

Annual Report Sept. 2020 – April 2022 of the UvA Faculty of Science's Diversity Office & Diversity Sounding Board



Reflecting the lockdown period, this is a screen shot of the February 8, 2022 Faces of Science Park plenary session with FDO Machiel Kestra and invited speakers prof.dr. Marie Rosenkrantz Lindegaard (Netherlands Institute for the Study of Crime and Law Enforcement and UvA), dr. Diletta Martinelli (DSB, Mathematics UvA) prof.dr. Christian Happi (African Center of Excellence for Genomics of Infectious Diseases & Redeemer's University, Nigeria), Faculty of Science dean Peter van Tienderen, dr. Carmen Anthonyj (Digital Society Institute, U Twente).

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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

1.0. Picking up from the previous Annual Report (Spring 2019- Summer 2020)

This is the second Annual Report reporting on the activities and initiatives of the Faculty of Science Diversity Office (Faculty Diversity Officer dr. Machiel Keesstra and student assistant Marwa Ahmed MSc.) and the faculty's Diversity Sounding Board. Having started in April 2019, the FDO Keesstra's immediate aims were to expand the scope and activities of the Faculty Diversity Office beyond what his predecessor's aims were. From 2018, the exclusive concerns of the first FDO - prof. em. Peter de Ruiter - were to improve the gender balance of the tenured staff. With a series of measures - ranging from specific fellowships to an adjusted recruitment process and the offer of unconscious bias trainings for selection committee members - the gender disbalance had started to change modestly in a positive sense. Being the second FDO, Keesstra's aim has been from the start 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).

Supporting this content-wise expansion, the FDO also revised and expanded the modest Diversity Sounding Board (DSB). The FDO approached relevant networks and organizations in the faculty, individuals students and colleagues who were already involved in DEI initiatives, and published open invitations for new members. As a result, the DSB expanded to ca. 25 members, among whom bachelor, master, and PhD students as well as professors of all ranks, and included representatives of relevant faculty councils (Students -, Works -, PhD council), the UvA Student Disability Platform, Women in Faculty and the WiF Student Chapter, and several research institutes and educational programs.

With this expanded DSB, the FDO and his student assistant have been able to make multiple contributions in the period 2019-2020. The [Annual Report 2019-2020](#) contains information on the details of these. Mentioned here should perhaps be their policy contributions to the Second Diversity Action Plan of the faculty and its Faculty Strategic Plan; organized activities like the first Faces of Science Park event and an Iftar of Science; being part of the Student Impact Center's project team; dissemination and public discussion of their publications 'Check list & recommendations regarding Corona-impact on Diversity & Inclusion @ UvA' (together with the Chief Diversity Office and other FDO's), and an anti-racism statement in the wake of the Black Lives Matter demonstrations; multiple presentations and workshops for the faculty's numerous institutes and platforms.

Among the aims mentioned in the Annual Report 2019-2020 for the next period were: co-organizations of Get Ready Summer School for incoming -first generation - students; more attention to staff and students with physical or mental disability; continuing monitoring DIE consequences of corona-measures; and data collection on DIE of the faculty in collaboration with institutes and other FDO's; initiating a monthly Diversity Journal Club @ Science Park; initiating a project of curriculum renewal aiming to enhance DEI in education.

This Faculty of Science's Diversity Office & Diversity Sounding Board Annual Report 2020-2022 presents the main initiatives and activities by the FDO and DSB during this period. In so doing, it presents the second half of Machiel Keesstra's term as Faculty Diversity Officer. Starting February 2022, Keesstra has been appointed the University of Amsterdam's Central Diversity Officer, continuing as FDO ad interim. From May 1, 2022 a new FDO has been

appointed at the Faculty of Science: Siddique Sheikh. Allowing this third FDO the space to develop their own aims and goals, this annual report will not present specific aims and goals for the next period. Obviously, several of the current aims and goals are ongoing. This introduction will continue with a few observations and recommendations stemming derived from activities and initiatives of this period - all of which demonstrate why and how increasing DEI requires application of what Aristotle in his Nicomachean Ethics refers to as prudence (sophrosune), or practical wisdom: insight in general guidelines and objectives on the one hand and application of knowledge of local specifics on the other.

1.1. The same measures can have both negative and positive effects on DEI

The Annual Report 2019-2020 did include reference to the [‘Check list & recommendations](#) regarding Corona-impact on Diversity & Inclusion @ UvA’ initiated by the Faculty of Science FDO and DSB, jointly published on April 1, 2020 with the CDO and other FDO’s. It raised concerns about the measures taken by the university and faculty in response to the Corona pandemic that would potentially negatively affect the DIE of students and staff as they might harm certain groups more than others. The lockdown and forced studying and working at home, for example, hurt those living under constrained conditions at home more than those with more space and better internet and computer facilities than others. Hence, this Check list & recommendations urged those responsible at UvA to take such inequities into consideration when proposing general measures for students and staff.

Inequities with regard to the impact of the pandemic on education were investigated by a study on [‘The effects of COVID-19 on educational inequalities](#) within the Faculty of Science (FNWI)’ which was supported by an FNWI Grassroots Science4All fund and the FDO and DSB and published in May 2021. Focusing on welfare, education, and living & working, the report warned about i.a. students’: decreased motivation to study online; lack of connectedness to other students due to working and studying from home; negative impact of the loss of structure on their mental health; and the impact of their financial losses due to lost side jobs.

However, the pandemic and lockdown demonstrated once again the importance of taking differences and specifics into account whenever new measures and policies are introduced. For the Working Group Disabilities and Chronic Disorders, established by the FDO and DSB, initiated an event on ‘The Positive Side of the Pandemic’ on October 5, 2021. Faculty and students with disabilities had raised concerns earlier that when the corona measures would be lifted in the future, everyone would like to return to the old normal. Grounded, though, in their experience of positive side of those measures, their contributions during this event led to a memo [‘The 8 lessons learned from the pandemic’](#). For those in a wheelchair, for example, working from home meant they did not lose time and energy required for their extra demanding commute. In addition, online meetings also meant that they were not recognized as being disabled, which enhanced their equal participation. Another positive lesson of the pandemic was that it quickly became a routine for many to briefly share their physical and mental health conditions with each other, showing that not only individuals with specific diagnoses are vulnerable in multiple ways. Indeed, almost 2 years of our shared engagement in flexibly creating working conditions and routines that benefit all of us while respecting our differences were generally applauded.

1.2. Localizing diversity and inclusion: institutional DEI committees

Given individual differences and challenges, the corona measures were found above to have potentially both negative and positive effects. Although hardly surprising, this observation is not easy to follow up with practical consequences. A positive and recommendable development therefore is the establishment by research institutes of dedicated DEI committees in the past period. Starting with such committees of the [Institute of Physics](#) and the Anton Pannekoek Institute of Astronomy, almost all research institutes followed suit.

Since these institutes differ with regard to dimensions like the composition of their staff, their research activities and their training programs, opportunities to improve DEI also look different. When doing field research in the Global South, for example, collaborations with local informers and colleagues look very different from working with colleagues in a lab at Science Park. Similarly, differences in the gender balance, presence of international staff and the prevalence of colleagues with a first-generation background also impact upon collaborations, tenure and promotion, etc.

Institutional DEI committees have undertaken numerous initiatives. Some have conducted 'Sense of Belonging' surveys among their staff in order to assess their diversity and inclusion, and to read about their experiences with racism, sexism etc. in their field and institutes. Some have also organized a series of personal conversations 'Behind the C.V.' in which PhD students and others can hear about the struggles and chances that senior colleagues have experienced. Some have also organized workshops for their staff on unconscious bias. Indeed, these committees can tailor their offer to local differences and challenges. Generally, they are involved in raising awareness in their institute of DEI concerns - as does the poster distributed at the Institute of Physics below - and developing responses to those concerns.

In sum, while the CDO and FDO, together with faculty deans and other relevant parties, are developing policies and guidelines in a more general sense, it is important to acknowledge how local conditions requires tailoring of those general measures. Establishing such local DEI committees can help to implement general measures and develop others fitting those local conditions. Indeed, the FDO has presented these developments to the OWIDO-meeting of educational program directors, encouraging them to do establish such committees as well, supporting them to increase the DEI in their curriculum, staff and students. Facilitating the process of establishing such local DEI committees, the FDO has drafted a [guide](#) to do so.



Raising awareness via a poster distributed by the Institute of Physics DEI committee.

1.3. Gathering data for DEI policy: limitations and opportunities

The University of Amsterdam and its faculties aim to implement as much as possible evidence-based or evidence-informed DEI measures and policies. This is only to a limited extent possible, though, for multiple reasons of which we mention only three here. First, data on which to ground such measures and policies are not available for each relevant domain. Due to legal restrictions regarding privacy issues, it is not possible to gather data for assessing all potential correlations or even causal connections between relevant diversity dimensions - like gender, socio-economic background, religion etc. - and apparent obstacles in participating in higher education, in being successful in academia, and so on. Second, if such data are accessible, legal restrictions regarding privacy determine that these data are at a level of granularity that can make it difficult to draw practical conclusions. Given, for example, to tackle in an evidence-informed way the disparities in gender balance in the student bodies of the bachelor's programs in Psychology and Computational Sciences, we would need to have data on rather small groups. For gender such data are available- that is, only for the two most prevalent genders - yet much less so for other dimension. Finally, it should be mentioned that some measures and policies are worth implementing out of fairness and moral obligation, even if it is not yet possible to determine their effectiveness.

This lack of available data has repeatedly been topic of discussion for the FDO and DSB, similarly in the monthly meetings of UvA's FDO's and the Central Diversity Officer. Especially when progress with the 'Cultural Barometer', developed by the Central Bureau of Statistics was stalled, alternatives were considered. Surveys that enable individual subjects to freely disclose their diversity dimensions while allowing them are not affected by legal restrictions. Consequently several faculties at UvA have developed their own surveys, supported by their FDO's and the CDO team. An example that has inspired several such surveys at UvA and also at Utrecht University, is the 'Sense of Belonging' student survey that the VU A'dam used several years ago.

The IoP and HIMS research institutes have developed their own versions of this Sense of Belonging survey, aiming to assess whether staff members experience cases of sexism or racism within the institute and within their discipline more widely. Ensuring anonymity, processing and analyzing the surveys has been outsourced to external expert centers. Results are yet to be made public, but the coordinators of the IoP survey were surprised by the positive response rate and overwhelmed by the word count of answers to open questions. In other words, it appears that institute members are willing and even eager to help their institutes to understand DEI related challenges and develop specific measures tailored to their specific communities. Indeed, the fact alone that such a survey was held was in itself for several subjects an indicator of the genuine interest in DEI of the institute's management team.

1.4. Summing up 2020-2022.

The sections above highlighted three insights and experiences that the FDO and DSB have made in the period of this Annual Report:

1. Generally speaking, any measure or policy can have opposing DEI effects on different groups. Some corona measures, like the lockdown and forced staying at home for example, affected many students negatively while for some people with disabilities these had positive effects. Therefore, introducing any new measure or policy should be assessed on its DEI impact while being aware that this impact can differently affect certain groups.
2. Similarly, localizing the efforts at fostering DEI is a valuable addition to initiatives at a more central level. The emergence of research institutes' dedicated DEI committees is both a positive indicator of increased interest and a helpful instrument for such localization.
3. Gathering relevant data on DEI related issues is an ongoing challenges not just at the Faculty of Science but nationally. More locally, again, this lack of data can be substantially remedied by distributing 'sense of belonging' surveys that combine self-identification questions with questions on certain DEI domains.

Obviously, apart from these highlights much more has been learned from this period by the FDO and DSB. Indeed, it is partly from their conversations and with other community members and external partners that insights emerge. We're therefore happy to close this report's introduction in the same way as the previous Annual Report 2019-2020: with a word of gratitude. These past 2 years, we were glad to again collaborate with many students, faculty and support staff, who almost all showed a genuine interest in increasing DEI at our faculty and were willing to spend some time, attention, efforts and resources on it. Just like last year, though, it is especially the members of the Diversity Sounding Board who deserve our greatest thanks. By sharing their experiences, insights and thought, they inspired and motivated us and others to develop concrete actions and well considered advisory and policy documents. Indeed, this collaboration has been so productive and motivating that, now being appointed as Central Diversity Officer, the FDO has decided to establish a DSB at the university level as well. Closing

Annual report 2020-2022 of the UvA Faculty of Science's Diversity Office

this last document written as FDO, he wishes the faculty's community well in continuing their valuable and constructive efforts, which have clearly made an impact.

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

Email: Diversity-Science@uva.nl ; M.Keesstra@uva.nl .

(April 2022)

§ 2. 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): *the FDO has been invited to report on the state of affairs regarding DIE at the faculty and to discuss the reports and memo's mentioned in § 3.1.*
- Research Institutes' DEI Committees: *as reported above, all research institutes have established their own dedicated DEI committee. The FDO supports this process and is involved in coordinating their efforts in order to maximize their impact. The FDO has composed this [document](#) with tips for this process.*
- [Women in Faculty](#), We Are Stem & VHTO: *the faculty diversity office has been involved in several conversations about the gender disbalance and facilities for mothers & child. These issues are being discussed with the faculty's management team.*
- 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 Curriculum Renewal Scan and the challenge of gathering relevant data for evidence informed DEI measures. FDO Keestra has been appointed UvA's [Central Diversity Officer](#) as of February 2022.*
- Faculty Students Council, Faculty Works Council, PhD council: *the FDO is in regular contact with these important bodies at the faculty, who are also represented in the DSB, offering advise or workshops to them.*
- Student Disability Platform (now [IDEAs](#)), 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](#) & Study associations: *student-led organizations inside and outside of the faculty are also relevant parties as they bring insights and expertise on the student experience. Foundation Diversity Talks is also involved in the Student Impact Centre's project group.*
- Social media outlets: *in addition to meetings, publications and events, the FDO is also present on [Instagram](#) and [Facebook](#). Student assistant Rana Abo Seada is assisting the FDO in this and has managed to attract a following of 400+ individuals.*

§ 3. Achievements

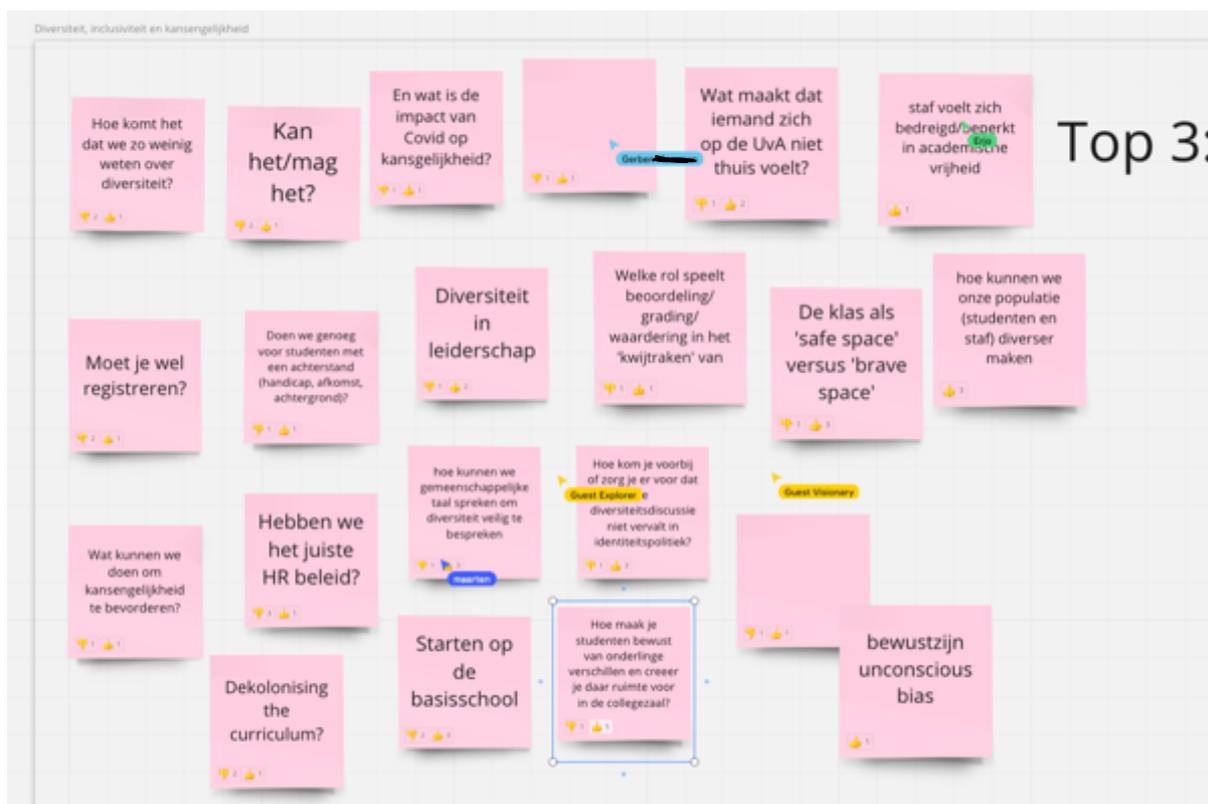
As noted above, much of the FDO's work consists of personal and written forms of networking, conversations, and presentations. As a consequence, only to a limited extent can we make visible what concrete achievements have been made. Some of the main achievements are listed below. Note that almost all of these achievements are results of collaborations with the DSB.

3.1. Written documents:

- Input Document, and a Response Document concerning the Faculty Strategic Plan 2021-2026. *Together with the DSB we provided two rounds of comments to the dean's FSP and had a joint meeting with him on the FSP focusing on - but not limited to - its DEI related sections.*
- 'Discussion paper on Social Safety and Security at Faculty of Science', Oct. 2020. *This document was created after incidents at UvA and the faculty attracted public attention. The FDO talked to confidential and study advisors as well as some individuals who experienced social safety issues at the faculty. It was presented to and discussed with several relevant groups & bodies at the faculty and led to several actions.*
- 'The 8 lessons learned from the pandemic', with the working group Disabilities and Chronic Disorders, December 2021. *See the pertinent section in the Introduction on our corona-related initiatives. This '8 lessons' document was shared and discussed with relevant groups & bodies at the faculty.*
- 'Towards a Transdisciplinary-Lab at the Faculty of Science: discussion paper.' *Drafted by the FDO in collaboration with the Student Impact Center, [this text](#) argues how the UvA and Faculty Strategic Plans support the expansion of community service learning and how a to be established Transdisciplinary-Lab can support this development institutionally. It was discussed with i.a. the faculty vice-dean for education prof.dr. L. Kaper and others in December 2020.*

3.2 Workshops, consultancy, presentations:

- Multiple institutes and networks within and outside the faculty have approached the FDO with requests for workshops and presentations. *This period they included i.a. the Master's Program in Physics, the Zeeburgia-AUC summer school, student party LIEF, the 'Far too close' podcast series on UvA's colonial past, the UvA SKO-network, the Institute for Interdisciplinary Studies, and others.*
- Topical discussions were held with the faculty's management team, research and educational institutes, several faculty councils and other networks on the written documents mentions above.
- 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. The projects awarded in 2020 are mentioned [here](#) and one of the projects awarded in 2021 is the art work [The Noise Gap](#) created by a group of teacher and students addressing gender bias in STEM.*
- Introductory video lecture '[Why is the lack of diversity and inclusion bad for science?](#)': *this introduction on the relevance of DEI in STEM and science generally was given online by FDO and philosopher of science dr. Machiel Keestra for the 2022 Faces of Science Park event and is available online.*

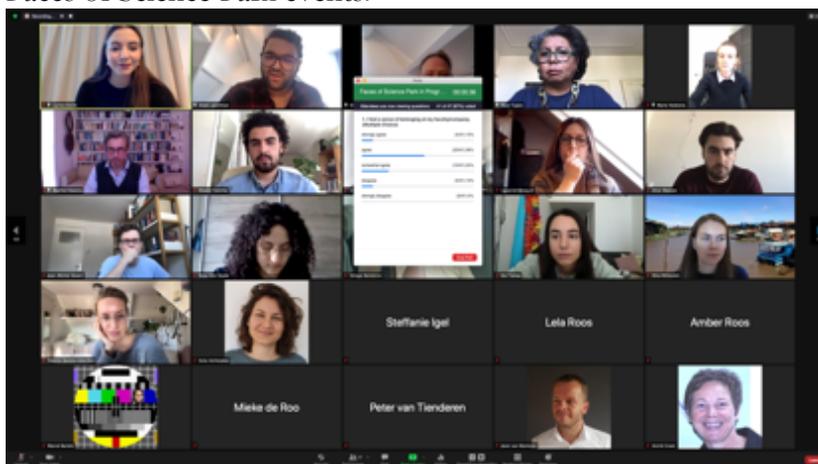


Screen shot of the May 27, 2021 workshop led by the FDO for the UvA SKO (senior teachers) network.

3.3 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. However, with the lockdown in place due to the pandemic, such events were only possible in a limited sense.

- Faces of Science Park events:



Screen shot of the February 11 plenary panel of Faces of Science Park 2021 with a.o. special guest Mary Tupan-Wenno (director ECHO expertise center).

- 2nd edition, 2021: 'Sense of Belonging in Times of Crisis' - one day event, consisting of a plenary section and several workshops online due to the pandemic

- 3rd edition, 2022: 'Rebuilding the New Normal: Community during and after the Crisis' - a week-long varied [program](#) with several hybrid meetings and presentations and on campus workshops, co-organized with network partners.



Program logo of Faces of Science Park 2022, created by student assistant Rana Abo Seada.

- Diversity Journal Club @ Science Park: 15 editions between September 2020 and March 2022. Information about these events are reported below and is accessible on a [special webpage](#), presenting a wide range of topics and accessible readings that might be useful for DEI related workshops, teaching materials and so on.
- Get Ready! This three-day introductory summer [program](#) is aimed at first-year students from all faculties who are first generation students. Initiated by the CDO team, the FDO has organized the section for first year Faculty of Science students in 2021. We also organized an evening in the fall for all our students who participated in the program.
- Iftar @ Science Park for students and faculty: April 28, 2022 the FDO together with the faculty's Social Committee and the Muslim University Students of Amsterdam association hosted an Iftar to mark the breaking of the fast during Ramadan. 3 lectures on the meaning of Ramadan, and sustainability and health perspectives on it preceded a moment of prayer for those interested in that and a shared vegetarian & halal meal in the faculty's dining section. Ca. 150 participants, mainly interested students and staff,

participated in what has perhaps been the largest Iftar ever held at UvA.



Queuing for the Iftar @ Science Park on April 28, 2022.

3.4 Special achievement: ECHO Award for student assistant Marwa Ahmed

As mentioned above, the Faculty Diversity Officer has been working closely and productively together with student-assistant Marwa Ahmed for most of his tenure. December 2020, Marwa Ahmed was awarded the 'Bèta Techniek Award' by foundation ECHO for her work at the FDO and for establishing the Women in the Faculty of Science - Student Chapter. An interview with her published in Folia can be read [here](#).

Appendices:

1. Faculty Diversity Office

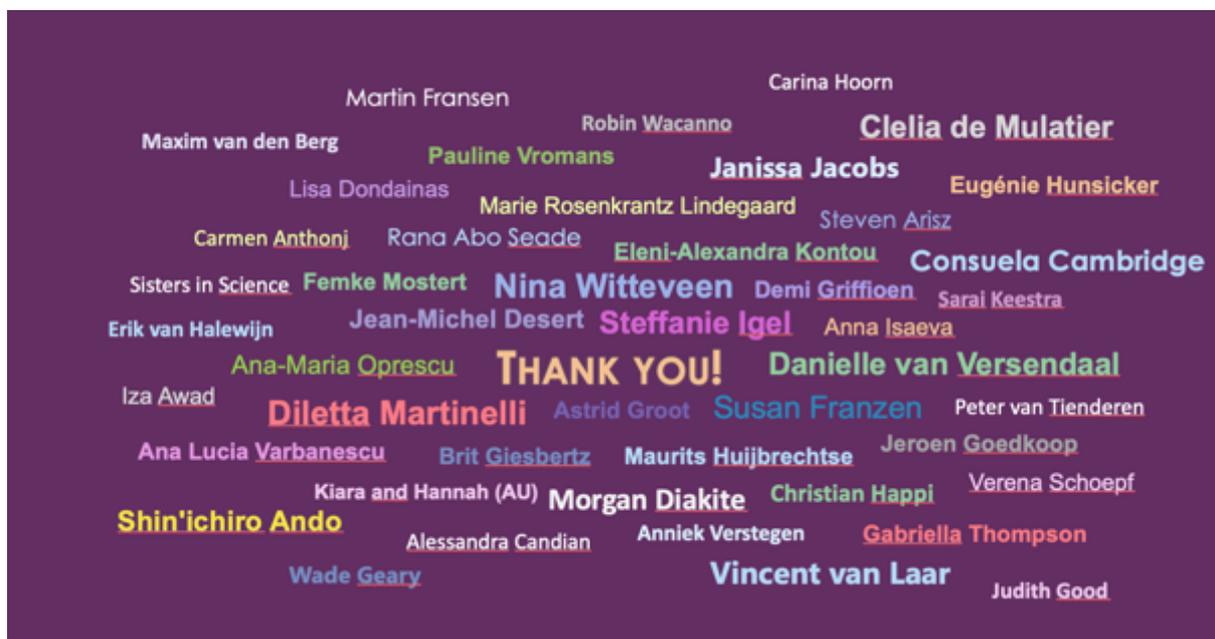
1. Dr. Machiel Keesstra - Faculty Diversity Officer (0,2 FTE – until April 30, 2022)
2. Marwa Ahmed BSc - student assistant to FDO (0,2 FTE)
3. Rana Abo Seada BSc - student assistant for communications (0,1 FTE)

2. Diversity Sounding Board: Members

(* refers to DSB members who are no longer member after Spring 2022)

1. Rana Abo Seada BSc - Master student Brain and Cognitive Sciences; Student assistant for social media communication to FDO and SIC
2. Dr. Steven Arisz - Senior postdoctoral researcher Swammerdam Institute for Life Sciences
3. Dr. Yael Artzy-Randrup - Assistant Professor Institute for Biodiversity and Ecosystem Dynamics - Board member Women in the Faculty of Science
4. Simone Astarita MSc - member of the DEI committee of the Inst. for Logic, Language and Computation
5. Consuela Cambridge MSc - Tutor at Chemistry department
6. Daphnee Chabal MSc - Informatics Institute, Phd Council
7. Devarshi Choudhury MSc - PhD student at API
8. Lisa Dondainas BA - student at AUC; author of Disabilities Handbook
9. Pauline Eenhoorn - Head of communication department
10. Susan Franzen - Co-chair DEI committee at Anton Pannekoek Institute for Astronomy
11. Brit Giesbertz MSc - Psychobiology, study advisor information science, TLC
12. Dr. Jeroen Goedkoop - Project leader innovative education
13. Demi Griffioen MA - member of IDEAs (Inclusivity, Disability, Equity, Accessibility for and by students)
14. Prof. dr. Astrid Groot - Professor Institute for Biodiversity and Ecosystem Dynamics
15. Kiara Grouwstra BSc* - Master Student Artificial Intelligence
16. Steffanie Igel - Operational manager Van 't Hoff Institute for Molecular Science
17. Dr. Arne Janssen - Associate Professor at IBED; member of EDI committee IBED
18. Stijn Kleiweg BSc* - Master student Physics - Board member Diversity Talks
19. Vivek Lakshman* - Bachelor student Bèta-gamma
20. Prof. dr. Sera Markoff - Professor Anton Pannekoek Institute for Astronomy/GRAPPA
21. Dr. Diletta Martinelli - Assistant Professor Korteweg-de Vries Institute for Mathematics
22. Femke Mostert BSc - board member of We Are STEM (previously WiF Student Chapter)
23. Dr. Ana Oprescu - Assistant professor at Informatics Institute & board member WiF
24. Moataz Rageb MA* - Project coordinator Student Impact Centre
25. Eline Rentier BSc - board member of We Are STEM (previously WiF Student Chapter)
26. Dr. Janna Schoenberger - Lecturer, tutor and member Works Council FNWI
27. Dr. ir. Karin van de Sande * - Member research funding advice team

28. Dr. Verena Schoepf - Assistant Professor Institute for Biodiversity and Ecosystem Dynamics
29. Liang Telkamp BSc - member of the Faculty Student Council
30. Michelle van der Gragt * - PhD candidate Swammerdam Institute for Life Sciences
31. Erik van Halewijn BA *- Master student Cultural sciences; Board member Diversity Talks and Student Impact Centre
32. Dr. Joost van Mameren - Manager Institute of Physics
33. Sophie van Tilburg * - Bachelor student Bèta-gamma - Member Faculty student council
34. Dr. Danielle van Versendaal - Policy officer education
35. Sophie Visser * - Bachelor student Biology - member Student Disability Platform
36. Nina Witteveen MSc- PhD candidate Institute for Biodiversity and Ecosystem Dynamics



Thank you slide for the DSB members and other volunteer contributors to Faces of SciencePark 2022.

3. Diversity Sounding Board: Working Groups

1. WG Disabilities and Chronic Disorders

- Dr. Steven Arisz (SILS)
- Demi Griffioen (IDEAs)
- Maurits Huijbrechtse (IDEAs)
- Lisa Teichmann MSc (IBED)
- Nina Witteveen MSc (IBED)

2. WG Diversity Journal Club

- Marwa Ahmed (student assistant FDO)
- Dr. Machiel Keestra (FDO, IIS)
- Dr. Diletta Martinelli (Mathematics)

3. WG Parenting and Work

- Marwa Ahmed BSc (student assistant FDO)
- Susan Franzen MA (API Astronomy)
- Dr. Machiel Kestra (FDO, IIS)
- Dr. Eleni Kontou (Institute of Physics)
- Dr. Clelia de Mulatier (Informatics Institute, WiF)
- Dr. Ana Oprescu (IvI, WiF)
- Prof.dr. Anna Watts (API Astronomy)

4. Diversity Sounding Board: Meetings and main agenda items

September 23, 2020:

- International Diversity Day, October 6
- Curriculum scan: decolonization & gender equity
- Social safety & security: preparation FDO memo
- Faces of Science Park event: evaluation 2020, planning 2021.

November 12, 2020:

- Social safety & security: discussion of FDO memo
- Sense of belonging surveys: present and future plans
- Planning of Faces of Science Park 2021 event

January 5, 2021 - special meeting with dean Peter van Tienderen

- Feedback on Faculty Strategic Plan in two rounds (Education & Staff) & break out rooms, visited by the dean.

March 16, 2021:

- Evaluation of Diversity Journal Club & future plans
- Evaluation of Faces of Science Park event
- Brainstorm on future topics: mother & child care; education, campus culture; policy.

May 6, 2021:

September 23, 2021:

- Network meeting: [self-presentation](#) of Diversity Sounding Board members & faculty networks (& their goals/objectives)
- Discussion on establishing new diversity working groups

October 28, 2021:

- Positive side of the pandemic event
- Meeting FDO and dean (campus facilities; kid's day care; institutional committees)
- Working groups: Disabilities working group; Diversity Journal Club working group

5. Diversity Journal Club @ Science Park: editions Sept. 2020- March 2022

<https://www.uva.nl/shared-content/studentensites/fnwi/fnwi-gedeelde-content/nl/az/diversiteit-aan-de-fnwi/diversity-journal-club-at-sp/diversity-journal-club-at-sp.html>

September 17, 2020

- **Topic: How Diversity Makes us Smarter**
- **Reading:** Phillips, K. W. (2014). How diversity makes us smarter. *Scientific American*, 311(4), 43-47. Retrieved from <https://www.scientificamerican.com/article/how-diversity-makes-us-smarter/>
- **Host:** Dr. Machiel Keestra, Faculty Diversity Officer and philosopher of science
- **Question(s) discussed:** Can we also increase our faculty's creativity by enhancing its diversity?

October 8, 2020

- **Topic: 'Parachute science'** and the underrepresentation of, for example, African authors on African geoscience topics
- **Reading:** "Out of Africa: The underrepresentation of African authors in high-impact geoscience literature" (Michelle North e.a., *Earth-Science Reviews* 208 (2020), p. 1-12 <https://doi.org/10.1016/j.earscirev.2020.103262>)
- **Host:** Dr. Kenneth Rijdsdijk (geoscience and island researcher at the Institute for Biodiversity and Ecosystem Dynamics, IBED)
- **Question(s) discussed:** Why should we be concerned about our involvement in 'parachute science'?

November 12, 2020

- **Topic: Cultural bias in the exact sciences**
- **Reading:** *In South Africa, "Decolonizing" Mathematics* by Thomas Lewton at www.Undark.org (2018): <https://undark.org/2018/12/31/in-south-africa-decolonizing-mathematics/>
Is Mathematics Discovered or Invented?, by Paul Ernest, in *Philosophy of Mathematics Education Journal* (1999), vol. 12, pp. 9-13: <http://webdoc.sub.gwdg.de/edoc/e/pome/pome12/article2.htm>
- **Host:** Dr. Diletta Martinelli, assistant professor at the Korteweg-de Vries Institute for Mathematics, and Danielle van Versendaal, Educational Policy Officer Science Faculty
- **Question(s) discussed:** Are science and mathematics rational descriptions of the world converging on the truth, or are they socially constructed accounts of the world, and offering some of many possible accounts?

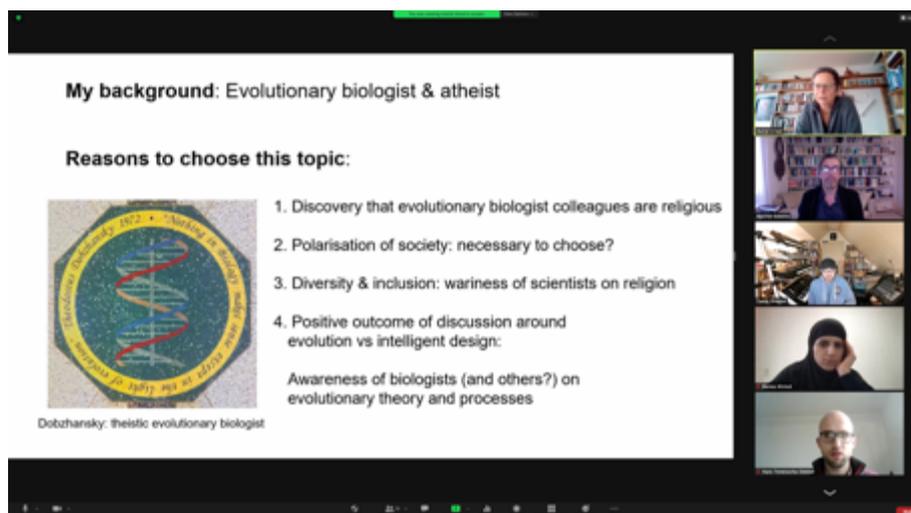
December 10, 2020

- **Topic: Measuring the Faculty of Science community's composition: what should we do?**
- **Reading:** **Reading 1**, Indicators for monitoring STEM; **Reading 2**, Diversity report, fragment 2016

- **Host:** Moataz Rageb, MA Sociology and project coordinator of the Student Impact Centre FNWI
- **Question(s) discussed:** what benchmarks should be used to assess our faculty's population? Should we compare the percentage of student's (non-western) migration background with that percentage at other universities, in relation to the city's population or to 18-year-old vwo pupils across the country? What indicators/characteristics does a STEM-faculty need to be diverse and inclusive?

January 14, 2021

- **Topic: Science and Religion: a fundamental conflict, or not?**
- **Reading:** *Religion and Science: Beyond the Epistemological Conflict Narrative* by Evans & Evans, in *Annual Review of Sociology* 2018 (34: 1), pp. 87-105 [Download here the article](#).
 - Optional extra readings for those interested:
 - Recent Pew survey on 'Perception of conflict between science and religion' <https://www.pewresearch.org/science/2015/10/22/perception-of-conflict-between-science-and-religion/>
 - OpEd article (in Dutch) by Faculty Diversity Officer Machiel Keestra on Intelligent Design, NRC Handelsblad 2005: <https://www.nrc.nl/nieuws/2005/06/09/intelligente-ontwerper-helpt-ons-niet-10533786-a1115356>
- **Host:** Prof. dr. Astrid Groot (IBED)



Screen shot of the Diversity Journal Club @ SP January 14, 2021 edition on Science & religion.

January 26, 2021 (Extra; CSDS congress)

- **Topic: Cultural Humility as a Strategy to Broaden Participation in STEM**
- **Reading:** *Nature in the Eye of the Beholder: A Case Study for Cultural Humility as a Strategy to Broaden Participation in STEM* by Maria N. Miriti, in *Education Sciences* 2019, (9:4), 10 pp.; <https://www.mdpi.com/2227-7102/9/4/291>)
- **Host:** Nina Witteveen MSc; Marwa Ahmed BSc; FDO dr. Machiel Keestra;
- **Question(s) discussed:** 1) Is there a cultural bias in our understanding of nature and in (the practice of) natural sciences?; 2) In creating a more inclusive classroom, how can educators show enough humility without falling into political correctness?

March 11, 2021

- **Topic:** Underrepresentation of women in STEM
- **Reading:** *Gender Differences in Student Dropout in STEM*. [Download here the article](#)

- **Host:** Lisa Teichmann, PhD candidate SILS & DSB member

April 8, 2021

- **Topic:** 'How to get the majority involved in diversity and inclusion – and not burden minorities with it?'
- **Reading:** *Underrepresented faculty play a disproportionate role in advancing diversity and inclusion* by Jimenez, M., Lavery, T. e.a., in *Nature Ecology & Evolution* (2019) 3:7, pp. 1030-1033 (3 pp.); <https://doi.org/10.1038/s41559-019-0911-5>
- **Host:** Dr. Bob Pirok, Assoc. prof., HIMS research institute, and Lotte Schreuders, MSc, lecturer Chemistry, 'SistersinScience_NL'

May 12, 2021

- **Topic:** Anti-Asian Racism and Sinophobia in academia
- **Reading:**
 - *Sinophobia: How a virus reveals the many ways China is feared*, by Tessay Wong, BBC News online, Febr. 20, 2020;
 - *Why universities need to actively combat Sinophobia*, by Serkan Aydin, University World News, June 20, 2020;
 - *How to Counter Anti-Asian Racism in the University: 7 Suggestions*, by Hay Yeon Choo, Inside HigherEd/ Sinophobia tracker, April 2021
- **Host:** Rosie Zheng, student in Psychology and Artificial Intelligence at the UvA
- **Question(s) discussed:**

June 10, 2021

- **Topic:** LGBTIQ+ climate in the sciences: worrisome, or not?
- **Reading:**
 - *LGBT Climate in Physics: Building an Inclusive Community*, American Physical Society (2016), pp. 5-9
 - *Discrimination drives LGBT+ scientists to think about quitting*, *Nature* (2019: 571), pp. 16-17
 - **Optional readings:**
 - The rest of the report *LGBT Climate in Physics: Building an Inclusive Community*, especially the recommendations pg. 29-38
 - *Verontrustende feiten en cijfers over acceptatie LHBTI-personen* ('Worrisome facts and figures on acceptance of LGBTI persons', Movisie 2021, 14 pp.)
 - **Host:** Dr. Eleni-Alexandra Kontou, Postdoctoral researcher at ITFA; Diversity and Inclusion council of the Institute of Physics, UvA, and Erik Persoon, Online editor / content specialist, FNWI; UvA Pride
- **Question(s) discussed:** how sexual orientation and gender identity affect scientists such as: What makes professionals feel comfortable in revealing their identities in the workplace? What are the differences between the US and Europe, academia and industry? And what can we do throughout to make the sciences more inclusive and improve the lives of LGBTIQ+ scientists?

September 23, 2021

- **Topic:** Anti-Racist Interventions to Transform STEM Departments
- **Reading:** *Anti-racist interventions to transform ecology, evolution and conservation biology departments. Nature ecology & evolution*, Cronin, M. R., Alonzo, S. H., e.a., *Nature & Ecology* (2021). 5(9), 1213-1223. doi:10.1038/s41559-021-01522-z

- **Host:** FDO dr. Machiel Kestra
- **Question(s) discussed:** The authors emphasize the importance of recognizing and articulating the influence of racist (and sexist and colonial etc.) histories/persons/motives on the life sciences.
- Do you agree that we need to recognize and articulate the influence of racist (and sexist and colonial etc.)

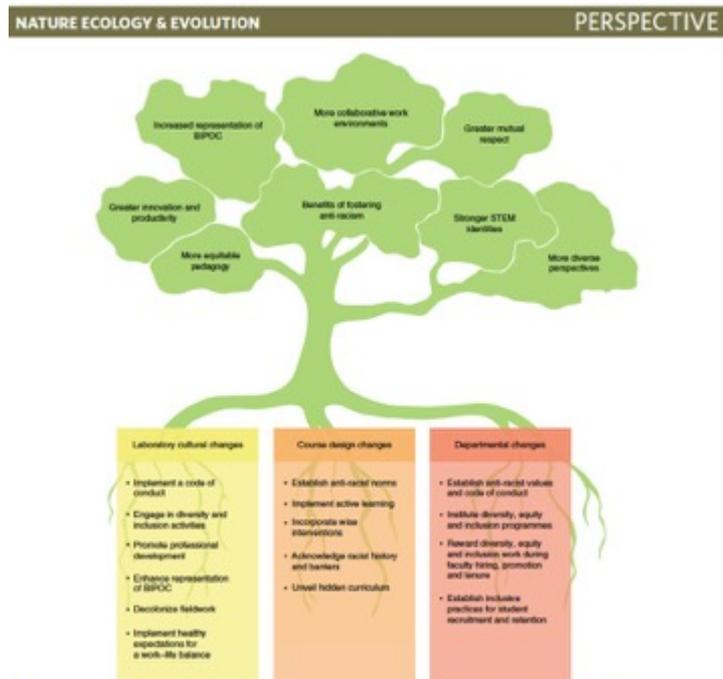


Fig. 2 | Fostering anti-racism through changes and actions at different scales, including curricula, laboratories and departments, will result in many benefits in EECB. The benefits presented in this figure are a small subset of the positive outcomes of fostering anti-racism in EECB. Illustration courtesy of Julie Johnson.

histories/persons/motives in our education and public discussions in which our sciences figure? Can you mention specific examples or best practices?

- What comes to mind when we think about such histories specific to UvA related to our STEM fields?

October 28, 2021

- **Topic:** Towards more inclusive internationalization
- **Readings:**
 - De Wit, H. (2020). [Internationalisation in Higher Education: A Western Paradigm or a Global, Intentional and Inclusive Concept?](#) International Journal of African Higher Education, 7(2), pp. 31-37.
 - Van der Wende, M. (2017). [How do globalisation forces affect higher education systems.](#) University World News, 23 (December 17, 2017), 5 pp.
- **Hosts:** prof. dr. Stanley Brul (Professor of Molecular Biology and director of the College of Life Sciences, UvA) & MSc. Geoffrey Mboya from Nairobi (PhD student in Mathematics at Oxford U, founder of Mathematical Sciences mentorship scheme [Mfano Africa](#)).

December 2, 2021

- **Topic:** How to make Holiday Celebrations more inclusive?
- **Reading:** [How to Make Holiday Celebrations More Inclusive](#), by Dori Meinert, HR-Magazine (published by Society for Human Resource Management), October 31, 2018

- **Hosts:** FNWI Social Committee members Pascale Nukoop (Communications department) and Joris Flesch (Buildings and Safety).

February 10, 2022

- **Topic:** Workaholism in Academia
- **Reading:**
 - Schwarzbach, N., & Stadel, M. (2021). *A Reflection on the Topsport Analogy*. Retrieved from <https://www.growingwithacademia.com/a-reflection-on-the-topsport-analogy/>
 - Duffy, Meghan (2014). *You do not need to work 80 hours a week to succeed in academia*; <https://dynamicceology.wordpress.com/2014/02/04/you-do-not-need-to-work-80-hours-a-week-to-succeed-in-academia/>
- **Host:** dr. Ana Lucia Varbanescu (Computer Science & chair Women in Faculty; member Diversity Sounding Board) and dr. Wade Geary (Amsterdam University College & FNWI Works Council)

March 24, 2022

- **Topic:** Neurodiversity beyond its stereotypes
- **Readings:**
 - Young, S., Adamo, N., Ásgeirsdóttir, B.B. *et al.* [Females with ADHD: An expert consensus statement taking a lifespan approach providing guidance for the identification and treatment of attention-deficit/ hyperactivity disorder in girls and women](#). *BMC Psychiatry* **20**, 404 (2020).
 - Bargiela, S., Steward, R. & Mandy, W. [The Experiences of Late-diagnosed Women with Autism Spectrum Conditions: An Investigation of the Female Autism Phenotype](#). *J Autism Dev Disord* **46**, 3281–3294 (2016).
 - Baumer, N. and Frueh, J., 2022. [What is neurodiversity?](#) [online] Harvard Health.
- **Host:** *We are STEM* board members Femke Mostert and Florine de Geus.