



## *Fixing the leaky pipeline. Diversity Action Plan UvA Economics & Business*

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### 1. Goal

This action plan includes concrete and measurable steps for furthering a more equitable, diverse and inclusive UvA Economics & Business Faculty (FEB) for students and staff.

### 2. Institutional context

The ambitions and frameworks for a broad diversity and inclusion policy are centrally determined by the Executive Board along with the deans. Once defined, it is up to the Faculties and UvA Service Centres to incorporate these ambitions and frameworks into their own policies and shape them into an action plan. This action plan should be fitting to the scientific field, its teaching and research modes as well as to the culture of the Faculty. 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.

The Diversity Policy Concept Framework formulated the following strategic goals<sup>1</sup>:

1. Ensuring an inclusive 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) through more diversity;
3. Improving access to the university in terms of physical space as well as facilities;
4. Arriving at a more diverse student and employee population.

Central UvA policies are being developed for each of the above mentioned objectives. Aiming to synergize with these policies, the ambitions of the FEB for the coming years are outlined below.

### 3. Ambitions and strategical objectives for the FEB

#### Diversity

In the coming years, in line with the university's general policy on more diversity and FEB's comprehensive internationalisation strategy, the FEB will commit itself to- and continue to work on reaching a more diverse body of staff and students.

Due to the increase in bachelor degree programmes and the growth in numbers of international students as a result of the switch to English-taught bachelor degrees, our faculty has become more international in terms of both student population and employees. Diversity is about differences, differences between people, opinions, perspectives, cultural backgrounds and physical possibilities. UvA's FEB strives for a culture in which these differences are accepted, valued and put to good use.

Diversity in norms, values, thought processes and codes of conduct within a culturally diverse student population and workforce offers challenges but also opportunities. When it comes to heterogeneous populations these have demonstrable benefits. One of such is the leverage effect that diversely composed groups have on education and research. Another benefit is the role model effect since heterogeneous groups, in particular the representation of minorities therein, serve as inspiration

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<sup>1</sup> Diversity Policy UvA Concept Framework. 23 February 2019



for students and junior staff. By enforcing a policy that focuses on heterogeneity, the organization demonstrates that it takes diversity seriously.

When it comes to selecting new members of supporting and academic staff, diversity is one of the core criteria. This means that – when going through CV’s, profiles and materials – we specifically look for candidates who not only fit in with the existent group but also enhance and encourage (more) diversity. Therefore, not only should there be paid extra attention to candidates that fall outside the dominant norm but these should also be added to the shortlist.

### Inclusion

The FEB strives for an environment in which every student and employee feels as part of the academic community, regardless of their gender, origin, colour, sexual identity and orientation, physical condition, age and/or religious beliefs. In an inclusive environment everyone has the feeling that they belong. Moreover, an inclusive environment makes people feel at home in the faculty and offers opportunities for participating to those with a functional disability or chronic illness. Besides this, 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 young tenure trackers who – often coming from another country – want to build a future in the Netherlands and at the UvA. Consequently, in addition to introducing a mentor system, the FEB is going to develop further initiatives to make these groups feel at home and as part of the faculty’s community. When developing new ideas, this group will be actively involved.

Regarding 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 this group with the university. Additionally and at faculty level, a buddy system is underway which is directed at making international students feel better at home and which aims to help them connect with students from Dutch backgrounds.

### Equal treatment

The FEB strives for a (socially) safe learning and working environment. For that reason, the FEB ensures all its students and employees of receiving equal treatment in both the learning and working environments. Moreover, the FEB aims to prevent and do away with differences as well as offering equal opportunities and the possibility for all students and employees to participate in the activities of the FEB by facilitating the access to buildings and facilities. Lastly, the faculty management strongly distances itself from unwanted behaviour and discrimination, attitudes which are in no way tolerated.

## **4. Preconditions**

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

### Broad view on diversity

People can experience discrimination and unequal treatment based on many factors, such as: ethnicity, skin colour, gender, religion, ethnicity, sexual orientation, age, disability, etc. Consequently, these aspects should be taken into consideration alongside each other and in their mutual relationship. This in order to avoid that the introduced policies end up having no effect or even being counterproductive. For instance: women 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.

#### Targets versus quotas

There is a comprehensive social and scientific discussion already taking place concerning the desirability and effect of quotas. The effects of quotas are not unequivocally positive. Besides, a quota is frequently regarded as stigmatising the group in question. Therefore, it seems inopportune to implement quota at the FEB. Since it is difficult to get concrete results without agreeing on clear end goals to which the FEB commits itself, short and medium-long targets are formulated instead. The prerequisite is that these targets are concrete, measurable and realistic. If the targets are not achieved before the deadline it can still be decided to implement additional measures. Furthermore, it is expected from the Board of the Faculty, the Management Teams of the ABS and the ASE, the heads of section and other supervisors that they subscribe to the targets and make efforts to achieving their goals by the given deadline. The conditions that are needed or desired in order to achieve the set targets are formulated by the FEB. Additionally, the targets are a part of the evaluation talks with the section heads during the planning and control cycle. During these talks, the state of affairs is discussed and explanations are requested when the targets are not running on schedule. Additionally, these talks discuss if and whether adjustments have to be made to the targets. Altogether, these talk determine whether the head of section or supervisor needs any help in reaching the target and if so, which.

### **5. Decision making and planning**

The figures from the UvA data show that the FEB is lagging behind when it comes to students and staff of colour or with a non-Western background, the percentage of women holding an academic position in general and women holding a senior academic position in particular, as well as the percentage of male supporting staff. The faculty board, the MT and supervisors – but also the Economics area within the HOOP (Higher Education and Research Plan) – are strongly aware that something needs to change when it comes to these discrepancies. Unfortunately, it has proven to be quite challenging to put theoretical improvements into practice. Furthermore, it is not clear if appointing more female tenure trackers is the adequate step for improving the statistics. It is going to take quite a while to have more female professors and associate professors at the ASE. Therefore, we need the targets to be more ambitious and there should not be any room for non-commitment.

This plan of action has been discussed by the faculty's Diversity Committee (DC). The DC is diversely constituted and is made up from a body of students, academic staff and supporting staff of the FEB. 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). After discussion, this action plan was subsequently presented to the dean and further discussed by the Board of the Faculty.

The final draft of the action plan will be 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. After decision making, it will be made available to all the faculty members.



The duration of this action plan is from 2019 up to and including 2023, with annual evaluation moments and, if necessary, adjustment of the plans and targets. Ultimately, the dean is responsible for faculty policy. The education directors, research directors, departmental chairs, section heads and managers are responsible for implementing the policy within their respective organizational units. Lastly, the FDO's role is to coordinate, advise, encourage and facilitate. In the coming years, an important task of the FDO will be to ensure compliance with the proposed measures and to address the key players mentioned above.

## 6. Proposed measures

Outlined below are the suggested actions for achieving more diversity and inclusion at the FEB. These measures have been divided into four categories and point to the ambitions and strategic goals presented in paragraph 3<sup>2</sup>. Where possible, a start has been made in formulating a target.

### A. Measures concerning education

1. In view of its broad international composition and the diversity of cultural backgrounds, the FEB is a very diverse faculty. However, the proportion of students with a non-Western background (10.5% on January 1<sup>st</sup> 2019<sup>3</sup>) is still limited.

The FEB's diversity policy should fit within the general university's policies regarding the increase in number of students with a migrant and/or non-Western background, and/or first generation students, and/or students from a vulnerable socioeconomic milieu. To achieve this, active recruitment and information dissemination has to be put into practice, as well as supporting homework assistance at VWO schools. With this in mind, increasing the visibility of the FEB 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 can help achieve more diversity. Increasing the FEB's visibility can be done by providing information, holding visiting days, trial study days, study workshops, etc. Diversity and inclusion can also be achieved by continuing to deploy our own students who fall within this target group. When developing the information material for new students, these should be checked: is the material diverse and inclusive? This can be attained by presenting this material for evaluation to our international students and Dutch students with a non-Western or migrant background.

2. The FEB will pay extra attention to the limitations of universal scientific statements. The education directorates will stimulate that the curriculum also covers alternative (cultural) perspectives/explanations. To do so, the education board will make a budget available to incorporate these alternative perspectives into curricula.
3. The FEB will provide a budget to conduct research (by a Master's student) into gender and ethnicity biases in teaching evaluations and learning outcomes.
4. The implementation of a buddy system as well as supporting other initiatives which aim to ensure that international students feel at home in Amsterdam.

### B. Gender related measures<sup>4</sup>

On January 1<sup>st</sup> 2019, the share of women in the academic staff was of 25%<sup>5</sup>. Further data analysis shows that 10% of this percentage hold the office of professor, 22% are associate professors, 31%

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<sup>2</sup> These four categories and their layout have partly derived from the UvA Framework Concept on Diversity Policy from the 23<sup>th</sup> of February 2019.

<sup>3</sup> Source: UvA data

<sup>4</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.

<sup>5</sup> Source: UvA data



are assistant professors, 50% are researchers, 22% are lecturers and 33% PhD students. The aim is, therefore, to close the gender gap and to achieve more gender diversity.

1. Increase the percentage of female full and associate professors to 35%. To reach this target, the faculty has to stimulate the transition of female academics to these positions as well as increase the recruitment and appointing of female senior and associate professors.
2. In 2023, 30% of all newly appointed professors – full and by special appointment – will be women. With each new nomination of a male candidate, it ought to be specified how broadly the candidates were searched for and why no female candidate could be nominated.
3. Increase the percentage of female 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 too low to reach the previously mentioned target in 2023, additional measures, as stated in points 1, 4 and 5, are required in the coming years.
4. The tenure-track policy has already been adjusted to allow room for filling in care functions. The hardship clause can be used to implementing an accelerated tenure track process for successful and promising tenure trackers.
5. Establish a fellowship for female associate professors or full professors, to be financed jointly from the faculty's policy budget and the research budget. This in order for an associate professor to transition into the position of full professor. The budget should reimburse the costs of their position during the first three years. In addition to active recruitment, the international network will also be consulted when looking for suitable candidates. Start: 2019.
6. Investigate whether the FEB has a gender pay gap, both in material and in immaterial remuneration. Furthermore: monitor and safeguard that women receive an allowance or bonus as often as men when performing equally good. Start 2019.
7. Create awareness of covert forms of bias through trainings or workshops. These trainings/workshops should be available to anyone interested in them. Start 2019.
8. Vacancy texts should standardly be submitted to a female representative of the academic staff in order for them to assess whether the texts are inclusive. Does the text appeal to women, is it welcoming to women and do they feel invited to apply? Start: 2019.
9. Recruiting committees for scientific and support staff must be constituted half by women and half by men and preferably have a member of a minority group. From the point of view of inclusion, it is recommended to add a tenure tracker to the committee for a tenure track position. Moreover, the FDO monitors the composition of these committees and proposes adjustments in the event of an unbalanced set-up. Start 2019.
10. When recruiting academic staff, there should be a mandatory policy for prioritising the appointing of women. Therefore, a fixed and predetermined percentage of women (at least 33%) should be invited for an interview, a fly-out and get a job offer – the latter when regarding multiple vacancies. When a man and a woman are found to be equally qualified for a job, the female candidate gets preference. In the event of selecting a male candidate it must be explained to the dean why none of the female candidates did fit the vacancy. Start: immediately.
11. At least one but preferably two women hold position in the P&T committees of the ABS and ASE. Start: 2019.



### C. Measures related to non-Western or migration background<sup>6</sup>

FEB currently has an internationally composed student and employee population. Nevertheless, people of colour and people with a migration background are still underrepresented. To achieve more ethnic diversity the following will be put in to practice:

1. Implement active policies that prioritise the appointment of staff members of colour and/or with a non-Western background. In addition to active recruitment, the international network must also be consulted. Start: immediately.
2. Active scouting for talents with a migration background in the TI-programs for a PhD track at the FEB. Start: 2019.
3. The UvA will provide a central budget for seven tenure track positions before the summer of 2019. These positions are meant for the appointment of a post doctorate candidate with a non-Western migrant background<sup>7</sup>. The Executive Board finances half of the costs and the faculty is responsible for the other half. The FEB has made one of these positions available and will be actively recruiting. Start: immediately.
4. Vacancy texts should standardly be submitted to a representative of a minority group within the academic staff in order for them to assess whether the vacancy description is inclusive. Does the text appeal to minorities, is it welcoming to minorities and do they feel invited to apply? Start: immediately.
5. Inviting underrepresented minorities as seminar speakers and making a budget available for the implementation of this procedure. Start: immediately.
6. Active participation in the UvA work experience programme ReLink by creating internship- and work experience places for highly skilled refugees within the supporting departments. Start: immediately.
7. Introducing measures that make non-Dutch employees feel at home and welcome in Amsterdam. A project group is allocated to shape these measures.

### D Measures related to facilities

1. Make a record of the issues as well as problem areas that students and staff with a functional disability encounter in REC, specifically in buildings E and M. Based on that, make improvements where possible. Start: 2019.
2. When it comes to information material, presenting the FEB in particular and the campus in general as inclusive and accessible to people with a functional disability. Start: immediately.
3. Actively offering reintegration places for employees with a functional disability, also in the context of the Participation Act. Start: immediately.
4. Investigate whether there is a demand for the removal of separate facilities for men and women in buildings E and M. Since it has been established that the toilets in building E need to be refurbished, when planning the modernization of the toilets in E and M it should be decided whether or not to remove the gender distinction in toilets. Start planning in 2019.

<sup>6</sup> Interpretations of migration backgrounds and the distinction between Western vs. non-Western according to the CBS's definition are found: <https://www.cbs.nl/nl-nl/achtergrond/2016/47/afbakening-generaties-met-migratieachtergrond>

<sup>7</sup> Draft version of the Diversity Policy Framework for the UvA. 23 February 2019