



UNIVERSITY OF AMSTERDAM

# UvA Diversity Document

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## **Disclaimer**

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## Summary

Our society is becoming increasingly diverse, which is a trend that the UvA warmly welcomes. If we wish to optimise students' academic development and further the course of science as a whole, we believe it is vital to facilitate communication and knowledge sharing within an inclusive environment that is geared towards everybody's welfare and embraces interpersonal differences instead of avoiding them.

It is the university's job to prepare our students to play leading roles in the dynamic and ever-changing society of the future and to blaze a trail at the forefront of this change. This requires a more pro-active strategy than simply addressing how to manage the increasing levels of diversity among our student body and staff.

How can we ensure an inclusive learning and working environment that enables all students and staff to feel at home and increases the quality of our teaching, our research and our societal impact?

The Diversity Committee's report, published at the end of 2016, is entitled 'Let's Do Diversity', and this title reflects exactly how we must respond to this challenge. Diversity does not come about all by itself, it requires us to take action: the system alone cannot do it for us, nor can management alone – it demands effort from everyone.

Diversity, equity and inclusion have been high on the UvA agenda, certainly since the establishment of the Diversity Committee, which has led to many activities in a number of areas. However, it is now time to take broader action via a UvA-wide Diversity Document (DD). The Executive Board would like to consult with the academic community and the representative advisory bodies regarding the implementation of the DD based on the courses of action specified in this document, which we hope will have been adopted by the summer of 2019.

The UvA employs 8,000 members of staff and has a student population of 40,000, figures that include over 120 different nationalities. We want to be a learning, working and research environment where everybody feels at home, enjoys equal opportunities and is free from prejudice and discrimination.

Diversity also strengthens the quality of our research and teaching and enhances our social impact. The best way to cultivate academic excellence is to create an environment that values a broad and diverse spectrum of perspectives and is geared towards maximum talent development. Everybody's unique personality, background and talents make a vital contribution to our university.

Diversity is all about differences among people, some of which are clearly visible while others are less noticeable. We focus on all our students and staff members irrespective of, and with understanding for, these differences. This means that differences are recognised, discussed and considered during teaching and research activities, as well as in policy design. Specific measures have been developed focusing on the inclusion of particular students and staff members, as well as the organisational and cultural change that this inclusion requires. We focus initially (albeit not exclusively) on students for whom a university programme might not be such an obvious next step due to their sociocultural background, staff members from a migration background, female academic staff, and students and staff members with a disability or a chronic illness. Our diversity and inclusion ambitions can be broken down into the following strategic objectives:

1. guaranteeing an inclusive culture;
2. strengthening our core tasks (education, research and valorisation) by increasing diversity;
3. improving accessibility of rooms/physical spaces, support and facilities;
4. striving towards more diverse student and staff populations.

This document also articulates starting points with regard to culture and organisation. Expertise in and knowledge about diversity is vital, as common sense alone is insufficient for policymaking. Effective action and initiatives aimed at increasing diversity and inclusion must be evidence-based and evidence-informed.

The Executive Board and the deans are responsible for policymaking. In accordance with the UvA's governance model, the Board establishes the central frameworks, while the faculties and service units subsequently design their own specific policies within these frameworks, depending on the (particular) opportunities within the discipline, the nature of the teaching and research activities or the characteristics of the services provided. This also applies to measures relating to diversity and inclusion and how these are translated into policy for HR, teaching, research and valorisation, communication, facility management, service provision and operational services.

# 1. Introduction

## Objective of this Diversity Document

'Diversity is any collective mixture characterised by differences, similarities, and related tensions and complexities',<sup>1</sup> within a certain group of various people, for example, a work group, year cohort or committee. Our society is becoming increasingly diverse, which is a trend that the UvA warmly welcomes. If we wish to optimise students' academic development and further the course of science as a whole, we believe it is vital to facilitate communication and knowledge sharing within an inclusive<sup>2</sup> environment that is geared towards everybody's welfare, embraces interpersonal differences instead of avoiding them and prioritises equity among people.

It is the university's job to prepare our students – the vanguard of tomorrow<sup>3</sup> – to play leading roles in the dynamic and ever-changing society of the future and to blaze a trail at the forefront of this change. This requires a more proactive strategy than simply addressing how to manage the increasing levels of diversity among our student body and staff.

How can the UvA ensure an inclusive learning and work environment that enables all students and staff to feel at home and increase the quality of our teaching, our research and our societal impact? That is the subject of this Document.

<sup>1</sup> Quote by Dr R. Roosevelt Thomas Jr in *From Affirmative Action to Affirming Diversity*, Harvard Business Review (1990).

<sup>2</sup> Inclusion: the degree to which an employee perceives that he or she is an esteemed member of the work group through experiencing treatment that satisfies his or her needs for belongingness and uniqueness. *Inclusion and Diversity in Work Groups: a Review and Model for Future Research*, by Gangaram Singh Lynn M. Shore, Amy E. Randel, Beth G. Chung, Michelle A. Dean and Karen Holcombe Ehrhart (2010).

<sup>3</sup> From the UvA's mission as specified in the Strategic Plan 2015-2020.

Of course, the UvA is not the only university focusing on diversity and inclusion. In 2015, the Royal Netherlands Academy of Arts and Sciences (KNAW) stated<sup>4</sup> that:

*'The growing complexity and multidisciplinary nature of societal problems requires larger and more diverse research teams. Research organisations should consequently recruit teams that are diverse in composition, but they must also try to create a culture that makes optimal use of the different perspectives and opinions represented in such teams. The Netherlands enjoys an international reputation as an open society. However, both quantitative and qualitative analyses indicate that the Netherlands compares unfavourably with the reference countries in terms of perceived inclusiveness. As a result, we are not making use of talent that could help us advance in science. The risk is that our poor performance in inclusiveness will have a negative impact on both our appeal and our performance as a research hub. The KNAW notes that increasing inclusivity is an urgent priority for science in the Netherlands.'*

The letter to Parliament on Education entitled '*Nieuwsgierig en betrokken*' (Curious and Engaged, January 2019) states that training and retaining a diverse talent pool paves the way for Dutch science with a global impact. The Minister of Education, Culture and Science (OCW) wants to 'increase diversity among researchers in terms of both people and academic perspectives, as this benefits the quality of research.' She announced a new action plan with post-2020 targets for female professors, and via the Innovation Impulse she is earmarking an additional €5 million to increase the number of women in the natural sciences and to encourage researchers from migration backgrounds. In addition, the OCW Ministry and the Netherlands Organisation for Scientific Research (NWO) are both making €700,000 available toward additional measures that promote diversity.

<sup>4</sup> *De aantrekkelijkheid van Nederland als onderzoeksland* (The Netherlands' appeal as a research country) p. 41, advisory document published on 15 February 2015. (Translation from Dutch.)

Of course, diversity is an important issue across society. For example, upon request<sup>5</sup> by the Minister of OCW and the Minister of Social Affairs and Employment (SZW), the Social Economic Council of the Netherlands (SER) is currently preparing an advisory document on cultural and gender diversity. The existing Diversity At Work Charter (*Diversiteit in Bedrijf*) has been signed by 135 employers and umbrella organisations in the Netherlands<sup>6</sup> and many thousands of companies throughout Europe.<sup>7</sup>

### Our ambition

Our greatest contribution to a sustainable and socially just future for city, world and science is to train the next generation in a safe learning environment, regardless of where they come from, their backgrounds or beliefs. The UvA is a place where 8,000 colleagues and 40,000 students from over 120 different countries may develop to their full potential and feel valued, respected, safe and welcome.<sup>8</sup> We want to be an inclusive environment that is free of discrimination, and becomes known for freedom and acceptance and for equity and diversity, in which interaction leads to greater mutual and intercultural understanding.

#### Mission Statement

The UvA strives to be a place where all students and staff may develop to their full potential and feel welcome, safe, respected, supported and valued: a university committed to equity, inclusion and diversity.<sup>9</sup>

<sup>5</sup> See the request for advice by the ministers of Education, Culture and Science and Social Affairs and Employment.

<sup>6</sup> See the list of signatories to the Diversity At Work Charter.

<sup>7</sup> For example, 2900 in Germany, 3200 in France, 650 in Spain, 895 in Italy.

<sup>8</sup> Diversity Committee (2016). *Let's Do Diversity*. Amsterdam, p. 3.

<sup>9</sup> *Equity, Inclusiveness and Diversity Strategy Action Plan (draft)*. UvA Chief Diversity Officer, 2018, p. 1.

The UvA greatly values an open academic culture that facilitates lively debate and significant differences of opinion, one of our core *raison d'être*. A key aspect of any debate is that all perspectives are represented, and the university is especially well suited for providing a place to discuss such substantive arguments.

Diversity contributes to the quality of our teaching and research and our social impact. The best way to cultivate academic excellence is to create an environment that values a broad and diverse spectrum of perspectives<sup>10</sup> and is geared towards maximum talent development. An inclusive culture makes our university more attractive to potential students, academic staff and support staff. Everybody's unique personality, background and talents make a vital contribution to the UvA.

### Explanation

Diversity is all about the differences among people.<sup>11</sup> These differences may be visible, such as age or (often) ethnicity, but they may also be less noticeable, such as socioeconomic background or sexual orientation. Other differences may vary in their degree of visibility, such as disabilities and chronic illnesses. At the UvA, we employ an inclusive approach for all students and staff irrespective of, and with understanding for, these differences. This means that these differences are discussed and recognised and that while teaching and conducting research, these differences are valued and taken into account, as are their mutual interaction and interconnectedness (intersectionality).

Our ambition means that the UvA may implement specific measures to increase diversity and inclusion and to promote the necessary organisational and cultural change.

<sup>10</sup> Diversity Committee (2016). *Let's Do Diversity*. Amsterdam, p. 3.

<sup>11</sup> According to Homan, A. (2017). *Vier Verschillen! De vele gezichten van diversiteit*. (Vive La Difference: the many faces of diversity) Amsterdam: University of Amsterdam, p. 5.

These focus, for example —though not exclusively—on students for whom a university programme might not be such an obvious next step, due to their sociocultural background, staff members from a migration background, female academic staff, and students and staff members with disabilities or chronic illnesses. These people must be able to fully participate and have an equal say in how things are done.

The UvA maintains a zero-tolerance principle regarding discrimination, insults, stereotyping, physical harassment and other undesired conduct.<sup>12</sup> These behaviours are strictly prohibited regardless of circumstances, including actions done due to peer pressure, or subtly, or covertly. Everyone should be held accountable. This is a crucial precondition for an inclusive culture. We respect that people differ with regard to their choices concerning political beliefs, religious convictions and life choices. We know that for people to come together, we must practice a perspective of equity.

In general, it can be said that in a world which is becoming more complex, diverse and unpredictable, it is all the more necessary to explicitly state what we expect from one another. Implicit expectations are becoming less and less applicable and people do not automatically agree on what actually constitutes inappropriate conduct.

In summary, our diversity and inclusion ambitions can be broken down into the following strategic objectives:

1. guaranteeing an inclusive culture;
2. strengthening our core tasks (education, research and valorisation) by increasing diversity;
3. improving accessibility of rooms/physical spaces, support and facilities;
4. striving towards more diverse student and staff populations.

<sup>12</sup> In the Working Conditions Act (*Arbowet*), undesired conduct is defined as aggression, violence, bullying, sexual harassment and discrimination.

## Basic principles regarding culture and organisation

Expertise in and knowledge about diversity is vital, as common sense alone is insufficient for providing a basis for concrete measures. There is a major risk of dominant opinions and bias, in part due to the lively debates taking place within society, and at the UvA. In order to effectively increase diversity and inclusion the work must be evidence-based and evidence-informed. In accordance with research results<sup>13</sup>:

- we are working on broadening the common ground for widespread ownership of diversity, first and foremost among managers;
- decision-making must be transparent and every manager must be prepared to be held accountable and responsible for the implementation process;
- we are promoting cooperation within diverse groups and teams;
- we do not deny that (increasing) diversity may pose certain challenges, but we discuss these, set boundaries as needed and focus on opportunities;
- we select the most practically applicable diversity initiatives or workshops;
- we prioritise changes in organisational standards and values and not changes in personal attitudes and convictions.

## Design and execution

### Central and decentralised

The Executive Board and the deans are responsible for policymaking. In accordance with the UvA's governance model, the Board establishes the central frameworks, and the faculties and service units subsequently design their own specific policies within these frameworks, depending on the (particular) opportunities within the discipline, the nature of the teaching and research activities or the characteristics of the services provided.

<sup>13</sup> Based in particular on Bohnet, I. (2016) *What Works: Gender Equality by Design*. Cambridge/Massachusetts: The Belknap Press of Harvard University Press; Dobbin, F., & Kalev, A. (2016). Why Diversity Programs Fail. *Harvard Business Review*, 94(7), 52-60; Homan, A. (2017). *Vier Verschillen! De vele gezichten van diversiteit* (Vive La Difference: The many faces of diversity). Amsterdam: University of Amsterdam, p. 4-24.

This also applies to measures relating to diversity and inclusion and how these are translated into policy for HR, teaching, research and valorisation, communication, facilities and in service provision and operational services.

It is vital for all faculties, service units and executive staff to safeguard diversity and inclusion, to formulate additional objectives and action plans whenever necessary and, last but not least, to communicate clearly regarding these issues.

### **And countless everyday interactions...**

Ideally, these efforts boost existing and new activities for a wide variety of individuals and groups within the UvA. Diversity and inclusion are not created by management strategies. What matters are the mechanisms and culture within the UvA that either promote or hinder inclusion. It is more than just an individual and moral issue: Our countless everyday interactions are exactly what matters. Everybody matters and everybody is needed.

### **Appointment of Diversity Officers**

In November 2017, the Executive Board appointed a Chief Diversity Officer (CDO), assisted by a dedicated team. In addition, all faculties have now appointed a Faculty Diversity Officer (FDO).

They play a vital frontline role in achieving our ambitions relating to diversity and inclusion by:

- identifying, stimulating, creating and executing initiatives both inside and outside the institution;
- introducing and supporting concrete measures for research and education institutes;
- pushing forward the process of cultural change that is required in order to tackle certain issues;
- confronting managers, their departments and the institution as a whole and keeping them up to speed regarding these issues;
- functioning as an expert within the institution and providing advice about diversity and inclusion issues.

The Chief Diversity Officer and her colleagues in the faculties were consulted and their insights taken strongly into consideration during the formulation of this Diversity Document. The responsibility for the implementation and execution of these measures remains with the Executive Board and the deans.

### **Concretisation of the strategic objectives**

The strategic objectives as outlined in this Document can be broken down into four main themes:

1. accessibility and study success for students whose backgrounds might make studying at a university a less obvious choice for them;
2. successful cooperation in diverse teams;
3. recruitment, selection, appointment, promotion and retention of colleagues from diverse backgrounds;
4. identification and stimulation of good practices and knowledge exchange.

These core themes will be further addressed in Sections 2-5, respectively. For each theme, an explanation is provided of existing policy, how it is being implemented and which new UvA-wide projects are going to be initiated. Four other themes that establish preconditions for inclusion have already been described in separate memoranda:

- buildings and facilities
- social safety
- vision on teaching and learning
- international diversity.

Section 6 contains a brief explanation of these memoranda. It would cause confusion to monitor the implementation of these memoranda here, by means of the diversity framework, instead of along already established lines.

## 2. Accessibility and study success for all students

### Objective

- To maximise talent development, to realise your full potential and to ensure every student steers a course that is best suited to their particular ambitions and talents, regardless of their social and cultural background.
- To identify and to tackle social inequality and faulty integration within study programmes or during students' academic careers.
- To reap the benefits of a student population with a diverse range of social and cultural backgrounds with regard to our teaching, research and valorisation.

### Explanation

This theme is closely interwoven with our ambition to increase the actual diversity of people and perspectives in order to improve quality and social impact. Research shows that talent and determination are not the only decisive factors for students' academic careers. Their cultural and social capital and the support they receive from their parents are just as important contributing factors for academic success. Once students arrive at university, satisfaction with the programme and the ability to feel at home are two important predictors of study success.<sup>14</sup> The admission and transfer rates of students coming from a migration background and of first-generation students are areas of concern for all Dutch universities.<sup>15</sup> Therefore, the provision of opportunities to these groups of students will help boost diversity, also at the UvA.

<sup>14</sup> Pascarella, E.T., & Terenzini, P.T. (2005). *How College Affects Students (Vol. 2): A Third Decade of Research*. San Francisco: Jossey-Bass.

<sup>15</sup> Inspectorate of Education (2018). *Onderwijsverslag. De Staat van het Onderwijs* (Education Report: The State of Education). De Meern: p. 24-27.

### New measures

- Summer courses to help (future) students feel more at home within the world of academia and science. A pilot (at first) based on experiences at the Free University Amsterdam (VU) and Erasmus University Rotterdam (EUR), in such a way that finances would not prove to be an obstacle to participation.
- Participation in the Meet Your Mentor programme by the VU, in collaboration with EUR, Leiden University and the Expertise Centre for Diversity Policy (ECHO). This programme provides mentoring as an effective means of promoting the admission to and transfer into the labour market of young people with a migration background after graduating from higher education.
- A focus in the yearly plans of the Colleges and Schools on:
  - increasing the diversity of the students admitted to the UvA, especially for programmes where this is below the UvA average<sup>16</sup>;
  - adjusting the programme study load for students with children<sup>17</sup> or a disability.
- Helping students with a disability to find suitable internships and traineeships both within and outside the UvA.
- Providing students with access to the ombudsperson referred to in Section 4.

### Continuation, improvement and expansion

- In addition to the formal admission requirements, providing students with information relevant to their study programme choices about the knowledge, skills, competencies, learning styles and other personality characteristics required to successfully enter the UvA programme in question.
- Equipping lecturers and programme committees for their crucial role in designing (more) inclusive study programmes (also see Section 5).

<sup>16</sup> A combined yardstick for diversity of the first-year cohort is being developed, based on current theories on diversity and inclusion. This would be used to facilitate the discussion regarding the make-up of cohorts or teams.

<sup>17</sup> Adjustments to study programmes may be made for students who are (expectant) mothers and parents, in consultation with a study advisor; there are certain means of financial support for students during the pregnancy period.

- Increasing the UvA's visibility within schools where studying at a research university might not be considered an obvious choice, by providing information and student-for-a-day opportunities, study-choice workshops and making active use of experiences by our own students from this target group.<sup>18</sup> This means paying particular attention to the less centrally located Amsterdam secondary schools (in outlying suburbs).
- Showcasing diversity and inclusion measures (*be good and tell it*), which includes supporting our own students who serve as role models.
- Remaining watchful for any improper and unconscious bias in selection and assessment procedures.
- Mentoring: students from the Amsterdam United platform have been involved in our current Academic Diversity Programme (peer-to-peer academic and social mentoring programme) since its inception. Now, senior students in all seven faculties help first-year students better realise their potential and feel more at home at the UvA, with special attention being paid to students for whom studying at a university might not be an obvious choice.
- In 2019-2020, with the aid of the Student Disability Platform, these mentoring programmes were expanded to include students with a disability and to support lecturers in catering for students with disabilities.
- Continuation of the student ambassador scheme for international study programmes (also for exchange students) and expansion of the experiences gained by this to Dutch students.
- Advancement of the admission of college of applied sciences (HBO) students to the university in compliance with the already developed framework for pre-master's transfer policy (*schakelbeleid*) (for more information, see 'Vision on teaching and learning', Section 6).

<sup>18</sup> For example, the Amsterdam Law School offers supervision via Facebook ('Chat to our buddies about all your study-related questions!').

### 3. Successful cooperation within diverse groups and teams

#### Objective

- To capitalise on the diversity within groups (of staff as well as students) for academic quality and as a source of innovation.<sup>19</sup>
- To work on knowledge, skills, attitudes and incentives in order to more successfully and inclusively cooperate with students and colleagues from different backgrounds, based on the principle of equity.

#### Explanation

Talent development is usually approached from an individual and competitive perspective. There is a growing demand for so-called soft skills. In our complex world, innovation emerges more and more often out of collaborative situations: from individual competition to working in teams and on projects. This is the case for study programmes—and especially interdisciplinary programmes—and for research and valorisation. The major European degree programmes are moving toward becoming consortia and this requires cooperation skills. This is highlighted in the 2019 letter to Parliament on Education:

*'The Netherlands wants to be able to maintain its position as a world leader in the academic sector. This requires cooperation at the national and international levels, among academic and social parties and with the business sector.'*

<sup>19</sup> See the *Midterm Review van het Instellingsplan 2015–2020* (Midterm Review of the Strategic Plan 2015–2020 (2018)). University of Amsterdam, p. 15.

*A strong Dutch system with good research facilities improves the position of our researchers so that they can work together with leading academics from other countries on global challenges.*<sup>20</sup>

Of course, alumni who start non-academic careers will also benefit from the soft skills that they acquire during their degree programmes and that prepares them for playing a leading role in a diverse world.

Within the UvA, the administrative and support staff, as well as management, certainly encounter a substantial degree of diversity among their internal ‘customers’ and within their own work environment. Providing diversity-sensitive services makes a vital contribution to the realisation of an inclusive organisational culture.

Collaboration comes easier to some staff members than others, partly depending on the context, team, group and assignment. Paying particular attention to successful cooperation despite and thanks to people’s differences contributes decisively to our university ambitions. Ensuring this attention is a vital task for the leaders within all faculties and service units.

#### **New measures**

- A range of active-involvement workshops that have proven effective regarding diversity and inclusion (e.g. viewing situations from different perspectives, listening and participatory leadership), while keeping in mind the undesirable effects of (one-off) workshops.<sup>21</sup>
- Support from the faculties for student workshops promoting diversity and engagement.

<sup>20</sup> OCW (2019). Letter to Parliament on Education entitled ‘*Nieuwsgierig en betrokken – de waarde van wetenschap*’ (Curious and Engaged: The value of science). The Hague: Ministry of Education, Culture and Science, p. 8.

<sup>21</sup> For an overview of the undesired effects of ‘one-off’ workshops, see publications such as Bohnet, I. (2016). *What Works: Gender Equality by Design*. Cambridge/Massachusetts: The Belknap Press of Harvard University Press, p. 44-61.

#### **Continuation, improvement and expansion**

- The new learning tracks within the UvA Academic Leadership Programme already include a component on diversity taught by the Chief Diversity Officer. The theme is diversity within the context of team selection, collaboration and recruitment and selection. In 2019, it will be expanded to include workshops for managers at other levels (including support and management staff), and to workshops for furthering professionalism among lecturers (maintenance of the UTQ and Advanced UTQ [BKO and SKO]).<sup>22</sup>
- Use of the ‘new style’ of annual consultations in order to discuss cooperation in diverse teams and projects, as part of a stimulating and inclusive work culture. Support for this measure will be provided via guidelines on the intranet.
- Use of the digital learning platform Goodhabitz for courses aimed at increasing intercultural competencies (dealing with diversity and other cultures) by both support and academic staff. Expansion of the range of English- and Dutch-language training courses for support staff.

<sup>22</sup> (Advanced) UTQ = (Advanced) University Teaching Qualification.

## 4. Recruitment, selection, appointment, promotion and retention of staff

### Objective

- To increase the diversity of the workforce<sup>23</sup>, in order to reinforce our core tasks (teaching, research and valorisation).

### Explanation

Regarding personnel, this theme reflects our ambition to increase the diversity of people and perspectives in order to improve quality and social impact. Without direct action, the desired development of the workforce will be insufficient and/or be delayed. Realizing this objective actually appears to depend more on raising awareness about the significance of the added value of diversity and the will to work on this, than on a lack of opportunities and instruments. The UvA already has sufficient instruments and facilities to promote diversity.<sup>24</sup> These instruments must be actively used though.

The appointment of professors and directors, as well as support and management staff above salary scale 13 is the responsibility of the Executive Board. Responsibility for all other appointments lies with the deans and heads of the service units. How exactly this objective is achieved depends, and calls for different approaches within the Strategic Personnel Plans (SPPs), as the level of diversity among existing staff members and the level among new candidates varies according to field and profession.

<sup>23</sup> *Midterm Review van het Instellingsplan 2015–2020* (Midterm Review of the Strategic Plan 2015–2020 (2018)). University of Amsterdam, p. 17.

<sup>24</sup> See the Strategic HRM Framework.

The UvA is committed to the OTM-R (*Open Transparent and Merit-based Recruitment of Researchers*). This is the European code of conduct (with practical instruments) for the recruitment and selection of researchers, and in which diversity is a main area of focus.

### New measures

- Ensure that the Strategic Personnel Plan (SPP) anticipates a diverse staff composition in the medium term.<sup>25</sup> Instead of waiting for vacancies to open up, conduct interventions based on the SPP to manage staff intake, transfers and departures.
- Provide deans and heads of service units with an overview of executive search agencies that focus on the appointment of women and people from a migration background to (management) positions.
- Establish the position of UvA ombudsperson<sup>26</sup>, for students and staff to consult. The ombudsperson does not replace the usual means of reporting concerns for individual cases. After three years the position will be evaluated.

### Continuation, improvement and expansion

- Prevention of declines in diversity as a result of staff turnover. We want to set up a system of exit interviews or surveys to learn - at an aggregate level - why people leave the UvA.
- Focus on capitalising on everyone's talents in unity, so on what makes an organisation more than just a collection of individuals (organisational culture).
- Use of guidelines for recruitment and selection (intranet) in support of the SPPs and the ambitions for a (more) diverse workforce (in terms of backgrounds, talents and expertise).
- Include a concise statement addressing diversity within every vacancy announcement. All formal communication will be formulated with great care and cultural sensitivity.

<sup>25</sup> In 2018-2019, SPP pilots were initiated within the Faculty of Law (for academic staff), the Faculty Office of the Faculty of Social and Behavioural Sciences, and the Administrative Centre. In 2019, the results of these pilots will be evaluated and processed. From 2019-2020 onwards, all faculties and service units will operate a version of SPP with an explicit focus on diversity.

<sup>26</sup> Recommendation by the Diversity Committee (2016). *Let's Do Diversity*. Amsterdam

- Conduct research into whether any negative effects of personnel policy affect specific groups to a relatively significant extent, with a particular focus on combinations of inequalities (intersectionality).
- Workshops and instruments to raise awareness about bias in application procedures and staff evaluations.
- Increase awareness and visibility of the confidential advisers.

#### New gender-related measures

- Sufficiently diverse appointment committees for the selection of professors and the higher (academic) positions. In principle, a committee with only one female member is insufficiently diverse.
- Starting now, aspiring to fill 50% (average across the UvA) of all vacancies for professors with women.<sup>27</sup> Each faculty will include their strategy for achieving this in their SPP and in the event a man is nominated, they will substantiate how extensively female candidates were sought.

#### Continuation, improvement and expansion in relation to gender and parenthood issues

- Continued use of external initiatives aimed at moving women onto higher academic positions (such as Aspasia/NWO).
- Greater visibility of our female academics.<sup>28</sup>
- Monitoring any potential differences in remuneration (both material and immaterial) between female and male staff members,<sup>29</sup> taking into account differences in position, age and years of service.

<sup>27</sup> At the moment, just 24% of full professors are female.

<sup>28</sup> *Midterm Review van het Instellingsplan 2015–2020* (Midterm Review of the Strategic Plan 2015–2020 (2018)), p. 15.

<sup>29</sup> The UvA participates in the national monitor of the Dutch Network of Women Professors (LNVH). See LNVH (2016), among others. *Financiële beloning van vrouwen en mannen in de wetenschap* (Financial remuneration of men and women in academia). Arnhem: Studio Lakmoes. In 2019, the national monitor of immaterial remuneration differences will be published.

- Proactive communication about existing measures and rights within the UvA about:
  - support during pregnancy, regarding childbirth and a pleasant and successful return to work, in order to minimise negative career effects;
  - coordination of tenure tracks (temporary multi-year appointments involving criteria for a career path into a higher and permanent position<sup>30</sup>) in the event of pregnancy (or pregnancies), parenthood and other work-life events by, for example, offering an employment contract that is one year longer than the tenure-track agreement;
  - application of the part-time factor in output and impact assessments;
  - the support available (coaching, mentoring and peer-to-peer support).

#### New measures focusing on people from a migration background

- A talent programme for PhD graduates from a migration background to tackle their current underrepresentation in academia.<sup>31</sup> Seven new tenure positions for the appointment of Dutch post-doc academics from a migration background (for which half of the funding will be provided centrally – research institutes can apply for this funding in the next 2019-2020 academic year).
- In conjunction with this initiative, the January 2019 letter to Parliament on Education states: *'Due to the extra funding for fundamental research as specified in the coalition agreement, €5 million is being earmarked for the Innovation Impulse. The purpose of these funds includes their use for researchers from a migration background. The exact specification of the instruments used to stimulate talent within minority groups depends on the research results in this field. The NWO has asked the diversity policy expertise centre ECHO to conduct a national exploratory study and issue recommendations regarding effective measures for increasing the proportion of researchers from a migration background. As part of this exploratory study, the NWO will evaluate the Mozaic Programme (which is almost complete) and make use of experiences from the ongoing 'Refugees in the academic sector' programme. Since especially the intake rate of Dutch researchers from a migration background is low, the expectation is that the instruments will focus primarily on young researchers.'*

<sup>30</sup> Career Development Policy Memorandum 2017, Part 1, p. 6-7

<sup>31</sup> The term 'migration background' refers to first- and second-generation migrants in accordance with the Dutch Central Statistics Bureau (CBS) definition (people born either in the Netherlands or abroad with at least one parent originating from Africa, Latin America, Turkey or Asia [not including Indonesia or Japan]).

#### Continuation, improvement and expansion in relation to people from a migration background

- Active scouting within the (research) master's programmes in order to stimulate talented students from a migration background to work towards an academic career by means of a doctoral programme.
- Increased visibility of our academics from a non-western migration background.
- Proactive communication about the support available in relation to various migration backgrounds (coaching, mentoring and peer-to-peer support).

## 5. Promoting good practices and exchanging knowledge and experiences

### Objective

- The measures taken, process and results relating to the increase in diversity and inclusion at the UvA are as much as possible evidence-based and evidence-informed.
- By means of research and exchanging knowledge and experience we widen buy-in, engagement and ownership.
- We open spaces for the conversation, talking about problems, we strive to turn problems into opportunities and convert these opportunities into organisational norms that change with the times.

### Explanation

Every faculty has its own unique context, needs and status quo, just as the service units do. On the other hand, there are similarities regarding the processes and activities concerning diversity and inclusion among the different faculties and service units, as well as among individual universities, and between universities and government bodies or the business sector. Reinventing the wheel too many times delays implementation. In addition, exchanging knowledge and experience helps keep everyone on their toes and can help shape an actual development that is evidence-based and evidence-informed. After all, significant research findings demonstrate that successful diversity policy is not only dependent on the content of the measures, but also on the processes within the organisation. This is grounded in the basic principles discussed in Section 1. While sections 2, 3 and 4 mainly emphasise what needs to be done, the stimulation of good practices and exchange of knowledge and experience is based on the evidence of the ways of working, and in particular:

- Stimulating an across-the-board buy-in for ownership of the diversity targets; first and foremost among managers because of the crucial role they play in this process;
- Discussing the problems that arise, focusing on opportunities and means of supporting the transition from problem to opportunity;
- Finding diversity initiatives or workshops that are optimally applicable;
- Raising awareness and deepening engagement among all groups of students and staff;
- Focusing on changes in organisational systems and norms and their implementation rather than struggling to change personal attitudes and opinions.

#### Continuation, improvement and expansion

- The role of the Chief Diversity Officer and the (Faculty) Diversity Officers in organising knowledge exchange in large and small groups. The actual content of the exchange includes (but is not limited to):
  - retention of diversity, with a particular focus on female staff, staff members from a migration background and staff members with a disability (keeping in mind how inequalities may be layered / intersectionality);
  - working in diverse groups;
  - integration of students with backgrounds other than those of the so-called majority;
  - the process of cultural change;
  - capitalising on diversity of perspectives for the quality of the academic debate;
  - workshops for supervisors, lecturers and selection committees;
  - neutral (unbiased) communication styles.
- The responsibility of departments to sketch a clear picture (and to discuss with the programme committee) of diversity and inclusion within degree programmes and training programmes, and wherever necessary to improve this.<sup>32</sup>
- Sharing good practices among programme committees.
- Research into the effects of policy on diversity.
- Support for diversity and diversity-related measures in all written and visual communication.

<sup>32</sup> Diversity Committee (2016). *Let's Do Diversity*. Amsterdam, p. 24-27; Homan, A. (2017). *Vier Verschillen! De vele gezichten van diversiteit. (Vive La Difference: the many faces of diversity)* Amsterdam: UvA, p. 23.

## 6. Buildings and facilities, social safety, vision on teaching and learning, internationalisation

Four policy areas relating to diversity and inclusion were addressed in other recent policy documents. Development and implementation of these measures is beyond the scope of the Diversity Document, but are proceeding along their own, already established lines. As the following summary clearly shows, these policy areas also essentially impact diversity and inclusion at the UvA.

### Buildings and facilities

How can our buildings help people feel at home at the UvA?

Every campus (Roeterseiland, Science Park, Universiteitskwartier and Amsterdam UMC) now has a contemplation room for anyone who wishes to take a moment of reflection, to meditate or to pray. The spaces are not divided, have a neutral character, without any political or religious texts or decorations, and are accessible for everyone.

One new measure is the establishment of gender-neutral toilets in every building, so that everyone has access to toilets where they feel comfortable.

It must be possible for anyone with a disability or chronic illness to study or work, provided they are able to meet the graduation requirements of their degree programme or satisfy the requirements specified in their job description. In addition, provisions will be made – to the extent that this is feasible – with respect to the autonomy and recognition of the talents of the parties involved.

Policy for this purpose was established in 2016<sup>33</sup> and the execution of the accompanying implementation plan, formulated in 2018<sup>34</sup>, is currently underway. Components of this policy include:

- accessibility of buildings, office spaces, lecture rooms and general facilities;
- digital accessibility;
- a safe and suitable study and work environment;
- information provision, promotion of expertise and awareness campaigns.

### Social safety

A safe and free university environment is grounded in feeling at home. For several years, the management has been concerned about ensuring a productive environment where everyone can realise their full potential and which is safe in both a social and physical sense. In February 2019, a summary memorandum of all ongoing initiatives was formulated.<sup>35</sup> This policy includes the following areas:

- strengthening the organisation(al culture) of social safety and prevention;
- combating inappropriate behaviour and sexual harassment;
- an accessible system for dealing with questions, complaints and incidents;
- monitoring and identification;
- a physical environment free of factors that might cause people to feel unsafe.

The processing of complaints is important in this regard. Policy and monitoring can cover more than 90%, but this does not guarantee a feeling of safety for all. Both the knowledge that every complaint is taken seriously, as well as registering the signals this provides, contribute to a further increase in safety.

<sup>33</sup> *Policy for people with a disability, a chronic illness or an occupational disability*, adopted on 14 April 2016.

<sup>34</sup> *UvA's implementation plan for the AUAS and UvA Policy for people with a disability, a chronic illness or an occupational disability*, adopted on 16 January 2018.

<sup>35</sup> *Summary Memorandum on Social Safety*, adopted on 7 February 2019.

### Vision on Teaching and Learning

In 2017, the theme of inclusion was explicitly included in the vision on teaching and learning.<sup>36</sup> In this regard, the emphasis is on being an 'open and diverse community (...)' where all students feel at home and enjoy equal opportunities (...). The UvA strives to attract students who have the potential to succeed within its academic environment, regardless of cultural backgrounds, socio-economic status, religion, gender or disabilities.' Our vision on teaching and learning states that diversity is an indispensable factor for academic quality. The vision on teaching and learning breaks this down as follows:

- an inclusive and robust research and learning environment;
- a safe, supportive and stimulating learning environment;
- a learning experience that reflects the diversity of Amsterdam and the globalised world.

A diverse student population does not automatically make a programme inclusive. It is the responsibility of every department to actually capitalise on the benefits diversity provides in day-to-day teaching activities. Other related activities include working on student engagement and the international classroom (see below). A new framework has been developed for the pre-Master's transfer policy.<sup>37</sup> Transferral from (HBO) colleges of applied sciences into universities is an important factor in social mobility. It is one of the important ways of getting a more diverse student body and of increasing access to universities for students from a migration background or for first-generation students.

<sup>36</sup> Vision on Teaching and Learning.

<sup>37</sup> The principles and recommendations specified in the UvA-wide advisory document by the Pre-master's Policy Task Force entitled '*Over schakelen en doorstromen*' (Pre-masters and academic advancement) October 2018, p. 3, 22-24.

### International diversity

Specific attention must be paid to helping international students and staff feel at home. The Strategic Framework for Internationalisation 2017<sup>38</sup> states the following about this: *‘The UvA is strengthening its international identity, actively facilitating social integration and inclusivity within its academic community and positions itself as an attractive international employer.’* The objective of internationalisation at the UvA is primarily to increase the quality of teaching, learning and research and to strengthen the sense of community among students and staff.<sup>39</sup> All degree programmes offer curricula where international insights, knowledge and intercultural skills are acquired.

According to the Strategic Framework, UvA’s status as a leading international university in an extremely diverse European capital city, means it plays a pioneering role in the development of an international study and work culture where diversity of the academic community is considered highly valuable. This is implemented via the international classroom, and by organising a so-called soft-landing for better social integration, through international alumni policy, Summer Schools and programmes for students and staff with refugee backgrounds.

And of course, as a bilingual (NL-EN) university<sup>40</sup>, the UvA’s language policy also provides additional support for people who are not fully confident in either Dutch or English, but who might wish to participate more fully in the international classroom or the representative advisory bodies.

<sup>38</sup> Strategic Framework for Internationalisation 2017.

<sup>39</sup> In addition to the Strategic Framework for Internationalisation 2017, this can also be found in the Midterm Review 2018, p.23

<sup>40</sup> *Language Policy Document* p. 3-10, adopted in July 2018.

## 7. Monitoring

We want to be able to establish whether diversity and inclusion measures are having the desired effect. To the greatest extent possible, monitoring takes place via the existing data sources and surveys, as this provides the best guarantee of continuity and trend identification. The Programme Council on Institutional Research - in which the Central Student Council and the Central Works Council are also represented - provides advice regarding this matter. Audits are sometimes conducted for specific subjects or a specific faculty.

Monitoring concerns both the facts and the culture:

- The culture: the existing annual or biannual surveys for students, alumni and staff and the answers to the open questions contained therein provide a great deal of information about the general state of affairs. As needed, these surveys can also include questions about specific experiences with diversity, inclusion and (in)appropriate conduct.
- The facts: the UvA administrative systems (SIS and SAP) and the national enrolment database contain data on the make-up of cohorts and departments, from which trends and indicators can be derived, e.g. regarding the proportion of women in higher positions or the proportion of students with non-VWO (pre-university education) academic backgrounds. In collaboration with Statistics Netherlands (CBS), this data can be enriched by other data on students’ backgrounds, although this must be done at a sufficiently high level of aggregation in order to protect the privacy of all parties involved.

In order to facilitate the dialogue with the academic community and the representative advisory bodies, annual progress reports for the activities specified in this Diversity Document are included in the annual reports of the confidential advisors, the Complaints Committee and the UvA as a whole.

## 8. In conclusion

This Document explains how the UvA wants to ‘do’ diversity and wants to ensure an inclusive learning and work environment where all students and staff can feel at home, and which contributes to the quality of our teaching and research and our societal impact. Diversity and inclusion do not happen just like that: the responsibility of making this happen rests with every person at the UvA. During the consultation and formulation process for this document, it was mentioned that greater detail and further implementation would be required for the formulated measures, e.g. more concrete elaboration of a number of measures, more specific schedules, designation of activity ‘owners’ and where necessary, allocation of budgets. This is happening via the appropriate channels such as the Strategic Personnel Plans, the annual plans of the Colleges and Schools, or the UvA budget.

In 2020, the Strategic Plan 2021-2026 will be adopted. One of the questions to be addressed in it is whether the UvA allocation model requires adjustment based on the Diversity Document, e.g. by increasing the budget for students from disadvantaged backgrounds (as in the UK government-grant model) or by making structural adjustments to the measures taken recently concerning the funding of pre-master’s transfer education. Of course, this adjustment is only necessary if the implementation of diversity-boosting measures in terms of costs deviates significantly from the usual budget allocations.

As previously mentioned, policy alone – including this document – does not in itself lead to a more inclusive culture. Diversity and inclusion cannot depend exclusively on management plans and efforts. What determines the extent to which staff and students can feel at home and realise their potential are the mechanisms and culture within the UvA that promote or actually hinder inclusion. This is more than just an individual and moral issue: our countless daily interactions all make a difference. The conviction, effort and sensitivity of everybody within our academic community are what determines whether the UvA fulfils its role as a university that prepares students for a world that is characterised by increasing diversity and mutual interdependence.



**Colophon**

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