



**Minutes of the Overleg Vergadering (4) of the FSR FMG
Faculty Student Council of the Faculty of Social and Behavioral sciences**

5 Date: 9th of April 2020

Location: Online via Zoom

Present executive board FMG: Agneta Fischer, Sterre Minkes,

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

Absent FSR FMG '19-'20: Tom Flipse

Technical chair: Arend Habbema

Minutes: Lieve Bastiaan

1. Opening and setting the agenda

Arend opens the meeting at 13:03. The agenda has been set without changes.

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2. Setting the draft minutes of the OV (3) on January 30th

The FSR FMG has accepted most of the dean's changes to the minutes of the third OV of '19 - '20. The minutes of the OV of the 30th of January 2020 have been set.

15 **3. Announcements**

Dean

The dean has sent the FSR the CV of the new Education Director of the Graduate School of Communication science, Jessica Piotrowski. The FSR did not have any comments on the CV, her motivation, or the procedure. She will be the chair from somewhere in the second year onwards.

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4. Subject 1: Teaching and Exam Regulations

FSR

This week a meeting with the policy advisers for part A of the OER took place, they managed to come to a conclusion together. The meeting with the programme directors from the social sciences department took place last week as well, in which the FSR was able to discuss their advice. The FSR will have their last meeting, with the Psychology department. The FSR strives to send the dean their modified advice, according to the procedure of the TER, by the beginning of next week. The FSR thanks the dean for the extension.

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Dean

We will discuss the results of these deliberations during the OER OV.

35 **5. Subject 2: Code of Conduct**

FSR

The FSR wants the code of conduct to be included in all Course Manuals and the instellingsplan (Strategic Plan/IP). They aim to increase the awareness of the existence of the Code of Conduct among staff and students. Which the FSR believes is important for the social safety of students and staff.

40 Additionally, the FSR wants to add a question about teachers' adherence to the code of conduct to the UVA questionnaire. To ensure there is a safe place where students can warn teachers that their actions may not be or have been completely appropriate. The idea behind this is if an action by a teacher is not inappropriate or severe enough for a confrontation there is still a space to address the behaviour. As a confrontation, firstly, carries the risk of negative effects for students. Secondly, a confrontation can feel more serious than it is for a teacher and may lead to unwarranted emotional distress. Including it in the UvA Q is a warning signal for grey area behaviour, the FSR does not want teachers to overcorrect.

45 In the immediate sense adding it to the UvA Q will not change what happened but could have long term effects on behaviour. The council knows instances of misconduct happen, from Our Bodies Our Voice and personal experience. Some students do not report or say anything as they are fearful of the consequences, adding it to the UvA Q may lessen this.

50 The FSR does not have an extensive reaction to the reaction of the dean, this is what they wanted, increased attention paid to the Code of Conduct.

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Dean

The dean believes the FSR is overestimating how much awareness is raised by including the Code of Conduct in the Course Manual and IP. She believes not many people read the IP but assumes it will be included in the IP. The teaching directors have been asked if they want to include a link to the document in their Course manual, they are willing to do so. The different colleges are spreading the Code of Conduct in diverse ways, they either provided a link (in the Course Manual), included it on their websites, or spread it using the student newsletter. Most importantly, there will be increased attention to the Code of Conduct, so teachers and students are informed.

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The dean finds the inclusion of a question about teachers' adherence to the Code of Conduct in the UvA Q more problematic. It was discussed, with teachers, deans and central boards, there is no consensus about adding questions to the UvA Q about individual behaviour of teachers. The education directors are against the adding of a question about the behaviour of teachers to the UvA Q. One of the reasons is that the behaviour of the teacher may be publicly punished. This makes the evaluations less suited to assessing the quality rather than addressing the safety of behaviour. The dean thinks we should think of other ways to criticise, warn, or discuss teachers concerning their behaviour. Additionally, the UvA Q is a central instrument, not just from the FMG. With public punishment, the dean states that in an accusation there are

75 always two stories to tell. Since the evaluations are always publicly discussed, having this sensitive information within the evaluations seems ill-suited.

The dean thinks there are two alternative options. The first, a student approaches the teacher during the course. The second, students can use the open questions in the UvA Q to add commentary on behaviour. The dean understands it may be scary to reach out to a teacher who
80 was behaving in a discriminatory or inappropriate manner. However, direct confrontation is more fruitful when attempting to alter behaviour. If it is more serious, students can always file a complaint.

No point of agreement is reached on the UvA Q. The FSR is still in favour while the dean and the education directors are against the adding of questions related to the behaviour of teachers
85 in the UvA Q.

Action points

200409-1 The dean sends the council information on the ways in which the teaching directors are increasing the attention paid to the code of conduct.

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6. Subject 3: Sexual Harassment

[Daniel Guinness from Our Bodies Our Voice joins the meeting.]

FSR

95 The FSR has based themselves on prior research that found sexual harassment and undesired intimacy happens in every institution, UvA as well. In addition to research conducted on behalf of Algemene Studenten Vereniging Amsterdam (ASVA), this is how they know a lot of these situations happen during events and within the study associations. Thus, study associations have been made the main target. The FSR is aware that little research has been conducted on the
100 UvA level. They have collected information themselves, they have had discussions with Our Bodies Our Voice (OBOV) and received information, received input during FV-FMG meeting, during the day of representatives the topic was discussed and input from the study associations was collected and lastly, the FSR had conversations with the students themselves. Board members of study associations have witnessed situations of undesired intimacy and were
105 uncertain of how to handle them. The FSR wants to provide a social safety workshop for student boards, by collaborating with OBOV. Since the new boards will be chosen in May/June, training could start in June.

The dean was not in favour of making the workshops mandatory, thus the FSR asks her support in sending out invitations to the study boards. To make it more official and to have as
110 many participants as possible.

Daniel Guinness (from Our Bodies Our Voice)

By providing training OBOV is aiming to create more positive, inclusive, and safe university cultures. The offer proposed in the meeting consists of two distinct packages, both will be free,
115 as they are already paid for by the chief diversity officer.

The first is an online student leadership training, designed for student board leaders. The key objective is to take a small group of people or one person from student associations or study associations and train them in recognizing issues that might happen around bullying,

sexual violence and sexual harassment and how to address them and prevent them. In addition
120 to teaching them how to create a more respectful and inclusive culture within their
organizations. It would take half a day and could cater for up to 30 people. It revolves around
them creating their own action plan for their organizations for the coming year. Is designed to
help them create and support structures to support and aid students or to refer them to other
organisations when needed. This would be available from mid-May onwards. It takes place
125 online.

The second offer is a follow-up, it begins in August/ September, consisting of three
workshops. The first is an online or in-person student board training, much like the first offer.
The second is a student training that we could open to whomever the FSR decides, there is a
series of workshops that can be chosen, for example, the active bystander and intervention
130 workshop or an allyship workshop, which builds around intervention but is also about creating
safe and inclusive spaces. The third component of training is staff training, there are two
particular workshops. The first focuses on giving teachers the skills needed to create inclusive
environments. From helping people with previous trauma to intervening during in-class
situations. The second teaching option is open to all members of staff, is more about between
135 staff interactions and the (informal) barriers within the university culture.

All the training can be provided for free.

Ana Mar will send evaluation reports and the notes taken from the discussion with the
study association to the dean.

Dean

140 The dean adds that students from the student associations are also able to contact UvA central
directly if they want to get training.

The dean asks if there is more in-depth information about the workshop and their effectiveness.
She wants to have more information about the workshops and their effectiveness before
supporting the implementation of the training. Depending on the extra information send the
145 dean will decide if she will send the email invites, with a template created by the FSR, to make
it more official. The dean will leave the registration for the workshop up to the FSR.

Action Points:

150 *200409-2: The FSR sends the dean the information about the expressed interest from the study
associations about the social safety workshop.*

*200409-3: The FSR sends the dean the information provided by Daniel about the efficacy of
the social safety training.*

7. Any other business

155 The FSR asks whether to have the weekly updates right now. The dean agrees to do it during
the current meeting. The dean is asked if the university has had discussions about supporting
students who are experiencing financial problems. She needs to ask student services; it is clear
the university cannot solve all the students' financial issues. The profileringsfonds (Profiling
Fund) may be used for students in urgent situations. Siddharth says Utrecht University set up a
160 go fund me to help students. Sid will send the Dean information about this.

A new date for the weekly meetings with the dean is proposed, Tuesday from 13:00-
14:00.

8. Questions and closing

165 Arend closes the meeting at 14:03.