



## Diversity Policy & Action Plan UvA Economics & Business

(2021 update)

### Introduction

This document serves two purposes: to explain the diversity policy of UvA Economics & Business (UvA EB) and to outline an action plan in the form of concrete and measurable steps to further an equitable, diverse and inclusive UvA EB for students and staff.

The action plan has been drafted and amended by the Faculty Diversity Officer (FDO) in collaboration with the dean and with input from other parties as mentioned below.

The faculty's Diversity Committee (DC) has discussed the plan and provided suggestions for its content. The DC is diversely constituted and is made up from a body of students, academic staff and supporting staff of the EB. The DC is a sounding board and is actively involved in developments regarding diversity and inclusion. Moreover, it proposes initiatives and advises the Faculty Diversity Officer (FDO). The FDO's role is to coordinate, advise, encourage and facilitate. In the coming years, an important task of the FDO is to help ensure compliance with the measures outlined in this plan.

The initial plan (2019 version) has been presented to the dean and discussed in the Board of the Faculty. Updates are discussed in the DC, finalized in agreement with the dean and approved by the board.

The plan (2019 version) has been presented to the Works Council (OR), the Faculty Student Council (FSR), the Management Teams (MT) from both schools and the Education Service Centre (ESC) as well as the supervisors who fall under the supporting staff. Later versions are circulated to those same actors/groups and made available to staff and students via the EB Diversity webpage. The duration of the action plan is from 2019 up to and including 2023, with annual evaluation and, if necessary, adjustment of the plans and targets. Ultimately, the dean is responsible for faculty policy, while the education directors, research directors, departmental chairs, section heads and managers are responsible for implementing the policy within their respective organizational units.

### 1. Institutional context

The ambitions and frameworks for a diversity and inclusion policy are centrally established by the Executive Board together with the deans. Once established, it is up to the Faculties to incorporate the ambitions and frameworks into their own policies and shape them into an action plan. The action plan should be fitting to the scientific field, its teaching and its research modes. The UvA's diversity policy is based on the following key concepts: diversity, inclusion and equal opportunities. Equitable treatment is similarly regarded as a core value.

In the Diversity Policy Framework the following objectives are formulated<sup>1</sup>:

1. guaranteeing an inclusive culture (i.e. a culture in which everyone can develop to their full potential and in which everyone feels welcome, safe, respected, supported and valued);
2. strengthening our core tasks (education, research and valorisation) by increasing diversity;
3. improving accessibility of rooms/physical spaces, support and facilities;
4. striving towards more diverse student and staff populations.

UvA wide policies are being developed for each of the above objectives. The ambitions of the UvA EB are outlined next:

---

<sup>1</sup> The UvA Framework Concept on Diversity Policy from 23 February 2019 and the updated UvA Diversity Policy document from 28 May 2019.  
Page 1 of 9



## 2. Ambitions and strategic objectives of UvA EB

### Diversity

In line with the university's general policy on diversity and EB's comprehensive internationalisation strategy, the EB aims for a diverse body of staff and students.

Due to the growth in numbers of international students our faculty is becoming increasingly international in terms of its student population. Similarly, our employees come from many parts of the world. Diversity is about differences, differences between people, opinions, perspectives, cultural backgrounds and physical possibilities. UvA's EB aims for a culture in which these differences are accepted, valued and leveraged.

Diversity in norms, values, thought processes and codes of conduct within a culturally diverse student population and workforce offers challenges but also benefits and opportunities. One example is the leverage effect that diversely composed groups may have on education and research. Another is the role model effect. Heterogeneous groups serve as inspiration for students and (junior) staff. With a policy that promotes heterogeneity at all ranks an organization demonstrates that it takes diversity seriously.

When recruiting and selecting new members of academic and support staff, diversity is an important criterion. This means that – when going through CV's, profiles and other recruitment materials – we look for and shortlist candidates who not only fit in with the existing group but also enhance diversity. Candidates that fall outside the dominant norm are thus given extra consideration, especially in the early stages of the selection process.

### Inclusion

UvA EB strives for an environment in which every student and employee feels part of the academic community, regardless of gender, origin, colour, sexual identity and orientation, physical condition, age and/or religious beliefs. Moreover, an inclusive environment makes people feel at home and offers opportunities for participating to those with a functional disability or chronic illness. Inclusion (i.e. the feeling of belonging) is not only important when attracting new (international) students and employees, but also for retaining them. This applies, for instance, to tenure trackers who – often coming from another country – want to build a future in the Netherlands and at the UvA. In addition to its mentor system for tenure trackers, the UvA EB is taking initiatives to make these groups feel at home and part of the faculty's community. A buddy system is in place which is directed at making international students feel at home and aims to help them connect with students from Dutch backgrounds. Further, when developing new ideas, these groups will be actively involved.

For first-generation students and/or students from vulnerable social and economic environments, the UvA is developing more targeted and centralized policies. These policies aim to actively involve these groups with the university. UvA EB is involved in piloting of initiatives informed by these policies.

### Equal treatment

UvA EB strives for a safe learning and working environment and ensures all its students and employees equal treatment. Moreover, UvA EB aims to safeguard the possibilities for all students and employees to participate in the activities of UvA EB by facilitating access to buildings and facilities. Barriers in terms of accessibility are actively prevented and done away with. Lastly, the faculty management strongly distances itself from unwanted behaviours and discrimination, attitudes that will not be tolerated.



### 3. Preconditions

The following preconditions are set for implementing the steps set out in paragraph 6.

#### Broad view on diversity

People can experience unequal treatment and discrimination based on many factors, such as: ethnicity, skin colour, gender, religion, ethnicity, sexual orientation, age, disability, etc. These aspects are taken into consideration individually and in their mutual relationships to avoid that policies end up having no effect or even being counterproductive<sup>2</sup>.

#### Targets versus quotas

There is a comprehensive social and scientific discussion concerning the desirability and effect of quotas. The effects of quotas are not unequivocally positive and quota may be seen as stigmatizing the group in question. Since it is difficult to get concrete results without agreeing on clear end goals, short term as well as medium-to-long term targets are formulated instead. These targets have to be concrete, measurable and realistic. If targets are not reached, additional measures may have to be taken. Furthermore, it is expected from the Board of the Faculty, the Management Teams of the ABS and the ASE, the heads of Sections and other supervisors that they support the targets and make efforts to achieving them. The targets, and the conditions needed to achieve them, are a part of the evaluation discussions with the Section heads during the planning and control cycle. Topics to be discussed include an overall assessment of the efforts that have been made to reach the diversity targets, causes for deviations from the desired development as well as what type of support a given section or supervisor may need to ensure progress.

### 4. Decision making and planning

UvA data indicate that the UvA EB is lagging behind when it comes to the percentage of women holding an academic position in general and senior academic position in particular, the representation of staff and students of colour, and the percentage of men among supporting staff. The faculty board, the MT's and persons in leadership roles are fully aware that actions are needed when it comes to these discrepancies. However, it has proven to be challenging to put improvements into practice. Appointing more women among tenure trackers may not be sufficient for improving the statistics with respect to gender diversity, which is why the faculty deems targets necessary for ensuring the representation of women also in senior academic positions. Ensuring and promoting an equitable and inclusive work environment has a positive effect with the hiring targets. These effects can, in turn, positively impact the study environment and our ability to attract and cater to a diverse student population.

### 5. Proposed measures

Outlined next are actions for achieving more diversity and inclusion at the EB. These measures (A-E) point to the ambitions and strategic objectives presented in paragraph 3.

---

<sup>2</sup> For instance: people of colour can experience discrimination based on their gender as well as their skin colour and ethnicity. As a result of this, a policy against gender discrimination may not be helpful when it comes to preventing ethnic discrimination or discrimination based on skin colour.



**A. Measures concerning education**

1. In view of its broad international composition and the diversity of cultural backgrounds of its students (in the academic year of 2020/2021 composed of 59% Dutch, 21% from the rest of the European economic area and 20% from the rest of the world, according to UvA data), the UvA EB is diverse. In addition, UvA EB's diversity policy fits within the general university's policies regarding the increase in number of students with a migration background, and/or first generation students, and/or students from a vulnerable socioeconomic milieu. Increasing the visibility of UvA EB by active recruitment and information dissemination as part of the larger UvA efforts at primary and secondary schools in general, and in particular at schools with a student population for whom the transition to university is not a given, may help achieve more diversity. Ongoing.
2. Increasing UvA EB's visibility is done by providing information, holding visiting days, trial study days, study workshops, etc. Information materials and activities targeting students are regularly assessed\* to ensure that they take diversity into account and are inclusive to students from different backgrounds. (\*by consulting students from relevant groups and/or informed by relevant frameworks or trainings). Ongoing.
3. Existing initiatives (e.g. the UvA homework hub and UvA EB outreach activities) and synergies between student community work, internships, and intake activities directed towards (upper) primary and secondary education are utilized for information provision. Ongoing.
4. Diversity and inclusion is stimulated by deploying our own students who fall within the relevant target groups, for example via the Meet your mentor program for (first generation) Dutch students with an ethnic minority background. Start: 2020
5. UvA EBs student intake routines are designed and carried out in a way that ensures that intake is administered in an equitable way, and that information about the intake criteria and assessment for all the study programs is regularly updated and reflect an equitable and inclusive treatment of all students. Ongoing.
6. UvA EB pays attention to the limitations of the universality of scientific statements. The education directorates stimulate that the curriculum covers multiple and alternative perspectives/explanations when applicable and make budgets available to incorporate them into curricula (see also UvA EB Vision on Education). Ongoing
7. A culturally or internationally diverse composition of students does not automatically make a study program inclusive. UvA EB integrates activities and learning goals focused on intercultural competencies and diversity management into relevant student-focused activities. Efforts to better equip students to work in diverse teams are particularly relevant. Tools that aim to promote diversity and build intercultural competences in the international classroom are made available to staff (for example via the Teaching and Learning Center and/or the [TICKET program](#), where UvA is a partner). When possible, the impact of such activities should be assessed with attention to student experiences and attitudes as well as study outcomes (AOL's) (part of implementing the 'International Classroom'). Ongoing
8. UvA EB has a rich history. Efforts are made to draw on this history in a reflective and nuanced way to give students useful perspectives relevant for understanding current challenges within international business and trade. An educational budget is made available to motivate education projects/electives on this topic. Start: 2020.
9. A buddy system as well as support of other initiatives which aim to ensure that international students feel at home in Amsterdam is implemented. Start: 2020.
10. Students who arrive at the beginning of each academic year (including all international students) receive information about how to get involved in study associations so that they have equal opportunities to get involved. Start: 2021
11. UvA EB commits to and makes known to relevant parties the University-wide policy, including



standards, for how to best accommodate and include students with a disability in educational activities, while ensuring that mandatory attendance requirements or rules about study load are not unnecessarily preventing students with a disability or students who are (expectant) mothers and parents from accessing our educational programs. Ongoing

12. The UvA EB is committed to a fair assessment of all students and keeps itself updated on relevant best practices. Teaching staff have access to tools that allow for anonymous grading.
13. UvA EB ensures that information about resources for students that might struggle with mental health issues is widely disseminated and paid attention to, especially at the start of the academic year. It is ensured that there is sufficient clarification of the role and action possibilities of lecturers (e.g. referral to help seeking resources) who observe students that might struggle with mental health issues. Information about the latter is included when new lecturers are introduced to the faculty (e.g. through onboarding efforts and in the BKO). Ongoing

## B. Gender related measures<sup>3</sup>

On January 1<sup>st</sup> 2019, the share of women in the academic staff was 25%<sup>4</sup>. As per May 6<sup>th</sup> 2021 the share was 28,2%<sup>5</sup>. Further data analysis shows that women made up 10% (2021: 6,7%) of professors, 22% (2021: 16,6%) of associate professors, and 31% (2021: 37,8%) of assistant professors. 50% (2021: 53,8%) of researchers were women, 22% (2021: 23,1%) of lecturers were women and 33% (2021: 36,3%) of PhD students were women. The aim is, therefore, to close the gender gap and to achieve more gender diversity. Among support staff, in contrast, there is within several domains a reverse gender imbalance (i.e. an underrepresentation of men). Data from May 2021 show that men made up 27,1 % of service staff on salary scale 6-9 and 27,3 % on salary scale 10-14. While a 'seniority gender gap' cannot be inferred based on the latter numbers, more gender diversity among support staff is desirable. The following targets have been set:

1. Increase the percentage of full and associate professors who are women to 35%. To reach this target, the faculty has to stimulate the transition of women to these positions as well as increase the recruitment and appointing of women at the senior and associate professor levels.
2. In 2023, we aim that at least 30% of all newly appointed professors<sup>6</sup> – full and by special appointment – will be women. In addition, we aim to increase the percentage of women among associate professors to 40% in 2023. At present, the position of associate professor is linked to getting tenure. Because the relative proportion of women in tenure track positions is still too low to reach the previously mentioned target in 2023, additional measures, as stated in points B1, B3, B6 and D13, are required in the coming years.
3. A special financing model for hiring women associate professors is in place. This to support that the associate professor can transition into the position of full professor. A fellowship budget at the faculty level will reimburse the additional costs of these positions during the first three years. In addition to active recruitment, the international network will also be consulted when looking for suitable candidates. Start: 2019
4. All vacancy texts are assessed\* to ensure that the texts are inclusive to people from underrepresented groups. For example, to stimulate gender diversity: Does the text appeal to women, is it welcoming to women and do women feel invited to apply? Similarly, when men

---

<sup>3</sup> The starting point is also the general UvA diversity policy, set out in the draft version of the UvA Diversity Policy framework. February 23, 2019, and the updated UvA Diversity Policy document from 28 May 2019.

<sup>4</sup> Source: UvA data.

<sup>5</sup> Source: EB Manager for HR and personnel. All measures are FTE. Numbers based on headcounts are similar.

<sup>6</sup> The UvA Diversity Policy document from 28 May 2019 aims to fill 50% of new professor vacancies by women, across the UvA. Each faculty will include their strategy for achieving this and in the event a man is nominated, substantiate how extensively women were sought.



- are underrepresented, the vacancy text is assessed for inclusiveness to men. (\*by consulting staff from relevant groups and/or informed by relevant frameworks or trainings). Ongoing.
5. UvA EB strives to ensure that both women and men are given sufficient consideration throughout the selection process. Specifically, we expect that the shortlist includes at least one-third women or men. The same percentage applies to those getting invited for an interview, a fly-out, and for getting a job offer – the latter when regarding multiple vacancies.
  6. With regard to recruiting senior academic staff, a policy is in place for prioritising appointing women. With each new nomination of a candidate, it needs to be specified how broadly candidates were searched for. In the event of selecting a man despite an ambition to attract and hire more women, the appointment request is accompanied by an explanation of why none of the women candidates did fit the vacancy. As long as women remain underrepresented among academic staff, candidates who are women get preference when a woman and a man are found to be equally qualified for the job. Start: March 2019.
  7. When recruiting support staff in areas where men are underrepresented, candidates who are men get preference when a man and a woman are found to be equally qualified for the job.
  8. At least one but preferably two women hold position in the P&T committees of the ABS and ASE (see also point D2 about the diversity of the committee). Ongoing.
  9. It is regularly monitored whether the UvA EB has a gender pay gap, both in material and in immaterial remuneration and for both academic and support functions<sup>7</sup>. Furthermore: it is monitored and safeguarded that women receive an allowance or bonus as often as men when performing equally well. An overall analysis is repeated every third year for monitoring purposes. Start 2019.
  10. Trainings/workshops on awareness of covert forms of bias are available to anyone interested in them. Start 2019.
  11. Support staff job titles are assessed and revised when this is possible, to ensure that they do not create associations with gender stereotypes and demotivate applications due to this<sup>8</sup>. Start: 2021

### C. Measures related to underrepresented groups with a non-European (migration) background

EB currently has an internationally composed student and employee population. Nevertheless, people of colour and people with a non-European background are still underrepresented. To achieve more diversity along these dimensions, the following will be put into practice:

1. Implement policies that prioritise the appointment of staff members with a non-European background. This means that, when candidates are equally qualified, the appointment of staff members with a non-European background (including Dutch nationals with such a background) should be given preference due to their contributions to diversity. If this can be inferred from the application materials, applicants from a non-European background are given extra consideration in the selection process (e.g. added to the shortlist and invited for an interview). Start: 2019
2. In addition to active recruitment of the abovementioned staff members, the international network is also consulted. Start: 2019
3. Partial or full use of talent agencies that specialize in ethnic diversity are tried out, especially for hiring of support staff. Start: 2021
4. Active scouting for talents with a migration background in the TI-programs for a PhD track at the UvA EB. Start: 2019.

---

<sup>7</sup> Taking into account differences in position, age, and years of service. Source: UvA Diversity Policy document from 28 May 2019.

<sup>8</sup> When formal job titles (based on the VSNU system) are not possible to change, the EB can still be alert with respect to the formulation of individual job titles used in day-to-day communication (e.g. in email signatures or on business cards) and in advertisements.



5. The UvA has provided a central budget for seven ‘tenure positions’ which will become available to faculties<sup>9</sup>. These positions are meant for the appointment of a candidate at postdoctorate level with a non-European migrant background<sup>10</sup>. The Executive Board finances half of the costs and the faculty is responsible for the other half. UvA EB makes at least one such position available and actively recruits. Start: March 2019.
6. Vacancy texts are standardly assessed\* whether the vacancy description is inclusive to individuals from underrepresented ethnicities. Is the text appealing to individuals from these groups, is it welcoming them and do they feel invited to apply? (\*by consulting staff from relevant groups and/or informed by relevant frameworks or trainings). Start: March 2019.
7. Underrepresented minorities are invited as seminar speakers and sections make budgets available for this purpose. Start: March 2019.
8. UvA EB actively participates in the UvA work experience programme ReLink by creating internship- and work experience places for highly skilled refugees within the supporting departments. Start: March 2019.
9. UvA EB will introduce onboarding practices that make international employees feel at home and welcome in Amsterdam. A project group is allocated to shape these practices. Start: 2021

**D. Additional measures related to recruitment and retention of staff**

1. The Strategic Personnel Plan (SPP)<sup>11</sup> anticipates a diverse staff composition. Interventions based on the SPP are conducted to manage staff intake, transfers and departures.
2. At UvA EB we aim to constitute recruiting committees for scientific (senior and junior) and support staff half by women and half by men and preferably also a member of a(nother) non-dominant group. From the perspective of inclusion, a tenure tracker should be added to the committee for a tenure track position. The committee is generally not seen as sufficiently diverse if only one woman (or man) is part of it, and especially not if this woman (man) is also a junior staff member. The manager for HR and personnel and associated administrative staff at the school level monitors the composition of the committees and proposes adjustments in case of an unbalanced set-up. Start 2019.
3. As standard practice, hiring committees take diversity in consideration and appoint among their members somebody to guard this (an example of a diversity advocate procedure is available ([document online](#))). Ongoing
4. UvA EB ensures that staff members involved in hiring receives proper training before a new system for recruitment and selection is put to use. There is dialogue with central-level HR and the faculty diversity officer to ensure that the system is implemented in a way that makes recruiting without bias and for diversity, easier. Start: 2021
5. Two hiring workshops are offered every year to staff involved in hiring: one workshop focused on the early stages of the recruitment process (e.g. creation of recruitment profiles, writing of inclusive vacancy texts, proper specification of criteria) and one workshop focused on the assessment of candidates (e.g. how to create a joint understanding of and operationalize job criteria, overcoming bias in assessment, organization of hiring committee work, etc.). Start 2021.

---

<sup>9</sup>According to information sent to the faculties from UvA Akademische Zaken in November 2020, faculties should apply for the co-financing between May and September 2021. However, delays have occurred due to Covid-19.

<sup>10</sup>The term ‘migration background’ is used in the UvA Diversity Policy document from 28 May 2019 and refers to first- and second-generation migrants in accordance with the Dutch Central Statistics Bureau (CBS) definition at that time (i.e. people born either in the Netherlands or abroad with at least one parent originating from countries in Africa, countries in Latin America, from Turkey or from countries in Asia (not including Indonesia or Japan).

<sup>11</sup>From 2019-2020 onwards, all faculties and service units will operate a strategic personnel plan (SPP) with an explicit focus on diversity. Source: UvA Diversity Policy document from 28 May 2019.



6. While all staff members should be prepared to serve in hiring committees as service to the community, the relevant section head has the mandate to ensure compensation for specific staff members in concrete situations where a person – for diversity reasons – is requested to take on disproportional amounts of work compared to peers (e.g. if tenure trackers from underrepresented groups are asked to serve in committees more than every three years or so, due to concerns for the diversity of the committees)<sup>12</sup>. Such exceptional arrangements could be necessary to avoid an unintended performance disadvantage for staff from underrepresented groups (e.g. disproportionately less time for work critical for performance evaluations, such as research). Start: 2021
7. Successfully serving in hiring committees in a way that upholds our best hiring practices, and other efforts to successfully communicate with, recruit, and integrate (potential) new staff members are positively considered in the context of promotions (e.g. considered as community service). Similarly, chairing a hiring committee counts as management experience.
8. Reporting points and a template are used for the reporting procedure(s) in connection with hiring – at all levels. This to ensure attention to diversity from the outset and to enable better tracking of progress. Start: 2021
9. A review takes place annually of our ability to attract a diverse pool of candidates, whether this diversity is represented in who is added to the shortlist, gets invited for an interview, fly-out, gets an offer and accepts an offer. The review is done by the manager for HR and personnel and associated persons at the school level, in collaboration with the diversity officer when needed. This to ensure monitoring of our progress and to identify opportunities for further improvement.
10. Information about what UvA EB can offer to spouses of applicants for academic positions is made easily available (e.g. via webpages and/or as part of standard information packages) and with a different contact person than those involved in the specific hiring process. The current offering is currently expanded by establishing collaborations with internationally oriented businesses in Amsterdam and by exchanging information across the schools and with other faculties. This to strengthen UvA EB's ability to attract and retain academic staff, particularly international academic staff. Start: 2021
11. Information from applicants, also those that did not end up getting an offer, is collected in a systematic way to learn more about how to improve the hiring process. Start: 2021.
12. If staff members leave UvA EB unexpectedly they are invited for an exit interview. Start: 2021
13. The tenure-track policy has already been adjusted with a stop-the-clock function to allow room for filling in care functions, while the hardship clause is used to implement an accelerated tenure track process for very successful tenure trackers.

#### **E. Measures related to facilities**

1. Issues as well as problems that students and staff with a functional disability encounter in REC, specifically in buildings E and M are systematically collected. Relevant bodies (e.g. FSR, study advisors, OR, facilities managers) are consulted to discuss how accessible and inclusive the campus facilities and buildings are for students and staff who are parents to young children. Based on this, FS is expected to make improvements where possible. Ongoing.
2. When it comes to information material, following UvA standards, UvA EB in particular and the

---

<sup>12</sup>For an academic staff member, being a full-serving committee member (which includes numerous meetings, reading application material and pre-assessing candidates for the shortlist and fly-out list, reference checking, communication with candidates, preparing and participating in interviews) could reflect a work load equivalent to 5-10 CU, depending on how the work is organized. Attending job talk seminars, having informal meetings with candidates (typically 30 minutes), participating in a lunch or dinner, and promoting the schools on conferences is not tied to serving in a committee as such; this is part of the service expected of all staff members.



campus in general is presented as inclusive and accessible to people with a functional disability.  
Ongoing

3. Reintegration places for employees with a functional disability are actively offered, also in the context of the Participation Act. Ongoing.
4. The UvA FS informs staff and students (via relevant maps of the buildings, webpages, signs, etc.) about the locations of gender inclusive toilets and/or toilets accessible for people with a mobility impairment. In connection with the modernization of the toilets in E and M, at least 1 gender inclusive toilet in each building will be established. UvA EB is receptive to input from its staff and students regarding a potential demand for creating joint facilities.

## 6. Evaluations and updates to the plan

**Spring 2020:** A new diversity officer was formally appointed 1 November 2019. The main focus in 2019 was on dissemination of the plan and discussing it with key stakeholders (e.g. MT members, heads of the schools, the works council, the FSR, educational directors, etc.). In Spring 2019 the Diversity Committee set goals for the coming calendar year. The committee saw the need to focus on promoting a few critical issues in particular. These included professionalization of hiring, integrating diversity into educational activities in the international classroom, and creating more awareness about diversity, equity, and inclusion. These goals, and the general progress regarding diversity, were discussed in the EB board 31 March 2020 (3 month report).

**Spring 2021:** Implementation of the plan was disrupted by the Covid-19 pandemic and the associated extraordinary working- and study conditions. Not least, new and pressing issues related to diversity emerged and required attention (e.g. health and well-being of staff and students, vulnerable groups). The faculty still managed to take steps to (i) professionalize recruitment and assessment practices (e.g. via a workshop on hiring for members of hiring committees), (ii) promote diversity within an educational context (e.g. by integrating a module related to diversity into the BKO), and (iii) increase awareness about diversity (e.g. via try-out of diversity workshops, discussions in the MTs, and via newsletter items). A strengthening of student-driven engagement in diversity was also observed during this year, and there was increased contact between the diversity officer and student associations. Efforts were put into mapping current hiring practices, collecting tools that are currently in use (e.g. templates for interviews), and drafting a diversity advocate procedure to help with the work of hiring committees. The state of the diversity was discussed in the Diversity Committee and in the faculty board on 29 April 2021, followed by an update of the diversity plan with revisions and additions. The revisions and additions were informed by ongoing discussions within the EB as well as by the UvA Diversity Policy document from 28 May 2019. The revised plan was discussed with the dean and subsequently in the EB board on 17 May 2021. The plan was approved contingent on amendment of some items. Edits to these items were made by the diversity officer and the updated plan was sent in writing to the members of the DB, via the DB secretary. As a final step, further discussions and amendments took place in meetings between the dean and the faculty diversity officer, resulting in a newly agreed-upon document on 20 June 2021. The latter version was approved by the DB on 28 June 2021.