School meeting – December 2017 in the Project Studio

Participants: APD 5, PhD 1, IDI 7, Staff 12, BFA 9.

Agenda

- Looking forward (to)
- Teaching position (temporary during spring term)
- Work environment

Looking forward (to)
We are at the moment finalizing the budget, and producing the UID Action Plan for 2018 – the document that will be sent to the Faculty and shows which actions we should take to head where we want to. Please bring any ideas, suggestions and comments into this process: Informally, by contacting Maria or Johan, and/or formally through your student representatives in the Local Cooperation Group, Equal opportunities group, Work environment group etc.

Teaching position (temporary during spring term)
Linda Bogren will be on leave of absence 75% during spring term, and we will recruit a substitute teacher (senior lecturer). The ad will be out soon – please spread this in your networks!

Work environment
Psychosocial work environment
Keep in mind, and in action, to help each other finding sustainable ways of working and studying. We see that you spend a lot of time at school. For a higher awareness of how you work you can try to log your hours. Make sure to take time off; eat, sleep, take care of yourself. Keep in mind that extreme, high level performances needs recovery, and all ‘extra efforts’ need to be carefully calculated. You can’t ‘sprint’ all the way through a marathon! This does not mean compromising quality, on the contrary: You will most likely achieve more, and more qualitative work, if you give your mind and body a chance to rest and recuperate and process things “in the background”.

Physical work environment
A work environment round has been made of teaching facilities (classrooms, studios, holkens, workshops and labs). Some general things to resolve:

In the studios: Please do not store stuff on the floor, and make sure to keep cables off the floor and attached under your desks. The cleaning staff need to be able to clean properly, which they cannot do if there are cardboard boxes, bags, shoes and other things lying about. Also: You are not allowed to keep paints, glues and other chemicals in the studio. Similarly, foam models that are not coated or painted are not allowed in the studios. Talk to house technician Anders if you need storage space.

In classrooms and holkens: We have a work environment problem with people leaving working materials, trash and cups in the holkens and classrooms. Also, quite frequently both staff and students “borrow” furniture and things from one place to another without
previous notice, and do not bring things back. This causes a lot of disturbance and extra work for Anders, and for both internal staff and external teachers. Discussion at the meeting about how to find ways to resolve this:

*Suggestion:* the teacher can end a workshop or lecture a couple of minutes earlier and devote time for cleaning. All teachers should schedule time at the end of the course for cleaning up project and teaching spaces. Course responsible are in charge of reminding the students to clean after themselves. Also, we shouldn’t take furniture from classrooms or open spaces without asking or checking with Anders – this goes for both staff and students!

*House council information:* A reminder due to problems at the Arts Campus with people smoking too close to the entrances. It is not allowed to smoke within 15 metres from the entrance doors due to allergy reasons. And please do not throw the poisonous butt on the ground – use an ashtray!

*#metoo*

Rector Johan Redström brings up the importance of the #metoo movement – the media attention around sexual harassments. These things occur in all environments, and there is no way we can say that we are done with working with the questions. Therefore, we need to break the culture of silence, and find more ways to talk about it.

- Do we communicate around this topic?
- How do we learn and get better?
- How do we acknowledge when we hit the ‘grey zone’?

How do we get aware about this, but not nervous? Critical, but not judgmental? We have a group for equal opportunities at school that you can turn to – or turn to anyone you feel comfortable talking with. Remember that if someone feels harassed, it is harassment. This is about power, and it is important to reflect over these kind of questions also in other power relations, for example the teacher – student relationship.