Dear Geert, Karen, and Jan,

It was a pleasure to discuss our unsolicited advice with you during the previous OV. We would like to follow up on what we jointly agreed upon.

On page 18 and 19 of the “Let’s Do Diversity” Report, the Diversity Commission outlines its mandate as threefold:

1. To provide insight into and make recommendations about the numerical presence of diversity among students and staff (both academic and support staff).
2. To provide insight into and make recommendations on the UvA as an inclusive institution.
3. To provide insight into and make recommendations on the current state of knowledge and teaching practices at the UvA.

As promised during the 200630 OV, here is our overview of the 2016 “Let’s Do Diversity” Report recommendations that are not reflected in the 2019 Diversity Document.

Keeping the above mandate in mind, we ask that you reconsider the recommendations that were thoroughly researched and tailored specifically for the context of the University of Amsterdam.
<table>
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<tr>
<th>“Let’s Do Diversity” Report (page number in English version)</th>
<th>Subsection</th>
<th>Recommendations not reflected in the 2019 Diversity Document</th>
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| 4                                                           | Summary:   | • Establish – connected with the Diversity Unit – a specific, dedicated **UvA Meldpunt Discriminatie** (Discrimination Office) or Ombudsperson for tackling problems, registering complaints, promoting a culture of diversity awareness and offering support from specifically trained and dedicated counselors and mediators. Its authority should go beyond that of the confidential advisers, and – unlike these advisers – representatives of this Unit should not be positioned within departmental hierarchies. This should result in safe and efficient procedures for dealing with discrimination; procedures that are currently lacking.  
  ○ (This is also reflected in page 79 under “Discrimination Ombudsperson” but seeing as the “Meldpunt” is not directly named, we have added this section.) |
| I. Strong anchoring of ‘social justice and diversity’         | UvA Diversity Policy | • Provide numbers and statistics in order to show the imbalances within the University; but data on ethnicity, class background, (dis)ability, etc. should only be used on aggregate levels.  
  • Have students and staff as key contributors. |
| 78                                                          |            |                                                            |
| 78  | Diversity Unit | • The Diversity Unit should promote the valuing and integration of diversity in career development, teaching and research. It should work to increase diversity in representative bodies, such as the Works’ Councils (COR and ORs), Student Councils (CSR and FSR), and Boards of Studies (OCs), but also in application and visitation committees.  
• The Unit should have a central role in giving institutional value and visibility to diversity-enriching practices, through including diversity as an important element in training, in teaching evaluations, in course evaluations, in research evaluations and promotion criteria. |
| 79  | Discrimination Ombudsperson | • The Office of the Discrimination Ombudsperson should be able to professionally address problems, register complaints, promote a culture of diversity literacy and offer support from specifically trained and dedicated counselors and mediators. This should result in safe and efficient procedures to deal with discrimination. These are currently lacking. |
| 80  | National and international cooperation on diversity | The UvA Executive Board and the Diversity Unit should cooperate with other national and international universities in order to:  
• Build and develop expertise, make comparisons and promote best practices.  
• Participate in the development of a Dutch Diversity Charter for higher education.  
• Provide mechanisms for monitoring, transparency and feedback.  
• Expand attention to diversity and inclusion to |
include supra-institutional bodies, such as the Ministry of Education, KNAW, NWO, other funding agencies and the NVAO (visitation committees).

- Include measures of diversity and inclusion as criteria for institutional excellence.
- Promote the inclusion of questions about diversity in student surveys at the University and inclusion in the National Student Survey (NSE).
- Sign the general Dutch Diversity Charter.
- Closely engage in networks such as the LNVH, the National Network of Diversity Officers, the Platform for Diversity in Science, The Alliance for Equal Chances in Higher Education and the European Network for Ombudsmen in Higher Education.

### Further organizational anchoring through various institutions:

**Assessment and evaluation bodies**

We recommend that the UvA, through the Diversity Unit, as well as the NVAO (Nederlands-Vlaamse Accreditatie Organisatie) initiate the incorporation of diversity into their quantitative and qualitative accreditation criteria, so as to give it an institutional value. For example, at the level of the visitation committee, it is worth noting that the current criteria do not include diversity as an important element in determining academic excellence.

### Funding institutions

- The UvA could partner with other similar institutions to advocate for a more inclusive set of standards for research quality. We would like to see quality criteria move away from narrowly construed impact metrics and income targets to
incorporate the perspective of societal and environmental impact, as well as the recognition of fields that lead toward diversity-rich teaching and learning practices and to approaches that challenge or go beyond established fields.

| 81 | Further organizational anchoring through various institutions: Teaching Evaluations | • For example, the UvA-Q evaluation system could be amended in that direction across most, if not all, disciplines. We envision evaluation questions focusing on whether the course is inclusive, whether it includes a reflected positionality with regard to the knowledge at stake, whether it has space for participative forms of learning rather than top-down instruction, and whether the importance of social or ecological impact is recognized. |
| 81 | Further organizational anchoring through various institutions: Annual review of staff performance | • More specifically, the annual assessment forms could be modified to mention more explicitly the importance of diversity-related activities in teaching, outreach, research and administration. |
| 81-82 | Further organizational anchoring through various institutions: Councils and Boards of Studies | • These bodies should have in their mandate the task of enriching diversity practices in their own constituencies and ensure diversity among their members, in line with the recommendations of this report. |

## II. Opening the University to the diversity in society

| 82 | Recommendations to enhance the diversity among the students | • Maintain the schakelcursussen/’bridging programs’ that allow for the transition of students from HBO to the UvA (see the note below). • Actively work toward closing the gap in study success between students |
| 83 | Recommendations to enhance the diversity among the staff | • Introduce the position of a diversity recruitment officer. This person should ensure the representation of minoritized people on hiring committees and shortlists of both academic and support staff. The diversity recruitment officer should be a member of the Diversity Unit.  
     • Close the gap in career prospects between male and female employees, and employees with ethnic Dutch and 'non-Western' backgrounds.  
     • Include questions in the Employee Monitor about diversity and inclusion.  
     • Strengthen the structural labor conditions, by reducing precarious situations and enforce its regulations on the ratio of permanent to temporary contracts (see the note below). |
|---|---|---|
| 83 | Recommendations that apply to both staff and student body | • Anchor the goals in concrete obligatory objectives, with explicit support from the Executive Board. Make results transparent, hold actors accountable and provide follow up. When objectives are not met voluntarily within a determined time frame, make them binding (quotas).  
     • Register ethnic backgrounds on aggregate levels, solely for the purpose of monitoring and enhancing social justice.  
     • Consider 'diversity' in its entirety and complexity, looking beyond gender as the sole and separate dimension, and acknowledging the intersectional nature of personal characteristics. |
### III. Toward an inclusive and socially just university

| Recommendation to achieve a more inclusive and socially just university | • Take discrimination and racism more seriously, and more explicitly denounce acts of exclusion.  
| | • Increase awareness of the impact of certain phrases, jokes and attitudes, through a newly developed, more visible and explicit Diversity Code of Conduct (see the note below).  
| | • Become more inclusive toward religious people, by translating UvA’s secular heritage into being a religiously neutral institution that is inclusive and respectful to various believers, instead of imposing a non-religious (anti-religious) norm (see the note below).  
| | • Further improve the accessibility of UvA locations and events for people with disabilities, in collaboration with the newly installed Commissie Functiebeperking. It should also ensure permanent focus on the accessibility of locations, events and services for people with disabilities (see the note below).  
| | | o “In light of the lack of gender-neutral bathrooms, the UvA should renovate all bathrooms.” (pg. 85)  
| | • Use anonymized grading (see the note below). |

### IV. From egalitarian thinking to ‘diversity literacy’

| Recommendations on how to develop and disseminate this ‘diversity literacy’ | • Bachelor’s course on diversity in all faculties (such as at Leiden University College, UCLA, and Ivy League universities) |
### V. From 'closed knowledge' to 'open knowledge'

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<th>86-87</th>
<th>Recommendations to further increase the openness of knowledge</th>
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<td>• Use diversity-informed language in formal and informal communication.</td>
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<td>• In tandem with the development of a Dutch Diversity Charter for higher education, institute a central expertise unit within the Diversity Unit, where criteria for institutional excellence are developed that include measures of diversity and social justice.</td>
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<td>• Use frameworks such as decoloniality and intersectionality.</td>
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<td>• Make researchers, teachers and students more aware of the positionality of knowledge, and in particular of the canon, and create room for divergent perspectives (see the note below). Jointly develop ideas about how to interpret and use the idea of positionality, though discussion/debate.</td>
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<td>• Use ‘curricula scans’ to monitor and stimulate the development of diversity-rich courses by in-house experts and trained professionals, who can also act as a sounding-board for teachers in developing their courses.</td>
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<td>• Ensure institutional protection for researchers and teachers who engage with non-mainstream perspectives in their disciplines.</td>
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<td>• Include in the Bachelor’s diversity courses, mentioned under IV, reflections on issues such as the genealogy of the discipline and the importance of positionality.</td>
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<td>• Further stimulate participatory teaching methods.</td>
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Enhance awareness of the geo-historical role of the University of Amsterdam by reflecting on its colonial legacies (see the note below).

- The Executive Board should commission a new historiography of UvA, which takes UvA's ties to elite Amsterdam merchant and banking families and to colonialism into account.
- The colonial history of the old UvA buildings should be visible on information boards at the entrance to those old buildings.

- Engage in the process of transversal thinking: that is, putting oneself in someone else's shoes and looking at the world from that perspective (Yuval-Davis, 1997).
- Broaden the criteria for evaluation of research (see the note below).

VI. Moving forward

87-88

In order to address the multifaceted challenges of diversity, it is necessary that the Executive Board institutes a new Commission to inaugurate the next stage. This Commission should consist of a delegation of relevant groups who first formed the Pre-Commission on Diversity, of functionaries preparing the way for the new Diversity Unit to be established and of a representation of the faculties.

This successor will have as its main tasks:

- To draft a concrete Diversity Policy and Work Plan for the coming three years on the basis of the present report, including the establishment of the Diversity Unit; and
- To engage the faculties in a discussion of the present report and to map the possibilities for the enhancement of diversity in their own spheres.

Thank you for the time you have taken to read and review our overview of the unaddressed “Let's Do Diversity” Report recommendations.

We look forward to receiving a response outlining:
1. Why these recommendations were not implemented in the first round of diversity policy at the UvA, and
2. Which of these you would find feasible for implementation within the 2020-2021 academic year.

On behalf of the Central Student Council, we hope that you remain safe and healthy in these circumstances.
Have a wonderful summer vacation.

Warm greetings,

[Signature]

Pjotr van der Jagt
Chair CSR 19|20