Best practices for diversity and inclusiveness

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Best practices from FSE & β-faculties from the rest of the NL!

Platform Physics collected data & best practices from 4 NWO institutes & 10 universities

• Very interesting numbers:

**International BSc students** - % large for English taught programmes (30%)

**Female ‘Dutch’ BSc students** – VU champion with 39%, majority approaching 20%

**International MSc students** - English taught programmes; UU champion with 31%, several around 20% but also below 10%

**Female ‘Dutch’ MSc students** – VU & AMOLF champions with 26%, many ≥ 20%, no one <10%
• Very interesting numbers:

**International PhD students** – typically ≈ 50-60%

**Female PhD students** – more international than Dutch, typically ≈ 20-30% total

**International postdocs** – typically ≈ 75%, Nikhef 100%!

**Female postdocs** – many ≥ 30% total but very few Dutch.
• Very interesting numbers:

**International staff** – nearly everywhere >30% (Nikhef 100%, Differ 60%; LEI, RUG, RU 50%)

**Female staff** – 8/14 below 20%

**International staff in leadership positions** – only 5/14 said yes

**Female staff in leadership positions** – only 5/14 said yes
Beautiful input on best practice!

• Strong engagement everywhere to hire more women
• Many examples where we can all learn from

➢ Job advertisement text checks RU, Differ,…
➢ Guide for recruitment procedures with checks, ex. RUG
➢ Training for selection committee members, such as ‘Mindbugs and Gender Bias’ and ‘Diversity Proof Selection’ at UT.
## Job announcements

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
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<tbody>
<tr>
<td><strong>Organization Description</strong></td>
<td><strong>Organization Description</strong></td>
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<tr>
<td>1. We are a dominant, award winning faculty</td>
<td>1. We are a community of scientists committed to...</td>
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<td>2. Our ambition is ..</td>
<td>2. Our hope is...</td>
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<td><strong>Qualifications</strong></td>
<td><strong>Qualifications</strong></td>
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<tr>
<td>1. Can interpret blueprints and schematics</td>
<td>1. Ability to analyze blueprints and schematics</td>
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<td>2. Ability to work independently</td>
<td>2. Capable of working with minimal supervision</td>
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<td>3. Challenges others</td>
<td>3. Motivate others</td>
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<td>4. Leader in your field</td>
<td>4. Role model in your field</td>
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<tr>
<td>5. Recruit your team and determine their interests</td>
<td>5. Connect and sensitive to your team's needs.</td>
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<td>6. Understand our office hierarchy</td>
<td>6. Skillfully navigate our office hierarchy</td>
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Source: Gaucher, Friesen & Kay (2011)


Use this program to check your advertisement:
http://gender-decoder.katmatfield.com/
Onboarding

- **Help with two body problem**, special programme by UG: partners are considered internal candidates for open positions, special positions are created, alumni are recruited for help.

- **Learn about research landscape**: AMOLF distributes KNAW DJA booklet “A beginner’s guide to Dutch academia”. Also “Dutch Polder Model in science and research” essay by José van Dijck and Wim van Saarloos (KNAW) very useful. Zernike Institute assigns guardian angle to new staff member.
Onboarding

- **Learn about education system**: FSE Undergraduate and Graduate Schools have made an “Education Primer”; UvA’s web portal with background information for new teachers.

- **Learn about cultural differences**: Read this book!

- **Enter the Dutch research landscape**: Mentors at RUG and elsewhere who advocate for newcomer.
Support

- **Support for child care in extraordinary circumstances**: UG programme to finance extra expenses for child care when going to a conference or doing collaborative research abroad; also child care for visiting scientists & child care during conferences/workshops we organize. Contact: Frank Nienhuis (HR)

- **Life changing events**: UU’s female researchers four months of full-time assistance in getting their academic career back ‘on the rails’ when they return from maternity leave.
Trust

Communication has to be adapted
International staff often has problems to understand how things are communicated in Dutch society – communication is misinterpreted as lack of trust leading to frustration.

Group leaders often not well prepared for receiving international staff
UG has/had programme for managers of RFFs – needs to be expanded. FSE has R&D interviews for TTs with institute director & education director – maybe inspiration for other faculties?
Understanding cultural differences

- Supporting staff also needs diversity training

Supporting staff often not used to a “woman boss” or to a boss from a different cultural background and feels ill at ease.

This can result in unwelcome comments, snide behaviour, cases of different attitude of support staff towards majority/minority academic staff are relatively common.

Also cases of different behaviour of support staff towards PhD students/postdocs from different countries have been reported.
Understanding cultural differences

- Teaching can become more inclusive

FSE Undergraduate and Graduate Schools organize workshops on

- how to deal with students’ diverse backgrounds knowing what is typical of your own background.

- how to communicate with students with symptoms in the autistic spectrum

- how to improve your teaching material to help dyslexic students
Programme committees have to be made aware because it can affect promotions


“Taken as a whole, [our] results suggest that if female instructors want to obtain high student ratings, they must be not only highly competent with regard to factors directly related to teaching but also careful to act in accordance with traditional sex role expectations. In particular, ... male and female instructors will earn equal student ratings for equal professional work only if the women also display stereotypically feminine behaviour.”

See also Kristina M. W. Mitchell, Gender Bias in Student Evaluations (2018) doi:10.1017/S104909651800001X
What can you do yourselves?

- **Meet with your peers**
  PhD/postdoc councils
  At FSE TTs meet once per month to discuss issues the face and inspire each other.
  UG broad: RFF/female professors dinners

- **Meet with your co-nationals**
  Italian staff from UG & UMCG meeting every 6-8 weeks for an “Italian evening”, Greek staff had their first meeting in a restaurant...