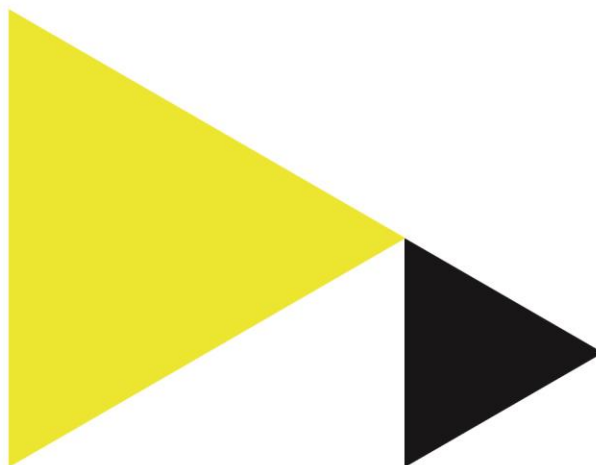


AUAS Code of Conduct

Strategic Advisory Team for Social Safety & Well-being

Date: 15-Feb-24

Version: 2.1



Foreword: How to use this Code of Conduct

Around 45,000 students and 4,700 members of staff come to the gather at the AUAS every day to work, learn and grow together. The optimum environment in which to do so is one that is safe. This makes it easier for them to develop new insights, deal with setbacks and learn from mistakes. If we want to engender and maintain an environment of social safety, it is important to integrate discussing each other's behaviour at all levels of leadership, cooperation, teaching, studying and development.

The code of conduct is intended as a guide to help shape these discussions. That said, it is impossible for the code's rules to cover all aspects of these discussions and dilemmas may still arise in a team or in class. It may also be difficult to make clear, detect or question boundaries. To be able to discuss such matters, students and staff must feel free to say what they think or feel, avoid making snap judgements and be willing to learn from the differences between each other.

This code of conduct also describes which types of behaviour are unacceptable. Violating the code of conduct has consequences. In such an event, there are other regulations and codes that apply. They are outlined in Section D of this document.

Supervisors and teaching staff have a duty to provide and ensure a socially safe study and work environment. It is essential that they are aware of the need to lead by example and that they do not abuse their position.

The code of conduct is a 'living document' and will be supplemented with new insights and experiences. Please send any feedback to gedragscode@hva.nl

A. TO WHOM AND WHERE THIS CODE APPLIES

This code of conduct applies to **everyone** who works or studies at the AUAS. It applies to all our physical and digital environments, activities and interactions. For example, it also applies at study association parties, in the WhatsApp groups of a team or class, and during company visits.

B. HOW WE INTERACT WITH EACH OTHER

We make agreements about how we interact with each other. These agreements are open to discussion in the event of dilemmas in everyday practice. We abide by the following principles:

- 1. Discuss each other's behaviour**
- 2. Look out for and listen to each other**
- 3. Treat each other as equals**
- 4. Work together**
- 5. Act with integrity**

1. Discuss each other's behaviour

Discussing our own and each other's behaviour is part of a healthy study and work environment. It is important in this regard to demonstrate courage and vulnerability. These are qualities that are equally useful as students develop into junior professionals.

This means that we:

- initiate discussions about behaviour by questioning habits and unwritten rules;
- are aware of how our behaviour affects others;
- ask for permission when entering another person's personal space in case of doubt, for example when touching;
- attempt to resolve irritation and discomfort when it occurs;
- talk *to* each other, not *about* each other.

2. Look out for and listen to each other

To be able to study and grow, it is essential that every student and member of staff feels that they are heard and seen. To that end, we respect each other's individualities, talents, limitations and boundaries.

This means that we:

- maintain an open and interested attitude;
- see, trust and facilitate each other's talents;
- express our mutual appreciation;
- are allowed to make mistakes and learn from them;
- support each other when needed.

3. Treat each other as equals

We believe that diversity and inclusion enhance the quality of teaching, research and cooperation. Every student and employee matters and is accepted.

This means that we:

- learn and work together in our various roles and positions on the basis of equality;
- take into account various viewpoints and opinions when making decisions;
- are curious about each other's viewpoints and do not act on the basis of assumptions;

- examine our own and each other's blind spots in order to prevent discrimination and exclusion.

4. Work together

Effective cooperation between students, teaching staff, researchers, supervisors, support and management staff and partners throughout the city fosters knowledge sharing, innovation and development. Everyone contributes to this on the basis of their own responsibilities and capabilities.

This means that we:

- communicate in a professional manner in terms of style, tone of voice and form of address;
- ensure that responsibilities and agreements are clear and observed;
- give each other feedback and encourage each other to acquire new knowledge and skills;
- are willing to express doubts, ask critical questions and propose improvements;
- seek a healthy balance between our own interests, the team's interests and the interests of the AUAS.

5. Act with integrity

To maintain confidence in the quality of our teaching and research, it is essential that our relationships are professional and that we act thoughtfully, reliably and morally. We do not abuse situations or positions of power, we do not exploit relationships and we are not led by self-interest.

This means that we:

- are honest and transparent in everything we say and do;
- treat AUAS buildings, facilities and resources with care;
- protect data and confidential information belonging to students, staff and the AUAS;
- abide by standards of ethics, conscientiousness, independence and impartiality in our research;
- report intimate relationships with colleagues or students to our supervisor (staff only).

C. AGREEMENTS ON INTIMATE RELATIONSHIPS

Staff must maintain a professional relationship with students. If staff develop an intimate relationship despite this, they must report this relationship to their supervisor. This duty to report also applies to an intimate relationship with a colleague. In both cases, the supervisor will meet with the parties involved to discuss the risks, for example in terms of cooperation and conflicts of interest. If there is a hierarchical relationship as well as an intimate relationship between the parties, the former relationship must cease. In addition, the parties must enter into an agreement prescribing their personal dealings and communications at the AUAS. Advice about this can be obtained from the confidential adviser.

D. INAPPROPRIATE BEHAVIOUR

The following are examples of behaviour that will not be tolerated from anyone who works or studies at the AUAS:

1. Aggression and violence
2. Discrimination
3. Sexual harassment
4. Intimidation
5. Bullying
6. Abuse of power
7. Fraud and corruption

8. Property destruction and theft
9. Working and studying under the influence of drugs or alcohol
10. Privacy breaches and data abuse

The [AUAS Regulations on Inappropriate Behaviour](#) stipulate that any form of aggression, violence, discrimination, harassment (sexual or otherwise), bullying or abuse of power is unacceptable. Chapter 3 of these regulations defines these types of behaviour and explains who to turn to if employees encounter them.

In addition to the Regulations on Inappropriate Behaviour, AUAS has a number of other regulations and codes that outline the other types of inappropriate behaviour (7-10): [the AUAS House Rules](#), [the AUAS Integrity Code](#), [the Netherlands Code of Conduct for Research Integrity](#) and [the GDPR](#).

Whoever displays unacceptable behaviour will be spoken to and may be subjected to a disciplinary measure. Students may be subjected to disciplinary measures as specified in the [Students' Charter](#) (Article 9.2) and staff to disciplinary measures as specified in the [Collective Labour Agreement for Universities of Applied Sciences](#) (Chapter P).

WHO CAN YOU TURN TO?

If you have experienced or witnessed inappropriate behaviour, you can contact the [confidential adviser for students](#) or [staff](#) for confidential advice and support. The confidential adviser will discuss with you what has occurred and what you can do about it.

The confidential adviser can also help you lodge a formal complaint with the [Complaints Committee for Inappropriate Behaviour](#).

Visit the SharePoint page [Act responsibly](#) for tips, tools and advice.

In the case of integrity violations and situations in which regulations or procedures have not been followed correctly, members of staff may contact the independent [staff ombudsperson](#). The ombudsperson is also available for students, when students are unhappy with [how a complaint is handled](#). The ombudsperson can give advice, mediate and investigate complaints. The ombudsperson can also help staff and students make a report under the [Whistle-blowers Scheme](#).

If you have any questions or complaints about academic integrity, please contact the [confidential adviser on academic integrity](#).