



# DISCRIMINATION AND DECOLONIZATION

University of Amsterdam  
Chief Diversity Officer team  
2020 Annual Report and 2021 Plan

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## ***Foreword: Strength and courage***

*Personal reflection by Chief Diversity Officer Anne de Graaf*

*This personal reflection introduces some of the exciting initiatives and vision and concrete measures being taken at the UvA, within the context of equity, diversity and inclusion (EDI). It is also a chance to provide my own perspective. My role is to push and research and advise, sharpen the focus, highlight and confront. I do not have policymaking authority. This rests with the Executive Board and deans. What follows is a reflection concerning events that took place this last year.*

*This reflection carries the title, “Strength and courage” because this is what we need now, more than ever, and I hope this report and plan might encourage and inspire. The year 2020 falls under the shadow of a global pandemic, instability and uncertainty. In many ways this meant that vulnerable groups became even more vulnerable. ([See the Corona Memo written by the faculty diversity officers and CDO.](#)) A turning point for issues of equity, diversity and inclusion were the Black Lives Matter protests in the summer of 2020. This brave movement confronts us all with our responsibility to share the burden of pushing for change, to ask questions about our own responsibility, our own histories and our own potential roles to play. For some, this means a long-awaited acknowledgment of wrongs perpetrated in a society that turns a blind eye to systemic racism. For others it is a wake-up call to do the work, ask how am I part of the problem, and find out what has not been said, listen to voices not often amplified, explore alternative perspectives and educate ourselves about non-western histories and narratives. Self-reflection takes strength. The conversation, the questions being asked, are themselves so valuable. Public discourse is a sign of civilization and the fact that as of this writing, the Dutch cabinet would fall due to a consequence of systemic racism, shows that now at least, we are talking about it. With talk comes action. And this takes courage.*

*In Dutch, the phrase sociale veiligheid translates as social safety, but this means something different in English, as in social safety net. The corresponding phrase is personal safety and security, and this is an inseparable part of inclusion. If members of an organization do not feel safe, that organization cannot call itself inclusive. Two reports play an important part of the UvA policymaking process with regard to personal safety and security. These are the Taskforce Sociale Veiligheid report ([‘Breaking the silences: Social safety at the University of Amsterdam.’ \(January, 2021\)](#)) and the report by the external De Gaay Fortman committee ([‘Social safety requires reinforcement’ \(October, 2020\)](#)). Although excellent steps in the right direction, these reports are incomplete. In order to supplement the information in these reports, I have worked behind the scenes, pushing for concrete measures proven to be effective in best practices by other universities. We are not the only ones seeking ways of better protecting our staff and students from discrimination, harassment and sexual violence.*

*I am deeply troubled, ashamed and extremely frustrated by the state of personal safety and security at the UvA. When I began as CDO, this was my top priority because I felt the under-reporting of incidents signalled mistrust in the system. This has been confirmed by many respondents and current crises. In the past three years my team and I have researched and co-written three reports about these issues. We have pushed hard, so hard in fact that some CDO team members have left because of the tough spot we are in. Despite being told that the issue of personal safety and security was being worked on, we pushed back and insisted that we at least be allowed to continue initiatives that were already up and running, namely the Our Bodies Our Voice (OBOV) workshops about consent and inclusive teaching and active bystanders, and CARE (psychologist-led support groups for survivors of sexual violence).*

*[We issued a statement last summer that is on our blog.](#) In it, we speak out for the need to support survivors, among other things. There needs to not only be language of responsibility and accountability, but also concrete measures taken and a reset of the system so that perpetrators are punished and survivors not made*

into the problem. As the CDO team, we believe there needs to be more monitoring and training concerning the power relationships rooted in the University hierarchy. People need to take more responsibility for the safety of our students and colleagues. I want a systemic change, where there is:

1. Clear, concise and consistent communication about reporting;
2. An anonymous reporting protocol;
3. A consistent policy regarding how perpetrators will be punished;
4. A change in policy so that those who report incidents will be heard and cared for by means of, for example, a Discrimination Helpdesk;
5. Mandatory training for those in authority in how to listen and respond to incidents of discrimination, harassment and violence;
6. A clear, consistent policy of supporting survivors;
7. We establish a system of prevention;
8. The impact of hierarchy on personal safety and security is investigated – building in better protections for survivors;
9. There is a consistent procedure in place for those who are accused when a report is made, for example, automatic non-active status and investigation;
10. A policy is put into place around hiring academics with non-active or unresolved status from other universities.

It is encouraging to see the results of both the Taskforce and external committee reports, but there were items the reports did not address and these (above-mentioned numbered points) should be included in next steps.

The challenge is that so much of what the CDO team promotes remains optional. I call upon the deans and Executive Board to take their responsibility even more seriously. There needs to be a clear and consistent message from those in power that the discrimination and harassment end now, backed up by putting into place the above-mentioned concrete measures (numbered points) that support these statements.

With regard to hiring, promotion and retaining under-represented groups, workshops on implicit bias are only effective when [supported by a structure that strengthens these values](#). This includes EDI action plans at each faculty. When the awareness raising is surrounded by such supportive structures, then these workshops have tremendous potential to help change mindsets and inform and inspire about a future we all are working toward. At other universities this shift occurs when momentum is created due to both top-down and bottom-up pressure. As we all explore how we are part of the problem that is discrimination and what the solutions might be, the broader conversation spreads to all levels of the university about individual responsibility, in the classroom and department by department.

In this next phase in EDI work at the UvA, the CDO team's own [action plan](#) includes continuing to prioritize Support and Sustainability as we sharpen our focus on Discrimination and Decolonization. One shape fighting discrimination will take is pushing for **target statistics for people of colour and Black people** (BIPOC = Black, indigenous and people of colour).<sup>1</sup>

Thanks to the UvA's planned participation in the [Barometer Culturele Diversiteit](#) project, in conjunction with the Central Bureau of Statistics (CBS), we hope to have access to indicators and benchmarks concerning employees' backgrounds. This will bring us closer to setting target statistics for under-represented groups, similar to the ones regarding gender. It took decades to get gender targets into the university policy, and they are working. The UvA met its target of 25% women professors by 2020 and has set a further target for 30% by 2025<sup>2</sup>. Although the process of breaking down sexist discrimination is not the same as breaking down racial and class discrimination, there are some similarities in the ways these processes change. With a commitment to hiring and promoting more BIPOC, and by prioritising a pipeline for this process, targeting BIPOC who work

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<sup>1</sup> Please see: [Why We Need to Stop Saying 'People of Color' When We Mean 'Black People' \(J. Adams 2019\) Medium](#)

<sup>2</sup> Please See: [UvA haalt streefcijfer voor vrouwelijke hoogleraren \(Folia, December 2020\)](#)

and study at the UvA, the Executive Board and deans would demonstrate how seriously they prioritize equity, diversity and inclusion. In addition, as other universities have demonstrated, the process itself of greater inclusion enriches the university community and quality of research.

In addition, the CDO team prioritizes the process of decolonization. In 2021 the CDO team will publish its ***Perspectives project/Decolonization toolkit***, which has received input from experts inside and outside the UvA . It provides support to lecturers and departments ready to take the next steps. But in addition, we call on the Executive Board and deans to play a much more pro-active in role in this process which is a win-win for the entire university.

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 and skills, 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 EDI makes them vulnerable, and they rarely receive compensation. For example, the faculty diversity officers often only have one or half a day in the week to do their work. There is a broader societal reach, and we as a university community need to acknowledge the need to compensate people for EDI work. I also am grateful for the important research provided by the *Let's Do Diversity report*<sup>3</sup>. This continues to provide a roadmap for our initiatives, while inspiring us to celebrate each milestone.

What follows is the [2020 annual report](#), and subsequently, the [2021 plan](#). Please celebrate with us the wins achieved so far. I hope—we hope—for a university that continues to grow in awareness and cultural change so that we may become more open—open minded and open hearted. We're not there yet, but we're certainly on our way. Wishing us all a 2021 of health and wisdom, strength and courage.

—Anne de Graaf, Chief Diversity Officer, UvA

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<sup>3</sup> (Wekker, Sloopman, Icaza, Jansen & Vázquez, 2016)

## 2020 Annual Report

### Discrimination and decolonization

#### [Introduction](#)

#### **Equity, diversity and inclusion (EDI) 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 2020 survival became success. Despite enormous odds caused by the Covid-19 pandemic, University of Amsterdam (UvA) staff, students and community members continued advocating for a safer, more equitable and inclusive university. In 2020 we built on the foundation laid in previous years and added several important initiatives. This meant that faculty diversity officers who had been appointed at every faculty continued to push for various diversity programmes, and the interim ombudsperson played an important role in embedding the need for a consistent reporting protocol. In addition, the [2019 Diversity Policy Document](#) published by the Executive Board (CvB) became an impetus for change. Examples of projects sponsored by the Diversity Policy Document include the [Meet Your Mentor](#) programme for Dutch students with an ethnic minority background and/or first-generation students. This completed a Pathway of mentorship, set up by the CDO team, namely mentors before, during and after a student's time at the UvA. In addition, one of the new initiatives worked on between October 2019 and October 2020 is the [Homework Hub](#), which strengthens ties with Amsterdam communities and helps point more children and students of colour toward higher education.

Responsibilities and roles have been further defined, with respect to the cultural change necessary to improve the state of EDI. The Executive Board determines the policy framework, takes responsibility for policy design and realization, and 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 and this was extended in 2020 until 2023. The CDO strives to realize a more inclusive university dedicated to social justice, decolonization and intersectionality, and characterized by equity, inclusion and diversity. The CDO team highlights various forms of diversity, including ethnic, socio-economic and cultural, promoting equity and inclusion of people from all backgrounds, genders, faiths, sexual identities and (dis)abilities.

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 justice<sup>4</sup>, intersectionality<sup>5</sup> and decolonization<sup>6</sup> are highlighted 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.

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<sup>4</sup> Understood as justice in terms of the distribution of wealth, opportunities, and privileges within a society.

<sup>5</sup> 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.

<sup>6</sup> Understood as seeking to make visible, open up, and advance distinct perspectives and positionalities that may be considered alongside western rationality, thereby displacing it as the only framework and possibility of existence, analysis, and thought.

## Chief Diversity Officer Goals

- A university that is committed to equity, diversity and inclusion;
- A welcoming university for a diverse student and staff population;
- 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). They, in consultation with their faculty communities and deans, help establish the diversity policy for their respective faculties, but the ultimate power and responsibility lies with respective deans.

## A year in review: October 2019 to October 2020

Much of the EDI work done from October 2019 to October 2020 and outlined in the following pages is foundational, and therefore ongoing. During this period the CDO team placed a greater 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 became better embedded in the very DNA of the UvA. This is an ongoing challenge, as these measures need to become 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 team in 2021 will continue to work even more closely with the university management staff on a **project-by-project basis**. Of course from March 2020 onwards all activities came under the restrictions of the Covid-19 measures. This had a significant impact on the connections the CDO team had been building with stakeholders inside and outside the UvA.

This last year the CDO team prioritized Support and Sustainability as we sharpened our focus on Discrimination and Decolonization. **Support** is important because most people working on improving issues of equity, diversity and inclusion receive little or no compensation. Because the subjects are political 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.

In 2021 the emphasis will focus even more sharply on the issues of Discrimination and Decolonization.

## CDO team

The CDO team as of 1 October 2020 consisted of the following members:

- CDO: Anne de Graaf;
- Management assistant: Janissa Jacobs;
- Educators/Researchers: Agathe Cherbit-Langer, Alfrida Martis;
- Senior Policy Advisor: Thea van Schoot;
- Communications Advisor from the Communications Office: Elize Fallon;
- Project leaders/Educators: Fatima Kamal, Meltem Halaceli;
- Intern: Noémie Bourguignon.

## General topics

- The CDO team continued to support, advise and facilitate the realization of the Executive Board's 2019 Diversity Policy Document, a 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 deans' leadership and authority are necessary to support change, in order to realize the desired policy changes.
- The renewal of curricula, or decolonization 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 from faculties related to the content of education and research at that faculty. This is another example of a bottom-up development in need of continued leadership at the level of the deans and Executive Board.
- Activities organized by the faculties are not all captured 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 is starting to gain strength. Examples of FDO activities include: setting up specific websites, giving presentations, specific measures in the context of employment conditions, campus meeting on implicit bias, workshops on more equitable hiring techniques and projects aimed at permit holders and/or refugees with an academic background.

## Priorities

The priorities of the CDO team work rest on three pillars: students, city 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

### Homework Hub

The CDO has created the [Homework Hub](#) with the aim of closing the education gap and improving the representation for marginalized student groups within academia. By forming sustainable partnerships with community-based organisations that offer homework support, mentorship and ambassador programmes that tackle representation and responsible citizenship topics at different educational levels and in various Amsterdam neighbourhoods, the CDO team wants to contribute to closing the education gap for students of colour, Black students and all student groups that come from backgrounds where their families are unfamiliar with higher education. The Homework Hub also facilitates sustainable exchanges for UvA students who can obtain credits from these community organisations where they can do their internships and community projects.

#### Highlights:

- Throughout 2019-2020 meetings with stakeholders and Homework Hub partners were held, ultimately leading to the Homework Hub online “soft launch” at the end of October 2020;
- The CDO team has created a network of organisations that are open to a sustainable partnership with the UvA;
- UvA and the City of Amsterdam: Sharing best practices and co-created strategies between Homework Hub partners and the CDO team and other UvA partners in order to amplify the work that is already being done throughout the city. The CDO team aims to do this in various forms, for example, by means of (online) 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
- In 2020 the Homework Hub existed of the following eight partners:
  - [Stichting IMC Weekendschool](#);
  - [Weekend Academie](#);
  - [Amsterdamse School](#);
  - [Scientia Potentia Est \(Stichting SPE\)](#);
  - [Fawaka Ondernemersschool](#);
  - [New Urban Collective's mentor project](#);
  - [Stichting Move](#);
  - [Passie voor je Toekomst](#).

### Collaboration with Pakhuis de Zwijger and Sesi Community Center, HvA

In cooperation with Pakhuis de Zwijger, the CDO team co-organized two events:

- Connecting College and Community:

This is part of a yearly festival. In this programme 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.

- The European Action Week against Racism:

This was organized together with Sesi Community Center, a student group from the HvA. Unfortunately, most of the events had to be cancelled at the last moment due to corona. The CDO team looks forward to expanding these collaborations.

### Amsterdams Akkoord Hoger Onderwijs

A manifest was set up around diversity and inclusion that was offered to all the knowledge institutions in Amsterdam, in the sense that all are agreeing on working towards a more inclusive institution. In addition to the UvA, the HvA, VU, Amsterdams Hogeschool van de Kunsten, and InHolland also participated. The manifest was presented at the We Make the City (Pakhuis de Zwijger) festival in June 2020. In October the Executive Board signed the Akkoord together with the above-mentioned institutions. Together they have agreed to

exchange best practices and expertise in order to contribute to greater diversity and inclusion within their institutions.

### **Co-hosting and co-sponsoring Professor Shirley Tate event**

This took place on 14 February 2020. The CDO team, in conjunction with ARG-CS (The Amsterdam Research Centre for Gender and Sexuality), 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.

## For Students

### **Mentoring Pathways**

Providing a Pathway of mentorship for students who want to feel more at home, namely mentors before, during and after a student's time at the UvA. Helping students from under-represented groups feel more at home at the UvA falls under the category of inclusion. A final step in the Pathway concept was developed in 2020, 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 Programme (ADP). Both these initiatives began as pilots and are now have expanded to all faculties. The final leg of the pathway, Meet Your Mentor, has been piloted in three faculties in 2020 and will be expanded to include all faculties in 2021.

- **Get Ready! summer school:**

The Get Ready! summer school was a three-day programme piloted in August 2019, and held again, this time online, from 19-21 August 2020. Over 80 first-year students participated and 20 student mentors guided them in small break-out rooms. The programme was filled with workshops, lectures, interactive sessions, and online social activities. It was organized in cooperation with the Institute for Interdisciplinary Studies (IIS), specifically aimed at first-generation students. This programme 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 and Behavioural Sciences and the Faculty of Economics and Business. In 2020 all faculties participated. The evaluations of the programme were very positive and the students overwhelmingly felt that they were better prepared for their studies.

- **Academic Diversity Programme (ADP):**

The Academic Diversity Programme was established by the student group Amsterdam United. In 2018 a member of their Board joined the CDO team to help expand this programme. ADP is a mentor programme that aims to support first-year students in their academic study and in finding their way while at the university. This programme aims 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 programme 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 and Behavioural Sciences and Humanities.

Every year the students evaluate and reflect on the added value of the programme. In the qualitative data we see the importance and value of the programme growing. Therefore, ADP expanded in 2020 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.

- **Meet Your Mentor:**

Meet Your Mentor matches business mentors with BIPOC and first-generation students, in order to better prepare them for finding jobs. Meet Your Mentor is a programme that matches mentors, who are UvA alumni and/or professionals working in the public and private sector, with Dutch third-year students and Master's students with an ethnic-minority and/or first-generation background. Both the mentees and the mentors

receive information and EDI training in the context of the job market. As [research into discrimination in the Dutch job market](#) has shown, young Dutch people with an ethnic minority background have a significantly lower chance of finding a suitable job after their graduation from universities. The students who participate come mostly from the faculties of Business and Economics, and Social and Behavioural Sciences and a smaller amount from Humanities. This online mentoring programme (including a digital platform) was developed under supervision of Maurice Crul and in partnership with ECHO ([Expertise Centre for Diversity policy](#)) at the VU between 2016 and 2018. It was financially awarded by the Ministry of Social Affairs. The UvA project leader is Meltem Halaceli, who has led the pilots and evaluated the programme at the VU. The data gathered and results of the pilots show that a successful tool was established that meets the needs of this student group in strengthening their position when entering the Dutch job market. Therefore it is an evidence-based programme that has found a good home within the CDO team of the UvA, helping our students more fully realize their potential.

### **Student Groups**

The CDO team 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)**

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 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 chronic illness, and also may not know what is needed to make studying more accessible for these students. This, of course, occurs within the regular quality requirements for education.

### **For Students and Staff**

#### **Strategic Plan**

In 2020 the UvA published the [Strategic Plan 2021-2026: Inspiring Generations](#), which incorporates advice by the CDO team. This document prioritizes increasing diversity and inclusion in our workforce and culture, specifically to:

- Increase staff diversity and include it in the strategic HR plans;
- Translate the promotion of diversity into the criteria and channels for recruitment and selection.

#### Collecting and processing data in support of diversity policy

There is a demand, both inside and outside the UvA for statistical support of the UvA diversity objectives. Due to privacy considerations, there are limited ways of obtaining these statistics. These include male-female ratios, age, and among students—the percentage of students with a non-western migration background. In the appendices, the Business Intelligence (BI) department has presented what UvA diversity statistics there are available concerning students and employees.

In cooperation with the Central Bureau of Statistics (CBS), other means are being explored, in order to attain a better overview of diversity among personnel at the UvA. In 2021 that will result in a request by the CBS to establish a “Cultural Diversity Barometer” for the UvA (see examples at other organizations here: [Dashboard barometer culturele diversiteit \(cbs.nl\)](#)). Of special interest are the career paths of PhDs and postdocs within the framework of the talent programme announced by the Executive Board in the 2019 Diversity Policy Document. [For more information check out: Questions and answers – CBS Cultural Diversity Barometer.](#)

### **Caring for staff and students during the corona crisis**

Together with the Faculty Diversity Officers (FDOs), the CDO team researched an overview of measures the UvA could take in order to strengthen the mental health of students and staff during the lockdown periods.

### **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. Three in-person lunches were held before corona and organized along the lines of participatory leadership/democracy. Small groups discussed in depth, different diversity-related such as how to move forward with the processes of decolonization. One online lunch was also held where vulnerability of students in the corona crisis was discussed. Both the in-person and online lunches were attended by about 20 students and staff per lunch.

### **Perspectives project/Decolonization toolkit**

During these strange times, values shift. The privileged find themselves in a place where they may no longer ignore institutional issues because these issues have started to affect them too. Social change doesn't seem quite so difficult to achieve when an entire world economy and whole countries find themselves behaving in unprecedented ways like universal crisis. Maybe now, more than ever, it is possible to see and hear the people and histories we might not have listened to or acknowledged before. It is also important to acknowledge our own privilege in that fact. Within the UvA, the path leading to this point includes the Centre for Race and Ethnic Studies (CRES) and the events in the Maagdenhuis in 2015, as well as the [“Let's do diversity” report \(2016\)](#). This year (2020) the CDO team hosted working groups where students, staff and faculty attended and co-created ideas for this toolkit. This was in response to a growing demand from various staff and student organizations at the UvA. We have drawn on in-house and external experts. In addition, we have incorporated expertise from other universities.

The purpose of this toolkit is twofold:

- 1) To raise awareness and increase understanding of decolonization / perspectives: the amplification of voices not usually heard, the highlighting of perspectives not often considered;
- 2) To provide guidelines for enabling change.

The toolkit aims to make more accessible and assemble best practices regarding the collection of perspectives, in addition to the western frameworks.

This is a practical tool for students, staff, managers and faculty to use as they deepen their understanding and provide practical ways to educate each other about the histories and spaces we inhabit. This toolkit is meant to activate students, staff, managers and faculty: to take up the work of decolonization at the UvA, as we all share this responsibility.

### **Grassroots Funding**

The grassroots funding initiative is meant for students and/or staff who have an initiative or are planning an initiative or event related to diversity. The fund allows them to apply for additional financial support. Every

month an initiative can apply for a maximum amount of €1000. The applications must promote diversity, inclusion and equity at the UvA. This year the CDO team has funded a wide variety of initiatives which promote gender equality, raise awareness and fight discrimination.

### Implicit Bias and Open Communication Workshops

Throughout the academic year 2019-2020 the CDO team continued to offer free workshops and trainings to multiple UvA-affiliated student unions, student groups and UvA staff across all seven faculties. The [“Workshop Menu”](#) that was created and published on the UvA’s website greatly helped to improve the visibility of the CDO team’s workshops. The CDO team has also noticed that students and staff have helped put our workshops on the map by word of mouth and the CDO team has received wonderful [reviews](#). In June and July 2020 the CDO team piloted a series of online workshops to move the Implicit Bias & Open Communication workshops fully online. After that proved successful, from September onwards all workshops were given online via Zoom. Following the worldwide Black Lives Matter (BLM) protests, the CDO team has also been [receiving many requests for workshops](#) from both student groups and staff. In these workshops (offered in English and Dutch) on diversity, inclusion and intersectionality, participants are introduced to various topics, frameworks and theories about diversity, gaining basic knowledge about diversity topics.

#### Highlights:

- Trained more people than ever, in part, due to BLM protests;
- Established sustainable partnerships with CSR, ASVA Studentenunie and multiple AUC student groups (AUC Peer Support, AUCSA) to train their boards every year (especially during transfer period);
- Trained the board of Stichting Move, one of the Homework Hub partners;
- Established sustainable partnership with OBOV and GLI ([Our Bodies Our Voice](#) and [Good Lad Initiative](#)) to collaborate on a new joint workshop menu and educational programme to be launched in 2021;
- All workshops are being offered online since June 2020;
- All workshops are offered in a two-part series, part 1 (introductory workshop) and part 2 (action plan);
- European Action [Week against Racism open workshops](#) for students and staff: throughout February and March 2020 the CDO team prepared for Diversity 101 workshops and Poetry workshops for the Week Against Racism. Unfortunately, due to COVID-19 these workshops were cancelled;
- [Diversity Day open workshops](#) for students and staff: in the last months of 2020 the CDO team prepared the very successful open Diversity 101 workshops and Poetry workshops.

### Policy advice and recommendations

The CDO team of educators spent an extensive amount reading, commenting and advising on various policy documents, research plans and papers, new equity, diversity and inclusion (EDI)-related survey designs, etc. submitted to the team directly or via other departments. The CDO team also advises and gives recommendations on policy and research plans submitted by external parties who are part of the CDO team network (such as OBOV, CARE, Ministry of Education, Culture and Science (OCW), League of European Research Universities (LERU), etc.

#### Highlights:

- Meeting with colleagues, students and external partners for advice meetings in which their submitted documents were thoroughly discussed and provided with constructive feedback;
- Personal safety and security (*sociale veiligheid*) advice and best practices recommendations, including anonymous reporting research;
- Recommending new policy language and framing to increase EDI at the UvA, for example: mention of EDI issues in the new “Strategy Statement 2021-2026: Inspiring Generations”;
- Perspectives project/Decolonization toolkit: Writing, advising and processing feedback from stakeholders in collaboration with the Faculty Diversity Officers;

- In collaboration with the interim Ombudsperson extra attention was given to racism and discrimination in online teaching environments;
- Contributing to new EDI surveys at the UvA, specifically at the Institute of Physics (IoP) and the Faculty of Humanities.

### UvA Pride

In 2019 UvA Pride enjoyed a successful renewal by means of a number of events organized by an enthusiastic group of volunteer students and staff. These initiatives were supported by the CDO team. One such event was a photo exhibition, in cooperation with the Pride Photo Award in the spring of 2020. Preparations were almost complete when corona brought an abrupt end to the plans. This was also the case for a wide variety of other events such as lectures, and cooperative initiatives in conjunction with the VU and HvA with regard to the Canal Parade during Amsterdam Pride.

Student members submitted a request for the Profiling Fund and this was approved. A number of resolutions were realized, such as working with the Communications Office on a “Coming Out Day” (9 October 2020). This amplified coming-out stories by UvA students by placing the narratives online (see <https://www.youtube.com/watch?v=Jn3BQsB6eb8> ). In addition, Purple Friday was celebrated at different UvA locations with purple flags.

### Personal safety and security (*sociale veiligheid*)

The CDO team sees increasing personal safety and security as a foundational requirement for the UvA to become a more inclusive university. Based on signals from Student Services, in 2019 a proposal was made in a working group that met for three rounds of talks involving the Center for Sexual Violence Amsterdam, student associations, counsellors, 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 task force was established.

Much work remains to be done in terms of personal safety and security 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 behaviour. The CDO team welcomes and endorses the external committee’s recommendations and the Task force report to the Executive Board regarding personal safety and security issues at the UvA, but these reports are incomplete.

The CDO team has been working on personal safety and security by providing policy recommendations to the Executive Board and external committee investigating these issues at the UvA; keeping up to date with best practices from other universities; fostering prevention of sexual violence and helping provide support for victims-survivors.

#### Providing policy recommendations:

To the Executive Board—

A research memo about the crucial importance of offering students and staff an anonymous reporting option, while simultaneously funding and developing prevention of (sexualized) harassment and support for victims-survivors.

To the external committee on personal safety and security—

A list of recommendations on structural change needed to address harassment and sexual violence, highlighting the necessity of accountability, starting with those in leadership positions.

#### Keeping up-to-date with best practices:

In October 2019, the CDO team participated in the Gender Summit, and attended a session about sexual misconduct in higher education institutes. Furthermore, when conducting research for the Online Anonymous Reporting research memo, a database of relevant research on the topic using national, European and international research was developed.

In June 2020, the CDO team also attended the virtual University College London x Culture Shift conference “Calling Time on Sexual Misconduct”, invited members of the UvA taskforce, and learned about best practice at other universities. The notes from this conference were used for internal information, and informed parts of the CDO recommendations on personal safety and security report.

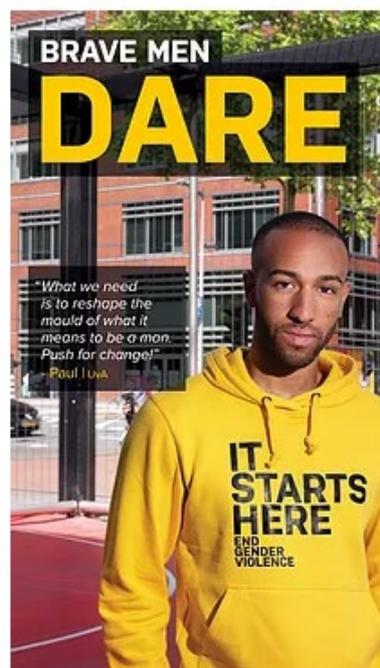
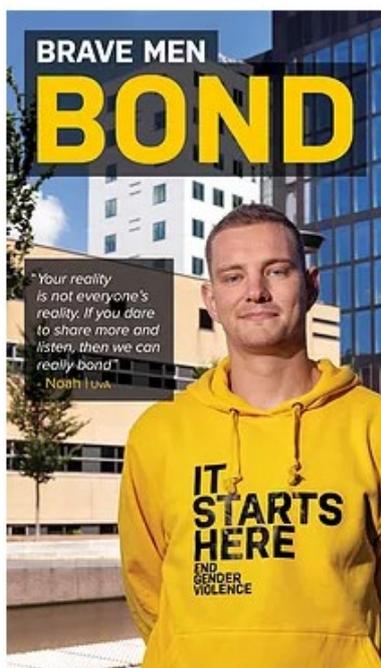
### Fostering the prevention of sexual violence and support towards victims-survivors:

The CDO team planned to host an in-person artistic event called [“Healing through Art”](#) in March 2020, for victims-survivors of sexual violence. Due to corona, the event was cancelled, however.

The CDO team sponsors a partnership with [Stichting Our Bodies Our Voice](#). OBOV delivers workshops and trainings to students, staff and study/student associations. For an overview of the OBOV workshops available to UvA faculties, refer to the [CDO workshop menu](#).

**CARE:** In addition to OBOV’s workshops and trainings, the foundation co-developed alongside [The Safo Space](#) and Anesteia Tsagkalidou a support group for sexual violence victims-survivors. CARE was created in June 2019, and started its first group at the UvA beginning of 2020, thanks to the financial support of the CDO team. There is one group running since January 2020. After conversations with the Central Student Council (CRC) and Works council (COR) in June 2020, it was agreed that there is a need for more groups to be created. A new group specifically for UvA staff will be launched in 2021. The support group sessions are led by the two therapists of the project, Angela Cáceres and Anesteia Tsagkalidou. For more information, go [here](#), or contact the therapists at [saferamsterdam@gmail.com](mailto:saferamsterdam@gmail.com).

**It Starts Here:** The CDO team is also co-sponsoring and coordinating this campaign about ending gender-based violence, by Burobraak with the support of the OBOV student board at the UvA. It took place from November 16- December 18, 2020 in Amsterdam. More information about the groups can be found [here](#).



### Partnership with OBOV:

For an overview of the OBOV workshops available to UvA faculties, refer to the [CDO workshop menu](#). Please see our [appendix IV for OBOV Statistics October 2019-July 2020](#).

### OBOV Student Board at the UvA:

OBOV's board of directors launched a new branch of the organization in September 2019, opening a student board at the UvA. OBOV staff guides them regularly and helps provide expertise when needed, but this branch is autonomous and self-led. The OBOV UvA Student Board helps drive student engagement on the topic of sexual violence within the university by leading awareness campaigns and events from a student-based perspective. For more information about their activities, please refer to their [social media](#).

### Partnership with University of Birmingham

The partnership between the UvA and University of Birmingham (UoB) continued, despite restrictions due to corona. The partnership centres 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 joint three week [online festival about EDI is planned for February 2021](#).

### Communication

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. A workshop menu was presented to give a clear overview of the workshops and trainings the CDO team offers for students and staff. Through the blog, website [uva.nl/diversity](http://uva.nl/diversity), newsletters, social media, events and a new online magazine, we managed to make our work more visible.

### Communication successes for the CDO team:

- October 2019: launch of new factsheets and lift posters about the Academic Diversity Programme, and publication of [experiences of mentees and mentors](#).
- November 2019: UvA participation in the [Orange the World](#) campaign, as the first university in the Netherlands. During the Orange the World campaign, the UvA's Chief Diversity Officer team organized and sponsored six events around themes of personal safety and security (*sociale veiligheid*), ending the violence against women, making the UvA safer and preventing sexual violence. Orange the World Media articles include:
  - o [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;
  - o [UN Women website](#), 11 December 2019;
  - o [AT5](#), Eye Filmmuseum en UvA kleuren feloranje als project tegen vrouwengeweld, 26 November 2019;
  - o [NU.nl](#), Eye Filmmuseum en UvA kleuren feloranje als protest tegen vrouwengeweld, 26 November 2019.
- November 2019 – May 2020: Diversity and Inclusion lunches. Through newsletters and social media, we also reached new students and staff for these meetings, and broadened the network of the CDO team.
- January 2020: The full CDO team participates in an in company media training. After the training, we create a one-pager that members of the CDO team can use to prepare interviews.

- February 2020: Facilitating Faculty Diversity Officer of FMG, by creating webpages of the [“Let Me Tell You”](#) project with an exhibition that opened on 4 February 2020.
- February 2020: Co-hosting and co-sponsoring the [Professor Shirley Tate event](#) on 14 February 2020.
- March 2020: Preparation for the European Action Week against Racism. The CDO team and the SeSI Community Center of the Amsterdam School for Applied Sciences (HvA), prepared a week with various guest lectures and workshops during the European Action Week against Racism (16-21 March 2020). Unfortunately, the events were cancelled due to COVID-19.
- June 2020: Co-creation with the UvA social media team in making social media posts about the Black Lives Matters movement and Black Out Tuesday. And publication of a CDO statement on the UvA website: [Racism: The other global pandemic - academia is not immune](#).
- July 2020: Communication about UvA’s partnership with University of Birmingham, by launching the shared blog about embedding equity, diversity and inclusion: <https://embeddingedi.com/>
- July 2020: Launch of the online [CDO Magazine](#), with the 2019 annual report and 2020. It also contains a preview of the Perspectives project/Decolonization toolkit.
- July 2020: Intensive communication (also on UvA social media) about the Keti Koti dialogue table on 1 July 2020. Due to financial support by the CDO team, the organization was able to offer 100 Keti Koti dialogue bags for free to the UvA community. <http://www.ketikotitafel.nl/uva.html>
- August 2020: A good position for the CDO team on the UvA website on the page <uva.nl/diversity>
- August 2020: communication about [Meet Your Mentor](#) starts. Meet Your Mentor is a Dutch-language mentoring programme that enhances employment chances for students with a non-western ethnic minority and/or first-generation backgrounds.
- September 2020: the UvA nominated six students for the ECHO awards 2020. Priscilla Maria, Master's student in Medicine, won the ECHO Award WO. Marwa Ahmed, Master's student in Biomedical Sciences, won the Science & Technology Award.

#### Faculty Diversity Officer interviews:

To make the work of the Faculty Diversity Officers more visible, we arranged interviews with the FDOs. They were published from April to June 2020 on the UvA website and in the student and staff newsletters.

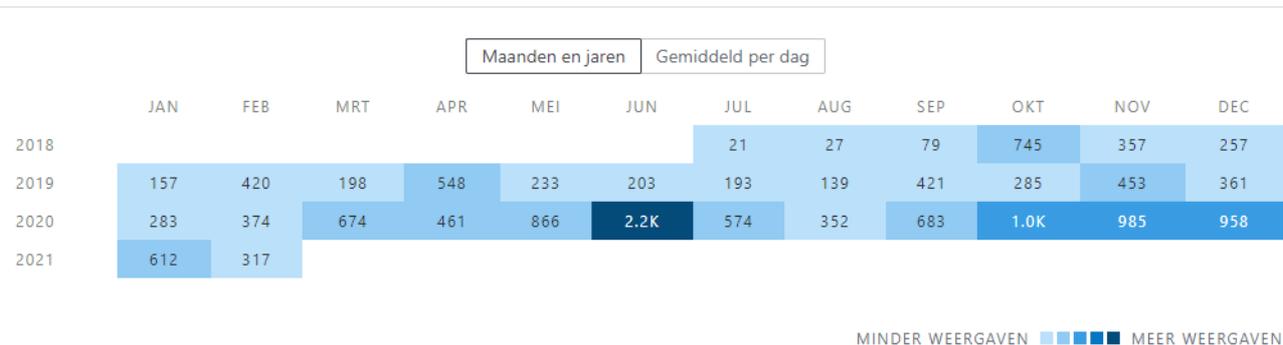
- [Wike Been, Amsterdam Law School: ‘I want everybody to realise their dreams’;](#)
- [Inge van der Stap, ACTA: ‘Diversity is nothing to be afraid of’;](#)
- [Machiel Keestra, Faculty of Science: ‘Something that is normal for you may be unique for someone else’](#)
- [Ilja Swets and Jeanine Suurmond, Faculty of Medicine, ‘Focus on equality must continue’;](#)
- [Siri Boe-Lillegraven, Faculty of Economics and Business, ‘Diversity is not only about the business case’.](#)

#### UvA Diversity blog

The Diversity blog ([uvadiversity.blog](http://uvadiversity.blog)) was 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. In the summer of 2020, the blog was redesigned slightly, in order to make the website more attractive for visitors.

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

Totaalaantal weergaven



### CDO online magazine

The online [CDO magazine 'Diversity 2.0: From why to how'](#) was published in July 2020 to make the 2019 annual report and 2020 plan more attractive and accessible for students, staff and external stakeholders. As of 28 September 2020, there were:

- 849 unique pageviews
- 1,649 pageviews
- 521 sessions

On 15 July 2020 the magazine was mentioned in the central UvA newsletters. You can see an increase of the pageviews during that week (232).

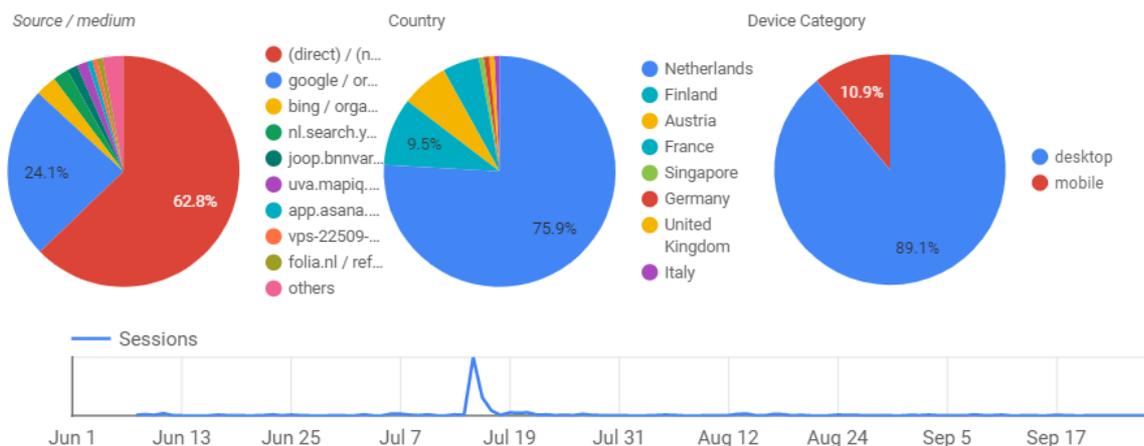


Table: Printscreen Google Data Studio CDO Magazine, 29 September 2020

### For Staff

#### Human resources policy

Vacancy texts stress the diversity objectives at the UvA and the desire to attract applicants from under-represented groups. In consultation with the FDOs, a draft alternative text was written. In addition, various faculty initiatives were taken in order to increase gender equality among doctorate-level positions. These include the MacGillavry fellowships for women at the FNWI, and affirmative action policies for women applying for associate professor and full professor positions at the FMG. In addition, implicit bias training was provided for human resources staff (in cooperation with ECHO), and explicit attention has been paid to diversity and inclusion in the Academic Leadership programme at the UvA.

## 2021 plan

### Discrimination and decolonization

#### Introduction

In addition to advising the Executive Board, the roles of the Chief Diversity Officer (CDO) with regard to equity, diversity and inclusion (EDI) 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 highlighted 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 from October 2019 to October 2020 and outlined in the previous pages is foundational, and therefore ongoing. During this period the CDO team placed a greater 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 became better embedded in the very DNA of the UvA. This is an ongoing challenge, as these measures need to become 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 team in 2021 will continue to work even more closely with the university management staff on a **project-by-project basis**. Of course from March 2020 onwards all activities came under the restrictions of the Covid-19 measures. This had a significant impact on the connections the CDO team had been building with stakeholders inside and outside the UvA.

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 2020 annual report above, which reviews October 2019 to October 2020. In 2021, the CDO team will be pushing for a greater focus on Discrimination and Decolonization. **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.

## 1. Driving forward the process of cultural change

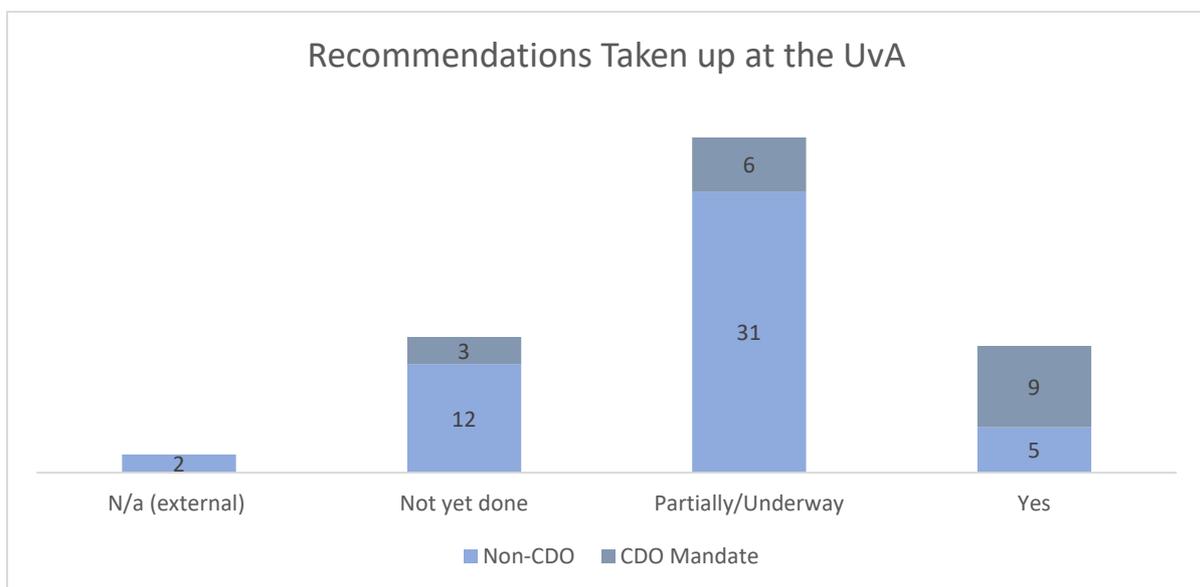
What are the next steps in driving forward the process of cultural change? At the moment, despite a great deal of management attention being paid to the language of EDI (for example, the 2019 Diversity Policy Document by the Executive Board), this attention has not yet been fully applied in a structural 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 2021 to establish, but the foundation for the structure can continue to be laid.

### 1.1 Expertise

1.1.1 The role of the “Let’s do diversity”<sup>7</sup> report is fundamental in this process. This piece of research has provided a rich foundation for all the CDO team to be working on. See the appendices for our tracking tool where we list the initiatives from the report and track the UvA’s progress in those areas.

The CDO team will be communicating more broadly about EDI initiatives. One example is that it has put together a visual tracker to better understand the status of the recommendations from [the “Let’s do diversity” report](#). As more polished versions are published later, this better informs the team’s strategy in order to utilize the recommendations to their fullest. The tracker captures whether or not recommendations fall under the mandate of the CDO team, which departments are engaged in the recommendation, and the actions taken since its publication.

The CDO team plans to leverage the tracker in order to raise awareness of the state of diversity at the UvA. Out of the 68 recommendations in the report, 18 have been mandated to the CDO team. The tracker shows that 14 recommendations have been fully carried out; 37 recommendations have been partially achieved or are ongoing. Of the 15 not yet done, eight are already in progress and/or in the brainstorming phase; and the final two recommendations are dependent on decision-making power outside the UvA.



The CDO team is brainstorming ways in which this information can be shared with the broader public. This will be done in close coordination with the Communications Office.

<sup>7</sup> (Wekker, Sloopman, Icaza, Jansen & Vázquez, 2016)

1.1.2 Related roles of the CDO team include building and maintaining relationships with external stakeholders and allies, in the city of Amsterdam and beyond, as well as:

- Developing language;
- Stimulating research (one example is the University of Birmingham expertise and cooperative research and events. For example, in February 2021 the CDO team will co-sponsor and participate in a 3-week online festival about EDI);
- 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), 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, these include European universities in Edinburgh, Cracow, and Bologna.

## 1.2 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 2020 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 2021.

## 1.3 Project ideas:

1.3.1 Broaden the scope of workshops, as described above;

1.3.2 Education: Move forward the process of decolonization by distributing the Perspectives project/Decolonization toolkit;

1.3.3 Continue to provide mentors and role models among students, student advisors, confidential advisors and lecturers from under-represented groups;

1.3.4 Selection process using multiple competencies for hiring more Black people and people of colour;

1.3.5 Enrich the education with developments and themes concerning migration, conflicts, slavery;

1.3.6 Develop an EDI minor possibly with IIS.

## 2. Identifying, facilitating and stimulating

2.1 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. The CDO team continues to focus on identifying, facilitating and stimulating certain initiatives, then realizing, protecting and cultivating them.

2.2 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 2019 Diversity Policy Document. For this reason, the CDO team calls for discrimination targets similar to those of gender for Black people, people of colour and people with disabilities. First steps include contacting all full professors and asking if they self-identify as a Black or a person of colour or a person with a disability. From that baseline, we set targets to increase their numbers by 2023, 2026 and 2029;

2.3 Depending on corona measures, the Homework Hub aims to be combined with the Community Service Learning (CSL) project (mentioned in the Strategy Statement), which provides students with credits for community projects. Through the Homework Hub, 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 neighbourhoods and push students to gain practical knowledge through community work. The CDO team is aiming to launch the Homework Hub in February 2021. Efforts are also being made to publish all the Homework Hub vacancies for internships and community projects on the UvA Job Board, instead of on Canvas pages via the internship coordinators, so that in the future, all students and alumni will be able to apply directly through the Job Board.

Some of the Homework Hub partners have changed since the academic year 2019-2020. The following eight partners are currently affiliated with the Homework Hub:

- Stichting IMC Weekendschool;
- Weekend Academie;
- Life Skills;
- Scientia Potentia Est (Stichting SPE);
- Fawaka Ondernemersschool;
- Move;
- Passie voor je Toekomst;
- StudieHub (Diversity Talks).

2.4 The CDO team continues to work in conjunction with [Our Bodies Our Voice](#) (OBOV) and the [Good Lad Initiative](#) to provide trainings and workshops that promote and highlight EDI and personal safety and security (*sociale veiligheid*). Personal safety and security is an inseparable part of inclusion. If members of an organization do not feel safe, that organization cannot call itself inclusive. 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 personal safety and security among students, staff, study and student associations; and supporting students organizing events on these topics, the CDO team is not only raising awareness, helping to highlight issues of personal safety and security, but also driving community engagement on this issue. By acting as a conduit between students, staff and management and providing research based on best practices of other universities and in consultation with the *Sociale veiligheid regiegroep*, the CDO team advocates:

1. Clear, concise and consistent communication about reporting;
2. An anonymous reporting protocol;
3. A consistent policy regarding how perpetrators will be punished;

4. A change in policy so that those who report incidents will be heard and cared for by means of, for example, a Discrimination Helpdesk;
5. Mandatory training for those in authority in how to listen and respond to incidents of discrimination, harassment and violence;
6. A clear, consistent policy of supporting survivors;
7. We establish a system of prevention;
8. The impact of hierarchy on personal safety and security is investigated – building in better protections for victims/survivors;
9. There is a consistent procedure in place for those who are accused when a report is made, for example, automatic non-active status and investigation;
10. A policy is put into place around hiring academics with non-active/unresolved status from other universities.

It is encouraging to see the results of both the Taskforce and external committee reports, but they are incomplete. There were items the reports did not address and these (above-mentioned numbered points) should be included in next steps.

2.5 Participation in HR network of the national network of women professors (LNVH);

2.6 Work with HR departments on exit survey for students and staff who leave the UvA prematurely;

2.7 Workshops in 2020-21:

- Open workshops: The CDO team has been giving Diversity 101 workshops open to all students and staff in the first week of every other month. This has successfully allowed the team to offer entry-level workshops across the university. This also includes workshops during the European Action Week against Racism 2021.
- Tailored workshops: Over 15 tailored workshops have been booked for the 2020-2021 year. This includes the yearly diversity workshops at the COR and CSR; which the CDO team is trying to embed for future members. Five workshops have been to student/study organizations. Four have been for strategic central departments that interact with students. The rest have been for specific faculty departments that have put together a diversity action plan.
- In addition, the CDO team is exploring the possibility of working in conjunction with the Teaching and Learning Centre (TLC) to incorporate our workshops in the BKO's and SKO's.

The CDO team is also incorporating feedback received from participants in 2019-2021. Workshops include those for the 3<sup>rd</sup> level of management (following the successful PAL Academic Leadership workshops for the 2<sup>nd</sup> level of management concluded in 2019); Implicit bias; Inclusive teaching; Active bystander; Sexual aggression; and Positive masculinity.

2.8 Expand and strengthen Pathways mentoring initiatives:

2.8.1 Academic Diversity Programme (ADP), in conjunction with the student group Amsterdam United, will be reviewed and renewed to make it even more accessible.

2.8.2 Get Ready! will be established in August 2021 in all faculties, and will draw on the experiences and advice of students who participated in 2019 and 2020.

2.8.3 Meet Your Mentor—

On 6 November 2020 a warming-up session will be organized for the students to prepare them for the launch of the pilot mentoring programme. On 26 November 2020 an online launch is planned for the 58 participants who applied (29 mentors and 29 students). Most mentees are students of the Faculty of

Economics & Business and Faculty of Social and Behavioural Sciences, a smaller amount are from the Faculty of Humanities. The professionals are employees of a variety of companies and the governmental sector, including the Municipality of Amsterdam, Ministry of Defense, Rijkswaterstaat, Nike, Accenture and Johnson & Johnson. For the spring of 2021 a second edition is planned for the three faculties and preparation meetings are planned with the FDOs to expand to the Faculty of Science (FNWI) and the Faculty of Law (FdR). On 12 March 2021 the spring-warming-up session will be organized and on 18 March the spring edition will kick off with a second cohort of students.

2.9 Expansion of the [CARE support group](#) for survivors of sexual violence from one for students to additional groups for staff, for men, and for BIPOC.

2.10 Support of the activities of UvA-Pride and other LGBTQI+ groups (for example ASV Gay).

All too often it is assumed that in the Netherlands and especially in higher education, the emancipation of people who consider themselves to be part of the LGBTIQ + community has been completed. Unfortunately, that is not the case. In 2021 we will remain committed to creating a network and gatherings for members of the LGBTIQ + community. There is overlap in the way in which discrimination of different groups manifests itself, for example through 'jokes', subtly or unsubtly excluding people from conversations during lunch breaks or at the coffee machine (micro-discrimination) or conversely addressing someone repeatedly based on that one characteristic. These mechanisms are discussed in the workshops and anti-bias training courses.

### 3. Sharpening the focus of the university on EDI issues

3.1 In 2020 the UvA published the [Strategic Plan 2021-2026: Inspiring Generations](#). This document prioritizes increasing diversity and inclusion in our workforce and culture, specifically to:

- Increase staff diversity and include it in the strategic HR plans;
- Translate the promotion of diversity into the criteria and channels for recruitment and selection.

It includes diversity and inclusion as an ambition for the next five years. Faculties are being asked to provide a faculty action plan for this period. This needs to include each faculty's particular vision and objectives with regard to the diversity and inclusion agenda. In order to realize these objectives, the CDO team advocates that every faculty have a Diversity recruitment official—a professional diversity person for management hiring committees;

3.2 Past CDO community lunches brought together staff and students to co-create on EDI issues. 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 & 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.

- Until the corona crisis ends these will be held online. In the past, participants were sharing their experiences with racism and discrimination at the UvA. Since there are few other listening spaces being created, our gatherings always take on this form of a listening space and 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.

3.3 Conduct research into the perception of the CDO team among student groups actively working on EDI. How to improve the visibility and reputation of a higher education office for diversity and inclusion among student groups with similar interests: insights from a case study at the UvA. The CDO team will conduct research with hopes to improve the perception and visibility among student groups working on EDI. With the research findings the CDO team hopes to:

- Improve transparency – Who is part of the CDO team and what does it do?
- Improve accessibility and visibility – Be more present with students;
- Improve advocacy and representation - What does the CDO team stand for?
- Tailored communication - for EDI student groups and general student body on EDI topics;
- Invite student groups to co-create and brainstorm further strategy.

3.4 [European Action Week against Racism](#)—The CDO team, in conjunction with the SeSI Community Center of the Amsterdam School for Applied Sciences (HvA), Pakhuis de Zwijger and Comité 21 maart will organize various (online) events and workshops 15-21 March, including:

- Workshops on implicit bias and open communication; Inclusion and diversity training; Meditation; and Poetry;
- Livecasts on Inclusive perspectives of higher education; The power of love; and the Connecting power of stories.



### 3.5 Decolonization—

3.5.1 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 should be conducting research into its own colonial past.

3.5.2 Writing a Decolonization policy recommendation and distributing the Perspectives project/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.

3.5.3 Conducting the important conversation is a crucial first step, and this needs to occur at all levels of the university. The European Action Week against Racism (3.3) 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 talking phase. We need people to back their conversations up with actions.

3.5.4 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.

3.6 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.

3.7 The [2019 Diversity Policy 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 research with the University of Birmingham. Researchers from both universities will share expertise.

3.8 Diversity monitor to measure level of discrimination reports (and provide benchmarks and indicators);

3.9 Discrimination Helpdesk where trained personnel (possibly fulltime confidential advisors from different backgrounds) can advise staff and students.

3.10 Each faculty is creating their own faculty action plan. The CDO team will continue to support and facilitate this process with activities, including regular meetings with the FDOs and deans.

3.11 Working toward more and better statistics for benchmarks and indicators of EDI issues in cooperation with the department of Business Intelligence (BI). For example, by encouraging faculties to engage their communities and conduct surveys similar to that conducted by the Faculty of Humanities.

## Appendix

Attached to this document you will find the first appendix, courtesy of the department of Business Intelligence (BI).

Appendix I - Tabellenset bij jaarverslag 'Doing Diversity 2020'

Appendix II- OBOV Statistics 2019-2020

In addition to the above appendices from the department of Business Intelligence, and by Stichting Our Bodies Our Voice, we also include an overview of the strategy for the UvA CDO team.

Appendix III - CDO team Strategy 2019-2020