

• Presentation Diversity Commission



February 24th 2015

Politie houdt 46 mensen aan bij ontruiming Bungehuis

Aanbevelen Delen 1 Tweet G+1 2

Tim van Hengel
24-2-15 - 14:36

BEWAAR ARTIKEL



Politie verwijdt actievoerders uit het Bungehuis. © anp.

UPDATE Op de twaalfde dag is een einde gekomen aan de bezetting van het Bungehuis in Amsterdam. In totaal zijn 46 mensen gearresteerd, meldt de politie. Er raakte nog iemand gewond doordat een politiepaard op zijn voet was gaan staan. Sinds anderhalve week geleden hield een groep studenten zich op in het pand van de Universiteit van Amsterdam (UvA) en eiste meer democratie op de studie-instelling.

De grimmige sfeer aan het begin van de middag maakte later plaats voor een vriendelijker protest met drums en getrommel. De ME blies om 13.45 uur de aftocht. Om 15.00 uur belegt de UvA een persconferentie over de bezetting en de ontruiming van vandaag.

Srijden voor meer democratie



Politie verwijdt actievoerders voor het Bungehuis. © anp.

GERELATEERD NIEUWS



Aanrijder Bram Moszkowicz voor rechter



Ontruimingen door brand in Amsterdam



Deel A10 even dicht wegens ongeluk

MEER OVER

AMSTERDAM

NOORD-HOLLAND

AD NIEUW

00:59 Artsen waarschuwen voor ...

22:50 Eurlings vertelt IOC over ophef ...

22:45 Schokkende beelden van ...

22:42 Fietser overlijdt na aanrijding ...

21:42 Man uit Berlicum overlijdt aan ...



Cocu wil niet zeggen of hij speelwijze aanpast



Defensie geeft aantal aanvallen op Syrië niet



Militairen trainen in de sneeuw voor missie in Mali



Maagdenhuis occupation: February 25th – April 11th

Demand for greater democratization of university governance, transparency of university's finances, against neoliberalization of higher education.



“No democratization without decolonization”

- University of Colour

- UoC started because the UvA and the New University did not raise relevant questions in regards to marginalized groups.
- *“Dominance of whiteness is evident both in terms of the demographics among professors and, to a lesser extent, among students and staff, but also and importantly in terms of the content of education” – G. Wekker*
- *Decolonization: the Netherlands has been an empire for approximately 400 years, how has this history left traces in our thinking, our language, and in the way we think about ourselves and the other?*



Super diversity & Inclusion

- Amsterdam majority-minority city
- Does the UvA allow everyone to develop their full potential regardless of gender, race/ethnicity, age, sexual orientation, (dis)ability, social, cultural or religious background?
- Does the UvA provide an environment which is inclusive?



Why a Diversity commission?



“The dominant narrative is that everyone has equal rights and chances, but in practice students and staff experience that this is not the case.”

- petition Amsterdam United

Why a Diversity commission?



“The student population of the University of Amsterdam (UvA) is very homogenic. Students that do not belong to the majority in terms of cultural background and ethnicity often feel silenced and regularly face prejudice and micro-aggressions.”

- I, Too, Am UvA campaign

Why a Diversity commission?



“#itooamuva aims to illustrate the daily experiences of UvA students with a "different" (cultural) background and ethnicity. This project is meant to spur on discussion about diversity at the UvA, and to create awareness unde”r students and staff, as well as society in general.”

- I, Too, Am UvA campaign

Why a Diversity commission?



“On the 25th of February, students appropriated the Maagdenhuis. A couple of hours after the appropriation, the UvA Board (CvB) reported this to the police as trespassing. The report filed to the police contained the phrase that “two young boys, presumably Moroccan, and clearly too young to be students of the University of Amsterdam, were in the Maagdenhuis.”

Vermoedelijk-UvA.tumblr.com

Why a Diversity commission?



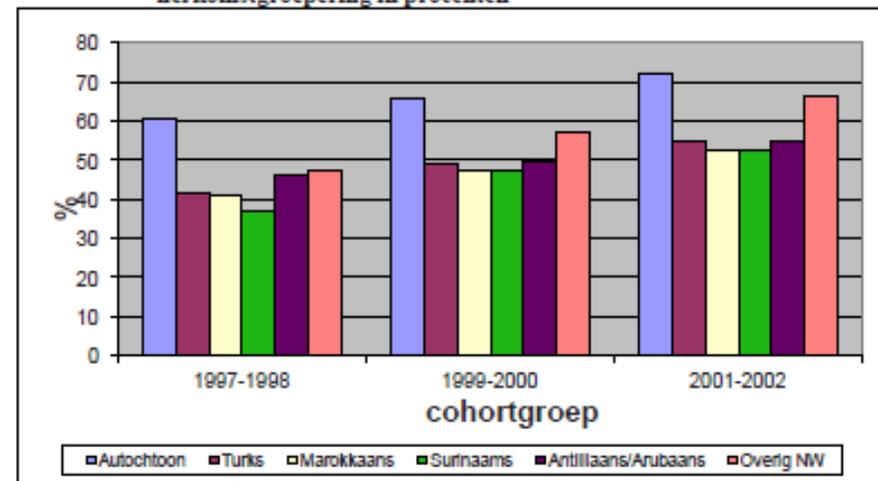
“It is time that the University of Amsterdam acknowledges that she, just as our society, the city of Amsterdam and other universities, should make policies that provide room for diversity.”

– Iris Kooreman from UvAsociaal / Centrale Studentenraad

Why a Diversity commission?

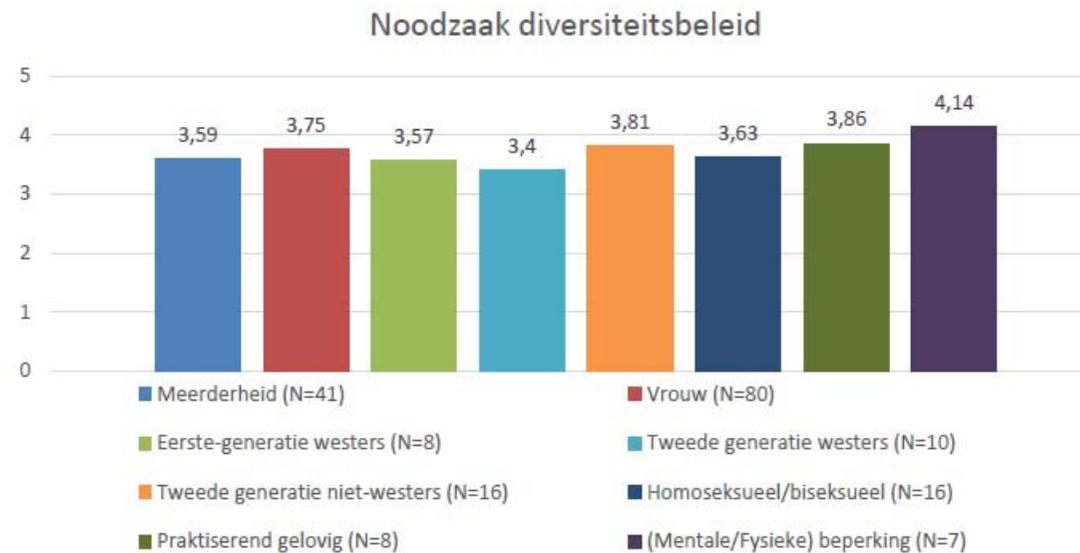
- *Higher dropout rates among students with migrant background*
- *Students with migrant background take longer to finish studies*
- *Related to exclusion, lack of social and cultural capital*
- *Wolff (2013) Presteren op vreemde bodem: een onderzoek naar sociale hulpbronnen en de leeromgeving als studiesuccesfactoren voor "niet-westerse allochtone studenten" in het Nederlandse hoger onderwijs (1997-2010)*

Figuur 2.8 Studierendement na 7 jaar, wo-volijtstudenten naar cohort en herkomstgroepering in procenten



Bron: CBS-StatLine, bewerking: RW

Upcoming research ASVA



Figuur 12: De mate waarin studenten vinden dat de UvA een diversiteitsbeleid zou moeten voeren

Harvard, Princeton & Missouri



Rhodes Must Fall

Oxford University, United Kingdom



#RhodesMustFall

University of Cape Town, South Africa

*“A Eurocentric canon is a canon that attributes truth only to the Western way of knowledge production. It is a canon that disregards other epistemic traditions. It is a canon that tries to portray colonialism as a normal form of social relations between human beings rather than a system of exploitation and oppression. Furthermore, Western epistemic traditions are traditions that claim detachment of the known from the knower.
(...)”*

The problem – because there is a problem indeed – with this tradition is that it has become hegemonic. This hegemonic notion of knowledge production has generated discursive scientific practices and has set up interpretive frames that **make it difficult to think outside of these frames.**”

UHURU
UNIT FOR THE HUMANITIES AT RHODES UNIVERSITY present:
**Decolonizing the University.
What Now?**
by
Prof Achille Mbembe
Discussant:
Dr Nomalanga Mkhize
Thursday 13th August 2015
@ 5pm
VENUE: Faculty of Humanities,
1 Prince Alfred Street
Prof Mbembe will also be giving a MASTER CLASS on
Friday 14th August from 10h00 - 13h00, places are limited so
please reserve a seat by e-mailing Zoliswa on z.mahabane@ru.ac.za



What's important to the UvA? What are the core values and ambitions of the UvA?

- **Innovation**

*Innovation, together with experimentation and entrepreneurship, defines the way the UvA seeks to fulfil its chosen mission of **questioning dogmas and replacing them with better alternatives.***

Determination

*Determination is an innate quality of every inhabitant of Amsterdam who perceives and assesses the world around him **from an independent, critical and self-aware position.** UvA scientists, scholars, academic staff and students are **competent rebels** who boldly but responsibly carve out their own paths and thus set new trends.*

- **Engagement**

*Engagement for the UvA and its staff implies the age-old obligation – based on a privileged academic position – to use acquired knowledge and insights to **play an ongoing, prominent and visible role in the social debate.***

Source: website University of Amsterdam, [Core values and ambitions](#)



Diversity & Decolonization matter

1. Diversity on campus **benefits all students and staff**; fosters innovation, critical thinking and social competences
2. Diversity on campus prepares students for complexity in pluralistic society and globalizing world
3. Diversity can encourage active thinking, intellectual engagement and motivation
4. Diversity allows UvA to attract greater number of students in face of decreasing student numbers which lead to budget cuts
5. Diversity and decolonization facilitates social justice and equity so every student can realize their full potential



Sources:

Gurin, P. , Dey, E. L, Hurtado, S., & Gurin G. (2002). Diversity and higher education: Theory and impact on educational outcomes.

Hurtado, S., Milem, J., Clayton-Pederson, A., & Allen, W. (1999). Enacting diverse learning environments: Improving the climate of racial/ethnic diversity in higher education.

Procedure

26th of february - the proposed Chair will convene with the COR to discuss workplan & budget.

26th of february - meeting of the pre-commission to finalize its stance on the proposed commission by looking at input.

March 4th - joint meeting of COR, CSR, FSR (GV), who will advise the board.

(Expected) March 10th - Advice from CvB about the (sub) commission diversity.

Parties involved: Labour Unions, COR, CSR, HR, UoC, NuC, AU, DNU, Rethink UvA.
→ representatives from these will form a contactgroep.

(Background) Mandate D&D:

2. Mission and task description:

“(…) **identify core problems** at the UvA and UvA Holding BV **with regards to** governance, participation in decision-making, **diversity** and academic climate as well their causes;”

3. Background:

L. “the need for a more **diverse university** that is **free of discrimination;**”

4. Collaboration with other committees and consent academic community:

“The committee works together with the committee Diversity and **incorporates the findings** of that committee into its research.”

Proposed Mandate Commission Diversity (goals):

- a. Gaining more insight into the extent of **diversity among the staff and students** at the University of Amsterdam in relation to the population of Amsterdam, the Netherlands and the international community.
- b. Gaining knowledge and insight regarding the extent to which the University of Amsterdam, is seen as an **inclusive institution** by its staff and students(...).
- c. Increasing **awareness** about the importance of **diversity and decolonization** in the broadest sense of the word within the academic community in relation to current social issues.

Goals:

- d. Gain more insight into how mechanisms of exclusion or oppression [e.g. these could include sexism, classic, racism, eurocentrism, transphobia, homophobia, ableism, heteronormativity that have their roots in previous centuries of colonial history] relate to knowledge infrastructures within the University of Amsterdam and whether these result in **obstacles for alternative epistemologies to be adequately researched and taught.**
- e. **Report** to the Committee on Democratisation and Decentralisation and the broader academic community about the **results of the research.**
- f. If necessary, **formulate guidelines and proposals for implementation** to the Committee on Democratisation & Decentralisation and the University of Amsterdam **which seek sustainable diversification and decolonization** in view of social justice and equality.

Mandate Commission Diversity, Background

“A contrast between the experiences of students and staff from under represented groups and the self-explanatory images used by the university, in which the institution comes across as a place where everyone has equal rights and opportunities”

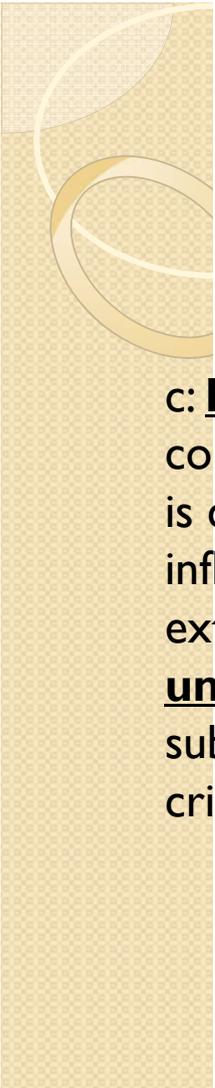
- 1) marginalisation of people who fall outside the implicit norm [white, middle or upper class, male, cisgender, heterosexual, secular, healthy and of a certain age]
- 2) Micro-aggressions & discrimination
- 3) Insufficient intake and promotion of staff in both academic and support staff, if they do not meet implicit norm
- 4) less career prospects
- 5) Curricula eurocentric/western
- 6) lack of critical reflection on dominant discourses and how power relates to knowledge infrastructures
- 7) Lack of diversity in student/staff body.
- 8) Poor accessibility of buildings for people of different groups [silent room/ people with disability/ Gender neutral toilets/ one-sided food provisioning]



Three main research goals of mandate

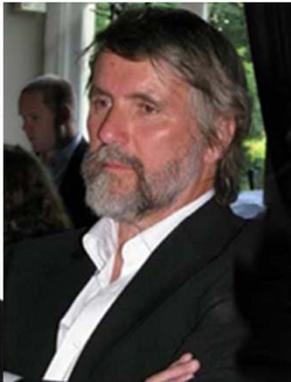
a: what is the **composition of students/staff** [in terms of: ethnicity, class, gender, sexuality, mental and / or physical health and age]

b: **Inclusiveness / exclusionary mechanisms** - To what extent do staff and students experience the UvA as an inclusive environment or an environment where (subtle) exclusion processes are manifest? If there are exclusionary/oppressive mechanism present, what specific forms do they take? What is the study flow, dropout and academic achievement among different groups of students who can be distinguished?



c: **How are faculties, research and curricula made up?** How does 400 years of colonialism influence study material? Is attention paid to the way in which knowledge is constructed (i.e. epistemology) and how the (historically) dominant discourses influence the production of knowledge and who have produced these discourses? By extension: are alternative views taken seriously?(...) **Is a critical interdisciplinary unit necessary** to bring sufficient attention to, for instance, decolonial studies, subaltern studies, orientalism, critical race studies, gender studies, queer studies, critical Disability Studies and intersectionality within various faculties?

Commission Members



prof.dr. Gloria Wekker

Chair of the Committee;

general coordination

both within the Committee and to UvA and the outside world.



Dr. Rosalba Icaza.

Membership:

An opportunity to think the role of the University in promoting more inclusive, innovative and reflective societies
How can societal relevant knowledge be generated with an increasingly diverse student population?

Research focus:

Formal and informal obstacles to diversity in knowledge validation processes for curricula design:
whose knowledge counts?, who validates knowledge and how?

Expertise:

Feminist IR teacher-researcher at the International Institute of Social Studies ISS (EUR):
participatory interventions on pedagogy and curriculum
Experienced facilitator of inter-cultural learning experiences in Mexico, Colombia, the UK, Sweden and the Netherlands



Dr. Rolando Vazquez

- WHERE is the UvA standing in relation to international good practices on diversity for excellence.
- WHO constitutes and has access to the UvA community.
- WHAT knowledge is being produced and taught at the UvA.
- HOW knowledge is being produced and taught at the UvA.



Prof.dr. Hans Jansen

Membership:

To look for possibilities for the University of Amsterdam to become an inclusive University corresponding with the composition of the inhabitants of Amsterdam, with the student population of schools in Amsterdam and with the ideas of students of the University.

Research focus:

What are the hidden presuppositions, values and norms in the texts (stories, narratives) of the University of Amsterdam, on the website, in the curriculum and in the student materials and what is the accessibility of the buildings and the student materials for the diverse student population of the University?

Expertise:

Experience with new forms of research, like working with narratives, deconstruction, visual anthropology and image-based research. Research and praxis work at this moment includes the empowerment of teachers and students in oppressive situations with a lack of social justice (most of the time based on neoliberal policies). Searching for possibilities for real life learning within oral performative cultures and ways to break down traditional institutes for education, training and studies.



Dr.ir. Marieke Sloutman

To provide insight into and to make recommendations with regard to the existing diversity among students and staff (both academic and supporting).

We will try to understand this diversity by comparing it with the presence of diversity in other relevant places, such as in the City of Amsterdam and in other educational institutions.

This step will consist of a quantitative inventarisation and the analyses are dependent on the available data.





Questions and Answers