* can *question*, *accept* and *non-accept* what the *reporter* expresses. The speech action pattern is complete when both parties reach *acceptance*.

Figure 2

The speech action pattern interactive planning (Koole & Ten Thije 1994, p.122)



Another example of a speech action pattern is the speech action pattern interactive planning. Here, the speaker is referred to as the *author* and the listener as *critic*. The *author* starts with a *proposal* that is to be *judged positively* or *negatively* by the *critic*, which could result in an *alternative proposal* by the *critic*. A *positive judgement* from both parties results in overall *acceptance*, marking the end of the speech action pattern.

2.9 Conversation analysis

A field of study that is closely related to speech action theory is conversation analysis. Firstly, like speech action theory, conversation analysis takes cultural influences on communication into account (Goodwin & Heritage, 1990). An additional similarity is that like speech actions, “turns can be composed of more than one turn-constructive unit” (Levinson, 2013, p. 118), although Levinson also notes that in conversation analysis there is a “main action” (2013, p. 118).

Furthermore, while speech action theory originated as “analyses in the study of isolated sentences stripped of their social context” (Goodwin and Heritage, 1990, p. 285), conversation analysis is described as a method that does not regard sentences as isolated units but as real-life interactions. Nevertheless, Goodwin and Heritage (1990) do also note that “utterances (the stream of speech actually produced by a speaker in conversation) are understood as forms of action” (p. 287), which is similar to speech actions in speech action theory, although they add that these actions are “situated in specific contexts and designed with specific attention to these contexts” (p. 287). However, like in speech action theory, “in order to build most types of conversational action a speaker needs a hearer” (Goodwin & Heritage, 1990, p. 292) in conversation analysis.

Furthermore, a significant difference with speech action theory is that conversation analysts have introduced sequences in conversation. This is called:

Adjacency pair, whose central characteristic is the rule that a current action (a “first pair part” such as a greeting or a question) requires the production of a reciprocal action (or “second pair part”) at the first possible opportunity after the completion of the first. (Goodwin & Heritage, 1990, p. 287)

Adjacency pairs differ from speech action patterns in the sense that while speech action patterns incorporate a number of steps or speech actions, adjacency pairs consist of two actions. Furthermore, the reciprocal action in an adjacency pair has to be completed at the first potential chance; this is not mentioned as a requirement for speech action patterns.

Adjacency pairs are important within the conversation analysis framework since they describe a course of action in which speakers and hearers are both responsible (Goodwin & Heritage, 1990). It also differentiates conversation analysis from speech action theory, because it means that past actions of speakers and hearers are essential to the “understanding

of what has transpired and the appropriateness of one's response (Goodwin & Heritage, 1990, p. 288). Hence, in conversation analysis, context is essential and shapes communication.

Besides adjacency pairs, a system for turn-taking is also described in conversation analysis. This consists of three basic elements, from which the second is especially relevant for this study since the U-Council works with an independent chairman who appoints a speaker during meetings (<https://www.uu.nl>). This is called "speaker-selection techniques, which include both self-selection by a subsequent speaker and specification of a next speaker by the current speaker" (Goodwin & Heritage, 1990, p. 290). Additionally, conversation analysis takes into account the "incumbency or non-incumbency" (Goodwin & Heritage, 1990, p. 291) of participants, which relates to their official role and thus their respective power. This is applicable to this study since the U-Council has meetings with the Executive Board, who have the most authority (<https://www.uu.nl>). On top of that, conversation analysis is suited for the analyses of "topics such as how talk is organized in institutions and work settings" (Goodwin & Heritage, 1990, p. 302) and also in environments where "participation" (Goodwin & Heritage, 1990, p. 302) and "cross-cultural communication" (Goodwin & Heritage, 1990, p. 302) are important, which relates to the corpus of this study since it consists of multilingual meetings in the educational institution Utrecht University.

Lastly, a concept of conversation analysis that will be employed is "preference organization" (Goodwin & Heritage, 1990, p. 297). Here, preferred and dispreferred actions, such as responding with 'yes' or 'no' to a proposal, show how hearers respond - in an adjacency pair - to an utterance of a speaker, and deals with actions such as rejection and acceptance (Goodwin & Heritage, 1990). Additionally, dispreferred actions "often incorporated accounts that offered some explanation for the action" (Goodwin & Heritage, 1990, p. 297) while preferred actions do not.

2.10 Research questions and sub-questions

This information causes for the focus of this study to be on the analysis of the speech actions of international and Dutch U-Council members. Therefore, the main research question is:

What are the speech actions of English speakers and Dutch speakers in U-Council meetings?

Furthermore, the following sub-questions have been constructed:

1. *Are there any differences in the way international and Dutch members structure their proposals and questions?*
2. *Does the speech action seeking confirmation appear in Luistertaal or monolingual interactions more often?*
3. *Do the international or Dutch members respond with a question more often?*
4. *Are the utterances of international or Dutch members followed up by a question more often?*

3. Methodology and corpus

This method section is designed to outline the participants, materials and analytical approach of this study. For this, it is built upon previous research of Morwood (2021). Like Morwood's (2021) study, this study is carried out within the *Medezeggenschap&Meertaligheid* research project and is therefore provided with access to the same data. Hence, her methodological structure is used as a guide. Additionally, the qualitative aspect of Morwood's (2021) study matches the approach taken in this study.

Furthermore, like in Koole and Ten Thije (1994), this study analyses meetings in an institutional setting since team discussions are a form of "institutional communication" (p. 73) which requires an "institution analysis" (p. 42). "An institution analysis is a pragmatic analysis of institutional structure" (Koole & Ten Thije, 1994, p. 43). Hence, the pragmatic disciplines speech action theory and conversation analysis are suited for the data analysis in this study: "in other words, the analysis must clarify the relation between what is said

(utterances) and what is going on (speech action patterns) in discourse” (Koole & Ten Thije, 1994, p. 76).

3.1 Participants

The participants in this study are the members of the Utrecht University Council, also called U-Council, and the members of the Executive Board of Utrecht University (Morwood, 2021). Almost all these individuals were present and participated in some form in the meetings that the U-Council had with the Executive Board. These meetings are called the “UR+ meetings” (Morwood, 2021, p. 67), which take place six times each year (Morwood, 2021). The composition of the 2020-2021 U-Council can be seen in Table 1 (Morwood, 2021, p. 28):

Table 1

Overview of Utrecht University Council participants

Gender		Occupation		Origin		Preferred language used during meetings	
Male	Female	Staff	Student	Local (Dutch)	International	Dutch	English
12	12	12	12	22	2	22	2

The members of the U-Council are elected and installed through their membership of different parties: “all members are democratically elected, and student members serve a one-year term whilst staff members serve two years” (Morwood, 2021, p.10). Since 2020, it has been possible for international student members to join the U-Council. Hence, in the 2020-2021 term, two international students have joined the U-Council alongside 22 Dutch members, which can be seen in Table 1. An overview of the current U-Council members and their party membership has been made by Morwood (2021, p. 66). The objectives of the UR+ meetings are student and staff representation, the expression of their concerns and wishes towards the Executive Board, and contribution to the decision-making process (Morwood,

2021). Further information on the members of the Executive Board, the chairman and the meeting cycles of the U-Council can be found in Appendix D of this study.

The informed consent of the participants in the UR+ meetings has been acquired through the *Medezeggenschap&Meertaligheid* research project. Since the *Medezeggenschap&Meertaligheid* research project has only obtained informed consent for the analysis of the UR+ meetings, these specific meetings were analysed in this study.

3.2 Materials

The data used in this study has been gathered through the *Medezeggenschap&Meertaligheid* research project and consists of five meetings, of which the video and audio was recorded with Microsoft Teams. Additionally, the *Medezeggenschap&Meertaligheid* research project has created transcripts of the meetings. In total, they lasted 7 hours, 22 minutes and 17 seconds. A chronological overview of the dates of these meetings and their duration can be seen in Table 2:

Table 2

Overview of the dates and duration of the UR+ meetings available through the Medezeggenschap&Meertaligheid research project

Meeting date	Duration
2020-09-21	1:50:43
2020-10-26	1:28:12
2020-10-26	0:42:32
2020-12-07	2:10:08
2021-02-17	1:10:42

As can be seen in Table 2, it appears that on 2020-10-26, two different meetings took place. However, these meetings are actually part of the same instance but their recordings and transcripts have been split up in two versions: before and after recess. This has been indicated in the transcripts in this study. Since two different versions of this meeting are filed in the

Medezeggenschap&Meertaligheid research project corpus, this study has adopted this distinction as well.

3.3 Procedure

This research method aims to outline the speech actions of English-speaking UR+ participants as well as Dutch-speaking UR+ participants. Given this qualitative approach “the methodological principles of this study are, therefore, connected with the principle characteristics of interpretative research and aim at a critical reflection on the knowledge and experience of the researchers” (Koole & Ten Thije, 1994, p. 36). Thus, the data collection started with interpreting the transcripts created by Morwood (2021) as a preliminary analysis.

The findings of the preliminary analysis were discussed in a data session. According to Hoey and Raymond (Frth), “initial observations frequently originate in ‘data sessions’, where expert and novice CA practitioners gather to examine fragment(s) of data together” (p. 17). Since speech action theory and conversation analysis were new research methods for the researcher, the preliminary findings and speech actions were discussed with this study’s supervisor, who is an experienced conversation analysis researcher. In this data session, parts of the analysis that the researcher wanted to confirm or clarify were examined in particular. Given that this study includes detailed transcripts, the data session, “where such details are commonly part of developing ideas and arguments about the data” (Hoey & Raymond, Frth, p. 16) was used for the categorisation of the speech actions. Through this, thirteen different types of speech actions were defined and colour-coded, shown in Table 3 below:

Table 3

Speech actions

Statement
Response: preferred
Response: dispreferred

Response: question (in the analysis, a distinction was made between a clarification question and a repeating question)
Response: alternative proposal
Question
Proposal
Repeating: affirmation
Giving the floor
Seeking confirmation
Clarification / expansion
Acknowledgement / explanation
Correcting

These categorised speech actions were then used to analyse the data of the UR+ meetings, which was comprised of video recordings. “These types of data can provide in-depth, rich insights into specific interactions and their contexts, and are vital for any analyses that require detailed information about the language, behaviour and context of particular types of interaction” (Spencer-Oatey and Franklin, 2009 p. 271). Hence, this data is suited to provide an answer to this study’s research questions.

The researcher started with looking for instances of *Luistertaal* in the video recordings of the UR+ meetings, which could be identified by the use of English. Hence, the researcher watched all the UR+ video recordings from start to finish. The UR+ recordings contained three instances of *Luistertaal* in total, which were transcribed by the researcher with the help of the transcripts available through the *Medezeggenschap&Meertaligheid* research project. Since these were automatically generated transcripts, it contained some mistakes that needed to be corrected: especially the English speech had to be re-transcribed completely. Adjustments to the automatic transcript that have been inserted by the researcher have been marked with []. These adjustments have only been made in case the original transcript was uncomprehensive or incorrect, or if a segment of the recording turned out to be inaudible. Additionally, the Dutch speech was translated manually by the researcher to English and

added to the transcripts. However, it should also be noted that the researcher's mother tongue is Dutch and therefore does not have native speaker competence in English.

Furthermore, the names of the two international students have been marked with *International One* and *International Two*, and the rest of the board members have been marked with their respective roles within the U-Council. Therefore, as their names are not used in the transcripts, the board members remain as anonymous as possible in this study.

After the identification and transcription of the instances of *Luistertaal* in the UR+ meetings, the researcher, like Morwood (2021), watched “all six meetings from start to finish” (p. 31) and noted down “any particularly interesting instances where “something happens” or “something is different than normal””(p. 31). Particularly, the researcher looked for situations that were similar to the settings in which *Luistertaal* was used. After this, the researcher compared the speech actions of the internationals, who used English, and the Dutch members who used Dutch.

3.4 Obstacles to research

Like in Morwood (2021), this study has to take into account “the observer's paradox” (Morwood, 2021, p. 33). While linguistic research is aimed towards the observation of individuals in their natural state, it is unavoidable that they are aware of the researcher's presence. The *Medezeggenschap&Meertaligheid* research project has gained informed consent from the participants; therefore, they knew that their behaviour would be evaluated which might have influenced their actions. However, according to Morwood (2021), in institutional discourse such as these meetings it is unlikely that the collected data is affected to a great extent.

Another limitation is that solely the UR+ meetings could be analysed since the *Medezeggenschap&Meertaligheid* research project had only obtained informed consent for the research of these meetings, which limited the corpus of this study.

4. Results and discussion

In this section, the results and analyses of the data collection will be outlined. This will provide answers to the research questions proposed in this study. For this, a comparison will be drawn between the speech actions used in the *Luistertaal* interactions and the monolingual interactions. Firstly, the transcripts of the *Luistertaal* communication will be described and analysed to show what speech actions the internationals used and with what speech actions the Dutch members responded. Additionally, relevant monolingual interactions will be examined to see how they compare to the *Luistertaal* interactions. It is important to note that the focus of the analysis of the speech actions will primarily be on the “main actions” (Levinson, 2013, p. 118) that are performed, as mentioned in section 2.9 of this study. The complete set of transcripts used in this study can be found in Appendix A, B and C. The definition of the colour-coded speech actions can be found in Table 3 in section 3.3 of this study.

4.1 *Luistertaal* interactions

In total, the corpus of this study presented three instances in which *Luistertaal* was used. Hence, the *Luistertaal* data available in this study is limited. Since this data is essential for the comparison of English and Dutch speech actions, the full transcripts of these interactions are analysed and shown in Table 4, Table 5 and Table 6.

Table 4

Transcript of UR+ meeting 2020-10-26 – version: before recess (1:09:03)

<i>Line</i>	<i>Name</i>	<i>Transcript</i>
1	<i>Independent Chairman Dutch</i> Translation:	dan is als volgende. Moet ik even. checken [International One]. Then next is, I have to check... [International One].
2	<i>International One</i>	[Thank you [Independent Chairman Dutch]. Ehm, so, after going through the strategic plan a couple times more, I do believe that we need a taskforce for internationalisation, or at least we should build up a sub-taskforce for internationalisation that is part of

		<p>the existing taskforce for diversity. Ehm, because what I believe that might be happening in the future is that we live in strange times, we have to deal with corona and ehm we have to work from home, so exchange is cancelled or at least postponed for the next year. And I am afraid that we start falling back on the internationalisation process. Ehm and ehm if it's not possible to create a taskforce for internationalisation at least incorporating it in the diversity taskforce because ehm because I also understand that we have to create synergies and synergies and we have to ehm work with what we have uh use our resources ehm efficiently and effectively. Ehm and I also want to stress the fact that in the strategic plan ehm we are supposed to exchange our partnerships or strengthen our partnerships and I wonder how are we going to do what are the plans that we have in mind regarding covid now regarding this surprise that we have to face. And finally ehm I know that there is a budget to improve English proficiency and stuff but we don't have a budget for English proficiency in the student delegations. And this is really that we can keep up with the level the higher level of education that is one of the strengths of Utrecht University. So I would like to hear from the College van Bestuur what are your thoughts regarding my points. Thank you.]</p>
3	<p><i>Staff Chairman Dutch</i></p> <p>Translation:</p>	<p>Misschien in algemene zin internationalisering bij [inaudible] moeten we aanvullen dus dan is is buitengewoon belangrijk hebben we daar ook [nu ook nieuwe] programma [mensen] voor aangesteld om de verbindingen tussen de [directies O en O, SO en O en HR] en Communicatie en Marketing doen voor internationalisering is een groot budget vastgesteld. En dat is een groot [uitvoering en implementatieplan aan de gang]. Dus op het moment dat je denkt dat daar nog [aanvullingen] op zijn [ik denk dat in het strategisch plan nadrukkelijk aangegeven wordt dat we die internationale universiteit willen zijn dan] zijn we ten volle bereid denk ik om te kijken wat er nodig is in de implementatie plannen om aanpassen [of] meer te doen. Er is ook een ruim budget voor de aankomende drie jaar alvast [gesteld] stelt het college. Dus in die zin [International One] denk [ik] dat het goed is dat je dan op een ander moment ook nog eens een keer verder [over door moeten praten] de intentie in het strategisch plan zoals die nu voorligt is nadrukkelijk om. Die wensen die [er leven] bij jou en bij ons. Daarin vorm te geven. Maar misschien wil [Rector Magnificus Dutch] daar nog iets aan toevoegen.</p> <p>Maybe in general, internationalisation in [inaudible] has to be increased so so that is extraordinarily important, now we have appointed new program people as well for the connections with the managing boards O&O, SO&O and HR and Communication and Marketing, what they do for internationalisation. For this, a</p>

		<p>vast budget has been established ehm and there is a comprehensive execution and implementation plan that has been devised. So, when you think that there are any additions to this, I think that in the strategic plan it is emphasised that we want to be that international university. Then, we are very willing I think to look into the implementation plans to adjust them or to see what else we can do. There is also a vast budget for the upcoming 3 years that has been established according to the College. So, in that sense [International One] I think it is good to, at a different moment, talk it through more. The intention of the strategic plan like it is now is really to advance with the wishes that you and we have. But maybe [Rector Magnificus Dutch] wants to say something about it as well.</p>
4	<p><i>Rector Magnificus Dutch</i></p> <p>Translation:</p>	<p>Nou heel kort maar ik denk dat dat. Uiteraard ook door verdeeld door [Covid] is zijn een aantal dingen stil komen te liggen. Maar [wat er wel] door is gegaan is dat. Voortduren overleg hebben met onze internationale partners. Deze maand [heb ik ook weer uitvoerig] overleg met onder andere de colleges uit Leuven dan gaan we met een grote delegatie naar toe al dan niet online om met een aantal dingen beter te organiseren maar waar ik wel eens zorgen over heb en dat is iets wat je nu ook weer wat meer tijd [inaudible] om iets mee te doen. Dan is dat wij onze exchange hebben moeten stilleggen en we moeten vooral nadenken over de vraag van hoe kun je nu ook onze studenten een internationale ervaring. Bieden nog ook [in Covid times hè] [dus] is de de de daar daar ja dat we weten allemaal niet hoe lang dit gaat duren welke problemen we de komende jaren nog kan tegenkomen om mensen terug te halen en weer weg te brengen meer van dat soort zaken dus [is denk ik reden te meer]. In aanvulling op de vraag van [International One]. Om eens. Goed na te denken over de vraag van hoe er met name in voor de studenten de internationalisering. Hanteerbaar kunnen maken. En dat gaat over en weer. Dus is denk ik wel reden om. Met elkaar verder te praten over die [internationaliseringsambities] en ook wat hoeveel studenten doen als het over [proficiency in English or Dutch] ik had steeds de indruk dat [we] daar voldoende budget voor hadden en plannen [voor hadden] maar dan moet er even apart naar kijken dan om ervoor te zorgen dat [we] die wel hebben want ja dat was ook wel de opdracht we zouden er ook voor zorgen. Dat buitenlandse studenten Nederlands konden leren om mee te kunnen doen in andere [inaudible] activiteiten. [Bijvoorbeeld]. Ja.</p> <p>Well very short then but I think that of course because of Covid a number of things have come to a halt. But what did continue was that we continuously meet to discuss with our international partners. This month I am having an extensive</p>

		meeting with amongst others our colleges from Leuven, then we will go with a large delegation, maybe online, to organise some things in a better way. But what I do have concerns about and what you need time for [inaudible] to do something with. That is that we had to put a stop to our exchange and that we have to primarily think about the question of how we can offer our students an international experience, in Covid times right? So that is the the yes we don't know what problems we will be facing in the coming years, bringing people back and sending people off and more of such matters. So all the more reason I think, to add to [International One]'s question, to primarily think really well about how to make internationalisation more manageable for students. And that is a back-and-forth process. So I think there is reason to continue to speak with one another about those internationalisation ambitions and also about how what how many students do when it is about proficiency in English or Dutch, I was under the impression that we had enough budget and plans for that but then we will have to look at it separately to make sure. Because that was also the assignment, we would make sure that foreign students could learn Dutch to participate in other [inaudible] activities. For example. Yes.
5	<i>Independent Chairman Dutch</i> Translation	Helder [International One] of heb je nog [...]? Is it clear [International One] or do you have any...?
6	<i>International One</i>	[No [inaudible] I just would like to [inaudible] that in this regarding Covid maybe we have to have a paradigm shift regarding internationalisation and ehm my point for creating a taskforce for internationalisation or just have a sub-taskforce within diversity is exactly to tackle this stuff we have in our hands now, to bring [inaudible] how can we deal with this now how can we [inaudible], we have a completely different paradigm. And regarding the budget ehm I do agree that we have a lot to work with we have a really big budget, but it anywhere uhm a focus on the proficiency for students. Because I know that there is a focus for the proficiency for staff delegation in English but we but perhaps we can incorporate the English proficiency for students in the same budget that we have already for the English proficiency of staff. Thank you.
7	<i>Staff Chairman Dutch</i> Translation	[Inaudible] dank je wel voor je [opmerking] die nemen we mee [hoor]. Ja. [Inaudible] thank you for your remark, we will take it into account. Yes.

8	<i>Independent Chairman Dutch</i>	Uitstekend dan ga ik naar [Staff Member Dutch].
	Translation	Excellent, then I will go to [Staff Member Dutch].

In this interaction, the *Independent Chairman Dutch* gives the floor to *International One* which is done in Dutch. This is an example of how *Luistertaal* is applied in U-Council meetings, since Dutch members speak Dutch and the internationals speak English, which can be read in section 2.5 of this study. Interestingly, what follows is a structured response that can be seen in line 2. The main speech action appears to be a proposal; this action is supported by clarifying/expanding and asking questions. The proposal seen here is in line with the speech action position proposal that Koole and Ten Thije (1994) introduced in their speech action pattern interactive planning, which is shown in section 2.8 of this study.

Next, in the response to *International One's* turn a few different speech actions can be distinguished. However, the main action seems to be to a preferred response, since *Staff Chairman Dutch* offers to look into *International One's* proposal; this also confirms that *International One's* previous speech action can be classified as a proposal. Remarkably, *Staff Chairman Dutch* ends his turn by giving the floor to *Rector Magnificus Dutch*. This could be linked to the “incumbency” (Goodwin & Heritage, 1990, p. 291) of *Staff Chairman Dutch* as mentioned in section 2.9, since *Staff Chairman Dutch* has authority through his official role. The response of *Rector Magnificus Dutch* in line 4 strengthens the preferred response of *Staff Chairman Dutch*. Even though, again, multiple speech actions can be discerned, the main speech action is a preferred response. Here, the use of the word ‘*maar*’ after the dispreferred speech action indicates the start of the preferred response.

The next turn of *International One* is initiated by *Independent Chairman Dutch* in line 5. This is interesting, since the sentence of *Independent Chairman Dutch* is ended with a pause; thus, the meaning is left open for interpretation. However, in line 6, it is clear that

International One understands the intention of the speech action giving the floor. The dispreferred response ‘no’ does not mean that *International One* does not understand, but rather shows that they are not ready to move on from this speech action pattern. This is demonstrated by the main speech action repeating their previous proposal. *International One* clearly marks the end of their turn with ‘thank you’. Lastly, the speech action pattern is ended with a preferred response by *Staff Chairman Dutch* in line 7, which is comparable to the speech action position acceptance in Koole and Ten Thije (1994). This shows that the message of *International One* was understood well, despite the use of different languages.

A similar speech action pattern can be seen in Table 5, in which the same international student member interacts using *Luistertaal*:

Table 5

Transcript of UR+ meeting 2020-10-26 – version: after recess (28:25)

<i>Line</i>	<i>Name</i>	<i>Transcript</i>
1	<i>Independent Chairman Dutch</i>	[Dat is] ook goed kom ik zo bij jou. Terug. [International One]? Translation: That's fine as well, then I will get back to you later. [International One]?
2	<i>International One</i>	Yeah thank you [Independent Chairman Dutch]. Ehm I just wanted to ask that ehm or actually stress the fact that luistertaal works, ehm but all the international students would have to have a minimal level of Dutch in the beginning of the year, which is like B1 or B2 in order to follow, and to me this seems pretty unrealistic because unless your parents, or one of your parents is Dutch, you won't most probably have a proficiency in Dutch because it's not like English or French or Spanish [inaudible] that we learn in the schools, so I would like to know what are the thoughts ehm of the College van Bestuur regarding eh having meetings in English in 5 to 10 years. Thank you.
3	<i>Staff Chairman Dutch</i>	[Nou ik geloof dat we het daarover] ook in die commissie al even over gehad hebben hè dat [het goed zou] zijn om studenten ook hè [wat je zegt] moet je Nederlands kunnen aanbieden. Omdat ze dan heel snel [dat kunnen doen] dus dat wordt nu onderzocht [om te kijken wat er allemaal voor mogelijkheden zijn]. [Maar] ik steun de gedachte].

	Translation:	Well I believe that we have already discussed this in that commission right, that it would be good like you are saying to offer students Dutch, because then they can do that really quickly, so now that is being researched to see what all of the possibilities are. But I support the thought.
4	<i>International One</i>	[Head nodding]
5	<i>Independent Chairman Dutch</i>	[International One] is dat voldoende antwoord. Voor nu[?]
	Translation:	[International One] is that a sufficient answer for now?
6	<i>International One</i>	[Head nodding] [No no, thank you]
7	<i>Independent Chairman Dutch</i>	[Oké] dan was de volgende. Vraag weer van [Student Member Dutch].
	Translation:	Okay. Then the next question was from [Student Member Dutch].

In line 2, *International One*'s main action is a proposal. While this proposal is phrased as a question at the start of line 2, a clear proposal is made at the end of the turn. This is confirmed by the answer of *Staff Chairman Dutch*, which can be divided into two parts. The dispreferred response in line 3 relates to the statement *International One* makes in line 2; the 'maar' indicates the preferred response that follows, which relates to the proposal in line 2. Since the response to the main preceding action is preferred, the overall response of *Staff Chairman Dutch* is a preferred response. This is validated by the turn of *International One* in line 4 and 6, where they indicate that they understand what is said and agree with the speech action of *Staff Chairman Dutch*. Interestingly, in line 6, the response of *International One* contains multiple speech actions that seem to be inconsistent. However, the overall action is to accept the answer; this can be deduced from the response of *Independent Chairman Dutch* in line 7, since they end this speech action pattern and give the floor to someone else. Thus, in this speech action pattern the speech action positions proposal, judgement and acceptance (Koole & Ten Thije, 1994) can be distinguished as well.

Finally, there was one more instance of *Luistertaal*, which is displayed in Table 6:

Table 6

Transcript of UR+ meeting 2020-10-26 – version: after recess (31:36)

<i>Line</i>	<i>Name</i>	<i>Transcript</i>
1	<i>Independent Chairman Dutch</i>	Dank je wel [Student Member Dutch] dan ga ik naar [International Two]. Translation: Thank you [Student Member Dutch], then I will go to [International Two].
2	<i>International Two</i>	[Yes thank you, I'll keep this short. Ehm, as most of us know UCU is [inaudible] higher education which means that there is still some physical classes being done. However there are many students who have been hit financially very much because of Covid and they are following the entire semester online from their home country. And so the question is therefore is there room for some adjustment of tuition fee for these students and also ehm a second part of the question would be [Staff Member Dutch] mentioned earlier as well there will be a raise in the tuition fee, and there is actually a six percent raise every year. So my question is one is there room for adjustment and b why is there is a raise in the tuition fee every single year.
3	<i>Rector Magnificus Dutch</i>	Ik denk dat het verstandig is dat we dit op een [eh eh noem het maar] een overzichtelijke manier even bij elkaar zet zetten en niet proberen ik ga niet een poging wagen om dat nu allemaal beantwoord te krijgen maar [ik stel me zo voor dat] we dit binnen nu en twee weken ook bij de U-Raad hebben van hoe dit nou precies in elkaar zit waar die verhoging vandaan komt en ook. Welke ruimte is om daar eventueel enige [inaudible] in te organiseren. [Oh [Staff Chairman Dutch], ik zie jou kijken?] Translation: I think that it would be wise to put this all together eh eh in a clear way and don't try, I am not going to try now to answer all of this. But I can imagine that within now and two weeks, also for the U-Raad, we can know how this is organised exactly and where that raise came from, and also what room there is to organise any [inaudible]. Oh, [Staff Chairman Dutch], I see you looking at us in a certain way?
4	<i>Staff Chairman Dutch</i>	De tweede vraag [dat zouden we] even goed moeten uitzoeken hoe dat gaat waarom dat zal ik met de financiën [opnemen] eh [inaudible] met de financiën. Want dat wordt [dan] inderdaad [worden die tuition fees altijd in de kaderbrief worden die eh aangegeven, dus dat] zou ik even moeten checken. Dat betekent dat je [eerste vraag] dat die gaat wat breder [daar] wordt er met [generieke] ook wel door de universiteiten ook met het ministerie van OCW over gesproken dus dat kan ik ook niet heel snel een

		antwoord op geven. [Dat is voor de zomer wel van een bepaalde categorie is er toen wel enige adjustment geweest] Maar. Dan moeten we [even goed induiken] ik hoop daar met een aantal weken iets meer van te weten maar. Je moet iets meer [eh voorzichtigheid innemen].
	Translation:	The second question we should have to look into, how that would go and why, I will contact the finance department eh the finance department. Because indeed those tuition fees are always eh indicated in the framework letter, so I would have to check that. That means that your first question, that one is more broad, that is also discussed with generic, also with the universities also with the Ministry of Education, Culture and Science it is discussed so I can not give you an answer for that very soon. Before the summer, there has been a certain category of adjustment. But, we will have to dive into that really and I hope that within a couple of weeks I know a little more about it. But, you have to be eh more careful about it.
5	<i>International One</i>	[Inaudible]
6	<i>Rector Magnificus Dutch</i>	[Maar in November] moeten we daar wel iets over het sowieso. Over kunnen zeggen. [Nader] informatie over kunnen geven waardoor [we] het vervolgggesprek [kunnen voeren hierover] lijkt mij.
	Translation:	But in November we should be able to say something about this for sure, to give further information about this so we can have the follow-up conversation about this in my opinion.
7	<i>Staff Chairman Dutch</i>	Ja
	Translation:	Yes
8	<i>International Two</i>	[Head nodding]
9	<i>Independent Chairman Dutch</i>	Ja
	Translation:	Yes
10	<i>International Two</i>	[Head nodding] Okay. Dank je wel.

A particularly interesting aspect of this exchange is the formulation of the main action line 2 by *International Two*, which is a question. This speech action is expressed in a clear and

constructive way as *International Two* mentions that they have two questions. This method seems to be productive, since *Rector Magnificus Dutch* and *Staff Chairman Dutch* answer the questions in a systematic manner.

Firstly, *Rector Magnificus Dutch*'s main action in line 3 is a preferred response, which is indicated by the word 'maar'. Furthermore, they give the floor to *Staff Chairman Dutch*, which was seen in Table 4 as well; this can also be related to the "incumbency" (Goodwin & Heritage, 1990, p. 291) of their position as mentioned in section 2.9 of this study. In line 4, the structure of *International One*'s question can be discerned in the response of *Staff Chairman Dutch*. For example, the words 'eerste vraag' and 'tweede vraag' are mentioned repeatedly, which means that *Staff Chairman Dutch* understands the approach taken on by *International Two*. This is supported by the preferred and dispreferred responses seen in line 4, which are related to the different questions. However, the main action following *International Two*'s questions seems to be a preferred response; this can be read in line 6, 7 and 9. Interestingly, *International Two* accepts the previous speech actions and uses a Dutch phrase, 'dank je wel', to end their turn. Hence, like in Table 4 and 5, the outcome of this speech action pattern is acceptance (Koole & Ten Thije, 1994). Furthermore, the speech action positions question and judgement can also be seen in this exchange, relating to the speech action pattern reporting mentioned in section 2.8 (Koole & Ten Thije, 1994).

4.2 Monolingual interactions

In addition to the multilingual *Luistertaal* interactions, monolingual transcripts were analysed in this study in order to compare multilingual and monolingual speech actions. Hence, in the following examples, excerpts of transcripts that are comparable to the *Luistertaal* interactions will be outlined. In these exchanges, both student and staff members will be involved.

Firstly, in Table 7, part of an exchange involving a Dutch student member can be read:

Table 7

Transcript of UR+ meeting 2021-02-17 (11:12)

<i>Line</i>	<i>Name</i>	<i>Transcript</i>
1	<i>Independent Chairman Dutch</i>	[Dan begin ik bij [Student Member Dutch]]. Translation: Then I will start with [Student Member Dutch].
2	<i>Student Member Dutch</i>	[Oh nu ben ik toch wel benieuwd] maar ik wilde inderdaad zeggen dat we. Toch [wel een vraag hadden] of] een verzoek om als het rapport [van] [inaudible] [uit] is dan [te] gaan [te] gaan zitten en liefst als het kan [openbaar en in ieder geval met] leden van de actiegroep. Om je inderdaad. Op tijd mee aan de slag te gaan dan alsnog ook in april te bespreken. Dus fijn dat. Dat [eh we het] daar [in ieder geval] over eens [zijn]. En dan hoop ik dat het gesprek er inderdaad snel komt. Translation: Oh now I am curious, but I wanted to say indeed that we do still have a question or, a request to when the report of [inaudible] is published to to sit down and if possible in public, and in any case with the members of the action group. To indeed get that started in time and then still talk it over in April. So it is nice that at least we agree about that. And I hope that the conversation can happen soon.
3	<i>Rector Magnificus Dutch</i>	Nu misschien even [voor mijn begrip hè, ehm,] uiteraard als er [verzoek] is van de raad om met elkaar te praten dan gaan we kijken hoe we dat zo snel mogelijk kunnen honoreren geen enkele twijfel. Uiteraard ook zo ik weet niet anders dan dat wij dat toch altijd in de openbaarheid doen. Dus het is altijd een openbare bijeenkomst tenzij er informatie aan de orde moet komen. Die heel erg op persoonlijke betrekking heeft [of] anderszins [eh eh in ieder geval vertrouwelijkheid nodig heeft]. Ja dan hebben we besloten bijeenkomst maar. Dit soort bijeenkomsten ook over het praten van dat rapport. Over sociale veiligheid dat doen we vanzelfsprekend in het openbaar. Als je het hebt over praten met de actiegroep dan is dat van een andere orde denk ik dan wanneer we een gesprek hebben met de universiteitsraad dus ik wil wel heel graag weten. Met wie we het gesprek voeren [en waarom we het gesprek voeren] en ik ben zelf groot voorstander van om ook met name gekozen democratie heel erg. Zo zeggen te koesteren en dat wil zeggen dat ik [in het] bijzonder heel graag met de raadsleden praat en als er weer een noodzaak is om met andere raadsleden te praten over dit onderwerp. En dan dan dan hoor ik daar graag nadere informatie

	<p>Translation:</p>	<p>over waar dat dan het in zit en waarom dat dan. Nodig is en waarom dat wellicht vanuit de raad nodig wordt geacht. En dat ben dat neemt niet weg dat ik uiteraard net als [Staff Chairman Dutch] en andere. Graag ook met andere mensen over belangrijke onderwerpen praat maar de eerste prioriteit die wij hebben [in acht] hebben [te] nemen [is het] gesprek met de raad en dat we dat op een goede manier structureren. En en [informer] en dat we dat op een goede manier met elkaar gaan doen.</p> <p>Now maybe for my own understanding right, ehm of course if there is a request from the council to speak with one another then we will see how we can honor that request as soon as possible, no doubt about that. Of course, I do not know of any other way in which we do this, we will always do this publicly. So it is always a public meeting unless there is information that has to come up which is very personal and needs in any case confidentiality. Yes then we have a non-public meeting. But, these kind of meetings as well as talking about that report about social safety will of course be done publicly. If you are talking about speaking with the action group, then that is different I think than when we would have a conversation with the university council, so I would like to know who we will be having that conversation with and why we are having the conversation. I am a big advocate of elected democracy myself, so to speak I cherish that, and that means that I especially like speaking with the council members and with other council members if that is necessary for this topic. And and and then I would like to hear further information about what it is and why the council might find that necessary. Of course that does not mean that I of course like [Staff Chairman Dutch] like to speak with other people about important topics but the first priority that we need to take into account is that we have the conversation with the council and that we structure that in a good way. And and inform and that we do that with each other in a good way.</p>
4	<p><i>Independent Chairman Dutch</i></p> <p>Translation:</p>	<p>[[Student Member Dutch] nog een reactie?]</p> <p>[Student Member Dutch] another response?</p>
5	<p><i>Student Member Dutch</i></p> <p>Translation:</p>	<p>Ja nou ja naar mijn idee was [zou het] gesprek dan dus zijn inderdaad met raadsleden die geïnteresseerd zijn Maar dan ja omdat [we] er natuurlijk met elf man een nota over geschreven maar. Dat het dan wel mogelijk is dat zij ook kunnen meepraten [daarover].</p> <p>Yes well yes my idea was that the conversation would then be indeed with the interested council members. But well yes because of course we have written a note with eleven people. That it would be possible that they can also participate in that.</p>

6	<i>Rector Magnificus Dutch</i>	Elf. [We hebben] met elf man een nota geschreven en dat alle andere mensen die die [nota] hebben geschreven ook meepraten in dat gesprek.
	Translation:	Eleven. With eleven people we have written a note, and that all people who have written that note can also participate in that conversation.
7	<i>Student Member Dutch</i>	[Head nodding]

In this fragment, several attributes can be compared to the *Luistertaal* interactions since it starts with the speech action proposal by *Student Member Dutch* in line 2. First of all, three instances of the speech action seeking confirmation can be found in lines 2, 3 and 6, while this speech action was not seen in any of the *Luistertaal* transcripts. It seems that the proposal made by *Student Member Dutch* in line 2 needed to be repeated in line 5 in order for the message *Student Member Dutch* was trying to convey was understood by *Rector Magnificus Dutch*. Hence, two instances of the speech action seeking confirmation are performed by *Rector Magnificus Dutch*. This is supported by the speech action repeating: affirmation in line 5, in which *Student Member Dutch* repeats their previous proposal, after which *Rector Magnificus Dutch* still seeks confirmation in line 6.

Another example of an exchange with a Dutch speaking member can be seen in Table 8:

Table 8

Transcript of UR+ meeting 2020-10-26 – version: before recess (40:05)

<i>Line</i>	<i>Name</i>	<i>Transcript</i>
1	<i>Staff Member Dutch</i>	[Dat] zou [wat] mij betreft een bevestiging kunnen zijn dat [we] een breed [onderzoeksprofiel] zouden hebben binnen deze universiteit is dat inderdaad hoe [ik] dat moet lezen.

	Translation:	In my opinion this would be a confirmation that we have a broad research profile within this university, or is that not how I should be reading that.
2	<i>Rector Magnificus Dutch</i>	[Dan] wil ik wel graag [voordat ik dat jou zeg] ook weten wat. Jij verstaat onder een breed [onderzoeksprofiel] [inaudible].
	Translation:	Then I would like, before I tell you, want to know what you think a broad research profile is [inaudible].
3	<i>Staff Member Dutch</i>	Dit is wat ik letterlijk heb gelezen.
	Translation:	This is literally what I have read.
4	<i>Rector Magnificus Dutch</i>	[Inaudible] breed. Inhoudelijk qua thematiek of waar breedte van methodologie of [breedte] van het type onderzoek [of] hoe moet ik me dat voorstellen.
	Translation:	[Inaudible] broad. Content wise or thematically or where broadness of methodology or broadness of type of research or how should I picture that.
5	<i>Staff Member Dutch</i>	[Eh] [universiteitsbreed profiel] zoals wij een brede universiteit zijn hebben we daar ook een [universiteitsbreed] profiel bij [is] dat raar of niet.
	Translation:	Eh university wide profile like we are a broad university, we have a university wide profile with that, is that weird or not.
6	<i>Staff Chairman Dutch</i>	Misschien mag ik er een invulling aan geven ik denk breed is heel breed zoals de [universiteit] dat is [maar] betekent niet alles.
	Translation:	Maybe I can interpret this I think broad is very broad like the university but that does not mean everything.
6	<i>Staff Member Dutch</i>	Dit snap ik niet.
	Translation:	I do not understand this.

This exchange stands out particularly due to the amount of response: question speech actions that can be seen. Firstly, *Staff Member Dutch* makes a statement and seeks confirmation of this statement; hence, seeking confirmation is the main speech action in line 1. This

confirmation is not given by *Rector Magnificus Dutch*; instead, in line 2, a clarification question is asked. This indicates that *Staff Member Dutch*'s speech action in line 1 was not clear enough. The dispreferred response given by *Staff Member Dutch* in line 3 causes for the need of another clarification question as a response in line 4. The involvement of *Staff Chairman Dutch*, a new participant in this interaction, attempts to give a clarification in line 6, which is unsuccessful since *Staff Member Dutch* gives a dispreferred response in line 7. Hence, it becomes clear that there is no successful outcome within this exchange since acceptance (Koole & Ten Thije, 1994) is not reached.

Furthermore, an example of a successful monolingual interaction is displayed in Table 9:

Table 9

Transcript of UR+ meeting 2020-12-07 (1:58:21)

<i>Line</i>	<i>Name</i>	<i>Transcript</i>
1	<i>Independent Chairman Dutch</i>	Dan ga ik verder naar [Staff Member Dutch] voor de [volgende vraag]. Translation: Then I will go on to [Staff Member Dutch] for the next question.
2	<i>Staff Member Dutch</i>	[Ehm ja mijn vraag] gaat voor de verandering een keer over de [UMC PhD's]. En we hebben over gehad [zij zouden] meer informatie krijgen uiterlijk twee weken geleden in de vorm van slides en dat is niet gebeurd. En dus ook geen contact opgenomen met. Proud vertegenwoordigers van het [UMC] [dus zij zijn] nu aan het bedenken wat voor acties [ze] kunnen ondernemen bijvoorbeeld in de vorm van een. Brandbrief. Maar ik was wel benieuwd of jullie wel al update hadden gekregen over hoe het er nu voorstaat. Binnen het [UMC]. Translation: Eh yes my question is, for a change, about the UMC PhDs. And we have talked about them getting information two weeks ago in the form of slides and that has not happened. And there has also been no contact with Proud representatives from the UMC, so now they are thinking about what actions they could undertake, like sending an urgent letter. But I wanted to know whether you have had an update about what the situation looks like within the UMC.

3	<i>Rector Magnificus Dutch</i> Translation:	Ik heb er vanochtend nog overleg over gehad met de decaan. En die heeft mij bezworen dat ie morgen met de financieel directeur. De plannen die nu zijn ontwikkeld door spreekt dat hebben we ook nog een [accountant] naar zal kijken [maar in ieder geval] heeft er. Heeft hij wil dat heeft [ie] mij gezegd. Uiterlijk voor de jaarwisseling helderheid verschaffen aan de [PhD's]. Zeg maar de compensatieregeling. Dat is de laatste stand van zaken zoals ik die vanochtend van hem te horen [heb] gekregen.
4	<i>Staff Member Dutch</i> Translation:	[Head nodding] bedankt [dan geef ik dat door]. [Head nodding] thank you then I will let them know.
5	<i>Staff Chairman Dutch</i> Translation:	Wordt ongetwijfeld vervolgd. Ik ga vervolgens naar [Student Member Dutch]. To be continued undoubtedly. Next I will go to [Student Member Dutch].

This monolingual transcript shows how the question of *Staff Member Dutch* leads to acceptance (Koole & Ten Thije, 1994). After *Staff Member Dutch* is given the floor by *Independent Chairman Dutch* in line 1, they start by a statement that ultimately leads to their question; hence, the main speech action in line 2 is a question. The preferred response by *Rector Magnificus Dutch* in line 3 confirms that the question in line 2 was understood because what follows there is a preferred response, which is accepted by *Staff Member Dutch* in line 4. Hence, acceptance is reached at the end of this exchange (Koole & Ten Thije, 1994).

Furthermore, the statement that supported the question of *Staff Member Dutch* in line 2 was sufficiently explanatory since no repeating or clarification questions were asked by any partakers, and seeking confirmation or repeating: affirmation was not performed either.

Finally, an interesting example of how the “incumbency or non-incumbency” (Goodwin & Heritage, 1990, p. 291) of U-Council members influences communication can be read in Table 10:

Table 10

Transcript of UR+ meeting 2020-12-07 (11:11)

Line	Name	Transcript
1	<i>Independent Chairman Dutch</i>	[Ja dan] inderdaad [Staff Member Dutch] [nog].
	Translation:	
2	<i>Staff Member Dutch</i>	Ja ik hoewel ik het natuurlijk van harte ondersteun. Ik toch wel een praktisch punt wat ik wil even onder de aandacht brengen. Op moment dat jij als verstokte roker niet binnen een de uithof. [Eh ergens je sigaret op] mag steken waar wordt de betreffende verslaafde geacht. [Eh] zijn of haar [sjekkie] te te roken en te gebruiken en wat voor effect gaat het hebben op de inzetbaarheid van de betreffende werknemer want als jij een half uur moet lopen en fietsen om [één sjekkie] te kunnen roken. Ben ik bang dat je niet meer aan werken toekomt als een verstokte roker.
	Translation:	Yes although I of course fully support it. I have a practical point that I want to bring to your attention. In case you are an inveterate smoker and you cannot light your cigarette on the Uithof, where is the affected addict supposed to smoke his or her roll-up cigarette and what effect is this going to have on the employability of the employee, because if you have to walk or cycle for half an hour in order to smoke one roll-up cigarette. I am afraid you cannot get to work anymore if you are an inveterate smoker.
3	<i>Staff Chairman Dutch</i>	[Ja] dat kan zo zijn. Maar d'r is d'r is denk ik ook al heel veel aangekondigd dat dit zou gaan gebeuren mensen kunnen zich daarop voorbereiden mensen kunnen geholpen worden. D'r zijn ook programma's ook ook in het verleden geweest om mensen kunnen we ze roken van de rookverslaving af krijgen. Er is ervaring bij het [UMCU] dat het gewoon op dat terrein kan en dat dat gebeurt. [Dus] in die zin is er niet zoveel keus [Staff Member Dutch] en ja weet je. Ik denk. Dat wij gehouden zijn om voor iedereen wel alle oplossingen te genereren. Maar we zullen iemand die verslaafd is graag verwijzen of helpen om te kijken wat ze van hun verslaving af kunnen komen.
	Translation:	Yes that can be the case. But there is there is I think a lot that has been announced, that this was going to happen, people can prepare for that people can get help. There are programmes as well also also in the past to get people to quit smoking, quit the

		smoking addiction. There is a lot of experience at the UMCU, that can right happen there and that happens. So in that sense there are not really a lot of options [Staff Member Dutch] and yeah you know. I think that we are obliged to generate solutions for everybody. But we will gladly refer or help someone who is addicted to see how they can quit their addiction.
4	<i>Staff Member Dutch</i>	Een interessante discussie ik ben benieuwd wat de verstokte rokers onder ons. Daarvan vinden.
	Translation:	An interesting discussion, I wonder what the inveterate smokers among us think about that.
5	<i>Staff Chairman Dutch</i>	[Eh] nee wij realiseren ons dat het dat niet een hele lastige is dat is iets van een andere orde dan. Een corona mondkapje dragen schatten wij in dus we hebben ook professionele [inaudible]. Die hier op een hopelijk goeie prettige sociale manier mee kunnen omgaan.
	Translation:	Eh no we realise that it is a very difficult one and that it is a different category than wearing a corona mask we reckon, so we have professional [inaudible]. They can hopefully handle this in a good, pleasant, social way.

In this transcript, in line 4, *Staff Member Dutch* attempts to give the floor to other U-Council members. However, this is not reciprocated; instead of other members joining this exchange, *Staff Chairman Dutch*, who was already involved, answers in line 5. Moreover, it seems that the speech action in line 4 resulted from the dispreferred response given by *Staff Chairman Dutch* in line 3; hence, since *Staff Member Dutch* has “non-incumbency” (Goodwin & Heritage, 1990, p. 291) through their official role in the council, this speech action might not be a successful way of trying to reach acceptance (Koole & Ten Thije, 1994).

5. Conclusion

The goal of this study was to investigate the speech actions of the international and Dutch U-Council members. This was done by a speech action analysis, for which recordings, totalling 7 hours, 22 minutes and 17 seconds, and their transcripts were categorised and examined. This segment will cover the answer to this study’s main research question, which was: *what are the*

speech actions of English speakers and Dutch speakers in U-Council meetings? For this, this study's sub-research questions will be answered to provide a conclusion about this study's results. Additionally, complementary findings from which conclusions could be drawn will be outlined.

5.1 Are there any differences in the way international and Dutch members structure their proposals and questions?

The results show that differences were found for the organisation of proposals and questions by English and Dutch speaking members. The internationals taking part in the *Luistertaal* interactions in section 4.1 formulated structured proposals and questions that were concise and were explained with speech actions such as statements and clarifications where deemed necessary. While this was also done by the Dutch members, the results show that Dutch members often made more elaborate statements to support their proposals and questions. Additionally, it seemed that their proposals and questions were less structured and more disorganised, which led to dispreferred responses, questions and seeking confirmation more often. However, it should be taken into account that this can not be associated entirely with the structure of the proposals and questions, since the topics of discussion might have influenced speech actions as well.

5.2 Does the speech action seeking confirmation appear in Luistertaal or monolingual interactions more often?

The findings demonstrate that the speech action seeking confirmation was performed more often in monolingual communication. In fact, this speech action was not found in any of the *Luistertaal* transcripts, while in the Dutch transcripts it could be seen multiple times. In the monolingual interactions, seeking confirmation was performed by speakers as well as listeners; this shows that there were misunderstandings within both positions. This is

interesting, since *Luistertaal* was thus an effective mode of communication in the U-Council even though literature was contradictive about its efficacy, as described in section 2.3.

5.3 Do the international or Dutch members respond with a question more often?

In the *Luistertaal* transcripts, the speech action response: question was not detected. Hence, the internationals did not respond with a question in any instances; however, it must be noted that *Independent Chairman Dutch* sometimes gave the floor to the internationals after their proposal or question was responded to by others to make sure they understood. Nevertheless, the internationals seemed to understand what was said in Dutch sufficiently. Of course, it should be noted that the cause for the lack of response: question speech actions might also have been influenced by the topics of the proposals or questions of the internationals.

The Dutch members did perform the speech action response: question multiple times. Interestingly, this was only done in monolingual interactions; thus, the use of English does not appear to be the cause of misunderstandings or disagreements.

5.4 Are the utterances of international or Dutch members followed up by a question more often?

It seems that response: question was often performed when a member's proposal or question was not clear enough. The internationals' proposals, questions and other statements were not followed up by any clarifying or repeating questions, while at times, the Dutch members' utterances were responded to with questions multiple times in one speech action pattern. In cases where response: question was performed, often additional speech actions such as repeating: affirmation were seen as well to help reach acceptance (Koole & Ten Thije, 1994). Nevertheless, this was not always successful, while acceptance was always reached in *Luistertaal* interactions.

5.5 Additional findings and conclusions

The results show that the “incumbency or non-incumbency” (Goodwin & Heritage, 1990, p. 291) of U-Council members influences the speech action giving the floor. While it is officially the role of the chairman to appoint a speaker, the members with the most authority, *Staff Chairman Dutch* and *Rector Magnificus Dutch* were both successful in giving the floor to others, while another member was not.

Additionally, an interesting observation in this study was that the internationals discussed other topics than the Dutch speakers. In all instances, the proposals and questions of the English speakers concerned subjects such as internationalisation, while Dutch members often discussed more ‘domestic’ issues. This is relevant since it might have influenced how the internationals were addressed and what responsibilities they were given, simply because they are non-Dutch. However, due to the limited time in which this study was conducted, this could not be examined in depth.

Lastly, the politeness of the internationals clearly stood out. Starting and ending almost every turn with ‘thank you’ helped to indicate when their turn was over and someone else could respond, which might have contributed to the effectiveness of *Luistertaal*. In the monolingual interactions, this was not seen as frequently.

5.6 Suggestions for future research

Future speech action analyses of the U-Council meetings could greatly benefit research about the effectiveness of *Luistertaal* in meetings in institutional settings. Since the corpus of this study presented only three instances of *Luistertaal*, it was difficult to draw extensive conclusions. Hence, more research that includes different settings and other internationals who use English in U-Council will diversify *Luistertaal* research and account for more definitive results.

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7. Appendices

7.1 Appendix A: Transcripts in which *Luistertaal* is used

Table 1: Transcript of UR+ meeting 2020-10-26 – version: before recess (1:09:03)

Line	Name	Transcript
1	<i>Independent Chairman Dutch</i>	<p>dan is als volgende. Moet ik even. checken [International One].</p> <p>Translation: Then next is, I have to check... [International One].</p>
2	<i>International One</i>	<p>[Thank you [Independent Chairman Dutch]. Ehm, so, after going through the strategic plan a couple times more, I do believe that we need a taskforce for internationalisation, or at least we should build up a sub-taskforce for internationalisation that is part of the existing taskforce for diversity. Ehm, because what I believe that might be happening in the future is that we live in strange times, we have to deal with corona and ehm we have to work from home, so exchange is cancelled or at least postponed for the next year. And I am afraid that we start falling back on the internationalisation process. Ehm and ehm if it's not possible to create a taskforce for internationalisation at least incorporating it in the diversity taskforce because ehm because I also understand that we have to create synergies and synergies and we have to ehm work with what we have uh use our resources ehm efficiently and effectively. Ehm and I also want to stress the fact that in the strategic plan ehm we are supposed to exchange our partnerships or strengthen our partnerships and I wonder how are we going to do what are the plans that we have in mind regarding covid now regarding this surprise that we have to face. And finally ehm I know that there is a budget to improve English proficiency and stuff but we don't have a budget for English proficiency in the student delegations. And this is really that we can keep up with the level the higher level of education that is one of the strengths of Utrecht University. So I would like to hear from the College van Bestuur what are your thoughts regarding my points. Thank you.]</p>
3	<i>Staff Chairman Dutch</i>	<p>Misschien in algemene zin internationalisering bij [inaudible] moeten we aanvullen dus dan is is buitengewoon belangrijk hebben we daar ook [nu ook nieuwe] programma [mensen] voor aangesteld om de verbindingen tussen de [directies O en O, SO en O en HR] en Communicatie en Marketing doen voor internationalisering is een groot budget vastgesteld. En dat is een groot [uitvoering en implementatieplan aan de gang]. Dus op het moment dat je denkt dat daar nog [aanvullingen] op zijn [ik denk dat in het strategisch plan nadrukkelijk aangegeven wordt dat we die internationale</p>

	<p>Translation:</p>	<p>universiteit willen zijn dan] zijn we ten volle bereid denk ik om te kijken wat er nodig is in de implementatie plannen om aanpassen [of] meer te doen. Er is ook een ruim budget voor de aankomende drie jaar alvast [gesteld] stelt het college. Dus in die zin [International One] denk [ik] dat het goed is dat je dan op een ander moment ook nog eens een keer verder [over door moeten praten] de intentie in het strategisch plan zoals die nu voorligt is nadrukkelijk om. Die wensen die [er leven] bij jou en bij ons. Daarin vorm te geven. Maar misschien wil [Rector Magnificus Dutch] daar nog iets aan toevoegen.</p> <p>Maybe in general, internationalisation in [inaudible] has to be increased so so that is extraordinarily important, now we have appointed new program people as well for the connections with the managing boards O&O, SO&O and HR and Communication and Marketing, what they do for internationalisation. For this, a vast budget has been established ehm and there is a comprehensive execution and implementation plan that has been devised. So, when you think that there are any additions to this, I think that in the strategic plan it is emphasised that we want to be that international university. Then, we are very willing I think to look into the implementation plans to adjust them or to see what else we can do. There is also a vast budget for the upcoming 3 years that has been established according to the College. So, in that sense [International One] I think it is good to, at a different moment, talk it through more. The intention of the strategic plan like it is now is really to advance with the wishes that you and we have. But maybe [Rector Magnificus Dutch] wants to say something about it as well.</p>
4	<p><i>Rector Magnificus Dutch</i></p>	<p>Nou heel kort maar ik denk dat dat. Uiteraard ook door verdeeld door [Covid] is zijn een aantal dingen stil komen te liggen. Maar [wat er wel] door is gegaan is dat. Voortduren overleg hebben met onze internationale partners. Deze maand [heb ik ook weer uitvoerig] overleg met onder andere de colleges uit Leuven dan gaan we met een grote delegatie naar toe al dan niet online om met een aantal dingen beter te organiseren maar waar ik wel eens zorgen over heb en dat is iets wat je nu ook weer wat meer tijd [inaudible] om iets mee te doen. Dan is dat wij onze exchange hebben moeten stilleggen en we moeten vooral nadenken over de vraag van hoe kun je nu ook onze studenten een internationale ervaring. Bieden nog ook [in Covid times hè] [dus] is de de de daar daar ja dat we weten allemaal niet hoe lang dit gaat duren welke problemen we de komende jaren nog kan tegenkomen om mensen terug te halen en weer weg te brengen meer van dat soort zaken dus [is denk ik reden te meer]. In aanvulling op de vraag van [International One]. Om eens. Goed na te denken over de vraag van hoe er met name in voor de studenten de</p>

	<p>Translation:</p>	<p>internationalisering. Hanteerbaar kunnen maken. En dat gaat over en weer. Dus is denk ik wel reden om. Met elkaar verder te praten over die [internationaliseringsambities] en ook wat hoeveel studenten doen als het over [proficiency in English or Dutch] ik had steeds de indruk dat [we] daar voldoende budget voor hadden en plannen [voor hadden] maar dan moet er even apart naar kijken dan om ervoor te zorgen dat [we] die wel hebben want ja dat was ook wel de opdracht we zouden er ook voor zorgen. Dat buitenlandse studenten Nederlands konden leren om mee te kunnen doen in andere [inaudible] activiteiten. [Bijvoorbeeld]. Ja.</p> <p>Well very short then but I think that of course because of Covid a number of things have come to a halt. But what did continue was that we continuously meet to discuss with our international partners. This month I am having an extensive meeting with amongst others our colleges from Leuven, then we will go with a large delegation, maybe online, to organise some things in a better way. But what I do have concerns about and what you need time for [inaudible] to do something with. That is that we had to put a stop to our exchange and that we have to primarily think about the question of how we can offer our students an international experience, in Covid times right? So that is the the yes we don't know what problems we will be facing in the coming years, bringing people back and sending people off and more of such matters. So all the more reason I think, to add to [International One]'s question, to primarily think really well about how to make internationalisation more manageable for students. And that is a back-and-forth process. So I think there is reason to continue to speak with one another about those internationalisation ambitions and also about how what how many students do when it is about proficiency in English or Dutch, I was under the impression that we had enough budget and plans for that but then we will have to look at it separately to make sure. Because that was also the assignment, we would make sure that foreign students could learn Dutch to participate in other [inaudible] activities. For example. Yes.</p>
5	<p><i>Independent Chairman Dutch</i></p> <p>Translation</p>	<p>Helder [International One] of heb je nog [...]?</p> <p>Is it clear [International One] or do you have any...?</p>
6	<p><i>International One</i></p>	<p>[No] [inaudible] I just would like to [inaudible] that in this regarding Covid maybe we have to have a paradigm shift regarding internationalisation and ehm my point for creating a taskforce for internationalisation or just have a sub-taskforce within diversity is exactly to tackle this stuff we have in our hands now, to bring [inaudible] how can we deal with this now how can we [inaudible], we have a completely different</p>

		paradigm. And regarding the budget ehm I do agree that we have a lot to work with we have a really big budget, but it anywhere uhm a focus on the proficiency for students. Because I know that there is a focus for the proficiency for staff delegation in English but we but perhaps we can incorporate the English proficiency for students in the same budget that we have already for the English proficiency of staff. Thank you.
7	<i>Staff Chairman Dutch</i>	[Inaudible] dank je wel voor je [opmerking] die nemen we mee [hoor]. Ja.
	Translation	[Inaudible] thank you for your remark, we will take it into account. Yes.
8	<i>Independent Chairman Dutch</i>	Uitstekend dan ga ik naar [Staff Member Dutch].
	Translation	Excellent, then I will go to [Staff Member Dutch].

Table 2: Transcript of UR+ meeting 2020-10-26 – version: after recess (28:25)

Line	Name	Transcript
1	<i>Independent Chairman Dutch</i>	[Dat is] ook goed kom ik zo bij jou. Terug. [International One]?
	Translation:	That's fine as well, then I will get back to you later. [International One]?
2	<i>International One</i>	Yeah thank you [Independent Chairman Dutch]. Ehm I just wanted to ask that ehm or actually stress the fact that luistertaal works, ehm but all the international students would have to have a minimal level of Dutch in the beginning of the year, which is like B1 or B2 in order to follow, and to me this seems pretty unrealistic because unless your parents, or one of your parents is Dutch, you won't most probably have a proficiency in Dutch because it's not like English or French or Spanish [inaudible] that we learn in the schools, so I would like to know what are the thoughts ehm of the College van Bestuur regarding eh having meetings in English in 5 to 10 years. Thank you.
3	<i>Staff Chairman Dutch</i>	[Nou ik geloof dat we het daarover] ook in die commissie al even over gehad hebben hè dat [het goed zou] zijn om studenten ook hè [wat je zegt] moet je Nederlands kunnen aanbieden. Omdat ze dan heel snel [dat kunnen doen] dus dat wordt nu onderzocht [om te kijken wat er allemaal voor mogelijkheden zijn]. [Maar] ik steun de gedachte].
	Translation:	Well I believe that we have already discussed this in that commission right, that it would be good like you are saying to

		offer students Dutch, because then they can do that really quickly, so now that is being researched to see what all of the possibilities are. But I support the thought.
4	<i>International One</i>	[Head nodding]
5	<i>Independent Chairman Dutch</i>	[International One] is dat voldoende antwoord. Voor nu[?]
	Translation:	[International One] is that a sufficient answer for now?
6	<i>International One</i>	[Head nodding] [No no, thank you]
7	<i>Independent Chairman Dutch</i>	[Oké] dan was de volgende. Vraag weer van [Student Member Dutch].
	Translation:	Okay. Then the next question was from [Student Member Dutch].

Table 3: Transcript of UR+ meeting 2020-10-26 – version: after recess (31:36)

<i>Line</i>	<i>Name</i>	<i>Transcript</i>
1	<i>Independent Chairman Dutch</i>	Dank je wel [Student Member Dutch] dan ga ik naar [International Two].
	Translation:	Thank you [Student Member Dutch], then I will go to [International Two].
2	<i>International Two</i>	[Yes thank you, I'll keep this short. Ehm, as most of us know UCU is [inaudible] higher education which means that there is still some physical classes being done. However there are many students who have been hit financially very much because of Covid and they are following the entire semester online from their home country. And so the question is therefore is there room for some adjustment of tuition fee for these students and also ehm a second part of the question would be [Staff Member Dutch] mentioned earlier as well there will be a raise in the tuition fee, and there is actually a six percent raise every year. So my question is one is there room for adjustment and b why is there is a raise in the tuition fee every single year.
3	<i>Rector Magnificus Dutch</i>	Ik denk dat het verstandig is dat we dit op een [eh eh noem het maar] een overzichtelijke manier even bij elkaar zet zetten en niet proberen ik ga niet een poging wagen om dat nu allemaal beantwoord te krijgen maar [ik stel me zo voor dat] we dit binnen nu en twee weken ook bij de U-Raad hebben van hoe dit nou precies in elkaar zit waar die verhoging vandaan komt en ook.

		<p>Welke ruimte is om daar eventueel enige [inaudible] in te organiseren. [Oh [Staff Chairman Dutch], ik zie jou kijken?]</p> <p>I think that it would be wise to put this all together eh eh in a clear way and don't try, I am not going to try now to answer all of this. But I can imagine that within now and two weeks, also for the U-Raad, we can know how this is organised exactly and where that raise came from, and also what room there is to organise any [inaudible]. Oh, [Staff Chairman Dutch], I see you looking at us in a certain way?</p>
4	<p><i>Staff Chairman Dutch</i></p> <p>Translation:</p>	<p>De tweede vraag [dat zouden we] even goed moeten uitzoeken hoe dat gaat waarom dat zal ik met de financiën [opnemen] eh [inaudible] met de financiën. Want dat wordt [dan] inderdaad [worden die tuition fees altijd in de kaderbrief worden die eh aangegeven, dus dat] zou ik even moeten checken. Dat betekent dat je [eerste vraag] dat die gaat wat breder [daar] wordt er met [generieke] ook wel door de universiteiten ook met het ministerie van OCW over gesproken dus dat kan ik ook niet heel snel een antwoord op geven. [Dat is voor de zomer wel van een bepaalde categorie is er toen wel enige adjustment geweest] Maar. Dan moeten we [even goed induiken] ik hoop daar met een aantal weken iets meer van te weten maar. Je moet iets meer [eh voorzichtigheid innemen].</p> <p>The second question we should have to look into, how that would go and why, I will contact the finance department eh the finance department. Because indeed those tuition fees are always eh indicated in the framework letter, so I would have to check that. That means that your first question, that one is more broad, that is also discussed with generic, also with the universities also with the Ministry of Education, Culture and Science it is discussed so I can not give you an answer for that very soon. Before the summer, there has been a certain category of adjustment. But, we will have to dive into that really and I hope that within a couple of weeks I know a little more about it. But, you have to be eh more careful about it.</p>
5	<p><i>International One</i></p>	[Inaudible]
6	<p><i>Rector Magnificus Dutch</i></p> <p>Translation:</p>	<p>[Maar in November] moeten we daar wel iets over het sowieso. Over kunnen zeggen. [Nader] informatie over kunnen geven waardoor [we] het vervolgesprek [kunnen voeren hierover] lijkt mij.</p> <p>But in November we should be able to say something about this for sure, to give further information about this so we can have the follow-up conversation about this in my opinion.</p>

7	<i>Staff Chairman Dutch</i>	Ja
	Translation:	Yes
8	<i>International Two</i>	[Head nodding]
9	<i>Independent Chairman Dutch</i>	Ja
	Translation:	Yes
10	<i>International Two</i>	[Head nodding] Okay. Dank je wel.

7.2 Appendix B: Transcripts in which Dutch is used by the Dutch student members

Table 4: Transcript of UR+ meeting 2020-10-26 – version: before recess (11:28)

Line	Name	Transcript
1	<i>Independent Chairman Dutch</i>	<p>Goed de volgende vraag is van [Student Member Dutch].</p> <p>Translation: Okay the next question is from [Student Member Dutch].</p>
2	<i>Student Member Dutch</i>	<p>Correct. Een. Ja en ik had nog een vraag over de [corona] update van veertien oktober. [En] hier in deze update wordt vermeld dat je uiterlijk twee dagen voor. Een tentamen bericht krijgt over de aanpassing van de van de [tentamineren] [dus de] vorm van [tentamineren]. En ik vroeg me eigenlijk af [waarom] twee dagen en het is nogal. Kort dag lijkt [me] zeker als je moet reizen bijvoorbeeld veel studenten die zoeken toch weer. Iets vaker het ouderlijk huis op nu. Dus ik vroeg me eigenlijk ook af of die. Die. Periode iets kan worden opgerekt naar misschien vier of vijf werkdagen.</p> <p>Translation: Correct. A. Yes and I had another question about the corona update from 14 October. And in this update it is written that no later than two days before an exam you will be notified about the adjustment of the of the exam so so the form of the exam. And I was wondering why these two days and it is a rather short notice it seems to me, especially when you have to travel for example many students now have gone back to their parental home. So I was wondering if that period that can be stretched to maybe four or five business days.</p>
3	<i>Staff Chairman Dutch</i>	<p>[Inaudible] vooral logistiek [te] maken op veertien oktober. Veertien oktober kwamen die maatregelen [en we zaten] toen midden in de [tentamenweek] dus. Als [we wilden] schakelen konden we niet gewoon zeggen wat je noemt over een week want ik weet dat het dinsdagavond [persconferentie was]][woensdag was] [inaudible]. En bijvoorbeeld op donderdag en vrijdag waren er veel tentamens [in] de sociale wetenschappen [en geesteswetenschappen]. Dus. Daarom hebben [we] die twee dagen [termijn genomen] [de bètafaculteit weet ik] en en het was gewoon niet mogelijk maar als het langer [kon] dan zouden we dat gedaan [hebben]. Maar dat had te maken met logistiek. In die week [van veertien oktober].</p> <p>Translation: [Inaudible] especially logistically that had to do with the 14th of October. On the 14th of October those measures were taken and then we were in the middle of the exam week so if we wanted to make a change we could not just what you are saying a week, because I know that it was Tuesday night [press conference] and on Wednesday was [inaudible]. And for example on Thursday</p>

		and Friday there were a lot of exams in the social sciences and humanities. So. That is why we have taken that two day period. The beta faculty I know and and it was just impossible but if it could have been longer we would have done that. But it had to do with logistics. In that week of October 14 th .
4	<i>Student Member Dutch</i> Translation:	Ok duidelijk dus [dan concludeer ik] hier ook uit dat dit een tijdelijke. Oplossing was. Okay clear so than I conclude from this that this was a temporary solution.
5	<i>Rector Magnificus Dutch</i> Translation:	[Inaudible] heel terechte vraag en ik denk dat het even ook mee met het overleg met de [vicedecanen] om te kijken van wat wat wat vinden wij noem het maar een. Een. Een. Wenselijke standaard [notificatie] termijn nou ja en ja en in dit geval was meer toch een soort van crisis. Melding in vanwege de korte periode. Daar moeten we denk ik gewoon [ja] op blijven inspelen maar de de. Normaliter zou het inderdaad toch een veel ruimere termijn gehanteerd worden maar daar kom ik dan nog wel even op terug. [Inaudible] a very just question and I think that also with the meeting with the vice deans to see what we think is an appropriate standard notification term. Well yes and yes and in this case it was more a kind of crisis notification because of the short period. There I think we must just yes keep responding but the the. Normally it would indeed have been a much longer term that would have been implemented but I will get back to that.

Table 5: Transcript of UR+ meeting 2020-10-26 – version: after recess (33:52)

<i>Line</i>	<i>Name</i>	<i>Transcript</i>
1	<i>Independent Chairman Dutch</i> Translation:	De volgende vraag is van [Student Member Dutch]. The next question is from [Student Member Dutch].
2	<i>Student Member Dutch</i>	Ja. 28 September vond een landelijke demonstratie plaats van studenten die. Toch. Nou ja laten we zeggen wat wanhopig worden van het constant. Achter hun bureau onderwijs volgen door middel van het liefst niet [Zoom] en en dat is toch wel een probleem wat ook gesignaleerd wordt door ons [wij krijgen ook meldingen] maar vooral ook door de [LSVB]. Is de grootste melding nu dat aan studenten echt fysiek onderwijs willen krijgen. En het is niet alleen voor de volledige niet alleen fysieke onderwijs dus ook het zelfstudie en de genoeg ruimtes ook voor tentamens maar dit gaat deze demonstratie en de meldingen gaan

	<p>Translation:</p>	<p>voornamelijk echt over. Het. Ruimte voor onderwijs en dan zien we dat Nieuwsuur was ook [de] rector magnificus van Radboud was nog bezig om te vertellen hoe zij daar dat echt ontzettend [veel] inspanningen doen en met succes echt op externe locaties onderwijs te verzorgen in Twente [huren ze] zelfs de hele Galgenwaard. Is [niet Twente] het stadion van Twente af en de vraag is of. Of nou allereerst of het College met. Met mij en ook de. Student geleding deelt dat [eh we hier meer mee] kunnen en moeten doen en dat ook de psychische gevolgen van studenten. En dat is ook echt een groot probleem [hieraan]. Dat dat echt problematisch is nou en dat ze zo veel mogelijk fysiek onderwijs moeten geven [en B]. Of we eigenlijk op korte termijn dan. Daadwerkelijk met die locaties aan de slag kunnen. Hè de dus contracten kunnen sluiten en. [En] anders. Nou. Daar daar echt werk van [gaan maken] dus.</p> <p>Yes. On the 28th of September, there was a national student demonstration that, well. Well let's say they were somewhat desperate because of constantly sitting at their desk attending their classes with preferably not Zoom, and and that is a problem that is being noticed by us but most of all by the LSVB. The biggest complaint is now that students really want to have education physically. And that is not just for entire not just for the classes but also for self study and enough spaces for tests but this demonstration and the complaints are really about the space for education. And then we see that Nieuwsuur was the rector Magnificus from Radboud was telling about how they really try to, and with success, to provide education at extern locations, in Twente they even rent out the entire Galgenwaard. That isn't Twente, the stadium from Twente, and the question is if. If first and foremost the Board with me and the student delegation shares that eh we can and must do something with this, and that also the psychological effects for students. That is a big problem coming from all this. That that is really problematic and that they should really teach as much as possible physically. And B, if we actually on a short notice can start with those locations. Right, right so setting up contracts eh eh so start working on that right.</p>
3	<p><i>Rector Magnificus</i> <i>Dutch</i></p>	<p>Ja misschien heel kort daar moeten we denk ik toch meer tijd voor voor uittrekken zijn twee dingen één is het aller [inaudible]. Uiteraard [welzijn, studentenwelzijn, psychisch welzijn] is een ontzettend belangrijk iets en daar moeten we echt. Ontzettend veel aandacht voor hebben sterker nog dat hebben we ook. Maar wij kunnen als universiteit ook hier niet. Gelet op alle. Restricties die hier zijn wij wij kunnen niet als het ware de de boel nu opengooien we hebben ook te maken met de beperkingen die er zijn. En we hebben ook te maken met het feit dat er ook docenten zijn die nu allerlei beperkingen ervaren als het gaat om naar een locatie gaan zitten. Wat wij vooral hebben gedaan hebben vanochtend nog met de minister besproken is vooral ervoor</p>

zorgen en dat kan nog beter daar ben ik van overtuigd dat wij alle fysieke ruimte die wij hebben binnen de grenzen die we hebben ook vooral inzetten. Op een manier waardoor het maar het onderwijs zo effectief mogelijk kan zijn. En en dat betekent dus vooral kleinschalig activerend discussiërend.

Gemeenschapsvorming en meer van dat soort zaken dat is op dit moment de de hoogste prioriteit. Het is weinig zinvol en dat wordt [door] allerlei onderwijskundigen [bevestigd] om allerlei mensen. In als het ware op grote schaal in bioscopen in stadions et cetera bij elkaar te brengen om instructie onderwijs dat is een onderwijs dat je het makkelijkste online kunt organiseren daarbij komt ook nog eens een keer dat die grote groepen studenten. Dat die [ook] grotere risico's vormen voor gezondheidsvraagstukken ook voor de docent dus de kans dat wij massaal hele grote ruimtes gaan zitten [inhuren voor]. Standaard onderwijs hoorcollege onderwijs [die acht ik] eerlijk gezegd niet [geweldig groot] [inaudible] is dat wij de Jaarbeurs en andere locaties hebben gebruikt en nog steeds gaan gebruiken voor die situaties waarin we daadwerkelijk fysieke tentamens bij grote groepen willen organiseren maar ja daar kunnen we ook discussies over hebben van of dat allemaal wenselijk is maar [daarvoor] heb ik nu [wel ingezet] maar [inaudible] [niet eh] [inaudible] veel animo ontstaan. Bij zowel de docenten die hierover gaan ook al door de de de planners om nu [eh ehm grote zalen] te gaan inhuren om hoorcolleges te gaan organiseren. En daar wil ik best nog een keer een debat over organiseren samen met onze onderwijsdeskundigen. Maar ik heb eerlijk gezegd ook niet de indruk dat. Dat studenten daar [nu] op zitten te wachten. En ik ben wel benieuwd hoe waar hoe hoe jullie aan die informatie [komen dat studenten] zitten te wachten op. Hoorcolleges. Op grote schaal in Tivoli op andere plekken [wat] daar het nut en noodzaak van is [daar] ben ik heel benieuwd naar.

Translation:

Yes very short maybe, I think we have to make more time for that, there are two things, one is the most [inaudible] Of course wellbeing, the wellbeing of students, psychological wellbeing is extremely important and we really must pay a lot of attention to that, even more so we do pay a lot of attention to that. However, as a university we cannot, taking all of the restrictions in mind, set the doors wide open, we also have to deal with the limitations of this time. Also, we have to deal with the fact that there are many teachers who are experiencing all kinds of restrictions when it comes to travelling to locations. What we have done most of all, we have spoken about this with the minister this morning, is making sure that and this can be done better, I am convinced about this, to use all the physical space that we have within the limitations, in a way that education can be most effective. And and that means primarily small-scaled, and active, and with discussions. Forming a community and such matters is the top priority right now. Is it not meaningful, and this is confirmed by

		<p>several educational specialists, to put all sorts of people together on a large scale in theatres and stadiums et cetera for instruction based education, while this is the type of education that is most easily organized online. These big groups of students also form a risk for healthcare issues, also for teacher. So, the chance that we will be renting enormous spaces on a large scale is not big in my opinion [inaudible] that we have used the Jaarbeurs and other locations and still do for those situations where we actually have exams physically with big groups, but yeah we can discuss if that is something we should want. I have [inaudible] will not be much interest in that. For the teachers who decide about this as well as for the planners ehm to rent big venues now to organise lectures there. I am willing to organise a debate about this with our educational experts, but I am honestly not under the impression now that students want this. And I am curious as to how you guys get that information, that students would want to have lectures on a big scale in Tivoli and other places, I am very curious about that.</p>
4	<p><i>Staff Chairman Dutch</i></p> <p>Translation:</p>	<p>En misschien even aanvullend ik bedoel [Student Member Dutch] [Wij] krijgen nu ook de [laatste tijd] opmerkingen ook [van docenten] maar ook van studenten [vinden] jullie het dan verantwoord om nog groepen van ongeveer 100 mensen voor tentamens te halen. Er zijn altijd die twee geluiden we hebben hier ongeveer met 40000 mensen 7000 medewerkers en 3-34000 studenten te maken en jullie zullen geluiden horen van laat ons maar komen. [Wij] horen ook heel veel geluiden van mensen joh wat een [rarigheid] en ik ben het eens met Rector Magnificus Dutch [zijn] filosofie natuurlijk waarom zouden we dit instructie onderwijs dan ook nog eens een keer fysiek [inaudible] in deze tijd.</p> <p>And maybe to add to this, I mean [Student Member Dutch] We have been getting comments lately from teachers, but also from students, do you think it is responsible to get people from about 100 people for exams. There are always two sides, here we have to deal with about 40000 people, 7000 staff members and 3-34000 students and you will be hearing certain things like let us come, but we are hearing people say well all this weirdness. I agree with [Rector Magnificus Dutch]'s philosophy, why would we organise the instruction-based education physically [inaudible] in these times.</p>
5	<p><i>Independent Chairman Dutch</i></p> <p>Translation:</p>	<p>[Student Member Dutch] en dan nog [Staff Member Dutch] had nog [een] aanvullende vraag.</p> <p>[Student Member Dutch] and then [Staff Member Dutch] had an additional question.</p>

6	<p><i>Student Member Dutch</i></p> <p>Translation:</p>	<p>Ja er worden toch al een paar interessante dingen gezegd dat is gewoon ja het is een feit ik zou zeggen bel bijvoorbeeld [de LSVB] op dat daar echt de meeste meldingen komen van mensen die zeggen [wij willen] fysiek onderwijs dat vinden we echt erg problematisch dat is wat studenten bezig houdt ik merk het ook zelf. [De hele SG] ziet dit. Dus zeker argument van twee kanten zie [je ook erg] in corona. Daar zie je volgens mij ook dat ze aan de andere kan van [corona] niet altijd even sterk is [de steun] niet altijd hebben en ook ontzettend veel respect voor de roostermakers en dergelijke alleen vanuit studenten perspectief moet ik. Moet ik en kunnen ook namens SG zeggen dat [inaudible] over het algemeen echt heel graag. Onderwijs willen en dat hoe de [Radboud] dat doet dus niet een enorme gebouwen over het algemeen onderwijs laten plaatsvinden [maar dat ze] daadwerkelijk in tenten in kleine ruimtes die ze af huren dat ze daadwerkelijk onderwijs laten plaatsvinden discussie [etcetera dat] allemaal bij onderwijs hoort dus het is het is goed mogelijk dat gebeurt en het heeft haast en. En ik hoop dat dat die boodschap. Overkomt.</p> <p>Yes, some interesting things are being said here, yeah it is just a fact I would say give the LSVB a call, there the most complaints come in from people who say we want to have class physically, we find this really problematic. This is what students are concerned about and I also notice this myself. The entire SG is seeing this. So certainly the argument about two sides you can also see a lot in corona. I think there, there is also the other side of corona that is not always supported as much. Also a lot of respect for the planners and all, but from the students' perspective, I have to say [inaudible] mainly they really want to have education. And how Radboud does this, so not in huge buildings but mainly they let education take place in tents actually and in small spaces that they rent to have actual education and discussions etcetera, which is all part of education. So it is possible that it happens like this, and it needs to be done fast. And I hope that message is coming across.</p>
6	<p><i>Independent Chairman Dutch</i></p> <p>Translation:</p>	<p>[Staff Member Dutch] [nog een] reactie en dan ga ik afsluiten.</p> <p>[Staff Member Dutch] another response and then I am going to conclude this.</p>

Table 6: Transcript of UR+ meeting 2021-02-17 (11:12)

<i>Line</i>	<i>Name</i>	<i>Transcript</i>
1	<i>Independent Chairman Dutch</i>	[Dan begin ik bij [Student Member Dutch]]. Translation: Then I will start with [Student Member Dutch].
2	<i>Student Member Dutch</i>	[Oh nu ben ik toch wel benieuwd] maar ik wilde inderdaad zeggen dat we. Toch [wel een vraag hadden] of een verzoek om als het rapport [van] [inaudible] [uit] is dan [te] gaan [te] gaan zitten en liefst als het kan [openbaar en in ieder geval met] leden van de actiegroep. Om je inderdaad. Op tijd mee aan de slag te gaan dan alsnog ook in april te bespreken. Dus fijn dat. Dat [eh we het] daar [in ieder geval] over eens [zijn]. En dan hoop ik dat het gesprek er inderdaad snel komt. Translation: Oh now I am curious, but I wanted to say indeed that we do still have a question or, a request to when the report of [inaudible] is published to to sit down and if possible in public, and in any case with the members of the action group. To indeed get that started in time and then still talk it over in April. So it is nice that at least we agree about that. And I hope that the conversation can happen soon.
3	<i>Rector Magnificus Dutch</i>	Nu misschien even [voor mijn begrip hè, ehm,] uiteraard als er [verzoek] is van de raad om met elkaar te praten dan gaan we kijken hoe we dat zo snel mogelijk kunnen honoreren geen enkele twijfel. Uiteraard ook zo ik weet niet anders dan dat wij dat toch altijd in de openbaarheid doen. Dus het is altijd een openbare bijeenkomst tenzij er informatie aan de orde moet komen. Die heel erg op persoonlijke betrekking heeft [of] anderszins [eh eh in ieder geval vertrouwelijkheid nodig heeft]. Ja dan hebben we besloten bijeenkomst maar. Dit soort bijeenkomsten ook over het praten van dat rapport. Over sociale veiligheid dat doen we vanzelfsprekend in het openbaar. Als je het hebt over praten met de actiegroep dan is dat van een andere orde denk ik dan wanneer we een gesprek hebben met de universiteitsraad dus ik wil wel heel graag weten. Met wie we het gesprek voeren [en waarom we het gesprek voeren] en ik ben zelf groot voorstander van om ook met name gekozen democratie heel erg. Zo zeggen te koesteren en dat wil zeggen dat ik [in het] bijzonder heel graag met de raadsleden praat en als er weer een noodzaak is om met andere raadsleden te praten over dit onderwerp. En dan dan dan hoor ik daar graag nadere informatie over waar dat dan het in zit en waarom dat dan. Nodig is en waarom dat wellicht vanuit de raad nodig wordt geacht En dat ben dat neemt niet weg dat ik uiteraard net als [Staff Chairman Dutch] en andere. Graag ook met andere mensen over belangrijke

	<p>Translation:</p>	<p>onderwerpen praat maar de eerste prioriteit die wij hebben [in acht] hebben [te] nemen [is het] gesprek met de raad en dat we dat op een goede manier structureren. En en [informer] en dat we dat op een goede manier met elkaar gaan doen.</p> <p>Now maybe for my own understanding right, ehm of course if there is a request from the council to speak with one another then we will see how we can honor that request as soon as possible, no doubt about that. Of course, I do not know of any other way in which we do this, we will always do this publicly. So it is always a public meeting unless there is information that has to come up which is very personal and needs in any case confidentiality. Yes then we have a non-public meeting. But, these kind of meetings as well as talking about that report about social safety will of course be done publicly. If you are talking about speaking with the action group, then that is different I think than when we would have a conversation with the university council, so I would like to know who we will be having that conversation with and why we are having the conversation. I am a big advocate of elected democracy myself, so to speak I cherish that, and that means that I especially like speaking with the council members and with other council members if that is necessary for this topic. And and and then I would like to hear further information about what it is and why the council might find that necessary. Of course that does not mean that I of course like [Staff Chairman Dutch] like to speak with other people about important topics but the first priority that we need to take into account is that we have the conversation with the council and that we structure that in a good way. And and inform and that we do that with each other in a good way.</p>
4	<p><i>Independent Chairman Dutch</i></p> <p>Translation:</p>	<p>[[Student Member Dutch] nog een reactie?]</p> <p>[Student Member Dutch] another response?</p>
5	<p><i>Student Member Dutch</i></p> <p>Translation:</p>	<p>Ja nou ja naar mijn idee was [zou het] gesprek dan dus zijn inderdaad met raadsleden die geïnteresseerd zijn. Maar dan ja omdat [we] er natuurlijk met elf man een nota over geschreven maar. Dat het dan wel mogelijk is dat zij ook kunnen meepraten [daarover].</p> <p>Yes well yes my idea was that the conversation would then be indeed with the interested council members. But well yes because of course we have written a note with eleven people. That it would be possible that they can also participate in that.</p>

6	<p><i>Rector Magnificus</i> <i>Dutch</i></p> <p>Translation:</p>	<p>Elf. [We hebben] met elf man een nota geschreven en dat alle andere mensen die die [nota] hebben geschreven ook meepraten in dat gesprek.</p> <p>Eleven. With eleven people we have written a note, and that all people who have written that note can also participate in that conversation.</p>
7	<p><i>Student Member</i> <i>Dutch</i></p>	<p>[Head nodding]</p>
8	<p><i>Rector Magnificus</i> <i>Dutch</i></p> <p>Translation:</p>	<p>Nou wil ik toch maar eens even met elkaar maar even over nadenken hoe dat dan gaan doen. Wij [leggen] die rapporten bij elkaar en ik we zijn bezig om te inventariseren dat [wordt door newco gedaan]. Van wat zijn nou de elementen [waarop we] verder kunnen kijken wat zijn de de de zaken waarop [we] verdere stappen kunnen zetten. Als het als we eerder dan een medio maart bij elkaar zouden moeten zitten of als we in maart al bij elkaar zouden moeten gaan zitten dan is het denk ik niet veel meer het meer dat dat kan nog waardevol zijn hoor dat ook mede naar aanleiding van het rapport van de commissie bouw [dat wij] suggesties krijgen input krijgen van mensen die [die] dan bij elkaar zitten en die [dan] gekeken hebben naar de. Naar het werk van bouw in samenspraak met datgene wat de task force heeft gedaan maar dat het ik beschouw dat dan niet meer als input en suggesties want het echte gesprek over het vervolg van één en ander. Beleid we moeten gaan voeren welke veranderingen en reglementen of wat dan ook moeten gaan en werkwijze gaan organiseren dat gesprek dat voeren wij graag met de raad.</p> <p>Well I would like to discuss with each other how we would do that. We put together those reports and I, we are working on identifying, that is done by newco, what the elements are with which we can see what the matters are with which we can take further steps. If we would have to meet up earlier than halfway through March or if we would even have to meet up in March at all, then I think it is not very well it can be beneficial right though, that on account of the report of the bouw commission, that we get suggestions and input from people who have looked at the work that bouw has done together with the taskforce, but I see that no longer as input and suggestions, because the actual conversation about the continuation of some kind of policy we have to implement and which changes and rules or whatever and procedures we have to organise we would like to have that conversation with the council.</p>

9	<p><i>Staff Chairman Dutch</i></p> <p>Translation:</p>	<p>Nou ik zal je wel weer willen aanvullen en ik ben het volstrekt met [Rector Magnificus Dutch] eens moet wel heel helderheid hebben praten wij met de raad over een aantal documenten of praten met de actiegroep. Want anders dan gaan dingen wat door elkaar heen lopen met een actiegroep wij praten met allerlei groepen de hele week door. En dat gaan we dat doen we dan vaak niet in de openbaarheid dan gaan we gewoon zeggen en wat spreken we hierover af et cetera maar met de raad heeft echt een andere betekenis wat ons betreft en [daar] moet [ook] de raad even over nadenken denk ik. Hoe hoe willen we dit nou doen met elkaar dan zijn wel twee verschillende dingen.</p> <p>Well I will add to what you said once more and I completely agree with [Rector Magnificus Dutch], it has to be very clear if we are speaking with the council about a couple of documents or if we are speaking with the action group. Because otherwise things will start to intertwine, with an action group. We speak with different groups all throughout the week. And often we do not do that publicly, we just say what we are arranging et cetera. With the council, it really means something else in our opinion and I think the council has to think about that I think. How, how do we want to do this, because these are two different things.</p>
10	<p><i>Independent Chairman Dutch</i></p> <p>Translation:</p>	<p>[[Student Member Dutch] nog of...? Ik weet ook niet] hoe ver we gaan komen in deze vergadering omdat ze hier plenair zo te bespreken of dat ze naar een ander moment moeten kijken wat de goede vorm is [hè] duidelijk is in april hebben we dat gesprek in het kader van april [inaudible] [dan] komen we daar sowieso op terug [ook] wat het betekent voor de. Voor de regelen en de huidige procedures. Insteek van [Student Member Dutch] is nog om een andere bijeenkomst te organiseren. Wat wil je [daar] nog [over] zeggen [Student Member Dutch] anders ga ik straks nog even naar [Staff Member Dutch] ook nog door.</p> <p>[Student Member] Dutch a response or...? I also don't know how far we will get in this meeting because they have to talk about this plenary or that they have to look at it some other time, to see what the right form is right. It is clear that in April we have that conversation, in the in April we will get back to that anyway and also what it means for the, the regulations and current procedures. The approach of [Student Member Dutch] is to organise another meeting. What do you want to add about that [Student Member Dutch], otherwise I am going to go to [Staff Member Dutch] later on.</p>
11	<p><i>Student Member Dutch</i></p>	<p>Ja ik denk dat er sowieso een gesprek met de raad over hoe verder dat dat lijkt me sowieso goed. Ja dan moeten we nog over met de actiegroep hoe we dat [nog willen invullen].</p>

	Translation:	Yes I think that in the first place there has to be a conversation with the council about what to do now, that seems good to me. Yes and then we have to about the action group how we would like that to take shape.
12	<i>Rector Magnificus</i> <i>Dutch</i>	<p>Misschien voor alle duidelijkheid dus het is aan de raad om dit werk zijn [te organiseren] ik wat mij betreft [wat [Staff Chairman Dutch] betreft wij staan open] uit uiteraard ook voor een. Gesprek met de actiegroep nou zodra het rapport van de commissie bouw ook aan de raad gestuurd is dat is dat is de eerste prioriteit zodra het openbare zijn naar de raad is gestuurd. Maar nogmaals en als het gaat over inderdaad stappen die [we] gaan zetten beleid dat gemaakt moet worden veranderingen en procedures werkwijze et cetera nou dus echt een richtinggevende conclusies en aanpak. Dat is iets wat we alleen en louter met de raad kunnen en willen doen. Daar moet ook volstrekte helderheid over hebben. En dus [zo'n] gesprek met de actiegroep kan eigenlijk alleen maar het karakter hebben dat de actiegroep voor zover dat wenselijk wordt geacht nog bepaalde zaken kan articuleren voor zover dat al niet gebeurd is maar dat ik heb sterk het idee dat dat al in belangrijke mate ook in het rapport van de taskforce te vinden is dus ik denk dat het vooral ook aan de raad is om te bepalen van ja wat willen ze faciliteren wat heeft toegevoegde waarde ook voor de besluitvorming die moet aan het met de raad [samen] door het [CvB]. Georganiseerd [moet] worden.</p>
	Translation:	<p>Maybe to be clear, so it is the council's responsibility to organise this work. For me and also for [Staff Chairman Dutch] we are open to of course a conversation with the action group, well as soon as the report from the bouw commission has been sent to the council as well. That is the first priority, that the public has been sent to the council. But again and if it is about steps we are going to take policy that has to be created, changes, procedures, the way of how we work et cetera well so really conclusions about direction and approach. That is something we will only can and will do with the council. That has to be absolutely clear. And so, a conversation like that with the action group can only be desirable if certain things have to be said if that has not been done already, but I really have the strong sense that that has already to an important extent can be found in the taskforce's report, so it is I think really up to the council to decide what they want to facilitate, what has added value also for the decision making process, which has to be organised by the council and the CvB together.</p>
13	<i>Student Member</i> <i>Dutch</i>	[Head nodding]

14	<i>Independent Chairman Dutch</i>	<p>Ik zag [Student Member Dutch] [knikken] volgens mij positie van het college [duidelijk] en is het aan ons om even te kijken wat de goede vorm is om die andere bijeenkomst dan wat. Staat voor [de april] cyclus vorm te geven en [dan bij het college] hierop. Terug te komen maar.</p> <p>Translation: I noticed that [Student Member Dutch] was nodding, I think the position of the college is clear and it is up to us to see what the right set up of that other meeting than the one that is set for the April cycle would be and then to get back to the college for that.</p>
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Table 7: Transcript of UR+ meeting 2020-12-07 (1:22:38)

<i>Line</i>	<i>Name</i>	<i>Transcript</i>
1	<i>Independent Chairman Dutch</i>	<p>[Student Member Dutch] reactie eventueel of anders nog andere vragen die je had.</p> <p>Translation: [Student Member Dutch] a response maybe, or otherwise any other questions that you had.</p>
2	<i>Student Member Dutch</i>	<p>Ik begrijp campagnes en rapporten aan bouwt aan een onder andere de [U-Raad] dus daar is [daar ben ik heel tevreden mee ehm]. De andere vraag die was naar aanleiding van [d'r] stond iets heel moois over [lease privilege en need to know]. Dit zijn hele mooi principes als het gaat om informatieveiligheid dat bedrijven niet [alles] weten wat wij als universiteit geven maar de vraag is ook een beetje passen [wij dit] toe aan [studenten] en aan onze medewerkers. [Bijvoorbeeld de mijn UU app] op mijn mobiel die [vraagt] best wat informatie van ik heb niet het hele lijstje en ik heb [hem recent niet meer geüpdatet] maar alle informatie die ik kan geven aan zo'n [app] die heeft ondertussen wel. Dus de vraag is passen wij deze principes ook toe aan [onze] eigen docenten en medewerkers [en studenten].</p> <p>Translation: I understand the campaigns and reports for the U-Council and I am very happy with those. The other question was in response to that there was something good about lease privilege and need to know. These are great principles concerning information security so that companies do not know everything that we give as a university but the question is also do we apply this to our students and employees as well. For example the my UU app on my phone asks for quite some information, I do not have the entire list and I have not updated it recently, but all the information that I can give to an app like that, it has that by now. So the question is do we apply these principles to our own teachers and employees and students as well.</p>

3	<i>Staff Chairman Dutch</i>	[Hmm] [head nodding] Zoveel mogelijk wel denk ik maar maar. Wellicht dat we daar nog wel wat meer aandacht aan kunnen besteden. Misschien. Wil je of [Rector Magnificus Dutch] daar nog een antwoord op heeft ik nee.
	Translation:	[Hmm] [Head nodding] As much as possible I think but, but maybe we can be more attentive about that. Do you or [Rector Magnificus Dutch] has an answer about that but I, no.
4	<i>Rector Magnificus Dutch</i>	Nee. Anders dan dat ik denk ik gewoon even na terug moeten leggen en ook na moeten [vragen]. Of of dat inderdaad conform deze eerder geformuleerde principes is die vragen zoals op die manier nog niet. Aan de orde gesteld dus ik nee ik neem aan van wel maar laten we het even checken.
	Translation:	No. Or else that I, I think that I just have to go back and ask, if if indeed it is compliant with these principles that were formulated earlier, those questions, I have not addressed them like that before so I assume that they are, but let us check that.
5	<i>Staff Chairman Dutch</i>	[Inaudible] [Student Member Dutch].
6	<i>Student Member Dutch</i>	Ik begrijp toezegging dat [we hier een terugkoppeling] op krijgen dus daar ben ik ook tevreden [mee] dank je wel.
	Translation:	I understand confirmation that we will get feedback on this so I am satisfied with that, thank you.

Table 8: Transcript of UR+ meeting 2020-09-21 (1:33:40)

Line	Name	Transcript
1	<i>Independent Chairman Dutch</i>	Dan ga ik naar [Student Member Dutch].
	Translation:	Then I will go to [Student Member Dutch].
2	<i>Student Member Dutch</i>	[Eh dank u wel]. Recent is in Hongarije heeft Viktor [Orbán] besloten om een paar [senaten] van de [universiteit] af te schaffen. En ik was benieuwd of. De [het CvB] dat had vernomen en of er ook. Misschien niet direct met [inaudible] dat is nog persoonlijk verzoek dat daarop volgt om een uitspraak over te doen.
	Translation:	Eh thank you. Recently, in Hungary Viktor [Orbán] has decided to abolish some senates of the university. And I was wondering if the CvB has taken notice of that and also if maybe, not directly with [inaudible] that will be a personal request that will follow up on that, to make a statement about that.

3	<p><i>Rector Magnificus Dutch</i></p> <p>Translation:</p>	<p>Even een paar dingen één ik wij hebben [het] vernomen [eh] b we hebben [inaudible] nadere informatie. Proberen in te winnen en dat gaat. Vooral over een. Bepaalde opleiding inzake [kunsten]. Het heeft geen consequenties nog voor. De samenwerkingspartner die wij vooral in Hongarije hebben uit de [inaudible] Universiteit Hongarije dat is nog steeds op dezelfde leest geschoeid et cetera ik heb nu een verzoek. Uitstaan bij de collega rectoren in het kader van [CHARM-EU] want we werken samen met [ze]. Want is het niet verstandig dat wij ook met [een] gezamenlijke statement gaan komen richting. Naar de Hongaarse partner. En voor ten behoeve van onze Hongaarse partner ik heb verder geen weet maar misschien [Staff Chairman Dutch] wel. Van acties op het gebied van. In het kader van de [inaudible] maar [zeg] maar op onze manier binnen onze universiteit zijn ons aan het beraden op de vraag of wij. Heel concreet. Iets moeten laten weten om dat proces in ieder geval van ons uit. [Van] kritisch commentaar te voorzien.</p> <p>Just a couple of things one we I we have heard about it and b we have tried to gain [inaudible] further information. It is mostly about one certain programme concerning arts. It does not have any consequences yet for the collaboration partner that we have in Hungary from the [inaudible] University Hungary that is still the same. I have started an investigation with fellow rectors about whether it is wise to come up with a joint statement for our Hungarian partner. And for the benefit of our Hungarian partner I do not know but maybe [Staff Chairman Dutch] does about any actions in the area of. In the context of [inaudible] but within our university in our own way we are deliberating if we have to, in particular have to let people know, to within that process at least give out our critical comments.</p>
4	<p><i>Independent Chairman Dutch</i></p> <p>Translation:</p>	<p>[Staff Chairman Dutch] je geluid staat even uit tussen ik [kon het] laatste stuk niet horen.</p> <p>[Staff Chairman Dutch] your sound is off right now I could not hear the last part.</p>
5	<p><i>Staff Chairman Dutch</i></p> <p>Translation:</p>	<p>Ik [eh ik] op [de vraag van [Rector Magnificus Dutch]]. Ik heb nu geen weet van maar ik weet 't volgende week heb ik met [de voorzitters] overleg en dan zal ik dat [inbrengen].</p> <p>I eh I to the question from [Rector Magnificus Dutch]. I do not know right now, but I know next week I will have a meeting with the chairmen and then I will bring that to the attention.</p>

6	<i>Independent Chairman Dutch</i> Translation:	Aanvullingen of vervolgvraag [Student Member Dutch] of is dit voor nu voldoende. Any additions or follow-up questions [Student Member Dutch] or is this sufficient for now.
7	<i>Student Member Dutch</i> Translation:	Nee dank u wel dan hoor ik het zodra het beraad [en de overleggen] geweest zijn. No thank you, then I will hear it when the discussion and the meetings have taken place.

7.3 Appendix C: Transcripts in which Dutch is used by Dutch staff members

Table 9: Transcript of UR+ meeting 2020-10-26 – version: before recess (40:05)

Line	Name	Transcript
1	Staff Member Dutch	[Dat] zou [wat] mij betreft een bevestiging kunnen zijn dat [we] een breed [onderzoeksprofiel] zouden hebben binnen deze universiteit is dat inderdaad hoe [ik] dat moet lezen.
	Translation:	In my opinion this would be a confirmation that we have a broad research profile within this university, or is that not how I should be reading that.
2	Rector Magnificus Dutch	[Dan] wil ik wel graag [voordat ik dat jou zeg] ook weten wat. Jij verstaat onder een breed [onderzoeksprofiel] [inaudible].
	Translation:	Then I would like, before I tell you, want to know what you think a broad research profile is [inaudible].
3	Staff Member Dutch	Dit is wat ik letterlijk heb gelezen.
	Translation:	This is literally what I have read.
4	Rector Magnificus Dutch	[Inaudible] breed. Inhoudelijk qua thematiek of waar breedte van methodologie of [breedte] van het type onderzoek [of] hoe moet ik me dat voorstellen.
	Translation:	[Inaudible] broad. Content wise or thematically or where broadness of methodology or broadness of type of research or how should I picture that.
5	Staff Member Dutch	[Eh] [universiteitsbreed profiel] zoals wij een brede universiteit zijn hebben we daar ook een [universiteitsbreed] profiel bij [is] dat raar of niet.
	Translation:	Eh university wide profile like we are a broad university, we have a university wide profile with that, is that weird or not.
6	Staff Chairman Dutch	Misschien mag ik er een invulling aan geven ik denk breed is heel breed zoals de [universiteit] dat is [maar] betekent niet alles.
	Translation:	Maybe I can interpret this I think broad is very broad like the university but that does not mean everything.
6	Staff Member Dutch	Dit snap ik niet.
	Translation:	I do not understand this.

7	Staff Chairman Dutch	Nou breed is heel breed maar niet alles we zijn ook geen technische universiteit dus we hebben sowieso al keuzes. Dus wij zullen breed betekent of hele vier [strategische thema's] zijn heel breed alle [maatschappelijke] [inaudible] iedereen zitten. Heel zeven faculteiten zijn heel verschillend. En dat noem ik breed maar breed is niet alles [inaudible] In Utrecht.
	Translation:	

Table 10: Transcript of UR+ meeting 2020-12-07 (11:11)

Line	Name	Transcript
1	Independent Chairman Dutch	[Ja dan] inderdaad [Staff Member Dutch] [nog].
	Translation:	
2	Staff Member Dutch	Ja ik hoewel ik het natuurlijk van harte ondersteun. Ik toch wel een praktisch punt wat ik wil even onder de aandacht brengen. Op moment dat jij als verstokte roker niet binnen een de uithof. [Eh ergens je sigaret op] mag steken waar wordt de betreffende verslaafde geacht. [Eh] zijn of haar [sjekkie] te roken en te gebruiken en wat voor effect gaat het hebben op de inzetbaarheid van de betreffende werknemer want als jij een half uur moet lopen en fietsen om [één sjekkie] te kunnen roken. Ben ik bang dat je niet meer aan werken toekomt als een verstokte roker.
	Translation:	Yes although I of course fully support it. I have a practical point that I want to bring to your attention. In case you are an inveterate smoker and you cannot light your cigarette on the Uithof, where is the affected addict supposed to smoke his or her roll-up cigarette and what effect is this going to have on the employability of the employee, because if you have to walk or cycle for half an hour in order to smoke one roll-up cigarette. I am afraid you cannot get to work anymore if you are an inveterate smoker.
3	Staff Chairman Dutch	[Ja] dat kan zo zijn. Maar d'r is d'r is denk ik ook al heel veel aangekondigd dat dit zou gaan gebeuren mensen kunnen zich daarop voorbereiden mensen kunnen geholpen worden. D'r zijn ook programma's ook ook in het verleden geweest om mensen kunnen we ze roken van de rookverslaving af krijgen. Er is ervaring bij het [UMCU] dat het gewoon op dat terrein kan en dat dat gebeurt. [Dus] in die zin is er niet zoveel keus [Staff Member Dutch] en ja weet je. Ik denk. Dat wij gehouden zijn om voor iedereen wel alle oplossingen te genereren. Maar we zullen iemand die verslaafd is graag verwijzen of helpen om te kijken wat ze van hun verslaving af kunnen komen.
	Translation:	Yes that can be the case. But there is there is I think a lot that has been announced, that this was going to happen, people can prepare for that people can get help. There are programmes as

		well also also in the past to get people to quit smoking, quit the smoking addiction. There is a lot of experience at the UMCU, that can right happen there and that happens. So in that sense there are not really a lot of options [Staff Member Dutch] and yeah you know. I think that we are obliged to generate solutions for everybody. But we will gladly refer or help someone who is addicted to see how they can quit their addiction.
4	<i>Staff Member Dutch</i>	Een interessante discussie ik ben benieuwd wat de verstokte rokers onder ons. Daarvan vinden. Translation: An interesting discussion, I wonder what the inveterate smokers among us think about that.
5	<i>Staff Chairman Dutch</i>	[Eh] nee wij realiseren ons dat het dat niet een hele lastige is dat is iets van een andere orde dan. Een corona mondkapje dragen schatten wij in dus we hebben ook professionele [inaudible]. Die hier op een hopelijk goeie prettige sociale manier mee kunnen omgaan. Translation: Eh no we realise that it is a very difficult one and that it is a different category than wearing a corona mask we reckon, so we have professional [inaudible]. They can hopefully handle this in a good, pleasant, social way.
6	<i>Independent Chairman Dutch</i>	Er wordt [vervolgd] en dan komen we daar ongetwijfeld in de raad [op] terug als er mensen zich bij ons gemeld hebben die zich slachtoffer voelen van het strenger rookbeleid dat [door de UU] nu wordt gehanteerd. En dat waren [volgens mij de] Translation: To be continued and then surely we will get back to this in the council if there are any people who report to us that they feel like they are a victim of the stricter smoking policy that is now implemented by the UU. And I think that were the
6	<i>Staff Chairman Dutch</i>	Het is het is het is. Stringent overheidsbeleid hè de [NVWA] gaat ons controleren. En daar zit de boetes op van vierduizend euro voor de instituut. Translation: It is it is it is. Strict government policy right, the NWVA will check on us. And there are fines of four thousand euros for the institution.
9	<i>Staff Member Dutch</i>	Ik [zie ook wel] dat er iets moet maar ik kan me niet voorstellen dat het betekent dat jij eerst tien kilometer zou moeten of vijf kilometer zou moeten lopen of fietsen of voordat je [een sigaret] zou kunnen opsteken [ik] kan me het me niet voorstellen dat. Uiteindelijk de bedoeling is. Maar ik vind het een interessante suggestie ben heel benieuwd hoe zich dat ontwikkelt.

	Translation:	I can see that something has to be done but I cannot imagine that it would mean that you would have to walk ten or five kilometers before you can light a cigarette, I cannot imagine that would be the meaning of this eventually. But I think it is an interesting suggestion and I am curious to see how it plays out.
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Table 11: Transcript of UR+ meeting 2020-12-07 (1:58:21)

Line	Name	Transcript
1	<i>Independent Chairman Dutch</i>	Dan ga ik verder naar [Staff Member Dutch] voor de [volgende vraag].
	Translation:	Then I will go on to [Staff Member Dutch] for the next question.
2	<i>Staff Member Dutch</i>	[Ehm ja mijn vraag] gaat voor de verandering een keer over de [UMC PhD's]. En we hebben over gehad [zij zouden] meer informatie krijgen uiterlijk twee weken geleden in de vorm van slides en dat is niet gebeurd. En dus ook geen contact opgenomen met. Proud vertegenwoordigers van het [UMC] [dus zij zijn] nu aan het bedenken wat voor acties [ze] kunnen ondernemen bijvoorbeeld in de vorm van een. Brandbrief. Maar ik was wel benieuwd of jullie wel al update hadden gekregen over hoe het er nu voorstaat. Binnen het [UMC].
	Translation:	Eh yes my question is, for a change, about the UMC PhDs. And we have talked about them getting information two weeks ago in the form of slides and that has not happened. And there has also been no contact with Proud representatives from the UMC, so now they are thinking about what actions they could undertake, like sending an urgent letter. But I wanted to know whether you have had an update about what the situation looks like within the UMC.
3	<i>Rector Magnificus Dutch</i>	Ik heb er vanochtend nog overleg over gehad met de decaan. En die heeft mij bezworen dat ie morgen met de financieel directeur. De plannen die nu zijn ontwikkeld door spreekt dat hebben we ook nog een [accountant] naar zal kijken [maar in ieder geval] heeft er. Heeft hij wil dat heeft [ie] mij gezegd. Uiterlijk voor de jaarwisseling helderheid verschaffen aan de [PhD's]. Zeg maar de compensatieregeling. Dat is de laatste stand van zaken zoals ik die vanochtend van hem te horen [heb] gekregen.
	Translation:	This morning I have had a meeting with the dean, who has sworn to me that tomorrow he will discuss the plans that have now been drawn up with the head of finance and that we will also have an accountant look at them. But he has told me that in any case at least before new years eve he will provide clarity for the PhDs.

		Talking about the compensation arrangement. That is the last state of affairs as I heard from him this morning.
4	<i>Staff Member Dutch</i>	[Head nodding] bedankt [dan geef ik dat door].
	Translation:	[Head nodding] thank you then I will let them know.
5	<i>Staff Chairman Dutch</i>	Wordt ongetwijfeld vervolgd. Ik ga vervolgens naar [Student Member Dutch].
	Translation:	To be continued undoubtedly. Next I will go to [Student Member Dutch].

7.4 Appendix D: UR+ meetings background information

In this appendix, additional information on the members of the Executive Board, the independent chairman of the U-Council and position of the UR+ meetings within the meeting cycles of the U-Council will be outlined.

The Executive Board is comprised of three members (<https://www.uu.nl>): the chairman, who is referred to as “Staff Chairman Dutch” in the transcripts of this study, the rector magnificus, who is referred to as “Rector Magnificus Dutch” in the transcripts, and the vice-chairman, who did not participate in the UR+ meetings and is therefore excluded from the transcripts and analysis. Unlike the U-Council members, the Executive Board members are not bound to any party. They are Utrecht University’s highest administrative body and are appointed, after the permission of the U-Council, by a supervisory board (<https://www.uu.nl>). Their respective roles and responsibilities can be found on Utrecht University’s website (<https://www.uu.nl>).

Furthermore, UR+ meetings are chaired by an independent chairman, who is referred to as “Independent Chairman Dutch” in the transcripts in this study. “The role of the chairman is “convening, chairing and closing the meetings, supervising the Council's work, coordinating the activities of the committees and maintaining the order of the meetings” (Rules of the procedure of The University Council, 2020, as cited in Morwood, 2021, p. 10–11).

To assure that the UR+ meetings run as effectively as possible, the U-Council works with meeting cycles. There are six meeting cycles in total, and in the 6th phase a UR+ meeting takes place: “each meeting cycle is extremely well organised and protocols exist for each phase to ensure that by week six, the UR+ meeting can run as efficiently as possible” (Morwood, 2021, p. 12).