

Guideline Action Plan Diversity & Inclusion

Faculty: Erasmus School of Economics (ESE)

Date: September 2017

Names: ESE Diversity Officers Vardit Landsman-Schwartz & Teresa Marreiros Bago d'Uva, ESE Head of the Dean's Office/HR Margaretha Buurman and HR Partner Anita Iftekaralikhani & HR Advisor Ruth van Gelder.

Introduction

At the end of 2016, the diversity policy of Erasmus University was reviewed. A combination of interventions at individual, cultural and institutional level was proposed as part of this review (see attachment 1: Advisory memorandum on the review of the gender diversity policy). Each faculty is committed to developing an action plan relating to diversity and inclusion based on the faculty's own context and challenges. The advisory memorandum can be used as a framework for developing these action plans.

The aim of the action plan is to define faculty priorities, set objectives and propose relevant interventions to achieve them. This action plan will also discuss the approach, the specific context of the School of Economics, as well as specific challenges faced by the school, a SWOT analysis and an estimate of the additional investments required to implement this plan.

Erasmus University is committed to meeting a target of 25% female professors by 2025 and an interim target of 20% by 2020.

Based on the above targets, the timeframe of this action plan is 2017-2020.

Part I

The aim of the action plan

Setting faculty objectives: The objectives of this plan are threefold: firstly, we believe that the percentage of female academic staff members at ESE should at least reflect the gender mix among our student population. Secondly, we aim to increase the participation of students from a minority background in student associations and student assistantships. Thirdly, we aim to ensure equal opportunities for both students and staff.

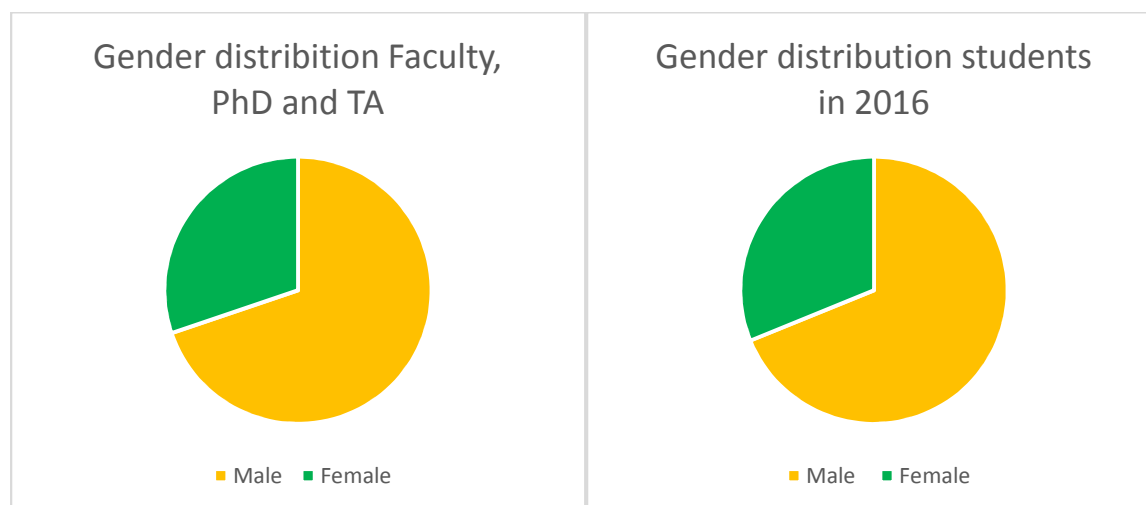
Defining our own challenges and priorities: Within the Netherlands, faculties of exact sciences are primarily male dominated. Our challenge is thus to encourage a greater percentage of excellent female students to pursue an academic career. Such female students may be ESE graduates or excellent female graduates from other universities in the NL and outside the NL.

Why Diversity & Inclusion at EUR?

1. It adds to our overall performance.
More diverse teams have shown more innovation, better team performance and greater ability to adapt. (McKinsey & Company, Diversity Matters).
2. It contributes to the quality of our research and increases our chances of acquiring research grants
3. Research teams that gender-balanced and that address gender-related content and innovation, stand a better chance at acquiring EU research grants¹
4. It adds to the good employment practices of our university by providing equal opportunities for everyone.

Context – the ESE

Quantitative overview of diversity of personnel in the faculty: gender and international diversity.



In general, the gender distribution of our academic staff reflects the gender distribution of our students. However, not all is well. There are huge differences when looking at the gender distribution across job categories.

Gender	Full Professor	Endowed Professor	Associate Professor	Assistant Professor	Teacher	Researcher	PhD Student	TA	Support Staff
Male	100%	PM ²	83%	71%	65%	65%	64%	63%	24%
Female	PM	PM	17%	29%	35%	35%	36%	37%	76%

¹ <https://ec.europa.eu/programmes/horizon2020/en/h2020-section/promoting-gender-equality-research-and-innovation>

² The table needs to be adjusted to show our female full professor and our female endowed professor.

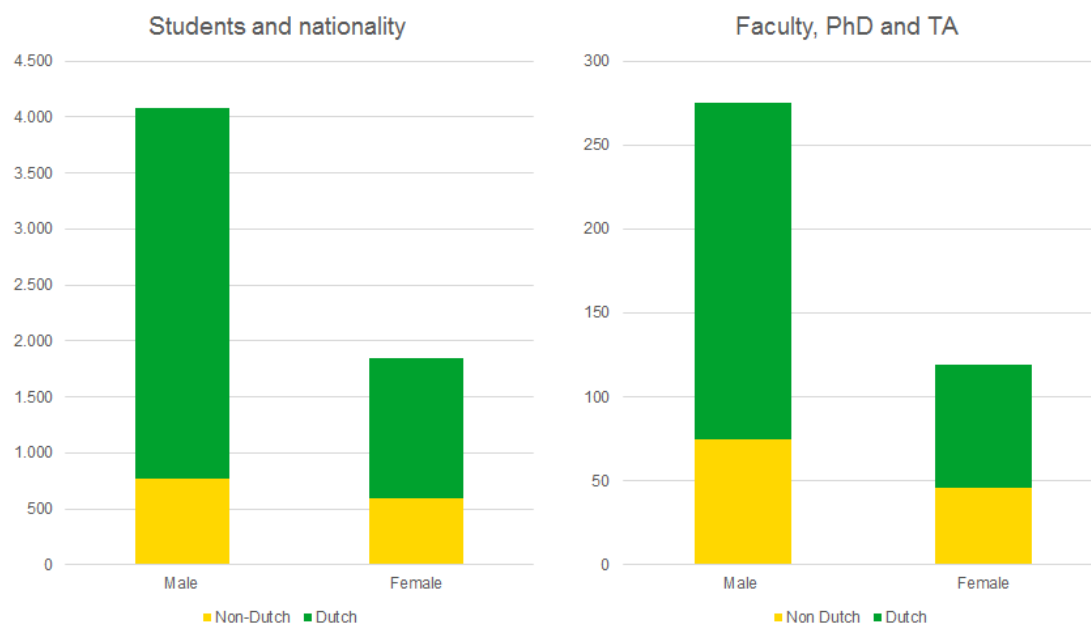
Furthermore, we tend to lose relatively more women than men in the process of obtaining tenure. Reasons stated include opportunities elsewhere, position of spouse abroad, lack of guidance, heavy teaching load and the delays they faced following a maternity leave period.

March 2017 % (of those who followed a TT period)	Male	Female	Total TT
Failed TT and then left the ESE	25% (i.e. 7 men)	47% (i.e. 8 women)	33%
Failed TT but stayed as Assistant Professor	11% (i.e. 3 men)	12% (i.e. 2 women)	11%
Succeeded as Associate Professor	61% (i.e. 17 men)	29% (i.e. 5 women)	49%
Became Associate Professor, later stage	4% (i.e. 1 man)	12% (i.e. 2 women)	7%
Total (%)	100%	100%	100%
Total (n)	28	17	45

Compared to gender diversity, diversity in nationality is widespread amongst our staff.

Nationality	Full Professor	Associate Professor	Assistant Professor	Teacher	Researcher	PhD Student	TA	Support Staff
Dutch	83%	55%	37%	91%	75%	57%	84%	99%
Non-Dutch	17%	45%	63%	9%	25%	43%	16%	1%

The comparison between students and staff is remarkable. The gender comparison between Dutch students and Dutch staff is similar, as is the gender comparison of non-Dutch students and staff. However, when looking at the Dutch versus the non-Dutch groups, we notice that among the non-Dutch groups the gender composition is much more balanced. It therefore seems that there is not such a big gender difference abroad in preference for working or studying in an economic department as in the Netherlands. That implies that internationalisation is probably a very successful measure for improving the gender balance among our staff.



Analysis of faculty challenges and priorities

The internationalisation of our students and staff is similar in both cases and does not require action. Special attention might be needed for our Dutch ethnic minorities, as they seem to be underrepresented in boards of study associations and among our TAs. The gender diversity is a bigger issue within Erasmus School of Economics. Although on average the percentage of female academic staff is similar to the percentage of female students, there are big differences in the different job categories. In the higher ranks of professor and associate professor, there are only a few women. Furthermore, we tend to lose women more easily during their Tenure Track than men. That is cause for action.

SWOT

Using a SWOT analysis, we aim to identify the main strengths, weaknesses, opportunities and threats at our school. Identifying these elements helps us make optimal decisions to achieve our diversity-related objectives.

Internal	External
Strengths: <ul style="list-style-type: none">• Among international students and staff, the percentage of women is much higher than among Dutch students.• Among PhD students, the percentage of women is also higher than among Bachelor/Master students.• The newly introduced longer Tenure Track period is an opportunity to improve gender balance.	Opportunities: <ul style="list-style-type: none">• Currently, we are witnessing greater awareness at both government and university level about the need to achieve higher gender balance and specifically to increase the number of women faculty members in NL academic institutions.• The extreme inequality at our school can also be viewed as an opportunity to improve and correct such biases.
Weaknesses: <ul style="list-style-type: none">• All committees are male dominated and the female perspective seems to be given insufficient weight in decision-making.• Economics and Econometrics are traditionally male dominated fields in the Netherlands.	Threats: <ul style="list-style-type: none">• Many Dutch women PhD students tend to prefer industry jobs and do not stay in academia. Such industry positions typically offer part time options and are therefore more flexible for woman in early maternity stages. They also provide more certainty when it comes to promotion and development than the tenure process in Dutch universities.• There is higher competition among NL universities for women in academic positions. Many universities encounter similar problems and therefore also target excellent female PhD graduates.

Approach

Description of the roles and responsibilities within the faculty: Erasmus School of Economics has two Diversity Officers, namely Vardit Landsman-Schwartz & Teresa Marreiros Bago d'Uva. Furthermore, the Head of the Dean's Office/HR Margaretha Buurman is involved in creating this action plan as well as its HR Partner Maybelline Molensky & HR Advisor Ruth van Gelder.

Part II

Scope of the action plan

The scope of the action plan is based on three pillars: Education and students; Research; and Personnel and organisation. For our faculty, all three pillars are relevant. However, due to the current imbalance in gender diversity among our academic staff and the related external targets on female faculty members, gender diversity is our main priority and a key part of the action plan concerns gender diversity.

We contribute to the targets for female professors of the Erasmus University by aiming at recruiting and retaining more female academics than we do now. We expect to reach our target of 3 female professors in 2018 and hope to double this figure by 2020. Furthermore, we aim at promoting an equal part of all female and male Tenure Track candidates to the rank of associate professor in the years 2017-2025 and an equal part of all female and male associate professors to the rank of professor.

The following interventions and policies are either currently being explored or are already in place within ESE:

1) Education and students

- a. **Encouraging women to remain in academia:** our main priority in this pillar is to encourage more excellent female students to pursue an academic career. To this end, we need to explore the development of a programme which will enable the selection of excellent female students to join our Graduate Schools.
- b. **Increasing students' exposure to female talents among our current academic staff:** besides a specific programme, small steps can be taken to highlight our existing female talent at Erasmus School of Economics. For example, interviews with or an article by our female talents in student newsletters. By drawing attention to their vision and academic achievements, we hope to inspire (female) students to pursue an academic career.
- c. **Recruitment and selection of student assistants (mentors):** in order to increase awareness about possible implicit biases in recruitment processes and to promote gender-neutral, more inclusive hiring decisions, we would like to offer training sessions for selection committee members involved in selecting ESE student assistants, including members involved in the newly created Tutor Academy.
- d. **Involving student associations on campus:** there are numerous student associations on campus, some of a multicultural nature, others with a focus on one's nationality or heritage. We aim to cooperate with multicultural student associations to help highlight student assistant vacancies among all students.
- e. **Students with disabilities:** the ESE has a relatively high proportion of students with ADHD and similar indications. Efforts are constantly undertaken on an individual level to accommodate the special needs of students with such indications. These efforts could be publicised more in order to demonstrate that all students are welcome and able to thrive within our faculty. One way to create attention for students with impairments and to improve their support is the workshop called "Studying with a functional impairment: Autism" during the ESEbility day.
- f. **A more inclusive, diverse classroom:** students from a similar background tend to flock together in class. Considering the importance of inclusion, diversity and equal opportunity, professors can play a role in encouraging more diverse working groups. This can be achieved by creating random working groups (where possible, in combination with self-selected groups towards the end of the block, to discourage free-riding).

2) Research

- a. **Diversity within research teams:** Greater diversity in working teams has been shown to increase performance. Lately, diversity in research teams, and specifically gender diversity, has also become an important criterion in grant evaluation processes. We aim to encourage greater diversity in research teams among members of our school. We propose investigating alternative approaches that will help us achieve this aim.
- b. **Research on diversity related topics:** Research undertaken at our school increasingly uses data on diversity, for example on gender and nationality, in order to either investigate diversity-related phenomena, or to account for such effects in the investigation of other research topics. We aim to encourage further research on diversity building on a number of current streams:
 - “Don’t Demotivate, Discriminate” offers a new theory of discrimination in the workplace; “Having it easy” also focuses on discrimination, as well as on gender bias in teaching evaluations. We will try to encourage additional research of this sort by making the data sets available to all students interested in this topic.
 - Both Diversity Officers are involved in research related to diversity, namely, on ethnicity and health care, and the gender health gap. The latter has been included in the list of topics for Health Economics Master theses recent years and proved very popular among students. Professors can thus encourage further and more research into diversity-related topics.
- c. **Inter-departmental network of female staff:** in order to further support and inspire female academic staff members, we propose encouraging more collaboration across departments within ESE. Such collaboration can be stimulated by organising meetings for women that will involve both social and academic content, including a meeting in which women will discuss and develop new research ideas.
- d. **Coaching programme:** we aim to set up a coaching programme for all our Tenure Trackers. In exit interviews held during 2014, a number of female ex-Tenure Trackers mentioned the lack of guidance during their tenure track period as one of their reasons for leaving. A coach, a senior staff member from another department, could give the desired guidance that was felt to be lacking. To prevent the idea that only women need (are entitled to) coaching, this will also be available for men. In the past, men also showed interest in such programmes.
- e. **Career development programme:** we will encourage participation in the (EUR) Women in Academia Programme, which is offered to female faculty members. This has replaced the Female Career Development Programme and expands on essential aspects of leadership. HR will ask the heads of departments to encourage their female staff to participate in this programme. Furthermore, HR will send the invitation for the course to all eligible female candidates.
- f. **Postdoc time abroad:** ESE will explore the possibilities of creating a policy whereby female PhD candidates are stimulated to obtain good placements abroad via the job market. When recruiting new assistant professors, these former PhD candidates can be targeted as new hires.³

³ We also discussed the option of encouraging female researchers to spend some time abroad as post-docs after obtaining their PhD at EUR, whilst being guaranteed a position at ESE afterwards. A challenge to this is that, according to current regulations, it is not possible to offer our own PhD graduates a tenure track position before they have been away for at least 6 months and 1 day. We discussed options to bridge this period, including ways to finance that, such as:

- g. **Rotating Chairs:** The newly appointed rotating chairs are all men. Match the current rotating chair programme with rotating chairs for women. One of the problems mentioned when discussing the draft version of the diversity action plan with the Diversity Sounding Board of Erasmus School of Economics was the lack of role models within the school. This measure aims to address that problem.

3) Personnel and organisation

- a. **The diversity of the staff must reflect that of our student population:** one of the aims of our diversity policy is to have a similar composition of staff compared to our student population when it comes to gender, minority background, internationalisation, etc. This aim needs to be addressed through a combination of a hiring and retaining strategy, which is further elaborated in the next points.
- b. **P&D process:** we must both recognise and utilise the talent that we already have within our faculty members. Among others, we currently evaluate our talents through the annual P&D process, in which each departmental director evaluates his academic staff with the Dean. The Dean has a twice yearly meeting with Human Resources during which all personnel is evaluated and HR Policy is discussed in relation to topics including diversity, talent management/retaining and strategic personnel planning. **Another measure to enhance the quality of the P&D interviews is training of the supervisors.**
- c. **Improve management skills of supervisors:** in order to improve the guidance of (female) employees, we will stimulate supervisors and managers within Erasmus School of Economics to improve their management skills and follow management courses in addition to the academic leadership programme.
- d. **Restructuring hiring activities for academic and support staff:** we organise an implicit bias training for members engaged in recruiting and selecting new members of staff, such as selection committees and HR personnel. The goal of this training is to increase awareness about the existence of potential biases, in the hope of making gender-neutral, more inclusive hiring decisions.
- e. **Encouraging women in academia:** for numerous reasons, we lose many women after they become Assistant Professors. In order to remove barriers to women's success in academia, a number of recent measures have been taken at ESE. These include:
- a. Changes to the Tenure Track terms: the Tenure Track period of employment has been changed from four to a maximum period of ten years. The option to extend the tenure period is offered in cases where the employee has to provide care for others, pregnancy, etc. This makes it possible to take into consideration the personal situation of a Tenure Tracker. Whilst promising, it will take the school at least another six years before the results of this initiative can be assessed.
 - b. We have hired one female full professor.
 - c. In the case of the retirement of male professor, we strive to recruit female replacements in the form of assistant professors. Recently, we invested money from our reserves in early replacement. We have opened five vacancies three years in

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- A special Tenure Track position with a clause stating that ESE can terminate the contract if the postdoc does not meet the set requirements.
 - A designated scholarship (e.g. funded by the Erasmus Trust Fund).
 - An exchange programme with postdoctoral fellows from other universities

However, a programme for women only is a legal challenge and not appreciated by all the women in the Diversity Sounding Board, as they felt this could lead to stigmatising women.

advance of the date of retirement, one at each research program, for female candidates.

- d. We are focusing our recruitment efforts on women: the Econometrics Department has currently recruited three female Tenure Trackers. As a result we hope to have four new female Tenure Trackers this coming fall.
- f. **Social events:** our Diversity Officers had never met prior to taking on this role. This is mainly because they work on different floors within the same building and there is very little interaction between floors. This seems rather inefficient, given that there is so much to learn from each other, not only with regard to challenges faced by women working at ESE, but also with regard to research. We will explore the possibility of organising social events focused on connecting women in academia such as working lunches, training on given topics of interest and other events that encourage sharing of ideas.
- g. **ESEbility:** The ESE organises an annual event called ESEbility at which a variety of different training sessions are offered. All ESE - academic and support - staff are encouraged to interact and take part in a number of training sessions of their choice. This year, there are again a number of options available that relate to the topic of diversity, including one on intercultural awareness and another on implicit bias training. In the future, we could add further training sessions linked to diversity, for example, specifically aimed at women.
- h. **CBBA:** we are exploring the possibility of appointing an endowed female professor or associate professor to the CBBA committee. The candidate would be involved in cases at all levels up to and including that of endowed professor or associate professor, but not above. This means that the candidate would be involved in decisions regarding the majority of cases that come before the CBBA. Further increasing diversity within the CBBA committee could thus have widespread positive influence. We'll suggest that CBBA members follow an implicit bias training.

Investment

The budget for diversity for the next five year period is 2.8 million euros or 560k annually. This includes 1.5 million from the School's reserves for hiring female replacements three years in advance for retiring professors.

Measure	5 year budget k euro
Recruitment and selection of student assistants (training)	15
Students with disabilities (training)	15
Inter-departmental network of women employees/social events	20
Coaching programme (training of the coaches)	20
Rotating Chairs (5 for 5 years)	1,000
P&D training	10
Management training	200
Recruitment and selection (implicit bias training)	10
Recruiting female replacements for retiring professors	1,500
Esebility- diversity related workshops	10
Total budget 5 year period	2,800

Appendix

Action point	Main Responsible	Status	Deadline
1. Education and students			
a. Encouraging women to remain in academia: our main priority in this pillar is to encourage more excellent female students to pursue an academic career. To this end, we need to explore the development of a programme which will enable the selection of excellent female students to join our Graduate Schools.	Policy Officer Research	Currently the policy officer research and LDE trainee are redesigning the recruitment process	Summer 2018
b. Increasing students' exposure to female talents among our current academic staff: besides a specific programme, small steps can be taken to highlight our existing female talent at Erasmus School of Economics. For example, interviews with or an article by our female talents in student newsletters. By drawing attention to their vision and academic achievements, we hope to inspire (female) students to pursue an academic career.	Communication Officer	Ongoing	Ongoing
c. Recruitment and selection of student assistants (mentors): in order to increase awareness about possible implicit biases in recruitment processes and to promote gender-neutral, more inclusive hiring decisions, we would like to offer training sessions for selection committee members involved in selecting ESE student assistants, including members involved in the newly created Tutor Academy.	HR partner & TOP, together with the programme manager education and the administrator of the Tutor Academy	Meeting Tutor Academy scheduled for October	Summer 2018
d. Involving student associations on campus: there are numerous student associations on campus, some of a multicultural nature, others with a focus on one nationality or heritage. We aim to cooperate with (multicultural) student associations to help highlight student assistant vacancies among all students.	HR- partner		Fall 2017
e. Students with disabilities: the ESE has a relatively high proportion of students with ADHD and similar indications. Efforts are constantly undertaken on an individual level to accommodate the special needs of students with such indications. These efforts could be publicised more in order to demonstrate that all students are welcome and able to thrive within our faculty. One way to create attention for students with impairments and to improve their support is the workshop called "Studying with a functional impairment: Autism" during the ESEbility day.	HR-partner in cooperation with the Director of Education and Programme Manager Education.		December 2017
f. A more inclusive, diverse classroom: students from a similar background tend to flock together in class. Considering the importance of inclusion, diversity and equal opportunity, professors can play a role in encouraging more diverse working groups. This can be achieved by creating random working groups (where possible, in combination with self-selected groups towards the end of the block, to discourage free-riding).	Diversity Officers & Head Dean's Office	Meeting Director of Education planned to explore the options	Experiment during academic year 2017-2018.
2. Research			
a. Diversity within research teams: Greater diversity in working teams has been shown to increase performance. Lately, diversity in research teams, and specifically gender diversity, has also become an important criterion in grant evaluation processes. We aim to encourage greater diversity in research teams among members of our school. We propose investigating alternative approaches that will help us achieve this aim.	Diversity Officers		Proposal November 2017
b. Research on diversity related topics: Research undertaken at our school increasingly uses data on diversity, for example on gender and nationality, in order to either investigate diversity-related phenomena, or to account for such effects in the investigation of other research topics. We aim to encourage further research on diversity building on a number of current streams: • "Don't Demotivate, Discriminate" offers a new theory of discrimination in the workplace; "Having it easy" also focuses on discrimination, as well as on gender bias in teaching evaluations. We will try to encourage additional research of this sort by making the data sets available to all students interested in this topic. • Both Diversity Officers are involved in research related to diversity, namely, on ethnicity and health care, and the gender health gap. The latter has been included in the list of topics for Health Economics Master theses recent years and proved very popular among students. Professors can thus encourage further and more research into diversity-related topics.	Diversity Officers		Proposal November 2017
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e. Career development programme: we will encourage participation in the (EUR) Women in Academia Programme, which is offered to female faculty members. This has replaced the Female Career Development Programme and expands on essential aspects of leadership. HR will ask the heads of departments to encourage their female staff to participate in this programme. Furthermore, HR will send the invitation for the course to all eligible female candidates.	HR-partner	In addition to the Career Development Programme we offer tailored additional coaching on request. Information about the coaching will be sent to the women in our school. First coaching sessions have started.	Fall 2017
f. Postdoc time abroad: ESE will explore the possibilities of creating a policy whereby female PhD candidates are stimulated to obtain good placements abroad via the job market. When recruiting new assistant professors, these former PhD candidates can be targeted as new hires	Head Dean's Office and Dean	We need to explore the options, since external funds are required to finance this.	Summer 2018
g. Rotating Chairs: The newly appointed rotating chairs are all men. Match the current rotating chair programme with rotating chairs for women. One of the problems mentioned when discussing the draft version of the diversity action plan with the Diversity Sounding Board of Erasmus School of Economics was the lack of role models within the school. This measure aims to address that problem.	Head Dean's Office	Although female professors are scarce in economics, the first research programme is already making arrangements to hire a female visiting professor.	Summer 2018

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c. Improve management skills of supervisors: in order to improve the guidance of (female) employees, we will stimulate supervisors and managers within Erasmus School of Economics to improve their management skills and follow management courses in addition to the academic leadership programme.	HR-partner	We have scheduled a meeting and pilot assessment with Kubiks	Summer 2018
d. Restructuring hiring activities for academic and support staff: we organise an implicit bias training for members engaged in recruiting and selecting new members of staff, such as selection committees and HR personnel. The goal of this training is to increase awareness about the existence of potential biases, in the hope of making gender-neutral, more inclusive hiring decisions.	HR-partner in cooperation with TOP		April/May 2018
e. Encouraging women in academia: for numerous reasons, we lose many women after they become Assistant Professors. In order to remove barriers to women's success in academia, a number of recent measures have been taken at ESE. These include: e. Encouraging women in academia: for numerous reasons, we lose many women after they become Assistant Professors. In order to remove barriers to women's success in academia, a number of recent measures have been taken at ESE. These include: a. Changes to the Tenure Track terms: the Tenure Track period of employment has been changed from four to a maximum period of ten years. The option to extend the tenure period is offered in cases where the employee has to provide care for others, pregnancy, etc. This makes it possible to take into consideration the personal situation of a Tenure Tracker. Whilst promising, it will take the school at least another six years before the results of this initiative can be assessed. b. We have hired one female full professor. c. In the case of the retirement of male professor, we strive to recruit female replacements in the form of assistant professors. Recently, we invested money from our reserves in early replacement. We have opened five vacancies three years in advance of the date of retirement, one at each research program, for female candidates. d. We are focusing our recruitment efforts on women: the Econometrics Department has currently recruited three female Tenure Trackers. As a result we hope to have four new female Tenure Trackers this coming fall.			Done
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h. CBBA: we are exploring the possibility of appointing an endowed female professor or associate professor to the CBBA committee. The candidate would be involved in cases at all levels up to and including that of endowed professor or associate professor, but not above. This means that the candidate would be involved in decisions regarding the majority of cases that come before the CBBA. Further increasing diversity within the CBBA committee could thus have widespread positive influence. We'll suggest that CBBA members follow an implicit bias training.	Head of the Dean's Office	Two female members have been added to the recruiting committee. Two others will start in 2018.	Done, furthermore we will look into the composition of other committees within the school.

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2. Research			
a. Diversity within research teams: Greater diversity in working teams has been shown to increase performance. Lately, diversity in research teams, and specifically gender diversity, has also become an important criterion in grant evaluation processes. We aim to encourage greater diversity in research teams among members of our school. We propose investigating alternative approaches that will help us achieve this aim.	Diversity Officers		Proposal November 2017

<p>b. Research on diversity related topics: Research undertaken at our school increasingly uses data on diversity, for example on gender and nationality, in order to either investigate diversity-related phenomena, or to account for such effects in the investigation of other research topics. We aim to encourage further research on diversity building on a number of current streams:</p> <ul style="list-style-type: none"> • “Don’t Demotivate, Discriminate” offers a new theory of discrimination in the workplace; “Having it easy” also focuses on discrimination, as well as on gender bias in teaching evaluations. We will try to encourage additional research of this sort by making the data sets available to all students interested in this topic. • Both Diversity Officers are involved in research related to diversity, namely, on ethnicity and health care, and the gender health gap. The latter has been included in the list of topics for Health Economics Master theses recent years and proved very popular among students. Professors can thus encourage further and more research into diversity-related topics. 	Diversity Officers		Proposal November 2017
<p>c. Inter-departmental network of female staff: in order to further support and inspire female academic staff members, we propose encouraging more collaboration across departments within ESE. Such collaboration can be stimulated by organising meetings for women that will involve both social and academic content, including a meeting in which women will discuss and develop new research ideas.</p>	Diversity Officers		Proposal November 2017
<p>d. Coaching programme: we aim to set up a coaching programme for all our Tenure Trackers. In exit interviews held during 2014, a number of female ex-Tenure Trackers mentioned the lack of guidance during their tenure track period as one of their reasons for leaving. A coach, a senior staff member from another department, could give the desired guidance that was felt to be lacking. To prevent the idea that only women need (are entitled to) coaching, this will also be available for men. In the past, men also showed interest in such programmes.</p>	HR-partner	The first step is to improve the mentoring programme for new employees. A draft proposal is ready.	Fall 2017
<p>e. Career development programme: we will encourage participation in the (EUR) Women in Academia Programme, which is offered to female faculty members. This has replaced the Female Career Development Programme and expands on essential aspects of leadership. HR will ask the heads of departments to encourage their female staff to participate in this programme. Furthermore, HR will send the invitation for the course to all eligible female candidates.</p>	HR-partner	In addition to the Career Development Programme we offer tailored additional coaching on request. Information about the coaching will be sent to the women in our school. First coaching sessions have started.	Fall 2017
<p>f. Postdoc time abroad: ESE will explore the possibilities of creating a policy whereby female PhD candidates are stimulated to obtain good placements abroad via the job market. When recruiting new assistant professors, these former PhD candidates can be targeted as new hires</p>	Head Dean's Office and Dean	We need to explore the options, since external funds are required to finance this.	Summer 2018
<p>g. Rotating Chairs: The newly appointed rotating chairs are all men. Match the current rotating chair programme with rotating chairs for women. One of the problems mentioned when discussing the draft version of the diversity action plan with the Diversity Sounding Board of Erasmus School of Economics was the lack of role models within the school. This measure aims to address that problem.</p>	Head Dean's Office	Although female professors are scarce in economics, the first research programme is already making arrangements to hire a female visiting professor.	Summer 2018
3. Personnel and organisation			
<p>a. The diversity of the staff must reflect that of our student population: one of the aims of our diversity policy is to have a similar composition of staff compared to our student population when it comes to gender, minority background, internationalisation, etc. This aim needs to be addressed through a combination of a hiring and retaining strategy, which is further elaborated in the next points.</p>			

<p>b. P&D process: we must both recognise and utilise the talent that we already have within our faculty members. Among others, we currently evaluate our talents through the annual P&D process, in which each departmental director evaluates his academic staff with the Dean. The Dean has a twice yearly meeting with Human Resources during which all personnel is evaluated and HR Policy is discussed in relation to topics including diversity, talent management/retaining and strategic personnel planning. Another measure to enhance the quality of the P&D interviews is training of the supervisors.</p>	HR-partner		Fall 2017
<p>c. Improve management skills of supervisors: in order to improve the guidance of (female) employees, we will stimulate supervisors and managers within Erasmus School of Economics to improve their management skills and follow management courses in addition to the academic leadership programme.</p>	HR-partner	We have scheduled a meeting and pilot assessment with Kubiks	Summer 2018
<p>d. Restructuring hiring activities for academic and support staff: we organise an implicit bias training for members engaged in recruiting and selecting new members of staff, such as selection committees and HR personnel. The goal of this training is to increase awareness about the existence of potential biases, in the hope of making gender-neutral, more inclusive hiring decisions.</p>	HR-partner in cooperation with TOP		April/May 2018
<p>e. Encouraging women in academia: for numerous reasons, we lose many women after they become Assistant Professors. In order to remove barriers to women's success in academia, a number of recent measures have been taken at ESE. These include:</p> <p>e. Encouraging women in academia: for numerous reasons, we lose many women after they become Assistant Professors. In order to remove barriers to women's success in academia, a number of recent measures have been taken at ESE. These include:</p> <p>a. Changes to the Tenure Track terms: the Tenure Track period of employment has been changed from four to a maximum period of ten years. The option to extend the tenure period is offered in cases where the employee has to provide care for others, pregnancy, etc. This makes it possible to take into consideration the personal situation of a Tenure Tracker. Whilst promising, it will take the school at least another six years before the results of this initiative can be assessed.</p> <p>b. We have hired one female full professor.</p> <p>c. In the case of the retirement of male professor, we strive to recruit female replacements in the form of assistant professors. Recently, we invested money from our reserves in early replacement. We have opened five vacancies three years in advance of the date of retirement, one at each research program, for female candidates.</p> <p>d. We are focusing our recruitment efforts on women: the Econometrics Department has currently recruited three female Tenure Trackers. As a result we hope to have four new female Tenure Trackers this coming fall.</p>			Done
<p>f. Social events: our Diversity Officers had never met prior to taking on this role. This is mainly because they work on different floors within the same building and there is very little interaction between floors. This seems rather inefficient, given that there is so much to learn from each other, not only with regard to challenges faced by women working at ESE, but also with regard to research. We will explore the possibility of organising social events focused on connecting women in academia such as working lunches, training on given topics of interest and other events that encourage sharing of ideas.</p>	Diversity Officers		Proposal November 2017

<p>g. ESEbility: The ESE organises an annual event called ESEbility at which a variety of different training sessions are offered. All ESE - academic and support - staff are encouraged to interact and take part in a number of training sessions of their choice. This year, there are again a number of options available that relate to the topic of diversity, including one on intercultural awareness and another on implicit bias training. In the future, we could add further training sessions linked to diversity, for example, specifically aimed at women.</p>	HR-partner	Done at Esebility 2017	We'll decide on next year's programme end of 2017.
<p>h. CBBA: we are exploring the possibility of appointing an endowed female professor or associate professor to the CBBA committee. The candidate would be involved in cases at all levels up to and including that of endowed professor or associate professor, but not above. This means that the candidate would be involved in decisions regarding the majority of cases that come before the CBBA. Further increasing diversity within the CBBA committee could thus have widespread positive influence. We'll suggest that CBBA members follow an implicit bias training.</p>	Head of the Dean's Office	Two female members have been added to the recruiting committee. Two others will start in 2018.	Done, furthermore we will look into the composition of other committees within the school.

Actieplan Diversiteit ESL

Angelique Anemaat-Vorstenbos (HR), Henk Bolk (HR), Rudolph Ladan (Onderwijsbureau), Annet van der Veen (Research Office), Hanz Zwart (Development), Wil den Harder (FDO)

22 september 2017

Samenvatting: acties ESL

Onderzoek

Doelstelling

Stimulering van divers samengestelde onderzoeksgroepen ter bevordering van de kwaliteit van het onderzoek.

Acties

1. In kaart brengen van de samenstelling (seks, leeftijd en etnische achtergrond) van de deelnemers aan onderzoeksprogramma's, Erasmus Graduate School, European Doctorate in Law and Economics Programme, en onderzoeksinitiatieven zoals Research Lab.
2. In kaart brengen van de leeropdrachten en onderzoeksvragen die betrekking hebben op diversiteit.
3. Bespreking van de gegevens over de samenstelling van de populatie studenten/afgestudeerden met het onderzoekmanagement en senior wetenschappelijk personeel.
4. Uitwerken van een diversiteitsvisie en -beleid, mede met oog op de volgende onderzoeksvisite.
5. Creëren van bewustzijn van de meerwaarde van divers samengestelde onderzoeksgroepen
 - a) bij scouting en het aannemen van onderzoektalent en
 - b) de eisen die gelden m.b.t. diversity in Consortiumaanvragen.
6. Profileren van diversiteit op de pagina's over onderzoek van de website van ESL.
7. Implementatieplan opstellen voor het Graduate Research Assistant Program. Aanstellen van student-assistenten met een niet-Westerse migratieachtergrond als onderzoeksassistent van PhD-kandidaten.

Tijdpad: nog niet bekend

Budget: neutraal/nog niet bekend

Onderwijs en studenten

Doelstelling

ESL is een gemeenschap waarin iedere student

- zich thuis voelt;
- toegang heeft tot en zich welkom voelt bij studiegerelateerde en extra-curriculaire activiteiten;
- en goed toegerust de arbeidsmarkt betreedt.

Acties:

1. Consolideren en uitbouwen van het Pre Academic Programme, MyFuture, en Equal (zie verder paragraaf 1).

Tijdpad aanpassing Equal: evaluatie najaar 2017, inclusief afstemming met of integratie in MyFuture, planning nieuwe opzet voorjaar 2018, start vernieuwd programma uiterlijk 1 september 2018.

Budget: reeds in voorzien.
2. Studieverenigingen motiveren om zich bij de werving op alle studenten te richten en na te denken over (communicatie)strategieën om een inclusief ledenbestand te bereiken.

Tijdpad: In augustus 2017 zijn de besturen van de studieverenigingen benaderd over hun communicatiestijl bij de werving.

Najaar 2017: nader contact met de besturen van de studieverenigingen over de samenstelling van het ledenbestand en het streven naar diversiteit en inclusiviteit. Plan van aanpak vragen van de studieverenigingen, met als streven een aangepast beleid met ingang van studiejaar 2018-2019.

Nadenken over alternatieven voor de korte termijn en daarbij nadrukkelijk studenten met een niet-westerse migratieachtergrond betrekken. Doel: activiteiten in voorjaar 2018.

Budget: neutraal/nog niet bekend.

3. Financiële barrières en belemmeringen opheffen.

De afschaffing van de basisbeurs leidt tot financiële problemen, bijvoorbeeld – maar niet alleen – voor studenten die om religieuze redenen niet willen of mogen lenen.

Onderzocht wordt wat de mogelijkheden zijn voor universitaire en facultaire fondsen voor de aanschaf van studiemateriaal, het lidmaatschap van studieverenigingen, de deelname aan excursies, niet betaalde stages, enzovoort.

Tijdspad: geagendeerd voor overleg FDO september 2017.

Najaar 2017: mogelijkheden onderzoeken, communicatiestrategie bepalen. Communicatie niet alleen over eventuele fondsen, maar ook over andere financiële ondersteuning die vaak niet bekend is (toelages, subsidies, budgetten).

Nadenken over financiële input voor fondsen. Facultair valt bijvoorbeeld te denken aan bijdragen van alumni.

Budget: nog niet bekend.

4. Structurele oplossing voor taalproblematiek. Een taalachterstand is voor juristen een hoge barrière, zowel tijdens de studie als in de beroepspraktijk.

Tijdspad: in eerste overleg met de coördinator vaardigheden is afgesproken is om te onderzoeken in hoeverre bestaande digitale programma's een oplossing bieden. Aandacht is nodig voor het financiële aspect van verplichte deelname hieraan, zie onder 3. Tijdspad: duidelijkheid over/implementatie van een programma om deficiënties op te heffen is zeer gewenst met ingang van studiejaar 2017-2018. Budget: eigen financiering studenten/fondsen.

Personeelsbestand

1. Doelstelling: 20% (2020)-25% (2025) vrouwelijke gewoon hoogleraren.

De situatie medio september 2017:

- 25% van de gewoon hoogleraren is vrouw (er zijn 33 mannelijke en 11 vrouwelijke gewoon hoogleraren).
- 30,3% van de gewoon hoogleraren-fte's wordt op 15 september 2017 door vrouwen ingevuld. Bij ESL werken relatief veel mannen in (kleine) deeltijdbanen. Daardoor is het percentage vrouwelijke gewoon hoogleraren uitgedrukt in fte's hoger dan wanneer het wordt uitgedrukt in personen.

De aanbevelingen die het Diversity Office doet in haar adviesnota worden door ESL opgevolgd. Naar verwachting bereikt ESL in ieder geval de doelstelling; de ambitie is dat ESL op de peildata een hoger percentage vrouwelijke gewoon hoogleraren heeft.

Budget: neutraal.

2. Doelstelling: met behulp van het loopbaanbeleid faire kansen voor iedereen creëren.

Dit houdt in dat de huidige aanpak wordt gecontinueerd. Ten minste elk halfjaar is er overleg tussen HR en de sectievoorzitters. In dit overleg vragen HR en sectiebestuur zich bij elk lid van de sectie af wat het loopbaanvoorzicht van betrokkene is. HR ziet er daarbij op toe dat er geen sprake is van discriminatie of voorkeursbehandeling en dat aan iedereen faire kansen worden geboden, ongeacht herkomst of geslacht.

Budget: neutraal.

3. Doelstelling: het personeelsbestand is een afspiegeling van de studentenpopulatie.

Najaar 2017: inventariseren knelpunten, naar aanleiding hiervan acties formuleren.

Budget: neutraal.

De stand van zaken met betrekking tot de drie pijlers van het diversiteitsbeleid wordt hieronder nader toegelicht.

1. Onderzoek

1.1. EUR-beleid en Protocol for Research Assessments

De EUR maakt zich sterk voor meer diversiteit binnen de wetenschap. Divers samengestelde onderzoeksteams en onderzoeksvoorstellen waarin diversiteit centraal staat hebben een toegevoegde waarde.¹ Bij het indienen van onderzoeksvoorstellen voor het verkrijgen van Europese subsidies (Horizon 2020) is diversiteit binnen het onderzoeksteam een vereist onderdeel. Ook binnen het palet aan leerstoelen ESL is er aandacht voor de thematiek diversiteit (zie bijvoorbeeld de leerstoelen Minderheden en fundamentele rechten en International Law and Religion in an Interdisciplinary Context).

In het *Standard Evaluation Protocol 2015-2021, Protocol for Research Assessments in the Netherlands* is diversiteit opgenomen als aanvullend criterium, omdat diversiteit binnen een onderzoeksteam de creativiteit en talentontwikkeling bevordert. In de zelfevaluatie moet worden aangegeven welke acties de faculteit onderneemt om naar gender, leeftijd en etnische achtergrond breed samengestelde onderzoeksteams te bewerkstelligen binnen een inclusieve werkomgeving. Recent heeft de *ESL Research Review 2009-2015* plaatsgevonden. De paragraaf over diversiteit is kort geleden toegevoegd aan het SEP en maakte nog geen onderdeel uit van de zelfevaluatie die ESL heeft uitgevoerd. Tijdens de site visit (december) heeft de Commissie echter wel met het facultaire management over diversiteit gesproken. De Commissie heeft daarbij expliciet aandacht gevraagd voor diversiteitsbeleid, met name waar het gaat om de aanstelling van vrouwen op het niveau van gewoon hoogleraar.

2. Onderwijs en studenten

2.1. Interculturele diversiteit: drie programma's

Het Equal-programma

Speciaal voor studenten met een niet-westerse migratieachtergrond functioneert sinds 2007 het Equal-programma. Het programma biedt studenten met een niet-westerse achtergrond een platform om van gedachten te wisselen en zich te laten inspireren over hun specifieke eigen kansen, mogelijkheden en uitdagingen.

Doelstellingen van het Equal-programma

Het Equal-programma is in eerste instantie opgezet in het licht van ESL's ambities om het personeelsbestand een rijkere interculturele diversiteit te laten verkrijgen (derde pijler). Studenten met een niet-westerse immigratieachtergrond kregen de gelegenheid om als student-assistent te ondersteunen bij onderzoek. Deze opzet bleek erg hoog gegrepen; inmiddels is een aangepast programma voorgesteld (zie de acties bij de pijler Onderzoek). De oorspronkelijk tweede doelstelling stond de laatste jaren centraal: het ondersteunen van een intercultureel reeds rijk samengestelde studentenpopulatie. Het programma wordt in het najaar van 2017 geëvalueerd. Aandachtspunten zijn:

¹ Diversiteit + Inclusie = Winst van verschil, notitie advies herziening gender diversiteitsbeleid, november 2016, zie ook https://www.eur.nl/strategie2018/diversiteit_inclusie/onderzoek/.

- Vaststellen wat nodig is om het programma succesvol voort te zetten of te transformeren; daarbij onderzoeken of een inclusieve benadering zinvoller is. Studenten met een niet-westerse immigratieachtergrond worden in ieder geval aangemoedigd om deel te nemen.
- Expansie van Equal door meer groepen te maken en niet alleen met de buitenwereld (advocatenkantoren e.d.) contact te maken, maar ook met de academie en de mores ervan, onder meer door bijeenkomsten te organiseren met hoogleraren en practitioners.
- De brug slaan vanuit de academie naar de thuiscultuur inclusief gezin/familie. Vanuit de faculteit eerste generatie-studenten ondersteunen met o.a. gerichte communicatie over studie/werk en context en over voor de loopbaan betekenisvolle stappen.
- De sociale context van de student bij het programma betrekken, bijvoorbeeld door jaarlijks een slot-event/ouderavond te organiseren en ouders, familie, en vrienden uit te nodigen. Thema's: wat is de academie en wat maakt uw dochter/neef/vriend hier mee, waar is dat voor, wat zijn de interculturele uitdagingen en hoe worden deze aangepakt/overwonnen/getrotseerd, etc.

Het Erasmus Pre Academic Programme

Sinds augustus 2013 hebben de studenten aan ESL de mogelijkheid om voor de poort deel te nemen aan het *Erasmus Pre Academic Programme*. Tijdens colleges, door middel van workshops en met opdrachten werken de studenten aan:

- persoonlijk leiderschap en de creatie van succes;
- een kennismaking met de academische cultuur en de diversiteit van de EUR;
- effectief studeren.

In tegenstelling tot het Equal-programma is het Pre Academic Programme voor alle studenten. Deelname wordt aanbevolen, zeker aan studenten die de eerste zijn in hun familie die gaan studeren. Dit zijn dikwijls studenten met een (niet-westerse) migratieachtergrond. Behalve voor de studenten van ESL staat het programma in 2017 ook open voor studenten Geneeskunde en Liberal Arts & Sciences (zie voor meer informatie de website van het PAP).

Doelstellingen van het Pre Academic Programme

- Inzicht in je eigen prestatievermogen. Hoe vergroot jij je kans op succes?
- Inzicht in persoonlijk leiderschap: ontdek jouw potentieel! Wat maakt jou uniek?
- Handvatten voor een effectieve communicatie en samenwerkingsstrategie.
- Een kennismaking met inspirerende sprekers uit het werkveld en topdocenten.
- De mogelijkheid om een netwerk op te bouwen.

MyFuture

In oktober 2016 is MyFuture van start gegaan. MyFuture biedt een vervolg aan PAP en heeft als doel om studenten meer bewust te maken van de invloed die zij zelf hebben op hun toekomst en van wat daar voor nodig is. Daardoor voelen studenten zich nauwer verbonden met ESL (*Learn*), wordt de stap naar de arbeidsmarkt kleiner (*Earn*) en zijn alumni nog meer bereid om terug te geven aan hun alma mater (*Return*). In samenwerking met de studievereniging JFR worden binnen de vier pijlers 'goalsetting', 'awareness', 'skills' en 'giving back' workshops, lezingen en events georganiseerd. ESL-alumni zijn betrokken bij het MyFuture programmaonderdeel 'coach café'.

Het startpunt van MyFuture is awareness & goalsetting. Door jezelf en je drijfveren beter te leren kennen ben je beter in staat om doelen te formuleren voor je toekomst. Daardoor weet je 'waarvoor je het doet'. Ervaringen bij RSM laten zien dat de goalsettingsinterventie zowel de gender- als cultural diversity gap in twee jaar heeft gedicht. Het doel is om ditzelfde effect bij ESL te realiseren.

Ambities naast handhaven/uitbouwen van het bestaande programma:

- Invoering mentoraat, waarin ouderejaarsstudenten jongerejaars tijdens de eerste drie blokken begeleiden. In eerste instantie gaat het om het faciliteren van een 'zachte landing'.

(informatievoorziening en thuisgevoel). Via awareness & goalsetting gaat MyFuture dan verder in skills (Development).

- Goalsettinginterventie voor 800 voltijdstudenten B1 (Development).

2.2. Overig

Het belang van taal

Voor afgestudeerden in het Nederlands recht en Fiscaal recht is een goede beheersing van de Nederlandse taal van groot belang. Het vaardighedenonderwijs wordt opnieuw opgezet, te beginnen in het B1. Aandachtspunten:

- Inventarisatie van de taalproblemen die studenten in de scriptiefase hebben en van de gevolgen voor het scriptietraject en het uiteindelijke afstuderen.
- Nadere analyse van het ontwerp-vaardighedenprogramma op dit punt en van de hulpmiddelen die tijdens het B1 worden geboden ter verbetering van de taalvaardigheid.

Studieverenigingen

De drie opleidingen en het mr.drs.-programma hebben elk een eigen studievereniging. Daarnaast functioneert Elsa Rotterdam, de European Law Students' Association. De Juridische Faculteitsvereniging is actief voor de opleiding Rechtsgeleerdheid. Het is opvallend dat noch de JFR, noch Elsa een intercultureel samengesteld ledenbestand hebben. Aandachtspunten:

- De culturele verschillen tussen ELSA en de andere studieverenigingen zijn te groot.
- Streef naar een meer diverse samenstelling van alle studieverenigingen.

Groepsindeling

In de bachelorfase kunnen studenten zich niet zelf inschrijven voor een onderwijsgroep. Door de intercultureel samengestelde studentenpopulatie van de opleidingen Rechtsgeleerdheid en met name Fiscaal recht, berust een monocultureel samengestelde onderwijsgroep op toeval.

Toekomst- en carrièreperspectief

Tijdens een brainstormsessie diversiteit (2016) zijn de volgende aanbevelingen gedaan:

- Onderzoek gericht bij alumni met een migratieachtergrond hoe zij de start op de arbeidsmarkt ervaren hebben en wat zij aan suggesties richting ESL hebben om vanaf bachelorjaar 1 te doen/ondernemen/organiseren.
- Leg contacten in de regio om stagemogelijkheden voor deze groep te creëren en om meelezers te charteren voor het verhogen van taalvaardigheid e.d.
- Bevorder de sensitiviteit voor extra-curriculaire en nevenactiviteiten en de betekenis daarvan voor onder meer netwerken en het CV.

Public Relations, beeldmateriaal

Het is van belang om zowel intern als extern beeldmateriaal te gebruiken dat de diverse studentenpopulatie weergeeft.

Iedereen moet zich thuis voelen

In sommige culturen is er helaas minder respect voor vrouwen. Dit heeft in het verleden tot incidenten geleid, zowel tussen studenten onderling als in de verhouding docent/student.

Aandachtspunt:

- Nagaan of interculturele botsingen (vooral m/v) incidenteel zijn of meer structureel en of actie gewenst is.

3. Personeel & Organisatie

3.1. Inleiding

Met het verder verdiepen van het HR-beleid ESL, dat is vastgelegd in het HR Beleidsplan ESL 2015-2018, wil ESL met haar talentenmanagement graag aansluiten bij het universitaire diversiteitsbeleid en tegelijk de voor de faculteit relevante specifieke beleidslijnen uitwerken. Belangrijk motief hiervoor is de overtuiging dat diversiteit bijdraagt aan onze ambities om alle en ieders talenten tot wasdom te laten komen.

In deze paragraaf zetten wij uiteen waar er met betrekking tot Human Resources Management op het gebied van diversiteit bij ESL uitdagingen liggen en geven wij aan op welke punten het HRM-beleid van de faculteit zou kunnen worden aangepast danwel verrijkt. Ook in het HR-beleidsplan ESL 2017-2020 (i.o.) wordt expliciet aan het onderwerp aandacht besteed.

Hieronder worden de context binnen ESL en het beleid ten aanzien van de man-vrouw verhouding beschreven (paragrafen 3.2 en 3.3). In paragraaf 3.4 is aandacht voor de wens om het personeelsbestand een afspiegeling te laten zijn van de multicultureel samengestelde studentenpopulatie.

3.2. Context Faculteit ESL

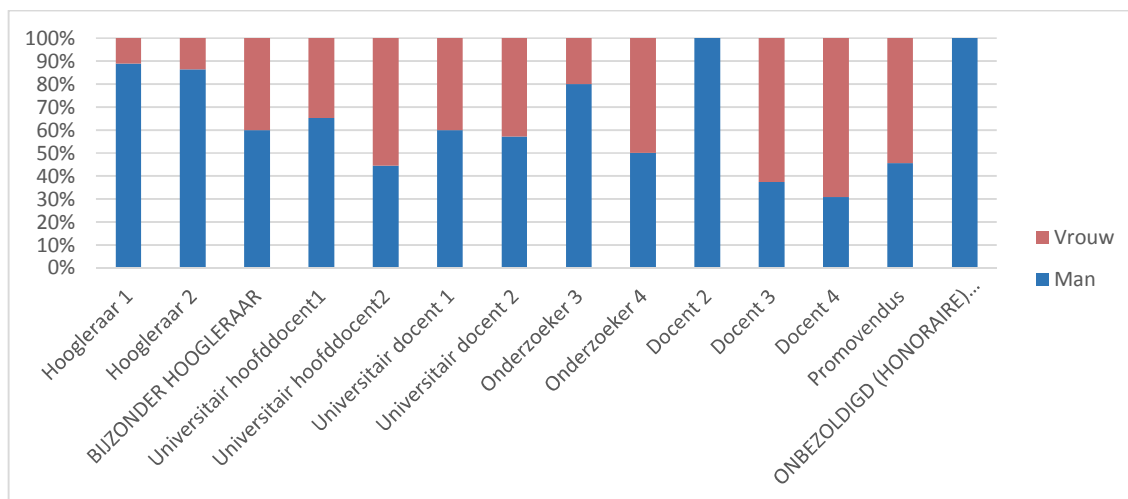
Op 22 september 2015 hebben de Rector en de Chief Diversity Officer met ESL bestuur en hooglerarencorps van gedachten gewisseld over de diversiteitsambities. Naar aanleiding van deze bijeenkomst is vanuit HR ESL in kaart gebracht wat voor ESL de specifieke speerpunten en uitdagingen zouden kunnen zijn. Op basis daarvan stellen we vast dat er voor ESL op hoofdlijnen sprake is van de volgende aandachtspunten:

- De man-vrouwverhouding is over de hele linie van het personeelsbestand van ESL redelijk in balans, behalve op het niveau van gewoon hoogleraren alsmede op het niveau van tutores. Van de gewoon hoogleraren is 25% vrouw en van de tutores is dat 75%. We gaan hier verder nader op in.
- De samenstelling van het personeelsbestand (zowel WP als OBP) is bij lange na nog geen afspiegeling van de multiculturele samenstelling van de studentenpopulatie.

Wij hebben deze aandachtspunten vervolgens aan een nadere analyse onderworpen om vast te kunnen stellen of specifiek diversiteitsbeleid wenselijk is ten aanzien van de M/V-verhouding resp. de interculturele diversiteit. We geven deze analyse hieronder weer voor wat betreft *gender*.²

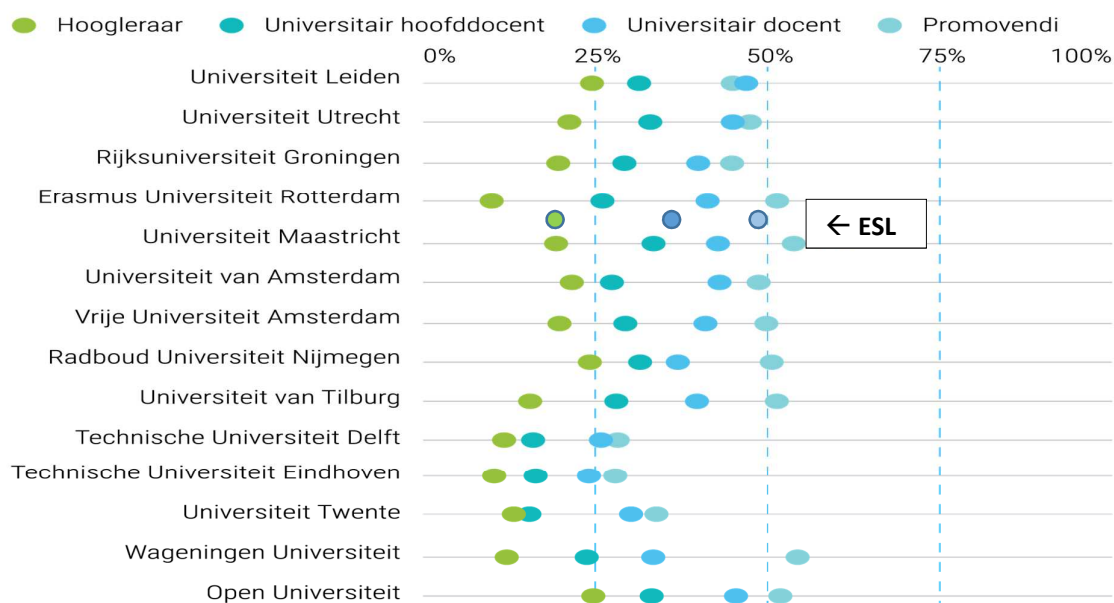
Het beeld over de man-vrouwverhouding bij het wetenschappelijk personeel van ESL is relatief gunstig. Onderstaande grafiek geeft de situatie van het gehele WP weer op 1/1/2016. Bij een verdiepte analyse van het beeld bij met name UD's, UHD's en hoogleraren (zie verder) maken we gebruik van cijfers van november 2016.

² Voor wat betreft interculturele diversiteit kunnen geen cijfers worden geproduceerd, omdat een bi-culturele achtergrond van de studenten niet in onze systemen wordt vastgelegd. Dat impliceert overigens niet dat er op dat terrein geen HR-beleid hoeft te worden gespecificeerd. Dat doen wij in een separate paragraaf van dit actieplan.



De op 13 december 2016 gepubliceerde Monitor Vrouwelijke Hoogleraren van het LNVH laat zien dat de EUR (excl. EMC) zich qua *gender balance* in het gezelschap bevindt van de op dit terrein eveneens slecht presterende technische universiteiten. De situatie bij ESL (exclusief promovendi) is relatief gunstig. Deze hebben wij daarom voor een vergelijk geplot op grafiek 4.2 van de LNVH met de cijfers per universiteit.

Figuur 4.2 Percentage vrouwen per functiecategorie per universiteit, in fte (eind 2015)



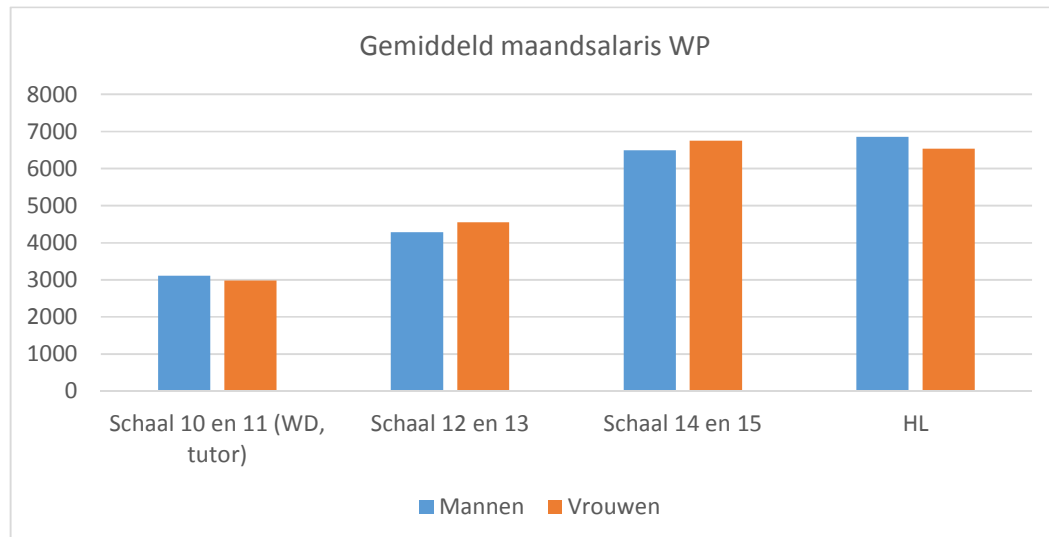
Bron personeel: VSNU/WOPI, ultimo 2015, in fte. Exclusief wetenschapsgebied Gezondheid

Ten aanzien van UD's en UHD's is het beeld bij ESL gunstiger dan het landelijke gemiddelde. In dit overzicht zijn de bijzonder hoogleraren overigens meegeteld als UHD. Het beeld bij ESL met betrekking tot de *gender balance* bij gewoon hoogleraren komt in 2015 grosso modo overeen met het landelijke beeld.

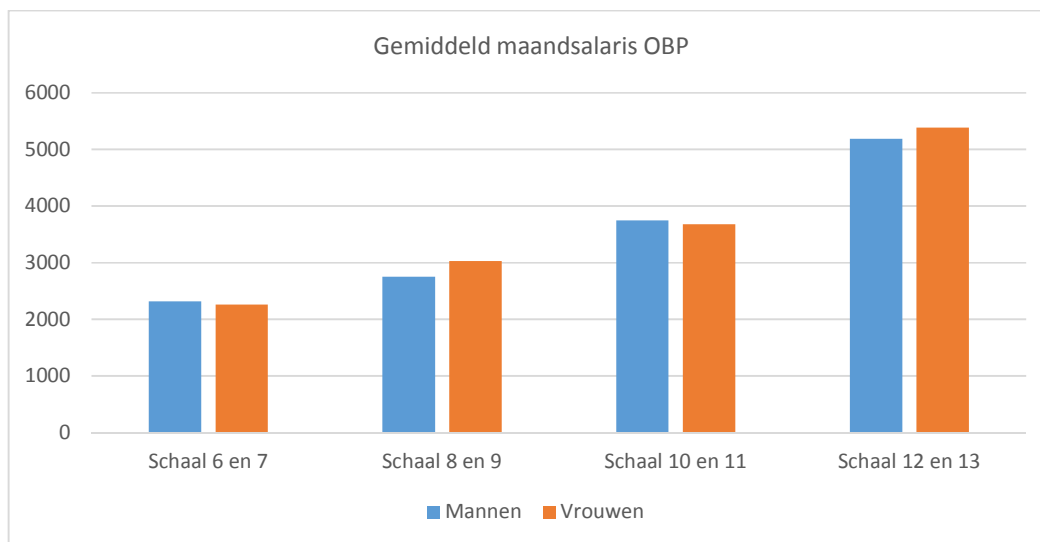
Hiermee is niet gezegd dat gender-diversiteit voor ESL geen uitdaging zou zijn. Het is immers denkbaar dat de loopbaanmogelijkheden verschillen en/of dat de honorering/beoordeling tussen mannen en vrouwen op gelijke functies uiteenloopt. Ook de ontwikkeling is hiervoor van belang, met name in hoeverre er sprake is van een stijgende lijn in de afgelopen 5 à 10 jaar. Om te kunnen vaststellen of de loopbaanmogelijkheden voor mannen en vrouwen gelijk zijn, is het wenselijk in kaart te brengen of er ten aanzien van functieverblijftijd, salariering en beoordeling verschillen zijn tussen mannen en vrouwen. Tevens zouden deze verschillen er kunnen zijn met betrekking tot het relatieve aantal mannelijke en vrouwelijke UD's in tenure track of met betrekking tot het aantal mannelijke en vrouwelijke bijzonder hoogleraren 'wegens personeelsbeleid'. We gaan hier navolgend op in.

Gemiddelde salariering M/V, maandsalaris in €, stand van zaken 10/2016

In onderstaande grafieken staan de gemiddelde bruto maandsalarissen weergegeven die vrouwelijke en mannelijke medewerkers in het huidige personeelsbestand van ESL genieten of genoten hebben tijdens hun verblijf op een functie op de aangegeven salarisschalen. Deze gemiddelden zijn voor parttimers omgezet in het maandsalaris bij een fulltime dienstverband.³



³ Voor het OBP is om privacy-redenen afgezien van het weergeven van de maandsalarissen van vrouwelijke en mannelijke medewerkers in schaal 14 en 15.



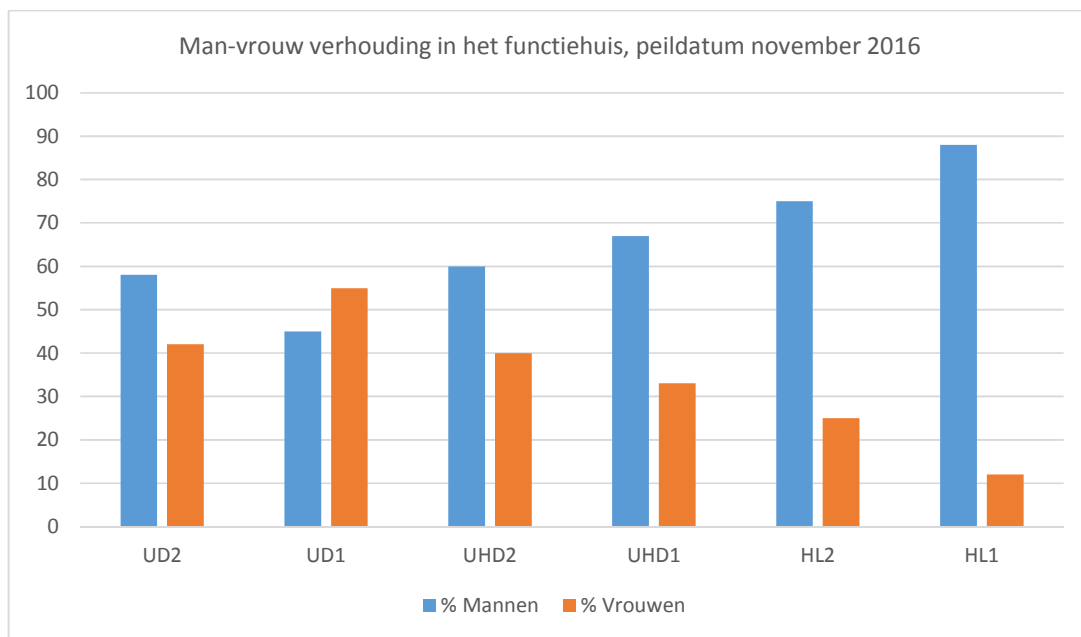
De grafieken tonen aan dat door de bank genomen vrouwelijke medewerkers gemiddeld (vrijwel) evenveel en op sommige schalen iets meer verdienen(d)en dan hun mannelijke collega's. Dat vrouwen op sommige schalen gemiddeld iets meer verdienen dan mannen zou verklaard kunnen worden als zou blijken dat vrouwen een langere functieverblijftijd hebben dan mannen. Dat vergroot immers de kans dat zij relatief vaker op de hoogste trede van een salarisklasse blijven hangen. Het SAP-systeem staat echter een analyse op dit punt niet toe en een beoordeling van de functieverblijftijd van (een steekproef van) individuele gevallen bevestigt deze gedachte niet.

Uitzondering op bovenstaand beeld vormen de mannelijke en vrouwelijke hoogleraren. Dit kan (wel) verklaard worden uit de functieverblijftijd. Een handmatige analyse van data op individueel niveau wijst uit dat onder de mannelijke hoogleraren in grotere getale en reeds geruime tijd sprake is van honorering op de hoogste trede van de HL1-salarisklasse in combinatie met uitzicht op emeritaat binnen nu en vijf jaar.

Zou een eventueel verschil in salariering kunnen worden verklaard doordat mensen in dezelfde functie volgens een andere schaal (danwel trede op die schaal) worden betaald? Nee, dat kan niet het geval zijn, omdat in het universitair functiehuis de schaal gekoppeld is aan de functie en de tredes in stappen per periodiek worden verhoogd. Voorts levert een analyse van toegekende tussentijdse (extra) periodieken geen bevestiging op dat mannen meer daarvan zouden krijgen dan vrouwen.

Aantallen M/V in functies UD, UHD en HL niveau 1 en 2

Wat vervolgens nader onderzocht moet worden is of er relatief meer mannen dan vrouwen op UD1, UHD1 en HL1 – functies aangesteld zijn. En of vrouwen domineren op de UD2, UHD2 en HL2 – positie. Zulks zou er op kunnen duiden, met nadruk op *zou*, dat vrouwen die dezelfde werkzaamheden doen als mannen toch achtergesteld worden. Het ligt immers niet voor de hand om te veronderstellen dat een meerderheid van de vrouwen in de faculteit, aangesteld in eenzelfde functiefamilie, minder gekwalificeerd zou zijn dan mannen.



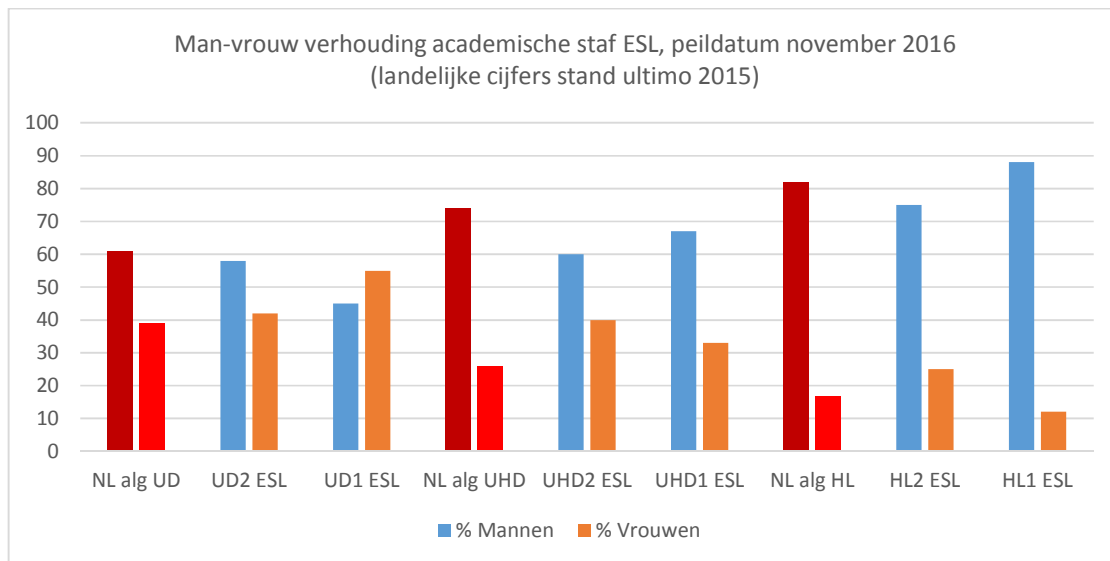
De grafiek op pagina 7 geeft in feite reeds weer wat er in dit opzicht te leren valt, maar bovenstaande grafiek met de meest actuele cijfers geeft dat nog iets preciezer aan. Tevens wordt een relevant 'kantelpunt' zichtbaar. In de functie UD is een meerderheid van de vrouwen UD1 en een meerderheid van de UD2 is man.

Het beeld bij de functies UHD en HL is omgekeerd. Op deze functies is op de "1 – positie" niet alleen een meerderheid man, de verhouding is versterkt 'ongunstig' naarmate je (in de grafiek van links naar rechts) opschuift in het functiehuis. Dit correspondeert met de vaststelling dat naarmate we hogerop in het functiehuis van de faculteit komen, het aandeel vrouwen afneemt. Daaraan kan worden toegevoegd dat de verhouding bij ESL momenteel dus een soort 'kantelpunt' kent op de grens van UD- naar UHD-positie.

Dit beeld is qua patroon vergelijkbaar met landelijke cijfers (Monitor Vrouwelijke Hoogleraren 2015, LNVH), zij het dat de verhoudingen bij elk van de functiegroepen bij ESL minder scheef zijn dan bij de landelijke cijfers.

Onderstaande grafiek geeft de *gender balance* van de academische staf bij ESL (UD's, UHD's en HL; stand november 2016) weer vergeleken met de landelijke cijfers in de rode kolommen.⁴

⁴ De landelijke cijfers geven de verhouding weer op basis van fte. De ESL-cijfers zijn gebaseerd op het aantal personen. Als het zo zou zijn dat vrouwelijke hoogleraren relatief meer parttime posities bekleden (hetgeen op zich apart aandacht zou vragen), dan zouden de landelijke cijfers een (nog) schever beeld te zien geven.



Deze constatering vraagt aandacht. Naast aandacht voor het fenomeen tenure track (zie verder) zou het de moeite waard kunnen zijn om alle medewerkers op de “2 – positie” (overigens niet alleen de vrouwen) qua loopbaanstap van 2 naar 1 nauwgezet(ter) te volgen en te ondersteunen.

Tevens zou expliciete aandacht uit kunnen gaan naar de vraag wat er de aanleiding voor is dat de kansrijkheid van de mannelijke loopbaan *voorbij de UD-positie* groter lijkt dan die van de vrouwelijke loopbaan.

We merken hierbij op dat het echter alleszins de moeite waard is om nader onderzoek te doen naar de vraag hoe de M/V-verhouding *was* toen de “generatie”, die nu UHD of HL is, qua loopbaan nog op het niveau UD resp. UHD zat. De nu geconstateerde scheefheid zal er naar verwachting toen, op zijn minst deels, ook reeds geweest zijn. Dat zou er op wijzen dat de scheefheid, met het verwachte loopbaanvervolg van de huidige generatie UD’s, bij ESL in de komende 10 jaar zal wegebben.

Ten slotte is het de vraag of er relatief meer parttime vrouwelijke dan mannelijke hoogleraren zijn (of andersom) en of de leerstoelen van de vrouwelijke en mannelijke hoogleraren van evenwaardig kaliber zijn. Dit betreft overigens geen eenvoudige onderzoeksvraag, omdat een vrouwelijke (of mannelijke) parttime hoogleraar dat niet alleen hoeft te zijn (d.i. parttimer) vanwege een keuze m.b.t. de balans werk-privé, maar dat ook kan zijn (parttimer) vanwege een enorme reputatie die maakt dat zij (hij) een deeltijdbetrekking of hoofdfunctie in het bedrijfsleven of in een eigen onderneming heeft.

Beoordelingen M/V, stand van zaken R&O-cyclus 2016

We hebben onderzocht welk percentage van het WP resp. OBP, conform de in R&O-verslagen weergegeven totaaloordelen, boven de eisen uitstijgt danwel niet voldoet en of aldaar verschillen te zien zijn tussen mannen en vrouwen. Het gaat om de R&O-cyclus 2016 die overigens nog niet geheel is afgerond, dus het beeld betreft niet de gehele faculteit. Hoogleraren zijn buiten beschouwing gebleven, omdat een beoordeling in termen van “voldoet” of “voldoet niet” resp. “gaat boven de eisen uit” bij ESL niet in het R&O-verslag van hoogleraren wordt opgenomen.

In algemene zin zal de beoordelingscurve van een werknemer-populatie het beeld van een ietwat scheve normaalverdeling te zien geven. Verreweg de meeste medewerkers zullen voldoen en als dat niet het geval is ligt er in ieder geval qua HR-management in de betreffende organisatie een forse uitdaging. Ongeveer 10% tot 20% van de medewerkers gaat normaal gesproken bij een jaarlijkse beoordeling boven de eisen uit en met hen zal een volgende loopbaanstap overwogen worden c.q.

vormgegeven worden. Aan de andere kant van het spectrum zal normaal gesproken 5% tot maximaal 10% van de medewerkers om de één of andere reden niet voldoen.

Van alle beoordeelde mannelijke medewerkers in het WP van ESL gaat 24% boven de eisen uit. Bij de vrouwelijke wetenschappers komt 18% boven de eisen uit. Geen enkele medewerker in het WP voldoet niet, noch bij de mannen noch bij de vrouwen. Van het WP van ESL worden in de beoordelingsronde 2016 derhalve relatief meer mannen dan vrouwen beoordeeld als “gaat boven de eisen uit”. Hier ligt vanuit het oogpunt van diversiteit in verband met mogelijke *gender bias* een punt van aandacht. Aan de beoordeling “gaat boven de eisen uit” wordt immers dikwijls op zekere termijn een bevordering verbonden. Het zou dus kunnen dat je als man meer kans maakt op een bevordering dan als vrouw, doch het zou ook kunnen dat onder het mannelijke WP meer getalenteerde collega’s rondlopen dan onder het vrouwelijke WP. Voor dat laatste zijn ons geen onderbouwende feiten bekend, het zou statistisch heel vreemd zijn en bovendien moet dan ook onderbouwd worden wat talent is en wie dit beoordeelt.

Van het vrouwelijke OBP komt 11 % boven de eisen uit. Onder het mannelijke OBP komt niemand boven de eisen uit. Van de mannelijke medewerkers voldoet 0% niet en van de vrouwelijke medewerkers voldoet 5% niet. Een verklaring zou kunnen zijn dat mannen wellicht al eerder aan de/hun top zijn, terwijl vrouwen langer blijven hangen. Voorts is het vanuit loopbaanperspectief curieus dat gegeven die 0% in feite geen enkele mannelijke medewerker wordt beoordeeld als “overgekwalificeerd” danwel “in staat om een volgende stap te zetten”.

Aantal M/V in tenure track

In oktober 2016 is het aantal mannelijke UD’s met een aanstelling van 0,4 fte of meer *in een tenure track*⁵ 33 % van het totaal aantal mannelijke UD’s. Het aantal vrouwelijke UD’s met een aanstelling van 0,4 fte of meer *in tenure track* is op dat moment 30 % van het totaal aantal vrouwelijke UD’s. Hieruit kan worden opgemaakt dat er geen noemenswaardig verschil bestaat tussen de wijze waarop mannelijke en vrouwelijke UD’s qua loopbaanontwikkeling (althans door middel van een tenure track) worden gestimuleerd.

Overigens is in het kader van het HR beleid ESL 2015 – 2018 vastgelegd dat in principe voor *alle* UD’s de vraag aan de orde dient te zijn (geweest) of en op welke wijze zij de volgende loopbaanstap, dus naar UHD, kunnen en zullen zetten. Indien niet tot het voornemen daartoe, dus tenuretrack-plan of careertrack-plan incl. ontwikkel-assessment, werd of wordt besloten kunnen daar goede redenen voor zijn, doch die dienen dan te worden geëxpliciteerd. De afdeling HR ESL geeft hier momenteel vorm aan. De vormgeving en niet-exclusiviteit van het tenure track zou wellicht meer aandacht verdienen.

Op deze wijze wordt voorkomen dat loopbanen stilzwijgend en onbesproken stagneren. De aanleiding hiertoe is overigens nadrukkelijk *niet* een vermoeden van gender bias, doch is ingegeven door onze opvattingen over goed werkgeverschap.

Aantal M/V bijzonder hoogleraren wegens personeelsbeleid

Iemand wordt in het huidige EUR-beleid, als UHD, bijzonder hoogleraar ‘wegens personeelsbeleid’ indien men professorabel wordt geacht terwijl de formatieruimte ontbreekt om een nieuwe

⁵ UD’s jonger dan 40 jaar met lopend Tenure Track danwel in aanstellingsbrief verwoord voornemen om dat binnen een in de aanstellingsbrief vastgelegde termijn vorm te geven. ESL kent enerzijds het “echte” tenure track (tijdelijk aangestelde UD met, middels het track, uitzicht op vaste aanstelling als UHD) en anderzijds reeds vast aangestelde UD die alsnog met een “career track” op koers gaan richting UHD-positie. Beide varianten tellen we hier bij elkaar op.

leerstool voor betrokkene in te stellen. Weliswaar is onlangs bij ESL de praktijk ten aanzien van de positie van bijzonder hoogleraar 'wegens personeelsbeleid' ten opzichte van het EUR-beleid aangepast (zie elders), maar de huidige verhouding tussen mannelijke en vrouwelijke bijzonder hoogleraren 'wegens personeelsbeleid' zou nog wel een indicatie kunnen opleveren over een eventuele verschillen gerelateerd aan gender.

Van de vrouwelijke en de mannelijke UHD's (dat is UHD1) is respectievelijk 57% van de vrouwen bijzonder hoogleraar wegens personeelsbeleid en 27% van de mannen. Hieruit kan worden opgemaakt dat, als er al sprake zou zijn van bevoordeling, die dan richting vrouwelijke UHD's zou gaan. Dat zou echter een te ver strekkende conclusie zijn. Per slot van rekening is de beoordeling van de mogelijkheid om tot bijzonder hoogleraar te worden benoemd een sterk van individuele en persoonlijke kwaliteiten afhankelijke. Voorts kan het zo zijn dat te veel vrouwen om onduidelijke redenen blijven hangen in een bijzonder hoogleraarschap.

Overigens is in het kader van het HR beleid ESL 2015 – 2018 vastgelegd dat de positie van de bijzonder hoogleraar wegens personeelsbeleid qua loopbaanontwikkeling in de eerste (en evt. de tweede) periode van zijn/haar benoeming vormgegeven en gevolgd wordt op een wijze die in hoge mate vergelijkbaar is met een tenure track. D.i. ontwikkelplan, beoordeling door vaste commissie loopbaanbeleid, advisering door benoemingsadviescommissie, etc.

Met dit beleid zijn dus zowel de mannelijke als de vrouwelijke bijzonder hoogleraren (althans, wegens personeelsbeleid) "on the move" naar een gewone leerstoel. Gegeven de hierboven aangegeven verhouding tussen het aantal mannen en vrouwen in deze groep zal de verhouding vrouwelijke en mannelijke gewoon hoogleraren de komende jaren derhalve ten gunste van het aandeel vrouwelijke gewoon hoogleraren kunnen gaan verschuiven.

3.3. Beleid ESL: Vrouw-man-verhouding

De EUR spreekt de ambitie uit dat het aandeel vrouwelijke gewoon hoogleraren in 2025 op 25% moet zijn uitgekomen. Bij ESL was het aandeel, bij de groep gewoon en bijzonder hoogleraren, bijeen genomen 23% in 2016. Medio september 2017 is de situatie gunstiger. Hieruit zou kunnen worden afgeleid dat er in dit opzicht geen specifiek beleid hoeft te worden ontwikkeld behalve dat er op moet worden toegezien dat de navolgende stap vanuit bijzonder hoogleraarschap wegens personeelsbeleid (nl. naar een gewone leerstoel) ook daadwerkelijk wordt gezet.

Natuurlijk verloop (vertrek en pensionering) zou een rol kunnen gaan spelen als bij de opvolging van vertrekkende hoogleraren wordt ingezet op het voorsorteren danwel gericht werven van vrouwelijke opvolgers. Het is de vraag of we dat moeten willen, omdat dat er toe zou leiden dat vrouwelijke kandidaten een voorkeursbehandeling gaan krijgen danwel dat er met een quotumregeling gewerkt zou moeten gaan worden. Er wordt wel gesteld dat zowel een voorkeursbehandeling als een quotumregeling als nadeel hebben dat vrouwelijke kandidaten, die aldus gereguleerde procedures succesvol doorkomen, het risico lopen om het etiket opgeplakt te krijgen dat zij hoogleraar zijn geworden eerder omdat zij vrouw zijn dan vanwege hun professionele en wetenschappelijke kwaliteiten.

Dit aspect is een discussie met verschillende gezichtspunten. Waar het in essentie om gaat, is dat er in procedures geen bias zit, dat bij werving ook vrouwelijke netwerken/vrouwen in het netwerk worden aangesproken, dat bij de vergelijking van kandidaten bias zoveel mogelijk wordt vermeden.

Belangrijk is wat ons betreft dat uit de gerapporteerde data blijkt dat in de groep UD's reeds sprake is van een veel gunstiger verhouding. Dit gegeven wijst in de richting van nut en noodzaak van maatregelen en beleid die gaan maken dat deze verhouding de komende jaren, dus op geleide van de individuele loopbaantrajecten van deze UD's, zo goed mogelijk *behouden blijft*.

Aanvullend beleid zou in kunnen haken op het feit dat vrouwen vaak kinderen krijgen in de periode dat de grootste carrièrestappen moeten worden gezet en dit doorgaans meer dan bij mannen een uitwerking heeft op hun carrière en (tijdelijk) op hun concrete stappen hierin. Hier kan nog beter op worden gestuurd (hoe krijg en houd je het op de rails).

In het verband van de door HR ESL uitgevoerde analyse is geopperd dat mannelijke collega's, meer dan vrouwelijke collega's, een vooraf uitgestippeld beeld bij hun ambities en hun loopbaan zouden hebben en dat zij, eerder dan vrouwen, daarover aankloppen bij hun leidinggevende danwel eerder uit eigen beweging en doelgericht een volgende loopbaantrap zetten. Als dit waar is zou dat een deel van de verklaring kunnen zijn waarom "opwaarts" minder vrouwen voorkomen. Vrouwen zouden over het algemeen een (relatief) minder expliciet beeld over hun loopbaan(vervolg) hebben en zij zouden zich pas na langere (functieverblijf)tijd gaan afvragen of een volgende loopbaantrap aan de orde zou kunnen of moeten zijn. Dan nog zal deze volgende stap niet altijd doelgericht worden opgezocht, doch zou worden afgewacht of zich een concrete mogelijkheid voordoet. Dit verschil zou mogelijk verankerd zijn in opvoedingsprincipes, die zouden verschillen resp. verschillen ten aanzien van jongens en meisjes. Aan opvoedingsprincipes uit het verleden gaan we niets veranderen, dus ligt hier een uitdaging voor HR waar we wat nader op in gaan.

In de eerste plaats kan het feit dat de tutorenpool ESL in meerderheid uit vrouwen bestaat met het bovenstaande te maken hebben. Het gaat in de tutorfunctie om een parttime aanstelling die veelal wordt geambieerd door jonge alumni die nog geen uitgesproken beeld hebben bij hun toekomst. Om die reden heeft HR-ESL een pakket aan secundaire arbeidsvoorwaarden ontwikkeld ten behoeve van hun (verdere) oriëntatie op de arbeidsmarkt. Voorstelbaar is dat de consequenties die tutoren verbinden, aan het gebruik van dit pakket, strakker kunnen worden (op)gevolgd en dan met name bij de vrouwelijke tutoren. Wat heeft men aan het pakket (gehad) en in hoeverre heeft het gebruik de verdere loopbaankeuze daadwerkelijk geëxpliciteerd?

In de tweede plaats hangt hier mogelijk een specifieke loopbaanplanning van vrouwelijke medewerkers mee samen. Op de EUR-bijeenkomst ter gelegenheid van Internationale Vrouwendag (8 maart 2016) is aangegeven dat vrouwen, in het geval dat sprake is van jonge kinderen, zich nog altijd meer dan hun partner beïnvloed weten door afwegingen die niet in de eerste plaats met een ambitieus/mobiel loopbaanplan te maken hebben. Zie ook het SCP-rapport "Lekker Vrij!?", maart 2016.

Met het 'reservoir' aan eigen talent, de (vrouwelijke) UD's en UHD's, die momenteel onder meer specifieke aanmoediging krijgen met het Erasmus Women in Academia Program (http://www.eur.nl/medewerkers/hr_beleid/diversiteit/loopbaan_en_carriere/career_development_program/), is het de moeite waard te kijken of aanvullend beleid gewenst is en/of het aantal deelnemers verhoogd zou moeten worden. Voorts willen we suggereren om ook jonge mannelijke collega's te ondersteunen op het punt van werk/privé, ouderschap en carrière-keuzes / deeltijdwerken.

Als gezegd ligt hier een uitdaging voor HR, omdat het gaat helpen als er expliciet, voortdurend *en in het algemeen* aandacht gevraagd wordt voor loopbaan en mobiliteit. HR ESL is daar reeds geruime tijd expliciet mee doende en is voornemens de interne communicatie en voorlichting daarover in 2017 te intensiveren. Het onderwerp staat centraal in de "kwartaal" gesprekken van HR en Finance met de sectieleidinggevenden en afdelingshoofden, die ten minste elk half jaar worden gevoerd. Ook met het op 30 mei 2016 gelanceerde EUR-programma "Career in Progress" wordt daar invulling aan gegeven. Dit programma is weliswaar niet opgezet specifiek met het doel *vrouwelijke* medewerkers mobieler te maken, doch het gaat daar naar verwachting wel aan bijdragen. Het

programma bestaat uit een combinatie van activiteiten en voorzieningen, die het medewerkers (in het algemeen) mogelijk maakt om zich op een volgende stap te oriënteren. Hierbij is onder meer sprake van een carrièrebudget (ingezet vanuit de arbeidsvoorwaardenmiddelen van EUROPA) van € 500 per medewerker per jaar, een loopbaanportal, loopbaanadvies, een stimuleringsprogramma en communicatiecampagne.

Uitdaging is om van het “cohort” van UD’s bij ESL de mannen en de vrouwen gelijk op te laten gaan in het verdere vervolg van hun loopbaan. Om dat te borgen hebben we ten aanzien van tenure en career tracks een uniform en op allen toegepast beleid neergezet, met transparante beoordelingscriteria. Daar waar nog geen tenure track of career track is ondersteunt en stimuleert HR ESL bij opzetten en realiseren daarvan. Daarom zetten we bij betekenisvolle stappen in loopbanen uiteenlopende assessments in en expliciteert men ontwikkelplannen. Daarom “achtervolgen” we vanuit HR ESL over de hele linie de in R&O-context gemaakte (ontwikkel)afspraken en toezeggingen. Deze aanpak legden we vast in het HR Beleidsplan ESL 2015-2018 en dit scherpen we aan in het HR Beleidsplan 2017-2020 dat nu in de maak is.

We geven in overweging om bij het opeenvolgend starten resp. besluiten over een tenure of career track het “rits”-principe te hanteren dat bij enkele andere universiteiten wordt toegepast. Dat komt er op neer dat steeds om beurten een man en een vrouw wordt begeleid bij het opstarten resp. wordt beoordeeld op bereikt resultaat. Op deze manier wordt op een praktische wijze voorkomen dat het beeld ontstaat dat het ene of het andere geslacht met voorrang zou worden behandeld.

Uitdaging is voorts om bij nieuwe hoogleraar-benoemingen in de faculteit *overall* te streven naar een evenwichtige verdeling tussen mannen en vrouwen. Consequentie van omstandigheden w.o. benoemingspraktijk in het verleden is dat er op HL1-leerstoelen nu nog relatief veel oudere mannen zitten die bovendien aan het eind van de loonschaal zijn aangekomen. Hun aanstaande emeritaat in combinatie met genoemd streven kan maken dat de *gender balance* in de komende 5 tot 10 jaar verschuift, waarbij we aantekenen dat het nog weinig concreet is hoe dit streven in resultaten omgezet gaat worden. Het eigen reservoir aan talent binnen onze faculteit is in ieder geval qua gender reeds in balans (zie boven) en dat zou tijdens het vervolg van loopbanen zo moeten blijven.

Merk op dat in benoemingsadviescommissies tenminste één lid vrouw moet zijn (zijnde niet een vrouwelijk student-bestuurslid) en hetzelfde geldt voor de vaste commissie loopbaanbeleid. Uit onderzoek is bekend dat één vrouw weinig zin heeft, dit werkt conformerend, pas bij twee vrouwen is er effect te zien. We zouden dit beleid daarom kunnen aanscherpen door te spreken over “tenminste de helft”, hetgeen dan ook het geval zou moeten zijn bij selectiecommissies. Nadeel daarvan is dat de reeds aanwezige vrouwelijke gewoon hoogleraren buitenproportioneel zouden worden belast met taken die niet per sé met de kern van hun eigen academische positionering te maken hebben.

Ten slotte: onder leiding van de EUR diversity officer is sprake van een verkenning van trainingen op gebied van gender bias (HR ESL neemt aan deze verkenning deel) en tevens vindt afweging plaats over de inzet van een mentoring systeem.

Intermezzo: Inclusiviteit

Voor zowel M/V-diversiteit als interculturele diversiteit sluiten wij voor het formuleren van beleid graag aan bij een belangrijk uitgangspunt van de Chief Diversity Officer van de EUR. Dat uitgangspunt is *inclusiviteit*. Daar waar de verhouding mannen/vrouwen uit balans is, daar waar er

voor gelijksoortige werkzaamheden inkomensverschillen tussen beide geslachten bestaan, of daar waar de mobiliteit tussen mannen en vrouwen verschilt, gaat het er niet om exclusief de aandacht te laten uitgaan naar beleid gericht op de populatie vrouwen. Daar waar allochtone studenten/alumni meer moeite hebben om voor een academische carrière te kiezen, of überhaupt een maatschappelijke loopbaan vorm te geven, gaat het er niet om exclusief de niet-westerse allochtoon te ondersteunen, adviseren, toe te rusten of te wapenen.

Inclusiviteit, in de eerste plaats, omdat mannen nadrukkelijk onderdeel uitmaken van het stelsel waarin de gesignaleerde onbalans is ontstaan en waarbinnen aanpassingen zouden moeten worden doorgevoerd om de M/V-balans te veranderen. Aanpassingen betreffen dus ook de mannen. Net zo maken “kaaskoppen”¹ deel uit van het sociaal-maatschappelijke krachtenveld waarin het hun soortgenoten wel en allochtone medemensen niet of minder makkelijk lukt om studies af te ronden en om carrières, bijvoorbeeld in de academie, vorm te geven. De blanke Nederlandse man dient dus evenzeer onderwerp te zijn van het palet aan uitnodigingen en maatregelen dat we gaan vormgeven.

Inclusiviteit, in de tweede plaats, vanwege het gegeven dat het benutten van een zo groot mogelijke diversiteit van talenten leidt tot verrijking van oplossingsrichtingen voor (onderzoeks)vragen en (project)uitdagingen. Als teams bestaan uit mensen die elkaar aanvullen (in plaats van op elkaar lijken), ontstaat een effectievere organisatie en komen er meer rolmodellen voor een inclusieve cultuur.

3.4. Interculturele diversiteit: Werving & selectie en beoordeling

De samenstelling van het personeelsbestand (zowel WP als OBP) vertoont bij lange na nog geen afspiegeling van de multiculturele samenstelling van de studentenpopulatie. In sommige masters is het aandeel studenten met een niet-westerse achtergrond, zo schatten we, 40%. Het aandeel medewerkers met een niet-westerse achtergrond is naar schatting 5% en dit aandeel is met name laag in de bovenbouw van het functiehuis. Of er verschil is tussen de stand van zaken in de hogere regionen van het functiehuis ten opzichte van de onderbouw zou nader onderzocht kunnen worden. Zoals gezegd kunnen voor wat betreft interculturele diversiteit geen cijfers worden geproduceerd, omdat een bi-culturele achtergrond niet in onze systemen wordt vastgelegd.

Het is mogelijk dat er in de werving en selectie alsmede de beoordeling van personeel op intercultureel gebied sprake is van onbewuste vooroordelen en stereotypering. Hier zal gericht aandacht aan worden besteed en aan de selectie van uiteenlopende trainingen en workshops op dit terrein wordt vanuit ESL actief deelgenomen.

Voorts zijn er uiteenlopende technieken waarmee de rol van *bias* en stereotypering bij werving en selectie alsmede beoordeling kan worden verminderd. Denk aan het in de sollicitatieprocedure inzetten van een “blind project” waarop kandidaten anoniem (althans anoniem voor de sollicitatiecommissie) schriftelijk reflecteren. En denk aan de mogelijkheid om de leden van een sollicitatiecommissie eerst, voorafgaande aan bespreking en gezamenlijke evaluatie van kandidaten, onafhankelijk van elkaar op basis van een scorelijst een evaluatie van elke kandidaat te laten maken. Tijdens een brainstormsessie diversiteit in 2016 zijn de volgende suggesties gedaan:

- Verhoog de culturele sensitiviteit van de academie. ESL zou academici-in-spé met een interculturele achtergrond niet gericht moeten *aantrekken*, maar voor hen *aantrekkelijker* moeten worden. Gericht mentorschap kan hierin een aanvullende rol spelen.
- Ondersteun een PhD-onderzoeker vanuit de faculteit (WP) richting de thuissituatie als deze tot de ‘eerste generatie’ behoort. Sla de brug vanuit de academie naar de thuiscultuur incl. gezin/familie. Laat de promotor (als mentor) dit aspect omarmen richting de PhD-onderzoeker met een niet-westerse achtergrond.

Projectcode	Advies
Versie	Concept
Datum	22 september 2017
Van	Jan Jaap Ensing
Opsteller	Lizzy Boonen
Opdrachtgever	Prof. dr. J.P.T.M. van Leeuwen Dr. J.G. Boonstra

Voorstel Actieplan Diversiteit Erasmus MC

Waarom diversiteit

Het Erasmus MC staat midden in Rotterdam. Een internationale stad. Onze patiënten vertegenwoordigen alle nationaliteiten, mannen en vrouwen, van jong tot oud. Gesteld kan worden dat de samenstelling van het personeelsbestand geen afspiegeling is van deze populatie. Dat is jammer want:

- Respect voor en inlevingsvermogen in anderen, andere zienswijzen en gewoonten is essentieel om onze rol als zorgverlener en werkgever op excellente wijze in te vullen.
- Uit onderzoek is gebleken dat divers samengestelde teams creatiever en meer innovatief zijn en betere resultaten leveren.
- Fondsen zien diversiteit binnen teams als pré.
- Vanuit de overheid ligt veel nadruk op diversiteit binnen organisaties.

Opvallend is overigens dat onze studentenpopulatie ('de medisch specialisten van de toekomst') meer en meer divers van aard is. Zo is al sinds de jaren '90 meer dan 50% van de studenten vrouw en studeren er steeds meer studenten afkomstig uit andere culturen geneeskunde in het Erasmus MC.

Onze focus is meer diversiteit binnen de organisatie

De discussie over diversiteit wordt belemmerd door privacywetgeving. We hebben geen zicht op achtergronden in etniciteit, geloof en andere zaken. Alleen het verschil in gender is meetbaar. Het is om die reden dat in het Erasmus MC voor wat betreft diversiteitsbeleid, de focus voor nu ligt op gender. Dit laat onverlet dat we niet nalaten om in de uitvoering van ons personeelsbeleid ook andere vormen van diversiteit te betrekken.

Percentage vrouwelijke Hoogleraren in het Erasmus MC

In het Erasmus MC zijn bijna 13.000 medewerkers werkzaam. Ruim 70% van deze medewerkers is vrouw. In de wetenschappelijke functies is een ander beeld zichtbaar. Eind 2016 bedroeg het aantal vrouwelijke hoogleraren in het Erasmus MC 18,1%. Het Erasmus MC telt voor dit percentage zowel Hoogleraren als Bijzonder Hoogleraren mee. Het Bijzonder Hoogleraarschap binnen het Erasmus MC is in principe de opmaat naar het Hoogleraarschap. Wanneer de Bijzonder Hoogleraren buiten beschouwing worden gelaten, daalt het percentage vrouwelijk Hoogleraren naar 14%. Het is, in lijn met overheidsbeleid, onze bedoeling dat in 2020 het aantal vrouwelijke hoogleraren 20% bedraagt, in 2025 moet dit zijn gegroeid tot 25%.

Erasmus Universiteit en het Erasmus MC

Het Erasmus MC maakt als geneeskunde faculteit deel uit van de Erasmus Universiteit. Daarom sluiten wij ons, voor wat betreft het aantal vrouwelijke hoogleraren, aan bij de ambities en doelstellingen van de Erasmus Universiteit. Vanuit de Erasmus Universiteit is in het decanenoverleg uitgesproken dat diversiteit in de top van alle faculteiten toe moet nemen. Elke faculteit maakt, in verband hiermee, een eigen actieplan waarin verschillende interventies worden beschreven. Deze interventies worden voorgesteld vanuit drie verschillende perspectieven: individueel, institutioneel en cultureel. Het vervolg van het ingezette diversiteitsbeleid van het Erasmus MC is gestoeld op deze perspectieven en vormt de basis voor het diversiteitsbeleid.

Diversiteitsbeleid Erasmus MC

Meer vrouwen naar de top heeft de afgelopen jaren op de agenda van de Raad van Bestuur gestaan. En met succes. Er zijn vrouwelijke hoogleraren benoemd en daarnaast meerdere vrouwelijke afdelingshoofden. Het aantal vrouwen in hogere (wetenschappelijke) functies is hiermee toegenomen. De Raad van Bestuur is onlangs uitgebreid met een vrouw. Deze benoemingen zijn een stimulans voor verdere groei van het vrouwelijke potentieel. Binnen de Raad van Bestuur hebben twee leden diversiteit in hun portefeuille hetgeen het belang aangeeft van het onderwerp voor de organisatie. Hoewel er een positieve trend zichtbaar is, is ook duidelijk dat diversiteit een blijvende inspanning vraagt.

Doelstelling actieplan

De doelstelling van dit actieplan is de weg naar een vernieuwd diversiteitsbeleid in kaart te brengen en concrete acties te beschrijven die het Erasmus MC gaat ondernemen om diversiteit en inclusie te stimuleren. In eerste instantie richten wij ons primair op het vergroten van draagvlak en benoemen wij passende maatregelen om het aantal vrouwen in hogere functies te laten toenemen.

Actie 1. Vergroten draagvlak

Draagvlak is de basis waar diversiteitsbeleid op rust. Als de top van de organisatie het belang en de voordelen van diversiteit uitdraagt, neemt de vanzelfsprekendheid hiervan toe en zullen maatregelen gemakkelijker kunnen worden ingevoerd. De Raad van Bestuur hoeft dit niet alleen te doen. Zij kan het draagvlak vergroten door een Commissie in te stellen waarin invloedrijke leidinggevendenden op strategisch niveau op het gebied van diversiteit kunnen adviseren, verbinden en monitoren. Zij kunnen bewaken dat naast het doorstromen van vrouwen naar de top ook de inclusie van andere groepen aan de orde is. Deze Commissie moet passen in de bestaande structuur van de organisatie om te voorkomen dat het blijft bij het instellen van een Commissie.

Binnen Onderzoek & Onderwijs is dit goed mogelijk. Voorgesteld wordt om aan te sluiten bij een komende wijziging binnen Onderzoek & Onderwijs om naast een Onderzoeksraad een Talent & Innovation Board in te richten. Deze laatste heeft als doel bij te dragen dat de talentenpool groot genoeg is voor goed leiderschap in de toekomst en tevens dat er aandacht is voor innovatie in het onderzoek.

De Talent & Innovation Board valt onder de decaan en zal diversiteit als een van haar opdrachten hebben. Een voorbeeld van een dergelijke opdracht is het onderzoeken van het effect van het ingezette beleid van de afgelopen jaren rondom diversiteit, en om de onderzoeken welke drempels en blokkades vrouwen binnen het Erasmus MC ervaren om carrière te maken. Onder de Talent & Innovation Board kan een subcommissie worden benoemd met als opdracht de doelstellingen werkelijk vorm te geven. Vanuit O&O beleid en HR/MD zal ondersteuning worden geboden op registratie en monitoring.

Actie 2. Beleggen verantwoordelijkheid

Vanuit de Erasmus Universiteit wordt aanbevolen een persoon binnen de faculteit verantwoordelijk te maken voor het thema en het monitoren van de voortgang en implementatie van de initiatieven. De Erasmus Universiteit stelt voor per faculteit een Diversity Officer aan te stellen. De vraag is of dit een adequate oplossing is voor het Erasmus MC en werkelijk zal bijdragen aan diversiteit.

Het voordeel van het benoemen van een Diversity Officer is dat helder lijkt waar dit onderwerp belegd is en dat deze persoon zichtbaar kan zijn en gerichte tijd en inspanning aan diversiteit in de organisatie kan steken. Wil een Diversity Officer werkelijk effectief zijn dan zal deze persoon overzicht moeten hebben en invloed kunnen hebben op de gehele organisatie. Het inbedden van diversiteit binnen de Talent & Innovation Board met als opdracht de uitvoering, monitoring en evaluatie van het diversiteitsbeleid, ondersteund door een subcommissie diversiteit lijkt meer effect te hebben.

Doelstellingen en maatregelen

In het verleden zijn al diverse activiteiten en initiatieven ondernomen. Om diversiteit goed te borgen maakt het voorstel van de EUR een onderscheid in perspectief van de maatregelen. Zij kent een verdeling in individueel, institutioneel en cultureel.

- a) Het individuele perspectief kijkt naar wat gedaan kan worden om de individuele personen, in casu vrouwen, te versterken zodat zij steviger kunnen gaan voor hun carrière.

- b) Institutioneel geeft aandacht aan de processen, procedures en data die van invloed zijn binnen het UMC op carrières en de wijze waarop personeel wordt geworven en geselecteerd.
- c) Het culturele perspectief gaat over de meningen, waarden en standaarden die binnen de organisatie heersen.

Hieronder is een overzicht van maatregelen die reeds in het Erasmus MC zijn genomen en die vanwege hun succes, voortgezet kunnen worden. Daarnaast voorstellen die kunnen bijdragen aan een verdere ontwikkeling van diversiteit in de organisatie. Tevens worden enkele voorstellen die de EUR adviseert om toe te voegen aan het bestaande pakket weergegeven.

Individueel perspectief

Bestaande Erasmus MC maatregelen	Verantwoordelijk voor implementatie
<ul style="list-style-type: none"> Female Career Development programma voor onderzoekers (clinici en niet clinici) vanaf 4 jaar na promotie, wordt jaarlijks gegeven 	HR/MD
<ul style="list-style-type: none"> Jonge Vrouwen in de academie programma, voor de net gepromoveerde vrouw tot 2 jaar na promotie. (nieuw programma gestart in maart 2017), wordt jaarlijks gegeven 	HR/MD
<ul style="list-style-type: none"> Een mentoring programma voor deelnemers van het FCD en andere vrouwelijke talenten, ongoing 	HR/MD
<ul style="list-style-type: none"> Leiderschapsprogramma vrouwelijke Hoogleraren 	HR/MD
<ul style="list-style-type: none"> Leiderschap door samenspel 	HR/MD
<ul style="list-style-type: none"> VENA netwerk 	VENA bestuur

Institutioneel perspectief

Opzetten van een diversiteits organisatiestructuur door	
Benoemen leden van de Talent & Innovation Board	Raad van Bestuur
<ul style="list-style-type: none"> Bepalen van de opdracht en mandaat op diversiteit van de Talent & Innovation Board 	Raad van Bestuur
<ul style="list-style-type: none"> Benoemen leden en bepalen doelstellingen subcommissie Diversiteit onder Talent & Innovation Board 	Talent & Innovation Board

Inzicht in talenten	
Te verbeteren Erasmus MC maatregelen	
<ul style="list-style-type: none"> Gestructureerd data aanbod waardoor inzicht mogelijk is in de personeelsopbouw, aantallen, in-, door- en uitstroom, functies etc 	HR/ICT
<ul style="list-style-type: none"> Talentreviews jaarlijks per afdeling stimuleren als vast onderdeel van het jaargesprek 	Decaan en afdelingshoofden
<ul style="list-style-type: none"> Overzicht potentiële hoogleraren met plan doorstroom om streefcijfers te bereiken 	Decaan/ O&O/ HR

<ul style="list-style-type: none"> Inrichting talentenbeleid door O&O met HR 	Decaan/HR/O&O
Maatregelen die de EUR voorstelt en met EUR te bespreken	
<ul style="list-style-type: none"> De decaan voert jaarlijks gesprek met Rector Magnificus over talentenbeleid 	Decaan
<ul style="list-style-type: none"> Uniform beleid titel Hoogleraar en Bijzonder Hoogleraar 	Rector Magnificus en decanen
<ul style="list-style-type: none"> Afspraken over aantallen benoemingen UHD en vrouwelijke hoogleraren 	Decaan met Rector Magnificus

Herziening proces Hoogleraren benoemingen	
Maatregelen die de EUR voorstelt	
De decaan en de Rector Magnificus zullen overleggen over	
<ul style="list-style-type: none"> Rector overlegt vooraf met decaan: shortlist/longlist met minstens 50% vrouw, BAC-samenstelling, aandacht wervingstekst en diversiteit en extra inspanningen m.b.t. aantrekken vrouwelijk talent. 	Decaan en Rector Magnificus
<ul style="list-style-type: none"> Heldere afspraken tussen rector-decaan m.b.t de verhouding m/v in HL benoemingen. 	Decaan en Rector Magnificus
<ul style="list-style-type: none"> Beleg verantwoordelijkheid voor de uitvoering van de checklist diversiteit hooglerarenbenoemingen bij de Decaan en de voorzitter Talent & Innovation Board 	Decaan/ Voorzitter Talent & Innovation Board
<ul style="list-style-type: none"> Transparantie over het benoemingsproces achteraf 	Decaan

Aanpassingen in werving en selectie	
Maatregelen die de EUR voorstelt	
<ul style="list-style-type: none"> Diverse maatregelen gericht op het wervings- en selectieproces. Zorg voor genderneutrale vacatureteksten. 	Decaan, leidinggevend en HR partner

Cultureel perspectief

Advies EUR	
<ul style="list-style-type: none"> Bewustwording over diversiteit op alle niveaus 	Talent en Innovation Board, subcommissie
<ul style="list-style-type: none"> Onderzoek naar het effect van het ingezette beleid van de afgelopen jaren rondom diversiteit, alsmede welke drempels en blokkades vrouwen binnen het Erasmus MC ervaren om carrière te maken 	Talent & Innovation Board
<ul style="list-style-type: none"> Bewustwording in diverse leiderschaps en talenten programma's 	T&I/HR/O&O
<ul style="list-style-type: none"> Implicit bias herkenbaar maken door trainingen te organiseren 	HR en VENA
<ul style="list-style-type: none"> Zichtbare rolmodellen zowel mannelijk als vrouwelijk in beeld brengen 	(DC) T&I subcommissie

Tijdspad

Q4 2017	Instellen Talent & Innovation Board
Q1 2018	Benoemen subcommissie met doelstellingen
Q3 2018	Opleveren plannen door subcommissie
Halfjaarlijks	Evalueren plannen op resultaat

Risico's

Zonder herkenning van de urgentie bij de beslissers op strategisch niveau zal de verantwoordelijkheid voor diversiteit laag zijn. Daarom is het accent op het communiceren van de voordelen van diversiteit, wat het oplevert en zo gevoel voor urgentie vergroten van groot belang.

Een lastig punt is de beperking van het personeels administratieve systeem dat meten niet even gemakkelijk maakt. Doel van diversiteit is uiteindelijk niet alleen het aantal vrouwelijke hoogleraren te verhogen. De wens is dat de medewerkers van het Erasmus MC een reflectie van de maatschappij zijn. Dat moet wel meetbaar zijn.

Diversiteit gaat verder dan het stimuleren van vrouwen om door te groeien naar de top. Het onderwerp is breder. Door alleen in te zetten op gender kan het onderwerp als probleem worden gezien dat moet worden opgelost. Daarmee wordt onvoldoende aandacht gegeven aan de voordelen die een diverse samenstelling van het personeel biedt.

Om te voorkomen dat er weerstand ontstaat tegen de initiatieven om meer vrouwen te benoemen zal er positieve communicatie moeten zijn vanuit de top over dit onderwerp. Zij zijn hierin het voorbeeld.

Zonder evaluatiemomenten zal het onderwerp aan de aandacht kunnen ontsnappen. Daarom zal de monitoring van diversiteit standaard moeten worden opgenomen in de tertiaal rapportages.

Budget

De EUR heeft een voorstel gemaakt van wat nodig is voor dit diversiteitsbeleid. Het Erasmus MC vindt dat diversiteit ingebed moet zijn in de organisatie. Na het instellen van de subcommissie diversiteit kunnen plannen worden gemaakt. Om deze plannen te realiseren zal een begroting moeten worden gemaakt wat de kosten van deze plannen zijn.

Conclusie

Het Erasmus MC maakt gestaag vorderingen op het gebied van diversiteit. De EUR heeft voorstellen gedaan om diversiteit meer ruimte te geven in de organisatie. Deze voorstellen zullen bijdragen aan de betrokkenheid en inspanningen op dit gebied voor het Erasmus MC. Het vergroten van draagvlak is van essentieel belang. Het instellen van een Talent & Innovation Board met diversiteit als verantwoordelijkheid is een belangrijke stap hierin. Vervolgens kunnen bovengenoemde voorstellen worden uitgewerkt, geprioriteerd en vertaald naar onze organisatie.

Op korte termijn zal daarom door de Raad van Bestuur het besluit moeten worden genomen om de voorgestelde organisatiestructuur in te richten. Vervolgens kan het plan verder worden uitgewerkt.

Draft Action Plan Diversity & Inclusion

Faculty: ESHCC

Date: 8 September 2017

Name: ESHCC Diversity Task Force Members Amanda Brandellero, Payal Arora, Sandra Manickam and HR Partner ESHCC Christien Bakker

***Please note: This document is a draft. The ESHCC Diversity Task Force has only been fully in place and operational since July 2017. The Task Force will endeavour to update the Action Plan in the coming months. ***

Introduction

At the end of 2016, the diversity policy of Erasmus University has been reviewed. Each faculty is to set out an action plan regarding diversity & inclusion based on the faculty's own context and challenges.

The aim of the action plan is to set the Erasmus School of History, Culture and Communication (ESHCC) objectives, define challenges and priorities and to come up with relevant interventions to achieve those objectives. In this action plan the scope, the context of the faculty, objectives, the approach, SWOT and investment will be discussed.

Why Diversity & Inclusion at EUR?

1. It adds to our overall performance.

More innovation, better team performance, making better use of the talents we have, will help us better adapt to our environment (McKinsey&Company, Diversity Matters).

2. It adds to our quality of research and gives us a better chance of acquiring research grants

For instance, by having research teams that are well-balanced in terms of gender, and by integrating gender in the content of research and innovation, researchers stand a better chance at acquiring EU research grants (<https://ec.europa.eu/programmes/horizon2020/en/h2020-section/promoting-gender-equality-research-and-innovation>). By looking beyond the usual suspects for international partnerships, we can more effectively respond to EU calls for research action. Focus on immigrant integration and inclusion is an ongoing focus. (https://ec.europa.eu/home-affairs/financing/fundings/migration-asylum-borders/integration-fund_en)

3. It adds to our quality of teaching and the supervision of students

Diversity in our curriculum and pedagogic styles enables us to prepare our students for an increasingly global marketplace (http://ec.europa.eu/justice/discrimination/diversity/charters/netherlands_en.htm) and society which values integration and an outward and inclusive perspective. This provides students with diverse role models and identification opportunities.

4. It adds to the good employment practices of our university and providing of equal opportunities for everyone with comparable qualities. Diversity in top-level management can foster a more inclusive leadership style, decision-making, and work environment. Diverse role models among employers can motivate underrepresented employees in their ambitions and increase possible mentoring opportunities.

Scope of the action plan

The scope of the action plan is based on the three pillars: 1) Education, 2) Research and 3) Personnel and organization.

Within Erasmus University we apply the definition of the term 'diversity' in the broadest sense of the word, namely: *'All aspects in which individuals within the organization differ from each other, both visible and invisible differences (values, attitudes, culture, personal beliefs, personality, ethnic background, sexual orientation, gender, life experience etc.). Within ESHCC we also consider how individuals differ in terms of international background, age, parental education, economic background.'*

An inclusive culture means a culture in which 1) all individual qualities and talents are expressed and 2) all individuals are given the opportunity to make a contribution to the ambitions, objectives and strategy of EUR.

The faculty can define which pillar(s) is (are) a priority. Depending on current imbalances within each department, a tailored diversity program will be designed that addresses these challenges. For instance, regarding gender diversity of scientific personnel and the related external targets, an important part of the action plan would concern gender diversity

([http://www.europarl.europa.eu/RegData/etudes/IDAN/2015/519227/IPOL_IDA\(2015\)519227_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/IDAN/2015/519227/IPOL_IDA(2015)519227_EN.pdf)).

Erasmus University has committed itself to meeting the target of 25% female professors by 2025. The Central EUR diversity team has set an interim target of 20% by 2020. Another important focus at ESHCC entails internationalization at all three levels. Some departments have successfully implemented internationalization strategies, which we hope can serve as a best practice template.

Context faculty

The Erasmus School of History, Culture and Communication hosts the Departments of History, Arts and Culture Studies, and Media & Communication at Erasmus University. Accordingly, the Faculty conducts research and provides education in the fields of history, arts and culture, and media and communication.

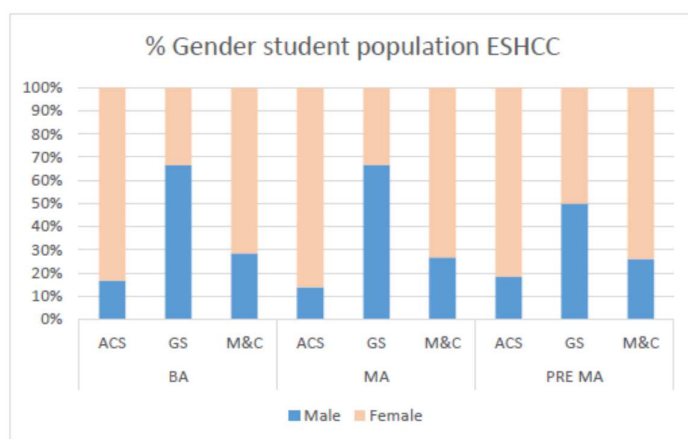
ESHCC is a dynamic School, which offers five bachelor programmes (of which three are international), nine (re) master programmes (of which six are international). Within the last few years, ESHCC has some impressive accomplishments, including the pioneering work of IBCoM and the internationalization of History and ACS in a very limited timespan.

Gender balance and internationalisation of the student population and staff are policy priorities at ESHCC. Key challenges that need to be tackled include examining the gender imbalance at more senior academic positions and the imbalance on Professor and PhD level regarding diversity on nationality. Currently, there are significant differences between departments (for instance, the Department of M&C meets the gender distribution targets while the Department of History does not).

1. Education

The ACS and M&C student population is predominantly female and this holds at the BA, MA and PRE-MA levels. At the History department, the gender ratio is reversed at the BA and MA level. Figure 1 below provides an overview of the gender ratio for the 2016-17 student population. The total student population is measured as the number of students (full time and part time) enrolled in all ESHCC BA, MA, Pre-MA and the Research Master's during the academic year 2016-17.

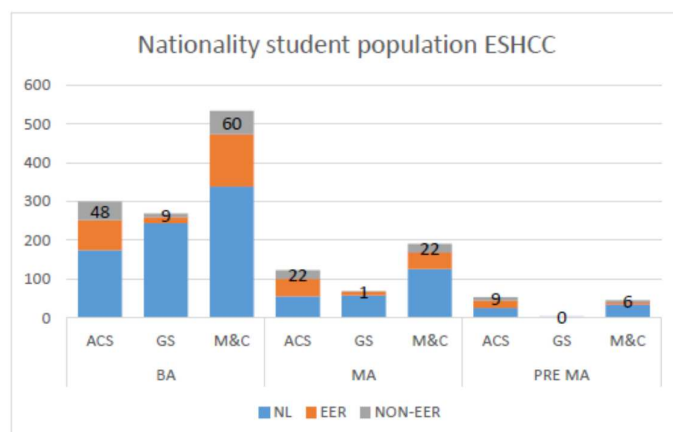
Figure 1: Gender of ESHCC student population, 2016-17 (in %)



Source: ESHCC Overview Student Population 2016-17.

Figure 2 below offers an overview of the nationality of the ESHCC student population during the 2016-17 academic year. ACS and M&C have rather more international cohorts compared to the History department. Students come from 70 different countries (including The Netherlands), adding to a dynamic multicultural environment.

Figure 2: Nationality of ESHCC student population, 2016-17 (in %)



Source: ESHCC Overview Student Population 2016-17.

Table 1 below shows the split by nationality (Dutch/European Economic Area/Other) for first year enrolments during the period 2011-2015. The figures show a clear increase in the international profile of first year student enrolments over the years.

Table 1: First year enrolment ESHCC students by nationality, 2011-2015

Nationality	2011	2012	2013	2014	2015
NL	407 (79%)	369 (73%)	464 (77%)	461 (69%)	437 (64%)
EEA*	64 (12%)	83 (17%)	87 (14%)	145 (22%)	177 (26%)
Other**	43 (9%)	51 (10%)	55 (9%)	67 (10%)	72 (10%)

Source: Osiris (reference date: 18-10-2016). Table taken from ESHCC Education Figures 2015-16, p.17.

*Dutch nationals were excluded from the category 'EEA'.

**Moroccan nationals were included in the category 'Other'.

Data available from RISBO allows us to explore additional diversity indicators for our incoming students for the period 2009-2014, including (Western/non-Western) migrant background and previous highest level of education. More up to date data is not currently available. The ESHCC is committed to facilitate students with special needs and disabilities. The examination board has an overview of students who claim special needs due to a disability. The task force will use the information from the Examination Board about exemptions to develop a proposal for a more targeted policy.

2. Research

The Faculty is active in providing structures and opportunities for cutting-edge research. The Erasmus Research Centre for Media, Communication and Culture, the Center for Historical Culture, the Global History cluster, and the cluster Economic and Business History bring together researchers from across the faculty, with a view to stimulating high level, interdisciplinary research. Moreover, the Faculty is jointly leading on the Erasmus Initiative Vital Cities and Citizens. Research at ESHCC is internationally oriented and increasingly focuses on diversity-related topics (e.g. changing people's relationship to the past, socio-economic, ethnic and gender specific influences on cultural participation; media access in diverse contexts).

3. Personnel and organization

The current (July 2017) diversity of ESHCC personnel by gender is described in tables 2 and 3 below (% in FTE). The interim target of 20% female professors by 2020 is already met, with the current percentage being 21.59%. However, one female professor will retire by 2020. Moreover, two male professors will retire between 2019 and 2021.

There are variations in gender diversity at the department level, particularly among more senior academic positions. The Media and Communication department performs relatively well, whereas the gender balance at professor and associate professor level in ACS and History requires attention. At present, there is no specific coaching or mentoring system supporting the progression of female and international staff to more senior positions.

We would like to make two remarks on the SAP HR data available to us and presented in the tables 2-4 below. First, Endowed Professors are included in the Associate Professor/UHD category. This explains why ESHCC's non-Dutch Endowed Professor is not included in the Professor/HL column in Table 5. Moreover, we take note that the most up to date HR data available to us is from July 2017. Therefore a number of changes in the gender and international profile of staff are not reflected. For instance, the ESHCC was joined by a new male support staff member in summer 2017. We will update the tables as soon as more recent SAP HR diversity is made available to us from HR.

Table 2: ESHCC staff gender by job function, July 2017 (Source: SAP HR data)

	Professor (HL)	Associate Professor (UHD)	Assistant Professor (UD)	Lecturer (WD)	Researcher (WO)	PhD (PRMVD)	SA	Support staff (OBP)
Male	78.41%	75.32%	40.82%	42.13%	34.48%	50.12%	28.85%	3.04%
Female	21.59%	24.68%	59.18%	57.87%	65.52%	49.88%	71.15%	96.96%

Table 3: ESHCC staff gender general overview, July 2017 (Source: SAP HR data)

	Academic Staff (WP), PhD (PRMVD) and SA
Male	46.51%
Female	53.49%

The current (July 2017) diversity regarding nationality of personnel at ESHCC is described in tables 4 and 5 below (in # employees). As mentioned, ESHCC has one non-Dutch Endowed Professor, included in the Associate Professor/UHD category.

Table 4: ESHCC staff nationality by job function, July 2017 (Source: SAP HR data)

	Professor (HL)	Associate Professor (UHD)	Assistant Professor (UD)	Lecturer (WD)	Researcher (WO)	PhD (PRMVD)	SA	Support staff (OBP)
Dutch	100%	50%	48.39%	51.43%	100%	62.50%	84.21%	100%
Non-Dutch	0%*	50%	51.61%	48.57%	0%	37.50%	15.79%	0%

*Endowed Professors are counted as Associate Professors in SAP HR data.

Table 5: ESHCC staff nationality overview, July 2017 (Source: SAP HR data)

	Academic Staff (WP), PhD (PRMVD) and SA
Dutch	62.78%
Non-Dutch	37.21%

Overall the numbers on diversity regarding nationality are quite good within ESHCC. The number on the professor and PhD level needs some attention in terms of hiring practices, mentoring, and retainment.

ESHCC approach to diversity

ESHCC has recently appointed a Diversity Task Force (hereafter the DTF), consisting of three academic staff members, one from each department. The ESHCC diversity Task Force members are Amanda Brandellero (Arts and Culture Studies), Payal Arora (Media and Communication) and Sandra Manickam (History). They are joined by Christien Bakker as HR partner for ESHCC.

Objectives of the ESHCC Diversity Task Force

Over the coming year, the DTF will analyse the issues of diversity for ESHCC and advise the ESHCC management team on diversity related issues. The DTF will set up an action plan in consultation with the ESHCC management team. More specifically, the DTF will be responsible for mapping and monitoring workforce diversity policies at ESHCC, as well as introducing new interventions where necessary. The Action Plan will focus on the three pillars: 1) Education; 2) Research; 3) Personnel and Organization.

1. Education

ESHCC has set clear targets for the international diversity of its degree programmes (percentage of international students, percentage of non-EEA students, number of nationalities represented in the programme), which have been monitored for several years now (ESHCC Education Figures reports are available for consultation).. The Faculty has made and is still making concerted effort in its marketing and Communication to achieve these targets and further raise the diversity of its student population.

There is a well-defined plan of action in terms of enhancing the diversity of the student cohort. According to the Education Policy Plan 14-18, concerted effort will be made to increase the education marketing budget for the purpose of increasing the level of effort focused on the foreign market (using ICTs, such as videos with testimonials, online lectures, etc.). Furthermore, the faculty aims to make use of scholarship opportunities for master students in the Erasmus+ Programme, in order to enhance their international experience.

For instance, at the Media and Communication department, there are clear targets as regards to the diversity of the student population in the covenants with the Executive Board. Admission policies in the past years have been specifically designed to enhance the diversity of the student population. The same applies to the field of marketing and communications.

Successful programmes that realized major results regarding internationalization such as the IBCoM program and the transformation of ACS and History in a short time span can serve as best practice templates for others to follow. IBCoM has been awarded the Distinctive Quality Feature (*Internationalisation (Bijzonder kenmerk Internationalisering)* on behalf of the Accreditation Organization of the Netherlands and Flanders (*Nederlands Vlaamse Accreditatieorganisatie, NVAO*).

However, there are opportunities to include specific diversity strategies in order to: enhance outreach with so-called “black” schools to increase diversity among the student cohort; create training on internationalizing curriculum and pedagogies to cater to the growing international student base; and define measurable diversity targets in the draft Teaching Policy plan 2018-2020, which is expected by the end of 2017. Also, there are opportunities to work closely with the ESHCC programme committee and the director of education to design and execute non-biased student evaluations.

Moreover, the faculty has recently carried out a disabilities’ policy scan and assessment, focusing on ESHCC’s facilities and processes in support of staff and students with disabilities. This policy scan was undertaken on initiative of the University, following a recommendation from the national government. The faculty is expecting to receive feedback on this policy scan shortly. The DTF will liaise with relevant ESHCC staff to ensure action points emerging from the policy scan are included in the ESHCC Diversity Action Plan.

- Action point: design innovative strategies to implement ongoing specific diversity objectives and measurable targets in the Teaching Policy Plan 2018-2020.
- Action point: explore opportunities of outreach with schools for enhancing the diversity of our student cohort.
- Action point: create a best practices template on the internationalization of curricula and teaching to guide current and new faculty.

- Action point: design a non-biased student evaluations process through awareness programs and assessing current evaluation templates.
- Action point: ensure recommendations from the disability policy scan are taken on board in the Diversity Action Plan.
- Action point: explore the potential of new ICTs to enhance the internationalization of education.

2. Research

At ESHCC, we lack a systematic overview of how our research links to our internationalisation and gender diversity objectives, or indeed to the diversity of our teaching curriculum. Moreover, more openness on available internal research funding and allocation mechanisms is desirable.

- Action point: the DTF will review how grant and non-grant based research is represented and valued by the faculty.
- Action point: The DTF will review selection procedures for internal (ESHCC and EUR level) research funding.
- Action plan: The DTF will review the internationalization and diversity focus within ongoing research projects and provide a best practice template for future research funding.

3. Personnel and organization

Firstly, the DTF will investigate whether or not and how the gender imbalance at more senior academic positions across departments and the imbalance on Professor and PhD level regarding diversity on nationality need attention. The DTF will investigate whether or not ESHCC needs to set specific objectives.

The DTF will focus on the following issues relating to personnel and organization:

3.1. Recruitment and selection

The current procedures for the recruitment and selection of new academic staff involve setting up an internal selection committee for reviewing applications and carrying out the interviews with shortlisted candidates. ESHCC's policy states that the selection committee comprises at least one female member and ESHCC strives to include a member with an international background in the selection committee. At present only some ESHCC job postings are published on international job search sites. This differs with each department. Within the department of M&C the majority of academic positions are advertised internationally (exceptions are those positions that require strong Dutch language skills)

- Action point: the DTF will investigate whether or not and how the gender imbalance at more senior academic positions across departments and the imbalance at Professor and PhD level regarding diversity on nationality need attention.
- Action point: the DTF will investigate whether or not ESHCC needs to set specific objectives.
- Action point: the DTF will investigate the faculty's job formation at PhD, assistant professor, associate professor and professor level, with a focus on both short-term and long-term openings.
- Action point: the DTF will examine if it is fruitful to hire internally given the gender-disparity or instead have open external calls with a strong gender preference in the future.
- Action point: the DTF will investigate how to make more use of international job search sites (and which) international job search sites could contribute to an increase of international applicants. The DTF will take the costs of hiring internationally into consideration.

3.2. Career development

Promotion to associate professor (scale 13, 14 and 15) and to Professor 1/scale HL1 (in the event of internal advancement from Professor 2/scale HL2 to Professor 1/scale HL1) is obviously not self-evident and there are strict criteria and procedures for promotion. The Dean has established a permanent committee for academic staff career-development (VCL), with the task of advising the Dean on the promotion proposals coming from the

department level. The VCL consists of at least three (and a maximum of five) members and includes at least one female member and a non-ESHCC member.

More generally, the ESHCC has a yearly staff review protocol. Each year academic staff performance is reviewed on the basis of teaching evaluations, research outputs and the performance of management duties (where applicable).

- Action point: The DTF will investigate the possibility of implementing a mentorship system for young female professors and internationals to support their career trajectory.
- Action point: the DTF will investigate bias in student evaluations and take action on awareness-raising among students and managers of the potential implications of this bias for career development.

PRELIMINARY SWOT ANALYSIS

<p style="text-align: center;">Strengths</p> <p>The faculty has three international bachelor degree programmes and six international (research) master degree programmes which attract a growing number of international students and staff</p> <p>Membership of the Faculty's Committees is diverse</p> <p>Strong targets and benchmarks already in place at the faculty for the internationalization of faculty, education and student population</p>	<p style="text-align: center;">Weaknesses</p> <p>Dealing with an international student population in the three departments is relatively new at ESHCC.</p> <p>At the departmental level there are imbalances in the gender distribution of our staff and students (especially ACS).</p> <p>There is a gender imbalance at the more senior academic staff levels (e.g. no female professors or UHD in ACS).</p> <p>Limited scope for career progression due to formation plans and resources.</p> <p>Few school outreach programs to increase student diversity (e.g. as done by the history department by visiting so-called "black" high schools).</p>
<p style="text-align: center;">Opportunities</p> <p>New and dynamic education programmes.</p> <p>Potential to enhance existing channels and structures for interdisciplinary research (ERMeCC; Vital Cities and Citizens Erasmus Initiative).</p> <p>Use of new media platforms for international outreach with students.</p> <p>Potential to capitalize on the growing international staff and student base for innovations in research and education</p>	<p style="text-align: center;">Threats</p> <p>Limited gender and international staff mobility.</p> <p>Losing senior people to competitive programs.</p> <p>Small faculty, highly dependent on student numbers.</p>

Investment

At present there is no clear overview of existing and planned investment to enhance and stimulate diversity. However, we recognize that the ESHCC budget underlines a strong commitment as reflected in its investments concerned with diversity, including marketing targeted at internationals, ESHCC finances professional development of staff, teaching in an International Classroom; English courses etc..

- Action point: The DTF will make an overview of costs related to their advice.
- Action point: The DTF will look into existing investment and opportunities for future investment (for instance for mentoring and coaching schemes), at faculty and University levels.
- Action point: The DTF will make a planning of the action points.

Action Plan Diversity & Inclusion

Faculty: Erasmus School for Health Policy and Management

Date: 19th September 2017

Name: Antoinette de Bont, Kim de Labije

Introduction

At the end of 2016, the diversity policy of Erasmus University has been reviewed. Each faculty is to set out an action plan regarding diversity & inclusion based on the faculty's own context and challenges. The advisory memorandum is used as a framework.

The aim of the action plan is to set ESHPM objectives, define own challenges and priorities and to come up with relevant interventions to achieve those objectives. In this action plan the scope, the context of the faculty, objectives, the approach, SWOT and investment is discussed.

Why Diversity & Inclusion at EUR?

- 1. It adds to our overall performance.**
More innovation, better team performance, making better use of the talents we have, better able to adapt to our environment (McKinsey&Company, Diversity Matters).
- 2. It adds to our quality of research and gives us a better change of acquiring research grants**
By having research teams that are well-balanced in terms of gender, and by integrating gender in the content of research and innovation, researchers stand a better chance at acquiring EU research grants (<https://ec.europa.eu/programmes/horizon2020/en/h2020-section/promoting-gender-equality-research-and-innovation>)
- 3. It adds to the good employment practices of our university and providing equal opportunities for everyone.**

Scope of the action plan

The scope of the action plan is based on the three pillars: 1) Education and students, 2) Research and 3) Personnel and organization.

Within Erasmus University we apply the definition of the term 'diversity' in the broadest sense of the word, namely: *'All aspects in which individuals within the organization differ from each other, both visible and invisible differences (values, attitudes, culture, personal beliefs, personality, ethnic background, sexual orientation, gender, life experience, etc.).'*

An inclusive culture means a culture in which 1) all individual qualities and talents are expressed and 2) all individuals are given the opportunity to make a contribution to the ambitions, objectives and strategy of EUR.

The faculty can define which pillar(s) is (are) a priority. However, due to the current unbalance regarding gender diversity of scientific personnel and the related external targets, an important part of the action plan should concern gender diversity.

Erasmus University has committed itself to meeting the target of 25% female professors by 2025. We have set an interim target of 20% by 2020.

Based on the above targets, the timeframe of the action plan should be 2017-2020.

Context faculty

Erasmus School of Health Policy & Management (ESHPM) offers a bachelor programme, four master programmes and post-academic education. The majority of the students of ESHPM is female. The number of students from abroad has risen over the past years and it certainly seems as if this trend will carry on.

The research of ESHPM focuses on Competition and regulation in health care, Quality and efficiency in health care and Management and organisation of health care delivery. Diversity as such is not addressed in research. The staff has various scientific disciplines such as economics, law, social-medical sciences, organisational science and public administration. The number of international staff members is, however, limited. One of the reasons is that the staff need to speak Dutch to do effectively research in the Dutch health care, especially for qualitative research and/or policy research.

The gender diversity of personnel at the ESHPM is represented in table 1. The majority of the PHD students and the assistant professors at ESHPM is female. 50% of the associate professors are female. 22% of the full professors are female.

	*HL		UHD		UD		Promovendi	
Vrouw	2	22%	11	50%	20	57%	28	70%
Man	7	78%	11	50%	15	43%	12	30%

Analysis of ESHPM challenges and priorities

Increasing the number of full professors is ESHPMs priority. The challenge is the EUR rule that all professors will first be appointed as an endowed professor for a period of 2 times 4 years. Before 2020, two women will probably be appointed as full professor. Yet ESHPM has in total x female endowed professors.

Internationalization of the staff is one of ESHPMs priorities. The challenge is that the staff need to speak Dutch to do effectively research in the Dutch health care, especially for qualitative research and/or policy research.

Objectives & approach

Pillar	Goal	Follow up actions	Responsible	Time frame
Education & students	20% of the PhD students should be selected from ESHPM alumni	Hire student assistants for research Invite for seminars for high performing students	Department heads	2017-2020
Education & students	Women and man are equally represented in cases as assignment as board member, director, professor and researcher	The gender diversity in assignments and cases are checked as part of the curriculum effort	Program directors	2017-2020

Education	Internationalization of the staff	The training Teaching in the International Classroom training will become part of the professionalization programme for the ESHPM staff	The director of education	2018-2020
Research	50% of newly appointed (endowed) professors are female (gender diverse)	The management team will propose to appoint endowed fulltime professors as full professors after four years instead of 8 years.	Dean + director of research	2017-2020
Research	Attract international visiting professors (international divers)	ESHPM sponsors visiting professors with a grand of 500 euros.	Dean + director of research + director of education	2017-2020
Research	Diversity in research projects	ESHPM will map diversity in current research project to identify possible gaps.	Director of research	2017-2018
P&O	50% of newly appointed (endowed) professors are female (gender diverse)	Strategic Human resource management	Dean + director of research + P&O advisor	2017-2020
P&O	Attract international visiting professors (international divers)	Support for international professors for housing, insurance etc.	P&O advisor	2017-2020

SWOT

In this section we describe the strengths, weaknesses, opportunities and threats (SWOT) for the diversity policy at ESHPM.

Strengths 22% of the professors at ESHPM are female. The majority of the staff at all other positions are female.	Weaknesses With exception of gender diversity, the diversity of the staff is limited.
Opportunities 50% of the associate professors are female. The majority is recently appointed. They have the potential to be appointed as endowed professor	Threats The number of tenure position is limited. Few tenure positions are open.

The optimal use of the strengths and opportunities

We will use the strong representation of women in our staff to support talent to become a professor. We will suggest to the deans to appoint endowed professors who work full time at ESHPM as full professors after a period of full years.

Cope with the weaknesses and threats.

Given the limited tenure position and the necessity to speak Dutch for research, we first focus on hiring international visiting professors.

Investment

The budget that is reserved for diversity policy is:

Budget for visiting professors

Budget for appointment as full professor

Action plan of the Faculty of Philosophy regarding Diversity & Inclusion (2017-2020)

May 2017

Diversity of the workforce is shown to be good for the overall performance of organizations: employees have higher job satisfaction, team performance improves, available talent is better used, organizations are better equipped to flexibly respond to changes and they achieve better financial results (McKinsey & Company, 2007, 2016). At the academic level, diversity of the workplace increases the chance of acquiring research grants and provides good employment practices and equal opportunities for everyone (Boogaard and Takkenberg 2016; EU Horizon 2010).

In order to reap these benefits of a diverse workforce, Erasmus University Rotterdam encourages more diversity and inclusion. Part of this ambition is the creation of a balanced division at the highest levels of academic careers between men and women, between persons with different ethnic backgrounds and between persons with different sexual orientations.

In philosophy, difference and diversity are highly valued. Rather than appealing to one way of thinking, philosophers use a variety of thoughts, ideas, concepts and theories to continuously develop new perspectives on contemporary topics. Diversity is part and parcel of philosophy, not only at a theoretical level, but also at a personal level: diversity of persons offers the opportunity to increase the diversity of thought.

Notwithstanding the acknowledgement of the value of diversity, the diversity in gender and ethnic background is rather low at the Faculty of Philosophy. The historical background of the faculty, as well as personal, institutional and cultural aspects play a role in this lack of diversity. Moreover, the over-all underrepresentation of women and minorities in philosophy as an academic discipline might be of influence (Haslanger 2007, Alcoff 2013¹).

Increasing the diversity of the workforce at the Faculty of Philosophy will therefore not be an easy task. A short and long-term perspective are needed to take better advantage of the benefits that a larger diversity of the workforce promises with regard to research and education in philosophy.

This action plan analyses the background of the present lack of diversity at the Faculty of Philosophy and presents the interventions that the Faculty will take to increase the diversity of its workforce.

Scope of the action plan

Erasmus University applies the definition of 'diversity' in the broadest sense of the word:

All aspects in which individuals within the organization differ from each other, both visible and invisible differences (values, attitudes, culture, personal beliefs, personality, ethnic background, sexual orientation, gender, life experience, etc.).

Inclusive culture means a culture in which 1) all individual qualities and talents are expressed and 2) all individuals are given the opportunity to make a contribution to the ambitions, objectives and strategy of EUR.

EUR has given priority to balancing the M/F ratio and has committed itself to meeting the target of 25% female full professors by 2025, with an interim target of 20% by 2020. The Minister stated, at

¹ Philosophy professor Linda Martin Alcoff in *The New York Times* 2013: 'What is wrong with philosophy? This is the question I was posed by journalists last year while I served as president of the American Philosophical Association, Eastern Division. Why is philosophy so far behind every other humanities department in the diversity of its faculty? Why are its percentages of women and people of color (an intersecting set) so out of tune with the country, even with higher education? What is wrong with philosophy?'

the Rectors' Committee meeting (College van Rectoren-overleg), that this percentage should not only be applied as a total for the university. All faculties should aim for the 25% percentage.

1. Education and students

Data of influx and outflow of students in the period 2010-2016 (see Table 1)² show that of the full-time and part-time BA students philosophy, only about one third is female. Whereas most faculties at the EUR attract large numbers of women, resulting in more female than male students at the EUR at large (50.3% versus 49.6%, October 2016)³, this is not the case in philosophy. Male students are in the majority at all levels of the study.

Interesting to notice is that the M/F ratio with regard to the influx in the Double Degree is 50/50. Becoming a philosopher appears to be less attractive or less an option for women than upgrading their career in another field with an extra degree in philosophy.

1a. Education at BA and MA level

The data show that during the bachelor study, the initial gender unbalance increases, i.e. the number of female students further drops. In line with this decrease, the average percentage of women entering the master phase has dropped to 25%:

- average influx female BA students: 37% (variation 27 to 41%),
- average outflow female BA students: 31% (variation 20 to 45%)
- average influx of female MA students: 25%, with an exception in 2012 (0%) and 2013 (45%).

However, the women who enter the MA-phase seem to be doing quite well:

- average outflow of female students (2010-2015) is 36% (variation 0 to 60%).

The influx and outflow percentages do not significantly change over the years.

A disadvantage of this initial gender gap is that if there are only one or two female students in a class, women often feel treated as exceptional, either in a negative or positive sense. Even where there is little or no stereotype threat, being solo has effects similar to stereotype threat when a student is the only member of their social group (Sekaquaptewa and Thompson 2002, Sekaquaptewa and Thompson 2003, quoted in Haslanger 2007). 'Surviving as a solo is a painful and difficult process', she writes.

A second disadvantage is that implicit gender biases and stereotyping more easily survive in unbalanced circumstances (Haslanger 2007). An example of stereotyping:

A female master student asks a female professor, who brought up two children, whether it is true that writing a PhD is hard to combine with having children, as her male thesis supervisor told her. She is surprised to hear from the female professor that due to its anytime/anyplace character, philosophy is one of the best scientific disciplines in terms of combining a PhD and childcare.

A third disadvantage is that a lower number of females at the start increases in the course of time. As the Monitor of the Dutch National Association of Female Professors (LNVH) shows, with each step in an academic career, the proportion of women drops (LNVH 2015). In order to achieve the target of 25% female personnel at the highest academic levels, a pool of talent is needed from the beginning.

² Hermus and Wolff 2017 provide slightly different influx numbers over the period 2009-2014, but the influx percentage of female students is the same: 35% (instead of 36%). Moreover, due to the small size of the faculty numbers can easily fluctuate.

³ https://www.eur.nl/english/news/news_overview/detail/news/6274-number-of-international-students-still-on-the-increase/

Specific strategies have to be developed to overcome the growing gender gap during the BA phase and at the entrance of the MA-level. (See below). Questions to be raised are:

- *What keeps women out of philosophy?*
- *Is the study environment sufficiently welcoming and stimulating to women?*
- *What association do pupils of secondary schools have of philosophy? (Is philosophy seen as masculine, hyperrational, and hostile to femininity?)*
- *Are the study materials and didactic methods sufficiently attuned to women? How to deal with the fact that male authors, from Plato to Daniel Dennett, dominate philosophy and that most study material in philosophy is not written by women? What options are provided to identify with famous female philosophers?*
- *Can women be sure that they can have a career in philosophy after finishing their studies?*
- *What can be done to repair the initial and further on growing gender gap?*

A positive tendency, shown by the data, is that the influx percentage of female **Research Master** students increases, although with some fluctuation: from 20% female research students in 2012, 50% in 2013, 10% in 2014, 50% in 2015 to 56% in 2016. However, due to the low absolute numbers of ReMa students, the validity of this tendency is limited.

Keeping an eye of the number of female Research Master students is deemed important, since the Research Master is the talent pool for the PhD-students in philosophy. 29% female PhD students in 2017 is too low to guarantee the target of at least 25% female professors and 25% associate professors in 2025. Specific strategies have to be developed to increase the number of female ReMa students and subsequently the number of female PhD-students. The drop of the number of women with each step in the academic career should be taken into account (starting with at least 40% female PhDs might in the current situation be needed to reach the target of 25% associate and full professors).

1b. Education in the Double Degree

Another positive tendency is that the influx of female students in the **Double Degree**, and former Philosophy of Science track is growing in the course of time, from 32% in 2010 to 56% in 2016. Both female and male students of other disciplines seem to be equally interested in upgrading their degree. The outflow percentages follows this trend, with an exception of 75% in 2011 (due to a low success percentage of male students). The balanced influx in the Double Degree mirrors the general balanced influx of male and female students in other disciplines. Whereas becoming a philosopher appears to be less attractive to women, having an extra degree is seen as improving one's career chances. As there are no data of the outflow numbers of the Double Degree it is not yet clear, whether female students perform as well as male students.

Balanced influx and outflow numbers in the DD will be an ongoing target of the faculty.

Table 1: Influx and outflow of DD, BA and MA students, M/F, 2010-2016, Faculty of Philosophy

	2010 In M/F	2010 Out M/F	2011 In M/F	2011 Out M/F	2012 In	2012 Out M/F	2013 In M/F	2013 Out M/F	2014 In M/F	2014 Out M/F	2015 In M/F	2015 Out M/F	2016 In M/F	2016 Out M/F
WvW DD	57/ 27	16/6	17/ 12	2/6	19/ 20	5/5	35/ 27	7/3	58/40	6/3	106/ 108	-	114/ 120	-
Percentage female students	32%	27%	41%	75%	51%	50%	44%	30%	41%	33%	50%	-	51%	-
Full	33/	8/3	26/12	10/7	14/10	4/3	15/7	3/1	24/14	1/1	21/16	-	26/12	-

time	18													
Part time	29/20	3/2	10/12	2/3	12/6	2/0	26/8	1/0	(17/15	1/0)	31/16	-	12/12	-
Total BA	62/38	11/5	36/24	12/10	26/16	8/3	41/15	4/1	41?/29	2?/1	52/32	-	38/24	-
Percentage Female BA students	38%	31%	40%	45%	38%	27%	27%	20%	41%	33%	38%	-	38%	
MA	11/4	2/2	3/1	3?/1	1?/0	1?/0	6/5	2/3	17/5	5/1	12/6	1/2	15/5	-
Percentage Female MA	27%	50%	25%	25%	0%	0%	45%	60%	23%	17%	33%	66%	25%	
ReMA	-	-	4/0	4/0	4/1	2/1	6/3	4/2	10/1	9/0	4/2	0/1*	4/5	-
Percentage Female ReMA (NB: absolute numbers are low!)	-	-	0%	0%	20%	33%	33%	33%	9%	0%	33%	100%	56%	
Total MA	11/4	2/2	7/1	7?/1	5?/1	3?/1	12/8	6/5	27/6	14/1	16/8	1/3	19/10	-
Total BA + MA	73/42	13/7	43/25	19?/11	31/17	11?/4	53/23	10/6	68/35	16?/2	68/40	-	57/34	-
Percentage female students BA+MA	37%	35%	37%	37%	35%	27%	30%	38%	34%	11%	37%	-	37%	-
Total BA+ MA+ DD	130/69	29/13	60/37	21?/17	50?/37	14?/9	88/50	17/9	126?/75?	22?/5	174/148	1/3	171/154	-

* = eenjarige master (ReMA = Research Master, DD = Double Degree, formerly known as Philosophy of Science (WvW))

2. Research

As all salaried scientific personnel at the Faculty of Philosophy is male, except for 1 female assistant professor (1 fte), 1 female endowed professor (0.6 fte) and 5 PhD students, it does not make sense to assess at this moment the research output in terms of M/F ratio. The lack of diversity in research/research teams might now and in the near future have a negative impact in acquiring research grants.

3. Personnel and organization

The Faculty of Philosophy EUR was established in 1974, shortly after the transition in 1973 from the Netherlands School of Commerce into Erasmus University Rotterdam. Most of the scientific personnel recruited at that time was male and had no migration background. As the turn-over in scientific personnel has been rather low, today's gender and ethnic diversity at the faculty is still low (see Table 2 and 3). Moreover, non-scientific personnel is almost entirely female.

The disadvantage of this unbalanced M/F ratio and low ethnic diversity is that female students and students with a migration background have hardly any philosophical role models. In the words of an alumna of the Faculty of Philosophy (BA 2012-2015) explained:

Apart from guest lecturers, I have had only one female teacher during my entire bachelor philosophy. It made me clear that it is hard for women, and thus for myself, to have a scientific career in philosophy.

Due to this unbalance, women and minorities might experience the culture at the faculty as not welcoming and stimulating. What this unbalance implies for the 'equal opportunities for everyone' is not known.

Table 2: Overview of diversity of scientific personnel at the Faculty of Philosophy (May 2017): gender diversity

Position	Male	Female	Percentage Females
Dean (interim)	1 (= 0.4 fte)	0	0 %
Education director	1 (0.7 fte)	0	0%
Full professor (tenured)	3 (3 fte)	0	0%
Salaried endowed professor (temporary)	3 (0,6 fte)	1 (0.6 fte)	25% 50 % of fte's
Unsalariated endowed professor (temporary)	5 (5 x 0.2 fte)	2 (2 x 0.2 fte)	29%
Associate professor (tenured)	7 (6,7 fte) 1x 0,5 1x 0.6 2 x 0.8 4 x 1.0	0	0%
Assistant professor (tenured?)	5 (4,85 fte) 1 x 0.84 4 x 1,0	1 (1,0 fte)	16% 16 % of fte's
Postdocs/scientific researchers (temporary)	2 (1,6 fte) 2 x 0.8	0	0%
WD	1 (0,8 fte)	0	0%
PhDs	12	5	29%

Table 3. Overview of diversity of scientific personnel at the Faculty of Philosophy (May 2017): international/ethnic diversity

<p><u>Dean</u>: male (interim) – 0% international/ethnic diversity</p> <p><u>Full professors</u>: 0% international diversity</p> <p><u>Endowed professors</u>: ??</p> <p><u>Associate professors</u>: 0% international diversity</p> <p><u>Assistant professors</u>: Binder (Austria) Clarke (UK), Delaere (België), Heilmann (Duitsland), De Mey (België), Van Tuinen (NL): 83% international diversity</p> <p><u>Postdocs/scientific researchers</u>: 0% international diversity</p> <p><u>PhDs</u>: Van den Akker (NL), Daudeij (NL), Dede (Turkije), Van der Deijl (NL), Dronkers (NL), Grayot (USA), Hamaguchi (Japan), Van den Herik (NL), Koliofatis (Griekenland), Leegwater (NL), Sengers (NL), Truijens (NL), Viervant (NL), Verrault-Julien (Canada), Kirkels (NL), Vergara Fernandez (Colombia), Van Voorst Vader-Bours (NL): 35% international diversity</p> <p><u>WD</u>: 0% international diversity</p>

Challenges and priorities

Priority will be given to the current unbalance regarding gender diversity of students and scientific personnel and related external targets. A second priority is the unbalance regarding ethnic diversity.

SMART objectives within the timeframe of 2017-2020

1. Education objectives:
 - Attracting more female students. Target 2025: at least 40% but preferably 50% female students at BA and MA level. The aim is to keep the F/M ratio in Double Degree and Research Master at 50/50.
 - Preventing female BA and MA students to drop out for other reasons than low study performance.

2. Research:

Taking the M/F ration of research teams into account is part of the HR policy of the Faculty.

3. Personnel:

Taking the EUR ambition and targets as a framework, the Faculty of Philosophy aims to meet the target of 25% *female full professors* rather soon. Until 2014, 1 of the 4 full professors was female. After her leave to Utrecht University, the percentage dropped to zero, since her chair stayed vacant. Filling this chair by a female professor is enough to reach the target. Out of the 3 male full professors, 2 will have left in 2025 (De Mul 2022, Vromen 2025, Van Bunge 2027). The aim is to fill 50% of the professorial positions that become vacant due to retirement by female talent.

At the level of *endowed professors*, the target is already reached: 27% is female, the ratio salaried/unsalaried is similar for women and men (one third salaried, two third unsalaried).

At the other levels, meeting the target of 20% in 2020, and subsequently 25% in 2025, will be more difficult.

With the recent leave of the only *female associate professor* to Tilburg University, the number of female associate professors dropped to zero. This lack can be repaired by filling at least 50% of the professorial positions that will become vacant due to retirement of male associate professors (5 out of 7, between 2017-2025) by female talent.

At the *assistant professor* level, only 1 out of 6 assistant professors is now female. Repairing the unbalance at this level is only possible with extra investments (see advice of the Dean), as only one of today's male assistant professors will be retired in 2025. An extra complicating factor is that at this moment all *scientific researchers* are male, and at the *PhD level*, 12 out of 17 are male. This is not specific for Rotterdam: at the Faculties of Philosophy Groningen, Utrecht and Tilburg male PhDs outnumber the female ones as well.⁴

Although a tenure track is not preferable for PhDs who graduate at the EUR Faculty of Philosophy, a larger investment in attracting female PhDs and in recruiting female postdoc's, assistant and associate professors is indispensable to meet the set targets. Since universities in the Netherlands get paid for the number of PhD degree and not for the number of postdocs, it is not attractive to hire postdocs. As Anthony Meijers, professor in philosophy, argued, the result is that there are too few postdoc positions available in philosophy, although these positions are crucial for building a career: 'This is a problem for men, but an even bigger problem for women because they often have children around or after their PhDs. It makes it much more difficult for them to compete with men and this gives them a systematic disadvantage' (Meijers 2013).

Approach

In order to reach a larger gender and ethnic diversity of the student population and academic personnel, the Faculty of Philosophy aims at the short and the long term. The interventions focussing on the short term aim at an overall better balanced male/female ratio in education and academic positions. The long-term interventions, focussing at the culture, will not only benefit women but also all minorities in the organisation and this will eventually lead to an inclusive organisational culture. Interventions will be taken at the individual, cultural and institutional level.

Strategies to overcome the gender gap at the entrance BA level

⁴ It is hard to find the exact numbers of the other Philosophy Faculties. Their websites (UvA, VU, RU) either provide numbers of all humanities PhDs and/or make no distinction between PhDs in philosophy and in religious studies.

- Establishment – in collaboration with the Society for Women in Philosophy, SWIP and/or Research School of Philosophy, OZSW - of a national expertise center for girls in philosophy (comparable to what is previously done in beta studies) in order to find out what would make philosophy more attractive to girls and women.
- Based on the know-how of what makes philosophy attractive for girls, the Faculty will actively approach schools of secondary education
- Student ambassadors and the 'wetenschapsknooppunt' will be involved in developing explicit strategies for bringing philosophy in a positive way to the attention of secondary school girls.
- ERA, the student Faculty Association, will also be actively involved in bringing philosophy in an attractive way to the attention of school girls.

Strategies to keep female students on board

- Awareness raising training for all first year students and the teaching staff. Expertise will be hired externally.
- Mentoring of first year female students by older female students or female scientific personnel
- At least 25% female teachers in 2020. Starting in September 2017, female guest professors are invited to give a lecture in existing courses. In this way, a pool of excellent female (and ethnic diverse!) teachers will be set up.
- At least one text of a female author in every course
- Taking away implicit gender biases

Strategies to overcome the gender gap at the entrance of the MA level

- At least 25% female teachers in 2020. By inviting female and ethnic diverse guest teachers in existing courses, a pool of excellent gender and ethnic diverse teachers is set up (see above).
- At least one text of a female author in every course
- Taking away implicit gender biases

Strategies to keep the F/M ratio of Research Master 50/50

- At least 25% female teachers in 2020. By inviting female and ethnic diverse guest teachers in existing courses, a pool of excellent gender and ethnic diverse teachers is set up (see above).
- At least one text of a female author in every course
- Taking away implicit gender biases
- Stimulating female BA students to do a research master
- Guaranteeing female ReMa students equal access to PhD trajectories and taking away gender biases and social barriers in this process.

Strategies to recruit 40 to 50% female PhD-students and Postdoc's, to increase the number of female assistant, associate and full professors to at least 25% in 2015.

With regard to the current personnel:

- In collaboration with the Executive Board, the Faculty evaluates the in-house talents at the associate professor and endowed professor level, with explicit reference to the female/male ratio, and assesses who has the qualities to move on to full professorship. These talents are used to make formal arrangements, on the basis of which they can hold a full professorship within the faculty. An important condition here is that the advanced progression mirrors the student population of the faculty in terms of the female/male ratio in the full professorial workplace. These formal arrangements are fed back to the Rector Magnificus.

With regard to the recruitment of new personnel:

- Open application procedures
- Job vacancy texts that are appealing to women and other minority groups. Example texts of the EUR Diversity Office will be used as a model.
- Faculty provides shortlist/longlist composed of at least 50% female candidates for associate professors and professor appointments in open procedures.
- Send a vacancy for an academic positions such as professor, associate professor or assistant professor to 10 women from the personal network.
- As long as the 25% female scientific personnel target is not met: preference will be given to female applicants.
- A majority of women in all selection committees for scientific personnel.
- Educating selection committees about implicit bias.

Guiding and encouraging women because they have a smaller chance of advancing to higher positions:

- The Faculty will develop a specific female talent policy in order to identify female talent and mentor female scholars. A Career Development Programme for female assistant and associate professors would be of interest for the one female assistant professor and can be enlarged as soon as more female assistant and associate professors are recruited.
- Structural exit interviews: when and why do women and men leave the organisation?
- Opportunities to work part-time.
- Good arrangements for maternity (and paternity) leave.
- Assessment of research out-put is corrected for fte's and maternal leave.

At HR- level:

- Diversity Checklist for Professorial Appointments
- Cultural and gender assessment of the Faculty

One person (prof. M. Huijer) is made responsible (as 'diversity officer') within the faculty for monitoring the implementation of the above initiatives. Based on the annual evaluation, the Faculty will further develop its diversity action plans.

SWOT

<p><u>Strengths</u></p> <p>M/F ratio in Double Degree and in the Research Master: 50/50</p>	<p><u>Weaknesses</u></p> <p>Influx of female students at BA level: ca 33 %. At MA level the influx is dropped to 25%, at PhD level it is 29%, at the assistant professor level to 16%, and further on to 0% - with an exception at the level of endowed professors.</p> <p>Small talent pool of female scientists</p> <p>Women and minorities are worldwide underrepresented in philosophy</p> <p>Most study literature is written by male philosophers</p>
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<u>Opportunities</u>	<u>Threats</u>
F/M ratio in the Double Degree is now above 50%	Number of female PhDs is insufficient to reach the goal of 25% female full professors
The DD attracts many international students	No female postdocs
Growing number of female Research Master students	Other philosophy faculties recruit female EUR talent
Retirement of several full professors and associate professors before 2025	

Relevant interventions and investments

Time investments to reach the above objectives

Diversity Officer: 0.05 fte

Executive Board Secretary 0.05 fte

Student ambassador

Money investments to reach the above objectives

Formal arrangements to let qualified female associate and endowed professors move on to full professorships (Bussemakergelden)

A second fulltime female assistant professor: 80.000 per year

Female guest lecturers. To start with: 20x 2 hr (65 euro) plus travelling costs = 3000,- per year

Awareness raising training: ca 275 students per year = 18 groups x 2 hr (20 x 65,-) = 1500,- per year

Implicit bias training for selection committees: 300,- per year

Communication

Students and personnel will be broadly involved in the carrying out of the above objectives. The objectives, strategies and outcomes will be communicated at the website of the Faculty, in *Twijfel*, the student magazine of the Faculty and news bulletins/emails of the Faculty. First year students will be extensively informed either before or at the start of the academic year.

Evaluation

Annual evaluation by the Diversity Officer in collaboration with the Director of Education, Executive Board Secretary, who carries out a student review each year, and HR, which carries out a personnel review each year.

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RSM Action Plan Diversity & Inclusion 2017-2020

Faculty: Rotterdam School of Management (RSM)

Date: 26 May 2017 [v.01]

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1 Context of RSM

RSM is a business school with an explicit strategic focus on internationalization. This international focus is embedded in all three pillars 1) education and students, 2) personnel and organization as well as 3) research through concrete actions and policies. Increasing the participation of women, especially in higher positions, has received focused attention since 2015. Details are provided see below.

1.1 Current composition of faculty and support staff

The current status of diversity in terms of gender and internationalization (faculty and support staff) is provided in the tables below. (Information on developments for faculty composition 2009-2017 is available.)

Table 1. Composition RSM faculty as of March 2017

	Female	Male	Dutch	International
<i>PhD</i>	38.5%	61.5%	30.8%	69.2%
<i>Teaching/Researcher</i>	40.7%	59.3%	66.7%	33.3%
<i>Assistant Professor</i>	30.8%	69.2%	33.3%	66.7%
<i>Associate Professor</i>	22.5%	77.5%	57.5%	42.5%
<i>Endowed Professor*</i>	30.0%	70.0%	80.0%	20.0%
<i>Full Professor</i>	3.0%	97.0%	87.9%	12.1%
<i>Senior Faculty</i>	15.5%	84.5%	72.3%	27.7%

* For 2017, Endowed Professors are reported separately from Associate Professors.

Table 2. Composition RSM support staff as of March 2017

Mandeville	Female	Male	Dutch	International
<i>Administrative</i>	87.4%	12.6%	88.5%	11.5%
<i>Senior Administrative</i>	50.0%	50.0%	90.9%	9.1%
<i>Directors/ Managers</i>	64.7%	35.3%	88.2%	11.8%
Bayle	Female	Male	Dutch	International
<i>Administrative</i>	76.9%	23.1%	80.8%	19.2%
<i>Senior Administrative</i>	65.2%	34.8%	60.9%	39.1%
<i>Directors/ Managers</i>	56.3%	43.7%	56.3%	43.7%

Prognosis until 2025: Number of female full professors

Using the current number of 32 male Full Professors as reference point,

- to reach 20% female Full Professors 6 positions for Full Professors would have to be created by 2020, i.e., 38 positions in total
- to reach 25% female Full Professors 8 positions for female Full Professors would have to be created by 2025, i.e., 40 positions in total

Using the current number of 33 Full Professorships as basis for calculation,

- for 20% female Full Professors the distribution would have to be 7 female versus 26 male Full Professors by 2020
- for 25% female Full Professors the distribution would have to be 9 female versus 24 male Full Professors by 2025

Based on current age of retirement, 2 full professors would be due to retire by end of 2020 and 10 full professors by end of 2025.

Prognosis until 2025: Mirroring student population in faculty and support staff

The proportion of female students across programs varies greatly: from 16-45% across selected bachelor programs and from 20-65.8% across selected master programs (for details see Appendix B). An even greater range can be observed for international students: 1-59% across bachelor programs and 17-73% across master programs. This suggests that it will be difficult to determine a clear (unambiguous) target based on student population – at least in so far as gender and internationalization are concerned.

1.2 RSM Diversity initiatives 2015-2017

Diversity has already been receiving focused attention in RSM over the last two years. The most relevant initiatives started during this period are:

- In 2015 a **Diversity Task Force** (DTF) was installed, which reviewed the status of diversity within RSM academic staff, with a special focus on gender and internationalization. The DTF concluded with a report (completed September 2015; available on request for internal use), which provided a thorough overview of the staff composition across hierarchical levels (from PhDs to Full Professors) including developments since 2009. It further reviewed policies and challenges in six additional areas: intake, career development, international faculty support, parents, work environment and monitoring. The task force formulated concrete recommendations for all areas, which were approved by the RSM EB for implementation in the period 2016-2018.
- In March 2016 RSM created the position of **Associate Dean for Diversity** (ADD). The purpose of this 2-year position is to create a vision and strategy on diversity; advice and assist EB, SP, department chairs and directors; develop, implement and manage diversity initiatives, amongst others. Next to this RSM recently introduced the position of **Diversity Officer HR**, which focuses on diversity and inclusiveness specifically in support personnel.
- RSM established the **Erasmus Center for Women in Organizations** (ECWO), which is chaired by Prof. Dr. Dianne Bevelander. The ECWO addresses issues encountered by women in business, particularly the challenges women face when climbing the corporate ladder.

Additional initiatives are detailed in the context of the three pillars, where applicable.

1.3 Diversity in relation to the three pillars

Pillar 1: Education and students

Given its international orientation, diversity is a strong element in education and students.

- Student composition is highly international (between 36% and 95% non-Dutch from 80 different nationalities). Female participation ranges between 29% (MBA students) to 40% (master students).
- The majority of courses are taught in English. Also master theses have to be written in English.
- Diversity is part of the teaching curriculum (e.g., electives in cross-cultural management).
- RSM is part of the CEMS Global Alliance in Management Education network, which offers students opportunities to study in participating schools in other European countries.

Current initiatives to improve diversity in the area of education and students:

- The Boost the Bachelor initiative in the IBA program explicitly includes diversity. It is part of the selection criteria (selection of students into the program), course content as well as the professional development track.
- RSM through its ADD and policy advisor actively lobbies for the explicit inclusion of diversity and inclusiveness into the accreditation standards of major accreditation providers (AACSB, EFMD, Equus). For instance, accreditation guidelines of the AACSB are now being revised with a view to explicitly request diversity information and actions in terms of strategy, faculty composition, admission, faculty management and support, curriculum content and student academic and professional engagement.

Pillar 2: Personnel and organization

The last year, much work has been done to implement the DTF recommendations (details see section 1.2). This is work in progress; the following improvements have been implemented:

- *Intake*: better information and introduction days for improved newcomer integration
- *International faculty support*: a head hunting service for dual career couples now exists
- *Parents*: recommendations for parents have largely been fulfilled
- *Work environment*: suggestions on ensuring a flexible work environment have mostly been implemented; actions on culture and awareness raising are in progress, but these are longer-term efforts
- A general mentoring program is in place, which will be evaluated in the fall of 2017.

Moreover, English is official language in RSM written and spoken (i.e., meetings are expected to be held in English and documents are to be sent in English or Dutch and English).

Pillar 3: Research

Diversity is integral part of the research portfolio in RSM (e.g., Department 2: Organization and Personnel Development).

2 RSM Diversity and Inclusiveness Objectives

Diversity and inclusiveness is a vital element in the strategic positioning of RSM as an attractive employer and a school, which provides an environment for talent to thrive to achieve top-level research and teaching. Diversity in RSM is explicitly understood broadly, i.e., as going beyond gender, although the gender aspect will receive special attention given the ambitions voiced by the CvB.

2.1 Objectives overview period 2017-2020

Pillar 1: Education and students

- 1) Continue to attract a diverse student population
- 2) Improve the support of the diverse student population that is already there
- 3) Improve the support of teaching staff to handle diverse student populations and diversity topics
- 4) Ensure curricula and teaching materials are inclusive and respectful towards minorities/marginalized groups

Pillar 2: Personnel and organization

- 1) Better retention of talented female staff and staff from underrepresented groups
- 2) Offering better strategic career support and planning for early career faculty to reduce leakages in the pipeline
- 3) Ensuring diversity is integral part of hiring, selection and promotion decisions
- 4) Review possibilities for improving the success of external hiring
- 5) Review skewed composition in support staff (lack of male and international people) as well as lacking career perspectives.

Pillar 3: Research

- 1) Further strengthen research on gender and underrepresented groups within and across faculties
- 2) Improve support for faculty aiming to apply for grants and third-stream money on gender/minority topics

2.3 SWOT analysis

Main strengths

- RSM is an internationally respected school with high standing in Europe and beyond. This makes it an attractive employer especially for international faculty and students.
- Hiring policies include strategies to attract and retain a diverse population.
- With the Erasmus Center for Women in Organizations RSM has considerable expertise in house to address gender issues. These are resources RSM can draw on for training, coaching and advice.
- There is a considerable pool of talented female researchers with potential to move to senior positions.
- Clear criteria exist for research excellence (e.g., ERIM high performing membership), which facilitates transparency during tenure and promotion decisions.
- Diversity is already structurally embedded in the school (through the ADD and Diversity Officer HR since March 2015) with a clear and approved work program stemming from the DTF report.
- Successful structures and processes in place to attract and support diverse student population

Main weaknesses

- The current staff composition (faculty and support personnel) is highly uneven with respect to gender and internationalization, giving a challenging starting position especially for the envisioned number of female Full Professors.
- Retention of female faculty is difficult because they are in great demand internationally.
- Awareness of women's difficulties to progress in their academic career is not equally present across all personnel and management levels.
- Transparency of the criteria and process towards Full Professorship could be increased, especially for work arrangements outside 1fte contracts.

Main opportunities

- A large pool of former employees (mostly former PhD students) exist to draw on for external hires.
- Funding agencies are providing increased funding for female researchers and for gender research.

Main threats

- RSM competes on the international job market where talented female academics are in high demand.
- Preferential hiring and promotion of female faculty may lead to higher turnover in male faculty.

3 Approach and investments

3.1 Actions

Roles and responsibilities to drive diversity within RSM

RSM has two roles for diversity: the position of **Associate Dean for Diversity** (ADD) and a **Diversity Officer HR**. The ADD focuses efforts on academic staff, the Diversity Officer HR focuses efforts on support staff. However, the ADD will be responsible to ensure alignment of efforts across groups and with respect to the strategy of the school. No further structural positions are planned for the period 2017-2020.

Pillar 1: Education and students

- 1) **Teacher training:** Increase sensitivity of lecturers and teaching staff for diversity in the class room: e.g., how to teach diverse groups of students and break down barriers between diverse student groups, include diverse groups as normal element in teaching materials (e.g., elderly, disabled, LGBTQA+), sensitivity in the treatment of diversity issues
- 2) **Teaching content:** Enhance teaching programs to be inclusive and give room/address to diversity in terms of content as well as students
- 3) **Teaching evaluations:** review of how teaching evaluations are done to reduce potential biases towards female faculty and revision of the approach/instruments where necessary

Pillar 2: Personnel and organization

The following actions will be taken to improve the number of women as full professors within RSM:

- 1) **Promotion of female Associate Professors to Endowed Professors:** to enable promotion to full professorships, additional focus is put on promoting female Associate Professors to Endowed Professors (2 new female Endowed Professors in 2017)
- 2) **Career conversations** are being held with female Associate Professors to provide career guidance towards Endowed Professorships
- 3) **Strategic career support:** Development of a Women Career Development Programme for early and mid-career women, consisting of several workshops and individual coaching and mentoring to better support women to move into higher academic positions. The focus of this program is on female Assistant and Associate Professors.
- 4) **Changes to the recruitment and selection process** to increase the number of women starting as assistant and associate professors in RSM, which will help to have a broader pool of candidates for promotion to endowed and full professors. The changes to the recruitment and selection process include:
 - a. All job advertisements it needs to be stated that RSM is explicitly aiming to hire women and minorities and that they are explicitly invited to apply.
 - b. The selection process needs to explicitly include women. At least two female candidates need to be included in the first round.
 - c. We encourage broadening the search outside the normal venues and an explicit focused search for potential female candidates.
 - d. A paper trail of the selection process needs to be kept. When a male candidate is proposed, the chair needs to be able to show that explicit attention was given to finding a women.
- 5) **Implementation of diversity criteria for selection and promotion committees** to ensure that diverse views are better represented. One criterion is to have at least one woman in all selection and promotion committees.
- 6) **Diversity/implicit bias training** as compulsory for members of selection and promotion committees
- 7) **Creation of a monitoring process** for the pipeline to better understand the challenges in building and retaining a diverse workforce and measuring performance of the changes to the recruitment, selection and promotion processes. The policy is currently being developed by RSM's HR department.
- 8) **External hires:** Improving efforts to hire back former female RSM graduates on Assistant and Associate Professor level

Pillar 3: Research

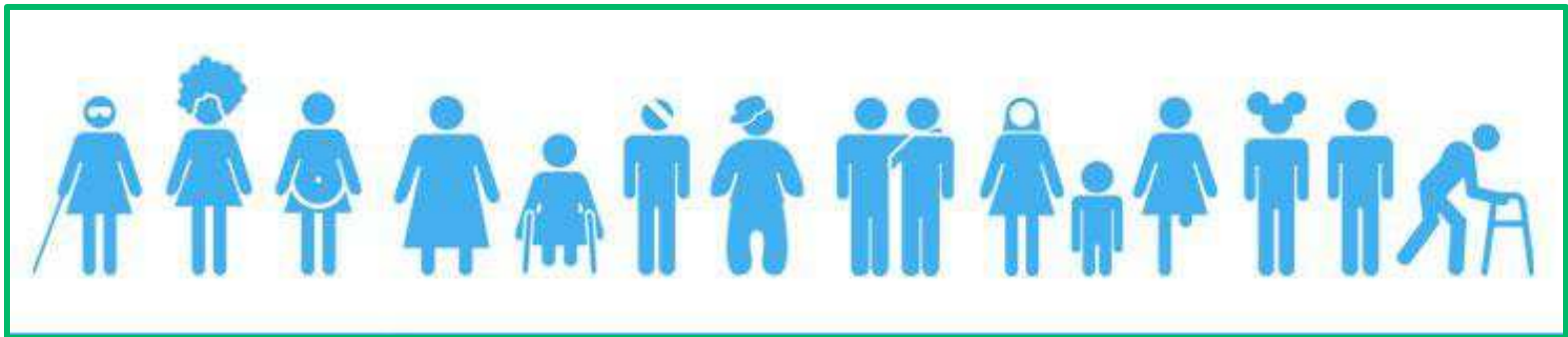
- 1) ***Strengthening Erasmus Center for Women in Organizations*** (ECWO) to provide more time and resources for research on gender issues in organizations

3.2 Investments and resourcing

The following provides an overview of the projected budget for diversity initiatives and actions outlined in section 3. It should be noted that not all actions and plans can be linked to fixed costs at this stage and that the calculations below therefore do not preclude the possibility that additional actions and related budget may be requested. It also does not include activities on diversity already in progress (e.g., costs linked to the support of dual career couples, teacher training, etc.). Therefore the overview below should be seen as a minimal budget for diversity initiatives in RSM up to 2021.

	2017	2018	2019	2020	2021
Associate Dean for Diversity	€ 18.800	€ 18.800	€ 18.800	€ 18.800	€ 18.800
Diversity HR Officer	€ 11.600	€ 11.600	€ 11.600	€ 11.600	€ 11.600
Strategic career support		€ 3.939			
SCS Women in Academia		€ 3.000			
SCS Career coaching and mentoring		€ 18.000	€ 18.000	€ 18.000	€ 18.000
Diversity / implicit bias training		€ 5.251	€ 5.251	€ 5.251	€ 5.251
Total	€ 30.400	€ 60.590	€ 53.651	€ 53.651	€ 53.651

Promoting Diversity for Equality and Inclusion – A Policy Proposal for the ISS



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1. Introduction

1.1. ISS commitment to diversity

Since its inception, the ISS has been a unique institution with a diverse, international composition of staff and students. In its pursuit of academic excellence the ISS needs to reassert its commitment to creating an environment where diversity is not just celebrated but is valued and translated into equality of opportunity and freedom from discrimination based on sex/gender, disability, ethnic origin, religion or belief, sexual orientation, age, or nationality.

- The first moves towards an explicit diversity policy have been initiated via the incorporation of a strategic aim and target (Target 5) in the ISS Strategic Plan 2015-2018.¹

‘A focus on diversity will be a key component of the organizational policy over the coming period. An explicit diversity policy will be drawn up embracing both academic and support staff. It will take into account the importance of diversity in terms of gender, sexual orientation and in terms of cultural background. The policy will set measurable targets so that progress can be tracked.’(ISS SP 2015: 17).

- In the Covenant signed with EUR in 2014:

‘A diversity policy (including indicators for cultural diversity) will be in place by 2015 and the diversity of academic staff will have improved by 2018 on the 2014 situation both in terms of gender and in terms of cultural background. In 2018, ISS will have at least four female associate professors and four female professors.’ The rationale for this is based on the fact that ‘ISS has recognised the need to further increase diversity among academic staff in order to maintain the international environment which makes us unique in our field in The Netherlands, and to achieve a better gender balance.’

A diversity taskforce was appointed in July 2015.² The taskforce was chaired by Sylvia Bergh and Amrita Chhachhi and consisted of representatives of the academic staff, support staff (Mario Willemsen), the FCC (Arjun Bedi), IC (Lee Pegler),³ and HR (Celinka Roovers-Werkman, Carola LeFeber, and Charley van Veen). It held seven meetings over the period August 2015 - March 2016 (the meeting minutes have been made available on the ISS intranet⁴). In February-March 2016, the taskforce organized

¹ ISS SP, version for IC approval dated 18 March 2015

² See the ToR in Appendix 1.

³ Janna van der Meulen (support staff), Kees Biekart (FCC) and Wendy Harcourt (IC) served as substitutes for some Taskforce members.

⁴ http://www.iss.nl/intranet/services/diversity_taskforce/

consultation meetings on a draft version of this policy with the following groups: a group of diversity and gender experts at ISS, support staff, the Research Committee, major convenors, and PhD researchers and MA students (see the anonymized notes in Appendix 6). In addition, the draft policy was shared on the intranet and comments were invited from all staff and students (as well as relevant HR staff at the central level of EUR) through e-mail, with the option to leave comments on the intranet page. Written input was received from several staff members. The taskforce also benefited from the insights generated by MA students in their 3201 research methods course assignments on diversity, and is grateful to the course leaders (Kees Biekart and Freek Schiphorst). A meeting was also held with the Chief Diversity Officer at Leiden University (Dr. Isabel Hoving) to learn from the experiences there.

We would like to thank everyone for their valuable feedback and engagement with the drafting of this policy. We have incorporated many of the suggestions in the final report. Some suggestions fell outside the purview of this policy while others require further discussion. We see this report as the start of a process and invite the ISS community to continue to contribute further towards making this a comprehensive and implementable diversity, equality and inclusive policy.

1.2. The EUR context

The ISS commitments are in line with the importance accorded to diversity at EUR, as stated in its current strategy 'Impact and Relevance 2014-2018': 'EUR is convinced that education and research flourish most when they involve scientists who represent a variety of viewpoints, cultures, knowledge and experiences. EUR thus strives for a diverse mix of staff members.'⁵

In order to achieve 'impact by diversity', the EUR Executive Board recently appointed a Chief Diversity Officer (CDO) in the person of Professor Hanneke Takkenberg of Erasmus MC.⁶ She is tasked with ensuring a greater focus on diversity in the university's education and research and in its workforce and student population. For the first time, there will be an integral university-wide diversity policy (to be published soon).

The new diversity policy will be based on a comprehensive approach resting on three pillars: 1) Education and Students, 2) Research and 3) Personnel & Organisation. There is a shift from a problem approach towards valuing diversity as an organizational benefit. It requires the collective responsibility and full involvement from staff and

⁵ Erasmus University Rotterdam (2014). *Strategy 2014-2018. Impact & Relevance*, p.23.

⁶ http://www.eur.nl/english/news/news_overview/detail_news/article/75575-hanneke-takkenberg-appointed-chief-diversity-officer/

students, and will be based on proven effective and measurable interventions. The policy will be piloted for two years and then evaluated.⁷

The Erasmus University's diversity-related aims are set out in the Impact and Relevance 2014-2018 strategic plan. A separate steering group is already advising the Executive Board on gender issues in relation to the academic staff. The CDO is heading the Diversity Network which is supported by a Steering Committee and advised by an Advisory Board made up of representatives of each faculty, including ISS (in the person of Sylvia Bergh, with Amrita Chhachhi as back-up).

1.3. The uniqueness of ISS in the EUR context

It is clear that a diversity policy for the ISS has to address certain unique characteristics of the institution and build upon the strengths of the central EUR diversity policy. The EUR Chief Diversity Officer has recognized this and encouraged the ISS taskforce to develop its own policy taking into account the specificity of the ISS. She supports a bottom-up process whereby each faculty designs their own policy (as long as it is compatible with the EUR policy).

The Diversity Taskforce feels that the following aspects need to be kept in mind in formulating the ISS diversity policy:

1. The international and transient character of the student body.

Diversity policies in universities globally include the need to draw in a more diverse student population and develop special measures to ensure representation of diverse social groups in the country. For instance, 25% of students at EUR had a migrant background in 2012, and this is expected to increase, as Dutch society becomes increasingly diverse. EUR gives special attention to students with a migrant background,⁸ as they have lower study success rates in higher education (at EUR, 44% of students from a migrant background drop out in the 1st year, compared with 31% of students of Dutch native heritage⁹). Unemployment is high among higher education graduates with a migrant background.¹⁰ Hence the EUR diversity policy has a separate section for 'Education and Students', which aims to support these groups in relation to recruitment, learning processes as well as improving their prospects in the labour market.

Compared to the rest of the EUR, the ISS student body is more diverse (in terms of countries of origin) and transient. Most importantly, ISS provides critical social science training and 'a learning environment that deepens understanding, enhances critical

⁷ See presentation by Prof. Takkenberg given at the ISS diversity taskforce meeting of 7 September 2015.

⁸ Here, the definition of Statistics Netherlands (CBS) is used. A person with a migrant background is a person "in respect of whom at least one parent was born abroad".

⁹ Comprehensive Pilot Nominal=Normal at EUR, 2013

¹⁰ Annual Integration Report 2014, CBS; Annual Integration Report 2013, SCP; Verschil in Nederland, 2014.

skills, broadens horizons, sensitizes towards differences and enhances communication skills' in the curriculum and has long established mechanisms for inculcating respect and valuing cultural differences via orientation activities, extra – curricular activities (such as the international day), etc.¹¹ Given that ISS already has quite a diverse student body, albeit mainly from the South,¹² the issue of diversity in recruitment of students is not considered a major area for concern as it is for other parts of EUR and other universities. For these reasons, the ISS diversity policy focuses on measures to increase diversity amongst academic and support staff only. As for PhD researchers, they are considered as staff but the Institute Board who appointed this taskforce did not appoint a PhD representative among its members, nor were they included in the taskforce's Terms of Reference. However, some taskforce members felt it important to consult with them as well as with MA students, so we held one joint (PhD/MA) meeting with some of them. We are including a separate section (5.3) providing some data and highlighting some of the issues the PhD researchers raised.

2. The ISS support staff is recruited locally and with more than 80% women and 77% Dutch nationality, has a different composition from that of the academic staff and students.

3. The new diversity policy will be forward looking and responsive to the changing challenges and opportunities in higher education internationally. At the same time, there is a need to understand and address 'past wrongs' (as highlighted in the recent report by the Trusted Persons, the Thermometer and RI&E reports), and reasons for the lack of effective action to deal with disparities and discriminatory behaviour.

While the richness of diversity at the ISS is recognized, the strategic plan also notes that:

'The key ISS constituencies have changed substantially over the years. Our MA students are ever younger, our PhD community continues to increase in size. The diversity of our staff is somewhat less rich than it has been in the past and imbalances need redressing' (ISS SP 2015: 3).

In the consultations with ISS staff and students on the draft report many expressed a concern with the 'apparent Dutchification' or Europeanization of the ISS, particularly at the level of management and higher ranks. Keeping these ISS-specific aspects in mind,

¹¹ See Smit, N.J., Schiphorst, F., Steenwinkel, J., Biekart, K., and Voorvelt, K. (2015). *How do we engage students in the International Institute of Social Studies? From 'Diversity as an obstacle' to 'Diversity as the driving force for success'*. Paper presented at the EAIR 37th Annual Forum in Krems, Austria. 30.8.2015 – 02.09.2015.

¹² Diversity could be enhanced by recruiting more students from the Global North.

this policy presents an assessment of past initiatives, an analysis of the current situation, and proposes a set of diversity objectives with recommendations on measurable targets and mechanisms to achieve these. We incorporate best practices in the Netherlands as well as internationally into the recommendations. First though, we briefly outline the intrinsic value of diversity and discuss issues to do with framing the topic.

2. Intrinsic value of diversity in higher education institutions

Although it is recognised that a diversity policy is needed, we would like to restate the intrinsic value of diversity as a moral principle requiring ethical responsibility in an institution of higher learning committed to social justice. Diversity represents our "common humanity heritage" (UNESCO Universal Declaration on Cultural Diversity, 2001). For the ISS, the democratic production and dissemination of knowledge should be based on contributions/perspectives/experiences of an extensive range of groups, with particular attention to those who have been historically excluded. As the Rector of ISS, Prof. Inge Hutter, emphasized in her inaugural speech given on 18 February 2016, different cultural meanings must be acknowledged and respected as part of the ISS' organizational culture (slide 18).

Diversity in institutions of higher learning have additional spin offs. For instance, staff diversity also has implications for student performance (see box):

‘Scholarship has consistently shown that racial and ethnic diversity has both direct and indirect positive effects on the educational outcomes and experiences of students. The campus is a more welcoming place when the diversity of the student population is also represented among the faculty—underrepresented students feel less that they are “strangers in a strange land.” (AFT Higher Education 2010: 4).

This feeling was confirmed to us in the consultation meeting with PhD and MA students. However, many students also come to ISS in order to learn from Dutch approaches to social/developmental problems, and it was pointed out that The Netherlands also has a multicultural society. The EUR diversity approach argues for the principle that the staff body should reflect as far as possible the diversity of the student population. Given the international nature of the ISS, this principle would not be applicable in a mechanical way but could provide guidance in ensuring that the staff has a balanced representation of diversity of background and expertise.

The case for diversity has also been made by showing that diversity within teams promotes innovation, creativity and effective decision-making.¹³ Studies show that a diverse and inclusive working and studying environment fosters talent and creates a more innovative environment.¹⁴

Given that diversity can be interpreted in multiple ways and applied with different purposes, we caution against celebrating difference or ensuring token representation in order to exploit multiculturalism for its economic or public relations value, rather than respecting difference and redistributing power based on it.

This policy proposal hence addresses the issue of diversity in a deeper sense than simply asking for formal representation. It identifies the structural barriers, exclusionary organizational cultures and implicit biases that lead to lack of representation. The recommendations aim towards creating enabling conditions for substantive representation of diverse groups in the ISS.

3. Framing diversity and the policy scope

There is considerable variation in the way diversity is framed as well as in the scope of what is included under diversity policies in universities.

3.1. Framing diversity in the Netherlands

In the Netherlands diversity is framed mainly in relation to inclusivity.¹⁵ For instance, at Leiden University, which was one of the first to develop a diversity policy, the vision articulated in the background position paper leading to the Diversity and Inclusivity Work Plan 2014-2016 states:¹⁶

¹³ Hunt, V., Layton, D., and Prince, S. (2014). *Diversity Matters*. McKinsey & Company. A recent special issue of the journal *Nature* with *Scientific American* explores connections between diversity and the rigour of research — including how marginalization affects study design — and discusses persistent, misguided assumptions. The message is clear: inclusive science is better science. See: <http://www.nature.com/news/diversity-1.15913>

¹⁴ <http://www.science.leidenuniv.nl/index.php/english/diversity-and-inclusiveness/> accessed 23.9.2015

¹⁵ However, in a recent speech, Kathalijne Buitenweg, Commissioner of the Netherlands Institute of Human Rights, called for the university leaderships to take a strong normative stand against all forms of discrimination, including indirect discrimination and implicit exclusion. She also said that 'It would be good when staff members (and in particular those who recruit others) are trained to recognize the stereotypes that they hold themselves, and learn how to ensure that these do not result in discrimination.' (Speech given at the conference on 'Emancipation and Diversity in the University, the City and the Labor Market: Exchanging Best Practices from across the Netherlands and Beyond', held at the University of Groningen, January 28, 2015.). At the same event, Simone Buitendijk, the Vice Rector of Leiden University, argued that there is a need to overcome 'implicit bias' and 'unconscious discrimination' that keeps people from reaching higher positions at the university.

¹⁶ Cited in: Leiden University (2014). Diversity and Inclusivity Work Plan 2014-2016.

‘Diversity and inclusivity are regarded as qualities that help the University to achieve its mission – “to promote excellence in teaching and research” – and realise its ambitions. [...] In order to achieve this, the goal of the diversity and inclusivity (D&I) policy is to stimulate an inclusive learning and research climate in which every individual feels welcome, challenged and supported and is encouraged to develop to the best of his or her ability and to connect with the academy. This holds for all staff members and students, irrespective of gender, ethnicity, social/cultural/religious background, sexual orientation, age or functional disability’. (p.1)

On the EUR website diversity is defined broadly and couched in the language of recognizing talent:¹⁷

‘Talent diversity is invaluable in this respect. The more diverse the views, cultures, knowledge and experience, the more innovative and creative education and research at EUR will be. EUR has therefore defined diversity as a key strategic objective, pursuing a diverse workforce in the broadest sense. EUR furthermore undertakes to create equal opportunities for everyone and a culture in which the diverse talents feel at home and can excel. A culture which allows you to be yourself, an inspiring and motivational culture’.

The issue of gender imbalance has received attention in recent years in Dutch universities. Leiden and EUR have made gender a priority in their diversity policies. The main objective in Leiden with respect to staff is to promote gender balance in more senior positions, by means of a gender-aware appointment procedure and in research to strengthen women’s position through training workshops. Similarly in EUR, policy measures focus mainly on gender diversity (female scientists). Examples include: Women’s Career Development Program, Exemption from teaching activities following pregnancy, Mentoring program for female assistant professors, Networks: ENVH and ErasmusPride (LGBT), and covenants with faculties on the number of female (associate) professors. The priorities in the new EUR policy currently being developed will be gender balance for staff and cultural diversity in relation to students.

The priority accorded to gender arises from two sets of factors. In EUR the existing diversity policy’s targets for gender are not (yet) reached, and there is little evidence concerning the effectiveness of interventions. On 31 December 2014, only 15% of

¹⁷ http://www.eur.nl/english/staff/hr_policy/diversity/ accessed 10.12.2015

professors were female, although this is up from 10% in 2009.¹⁸ There is still a leaky pipeline in NL and EUR for women in science.¹⁹ As Pauline van de Meer Mohrs stated in her farewell speech:

‘We’ve analysed the talented female academics. We know where we’re losing them, why we’re losing them, and why they don’t get appointed to higher ranks. We’ve come up with instruments designed to help them get promoted. When women have to leave for a while due to pregnancy, we can now ask a substitute to take on their teaching duties once they come back, so as to give them a chance to catch up on their research. But glaciers will melt faster than we’ll make progress when it comes to accomplishing workforce diversity.’²⁰

The second factor pushing gender onto centre stage is the Horizon 2020 international research programme, which has three objectives regarding gender equality: 1) Fostering gender balance in Horizon 2020 research teams, 2) Ensuring gender balance in decision-making, and 3) Integrating gender/sex analysis in research and innovation (R&I).²¹

¹⁸ But see p. 8 in Impact&Relevance document: ‘However, the diversity objectives have not yet been achieved. For instance, at the end of 2012, female, full-time professors only constituted 9.7% of the total staff.’

¹⁹ At the Pump your Career event organized by NWO in Amersfoort on 19 November 2015, the tri-annual ‘Monitor Vrouwelijke Hoogleraren 2015’ was presented. It shows that while the percentage of female professors in The Netherlands has increased to 17.1%, this still places the country at the 24th rank out of the 27 EU member states.

²⁰ <https://www.erasmusmagazine.nl/en/2015/12/10/vertrekkend-collegevoorzitter-teleurgesteld-over-diversiteitsbeleid/> A major study on ‘Gender differences in academic careers at Erasmus University Rotterdam: Evidence from personnel and publication records 1990-2010’, authored by Sandra Groeneveld, Kea Tijdens, and Nikky van Buren was published in October 2012. The summary of the conclusion (p. 3) states: ‘There is some evidence for the pipeline hypothesis, showing that women have become better represented at all levels. However, the pipeline is still leaky and congested: women are overrepresented in the exits and their promotion probabilities are lower at the higher academic ranks compared to men’s. In sum, the delay in promotions of women compared with men is a result of (1) their greater share of exits, (2) their overrepresentation in positions from where relatively many and fast promotions are made, but not to the higher levels and (3) the stronger decrease in promotion probabilities at the higher academic ranks. We therefore may conclude that women’s underrepresentation at the higher ranks is *not* (only) a matter of time. [...] Promotions of women are to a greater extent influenced by the number of publications than promotions of men. Publishing seems to be more rewarding for women than for men. However, this result also indicates that in the case of men’s promotion decisions there is more discretionary room than in the case of women’s promotions. Publish or perish is certainly applicable to women, and more so than for men.’

²¹ The European Commission has published the ‘Vademecum on Gender Equality in Horizon 2020’ (dated 25 February 2014). It provides potential applicants as well as experts’ evaluators and other actors involved in the implementation of Horizon 2020 with practical guidance on the effective application of the new Gender Equality provisions. This means integrating Gender Equality issues at each stage of the research cycle: from programming through implementation, monitoring and programme evaluation. Available at: <https://genderedinnovations.stanford.edu/VademecumonGenderEqualityinHorizon2020.pdf>.

3.2. International framing

In the UK, diversity is explicitly linked with Equality. In this conceptualisation there is recognition that inequalities in privilege, power, and opportunity are produced due to various historical reasons and hierarchical social structures and the main aim of a diversity policy should be to redress these imbalances, and create equal opportunities for hitherto discriminated and under-represented groups, to value diversity and promote an inclusive culture. Some universities explicitly mention that diversity is linked with its social justice commitments, as is the case at Imperial College London:

‘Imperial’s Equality and Diversity Committee is committed to helping the College meet its strategic aims by championing equality, diversity and fulfilling our social justice responsibilities. The work of this Committee will be guided and informed by the College’s belief and commitment to inclusiveness, participation, openness, and quality of provision’.²²

A quick survey of UK universities’ policies showed that almost all are titled Diversity and Equality Policy. The LSE is an exception, with the title Equality, Diversity and Inclusion Policy.

Given the linkage with equality the policies are directly aligned to the UK Equality Act 2010 and its categorisation of ‘protected groups’. Universities are required by law to demonstrate equality performance by publishing equality information.

The diversity policies take the position that ‘No individual will be unjustifiably discriminated against’ and address ‘protected groups’, who experience discrimination because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

3.3. Framing the diversity policy for the ISS

In the discussions of the Taskforce two other notions of diversity were presented.

1. In the presentation by the EUR Chief Diversity Officer²³, diversity was defined very broadly to include:

All aspects in which individuals in the organization differ from each other, both visible and invisible differences (values, attitudes, culture, beliefs, personality, ethnic background, sexual orientation, gender, life-experience etc.).

2. Similarly, a member of the taskforce expressed the view that diversity should include the following:

²² Terms of Reference, Provosts Equality and Diversity Committee, 6 March 2014, available at <http://www.imperial.ac.uk/equality/equality-at-imperial/committees/equality-and-diversity/>

²³ See presentation by Prof. Takkenberg given at the ISS diversity taskforce meeting of 7 September 2015.

‘A fundamental issue (i.e. irrespective of colour, gender or origin) is respect for professional/career diversity. Within the limits of an organisation’s broader goals (re output/quality/societal relevance) people have different strengths (e.g. teaching vs. projects; projects vs. publications) and this should, as far as possible, be respected and encouraged in its diversity’.

The taskforce agreed that although these are valid and important dimensions of diversity, they refer more to competencies and organisational culture, which fall under the purview of FCC and other tasks of HR respectively.

At the other extreme, the taskforce noticed that in several policy documents, diversity was often reduced to only mean gender. Even if other categories are mentioned, these are not addressed in implementation plans. For instance, the taskforce found it striking that diversity is reduced to gender in the ISS-EUR covenant of 2014, and no targets have been set regarding cultural background (and this is also not further defined). It seems that this was/is standard across EUR and ISS could not make other or broader choices at that time.

Furthermore, in the review of various diversity policies it was interesting to discover that almost all take a stagist approach even while acknowledging the need to address all categories. For instance both Leiden and EUR have prioritised gender arguing that:

‘Diversity policy is by definition integral and therefore focuses on the inclusion of all groups and individuals, but for pragmatic reasons it may be necessary, in a given period of time and within a given area, to focus particularly on a specific group’ (LUW: 3).

We feel that the issue of what and how to prioritise should be based on an assessment of current major diversity gaps in the ISS and an intersectional approach.

3.4. Proposing an intersectional approach

While obstacles to gender equality persist in Dutch universities²⁴ (see evidence in the next section) and need to be addressed, the Taskforce proposes that ISS take an *intersectional* rather than a single category stagist approach. Intersectionality highlights the intersecting hierarchies of difference and discrimination with regard to gender, race, class, power and status, among others. A stagist approach which prioritises only one single category on the other hand sets up a hierarchy of discrimination (often implicit) and can even reinforce other forms of exclusion and discrimination (e.g. women are promoted but all of them are with a Northern background, staff with Southern background are recruited but all of them male and in lower ranks). This approach

²⁴ <http://www.lnvh.nl/monitor2015/>

imposes a homogeneous singular identity on staff instead of recognising our location in multiple identities.²⁵

Reviews of the implementation of stagist diversity policies have shown that despite the acknowledgement and planning for all categories, the progress on diversity related to ethnic minorities/Southern background is very slow. The CIRI Gender and Diversity Policy (see section 3.4.5 and Appendix 3) also argues strongly for an intersectional approach proposing specific attention to both women scholars and scholars from Southern backgrounds (CGDP: 2013).

The taskforce is aware that such an approach is challenging, because of several limitations. For example, much research has been done on gender diversity within organisations. Also, gender diversity, age diversity and diversity based on national background are 'measurable'. Based on these numbers, it is relatively easy to assess how diverse your staff population is. Aspects like sexual orientation, religion, cultural background and disabilities are much more difficult to count because 1) it is prohibited by law to ask your staff for example about their sexual orientation, and 2) these aspects are more difficult to divide into measurable categories. Despite these challenges, we feel that ISS could show the way towards 'catalyzing progressive change' in EUR and other universities.²⁶

We discuss the issues related to some key categories based on information available at the ISS in the following section, bearing in mind that there are many more axes of difference and discrimination.

3.4.1 Disability

There is a glaring lack of infrastructure (e.g. there is no ramp at the main front entrance) and institutionalized support for disabled students and staff at ISS. The support that is given is based on individual cases, indicating a lack of institutional memory resulting in 'reinventing the wheel', each time. There has been some experience gained in the recent past (particularly with the short course organised for blind students). It is also important that an environment is created for disability disclosure. For example there are/have been cases of staff and students with dyslexia who need support but who are scared of being penalized if they disclose their condition. ISS could be an even more attractive place to work and to study if such infrastructure and institutionalized support is put in place.

²⁵ See B. Bagilhole (2009) on the different approaches (single, intracategorical and intercategory) and the importance of applying an intersectional lens to UK Equal Opportunity and Diversity Policies. Barbara Bagilhole (2009), *Understanding Equal Opportunities and Diversity: The Social Differentiations and Intersections of Inequality*. Bristol: Policy Press.

²⁶ For a good discussion on intersectionality in diversity policies, see also 'The Diversity Concept of the Goethe University Frankfurt am Main 2011', available at: <http://www.uni-frankfurt.de/46821162/Diversity-Concept-Goethe-University.pdf>

3.4.2. Sexual preference

Given confidentiality and the 'don't ask don't tell' implicit policy we do not have nor can we access data on this aspect. However in the consultations we had with staff and students it has emerged that there is a need to address homophobia and to create a safe environment for those who have/wish to come out and have experienced discrimination.

3.4.3 Age

Ageism involving discrimination and prejudice on the basis of age has been experienced by both younger and senior staff at the ISS. Younger staff members feel that they are dumped with a heavier workload of tasks which receive less recognition (for example teaching). Senior staff feel that while encouragement and support to young scholars is necessary, it should not be at the cost of explicit or implicit measures that denigrate or marginalise older experienced staff. Often senior staff (who fulfil the required qualifications) are denied promotion on the ground (unstated but operative in the decision) that they would be retiring soon. Both forms of ageism undermine confidence and contribute to an organisational culture which disrespects the competencies and contributions of staff in these age brackets. The increase in retirement age to 67 in the Netherlands would exacerbate this problem. There needs to be far greater awareness in the ISS of the implicit ageist bias in the formulation of strategic visions which tend to focus more on 'young blood' rather than a more judicious perspective of valuing the synergy of a mixed age staff population.

3.4.4 Religion

Given the diverse student population the ISS does have a record in trying to encourage interreligious dialogue and offering facilities to practice a diversity of religions (interreligious dialogues, prayer room, etc.).

3.4.5. Gender balance and representation at ISS

Within the ISS, diversity policies have also focused mainly on gender imbalances. The persistent imbalance in the number of men and women in higher ranks, in particular within academic staff led to a Gender Audit in 2001.²⁷ The positive findings were that in comparison with other similar institutes and universities,²⁸ ISS was faring relatively well in terms of the proportion of women in the academic staff. There was also more gender balance among the support staff. However, women academic staff were concentrated in lower positions and were hardly present in higher posts especially as Professors and Associate Professors. Other findings stressed the lack of a clear cut active gender policy in recruitment, promotions, increasing the number of women in permanent academic staff, addressing care responsibilities or retaining talented young women.

'What stands out here is that a considerable number of interviewees (men significantly more than women) do not consider the relative absence of female academic staff as a possible threat to the (world-wide) image and reputation of ISS. In general the argument that female staff could represent added value for ISS is sometimes part of people's frame of reference at a rational level, but does not seem to work as an incentive to intensify efforts to get more women on board. It falls into the category of "facts of life" which need to be changed, but in their opinion the tools required to change this situation in the short term are limited.'

Overall the report concluded that for most people that the authors interviewed, there was no sense of urgency regarding the imbalance of gender. On p. 20, it notes:

Based on the Gender Audit, a Gender Policy was formulated in 2003.²⁹ The policy started with an acknowledgement of gender imbalance and a concern that if this was not addressed it 'would create an unwanted (and unwarranted) image of ISS as a development institute that expresses a principled concern about equality and emancipation but has failed to practice it in-house' (GP2003:1). The main policy recommendations were:

- Creating necessary positions.
 - Committee is mindful of ISS gender policies.
 - IB and APC (Appointments and Promotion Committee) are aware of gender and age composition.

²⁷ Van Doorne-Huiskes, J., and Henderikse, W.M. (2001). *Gender Audit. Institute of Social Studies, The Hague*. Utrecht: De Jong & Van Doorne-Huiskes en Partners.

²⁸ African Studies Centre (Leiden), International Agricultural Centre [IAC] (Wageningen), International Institute for Infrastructure Hydraulic & Environmental Engineering [IHE] (Delft), ITC (Enschede), Theological University (Kampen).

²⁹ ISS (2003). *Gender Policy*. The Hague: ISS.

- Gender issues are taken on board from the beginning when creating and filling positions.
- Attracting and appointing female candidates.
 - Gender sensitive advertising.
 - Pro-active searches for female candidates.
 - Fair treatment in the selection process.
- Retaining qualified staff.
 - More opportunities for career development.
 - Satisfying work environment.
 - Secondary work conditions that enable female staff to maintain a balance between work and family life.

Despite these recommendations, not much seems to have changed. Indeed, the policy does not seem to have been widely known and hence, these recommendations may not have been systematically followed up on.

In late 2012, a group of young women academics pushed for more attention to career development for women.³⁰ The group made a number of recommendations but despite agreement on a number of actions, there was no follow-up.³¹ However, within the Civic Innovation Research Initiative, a 'CIRI Gender and Diversity Policy' was drafted and discussed in early 2013, and some of its recommendations were implemented (e.g. to establish a mentoring system; see Appendix 3).

Clearly more remains to be done to ensure equal gender representation at all levels in the ISS. At the same time, based on existing internal documents there has been no attention paid or policy developed that addresses other categories of discrimination (e.g. disability, age, sexual orientation), apart from gender. The Taskforce feels the urgency to take an intersectional approach and proposes actions to create a culture of inclusion within ISS (see section 6 for the action plan). Our ultimate goal is for ISS to be an organization in which all feel equal in treatment and in respect.

4. Legal context

When proposing recommendations for a diversity policy, the taskforce believes it is important to take the legal context into account. The ISS is located in a national, regional and international context. A diversity policy needs to be closely aligned to existing legal regulations at all levels. This would ensure that ISS complies with equal opportunity and anti-discrimination legislation. Here, we focus on the main provisions of applicable Dutch laws on equal opportunity and diversity. EU and UN laws are

³⁰ Initiated by Sylvia Bergh, Georgina Gomez, Rosalba Icaza Garza, and Karin Astrid Siegmann.

³¹ See appendix 2 for recommendations.

translated into these laws.³² In this section, Dutch laws and the collective labor agreement of Dutch Universities are briefly discussed (see Appendix 4 for further details).

4.1. Dutch context

The first article of the Dutch constitution states: "All persons in the Netherlands, should be treated equally. Discrimination on the grounds of religion, belief, political opinion, race, gender or any other grounds whatsoever shall not be permitted."

To guarantee the right on equal treatment, Article 1 is subdivided into seven specific laws:

1. Act for The Netherlands Institute for Human Rights
(Wet College voor de Rechten van de Mens [WCRM])
2. Equal Treatment Act
(Algemene wet gelijke behandeling [AWGB])
3. Equal Treatment in Employment Act (Age Discrimination)
(Wet gelijke behandeling op grond van leeftijd [WGBL])
4. Act on equal treatment on grounds of disability or chronic illness
(Wet gelijke behandeling op grond van handicap of chronische ziekte [WGBH/CZ])
5. Act on equal treatment on grounds of gender
(Wet gelijke behandeling van mannen en vrouwen [WGB])
6. Act distinction appointment
(Wet onderscheid arbeidsduur [WOA])
7. Act distinction contract type
(Wet onderscheid bepaalde en onbepaalde tijd [WOBOT])

4.2. EUR context

Besides national laws, we have to take the collective labor agreement of Dutch Universities into account (see Appendix 4 for further details). One article is designed to tackle undesirable behavior:³³

Article 1.12 Undesirable behavior

1. In order to promote well being in the working environment, the parties wish to eliminate undesirable behavior, including (sexual) harassment, aggression, violence and discrimination.

2. The employer must appoint a counsellor whose task it is to offer initial assistance to those who have been confronted with undesirable behavior and to offer initial

³² The Netherlands is signatory of the UN convention on the rights of persons with disabilities since 2007. This convention in article 9.1 states explicitly that access needs to be granted on an equal basis. Side/Back entrance access could be considered to violate the principle of equal treatment.

³³ <http://vsnu.nl/files/documenten/CAO/Juli%202015/CAONU%201%20January%202015%20-%201%20July%202016%20inclusive.pdf> accessed 10.12.2015.

assistance with regard to complaints pertaining to acts in violation of the Equal Treatment Act.

3. In order to prevent and combat the forms of undesirable behavior referred to above, the employer shall draw up a code of conduct.

4. The parties have made recommendations to the local employees' organizations of the institutions regarding the implementation of this code.

EUR has no specific code of conduct on equal treatment or discrimination.

5. The current situation at ISS

This section provides figures which may be used to frame the discussion about diversity especially with regard to gender and nationality.³⁴ It is difficult to paint the full picture of diversity at ISS, given that it is not permitted nor feasible to collect data on sexual orientation, disability, and religion. With regard to gender, the chapter contrasts the current situation (as of November 2015) with figures that were obtained from the gender audit conducted in 2001. These figures are provided for both academic and non-academic staff. With regard to nationality there is no comparable data from an earlier time period and the figures pertain only to the current situation.

5.1. The data

The data for the analysis were obtained from the HR office by Charley van Veen and reflects the situation in October 2015. Given the Terms of Reference of the diversity taskforce the focus was on academic and non-academic staff. The raw data had information on 106 academic and non-academic staff members. A careful scrutiny of the data revealed a number of problems – for instance, six observations were repeated; there were individuals with zero age and also with ages of 75 and 80; retired individuals were also included in some cases as were staff with zero appointments. These observations were dropped from the analysis leaving a total of 92 observations. Of these 61 are academic and 31 are non-academic staff members. There are still some concerns about the veracity of the data as it may still include individuals with visiting appointments and/or there may still be some entries that appear twice and some of the information may not be up to date. Nevertheless, the available data should be able to provide a reasonably accurate picture of staff composition with respect to gender and geography.

³⁴ Geographic origin and nationality are obviously not the same. Academic staff originating from Latin America, Asia and Africa may have Dutch, other European or American citizenship. It is possible that analyzing by nationality leads to underestimating the extent of diversity in ISS staff. In addition, we could not capture class differences here, although they may be much more significant than nationality to explain disadvantages.

5.2. Academic staff

As shown in Table 1, in 1999 of a total academic staff of 72, 25 percent were female while in 2015, 44 percent of the 61 academic staff were female. While it may be hard to draw a direct link between policies that may have been implemented since the gender audit conducted in 2001, what is clear is that ISS is close to a situation where there are equal numbers of male and female academics. Conditional on rank, the number of female academics at the Assistant Professor level has increased from 38 to 57 percent (currently, 14 of 26 assistant professors are female); at the associate professor level from 6 to 33 percent (currently, 3 of 9 associate professors are female) and at the professorial level from 13 to 20 percent (as of October 2015, 3 of 15 professors were female).³⁵ Thus, while there has been increased representation of women at all ranks the increase is most pronounced at the lower levels. In increasing representation of women at higher levels we would recommend an approach that first fosters and creates opportunities for internal promotion rather than an immediate search and appointment of external candidates.

Whether this increase in the share of women at the assistant professor level is due to the recent hiring of a number of assistant professors which in a few years may be expected to translate into a greater number of female professors at a higher rank or whether this is a reflection of female professors who have not been promoted is not entirely clear. It is likely that the relatively larger proportion of women at the assistant professor rank is due to both these possibilities. Clearly, the average female academic is younger than the average male academic (see Table 2) suggesting that part of the greater representation of females in the lower ranks maybe due to age differences. At the same time an analysis of the distribution of the age of female academics reveals a bimodal distribution which shows that they are equally split into a group that is below/around 40 and a group that is close to/above 50. In other words, the bunching of women in the lower academic rungs may partly be attributed to recent hiring and partly due to lack of promotion (see Figure 1).³⁶

³⁵ As mentioned earlier, the share of female full professors at EUR in its entirety is 15 percent.

³⁶ It is a fact that women are underrepresented in the higher ranks of the academic world. In the literature, researchers talk about the 'leaky pipeline'. With every step on the academic ladder, the number of women decreases substantially (see Brink, M. van den, (2011). *Hoogleraarbenoemingen in Nederland (m/v). Mythen, feiten en aanbevelingen*. Nijmegen: Radboud Universiteit Nijmegen; Groeneveld, S., Tijdens, K., and Buren, N. van, (2012). *'Gender differences in academic careers at Erasmus University Rotterdam: Evidence from personnel and publication records 1990-2010'*. Rotterdam: Erasmus University Rotterdam.) In the literature, several explanations are given for this situation. While we do not agree with the theory on inherent gender differences that argues that women are somehow less able to work in the higher ranks for academia, we see some value in the theories on stereotyping and organizational culture. The former holds that in recruitment procedures, women are less frequently appointed, as assumed female characteristics are considered less desirable for the job than assumed male characteristics. The study by Moss-Racusin et al. (2012) shows that both men and women show a preference for the male candidate during the selection process. Generally, women are considered to be nicer, but men are thought to be more competent and hireable. Consider this quote: "I like to think that I am a nice person. But

Table 1: Male/female proportion in academic staff, 1999 and October 2015

Rank	Male		Female		Female Proportion (%)	
	1999	2015	1999	2015	1999	2015
Other academic staff	25	4	15	7		64
Assistant Professors		12		14		54
10-12 (Assistant Professor and others)					38	57
13-14 (Associate Professor)	15	6	1	3	6	33
16-18 (Professors)	14	12	2	3	13	20
Total	54	34	18	27	25	44

Table 2: Male and female profiles – academic staff, October 2015

	Male	Female
Age in years	51	44
Type of contract – permanent (%)	73.5	59.2

“nice” never got me a research grant or professional position” (Editor-in-Chief of the journal *Science* Marcia McNutt cited in V. Turk (7 May 2015): ‘Editor of ‘Science’: Stop Calling Women Nice’: <http://motherboard.vice.com/read/editor-of-science-stop-calling-women-nice>). Men are also offered a higher salary and more mentoring (Moss-Racusin, C.A., Dovidio, J.F., Brescoll, V.L., Graham, M.J., and Handelsman, J. (2012). Science faculty’s subtle gender biases favor male students. *PNAS* 109(41): 16474-16479.) Gender bias is also found in recommendation letters. The language used in recommendation letters to define men and women (hardworking versus friendly) give women less chance of success. (McNutt, M. (2015). Give women an even chance. *Science* 348(6235): 611). As for theories on organizational culture, they hold that the culture in the academic world is competitive with a heavy workload and a strong hierarchy, and that generally, women feel less at ease in this kind of organization. Also, since women are underrepresented, this could explain why these organizations are less attractive for women in the first place (Willemsen, T.M. and Timmers, T.M. (2009). *Emancipatiebeleid voor universiteiten. Een overzicht van in Nederland toegepaste maatregelen*. Den Haag: Landelijk Netwerk Vrouwelijke Hoogleraren).

Full-time (%)	95.3	86
N	34	27

Figure 1: Gender and age distribution

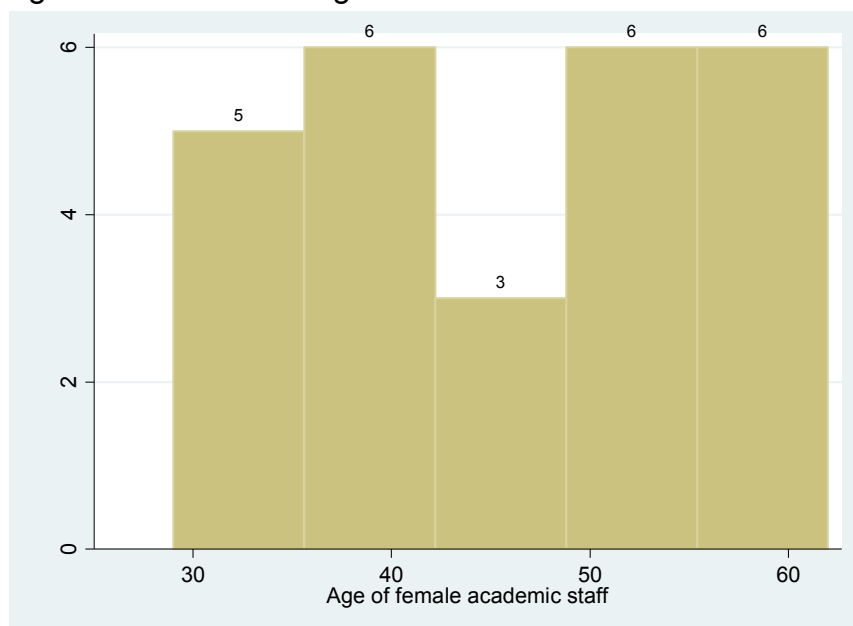


Table 3 provides information on the distribution of academic staff by nationality. Academic staff are split into three nationality groups – Dutch, Other European/North American (OENA) and a third group which includes Latin America/Africa and Asia (LAAA). About 30 percent of academic staff are Dutch, 48 percent have other European or North American nationality and the remainder, about 23 percent are from the so-called global South.

A breakdown of the numbers by academic rank shows that 61 percent of the Dutch academic staff are professors while for other nationality groups the figures are much smaller (4.2 and 14 percent for the other two nationality groups). Put another way, 11 of the 15 professors (73 percent) have Dutch nationality, 2 are from other developed parts of the world and 2 are from the global South. At the associate professor level 8 of the 9 associate professors are from the Netherlands or are from other parts of Europe or North America. At the assistant professor level, 8 of 26 are from LAAA or 57 percent of the academic staff from the global South are assistant professors.

A stylized fact emerging from the numbers is that while the institute is clearly not dominated by academics with Dutch nationality, the average Dutch academic in the institute is at the rank of Professor, while the average academic rank of nationals from other countries is Assistant Professor.

As we heard in the consultation meetings, this can give the signal that only the Dutch nationals are sufficiently qualified to become professor. Similarly, given that all three members of IB (and all five of IB-Extended) are Dutch nationals indicates a lack of diversity amongst upper management, though the Faculty Coordination Committee's, teaching major Convenors' and Research Committee's compositions are more diverse. There may also be a lack of diversity in terms of the institutional culture into which members of senior management have been socialized and from which they lead, and which is not necessarily appropriate for ISS' institutional culture and diversity goals.³⁷

Moreover, there is a widespread perception among staff that the decrease in diversity has to do with ISS' integration in to EUR. As one colleague wrote to us, 'at the time that ISS became part of EUR there were several new professorial appointments. With just one exception, all the appointments were of Dutch professors. Now the problem with this is that at around the same time, there were several retirements of a much more diverse group of professors, who were in this way more or less replaced with a much less diverse group. This was not done in a very transparent manner, and appears to have been facilitated by common use of the Dutch language for most of the professors.

Thus it looked as if diversity as a principle was in this way explicitly abandoned by EUR at the point where we - ISS - joined the institution. [...]. This means that for PhD students promoters are now heavily skewed away from the profile of international expertise, to something much more European, much more white and more Dutch.'

Table 3: Distribution of academic staff by nationality, October 2015

<i>Rank</i>	Nationality			<i>Total (percent)</i>
	<i>Netherlands</i>	<i>Other European/North American</i>	<i>Latin America/Africa/Asia</i>	
Other academic staff	2 (11)	6 (21)	3 (21)	11 (18)
Assistant Professor	3 (17)	15 (52)	8 (57)	26 (42)
Associate Professor	2 (11)	6 (21)	1 (7)	9 (15)
Professor	11 (61)	2 (6.8)	2 (14.3)	15 (25)
Total (percent)	18 (30)	29 (48)	14 (23)	61

³⁷ The taskforce welcomes the explicit attention to diversity in a recent call by IB and the Advisory Board to suggest new members for the ISS Advisory Board: 'The Institute Board wishes to make an additional appointment to the Advisory Board, taking into account the principles of diversity (gender and cultural background), age (in particular to bring in someone in the age group under 40) and representation of the field that the ISS is working in.' (e-mail from ISS Rector sent on 23 December 2015)

5.3. PhD researchers

As we can see from Table 4 below, there are more female than male PhD researchers and 70% of them come from the Global South. There is thus scope, as with the MA students, to increase diversity by attracting more PhD researchers from the Global North. A surprising fact is that their average age seems quite high (38 years). This explains why many of their concerns are very similar to those of other academic and non-academic staff in terms of leave, families, etc., which they raised in the meeting with taskforce members.

Table 4: Distribution of PhD Researchers, as of October 23, 2015

	Male	Female	Total
<i>N</i>	59	87	146
<i>Proportion (%)</i>	(40)	(60)	
<i>Age</i>	39.7	37.5	38.1
<i>Origin</i>			
<i>Netherlands</i>	7	6	13
<i>(%)</i>	(12)	(7)	(9)
<i>Other European/North American</i>	6	25	31
<i>(%)</i>	(10)	(29)	(21)
<i>Latin America/Africa Asia</i>	46	56	102
<i>(%)</i>	(78)	(64)	(70)

Another relevant point that was raised in the meeting is that some PhD researchers feel discouraged by the perceived “injustices” in promotions as they believe there to be a (glass) ceiling. This may make them lower their expectations for their own career paths after graduating, certainly with regard to a career at ISS.

5.4. Non-academic staff

Information on the gender and nationality distribution of non-academic staff is provided in Tables 5 to 7. While we do have information on the gender distribution in 1999, based on the Gender Audit report given the differences in the number of employees – then (83 – 29 male, 59 female) and now (31 – 6 male, 25 female) – and the new job functions as compared to 1999, these have not been included in the table. To the extent that such temporal comparisons are useful the proportion of female employees has risen from 65 percent in 1999 to 81 percent in 2015. With regard to gender distribution across functions it is clear that the higher ranking positions are occupied by men. The average age of male and female employees is about the same (see Table 6). Male employees in non-academic positions are more likely to have permanent full-time positions as compared to women. Also all male employees in the support staff work full-time compared to 36% of female employees. With regard to nationality, 77 percent of non-academic staff are Dutch nationals, and the remainder are split between other European/North American and developing countries. However, even though the majority hold a Dutch passport, this may underestimate the real extent of diversity among this group, as several are from Southern (ethnic, cultural) backgrounds.

Table 5: Male/Female distribution, non-academic staff, December 2015

Function	Male	Female
Scale 15-18	1	
Scale 12-14	2	4
Scale 10-11	2	5
Scale 7-9		13
Scale 4-6		1
Scale 1-3	1	2
Total	6	25

(19%) (81%)

Table 6: Male and female profiles – non-academic staff, December 2015

	Male	Female
Age in years	49.1	47.7
Type of contract – permanent (%)	100%	72%
Full-time (%)	100%	36%
N	6	25

Table 7: Distribution of non-academic staff by nationality, December 2015

Function	Dutch	Other European/ North American	Latin America/Africa/Asia
Scale 15-18	1		
Scale 12-14	4		2
Scale 10-11	4	1	2
Scale 7-9	11	2	
Scale 4-6	1		
Scale 1-3	3		
Total	24 (77%)	3 (10%)	4 (13%)

From our consultation meeting with support staff, we found that currently there is very limited opportunity to grow and promotions only happen if one applies to a vacancy that is at a higher salary scale. While some believe that it is important to give staff the opportunity to continuously develop themselves, also to prepare them well for jobs outside ISS (e.g. training on computer skills etc), there was agreement that too many people are stuck. Some staff were more skeptical about the benefit of continuous learning, as implicit bias and (age-based) discrimination do also exist in the labour market more generally. We were also cautioned to assume that everybody wants to be on top of their field, and some may prioritize time with the family. There was agreement

that everyone should have the possibility to choose for a career and/or family. For those who want to get promoted, the possibilities should not be blocked by for example discrimination.

6. ISS Action Plan

A list of recommendations that have been prioritised based on the Taskforce assessment of the present ISS situation and feedback from a wide range of consultations with academic staff, support staff, PhD researchers and MA students are presented below. We first list a set of key objectives and recommendations, which we consider as high priority. These and other recommendations are elaborated further in the Action plan with specification of targets, time frame and responsibility (as was stated in the Terms of Reference). We realize that the Action Plan is not yet complete and urge IB to hold further consultations in order to finalize it with the optimal support from all corners of the ISS.

6.1. Objectives

- ISS is committed to improving diversity across the institute and within its governance bodies. In particular, it will seek to address the under-representation of women and staff with a Southern background in senior academic and administrative roles.
- ISS will strive to implement and comply with all EUR-wide, national, and international equality and anti-discrimination rules and legislations.
- ISS will recruit candidates with the merit, potential and motivation to contribute to the ISS community, regardless of age, disability, race, nationality, gender, religion, sexual orientation, marital status, parental status or other personal circumstances.
- ISS will promote an organisational culture of positive awareness of diversity addressing issues of implicit bias in all interactions within the ISS.

6.2. Policy Recommendations and Action Plan

Priority recommendations:

1. **Immediate action to redress imbalance of women/staff from southern background in senior academic, administrative and management positions.**
2. **Immediate action to make ISS disability friendly.**
3. **Set up the institutional structure/team charged with overall implementation and monitoring of this policy, and responsible for publishing an Annual Diversity Report to monitor progress on the Action Plan.**

Action Plan: ISS Diversity and Equality Objectives and Targets 2016 -2018

Objective 1

The ISS aims to address the imbalance in representation of women and staff from Southern backgrounds in senior positions by increasing the proportion of women and staff from Southern backgrounds at all levels of senior academic, administrative and management positions.

Areas of Focus	Actions to Progress	Progress Targets	Time Frame	Responsibility
Women and Staff from Southern background	1. Establish a promotion Plan for women and staff from Southern backgrounds. Supportive actions: to help these groups fulfil the promotion criteria, possibilities for joint PhD supervisions, joint publications, and rotating leading positions among junior and more senior colleagues should be offered.	<ul style="list-style-type: none">• 50% of all professors are women and of these, 50% are with a Southern background• At least 30% of professors are from Non- Dutch/Southern background• 50% of all associate professors are women and of these, 50% are with Southern backgrounds	2015-2018, if targets not achieved by 2018, affirmative action should be considered.	FCC/IB
	2. Career development - Collect and examine/compare data on the career progression of women and men, and staff from Southern/Northern background across the ISS; identify and respond to trends or issues that may impede or	Review recent promotion decisions, including through interviews Use exit interviews to monitor why employees leave the organisation.	By end 2016	FCC/HR

	improve career development (e.g. are women and staff with Southern background not applying for promotions or are they just not being selected?)	Make sure an independent staff member (e.g. HR advisor) will have these conversations.		
	-Monitor the uptake and outcomes of the training programs at the EUR/ISS (mentor/leadership etc) for indications of whether the scheme helps to improve progression for women and staff from Southern background	Prepare an overview of staff who have participated and their career progression,		
	Actively seek to widen the pool of applicants for senior promotions with the aim of increasing the number of women/staff from southern backgrounds applying	Encourage all qualified staff to apply		
	Offer all employees an independent mentor, who is not their direct supervisor to help in making effective career choices	start by making inventory of eligible faculty and train them; this could also include staff at other EUR social science faculties		
	Identify the needs with regard to care obligations by both	Check to what extent needs are addressed in existing measures as		

	men and women, and staff from diverse cultural backgrounds that could hamper career advancement and address them.	found in the Collective Labour Agreement (e.g. parental leave and care leave) and in the possibilities for flexible work times, working from home (e.g. longer term obligation to care for one's parents not addressed in care leave regulations). Support a greater gender balance in child care by creating an environment which is supportive of men taking paternity (parental) leave.		
	Ensure that the promotion criteria for all academic staff measure the scientific output according to the time available to produce it.			
	Address the gender bias in students' course evaluation as found in the paper by Natascha Wagner, Matthias Rieger and Katherine Voorvelt	Consider using another or at least more than one indicator to measure teaching performance used in promotion		

	presented at the 2015 Jos Mooij Annual Teaching Day ³⁸	decisions		
	Ensure diverse management teams			

Objective 2

ISS will strive to implement and comply with all EUR-wide, national and international equality and anti-discrimination rules and legislations

Areas of Focus	Actions to Progress	Progress Targets	Time Frame	Responsibility
Compliance and Recognition of Diversity	Publish an Annual Diversity Report to monitor what has been done and what needs to be done	Set up the institutional structure/team in charge of monitoring progress in this Action Plan		
Disability	Infrastructure to enable wheelchair access: structural additions/changes to the building All buildings, elevators, public toilets and lecture halls should be accessible for the disabled, i.e. wheelchair accessible, and all rooms, floors, and lifts should be labelled also in Braille.	Identify and invite a specialized organization to conduct a disability - assessment for ISS (contact Stichting Studie en Handicap who work specifically for HE institutions and can conduct assessments, advise, support individuals) Review the decisions taken in the context of the current renovation, check options to make front entrance wheelchair accessible despite monument		

³⁸ N. Wagner, M. Rieger, K. Voorvelt (2016), 'Gender, ethnicity and teaching evaluations : Evidence from mixed teaching teams', ISS Working Paper No. 617, March (available at: <http://repub.eur.nl/pub/79869>). Overall, women are 11 percentage points less likely to attain the teaching evaluation cut-off for promotion to associate professor.

		status of the building Identify and apply for government grants to offset costs of retrofitting building to become handicap compliant.		
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Objective 3

ISS will recruit candidates with the merit, potential and motivation to contribute to the ISS community, regardless of age, disability, race, nationality, gender, religion, sexual orientation, marital status, parental status or other personal circumstances.

Areas of Focus	Actions to Progress	Progress Targets	Time Frame	Responsibility
	Selection Committees to actively identify a range of suitable candidates (e.g. by using our network of alumni, current staff members for spreading the vacancy) for vacant posts, who are then encouraged to apply, to ensure a continuous search for those from under-represented groups			
	In all recruitment material it must be clear that the ISS encourages applications from candidates from under-represented groups	Consistent use of the text agreed on by the taskforce and HR		
	Increase the ISS' attractiveness for future employees and students	Explore if there are any Dutch external bodies that support		

	from under-represented groups	organizations to improve their diversity policies especially with regard to recruitment, such as the ' Two Ticks ' disability scheme in the UK or the Stonewall Workplace Equality Index to measure LGBT inclusivity.		
	Explore the possibilities of including diversity requirements in the hiring procedures used by TempoTeam and other agencies ISS uses to hire temporary staff			
Recruitment	At least 30% of members of each selection committee should be from underrepresented groups (female, with Asian, African or Latin American cultural background, with disability, from lower ranks of staff, younger).			
	Generalize/institutionalize the recent positive experience with having parallel interviews conducted by PhD researchers			
Recruitment	Offer training programmes in diversity expertise (including dealing with unconscious bias) to all (current and potential)			Coordinate with Project Manager Diversity at EUR central

	members of selection committees. ³⁹			level, as such trainings are being considered by other faculties.
Interview	Ensure Equal opportunity in interview procedure, e.g. if one candidate will be interviewed by skype then all others should be too, even if they live nearby, to avoid bias. Ensure English is used with all candidates.			
Interview	Ensure at least 50% of long and short listed candidates are women and at least 25% with a Southern background			
Appointment	Ensure the use of the guidelines for advancing the number of female full professors at the EUR. ⁴⁰	Create awareness; Make people responsible (chair of advisory appointments committee). Make sure IB checks the extent to which the guidelines have been adhered to. When the guidelines have not been adhered to, the nomination		

³⁹ LUWP p. 10: A diversity expert is a member of the academic or support staff who is aware of the way in which implicit prejudices (with respect to gender, ethnicity, etc.) influence the assessment of candidates.

⁴⁰ http://www.eur.nl/fileadmin/ASSETS/po/Chairs_Professors_EUR_2012.pdf, p.24.

		<p>should not be approved.</p> <p>Set up the same kind of guidelines for other underrepresented groups besides women.</p>		
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Objective 4

ISS will promote an organisational culture of positive awareness of diversity addressing issues of implicit bias in all interactions within the ISS.

Areas of Focus	Actions to Progress	Progress Targets	Time Frame	Responsibility
Research	Include monitoring/criteria on diversity within research teams, the awarding of fellowships etc.	Incorporate in the RQA protocol for ISS, and in the ISS research policy		
Research	Ensure diversity in research teams	Make inventory of diversity/gender balance in research proposals – e.g. number of applications submitted by men vs women; then perhaps decide to develop an incentive policy targeting those who are underrepresented		

Disability - Education	<p>-For visually impaired students, the following measures should be taken⁴¹.</p> <p>-hire someone or ask a volunteer to show the person around ISS and student housing in the first few days</p> <p>-provide the course readings in accessible formats (in 2009, we worked with Dedicon for this)</p> <p>-one or two computers in the library and IT rooms should be equipped with speech program to read out text for the visually impaired</p> <p>-arrange a short training for teaching staff on how to adapt their teaching style (in 2009, we worked with Visio)</p>	Develop clear guidelines for teaching support and academic staff to prepare for arrival of visually impaired students		DREA
	Create an atmosphere of trust for disability disclosure, e.g. dyslexia			
Address care	Ensure child care needs of staff	Install at least one baby		

⁴¹ Most of these measures were used to accommodate a visually impaired participant in the GOV diploma in 2009, but they were apparently not institutionalized.

needs	and students are addressed	changing station in the building, preferably not in the women's toilet to make it accessible to all fathers/male caregivers as well.		
Discrimination	Awareness raising of codes of conduct, complaints procedures and anti-discrimination and anti-bullying trainings	Decide on whether this should be mandatory or not Consider initiating a series of brown bag lunches, discussion panels, or debates.		IB with HR and counselling team.
	Awareness raising on diversity and implicit bias	Decide on whether to include this in existing trainings, or make it a requirement for every employee and try to evaluate this as a competence during the P&D cycle (by asking staff to provide a critical self-reflection) Identify appropriate training materials e.g. e-learning. Identify or develop a survey tool that could provide a baseline measure for diversity/inclusivity awareness at ISS which could be tracked over time		
Education – discrimination	assess the effectiveness of teaching practices for a diverse group of students, focus on didactic and unequal treatment of students			
Education	Include diversity in the ISS			

	education policy and accreditation reviews.			
Education - awareness	Consider including a module on diversity in the Jos Mooij Annual Teaching Day.			
PhD researchers	Address the concerns of PhD researchers who feel discriminated against because they can no longer work as TRAs nor do they get bursaries as other promovendi. They fear that after they graduate they won't be able to compete with Dutch and European PhDs, and that they will graduate with a disadvantage (lack of teaching experience)	Offer more opportunities to PhD researchers to advance their careers.		
PhD researchers	Ensure their views are represented in all major committees and decision-making processes at ISS, e.g. on housing policy			
Organization culture- celebrate achievements	Establish an ISS Diversity Award or ISS "Intrapreneur" Award, similar to The Erasmus Network of Female Professors (ENVH) Athena Award for employees who make exceptional efforts to support female talent (awarded			

	<p>for the first time in 2015), but extend it to supporting diversity in general, and for which support staff and PhD researchers can be nominated as well.</p> <p>Promote ISS nominations to the Athena Award in collaboration with the EUR Chief Diversity Officer</p>			
The Public Face of the ISS	Communication about the ISS diversity policy on its website	Develop the website		
	The ISS's image in all public relations communication output should match the objectives of the diversity policy. In particular, the parts of the website aimed at potential students should be worded to make those with disabilities feel welcomed and encouraged to apply (this could include giving the contact details of a relevant staff member).			Public relations team
	Ensure diversity in speakers and participants at public events.			Public relations team

Appendix 1. Terms of Reference

TOR for taskforce Diversity Policy at ISS

Context

In some parts of the world, the past several decades have seen various policy interventions to further the emancipation of women and to strive for the inclusion of a diverse population in agenda-setting and leadership in order to achieve more just and prosperous societies.

Our university has taken up the diversity challenge and the following passage from Impact and Relevance 2014-2018 (the EUR strategic plan) sets out the plans in this respect as follows:

“EUR is convinced that education and research flourish most when they involve scientists who represent a variety of viewpoints, cultures, knowledge and experiences. EUR thus strives for a diverse mix of staff members. To create ‘impact by diversity’, EUR will focus in the coming years on gender diversity, as well as increasing the number of international entrants. EUR will thus aim for a more balanced male/female ratio among its staff. Agreements with faculties will be recorded in covenants concerning the advancement of female scientists, concentrating on the appointment of professors and the promotion of women in PhD positions to *tenure tracks* and later UHD positions.”

The gender diversity target to be achieved by 2018 is stated thus: “A more balanced gender ratio amongst scientific staff: the UHD-ratio reflecting the ratio in UD/PhD.”

The university has also formulated a 2018 target pertaining to the international diversity of the EUR student body: “15% international students at EUR (initial students in BA+MA 2012: 12%).”

ISS has made a commitment to go one step further than the plans outlined in the EUR strategic plan and intends to draw up its own diversity policy. Development experiences vary all over the world because of different contexts in which they take place. Attention for diversity is thus a prerequisite for good development studies. A focus on diversity will therefore be a key component of the organizational policy of ISS over the coming period. An explicit diversity policy will be drawn up embracing both academic and support staff in the course of 2015. It will take into account the importance of diversity in the broad sense, including gender, race or ethnic origin, religion or belief, age, disability, and sexual orientation. The policy will set measurable targets so that progress can be tracked.

The assignment for the taskforce is to build upon the existing diversity policy and contribute to a culture of inclusion at ISS. They will:

- Gather and analyze existing documents (a.o. CIRI gender policy) and practices within ISS but also within EUR, similar institutions (national & international), and analyze the current state of affairs related to developments in the field of diversity;
- Develop recommendations for improving the diversity policy;
- Develop measurable targets; and
- Set up a concrete action plan to implement the policy and ensure targets will be met.
- Be an ambassador for diversity and stimulate inclusion in the ISS organization.

The task force will consult with relevant actors from within the ISS and EUR community during the process so as to ensure that the resulting recommendations enjoy broad support within the institute and the Erasmus University.

Composition

A task force will be appointed by the rector, consisting of one member of FCC, a member appointed by IC, one member of the Support organization (appointed by the Institute Director) and two other individuals. In addition, the HR adviser will bring in relevant expertise and support the diversity task force in the role of secretary. Care will be taken to ensure that the task force is of diverse composition. The task force members need to be able to play the role of ambassador.

Planning:

- The task force will commence work in May 2015.
- The report will be ready by September 2015.
- The policy will be presented in IB on 24 September 2015.
- The advice of IC will be requested in October (15).
- Final approval and implementation is planned no later than December 2015.

The task force members will remain ambassadors for diversity in ISS and support a culture of inclusion by continuously ensuring the topic is taken into account and developed further into our organization and way of working.

C. Roovers

May 2015

Appendix 2. Summary of the recommendations by the initiative on career development for women at ISS

Initiative on career development for women (Sylvia Bergh, Rosalba Icaza Garza, Karin Astrid Siegmann and Georgina Gomez). Notes from the meeting with ISS Rector, 30 November 2012.

Recommendations:

- Set up a working group: research on issues regarding women's careers at ISS & plan concrete measures to address those issues.
- Raise awareness about specific gender policy in research programs.
- Explore management tools to make 'invisible' work 'visible'.
- Explore mentoring system, with mentors from other EUR faculties.
- Develop a clear policy on sabbaticals.
- Ensure gender awareness in the post-reorganisation Management Team.
- Be clear about career possibilities at ISS & pay attention to female talent.
- Explore the possibility to implement the EUR's policy: relief from teaching duties after maternity leave.
- Explore the idea of organizing an event with ENVH for ISS female assistant professors (UD's).

Appendix 3: CIRI Gender and Diversity Policy

(Draft ideas, April 10, 2013)

Rationale

- The Netherlands prides itself to be a highly egalitarian society. This includes the strong weight given to gender equality in public discourses and policies. Yet, with only 13 per cent female professors in the Netherlands, the country ranks at the [bottom Europe-wide](#). This is reflective of the current lack of career opportunities for female scholars and academics of non-Western origin in academic positions in the Netherlands.
- The Erasmus University Rotterdam (EUR) of which the ISS forms part started a [diversity programme](#) in 2007. Objectives include the increase in the share of women and staff members with a non-Western background. Amongst others, a network for female professors ([ENVH](#)) was established. In the EUR publications of part-time academic staff – which are often female staff on maternity leave - are rated so as to take into account the fact they do not work full time. Furthermore, in 2009, the EUR signed the [Talent to the Top Charter](#). Its goal is to achieve an increased intake, mobility and retention of female talent in top positions in the Netherlands.
- While the ISS, being part of EUR and, hence, a Dutch university, it also is an *international* institute of higher education. This has to be a significant impetus for an ISS-wide engagement in promotion of the principles of gender equality and diversity in career development of its staff.
- The present draft CIRI Gender and Diversity Policy is to be seen as a pro-active contribution to translate these efforts at the level of the EUR into the specific context of the ISS.

The CIRI Gender and Diversity Policy is concerned with:

1. the presence and empowerment of female scholars as well as scholars from non-Western backgrounds within CIRI;
2. the presence of gender and intersectionality as analytical tools and topics in CIRI research, i.e. sexuality, ethnicity, race, class and age are all seen as crucial intersections in the context of today's social, political and economic relations; a critical approach to gender that includes masculinities (to avoid equating 'gender' with 'women');
3. the development of specific gender and diversity-related indicators as a measure of CIRI's success.
4. Finally, the CIRI Gender and Diversity Policy aims at catalyzing progressive change in the wider ISS.

1. Presence and empowerment of female scholars as well as scholars from non-Western backgrounds within CIRI's activities

- Within CIRI, a 3-5year plan of promotions should be developed for young female scholars as well as scholars of non-Northern background with supportive actions

from the CIRI leader/management team and the wider group of CIRI colleagues. Initial ideas for such supportive actions could include the joint PhD supervisions, joint publications, rotating leading positions among junior and more senior colleagues, etc.

- A mentoring system should be put in place within CIRI, especially focusing on career development for young female scholars. In an experimental phase, this could involve inputs from external experts as well as tapping internal experience regarding how to set up a mentoring system.
- In the composition of the PhD body of researchers, as well as to PhD supervisory teams, attention should be paid to the presence of female researchers within CIRI affiliated PhD projects.

2. Gender and intersectionality as an analytical tools

- A strong and obvious contribution to gender, sexuality and intersectionality is the presence of SRI and its attention to intercultural knowledge production, organization and action around sexualities, reproduction and embodiment within CIRI.
- Concerns for gender justice, women's empowerment and sexualities, and use of gender and intersectionality, as well as other methodologies that respect diversity, should be mainstreamed in all strands of CIRI and CIRI members' research; masculinities should also become an important part of gender perspectives;
- CIRI members could engage in a number of activities and practices that will enrich the present research and perspectives. Among them could be joint publications and seminars in which the CIRI members who specifically focus on gender and sexuality could help colleagues in thinking how to include those perspectives in their work.

3. As a result of adequate attention paid to points raised under 1. and 2. the indicators related CIRI evaluations should reflect concrete targets regarding gender justice and diversity

- a specified number of female scholars moving from a RA to a RI profile;
- a specified number of CIRI publications and events (such as conferences, seminars etc.) with an explicit emphasis on gender and diversity, women's empowerment and sexualities;
- a specified number of PhD projects using gender and diversity as analytical tools, as well as those directly related to justice and empowerment of women and sexual, racial and other minorities.

4. Inspiration for the wider ISS

- Preparations for any wider ISS Gender and Diversity Policy should be informed by a committee (i.e. small group) consisting of women and men who are directly impacted by the Policy, and familiar with gender and diversity as policy and analytical tools (and not be drafted by IB).

- In its recruitment and career development policies, the ISS should ensure diversity on the basis of gender, ethnic and regional background amongst ISS academic and support staff;
- In a self-reflexive manner inspired by feminist epistemology, we should investigate academic culture and learning environment within the ISS from the perspective of gender and diversity. CIRI members, and other concerned staff could offer a starting point for this analysis.

Appendix 4. Dutch Laws on Equal Opportunity and Equality

Act for The Netherlands Institute for Human Rights (WCRM)

This law applies since 1 October 2012. With this law, The Netherlands Institute for Human Rights is founded. Tasks, abilities, composition and working methods of the institute are fixed by the law.

Equal Treatment Act (AWGB)

This law (since 1994) consist of general rules providing protection against discrimination on the grounds of:

- Religion
- Political opinion
- Race, ethnicity, and/or cultural background
- Sex and gender
- Pregnancy
- Nationality
- Sexual orientation
- Civil status

It is possible to ask for protection from the act, if discrimination occurs in the following areas:

- Labor: for example, treatment on working place, recruitment, mediation, dismissal, working conditions and promotion.
- Products and services
- Membership of an union
- Social protection

Equal Treatment in Employment Act (Age Discrimination) (WGBL)

This law (since 2004) has to protect people who are discriminated against on grounds of age in the following areas: labor, membership of an union, and education.

Act on equal treatment on grounds of disability or chronic illness (WGBH/CZ)

This law was founded in 2003 and protects citizens who are discriminated against on grounds of disability or chronic illness. The law obliges to make effective modifications for disabled or chronically ill persons.

It is possible to ask for protection from the act, if discrimination occurs in the following areas:

- Labor: for example, treatment on working place, recruitment, mediation, dismissal, working conditions and promotion.
- Membership of an union

- Education
- Residence
- Public transport

Equal Treatment in Employment Act (Men and Women) (WGB)

This law (since 1980) forbids discrimination on grounds of sex and gender in labor: in labor agreement, working conditions, promotion and dismissal.

Act distinction appointment (WOA)

According to this law (since 1996), fulltime and parttime employees should be treated equally by their employer.

Act distinction contract type (WOBOT)

According to this law (since 2002), employees with a permanent contract and with a temporary contract should be treated equally by their employer.

Appendix 5. Best practices at other universities

While much could be written about diversity policies at other universities,⁴² the focus here is on Leiden University,⁴³ which has drawn up a Diversity and Inclusivity Work Plan 2014-2016 (with an average budget of 250,000 Euros per year). This was preceded by a process in which a vision on diversity was developed (2011-2012), resulting in a position paper. This served as the basis for a policy memorandum and agenda adopted in 2013 and covering the period until 2016. On this basis, a Diversity Officer was appointed by the Executive Board on 1 January 2014, the first such officer at a Dutch University (followed by the VU in Amsterdam in autumn 2014). The officer then developed the above-mentioned Work Plan at the central level, which faculties are asked to use to develop their own work plans. The Faculty Boards are responsible for implementation. The plan includes two tracks: one aiming at inclusivity via generic measures which all students and staff members can benefit from (e.g. career support for staff), and one track focusing on specific groups for whom the academic context is currently less attractive and promising (e.g. female staff members, minority groups on the basis of sexual orientation). Its main objectives are to promote gender equality through the appointment policy; to promote study success for students; to achieve a balanced, visible position for women in research; and the promotion of its diversity expertise, e.g. in academic staff training programs.

A good review of the issues and solutions taken in European and American universities and research councils can be found in: **Structural change in research institutions: Enhancing excellence, gender equality and efficiency in research and innovation.** Report of the Expert Group on Structural Change. Chairperson: Inès Sánchez de Madariaga, Rapporteur: Tiia Raudma, European Commission, EUR 24905 EN (2012), Available here:

https://ec.europa.eu/research/science-society/document_library/pdf_06/structural-changes-final-report_en.pdf

⁴² For example in the US, UCLA has launched the Office of Equity, Diversity and Inclusion, on July 1, 2015, see <http://equity.ucla.edu/>

⁴³ <http://news.leiden.edu/dossiers/diversity-dossier/diversity-dossier/diversity.html>

Appendix 6. Notes from consultation meetings

Informal meeting with selected academic staff with expertise on gender & diversity

18 February 2016, ca. 2 hours, present: 8 staff members

The report should be stronger on:

- Recommendation to refer to the trusted persons, thermometer and RI&E reports to highlight that discriminatory behaviour runs along gender and hierarchical lines
- Diversity policy and measures are needed not just to become a better organization but also to remove pain.
- Diversity is about representation and discrimination. Important to argue the urgency of addressing discrimination which has resulted in under-representation;
- Unconscious/implicit bias –agreed to be important
- Important that the policy stresses the urgency of addressing diversity needs since lack of attention will result/continue unfair treatment, discrimination, and inequalities. Professors should also be ethnically/culturally diverse. IB also needs to be diverse recognising of course that there also have to be people in the IB who are able to navigate the Dutch institutional landscape etc effectively, which is difficult for an outsider.

We need more people with non-western knowledge bases to better know our biases. Could refer to 'cultural intelligence' as concept, presented in Inge Hutter's inaugural lecture – maybe in the preamble.

Some recommendations could be formulated more strongly: e.g. 'if after three years of having this policy we have not reached our diversity targets in recruitment, then we should use affirmative action.' Annual reviews should be done.

Other specific suggestions:

-Add section on organizational culture: Inclusive leadership is needed, and we cannot have a policy on diversity without referring to the organizational culture and competences – these are linked.

Recruitment and selection:

Who decides on selection committee membership in the first place?

We could also use CERES more consistently to advertise vacancies.

Or perhaps those recruiting do not want to enlarge the pool as they already have a candidate in mind?

Good experience recently where separate interviews with candidates were held with academic staff and PhD students

Perhaps there is a general problem of The Netherlands no longer being attractive for people outside of Europe?

Some personal characteristics may be illegal to ask, but legal to declare.

Need for these new values to be reflected in recruitment and promotion criteria, is different from academic quality and societal relevance criteria..

Related to this, refer to the work by some in ISS to make the STAP form more gender-sensitive to account for 'care' and other tasks which are mostly taken on by women but not recognized. Some argued for getting rid of the STAP system altogether, or at least

to question the norms and ask for management to tell us how they came about/what they are based on.

Western-centric norms are also reflected in leave regulations, e.g. only a few days are given to arrange care for one's parents even if in some cultures it is not the norm to put parents in a home or leave them only in the care of paid carers.

Some find it difficult to take the full maternity/paternity leave allowance due to work pressures. Rules and regulations need to be flexible to address also the needs of diverse staff, including by non-Dutch staff members.

ISS would be more attractive as an employer to potential applicants who would consider relocating to NL if these needs were addressed. Other principles such as flexible commuting, and childcare for student' family should also be considered (further discussion on this highlighted that this was not simple and required a lot of resources which in the present climate would not be feasible).

Performance and Promotions

Leadership that builds community should be rewarded, rather than individualistic behaviour. Link between diversity and inclusion, importance of having more team-builders, competence in team-building. Co-authored publications should be valued more.

While learning Dutch is expected and in some cases even required, one cannot enter the time for this in the STAP form, so it is expected that staff do this in their free time.

Consider adapting the course teaching evaluations to eliminate gender bias.

In general, a lack of appreciation is felt and the New Year's speech should be used to celebrate achievements.

Need for more downward accountability

Other points

How about the ISS budgeting process – is it gender/diversity-responsive?

The building should be made more accessible, there should be a ramp at the front entrance for wheelchairs but also prams (or suitcases).

PhDs are also part of the ISS community and should fall within the scope of this policy; as should temporary research fellows, visitors, guests etc.

Notes from the 3201 research methods course group presentations on the theme of diversity

19 February 2016, from 14:00-16:30

Every group was asked to use a particular research method

The deadline for the reports is Monday 14 March so after that we might be able to cite from some of the reports, especially the group working with documents.

Survey: potentially interesting findings but better to wait for report to see if the data can be used at all.

Qualitative interviewing: low diversity in terms of gender, European white males dominate decision making; Erasmus University is reinforcing Dutch language monopoly; lack of policy on disability.

Document analysis: historic analysis using ISS annual reports etc: no conscious effort was found to bring about diversity; only in the late 1990s came the need for a gender audit, age diversity, and more women.

Some diversity in teaching and learning materials.

More diversity in ISS Board of Trustees.

Our draft policy could be clearer about the added value of more diversity.

Observation: only limited mingling of students and staff was observed.

Meeting with Dr. Isabel Hoving, Chief Diversity Officer at Leiden University

8 March 2016, ca. 1.5hrs

Leiden is part of LERU gender working group (with Oxford University, Leuven etc); are all struggling with diversity.

Equality Charter Units (based on Athena Swan initiative), are really effective in the UK, they help to create guidelines on how to build effective gender equality. The Board of Director members have to send a letter of personal commitment to diversity. This started first in the STEM fields but now expanded to humanities and social sciences. Gender Equality Charter and Race Equality Charter; and can achieve Bronze, Silver, and Gold Awards.

Access is then given to public resources to implement diversity and inclusion measures. You need to have a very sound system of M&E, and publicity plays a key role. Need a lot of HR resources for this.

e.g. King's College on the website: promoting excellence through equality, is not just window-dressing.

Support from the top is needed, is the case in Leiden (see recent NRC next interview with Rector).

Need to have clear goals and agree on them, should be ambitious.

E.g. in Leuven they agreed that half the professors should be women, so they set up a monitoring system with intermediate targets to make sure they get there within the time frame; need to calculate how many to hire by when, how to get them, which ones are ready to be promoted (model used in Tromsø, Norway).

Diversity training is important but the effect of training in implicit bias disappears after a few weeks.

How to measure other aspects of diversity, e.g. sexual orientation? they are also struggling. But are using the staff surveys and job satisfaction surveys to include questions on career possibilities. But in Leiden, the results did not show a big discrepancy between men and women even though it was known that women were very frustrated at the lack of opportunity etc; this came out in focus groups. people did not fill it in as were afraid that it would be used against them.

Hoving is arguing for using an excellent survey tool used in Brandeis and Oxford with 37 questions but need to overcome internal lobby/bias for using a certain provider etc.

Need for an integrated plan and then move and focus on a few things.

First need to make sure that the data is there (baseline) and measuring/monitoring system in place.

In Leiden they use the graph showing the 'leaky pipeline' which is effective to show the issue.

It is hard to talk about causes for this leaky pipeline; in Oxford they made a list of all of them ; such as implicit bias and combination of small factors all adding up, it starts as students (lack of role models etc), issues of work-life balance, and perception of women: women do like competition but not within their own teams, but with other departments etc. And women do take risks! but are not rewarded and find it harder to deal with jealousy.

In Leiden, they have agreed on two main goals: improve study outcomes and careers for bicultural students; and make staff selection/recruitment procedures which are gender neutral or at least gender sensitive.

For the second goal, they hired someone who is observing the behaviour/decision making of selection committees, and it turns out that even those who think 'I'm a good guy' still make biased decision. Everyone should get a training, and they are developing 25 steps that the selection committee needs to take to ensure a gender-sensitive outcome. One needs to leave one's intuition at home and follow the guidelines mechanically!

In Leiden, every faculty was asked to prepare a diversity plan, 5 out of 7 have done it till now. In each faculty, a diversity coordinator is appointed, in some this is an HR staff, in others a full professor, or a team, but they only get little official time for this task. There is some resistance and the tendency to park this issue with one person; Hoving meets all the faculty coordinators once a month to follow-up and the exchange between them is useful; she advises them to create a network around them.

How about ISS idea of 'Ambassadors'? Hoving thinks it's better to define concrete tasks.

Having a series of seminars and trainings is good but effect disappears fast so it's better to connect them to specific tasks such as sitting on a selection committee.

Need discussion on the hard goals.

Best approach is to transform the problem into a positive notion of how they want to be as a faculty; e.g. link diversity and excellence, struggle against nepotism; and more collaborators in research can get more EU money and change the culture.

Need to emphasize collaboration rather than competition.

Need to work with people's desires and needs, e.g. to have a safe and accessible work environment.

Leiden has now established clear complaints procedures with regard to sexual harassment.

She encouraged us to use the thermometer and RI&E etc reports to cull the facts/data from it in terms of creating a baseline, so that we can show improvement.

Need male allies, e.g. in faculty of sciences, they got the CEO of IBM to speak about this at a seminar.

Leiden diversity policy is now in it's 3rd year; first year was devoted to making the plans, 2nd year to put in place the coordinators and infrastructure, lots of meetings; and now 3rd year will be used to professionalize, to find ways to measure effectiveness of awareness trainings etc.

Are also doing a lot of qualitative work on the obstacles.

The selection procedures are not yet improved, it takes a lot of time to put in place the 25 steps.

Are expanding the focus groups to see what works.

Hoving would be interested to include members of ISS Taskforce in a diversity network that she is thinking of establishing.

Meeting with support staff

9 March 2016, ca. 1,5hrs. Present: app. 8 colleagues

First impression of the draft report

- The covenant says ISS wants to go one step further than the EUR diversity policy. What makes that this report is 'one step further' in comparison with the EUR policy?
- In the report, intersectionality is promoted, but still, we focus on gender and national background. We have to make more explicit that we see limitations for an intersectional approach, and explain why we focus on specific diversity aspects. Or indeed give intersectional recommendations.
- Page 19: also collect data on men, so it will be comparable.
- We should also focus on measures that already exist on maternity/paternity and care leave.

Feedback on recommendations

Awareness raising

- Agreement on the recommendation to raise awareness of codes of conduct etc for all the ISS staff. They think cultural differences should be taken into account. They are wondering if the trainings do have effect, so the trainings should be linked to concrete actions.
- Also improve the visibility of these documents.
- Different perspectives on making trainings compulsory or should staff be cordially invited. One participant thinks that make it compulsory is not in line with the flexible culture within ISS. Another participant thinks that that, and the fact people will not agree with it, should not be an excuse to not make it compulsory. Example of anti-harassment seminars about 10 years ago (Martin knows), was very effective. Cultural differences became very clear.
- We should invest in the quality of the trainings.
- Agreement to organize seminars, but we also have to have supporting systems.
- Agreement on inclusion of competences in ISS P&D form, but they think it is very difficult to measure competences regarding diversity. Need to give examples for the kinds of behavior which staff could reflect on there (e.g. making sure meetings are conducted in an inclusive way as something that every staff can contribute to, as not everyone will be on selection committees etc).
- Enthusiastic about the diversity award. Preference for an ISS award besides the Athena Award of EUR. It should be rewarded based on the effort somebody put

in diversity, on top of his/her work. They want to get rid of the 'academic bias', that only academic staff has the opportunity to do this (as part of their jobs).

- Idea of intrapreneurs instead of entrepreneurs. Intrapreneurs are persons within ISS who are aware of specific diversity issues and will work on it. The award could be called like this to get away from 'diversity' which may have a too narrow focus.
- An annual Diversity Report would be very useful (could be similar to the Annual Social Reports written in the past; such reports are mandatory for any organization in the NL but this is now done at EUR central level so ISS does not need to have one anymore).

Recruitment

- There may be a bias in HR to hire Dutch support staff, simply because the paperwork is so much less
- We can make people aware of their implicit biases, but we have to change the work structures. How to do that?
- In the selection committee there have to be strong persons who can fight the opinion of the head of the committee. Sometimes the other committee members don't agree, but the head of the committee gets his/her way nevertheless.
- HR has to give advice to IB and the management on recruitment. They have to remind the management on diversity issues and aspects.
- We should use a flowchart that you have to fill in (about diversity aspects) before sending the report of the selection committee to IB (idea based on our sharing of Leiden efforts to create detailed guidelines for selection committees).
- Ensure policy is translated into actions (per year).
- Make clear the business case of diversity.
- Invite external bodies/organizations on LGBT, disabilities etc. for a talk about their recommendations on recruitment. For example: COC?
- And check UK government policy (Gov.uk) on recruitment and disabled people – have checklists.
- Think about who should take responsibility for this issue of diversity in recruitment – should it be HR?

Career Development

- Adjust promotion criteria also for support staff. Currently there is very limited opportunity to grow and promotions only happen if one applies to a vacancy that is on a higher salary scale.
- There is an assumption that everybody wants to be on top of their field, but it's not the case for every individual. Some people think it is also important to spend time with family etc. It's important that everyone has the possibility to choose for a career and/or family. For those who want to get promoted, the possibilities should not be blocked by for example discrimination.

- Some think we have to train staff to continuously develop themselves, also to prepare them well for jobs outside ISS (e.g. training on computer skills etc), too many people are stuck. Other people think that that will not be the answer, because implicit bias and discrimination do also exist in the labour market more generally (e.g. difficulty to find a new job when you are above 50).

Accessibility

- Michel explained that the ramp at the entrance cannot be built due to the monument status of the building, and the steep angle of the stairs; but now there will be a bell at street-level which wheelchair users can use to contact reception who will show them the way to the back/side entrance (loading dock); this entrance will be cleaned up and made look nicer, and there will be cameras so the reception can see if someone needs help. But there was agreement that this is still not the best solution as it would be best if everyone can enter from the front entrance (ramp may also be needed for those with prams or heavy suitcases).

Discussion in Research Committee meeting

10 March 2016, app. 30 minutes

- Include ethical reasons to the text about the importance of diversity.
- The focus is still too much on gender diversity - "Risk of getting hijacked by the gender diversity agenda"
- We should also think about and consider intra-national cultural diversity.
- Should also mention the tension between hiring to meet diversity conditions and the quality of applicants; and the gap between what may be good for the institute (meeting diversity conditions) and what may be good for the research group
- Question if data is reliable (small numbers of staff), and the effect is significant.
- Positive reaction on the assignment of mentors to employees. The formal system of promotion criteria differs from the practice. A mentor can help an employee with this. Also question could be raised about this system.
- Diversity issues on cultural background because of different academic interests (Europeans and North-Americans work more on development studies).
- Double pressure on career development: 1) because of distribution of staff in the ranks (more professors than associate professors), 2) because of gender/diversity systems.
- Not only glass ceiling, but also sticky floor.
- For PhDs we should give more information on housing. For PhDs who come with family and kids it's more difficult to find housing than single PhDs.

Meeting with major convenors

14 March 2016, 9:45-10:50

Present: two convenors and three taskforce members, one of whom is acting as deputy convenor (written input was received from the other convenors but not presented here)

Leaky pipeline issue does not seem to be addressed in the recommendations, the onus is mostly on the candidate and not on management

Need for some (external) qualitative research on why people are leaving

Diversity: don't spend too much time on definition, most importantly: don't penalize someone for not fitting in.

Diversity of staff who act differently is good for any organization, will make it more effective.

Having 61% of full professors being Dutch – do they think differently?

Spend more time developing solutions than focusing too much on problem definition.

Need to set hard targets: trajectories i.e. promotions should reflect staff numbers.

Leaky pipeline issue should be highlighted more.

Need a target to make the entire building 100% disabled access, e.g. toilets, braille.

Report should give mostly hard targets and not too many 'soft bits' like trainings as management will focus on the latter and not on the hard targets.

e.g. include a target that 50% of interviewed candidates must be women or from certain origin.

Impossible to do this for sexual orientation or disability (unless visible) so target could be about ISS becoming a member of certain networks/accreditations etc to make ISS more attractive to these groups.

Discussion on teaching evaluation bias against women: in the more recent tenure-track contracts, an average score of 4 is needed for promotion. Women have a 11% smaller chance of getting this score than men; but this is an average impact, some women may suffer more than others. And in any case, this translates to needing 4 A publications in the previous year to even out this bias.

Conclusion: staff performance evaluation should not be based on only one measure/question. In any case, most staff get a 4, there is very little variation. But beyond these effects, there are others e.g. choice of female staff to co-teach with male colleague or not, or psychological effect of regularly getting lower scores than men. Recommendation: to eliminate this teaching score as a promotion criteria, but find other ways of evaluation, or to add 10% to teaching scores of women?

If we rely on so many numbers (teaching, research profiles, STAP), then it means ISS is not doing well in evaluating people in general, and women are more prone to lose out in 'bean-counting'. Evaluation tools are important here in so far as they affect diversity.

They are biased towards certain outputs.

The signal of having so many Dutch professors is that only the Dutch nationals are qualified.

Perhaps need more research to find out why staff left, contact those who left and/or retired HR colleagues (also to find out what happened to the 2003 Gender policy).

But a lot of how people feel is already known, need to cite RI&E report.

Dutch language training as a recommendation: agreement to eliminate it as it is sending the wrong signal, as if it is needed to succeed in ISS. The training should be offered but on a voluntary basis (i.e. not part of P&D meetings and forms), to help people integrate in NL if they wish to do so.

Recommendation to train the non-Dutch on how to apply for research grants and funds; this could be part of the mentoring recommendation. This is similar to what PhD students are being offered, network of Young Professionals that allows them to meet key stakeholders in the Ministries (e.g. Foreign Affairs).

The EUR mentorship program is good but it is only for female assistant professors and should be made available to men as well.

Meeting with PhD and MA students

14 March 2016, from 14:00-15:40, present: app. 8 MA students and PhD researchers

Agreement that including a Dutch language course won't help with diversity.

PhDs are sometimes considered as staff and sometimes as students.

What is the purpose of the policy? Diversity in hiring only? Diversity is also about inclusion.

Be careful to distinguish between the principle and target of diversity. Stress intrinsic value first, then the instrumental one.

The policy should also be about bringing about a certain mindset and attitude in those who are already here.

PhDs feel discriminated against because they can no longer work as TRAs nor do they get bursaries as other promovendi. Fear that after they graduate they won't be able to compete with Dutch and European PhDs. They will graduate with a disadvantage (lack of teaching experience). It seems the problem is mainly that ISS would have to apply for a different visa to enable PhD students to work as TRAs.

Diversity is about recognizing the needs from different groups, e.g. PhDs, MAs, and staff.

Strong interest to be represented on diversity taskforce but also to have more voice on other committee/matters e.g. the housing policy was not shared in advance.

We could translate this into a target in our recommendations, e.g. not to have any committee without PhD representative in ISS.

Should housing be part of the diversity policy? Perhaps if we make it part of other needs such as child care that need to be addressed.

The problem with housing policy is that PhDs are not allowed to share rooms with children; there is a need for more diverse rooms, but ISS has little voice in this given DUWO's dominance.

There is a gender-bias in the taskforce's definition and some essentializing language which does not address the need for an intersectional approach/view.

Not only more women but also class, race, sexual orientation, disability.

Need to push for disabled access through front entrance.

Some LGBTs feel discriminated against at ISS.

Need to create an environment where people are safe; e.g. there was a case of a dyslexic staff member but he/she did not dare to speak about it.

Scholas has a gender committee with whom the taskforce could work.

Diversity is only a problem if people are treated differently. It does not depend on nationality.

PhDs observe the injustices in promotions which is very discouraging for them, they see the (glass) ceiling, which makes them lower their expectations for their own career paths after graduating.

MA students referred to the 3201 assignment on diversity, encouraged the taskforce to refer to the findings.

What is the value of having a diverse staff for MA students? Does it matter if their diversity is reflected in the staff or not?

Yes, it is important both in terms of creating a cultural connection and feeling of belonging, as well as in terms of role models for those who aspire to an academic career.

But many students also come to ISS in order to learn from Dutch approaches to social/developmental problems. The NL also has a multicultural society.

Finally, some questions emerged about the status of this policy and what are its enforcements mechanisms?

The students asked to include the numbers of the PhDs in the table of staff to complete the picture. The 'leaky pipeline' (glass ceiling) makes the PhDs feel that there are no incentives for them to continue their careers at ISS.