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I think it is in our shared interest to see a purpose in what we do in school; that we do not have to waste time and energy with empty rules and obstacles that get in the way of a straightforward course of our studies and work. I believe one of such obstacles is the insufficient credit rating of the final commission films (not just for directors; I mean everybody involved) and the related redundancy of certain subjects. The obstacles also include difficult communication with FAMU Studio and between certain Departments.

Difficult communication is something that has been weakening our school for a long time, and it has historical roots. The disputes at school often involve the names of former Deans, and affairs and wrongs of the past that are incomprehensible to anyone who did not spend the last ten years in school and that affect us (students) indirectly rather than directly. The problems of the Faculty should be defined by us, and not by teachers who carry past feuds to the present.

Who knows more about practical issues than we who experience them first-hand every day and have to tackle them? The importance and relevance of an active approach to the academic community is illustrated by the student initiative (Ne)musíš! to vydržet - FAMU, which has collected one hundred testimonies and accounts using its questionnaires. Although we do not know their nature and content yet, their seriousness shows that there have been lingering unaddressed problems at our school for a long time. To me, the newly created ombudsperson position illustrates the effort and willingness of the current top officials to listen to problems that were not paid enough attention in the past. I consider this a textbook example of a meaningful dialogue with students that helps the academic community to function soundly.

As a senator, I would like to contribute towards such functioning of the academic community, for example by organising regular plenary meetings of students in cooperation with the individual Departments' student ambassadors. This way we could discuss the problems that we encounter most frequently during studies at our Departments and the ways they can be addressed. This could raise the awareness of the notion that students need not just pass through the school – they should be an active driving force whose suggestions can point out shortcomings in the way the school operates, delivers instruction, and so on. Suggestions for changes that are truly meaningful must come from us, and not be invented at the top and debated ex post. The school should be cultivated “bottom to top”.