



UNIVERSITY OF AMSTERDAM
Faculty of Science



**Annual report 2019-2020 of the UvA
Faculty of Science's Diversity Office**



Table of contents

§ 1. Introduction	3
Diversity and inclusion as long-term goals and immediate concerns	3
Faculty Diversity Officer & Sounding Board: roles and changes	3
Expansions and tasks	4
Summarizing observations and corresponding aims	4
A word of gratitude	6
First Community Meetup Student Impact Centre (March 4th, 2020)	7
§ 2. Main areas of concern for the Faculty Diversity Office	8
2.1 Faculty of Science's Second Diversity Action Plan	8
2.2 Current and prospective students	8
2.3 Education	9
2.4 Staff	10
2.5 Campus culture and awareness	10
2.6 Communication and Representation	11
2.7 Faces of Science Park event	11
2.8 Corona-checklist and recommendations	12
2.9 Anti-racism statement and commitments	12
§ 3. Networking	13
§ 4. Achievements	13
4.1 Written documents:	14
4.2 Workshops and consultancy:	14
4.3 Organization of events:	14
§ 5. Aims for 2020-2021	14
Appendices	16
1. Sounding Board: Members	16
2. Sounding Board: meetings and main agenda items	17

Abbreviations

CDO = Chief Diversity Officer; DAP = Diversity Action Plan; DIE = Diversity, Inclusion and Equity; DSB = Diversity Sounding Board; FDO = Faculty Diversity Officer; SIC = Student Impact Centre; VHTO = National expertise bureau girls/women in beta/technology; WiF = Women in the Faculty of Science

§ 1. Introduction

Diversity and inclusion as long-term goals and immediate concerns

With the COVID-19 pandemic forcing the academic community to drastically change its modus operandi since last March and anti-black racism demonstrations invigorating conversations and expectations regarding diversity and inclusion at the Faculty of Science since June, the last few months of the academic year have demonstrated more than ever how diversity, inclusion and equity (DIE) are not just abstract goals. Instead, the many conversations with staff and students about these events showed that many feel very engaged and concerned about DIE, while often being surprised to learn about the uncommon obstacles and challenges that some of their fellow community members are facing due to their background, gender, sexual orientation, physical or mental disability and otherwise.

These recent developments also laid bare the extent to which DIE should not only be involved in developing long-term goals and policies. Indeed, mid- and short-term interventions and responses to ongoing situations can also have undesirable consequences, affecting some individuals or groups more than others due to their deviating in one or more dimensions from the majority. Unsurprisingly, therefore, the Faculty of Science Diversity Officer has been involved in both more sustained efforts as well as in incidental advice or short term efforts. This report, though, will mainly refer to the former, aiming to also offer the reader an impression of the more important developments regarding DIE in which the Faculty Diversity Officer (FDO) has been involved.

Faculty Diversity Officer & Sounding Board: roles and changes

The current FDO - dr. Machiel Keestra - has taken up the helm as Faculty Diversity Officer since April 2019 and this report covers the period since then until the end of the academic year 2019-2020. During this period, together with students and staff the FDO has aimed to broaden the scope of DIE conversations and actions at the faculty and beyond. This marked a change from the efforts of the first FDO - prof.em. Peter de Ruiter - who was involved in developing the first Diversity Action Plan of the Faculty of Science, which then exclusively aimed at improving the gender balance of the tenured staff. Given that these efforts were already having a visible - although not yet satisfactory - effect on the gender composition of the tenured staff while other dimensions of DIE were still lacking at the faculty's relevant groups, it was clearly time to expand the faculty's DIE efforts: more dimensions of diversity (like socio-economic and cultural backgrounds and/or mental and physical disabilities) and other groups (like prospective and current students, temporary faculty and staff, the wider community around Science Park and beyond) needed to be taken into account. This report shows how this expansion of the scope of DIE has influenced the actions, meetings and advice the FDO has initiated and been involved in.

Obviously, enhancing DIE at the Faculty of Science is an effort of the faculty's community as a whole, with its diversity officer functioning as a catalyst and crystallisation point rather than as its single cause. An important function is played by the faculty's Diversity Sounding Board (DSB), which was installed in 2018 by the first FDO. The current FDO has been a member of that DSB since its inception and was from the very start convinced of its multifaceted and relevant

contribution to the faculty's DIE efforts, functioning as an important hub in the complex faculty network responsible for realizing these efforts. The Sounding Board enables the FDO to be informed about efforts and conversations in the many institutions and programs of the faculty, it enables the preparatory deliberation about feasible and desirable changes that may face maximum support, it helps to disseminate policies and actions within the faculty, and in so doing enhances the legitimacy of the FDO in a more general sense. For these reasons, the FDO has deliberately expanded the Sounding Board, inviting volunteers from various relevant institutions and groups at the faculty while also accepting individual students and faculty with an expressed interest in contributing to the faculty's DIE goals. Circa 25 committed members of the faculty's community have invested many - volunteering - hours of conversations, reading, writing and organizing in the Diversity Sounding Board, playing as such an important role in the DIE related changes at the faculty.

Expansions and tasks

Unsurprisingly, the expansion of the FDO's scope and the enlargement of the Sounding Board together with increasing awareness about DIE issues and the FDO's role in these at the faculty at large implied that more work should be done. With only a single weekly shift available for the FDO himself, taking on a student assistant was an important step. Marwa Ahmed BSc. was already a member of the Sounding Board when she was appointed in September 2019. With her addition, for one day per week, the Faculty Diversity Officer together with the Sounding Board were able to respond positively to the increasing demand for and interest in DIE related issues at the faculty and to initiate themselves relevant conversations and actions. This responsiveness is important in and by itself since the realization of DIE goals depends to a large extent upon the willingness and conviction of the faculty's community. Consequently, it is important that a more than cursory interest in DIE goals of that community exists. Contributing to a campus culture according to which discussing DIE related issues at the faculty is respectable and valuable, the Faculty Diversity Office and Sounding Board also indirectly help to develop and implement these goals.

Finally, these internal expansions were paralleled with increasing interactions with the university's Chief Diversity Officer's team and other Faculty Diversity Officers. As these positions were only established in the years after the Diversity Commission's report 'Let's Do Diversity!' was presented in 2016, faculties and their diversity officers are continuously facing new situations and developing new policies and interventions. Irrespective of the many local differences between faculties, this exchange of insights and best practices with each other informs and improves the work of all officers and indirectly contributes to local developments.

Summarizing observations and corresponding aims

After mentioning these expansions of sorts, is it still possible to highlight in broad strokes some main developments regarding DIE in which the FDO and Sounding Board were in one way or another involved since April 2019? Well aware of the partly subjective nature of such a list concerning the past 1,5 year, let us present here the following observations which will also inform the FDO's aims for next year:

- Increasing the gender balance in many contexts but particularly in the higher ranks at the Faculty of Science, remains an important DIE goal about which a large part of its community agrees. Monitoring progress requires i.a. data gathering, about which plans are being made in collaboration with the WiF and OZIDO. In addition, students and non-tenured staff need also to receive attention in this context, which is a shared concern of several networks on campus.
- Regarding other dimensions of diversity than gender, that consensus is weaker, with questions being raised about what data are relevant to determine existing inequities and - implicit - assumptions about academia's meritocratic nature at times tending to undermine relevant conversations and policy developments. FDO will advise about concrete steps to broaden diversity and inclusion interventions while continuing to encourage these via conversations, workshops and presentations as well as facilitate relevant target or special interest groups to participate in these. The Diversity Sounding Board plays an important role in this context, too, as several of those groups are represented in its midst.
- With students now being also a target group of the faculty's DIE efforts, new policies and interventions are being developed. An important role in this is for the newly established Student Impact Center at the faculty, in which the FDO and DSB are involved. The SIC facilitates student engagement projects that contribute to the faculty's community and that create connections with communities in local neighbourhoods, at the same time paving the way for future students from underrepresented groups.
- Compared to other faculties and perhaps pertinent to a Faculty of Science, faculty and students often show a strong interest in relevant data and favor preferably evidence-based actions over 'mere' conversations. This can contribute to a positive 'can-do' mentality and is an extra reason to actively contribute to efforts of data gathering - e.g. via probing the 'sense of belonging' of the faculty's community which will be done next year.
- Nonetheless, this interest in data and in actions appears also to be associated with an unfamiliarity and at times even discomfort with the discourse about DIE, which at times impedes commitment to DIE goals and interventions. This is a reason to work towards a campus-wide familiarization with that discourse, for example by starting a Diversity Journal Club @ SP in the next academic year and by inviting a few bachelor programs to jointly explore and discuss the results of a 'diversity scan' of their program.
- In addition, emphasizing data and actions, many staff and students risk to underestimate how much campus culture and other 'soft' characteristics of the faculty matter to an atmosphere in which a diverse and inclusive community can flourish. Encouraged by positive responses to i.a. the Faces of Science Park event, such events will be initiated next year as well, while communication and representation about these issues will be enhanced.
- The fragile commitment to DIE goals and interventions is also visible in the fact that concrete and specified targets of DIE policies and interventions - at several levels of the organization - are largely absent, making it difficult to assess their implementation. We will continue to insist on monitoring and assessment, offering advice and referring to best practices from elsewhere.
- With regard to university-wide developments, there is a clear trade-off between the relative autonomy of faculties in their DIE policies and interventions and the lack of central coordination of these, which tend to weaken local efforts and voices. Increased coordination with the CDO and other FDO's might work to create more coherence

between local efforts, with the framework offered in UvA documents - like the 2016 Diversity Commission's report and the 2019 CvB Diversity Memorandum - delivering valuable parameters.

- With their engaged responses to the Covid-19 pandemic and the Black Lives Matter demonstrations, many staff and students of the faculty have shown that, irrespective of the relative distance they generally experience of matters regarding DIE, they are genuinely concerned and committed to necessary changes in order to make the faculty a diverse, inclusive and equitable community. Based upon these responses we are looking ahead to constructive collaborations and engagements with students and staff in the next academic year both with regard to long-term as to shorter-term issues.

A word of gratitude

As mentioned above, the Faculty's Diversity Office would not be able to play its role well without the support and contributions of many fellow members of our faculty's community. Hence, we would like to close by expressing our sincere gratitude to all those who have in one way or another been involved in relevant exchanges, meetings or activities with us. Whether you are part of the university's or faculty's board of directors, an incoming student, a senior professor or an external partner, your insights and experiences are important in identifying relevant challenges or options for change and bringing that change about. We would like here to single out the members of the faculty's Diversity Sounding Board (see appendix 1), who deserve to be recognized for their sustained, joint efforts to contribute - by sharing their thoughts and engaging in concrete actions - to our shared goals. We are looking forward to continuing collaborating with all of you towards a more diverse, inclusive and equitable Faculty of Science next academic year.

Machiel Keestra (Diversity Officer) and Marwa Ahmed (student assistant)

Email: Diversity-Science@uva.nl

(August 2020)



First Community Meetup Student Impact Centre (March 4th, 2020)

§ 2. Main areas of concern for the Faculty Diversity Office

Increasing DIE goals at the faculty involves potentially a large number of topics and potential actions. The efforts of the Faculty Diversity Officer and student assistant have focused in the past period on the main areas of concern listed below. These also figured on the agenda of meetings with the faculty's Diversity Sounding Board, given its important and multifaceted role for the Diversity Officer, who initiates and chairs its meetings. In the Appendix, overviews of the Diversity Sounding Board members and its meetings can be found.

2.1 Faculty of Science's Second Diversity Action Plan

With the faculty's First Diversity Action Plan (DAP) of 2018 being focused on improving the gender disbalance in tenured staff, the faculty board has started fall 2019 a consultancy process to gather input for a second DAP. The FDO has, partly based upon discussions with the DSB, submitted an extensive input document in response to the faculty dean's 'Startdocument' of November 2019. This 'startdocument' identified 4 strategic goals, related to: accessibility for and study success of students (current and prospective); successful collaboration in diverse teams; hiring, retention and promotion of diverse faculty; good practices and knowledge exchange. Welcoming this expansion compared to the first DAP, the FDO's Input document offered both more general comments - e.g. suggesting ways to create more coherence with the 2016 UvA Diversity Commission's report and the UvA CvB Diversity Memorandum of May 2019 - and several concrete proposals.

The faculty's draft DAP 'Diversity and inclusion at the FNWI' of January 2020 was subsequently discussed by FDO and DSB. Our 'Response document' again contained both general and more specific comments and suggestions, some of which were presented in the earlier Input document. Among other things, we suggested to include measures (for which we provided several concrete examples) pertaining to the following categories, which also figure in the UvA documents yet were largely lacking in the second DAP: 1) Campus Climate & Awareness Raising; 2) Educational and Academic Diversity; 3) Compliance and Monitoring Mechanisms. With regard to the latter, our Response document insisted upon the value of not just expressing general ambitions but also determining concrete targets and monitoring progress.

Due to the corona crisis, the process of finalizing the second DAP by the faculty board has been delayed until the beginning of the academic year 2020-21.

2.2 Current and prospective students

Considering the gender disbalance in several study programs and the general lack of other forms of diversity in the student body, the FDO and DSB have discussed several topics pertaining to students and education.¹

Appreciating current outreach efforts by the faculty yet noting that apparently the faculty (and UvA more generally) is not adequately inviting to first generation and/or minority students,

¹ According to table 8a of the UvA Chief Diversity Officer's Annual report 2018, numbers of first year bachelor students show the greatest gender diversity (at the aggregate level, not displaying disparities at the program level) at the FNWI compared to other faculties, whereas the FNWI is next to last in accepting students with unusual educational backgrounds. (See [CDO jaarverslag 2018 en Jaarplan 2019 def.](#))

other measures and networks have been developed and proposed to relevant parties. These range from expanding existing and developing new buddy and mentoring programs, working on a more diverse campus climate, and inviting the study associations on campus to consider ways in which they can become more diverse.

With the launch of the new Student Impact Centre, the Faculty of Science is the first faculty that has installed a body that stimulates students' initiatives and volunteer work to improve the relationship between the student population and the society and thereby aims to increase the diversity and inclusion of our faculty. The FDO and student assistant are part of the SIC's project team and participate in its weekly meetings, in which new actions for the SIC are being decided upon.

In addition, the FDO team is also involved in preparing and performing the Get Ready summer school, set up by the CDO team. The summer school is mainly intended for first-generation students to feel welcome at the university. With this three-day summer program the CDO/FDO teams aim to (1) help students to develop more self-confidence and thereby getting a feeling of empowerment; (2) increase the sense of belonging of the students at the university; (3) work on community building, by introducing the new students to the UvA community (fellow students, senior staff, guest lecturers, employees, etc.) and (4) introduce the new students to the university as an academic institution in order to enter the study program better prepared.

It should also be mentioned here that the Faculty Diversity Officer's student assistant has been involved in the establishment of a 'Women in Faculty of Science - Student Chapter' (WiF - Students) in May 2020. Supported by the WiF, the FDO and the Student Impact Centre, this new network aims to serve the interests of female STEM (science, technology, engineering, mathematics) students at the University of Amsterdam. The three main aims of the WiF - Students are (1) acting as role models for younger girls, to show them STEM study programs are as much for girls as boys; (2) create a welcoming and safe environment for current female students by identifying and solving the problems that female students may encounter that causes them to dropout or switch from study program; and (3) help female students to climb the academic ladder. By offering female students a network of other female students and female professionals the WiF - Students create a supportive environment and role models for current students. With the aim of making the path to a STEM career more accessible.

2.3 Education

Building upon existing measures to increase awareness about gender sensitive didactics and educational materials, FDO and DSB discussed several ways to expand these such that other dimensions of diversity are equally fostered in the Faculty of Science's education.

It has been proposed, for example, to include a culture-sensitive didactics component in the Basic Teaching Qualification (BKO) courses each teacher must follow. Including diversity as a dimension of curriculum renewal has also been discussed, which will be tested with the use of a so-called 'diversity scan' in collaboration with a few bachelor programs next academic year.

In line with the UvA's intention to increase student community engagement or service, the (former) College of Science has - in cooperation with foundation Diversity Talks and supported by an ECHO grant - established a Student Impact Centre which is formally operating since January 2020. The FDO and several DSB members are part of the SIC project team and reports on SIC's

activities and plans are discussed with the DSB, especially as it aims to involve students in community projects that target both the Science Park community as well as the wider Amsterdam community. Moreover, these projects - for which students might receive study credits - aim a.o. to increase the accessibility of the faculty for first generation and migrant students.

2.4 Staff

As the faculty's First Diversity Action Plan was focused upon attracting, hiring, retaining and promoting female tenured staff, several guidelines and measures were already in place.

Given a consensus among the FDO and DSB that in addition to gender disbalance also other dimensions of diversity and inclusion among staff should be fostered, several topics have been discussed. As with other topics, these discussions lead to more formal and informal proposals that informed meetings of FDO with the dean and with several networks and groups on campus - like the OZIDO and OWIDO meetings (with research and educational institutes' directors, respectively) and with specific research institutes and educational programs.

Topics that were discussed include additional diversity-related unconscious bias training for hiring committees, the nature and value of mentoring or buddy programs, and improving a 'soft landing' for newcomers (see more below). Upon the corona-crisis and lockdown of the university, the FDO and DSB initiated a checklist of potential risks that students and staff run, with special attention for the consequences for early career staff as a result of their interrupted work routines - because of online teaching or of impeded research possibilities, for example - coupled with new challenges like working from home while caring for young children.

2.5 Campus culture and awareness

Much of the faculty's policies and actions towards DIE goals are geared to specific target groups, like students, staff, people with disabilities, etc. Research shows, however, that attracting, keeping and supporting a diverse community also requires the creation of a diverse and inclusive culture on campus and awareness about relevant issues in its community. In line with recommendations in the 2016 UvA Diversity Commission's report and by the Chief Diversity Officer team, the FDO and DSB have discussed campus culture and awareness, formulated proposals and developed actions. A few of those are mentioned next.

'Soft landing' of international and other new members of the campus community can be enhanced, by improving the availability of relevant information and support to newcomers and expanding buddy or mentor systems for students and staff. In addition to the faculty's existing offer of unconscious bias workshops to staff, the DSB has discussed what other workshops would be useful to offer on campus. Several of these have been included in the Faces of Science Park event hosted by the FDO and DSB.

Recommendations have also been made to enhance the quality of the only existing and small 'silent room' and to adjust the language used by the faculty's Social Commission such that its invitations and activities are more welcoming to a diverse community. In light of publications about incidents of sexual harassment at another faculty and at FNWI, social security and safety at the department was discussed. It was concluded that DIE cannot be achieved in an unsafe environment, which was reason for the FDO to raise these issues in meetings with the dean and

other relevant parties on campus. Adding a final example, in order to make the faculty's commitment to and associated actions towards DIE goals more visible, an editorial group has been formed which will work together with the communications office to adjust and expand the existing 'Diversity at FNWI' webpage and present regular updates in the faculty's newsletter.

2.6 Communication and Representation

Working towards a more diverse and inclusive faculty of science also implies attending to adequate communication and representation. Making explicitly known how the faculty is committed to DIE goals and helping those interested to get access to relevant resources, is one way to fulfill this goal. Equally important yet more indirectly, the faculty and its community can increase awareness about the language and images used more generally, aiming to avoid communication that is excluding relevant groups or individuals or offending them. As mentioned above, the faculty's first actions towards greater diversity and inclusion were focused on its gender disbalance which also implied its communication and representation. An informal network that helped to check potential gendered language in job advertisements was installed and other measures were taken. Now that other dimensions of diversity are also included in the faculty's DIE goals, we need again to reconsider communication and representation.

FDO and DSB have last year started to more regularly communicate about their DIE related activities through the faculty's website, newsletter and other means. With regard to explicitly making available information about the faculty's DIE commitments and resources, FDO and DSB have assembled an editorial committee which will start expanding the faculty's diversity landing page. In addition, they will work together with the communication staff to regularly present news items to the faculty.

Inclusive language and images have been the topic of several discussions with the DSB and have resulted in some advice and actions. For example, it was advised to relevant bodies and individuals to communicate more inclusively about events and festivals: not present those such that some community members might feel excluded - which could be the case if the religious background of a festival or there being alcohol available was emphasized - and include reference to non-majority festivals in the faculty's communication as well. DSB members and others have responded positively surprised when in the recent past kind wishes were communicated in the context of non-majority festivals, underlining the fact that a diverse and inclusive campus culture should not be mistaken to imply that cultural references are completely abolished. Instead, the sense of belonging can be significantly enhanced by careful communication and representation.

2.7 Faces of Science Park event

On February 5, 2020 between 12.00 and 6.30 pm, the first large diversity event was held on campus titled "Faces of Science Park: Diversity and Inclusion in Science" being initiated and organized by the FDO and DSB. Placed firmly in Science Park 904's main hall, the program developed by FDO and DSB was such that it offered both a platform for discussion and a set of hands-on workshops while also showing existing diversity on campus.

Opened by the faculty's dean and the FDO, several invited panelists engaged in a *betaBreak* discussion on a statement that can often be heard on campus: 'Why bother about diversity?' The

smartest will survive our selection processes anyways.' As to be expected, opinions of panelists and audience members varied from scepticism about the feasibility and eventual targets of diversity interventions to claims about the moral necessity and innovative capacity of groups with greater diversity and inclusion. Next, two informative lectures were presented on 'Colorblindness and diversity in science: why our algorithms are biased?' (by dr. Sennay Ghebreab) and 'Possibilities and challenges for evidence-based diversity policy at the university' (by dr. Marieke Sloomman, VU), discussing how cultural biases tend to affect computational algorithms in unexpected ways, and insights in the potential for valuable use of gathered diversity data, respectively.

Audience members could also follow several workshops, ranging from 'Bystander Intervention' to 'How do I make educational material accessible?' and 'Unconscious Bias and Intercultural communication'. Cultural program items include an exhibition of several photo portraits and interviews to show Science Park community's diversity and made by DSB members, an diversity and inclusion information market, and a concert performance by an invited Syrian music duo. Finally, the Student Impact Centre was formally launched by its recently appointed project coordinator and with Rick Vermin, responsible for 'Participation and Democratization' on behalf of the municipality of Amsterdam East.

Apart from the direct participation of ca. 150 Science Park members, the Faces of Science Park was successful in drawing the attention of its larger community to DIE in relation to the Faculty of Science, its communities and its tasks and activities. FDO and DSB intend to organize such an event on a yearly basis.

2.8 Corona-checklist and recommendations

On March 13, 2020, the Dutch government imposed a set of measures in order to mitigate the COVID-19 pandemic. These measures had a tremendous impact on the faculty's communities of students and staff, and their activities. Quite immediately it became apparent to the FDO that the measures taken by the university and faculty would also potentially negatively affect the DIE of students and staff as they might harm certain groups more than others.

A list of such risks and potential responses to reduce those was drafted at the end of March by the FDO and then discussed and expanded by the DSB. The results of this were subsequently shared with other FDO's and the Chief Diversity Officer, eventually leading to a joint 'Check list & recommendations regarding Corona-impact on Diversity & Inclusion @ UvA' that was widely distributed to the central university board, faculty boards and directors of institutes and boards.

2.9 Anti-racism statement and commitments

After the violent death of George Floyd in the US, a series of Black Lives Matter demonstrations ensued which reached Amsterdam on May 31. In parallel, numerous private and public discussions and conversations raised questions about diversity and inclusion regarding many spheres including academia. Indeed, on Wednesday June 10, an international appeal to #Shutdownacademia did circulate, inviting academics to educate themselves about DIE issues in their midst.

FDO, DSB and the faculty's Student Impact Centre have together composed and distributed on June 9 the statement 'Our scientific community is not immune: statement against racism and discrimination.' Writing that "we more specifically commit ourselves to actively

investigating how our communities, our teaching and research, are tainted by the longstanding history of racism and discrimination of our society and of our fields” it also contains concrete commitments to conduct a survey about diversity and inclusion at the faculty of Science; to initiate a discussion about curriculum renewal; to advise didactics courses on how to recognize and mitigate unconscious bias in teaching; and to organize events that foster a more inclusive campus culture.

§ 3. Networking

Without formal powers, the faculty diversity officer can only contribute to increasing diversity and inclusion at the faculty by networking with individuals and groups in order to learn and to exchange insights and expertise. These networking partners are not only part of the faculty but also external, as some DIE goals are dependent upon such connections or relevant knowledge exchange implies external partners. To that end the FDO initiates meetings yet is also invited often to present on or discuss issues related to DIE. Some prominent examples are mentioned below.

- *Faculty Dean and Management Team: the FDO reports directly to the dean with whom he regularly discusses DIE related matters. Conversations with other Management Team members, like the HR Director or Vice-Dean of Education are held if relevant occasions emerge.*
- *College of Science coordinators, OZIDO (research institute directors) and OWIDO (education program directors): FDO has been invited to report on the state of affairs regarding DIE at the faculty, on developments regarding the Second Diversity Action Plan and respond to specific questions.*
- *WiF /students & VHTO: the faculty diversity office has been involved in several conversations about the gender disbalance, gathering data in that context and in the establishment of a student chapter of the Women in Faculty network.*
- *Chief Diversity Officer, Faculty Diversity Officers: during monthly meetings, the university's diversity officers exchange experiences and insights, collaborate where possible and aim to increase the coordination of DIE efforts at UvA. Many of the topics mentioned in this report have been discussed with fellow diversity officers, not just those of the UvA but also of other universities like the VU.*
- *Faculty Students Council, Faculty Works Council, PhD council: the FDO has actively established contacts with these important representative bodies at the faculty, inviting representatives in the DSB and offering advise or workshops to them.*
- *Student Disability Platform, Inclusive AI: several networks are contributing to DIE at the faculty, without being prominently visible. Connecting to them and bringing them together, for example in the DSB, enhances the mutual goals.*
- *Diversity Talks & Islamitische Studentenvereniging Amsterdam: external partners aiming to expand or initiate their presence at the UvA and the faculty of science are being supported by the FDO in their efforts. Foundation Diversity Talks is also involved in the Student Impact Centre's project group. ISA's first formal activity on a UvA campus has been in coordination with the FDO at Science Park.*

§ 4. Achievements

As noted above, much of the FDO's work consists of personal and written forms of networking, conversations, and presentations. As a consequence, only to a limited extent can we make visible what concrete achievements have been

made. Some of those are listed below. Note that almost all of these achievements are results of collaborations with the DSB.

4.1 Written documents:

- Input Document, and a Response Document regarding the Second Diversity Action Plan
- Corona-document - initiated and drafted by FDO, later edits by CDO and FDO's ²
- Anti-Racism statement³

4.2 Workshops and consultancy:

- IBED, HIMS, ILLC, IvI, IoP, IIS: *several institutes have approached the FDO with requests, ranging from concrete advice on rules of conduct, improving cultural sensitivity in teachers, a sexual harassment incident, to holding workshops for institute members.*
- Grassroots4Science grants: *FDO is part of the jury, together with a student member and the faculty's dean, who together also determined conditions for winning this grant supporting initiatives that promote the faculty's diversity and inclusion.*

4.3 Organization of events:

The FDO has collaborated towards and/or initiated events on campus that contribute to culture change and increased awareness about diversity and inclusion on campus.

- Iftar of Science event, May 29, 2019: *in collaboration with Altair (spearheaded by prof. Markoff) and Diversity Talks, Science Park and its observatory opened the doors for ca. 50 Islamic youth and parents from local neighbourhoods who followed small science workshops, observed the moon, engaged in communal prayer on SP's roof and celebrated the Iftar in the main hall.*
- Faces of Science Park: Diversity and Inclusion in Science: *details about this impactful event that was organized by FDO and DSB can be found above, section 1.7.*

§ 5. Aims for 2020-2021

As mentioned in the introduction, the FDO is involved in both long- and mid-term processes. Moreover, flexibly responding to external demands and events is part of the FDO's tasks. Nonetheless, next year our efforts will focus upon -non-exhaustive- list below:

- Curriculum renewal
 - Co-development of two DIE-related courses
 - Diversity scan of a few study programs
- Student Impact Centre: participation in project team
- Faces of Science Park event 2021
- Monthly Diversity & Inclusion @ Science Park journal club
- Increasing on-line visibility of DIE @ Science Park

² [Memo-Diversity-in-times-of-Corona_April-2020-1](#)

³ <https://www.uva.nl/en/shared-content/studentensites/fnwi/fnwi-gedeelde-content/en/news/2020/06/statement-against-racism-and-discrimination.html>

- Faculty's Second Diversity Action Plan: implementation, discussion
- Workshops on DIE and social safety: seeking their expansion for staff and students
- Enhancing communication on DIE via faculty website, newsletter & social media
- Get Ready Summer School for incoming -first generation - students
- Exploring options for improving silent/praying room on SP
- More attention to staff and students with physical or mental disability
- Continuing monitoring DIE consequences of corona-measures
- Data collection on DIE of the faculty in collaboration with institutes and other FDO's
- Collaboration with on-campus study associations towards increasing their DIE

Appendices

1. Sounding Board: Members

Dr. Steven Arisz - Senior postdoctoral researcher Swammerdam Institute for Life Sciences
Dr. Yael Artzy-Randrup - Assistant Professor Institute for Biodiversity and Ecosystem Dynamics
- Board member Women in the Faculty of Science
Bas Cornelisse - PhD candidate Institute for Logic, Language and Computation
Pauline Eenhoorn - Head of communication department
Brit Giesbertz MSc - Teacher Academic Basic Skills Psychobiology and study advisor information science
Dr. Jeroen Goedkoop - Project leader innovative education
Prof. dr. Astrid Groot - Professor Institute for Biodiversity and Ecosystem Dynamics
Kiara Grouwstra BSc- Master Student Artificial Intelligence
Steffanie Igel - Operational manager Van 't Hoff Institute for Molecular Science
Stijn Kleiweg BSc- Master student Physics - Board member Diversity Talks
Vivek Lakshman - Bachelor student Bèta-gamma
Prof. dr. Sera Markoff - Professor Anton Pannekoek Institute for Astronomy/GRAPPA
Dr. Diletta Martinelli - Assistant Professor Korteweg-de Vries Institute for Mathematics
Moataz Rageb MA- Project coordinator Student Impact Centre
Dr. Janna Schoenberger - Lecturer, tutor and member working council Amsterdam University College
Dr. ir. Karin van de Sande - Member research funding advice team
Dr. Verena Schoepf - Assistant Professor Institute for Biodiversity and Ecosystem Dynamics
Michelle van der Gragt - PhD candidate Swammerdam Institute for Life Sciences
Erik van Halewijn BA- Master student Cultural sciences - Board member Diversity Talks and Student Impact Centre
Dr. Joost van Mameren - Manager Institute of Physics
Sophie van Tilburg - Bachelor student Bèta-gamma - Member Faculty student council
Dr. Danielle van Versendaal - Policy officer education
Sophie Visser - Bachelor student Biology - member Student Disability Platform
Nina Witteveen MSc- PhD candidate Institute for Biodiversity and Ecosystem Dynamics

A thank you to the members who have stopped this year

Joséphine Blaazer MSc - PhD candidate - Member PhD council
Esther de Boer BSc - Master student
Dr. Annette Dirac - Researcher and grant advisor
Anna la Verge MSc - Education Service Center
Dr. Ingar Seemann - Project manager and grant advisor
Liesbeth Schut - Education Service Center
Dr. Isabel Smallegange - Associate Professor IBED - Representative of the work council
Marlou Sprinkhuizen - Member Faculty Student Council
Noa Visser BSc- Master student
Taco Walstra - Representative of the work council

2. Sounding Board: meetings and main agenda items

September 18, 2019

- Input for the Faculty of Science's Second Diversity Action Plan under development.
- Composition/Membership of the Diversity Sounding Board: enlargement; voluntary nature of membership; representation of institutions/programs, or not.
- Concrete actions or organizing work by the Sounding Board, like a faculty-wide diversity day.

November 6, 2019

- Finalization of Input document for the Second Diversity Action Plan
- Academic Diversity Program: mentor program for incoming first generation students
- Role of study associations at Science Park regarding DIE
- Request: should we suggest to the Social Committee more inclusive language, cf. renaming 'Christmas drinks' as Seasonal party?
- Involvement in the Student Impact Centre (SIC)
- Drafting program for Faces of Science Park event, February 2020

December 17, 2019

- Discussion of OZIDO (research institutes' directors) ambition to enhance hiring and retaining female staff members
- Faces of Science Park event: progress and program adjustments

January 30, 2020

- Feedback on Diversity Action Plan
- Webpage Faculty of Science Diversity Office
- Faces of Science Park event: final preparations

April 8, 2020

- Diversity in times of COVID-19: inventory and discussion of potential and undesirable consequences of lockdown and other measures to DIE in students and staff.

May 29, 2020

- Get Ready summer school for incoming students: planning
- New *Women in the Faculty of Science - Student Chapter*: Ambitions and goals
- Enhancing visibility of DIE at Faculty of Science: communication and website
- Revisiting Diversity in times of corona: preparing follow up to letter & list to the dean

June 26, 2020

- Social safety: role of FDO & DSB in the wake of recent cases of sexual harassment at UvA and the faculty.
- Curriculum and education renewal, partly inspired by Black Lives Matter demonstrations
- International Diversity Day (October 6): perhaps another event at Science Park?



Impressions of the Faces of Science Park event, February 5, 2020.



Photos taken by Yael Artzy-Randrup