

University of Amsterdam

Chief Diversity Officer

2019 annual report / 2020 plan

Diversity 2.0—From why to how

Introduction

Diversity, equity and inclusion at the University of Amsterdam

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.

In 2019 a shift took place at the University of Amsterdam (UvA). This was due to action taken by staff, students and community members who had been advocating and still are advocating for a better university. In 2019 faculty diversity officers were appointed at every faculty, among other changes, an interim ombudsperson was hired, and the Executive Board published their Diversity Document.

Responsibilities and roles were further defined, with respect to the cultural change necessary to improve the state of equity, diversity and inclusion (EDI). The Executive Board determines the policy framework, takes responsibility for policy design and realization, pushing the deans to take their responsibility for realizing EDI policy within their separate faculties.

The Chief Diversity Officer (CDO) was appointed in November 2017 for a term of three years. The CDO strives to realize a more inclusive university dedicated to social justice and characterized by equity, inclusion and diversity. The CDO team highlights various forms of diversity, from an intersectional standpoint, including ethnic, socio-economic and cultural, promoting equity and inclusion of people from all backgrounds, genders, faiths, sexual orientations and degrees of ability.

In addition to advising the Executive Board, the roles of the CDO with regard to equity, diversity and inclusion include:

- Driving forward the process of cultural change
- Identifying, facilitating, negotiating, and stimulating certain initiatives, then realizing, protecting and cultivating them
- Sharpening the focus of the university on EDI issues.

In practical terms, this works out as being a facilitator and promotor of change, and also someone who links people, a contact person within (inter)national networks, an expert and a stimulator. In addition, processes involving social justice¹, intersectionality² and decolonization³ are prioritized and explored. Within her function as a sparring partner and sounding board, the CDO confronts the Executive Board and deans, keeping them focused and on course regarding EDI issues.

Chief Diversity Officer Goals

- A university that is committed to equity, inclusion and diversity;
- A welcoming university for a diverse student and staff population;

¹ Understood as justice in terms of the distribution of wealth, opportunities, and privileges within a society.

² Understood as the theory that the overlap of various social identities, such as race, gender, sexuality, and class, contributes to the specific type of systemic oppression and discrimination experienced by an individual.

³ Understood as seeking to make visible, open up, and advance distinct perspectives and positionalities alongside Western rationality, thereby positioning the latter as no longer the *only* framework and possibility of existence, analysis, and thought.

- A university that highly values and cultivates knowledge about diversity;
- A university that is in contact with local communities.

Faculty Diversity Officers

Because every faculty has its own unique identity and issues to tackle, each faculty has its own Faculty Diversity Officer (FDO). These people will, in consultation with their faculty communities, help establish the diversity policy for their respective faculties.

A year in review: November 2018 to November 2019

Much of the EDI work done from November 2018 to November 2019 and outlined in the following pages is foundational, and therefore ongoing. What will change in 2020 is an emphasis on **providing support** to people like the faculty diversity officers, and **establishing sustainable policy** within the UvA structure, so the work toward greater equity, diversity, and inclusion becomes embedded in the very DNA of the UvA, no longer dependent on particular personalities or exceptional funding. This process involves anchoring EDI initiatives within the existing organizational structure, rather than there being a checklist, so that policy, surveys, etc. all carry an EDI aspect when necessary. Within this context, the CDO will be working even more closely with the university management staff on a **project-by-project basis**. In addition, education regarding **discrimination**, the **process of decolonization** and the **intersectional nature** of this work will be prioritized.

CDO Team

The CDO Team consists of the following members:

- CDO: Anne de Graaf
- Management assistant: Janissa Jacobs
- Educators/Researchers: Agathe Cherbit-Langer, Alfrida Martis, Fatima Kamal
- Senior Policy Advisor: Thea van Schoot
- Communications Advisor from Bureau Communicatie: Elize Fallon

As of 1 February 2020, three of the above positions are fulltime, and the rest are part-time.

General topics

- The Executive Board has presented a draft framework memorandum on diversity that includes a number of measures to promote equity, diversity and inclusion. This is very important to get the subject on the agendas throughout the institution and thus forms an incentive for the CDO and the FDOs.
- It is also important that the Executive Board explicitly invites the faculties to develop their own activities that are the most urgent at a 'local' level. This is not without obligation and faculties have started to do the practical work this involves (appointing working groups of staff and students, drafting plans with respective deans, etc.).
- The renewal of curricula in which more space is offered for different perspectives (for example, the effects of colonization, the influence of women in science, the history of various scientific fields) requires attention to faculties related to the content of education and research at that faculty.
- As this report is specifically about work done by the CDO team, activities organized by the faculties are not all covered in this overview (often also organized by the faculty diversity officers). Explanation: each faculty has an FDO for at least 0.1 FTE. , often supported by a working or sounding-board group consisting of staff members and students. This process began in 2018 and slowly but surely it is starting to gain strength. Examples of activities include setting up specific websites, giving presentations, taking measures in the context of employment conditions (such as an extended tenure period in the event of care leave), organizing a campus meeting of three faculties on implicit bias, and conducting projects aimed at permit holders and / or highly educated refugees.

Intermezzo: Personal reflection by Chief Diversity Officer Anne de Graaf

Two years into this highly politicized job and the level of resistance is shifting. I welcome everybody's feedback and am using it in constructive ways. On the one hand there are people who see any change, let alone change that concerns diversity equity, and inclusion—as a threat. There are also still many people who need convincing and/or choose to remain ignorant. On the other hand, there are people who have endured discrimination and prejudice while pursuing their studies and careers—they feel frustrated, angry, afraid, and misunderstood—why can't the CDO make things change faster, they ask. In between is a large group of people who are waiting. They wait to be convinced, wait to see the impact of new policy on the work floor, wait to see what will be asked of them in terms of time, energy, and career choices, and wait to learn. I often find myself acting as a translator. While one group might be fluent in diversity literacy, another group might need new vocabulary, definitions and interpretations of terms and concepts they might be unfamiliar with due to the protection of privilege. This process is about being willing to understand various perspectives.

In the meantime, the UvA continues to change. Conversations and policy shifts that were unthinkable even five years ago, are accepted and pursued now. What has also changed is how I view the resistance. I now see it as confirmation that I am doing my job right, as a sign of the very cultural change we strive toward, and as a potential source of advice. It is the nature of cultural change to upset and cause us to reconsider, renew, and rebuild.

This upsetting is part of the process, and it is a process worth trusting. "Getting comfortable with the uncomfortable" is one way of approaching the awkward and emotional conversations that I encourage and train people to conduct, and that are happening more and more often at the UvA. I acknowledge that this process is a privileged one, for only those who do NOT experience racism and discrimination every day are in a position to get comfortable with the uncomfortable. Marginalized peoples have to deal with the consequences as lived experiences. And our aim is not only to have and facilitate these conversations, but also to move beyond them and back them up with action. So becoming weary of having the conversations becomes an aim in and of itself. This cultivation of a discourse is an absolutely crucial step in the process of realizing more diversity, equity, and inclusion at our university. Public discourse is a sign of civilization. This is perhaps the most important skill we can learn in our increasingly deeply divided societies: How do we discuss topics with the goal of understanding one another, rather than convincing, and how do we do this with respect? This increases knowledge and sharpens the potential contributions to society our students and university may make.

In some ways we are playing catch up and at the same time, pioneering new territory. The future will reshape the vision within our university so that education, research, and serving society increasingly overlap and support one another. In some areas we have moved far beyond the argument in favor of diversity, equity, and inclusion. It is increasingly often no longer a matter of convincing and discussing the benefits of prioritizing intercultural communication skills, working with conflicting perspectives and critical thinking. In many parts of our university this has become a given—in order to better prepare students for the future and provide them with the skills they need to lead and realize their full potential, we have a responsibility to expose them to conflicting perspectives, for example.

At the UvA we are slowly transitioning from the "why" question to "how." The first two years of the CDO term focused on explaining and raising awareness regarding diversity, equity and inclusion. Raising awareness itself is but a small baby step in the right direction. By itself it has the potential of destroying more than it creates, since people can use the diversity words to check off their so-called diversity requirement and then go back to telling harmful jokes, for example. When the awareness raising is surrounded by a supportive structure, however, then these workshops have tremendous potential to help change mindsets and inform and inspire about a future we all are working toward. That supportive structure is what we're working on collectively.

With this shift came the crucial conversation about responsibility. When I began this job two years ago the assumption was that I would design and realize new policy. When it became evident that I did not wield the necessary authority to achieve this, awkward and honest conversations took place about roles and responsibility at the UvA. As a result, the Executive Board defined their own responsibility and role, and those of the faculty deans. During 2019 this role and responsibility division put in place at the end of 2018 was practiced and refined. This resulted in a clearer definition of the CDO role, and Executive Board initiatives such as the Diversity Document and the installation of an interim ombudsperson. At the same time a broader conversation was initiated at all levels of the university about individual responsibility, in the classroom and department by department.

What gives me hope is how individuals, both students and staff, are co-creating with the CDO Team as we nurture and grow diversity work at our university. I am immensely grateful to the CDO Team in particular, a small group with passion and drive, intelligence, skills and expertise, who have made a major contribution toward changing the UvA for the better. Although the CDO Team is compensated, it should be noted that the working culture for other students and staff devoted to equity, diversity, and inclusion makes them vulnerable, and they rarely receive compensation. For example, the faculty diversity officers often only have one day in the week to do their work. There is a broader societal reach, yet workers on equity, diversity, and inclusion must learn to set boundaries and care for their mental health. More importantly, we as a university community need to acknowledge the need to compensate people for this work.

For the reasons outlined above, Diversity 2.0, the next phase in equity, diversity, and inclusion work at the UvA, will prioritize Support and Sustainability as we sharpen our focus on Discrimination and Decolonization. **Support** is important because most of the people working on improving issues of equity, diversity and inclusion receive little or no compensation. Because the subjects are emotional and personal, they can also be draining. **Sustainability** is necessary in order to embed EDI policies within the university. **Discrimination** needs to be exposed and perpetrators held accountable so the UvA becomes more inclusive. And the process of **Decolonization** breaks down barriers and educates about the past so we can better understand the present.

We're not there yet, but we're certainly on our way.
—Anne de Graaf, Chief Diversity Officer, UvA

2019 Annual Report

What follows is a list of CDO Team initiatives with descriptions by the team member coordinating that project.

Priorities

The priorities of the CDO Team work rest on three pillars: **city, students and staff**. This is based on the belief that the UvA has a social and moral responsibility to give back and forth with the city of Amsterdam, and to become a place of research, work and study which is inclusive, diverse and equitable. The CDO Team initiatives listed below are organized according to these three pillars.

For Students and for the City of Amsterdam

The UvA as one of the public organizations in the city with a social responsibility

Connecting College and Community by Fatima Kamal

Connecting College and Community is part of a yearly festival. In this program Pakhuis de Zwijger strives to bring together different knowledge institutions in Amsterdam, together with the communities of Amsterdam. In June 2019 the CDO team participated in the series of Connecting College and Community. After this series, a great deal of valuable input was collected and a working group took over to put the input into action. Since then, the CDO team has been part of the working group and met once a month. The envisioned goal of the working group is to set up a manifest around diversity and inclusion that can be offered to all the knowledge institutions in Amsterdam, in the sense that all are agreeing on working towards an inclusive institution. In addition to the UvA, the HvA, VU, Amsterdams Hogeschool van de Kunsten, and Inholland also participated. The manifest shall be presented at the next *We Make the City* festival in June 2020.

Pathways: Get Ready! Summer School by Fatima Kamal

The Get Ready! summer school was a three-day program held in August 2019. It was organized in cooperation with the Institute for Interdisciplinary Studies (IIS), specifically aimed at first-generation students (i.e. students who are the first in their families to go to university). This program provides crucial support systems within what can become alienating academic spaces. In August 2019, a pilot of Get Ready! took place and three faculties participated: Faculty of Law, Faculty of Social Sciences and the Faculty of Economics and Business. In total there were twenty-five students who participated and 80% of these students were first-generation students. The evaluations of the program were very positive and the students overwhelmingly felt that they were better prepared for their studies.

Due to the success of this pilot, the program will take place in the summer of 2020, across all faculties. And at the moment, the CDO team is preparing the next steps for the upcoming summer. A follow-up lunch for all participants is being planned six months after participation in the summer school.



Pathways: Academic Diversity Program (ADP) by Fatima Kamal

The Academic Diversity Program is a mentor program that aims to support first-year students in their academic study and in finding their way while at the university. This program strives to provide academic and personal support for these students. It consists of two parts: on the one hand, one-on-one, peer-to-peer mentoring between a first-year student and a senior student, and on the other hand, monthly meetings where the whole group comes together to discuss different diversity-related themes and increase community building. The numbers of mentors and mentees are relatively small, as emphasis was placed on establishing the program in all faculties. Now that that has been achieved, various efforts will focus on expanding recruitment. In the past, most mentors and mentees came from the faculties of Social Sciences and Humanities.

Every year the students evaluate and reflect on the added value of the program. In the qualitative data we see the importance and value of the program growing. Therefore, ADP will also expand this year by offering support not only to first-year students, but also to 'stacking'-students (students from applied sciences / HBO) as they transition to the university. For them we offer a Pre-Academic Program in which they can better prepare themselves for university.

Student Groups by Anne de Graaf

The CDO meets regularly with a wide variety of student groups. These include representatives from the Central Student Council (CSR), the student assessor, and the Islamic Student Association (ISA), for example. The purpose of these meetings is to strengthen the student efforts promoting EDI, and to amplify their voices, while also drawing on the rich source of creativity and courage that resides within the UvA student population as they exercise their agency.

Student Disability Platform (SDP) by Thea van Schoot

The purpose of this platform is to create awareness and visibility within the UvA regarding studying with a disability and/or chronic illness. Topics include contact with fellow students and teachers, dropout rates, the accessibility of the buildings, etc. Studying at the UvA should be as smooth a process as possible for every (prospective) student and the platform aims to improve accessibility at the UvA.

In January 2019, the CDO team contributed to the organization of a symposium (initiated by the Stafadviseur Integrale Veiligheid: "Is everyone entitled to study at the UvA?" This day was organized for those involved in education (students, teachers, study advisors, student counselors and members of the examination committees) to think and talk about how having a disability and/or chronic illness relates to pursuing an education. Central questions that were asked: What are the pitfalls when it comes to studying with a disability and/or chronic illness? What dilemmas are there? Additional topics discussed included: The UN Disability

Convention: general principles and access to higher education and the way in which the UvA wants to apply this.

In consultation with the members of the SDP, a financial contribution was also made to the initiative to make the SDP better known and to "put it on the UvA map." Student Services also sponsored this initiative. Practice has shown that it is difficult to reach students with a disability and/or chronic illness. A reasonable assumption for this is that students with a disability and/or chronic illness organize themselves specifically according to a particular disability and/or chronic illness. That does not alter the fact that attention for this remains of great importance; not only for the students in question, but also for staff and teachers who are by no means always well informed about the impact of a disability and also may not know what is needed to make studying more "appropriate" for these students. This, of course, occurs within the regular quality requirements for education.

For Students and Staff

Grassroots Funding by Fatima Kamal

The grassroots funding initiative is meant for students and/or staff who have an initiative or are planning an initiative/event related to diversity. The fund allows them to apply for additional financial support. Every month an initiative can apply for maximum €1000. The applications must promote diversity, inclusion and equity at the UvA. This year the CDO team has funded 12 different initiatives across issues of Social Safety, Intersectionality, Workshops and Trainings, Inclusive Media Landscape, Reflecting on non-binarity, Connecting College and Community, Double Consciousness, and Feminism. A few are listed below, more can be found [here](#):

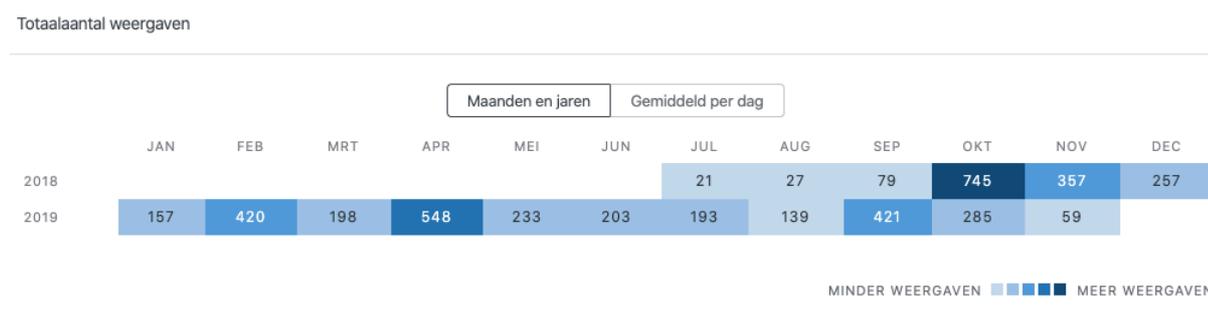
- Wij VS Zij #15: Moving Traditions - Pakhuis de Zwijger x Amsterdam United x Alle Kleuren Oost
- Hedendaagse Feminisme - Spui 25 in spe
- Diversity Day at the Faculty of Humanities
- Our Bodies Our Voice - Workshops
- AKvK x ASVA x OBOV - Workshop
- Redpers - Journalistic development
- Bursting the Bubble - Navigating your identities at the UvA
- Onbegrensd. De Tweeheid voorbij - Spui 25
- We make the City Festival – City X UvA – Pakhuis de Zwijger

UvA Diversity Blog by Fatima Kamal

The Diversity blog (uvadiversity.blog) has been established with the aim to share more content around the topics of diversity, inclusion, equity and cultural change at the UvA. The CDO team frequently writes blogposts on these topics, shares activities that are on the agenda and posts the sign-up forms for initiatives on the blog.

The CDO team is expanding the blog with more articles and updates about ongoing projects, in order to also increase visibility of, for example, the options that students and staff have regarding workshops, trainings, mentoring, and funding.

The statistics (number of views of the blog) are as follows:



Implicit Bias Workshops and Diversity & Inclusion Consultations by Alfrida Martis

To boost the process of cultural change, free implicit bias workshops are offered by the CDO Team to staff and student organizations at the UvA. In these workshops (offered in English and Dutch) on diversity, inclusion and intersectionality, participants are introduced to various topics, frameworks and theories about diversity. This allows participants to gain basic knowledge about implicit biases, best practices, sharing of resources to increase diversity, inclusion and equity, allyship, power dynamics and diversity soft skills. In these trainings, participants are required to submit cases/examples of diversity topics they are struggling with (in their personal and/or professional lives) and they are also invited to take several small implicit bias tests. The main goals of these trainings are to educate participants on different systems of oppression and to get participants to reflect on their own privileges and positionalities while also being introduced to basic diversity literacy and diversity-related work already being conducted at the UvA.

Through the “Workshop Menu” (an overview of all workshops offered by the CDO Team) that is published on uva.nl/diversity, the CDO team hopes to reach more employees and student organizations that want to follow an implicit bias workshop and/or need personal feedback on their existing and new diversity-related projects. These implicit bias workshops have been offered since April 2018 and now the CDO team aim to organize them in a more systematic way. An additional effect of giving the workshops is that many employees and students want to receive feedback on their diversity-related projects, so the CDO team now offers Diversity & Inclusion consultations to share knowledge with staff and students who need feedback on their theses, examinations, teaching programs, funding applications, accessibility and inclusivity of texts, adverts, events, etc.

So far, the workshops consisted of 5-20 people and included the following groups: the FDOs (Faculty Diversity Officers), lecturers of AUC (Amsterdam University College), ASVA Studentenunie, AUC Ambassadors, ACTA FDO and ACTA Communications team, UvA Law Faculty former FDO and her Diversity Committee/Sounding Board, FNWI FDO and FNWI Communications team.

Kimberlé Crenshaw lecture at UvA Law Faculty by Alfrida Martis

In June 2019 Dr. Kimberlé Crenshaw, Professor of Law at UCLA and Columbia Law School and Centennial Professor at the London School of Economics 2016-2018 gave a lecture in a packed Roeterseiland campus lecture hall with 450 students and guests in attendance. This special event was so popular it sold out right away. The CDO Team co-sponsored and co-organized her lecture together with the Amsterdam Law School. Crenshaw spoke on her groundbreaking and globally influential work on intersectionality— a term she coined in the 1980s. After her lecture Crenshaw was interviewed by Dr. Lyn K.L. Tjon Soei Len, Chair of the Board of Bureau Clara Wichmann, Assistant Professor and Diversity Scholar at Ohio State University, and an affiliated legal scholar at the Amsterdam Law School. They spoke about the significance of intersectionality for feminist activism, legal thought, and the promoting of diversity, inclusion and equity. The CDO Team is very proud to have witnessed the popularity of Crenshaw’s work here in Amsterdam and the way she engaged with questions from the audience. [Click here](#) for a review and more pictures of the event.



Revitalizing UvA Pride by Thea van Schoot

The CDO Team co-sponsored the participation of the UvA, together with VU and HvA, in the Canal parade on 3 August during the Amsterdam Pride. The formation of a community that develops activities for the LGBTQIA+ group is actively supported. A start has been made with a small group that has taken on the task of working on community building.

The CDO team hosted a start-up meeting in the spring and a successful get-together was held in September, during which an inventory was also made of the types of community building that is needed. The first result of this inventory was the organization of a film screening (*Paris is Burning*) where afterwards discussions took place under the supervision of Prof. Dr. Sarah Bracke and there was an opportunity for an informal introduction.

Social Safety by Agathe Cherbit-Langer

The CDO Team sees increasing social safety as a foundational requirement for the UvA to become a more inclusive university. Based on signals from Student Services, a proposal was made in a working group that met for three rounds of talks involving the Center for Sexual Violence Amsterdam, student associations, counselors, representation of student councils, faculties and the Chief Diversity Officer, to promote awareness and preventive measures. In 2019 the Executive Board appointed an interim Ombudsperson and a Social Safety task force was established.

Much work remains to be done in terms of social safety at the UvA, such as improving the visibility of our help-seeking resources, improving the reporting procedure and the overall prevention of sexual violence and broader unacceptable behavior. Still, there has been change in the past two years at the UvA, as increasingly, students and staff are accepting that there is a problem with social safety. In the opening speech of the academic year 2019/2020, Executive Board President Prof. Dr. Geert van Dam named social safety as a top priority and issue for the UvA. To investigate and give recommendations on social safety, the social safety

taskforce has been appointed with a one-year mandate. The UvA is taking steps towards meaningful change, even if these steps may feel small and slow for the breadth of the issue. By acknowledging the UvA has a problem, it is finally possible to head towards improving social safety.

The CDO team welcomed a new member in September 2019, to focus exclusively on improving social safety at the UvA. The CDO team member dedicated to social safety has three main tasks: consulting on social safety issues; acting as a conduit between students, staff and management; and helping prevent sexual violence and support survivors through workshops and trainings for staff, students and study/student associations. The latter task is achieved through the CDO's partnership with the foundations Our Bodies Our Voice ⁴ and Good Lad Initiative.

Since September 2019, the CDO team member dedicated to social safety has organized events for Orange the World at UvA, coordinated meetings with students and staff for upcoming campaigns on sexual violence, helped review surveys on social safety, and assisted the social safety taskforce. Through the CDO's partnership with the foundation Our Bodies Our Voice, workshops on boundaries, and communication and consent have been delivered to over 600 UvA students from August-November 2019. These workshops were delivered to Intreeweek and ISN participants as well as students from the Law Faculty (PPLE). Social safety trainings have also been delivered to around 16 study and student associations from April-November 2019. This was achieved in collaboration with the ASVA student union and the Amsterdamse Kamer van Verenigingen (AKvV).

Partnership with University of Birmingham by Anne de Graaf

In July 2019 a joint conference between the UvA and University of Birmingham (UoB) took place in Amsterdam. At this conference a partnership act was signed between the UvA and UoB. The partnership centers around bringing student and staff groups together to embed policies promoting equity, diversity and inclusion. UvA researchers are collaborating with their counterparts in Birmingham and a second conference is planned for Autumn 2020.

For Staff

Human resources policy by Thea van Schoot

In job vacancy texts, the diversity objectives of the UvA are explicitly pointed out and members of minoritized groups are expressly requested to apply. There are also various initiatives at faculties to increase the proportion of women in higher academic grades. For instance, MacGillavry fellowships for women at the Beta faculty, and preferential policy for women for UHD and Professor positions at the Faculty of Social and Behavioral Sciences. Implicit Bias training courses are also provided for employees of the Personnel and Organization departments (i.e.m. ECHO), and explicit attention is paid to EDI in the Academic Leadership program (PAL) of the UvA.

Communication by Elize Fallon

In the summer of 2019 the CDO team started investing in a greater focus on increasing visibility of CDO topics and the CDO team. A strategic communication plan for the year 2019-2020 was made to reach out to students, staff and stakeholders inside and outside the UvA with more professional content. The communication advisor helped make visible what already was organized by the CDO team, for example by designing new flyers according to the UvA brand guidelines and creating a workshop menu. By doing this, the CDO team communication was also focused on answering questions of those within the UvA community who are ready to explore "how" they can implement equity, diversity and inclusion, as a next step following "why."

Communication successes for the CDO team

⁴ Our Bodies Our Voice aims to raise awareness about sexual violence and transform the consent culture within universities to create a safer environment for students and staff alike. More information can be found here: www.ourbodies-ourvoice.com

- Making a stakeholder analysis in order to create a new communication plan
- New flyers, posters, fact sheets, standup banner
- Stronger anchoring of the topic diversity at Bureau Communicatie
- Visibility CDO team at Intreeweek at exhibition stand
- Interviews with ECHO award nominees
- Interviews with ADP mentors and mentees
- Facilitating Faculty Diversity Officers, for example by creating webpages of the “Let Me Tell You” project on uva.nl/letmetellyou.
- Kimberlé Crenshaw event and review
- Communication about partnership with University of Birmingham
- UvA mentioned as best practice in LERU report on diversity
- Publication of CDO Team workshop menu
- Invitation CDO team member for meeting with member of parliament
- Changing the sentences about diversity and inclusion in UvA’s vacancy texts.
- Orange the World

Media articles (in addition to more regular communication in, for example, the student and staff newsletters):

- Folia, 20 May 2019, ‘TOF: ‘Diversity officer FGw keurt eigen vlees’’, in category ‘Opinion’ about the Faculty Diversity Officer of the Faculty of Humanities.
- Folia, 31 May 2019, ‘UvA met twee boten bij komende Canal Parade’. Jesper van de Vooren (UvA Pride) mentions Chief Diversity Office team as partner of UvA Pride.
- Folia, 23 August 2019 ‘Als je eerstegeneratiestudent bent, legt niemand uit hoe het werkt’. About Summerprogram Get Ready. Fatima Kamal quoted.
- Trouw, 23 August 2019 ‘Hier studeren is voor mij gloednieuw’. About Summerprogram Get Ready. Fatima Kamal Quoted. Onderdeel van groter artikel ‘Als studeren van huis uit niet gewoon is’.
- Trouw, 20 september 2019 ‘Docenten met migratieachtergrond moeten uitval bij Hogeschool van Amsterdam tegengaan’. Korte quote uit eerder interview in Trouw met Anne de Graaf over al dan niet instellen van quota.
- Folia, 3 October 2019, ‘We willen taboes doorbreken en erkennen dat seksueel geweld een probleem is’. About the participation of Agathe Cherbit-Langer in European Gender Summit.

Social media:

To show how strong social media can be, in relation to the more traditional ways of communication such as newspapers, this is an example of views one social media message of the central UvA account on Instagram reaches.



Twitter: 23987 views, Interactions: 565.

Instagram: 20.824 views, 3300 likes, 14,88% engagement rate.

Facebook: 16.400 impressions, 11.600 reach, 298 reactions.

Statistics

Collecting and developing factual material. At the request of the CDO, the Strategy and Information department carried out research into salary differences between men and women and also into career differences. Research is also being carried out into the extent to which it is possible to develop a diversity index (based on gender and (migration) background) for the student population, and research has been carried out into gender differences in the awarding of cum laude distinctions to PhD students. The tables are included as appendices to this annual report.

University of Amsterdam

Chief Diversity Officer

2019 annual report / 2020 plan

Diversity 2.0—From why to how

2020 plan

Introduction

In addition to advising the Executive Board, the roles of the Chief Diversity Officer (CDO) with regard to equity, diversity and inclusion include:

- Driving forward the process of cultural change
- Identifying, facilitating and stimulating certain initiatives, then realizing, protecting and cultivating them
- Sharpening the focus of the university on EDI issues.

In practical terms, this works out as being a facilitator, negotiator and promotor of change, and also someone who links people, a contact person within (inter)national networks, an expert and a stimulator. In addition, processes involving social justice, intersectionality and decolonization are prioritized and explored. Within her function as a sparring partner and sounding board, as well as advisor, the CDO confronts the Executive Board and deans, keeping them focused and on course regarding EDI issues.

Much of the EDI work done in 2019 and outlined in the following pages is foundational, and therefore ongoing. What will change in 2020 is an emphasis on **providing support** to people at the UvA involved in EDI work, and **establishing sustainable policy** within the UvA structure, so the work toward greater equity, diversity, and inclusion becomes embedded in the very DNA of the UvA, no longer dependent on particular personalities or exceptional funding. This process involves anchoring EDI initiatives within the existing organizational structure, rather than there being a checklist, so that policy, surveys, etc. all carry an EDI aspect when necessary. Within this context, the CDO will be working even more closely with the university management staff.

The nature of the work is changing so that it is becoming more **project-oriented**. This is evident from the list of ongoing projects described in the 2019 annual report above, which reviews November 2018 to November 2019. In 2020, the CDO Team will be requesting additional funds to pay salaries for more project coordination, and will be encouraging faculties to provide more FTE for their faculty diversity officers.

In 2020 the CDO Team prioritizes Support and Sustainability, and sharpens the focus on Discrimination and Decolonization. **Support** is important because most of the few people working on improving issues of equity, diversity and inclusion receive little or no compensation. Because the subjects are emotional and personal, they can also be draining. **Sustainability** is necessary in order to embed EDI policies within the university. **Discrimination** needs to be exposed and perpetrators held accountable so the UvA becomes more inclusive. And the process of **Decolonization** breaks down barriers and educates about the past so we can better understand the present.

The following plan is organized according to the above-mentioned roles of the CDO, namely:

- Driving forward the process of cultural change

- Identifying, facilitating and stimulating certain initiatives, then realizing, protecting and cultivating them
- Sharpening the focus of the university on EDI issues.

1. Driving forward the process of cultural change

What are the next steps in driving forward the process of cultural change? At the moment, despite a great deal of management attention being paid to the language of EDI (for example, the Diversity Document by the Executive Board), this attention has not yet been fully applied in a structural manner. This means that EDI issues remain vulnerable to management turnover. At this stage in the process of cultural change, it is crucial to identify how to embed EDI concepts within the existing organizational structure. What are the mechanisms that need to be developed to promote this process? This will take longer than 2020 to establish, but the foundation for the structure can continue to be laid.

- Expertise
The role of the “Let’s do diversity⁵” report is fundamental in this process. This piece of research has provided a rich foundation for all the CDO Team is working on.

Related roles of the CDO Team include:

- Developing language
- Stimulating research (one example is the University of Birmingham expertise, with the aim of starting a research institute exploring how to anchor EDI in policy)
- Expanding specific surveys so benchmarks and indicators can be better defined, including exit surveys for staff and students.
- The CDO has regular contact with other sources of research such as the other Dutch Chief Diversity Officers (LanDO); the League of European Research Universities (LERU), ECHO Diversity Policy expertise centre (with which UvA is a full partner), and the Dutch organization of women professors (LNVH). CDO initiatives such as hiring competencies have been published and shared with these partners, as well as with the VSNU, NWO and Dutch Ministry of Education, Culture, and Science.
- Because of materials read on the blog and website, other universities have contacted the CDO Team to draw on their expertise and imitate their initiatives, as well as request trainings. In addition to Dutch universities and the University of Birmingham, there are seven European universities including those in Edinburgh, Cracow, and Bologna.
- Sustainability
The nature of cultural change is that in order for it to become sustainable, it needs to grow organically, rather than be forced linearly.

The initiatives listed in the 2019 annual report (see above) list activities such as the workshops. The CDO Team recommends that these workshops become mandatory for management, new teaching staff and all first-year students in the form of introductory courses. These workshops will continue to contribute to the process of Cultural Change, but must at the same time, be reinforced by structural changes that support the tenets of the workshops. This means, for example, that themes such as implicit bias need to be discussed at other levels within the institute, such as student evaluations, during annual consultations, and at the BKO and SKO courses. These are all processes the CDO Team has initiated and will continue to facilitate in 2020.

- Project ideas:
 - 1) Setting up a research program (in cooperation with the University of Birmingham) that focuses on how to embed EDI within an institute

⁵ Let’s do Diversity report. (Wekker, Slotman, Icaza, Jansen & Vázquez, 2016)

- 2) Education: Decolonizing the curriculum
- 3) The Anthropology department can serve as pilot and provide best practices for other disciplines
- 4) Provide mentors and role models among lecturers from under-represented groups
- 5) Selection process using multiple competencies for hiring more people of color
- 6) Enrich the education with developments and themes concerning migration, conflicts, slavery
- 7) Develop an EDI minor possibly with IIS.

2. Identifying, facilitating and stimulating certain initiatives, then realizing, protecting and cultivating them

- An important aspect of this framework is the support of FDOs. The nature of the work is changing so that the CDO Team is increasingly coordinating projects. Faculty initiatives and milestones can be referred to on a faculty-by-faculty basis within their corresponding reports.
- Recruitment and hiring continue to need additional attention and increased commitment toward greater equity, diversity and inclusion, above and beyond those measures indicated in the Executive Board's Diversity Document.
- The Community Service Learning (CSL) project, which provides students with credits for community projects will be combined with the Homework Hub (working title) as the UvA becomes a meeting place for organizations and expertise concerning cultural capital, soft diversity skills, knowledge on responsible citizenship and provides students with help by means of homework coaching, for example. This in turn, will help with representation of marginalized groups and contribute to closing the educational gap, foster community engagement, make the UvA more visible in various Amsterdam neighborhoods and push students to gain practical knowledge through community work. The CDO team is aiming to launch the "Homework Hub" in Autumn 2020.
- Social safety is an example of a theme the CDO Team is stimulating, in cooperation with the Social Safety Taskforce and Ombudsperson. The CDO Team works closely with both, and focuses on support and combatting racism and discrimination. The CDO Team also works in conjunction with Our Bodies Our Voice (OBOV) to provide trainings and workshops that promote and highlight EDI and social safety. The workshops, combined with awareness campaigns at UvA, such as Orange the World, contribute to another priority and goal of the CDO team: **To boost community engagement, internally and externally.** Through spreading conversations around social safety amongst students, staff and study/student associations; and supporting students organizing events on these topics, the CDO team is not only raising awareness on social safety but also driving community engagement on this issue. One such example is the CDO co-sponsorship of an Amsterdam, non-therapeutic support group for survivors of sexual violence, including UvA students. In addition, by acting as a conduit among students, staff, management, and Amsterdam communities, in consultation with the social safety taskforce, the CDO team is working towards the following priorities and goals: **To modernize norms, reviewing the code of conduct, to strengthen the reporting procedure, setting the ombudsperson up for success and consulting with the social safety taskforce.**
- Workshops in 2019-20 include those for the UvA Bestuurssecretarissen and head of Public Affairs, and Stichting Our Bodies Our Voice, AUC ambassadors, AUC Student Association, the managers of Central Bureau Communicatie, the Faculty of Humanities' Bureau Communicatie team, the Amnesty International Student group, ASVA Studentenunie board and ASVA Diversity Committee and many more. The CDO team will also organize workshops during the Week against Racism (March 16-21) that are open to the public, UvA and HvA students. In 2020 the CDO team will explore the possibility of making our workshops mandatory in the BKO's and SKO's. The CDO team is also incorporating feedback received from participants in 2019. Workshops include those for the 3rd level of

management (following the successful PAL Academic Leadership workshops for the 2nd level of management concluded in 2019); Implicit bias; Sexual aggression; and Positive masculinity.

- Helping students from under-represented groups feel more at home at the UvA falls under the category of inclusion. A Pathway is being developed in which new students may attend Get Ready! during the weeks before they start at the UvA, and then can be referred onto the Academic Diversity Program (ADP). Both these initiatives began as pilots and are now expanding to all faculties. The final leg of the pathway will be setting up a program of business mentors for alumni, Meet Your Mentor.
- *Diversity & Inclusion Lunches*
The UvA community of students and staff have a wide variety of knowledge and expertise when it comes to diversity, inclusion, equity, decolonization and awareness. In order to stay connected with this knowledge and to empower and strengthen each other, the CDO team is organizing Diversity and Inclusion lunches. For these lunches the CDO team invites those who are already working in these fields to gather the knowledge and expertise and to co-create and nurture diversity work at the UvA. The lunches are held around 5 times a year and organized along the lines of participatory leadership/Deep democracy. Small groups discuss in depth, different diversity-related topics that are relevant at this moment at the UvA. The first lunch was held on the 28th of November. The next lunches are on January 16, March 5, April 23, and May 18, 2020. For current information [click here](#).
- *Collaboration with Pakhuis de Zwijger and Sesi Community Center, HvA*
This year the CDO team also started collaborating with Pakhuis de Zwijger. In this collaboration there are two major events that the CDO team will be co-organizing: Connecting College and Community and the Week against Racism. The Week against Racism will be in collaboration with Sesi Community Center, a student group from the HvA. The CDO team looks forward to expanding these collaborations.
- *Co-hosting and co-sponsoring Professor Shirley Tate event* on 14 February. The CDO Team, in conjunction with the Amsterdam Research Centre for Gender and Sexuality and the Institute for Migration and Ethnic Studies brought the Canadian/UK expert on Black, decolonized feminism to the UvA. The event was very well attended and the CDO participated in a panel discussion following the lecture.
- *Mindfulness workshops*
Meditation training will be added to the workshop menu. These classes will specifically focus on self-care and healing, especially when faced with micro-aggressions and other forms of discrimination. This is a pro-active initiative to promote alternative forms of stress reduction and peace of mind.
- *Coordination of the "Homework Hub" (working title)*
Many potential students of color and black students do not see themselves represented in universities. The CDO team is currently setting up the Homework Hub with the aim of closing the education gap and improving this representation for marginalized student groups within academia. The Dutch education system is very segregated and the university is sadly not visible in every neighborhood yet. By forming sustainable partnerships with community-based parties that offer homework support, mentorship and ambassador programs that tackle representation and responsible citizenship topics at different educational levels and in various Amsterdam neighborhoods, the CDO Team wants to contribute to closing the education gap for students of color and black students. The CDO Team is currently mapping out different parties (primary schools, secondary schools, MBO / HBO / WO, mentoring and ambassador programs, homework guidance groups, etc.) that are open to a possible collaboration with the UvA to close the education gap and make the university more visible / accessible in various Amsterdam neighborhoods. The aim is to

bring these parties together in a central network/expertise center where the UvA can offer support in various ways. The CDO Team would like to encourage the sharing of best practices and co-created strategies between these different partners to amplify the work that is already being done throughout the city. This can be done in various forms, for example, by means of network meetings, mini-conferences, working groups, in addition to informal partner meetings with the aim of establishing mutual trust and capacity building among respected community partners.

The CDO Team also aims to create opportunities for sustainable exchanges for UvA students who can obtain community work credits from these partners. Community work is an excellent way of teaching soft diversity skills to UvA students and prepare them for responsible citizenship in a diverse, multicultural city like Amsterdam. Further research is needed to assess whether community-led organizations doing similar work also want to join. In addition, avenues are being explored regarding whether it is desirable to combine the Community Service Learning (CSL) project with the Homework Hub, as the CDO team believes that UvA students should gain practical knowledge through doing community work based on promoting diversity and decolonial practices.

The following partners have already agreed to be part of the Homework Hub:

- Stichting SPE (Scienza Potentia Est)
- New Urban Collective's mentor project
- Passie voor je Toekomst
- Amsterdamse School
- Weekend Academie
- Stichting Move
- IMC Weekendschool Amsterdam Zuidoost

3. Sharpening the focus of the university on EDI issues

3.1 In 2020 the CDO Team is sharpening the focus on **discrimination and decolonization**⁶. This began with a statement in December 2019 taking a stand against the violence perpetrated against protestors in The Hague, demonstrating against Zwarte Piet. CDO community lunches were the next step, bringing together staff and students to co-create on EDI issues. It soon became clear that discrimination and decolonization are issues desperately in need of more attention. This became clear to us because participants were sharing their experiences with racism and discrimination at the UvA. Since there are no other listening spaces being created, our gatherings always take on this form of a listening space/space to talk about race and share pain and traumas. This is why it is important to offer support to students and staff members who are oppressed.

The plan for 2020 is to put these subjects firmly onto the tables of education committees within the faculties for discussion. First steps include:

3.1.1. Working group meetings in February and March to envision next steps, including staff and students conducting research and engaged in decolonization. The aims are to promote the discourse and provide a toolkit for the staff who want to move forward in this process, as well as to write a policy recommendation document.

3.1.2 *Week against Racism*

⁶ Using the definition provided by the "Let's Do Diversity" report, 2016: Decoloniality is a perspective that allows us to see how the dynamics of power differences, social exclusion and discrimination (along the axes of race, gender and geographical and economic inequality) are connected to the ongoing legacy of our colonial history. Decoloniality also helps us understand the role of the University as a modern/colonial institution in the reinforcement of Western perspectives at the expense of the plurality of knowledges of the world. A decolonized university has open forms of expertise, and is open to intercultural and plural approaches to knowledge.

The CDO Team is organizing and coordinating the UvA participation in the European Action Week against Racism (March 16-21). Every year Pakhuis de Zwijger and Comité 21 organize the week against racism. This is a week filled with talks, seminars, workshops and dinners where dialogue and conversations about racism and discrimination are central. In past years, the activities took place at Pakhuis itself, but in 2020, they will also take place at the UvA and the HvA, with Executive Board President Geert ten Dam opening the week. For this project the CDO team is working together with Sesi, a student engagement center of the HvA and with Pakhuis to prepare the program of that week. The idea is that the UvA and HvA, as knowledge institutions, offer lectures, workshops and training about different aspects of racism and discrimination. The goal is to open up the university towards the city and to raise more awareness within our institution about racism and discrimination, especially during such an important week being celebrated across Europe.

- 3.1.3 Researching other institutions such as Dutch museums, as well as non-Dutch universities already involved in this process. This process of decolonization includes researching colonial histories and present histories, and how the material consequences still impact our societies. The CDO Team will be recommending that the UvA conduct further research into its own colonial past.
 - 3.1.4 Writing a Decolonization policy recommendation and Decolonization Toolkit by the CDO Team, answering both the why and the how questions, meant to be used by the faculties as next steps as this process unfolds.
 - 3.1.5 Conducting the important conversation is a crucial first step, and this needs to occur at all levels of the university. The Week against Racism (3.1.2) is just one example. The Decolonization plan will include tips about how to promote this significant discourse. The aim is to eventually move beyond this discourse/talking phase. We need people to back their conversations up with actions.
 - 3.1.6 Disrupting the fear of decolonization. As with many concepts that are in flux, fears that arise need to be faced and defined, then defused. Decolonization with its links to racism and slavery will enable the community to learn to listen and achieve greater understanding regarding systemic programming of behavioural patterns, as well as implicit biases and prejudices, so that these can be released in favour of deeper respect. As people face their fears and engage with the concept, asking the hard questions, promoting discourse, and taking responsibility, the most-marginalized groups will exercise agency in describing the nature of their liberation.
 - 3.1.7 Communicating additional perspectives: Being “color brave in a color-blind context⁷.” Addressing race and what it means from as many perspectives as possible. Fulfilling the UvA’s purpose as an educational institute, pioneering a path toward broader research and deeper understanding of race in The Netherlands. Acknowledging and offering pro-active solutions to the fact that often despite best intentions, we live within a larger culture of abuse concerning race. Social safety means feeling at home. What home is links to decolonization and this is inclusiveness. The process of decolonization will also address the physical environment of the UvA in terms of knowledges.
- 4 The CDO Team plan for 2019 named **anonymous reporting** as a priority and this remains a priority in 2020. Research is being conducted and a recommendation will be made to the ombudsperson that the Executive Board adopt this practice.
 - 5 **Accessibility office**—As the Accessibility policy is finalized, the CDO Team will be supporting the recommendation for an Accessibility Office for students and staff to go to for advice, and where the Student Disability Platform (SDP) exercises agency and provides (policy) advice.

⁷ Pravini Baboeram-Mahes from ECHO, Expertisecentrum Diversiteitsbeleid

- 6 **Diversity Document by the Executive Board**—follow-up, checking, and making sure the initiatives mentioned by the Executive Board in the Diversity Document move forward. This includes providing expertise to the managers in charge of certain aspects of the Document, by means of, for example co-sponsoring the:
- “Embedding Equity, Diversity, and Inclusion” cooperation with University of Birmingham.
 - Researchers from both universities will share expertise.
 - Project: Diversity monitor to measure level of discrimination reports (and provide benchmarks and indicators), including a Discrimination Desk where trained personnel (possibly fulltime confidential advisors) can advise staff and students.
- 7 Each faculty creating their own **faculty action plan**. The CDO Team supports and facilitates this process with activities, including regular meetings with the FDOs and deans.
- 8 Working toward more and better **statistics** for benchmarks and indicators of EDI issues in cooperation with the department of Bestuurlijke Informatie. For example, the Faculty of Humanities will be conducting a survey on EDI issues to gather data. After this pilot, we will encourage other faculties to engage their communities and conduct similar surveys.

Appendices

Attached to this document you will find three appendices, courtesy of the department of Bestuurlijke Informatie.

- Appendix I - Voor jaarverslag 2019 _ diversiteits index
- Appendix II - Voor jaarverslag 2019 _vergelijking tussen loopbanen mv
- Appendix III - Voor jaarverslag 2019 _Promoties_CL_vergelijking mv

In addition to the appendices from the department of Bestuurlijke Informatie we also include an overview of the strategy for the UvA CDO team.

- Appendix IV - CDO Team Strategy 2019-2020