

Diversity and Inclusion Work Plan

D&I Expertise Office
Leiden University

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1 Introduction

1.1 Diversity policy 2.0: from diversity to inclusion

Diversity and inclusion: core values of Leiden University

Leiden University stands for inclusiveness and diversity. It is open to everyone who wishes to study or work here and develop to their full potential. It is an open community in which anyone who wishes to contribute to its ambitions and all that it stands for can feel welcome and will enjoy equal opportunities.

Diversity and inclusion are important priorities at Leiden University. Our University community is diverse in many ways: we differ from one another in terms of ethnicity, gender, sexual orientation, health, religion, age, socio-economic background and other respects. The Institutional Plan emphasises that Leiden University wants to be an open community where students and staff feel at home. To allow this diversity to flourish, our University has to be truly inclusive. Leiden University has a societal responsibility to create a learning and working environment in which everyone can develop their talents to the full. An essential condition for achieving excellent academic education and research is an inclusive academic community.

In the five years since the D&I policy was introduced, diversity has become a well-established theme.¹ It is now much more self-evident to expect a representative gender balance in senior positions and the number of female full professors and administrators is growing. There are [POPcorners](#) (“first-year support points”) in the faculties of Social & Behavioural Sciences and Humanities and another was recently created in Governance and Global Affairs. POPcorners offer individual advice, workshops and a community, for instance to students with a migration background and first-generation students. With the internationalisation of study programmes, most of the faculties are seeing a rapid rise in the number of international teaching staff and students.

As a result of this increase in diversity and diversity awareness, there is a growing need for expert advice, guidelines and instruments to assist in addressing diversity issues. Educational programmes want to promote diversity in their student intake and to adapt their information and recruitment materials accordingly. Teaching staff have questions about how to actively include diverse experiences and perspectives in their syllabi and during lectures. Successful completion of studies remains a key focus: internal figures show that many study programmes still have a higher drop-out rate and lower completion rate for students with a non-Western migration background than for other students. Study programmes, boards and committees are increasingly aware of the insufficient diversity at all levels and the importance of role models for students and staff of different backgrounds. The open questions in the 2018 Personnel Monitor also reveal that women and members of ethnic (and other) minorities more frequently report that they encounter unpleasant

¹ An overview of the history, the previous policy plans and the Diversity and Inclusion Policy Review (2018) is given in Appendix A.

situations in their work environment or experience unacceptable behaviour. COVID-19 is also having an unequal impact on students and staff, because they have different personal and home situations and not everyone has access to the same resources and networks. Addressing the inequalities resulting from the coronavirus crisis is an issue of great urgency. Promoting equal opportunities requires more than just good intentions: expertise, concrete procedures and a range of instruments are needed to enable staff, study programmes, institutes and faculties to take effective steps.

Various racist incidents have occurred recently at Leiden University, clearly demonstrating the urgency of broad expertise and expert interventions in the area of diversity and inclusion. These incidents show that racism is not just a matter of individual behaviour but that its origins are structural. It is not about personal intentions but rather about ingrained structures, practices and behaviour patterns that cause inequality and exclusion. These need to be researched, recognised and addressed. To effectively combat unequal opportunities, various forms of exclusion and particularly racism within the organisation, we need structural measures, a specific infrastructure and expertise on these issues.

The same message can be heard at all levels of the University community: diversity and inclusion are important and relevant issues. The wide range of people who are interested in these themes shows that it is both desirable and necessary for us as an education and research institution to put our core values into practice, especially the core values of diversity and inclusion. It is a sign that the University community is trying to be a reflection of society; preconditions for this are diversity in representation and a guarantee of equal opportunities. This means that the central focus in the next phase of the D&I policy must be an inclusive approach.

Diversity is about the *presence* of students and staff with different experiences, ideas and perspectives. The University aims to reflect the diversity of society in such areas as ethnicity, gender, sexual orientation, health, religion, age and socio-economic background. The University's student and staff population has become increasingly diverse in recent years, but this does not mean that the University is *inclusive*.

Inclusion shifts the focus from the individual and specific groups to *the institution* and the *learning and working environment*. Basic requirements for successful performance are a learning and working environment where everyone feels at home, regardless of their background, and a climate where inclusion is the norm. An inclusive university is a learning and working environment where everyone can fully develop their talents.

1.2 Approach of the D&I Work Plan

Promoting an inclusive learning and working community where everyone can fully develop their talents requires an integrated approach. This approach must promote awareness and knowledge, and ensure that inclusiveness is incorporated in procedures and frameworks, that monitoring and evaluation take place, and that there is accountability for assuring equal opportunities and achieving these goals.

The D&I Work Plan gives concrete expression to the short- and long-term goals and the implementation of Leiden University's D&I policy. Putting the next phase of the D&I policy into practice will involve close collaboration with the service units, directorates, faculties and units. During the development of the Work Plan, the faculties, service units and directorates were asked for concrete input on how the Work Plan and this collaboration could take shape.

Key goals

The key goals of the D&I policy (section 1.4 and chapter 2) determine the direction to be taken by an integrated D&I policy in the *long term*. The faculties, service units and directorates have been asked to produce their own D&I plans, based on the central Work Plan and in coordination with the D&I Expertise Office. These plans translate the described goals to the workforce, naturally allowing room for variation; depending on the specific needs of the unit, specific emphases within the key goals of the D&I Work Plan can be selected.

From Diversity Office to D&I Expertise Office

Transforming the Diversity Office into the D&I Expertise Office (section 1.5 and chapter 3) is a *long-term goal* that will be further developed in 2020-2021 in collaboration with the faculties and service units.

The service units and directorates will be asked three questions: a) how can they themselves contribute to the key goals and effective implementation impact of the D&I Work Plan and what these require, b) how relevant are the proposed goals and projects to their own needs in the area of D&I expertise, and c) how can the D&I Expertise Office be structured to complement their role and tasks?

The faculties will be asked to strengthen their available D&I infrastructure by appointing their own faculty Diversity Officer (or similar role) with sufficient expertise and capacity, as described in section 3.2. The Expertise Office will assist the faculties in developing faculty-level D&I plans and designing interventions. The Expertise Office will also provide the faculties with the necessary expertise to implement them.

Pilot projects 2020

In the *short term*, the key goals of the D&I policy will be implemented in form of targeted pilot projects in 2020-2021 (chapter 2). The projects focus on developing expertise through time-limited pilots that offer support for urgent issues (see section 1.5). Guidelines, instruments and tools that are developed in the context of the projects will later be permanently integrated within the organisation. The precise way in which these projects are to be integrated in the existing organisation will be developed together with the service units in the coming period.

Putting the D&I policy into practice requires the cooperation and efforts of all units. The purpose of the policy is to fulfil Leiden University's core values and to resolve the issues faced by the various units. The D&I Expertise Office will support the faculties and units with expertise, advice and instruments as they implement their own policies. Crucial factors for successful implementation are, on the one hand, sufficient available expertise and capacity

and, on the other hand, commitment and a sense of ownership of D&I policy by the leadership of faculties, service units and other units.

1.3 From policy to practice

A positive finding of the Diversity and Inclusion Policy Review of 2018 was that clear progress had been made in creating awareness in the area of D&I over the past five years. At the same time, however, the Review also observed that a key focus area in the next phase of the D&I policy must continue to be its enduring impact. This second phase of the D&I policy therefore concentrates on strengthening the D&I infrastructure and the long-term integration of the D&I policy within the organisation. The policy also focuses on effecting a cultural change that will promote social safety and inclusion, and will translate D&I policy to the workforce.

How can we create an inclusive learning and working environment that attracts students and staff with diverse perspectives and provides them with opportunities to develop their talents? How do we ensure that different experiences are recognised, and that our environment is one that respects diversity and offers equal opportunities to all students and staff? Inclusion is about the very foundations of the institution: the structures, practices, staff and students. It is about change on a broad scale, from knowledge and awareness to changing the procedures and practices that result (often unintentionally) in inequality and exclusion. Inclusion is about more than just policy that is implemented here and there – it is about the whole of the institution, staff, students, institutional culture and codes of behaviour. If we are to promote diversity and inclusion, there must be a change in structures and everyday practice.

The following elements are important for an effective D&I policy:

- Promoting **knowledge and understanding** of the various themes that touch on D&I. It is crucial to have knowledge of key concepts (such as gender, racism and accessibility) and the origins and mechanisms of exclusion. Integrating D&I expertise in key roles and facilitating the development of expertise among administrators, staff and teaching staff are important principles for promoting an inclusive learning and working environment.
- An effective D&I policy needs **structures that create clear frameworks** for consciously promoting diversity and inclusion. Frameworks and requirements can be based on unconscious assumptions and can thus lead to advantages or disadvantages for specific groups. An important element of the D&I policy is to create clearer frameworks, guidelines, agreements and procedures designed to safeguard diversity and inclusion, and promote positive change.
- Cultural change requires a **change in perspectives and behaviour**. Reflection, dialogue and collaboration are key components of initiating and supporting concrete change. **Expert guidance** is an important part of this process.
- **Permanent integration** is needed to ensure that the D&I policy is firmly anchored within the organisation. This entails both a stronger **D&I infrastructure** and expertise in key roles at different levels of the organisation. In addition to committed administrators, experts and policy officers, and staff and student networks in the area of D&I, there must be **expert process consultants** at the faculty, department and institute level.

Best practice: The 'flag incident'

A racist incident, known as the 'flag incident', occurred at Campus The Hague in autumn 2019. It received media attention and was even the subject of Parliamentary questions. The flag incident was characterised by an effective approach, demonstrating the importance of the points listed above.

The fact that the faculty's diversity coordinator and the Diversity Officer were already in contact meant that action was quickly taken and was guided by the necessary expertise. The faculty's diversity coordinator played a crucial role in contacting and connecting with the stakeholders. The Diversity Officer provided the Faculty Board and other parties with advice on choosing a solution-oriented approach. In this way, not only the most important stakeholders but also the internal expert (Diversity Officer) and external experts were involved in formulating the approach. The incident was addressed by means of discussions and dialogues to enhance understanding and recognition, strengthen social relationships and promote an inclusive environment.

We can conclude that this approach comprised three elements: first, the presence of internal expertise in the form of the Diversity Officer (**knowledge and understanding**); second, the firm integration of D&I in the form of the connection and effective collaboration between the Diversity Officer, the faculty's diversity coordinator and the stakeholders (**D&I infrastructure**); and third, expert advice and guidance provided by internal and external experts (**consultancy and supervision of processes by experts**). As a consequence of the 'flag incident', the code of conduct has been clarified, a helpdesk will be established and awareness will be promoted by means of events and further professionalisation of teaching staff. This creates **structures and frameworks** that can help with permanently integrating inclusion within the Campus.

1.4 Key goals of the D&I policy

The new D&I policy will continue, expand and strengthen the key goals of the Diversity and Inclusion Work Plans from 2014-2016 and 2017-2018. To effectively promote diversity and inclusion at different levels, an *integrated* approach is required. Diversity and inclusion are not separate projects, but encompass a change process aimed at cultural change and structural change.

The D&I Work Plan determines the direction of the University's D&I policy. It presents concrete projects and activities in which the first steps towards achieving these key goals will be taken in the short term. Faculties will be asked to develop their own D&I policy within the goals outlined below, with an emphasis on taking integrated steps in all the work areas.

The key goals of the D&I policy are:

- **Students:** to increase (among others ethnic) diversity in the **student intake** and promote **successful study completion**, particularly in students with a migration background.

- **Education and learning environment:** to promote an inclusive learning environment through inclusive curricula, lectures and pedagogy.
- **Staff:** to promote diversity (in the areas of gender, LHBTQI+, disability and ethnic and cultural diversity) of staff members in all positions. To promote diversity expertise and inclusive leadership in all staff members.
- **Research:** to promote diversity of applicants and an inclusive focus of research.
- **Learning and working environment:** to promote an accessible and inclusive learning and working environment, with University publications and events giving attention to inclusion.
- To promote social safety and inclusion and to combat racism in the learning and working environment.

The key goals and their related activities and projects will be explained in more detail in chapter 2.

1.5 From Diversity Office to D&I Expertise Office

Following the recommendations of the Diversity and Inclusion Policy Review of 2018, the Executive Board advised that the Diversity Office should be transformed into a D&I Expertise Office, which will work with the service units and policy-making directorates to foster and facilitate D&I policy. Transforming the Diversity Office into the D&I Expertise Office and integrating D&I expertise within the organisation are *long-term goals*, which will be further developed over the next two years.

The D&I Expertise Office has the task of building and integrating D&I expertise within the organisation. The D&I Expertise Office will offer this expertise to the various units in the form of advice, guidelines and instruments. The faculties and service units will be expected to develop more ownership in implementing the D&I policy, making use of the expertise, guidelines and instruments that are offered by the D&I Expertise Office. A more detailed explanation of the envisaged role and organisational integration of the D&I Expertise Office will be given in chapter 3.

The D&I Expertise Office will publicise and facilitate the D&I Dossier within the organisation by building and promoting expertise at all levels of the University. Just like other areas of expertise, promoting diversity and inclusiveness and further implementing an effective policy require experience, expertise and a wide reach within the organisation. The fact that there are very few effective training programmes and instruments available in the Netherlands means that the transformation from Diversity Office to D&I Expertise Office also offers an opportunity to develop an expertise *centre* in the long term. This expertise centre will be able to lead the way in developing expertise in the area of D&I in the Dutch context.

Expertise development and experts

The available expertise in the area of D&I will also be increased in the short term by project-based hiring of external experts in specific work areas. These projects will be developed in 2020 in the form of pilots, and will be funded from the budget of the D&I Expertise Office. In 2021 we will explore the best way to permanently integrate this expertise.

The D&I Expertise Office wishes to work on the development of the following areas of expertise in 2020-2021:

- Developing a **D&I training programme** with a trainer who delivers expertise development in the area of **inclusive recruitment and selection** (implicit bias, inclusiveness) and can offer this on a broader scale than in the past (in collaboration with HR).
- Hiring an expert trainer who can deliver courses in the area of **diversity and inclusive education** (focusing on both the curriculum and teaching methods) for teaching staff, supplementing the courses currently offered by ICLON (in collaboration with ICLON).
- Hiring an **expert / consultant in the area of racism**, who can promote expertise in the form of workshops, and can also contribute to social safety and community building (in collaboration with HR).
- Supporting and fostering D&I expertise in the area of **education and research** among teaching staff and researchers, by providing advice and resources for D&I-related projects and activities (D&I Expertise Office).

The specific goals and projects will be explained in more detail in chapter 2.

D&I infrastructure in faculties and units

The D&I Expertise Office will have less responsibility for actually implementing D&I policy than the former Diversity Office. It is therefore essential for an effective D&I policy that we have a stronger D&I infrastructure to promote diversity and inclusiveness at the faculty and institute level. More D&I expertise is needed in the various boards, advisory committees and co-participation bodies to pick up warning signals, press for policy and ensure effective and expert implementation of D&I policy.

All the faculties now have staff members with D&I in their portfolio, who are working on the D&I policy with great commitment. However, it is difficult for them to implement D&I policy without clarity about their role, tasks, required competences and expertise. These D&I staff members also need to have enough capacity available to facilitate D&I policy.

The Executive Board is asking the faculties to strengthen their D&I infrastructure by:

- Appointing a **D&I portfolio holder within** the Faculty Board and the boards of the institutes and service units, who puts the D&I policy on the agenda and monitors the implementation of the policy.
- Appointing **faculty diversity coordinators, or faculty Diversity Officers**, who have sufficient capacity (in FTE), expertise, freedom of movement and the necessary authority to formulate the faculty D&I policy and supervise its implementation. Diversity and inclusion are an area of expertise, not just an extra task. Diversity Officers are experts with a specific profile, who possess specific insight, experience and competences that go beyond knowledge acquired in a short training course. The faculties are asked to ensure that the necessary expertise and capacity are available to effectively encourage, guide and implement diversity and inclusion, working together with the D&I Expertise Office. The Chief Diversity Officer (at the central level) can, of course, advise the faculties on determining their approach and organising this role.

- Setting up **D&I Feedback Groups or Committees** within the faculties and institutes, which advise on D&I policy and issues and draw attention to aspects that should be addressed within the institutes and the workplace.

Governance

- The Diversity Officer will hold regular meetings with the Vice-Rector and **D&I portfolio holder in the Executive Board** and will provide them with advice.
- In autumn 2020 (October) the Diversity Officer will attend the **Management Board meeting** to discuss the faculty D&I plans with the Deans. Once a year, the progress reports of the faculties will be discussed in the Management Board meeting.
- The Diversity Officer will meet with the **Faculty Boards** once a year to discuss the current status and the collaboration. The Diversity Officer will also attend the **faculty Academic Directors' meetings** once a year to present the Work Plan and to give advice on the approach at the institute level.
- Once a quarter, the Diversity Officer will participate in the **Operational Management meeting** to discuss the progress and monitoring of the D&I policy.
- Twice a year, the **'Excellence through Diversity' Advisory Council** will provide advice to the Vice-Rector and D&I portfolio holder in the Executive Board about the progress of the D&I policy. The Advisory Council makes the link between the faculties and various areas of expertise.
- The Diversity Officer will maintain regular contact with **HR, Strategic Communication and Marketing (SCM), and the Student & Educational Affairs (SEA), Real Estate and Safety Affairs service units** about the developments in their specific work area relating to D&I.
- The Diversity Officer will hold regular meetings with the **faculty diversity coordinators / Diversity Officers** and meetings with the **faculty Diversity Committees or Feedback Groups** when requested.
- The Diversity Officer will assist and advise the D&I networks in performing their tasks.

1.6 Timeframe, decision-making procedure and meetings

Between March and June 2020, the draft D&I Work Plan will be submitted for discussion to the relevant bodies, experts and networks; that is to say: HR, SCM and SEA, the 'Excellence through Diversity' Advisory Council, the faculty diversity coordinators and the D&I staff and student networks. The Work Plan will then be presented to the Official Teaching Consultation (AOWB), Teaching Consultation (OWB), Operational Management Meeting (OBV) and Management Board (*Bestuursberaad*). The aim is for the Work Plan to be adopted by the Executive Board in June 2020.

After the central D&I Work Plan has been adopted, the faculties will develop their own faculty work plans, tailored to the specific needs of the faculty and units, and also in line with the broad framework of the central D&I policy. The faculties will document their policy and results in the form of progress reports, which will be discussed with the Diversity Officer once a year. The Diversity Officer will also be available to discuss topics relating to D&I policy with the institutes and to offer assistance with these.

Once a year (in June) the Deans will report to the Management Board about the progress of their faculty's diversity policy. The progress of the D&I policy will be evaluated by adding more D&I indicators to the Management Monitor and to the administrative agreements; these are currently being developed. The 2021 Personnel Monitor will also supply information about the level of inclusion and social safety in the working environment. The 'Excellence through Diversity' Advisory Council (new-style) will issue advice in April and October/ November each year about the current diversity policy.

2 Work areas, goals and projects

Sections 2.1 to 2.6 will give a more detailed explanation of the key goals that are central to the D&I policy, and will also describe the work areas of D&I Expertise Office, the projects relating to these and any additional agreements. Projects that will be executed in 2020 are described in separate textboxes. The envisaged organisational structure to support the D&I policy is explained in more detail in chapter 3.

2.1 Work area: Students

Goals:

- To promote **diversity in the student intake and improve successful study completion**, particularly in first-generation students and students with a migration background.
- To develop **inclusive information materials** and activities.
- Individually tailored support to promote successful study completion in the form of **POPcorners** ('first-year support points'; or a similar model) in all faculties.
- **Social safety, student wellbeing and combating racism** in the learning environment.

Some of the study programmes have observed a lack of diversity in their student intake, specifically of students with a migration background and first-generation students. The D&I Expertise Office, in conjunction with SCM, faculty C&M departments and interested study programmes are aiming to make the information materials and recruitment more inclusive. We are also investigating how we can make our information activities more suitable for these target groups.

This new goal follows from the question of how to support successful study completion in students with a migration background and first-generation students, an aim that was first introduced in 2014. Individually tailored assistance in the faculties ('POPcorner' or a similar model) will help to achieve this goal, and so too will continuing the initiatives that explicitly incorporate diversity and inclusion in University-wide communication, activities and events (EL CID and HOP introduction weeks, open days) for Dutch and international students. It is also desirable to encourage and support participation in international exchanges by students who are less likely to use this opportunity (especially first-generation students and students with a migration background). We will also continue programmes designed to provide information and to promote a sense of academic belonging in underrepresented groups ('Start je toekomst' [Start your future], ECHO Award) and refugees (Meeting Point). The Student Wellbeing Officer who will be appointed by SEA in 2020 will work with the D&I Expertise Office to improve the social safety and wellbeing of students. Provisions relating to social safety will be explained in the Staff section.

Project: Training programme on inclusive recruitment and information materials

A training programme with an external communications expert, providing a basis on which to develop concrete guidelines for reaching students with diverse backgrounds and inclusive language. The workshop will offer guidelines for use in other units within the University.

Initiator: D&I Expertise Office

Partners: Pilot study programmes, staff members of SCM and C&M at the faculty level

Timeframe: Training programme: spring 2021. Implementation in other units: 2021. The D&I Expertise Office will facilitate the training programme in collaboration with the units concerned. The results and guidelines will then also be offered to other units, in collaboration with SCM.

2.2 Work area: Inclusive Education

Goals:

- To promote **inclusive curricula** and inclusive seminars and lecture courses.
- Teacher development in the area of **inclusive pedagogy**.

An important requirement for promoting successful study completion is an inclusive learning environment, which engages and motivates all students and offers them the opportunity to develop their full potential. If study programmes wish to increase the diversity of their student intake, it is important to give attention to the curriculum. The D&I policy therefore focuses particularly on developing courses, curricula and educational practices that take an inclusive approach.

First, it is important to work on incorporating inclusion in the approach, and to ensure that D&I topics are covered in lectures and curricula. Specific attention should be given to developing inclusive curricula, syllabi and course materials. The D&I Expertise Office will advise and support interested faculties, study programmes and networks in designing their activities, and will also offer support in developing resources that provide teaching staff with guidelines on promoting inclusion in their education.

The D&I Expertise Office will also further expand the range of courses for teacher development in the area of D&I. The ICLON has already successfully developed the 'Inclusive Education' module, which is taken by many University Teaching Qualification (UTQ) candidates and is a valuable addition to the offered courses. Now that interest is growing in topics such as racism and inclusive curricula, it is important to ensure that more expertise in the area of diversity is incorporated in the range of courses.

Project: Course on diversity and teaching methods

The D&I Expertise Office is proposing to develop a module to supplement the available teacher development courses in the area of D&I, working with a specialist trainer with expertise in the field of diversity and teaching methods. This trainer will also advise study programmes about inclusiveness-related subject matter in lectures and curricula. Good teaching is inclusive; the project is therefore consistent with the objectives of the Quality Agreements for education and the Vision on Teaching and Learning, and could also be used for the UTQ.

Initiator: D&I Expertise Office

Partners: D&I Expertise Office, ICLON, educational advisers

Timeframe: The D&I Expertise Office will organise the hiring of a trainer and the development of a course, in conjunction with ICLON. In 2021 the D&I Expertise Office and ICLON will together evaluate whether this course should be structurally incorporated in the course programme. The

course will be linked to learning pathways for teacher development in conjunction with HR.

Agreements in the area of education

- Diversity and inclusion of programmes will be checked in the form of **programme evaluations**.
- One study programme in every faculty will be asked to volunteer for a **pilot in developing more inclusive curricula** with resources and instruments (such as a curriculum check) offered and developed by the D&I Expertise Office.
- **Training programmes in the area of D&I will be offered for teaching staff**, both in the area of inclusive education and in the area of addressing racism.

2.3 Work area: Staff

Goals:

- To promote **diversity of staff members in all positions**, particularly in the areas of gender and ethnic diversity, and in sub-top, senior and administration positions.
- Visibility of **staff members with a disability**, attention to their inclusion and the accessibility of their working environment.
- To promote inclusive **recruitment and selection procedures** and a diversity-aware **appointment policy**. Information in the form of the **Inclusive Recruitment Toolkit**.
- To develop **in-house training programmes for expertise development** in the area of D&I and recruitment and selection, particularly for administrators, hiring managers and other managers.
- To promote **social safety**. To explore options for **collecting data** on social safety and diversity. To strengthen the **social safety system** with regard to D&I expertise and promoting inclusion and social safety.
- To develop a **helpdesk** and a protocol for **addressing racist incidents**.
- To develop a **language policy** that supports the inclusion of international staff members.

To promote successful study completion and an inclusive learning environment, it is essential that teaching staff are sufficiently diverse and have sufficient diversity expertise. Students need role models who can help to give them a sense of academic belonging and contribute to an inclusive learning environment. Diversity and ethnicity in the workplace are the focus of increasing attention at national level, for instance in the [Social and Economic Council report](#) 'Diversity in the Boardroom' (2019), which emphasises the importance of pursuing an integrated policy to promote cultural diversity within the organisation. In February 2020, the [Government](#) accepted the recommendations on achieving greater cultural diversity. Leiden University has taken major steps in recent years to promote a representative gender balance in full professors, and has started to extend this aim to promoting cultural and ethnic diversity in all positions. Some faculties have already included this aim in their D&I policy.

The D&I Expertise Office intends to offer the faculties and units the support they need to extend the diversity-aware appointment policy to all levels, with the aim of becoming a more representative reflection of society. This relates not only to gender diversity but also to ethnic and cultural diversity. Another key focus is working with a disability, with regard to both implementing the Participation Act and staff members with a disability who are not covered by this Act. To develop a diversity-aware career policy, it is also very important to raise the standard of diversity expertise in leadership positions.

An important requirement for promoting inclusion in selection and appointment procedures is an inclusive approach to recruitment. Examples of this could be inclusive job advertisement texts, placing job advertisements in a variety of networks, a professional and inclusive approach to selection interviews and job interviews, diversity expertise of chairs of search committees, administrators and staff members in leadership positions, and diverse membership of selection and appointment advisory committees. The Inclusive Recruitment workshop organised by the Diversity Office in conjunction with HR in January 2019 was attended by 50 staff members (including P&O advisers from the faculties), who acquired relevant knowledge in the context of inclusive recruitment and selection. The insights gained will be implemented in 2020 in the form of inclusive job advertisement texts and a Toolkit for inclusive recruitment and recruitment procedures.

Another key focus area is promoting the diversity expertise of staff members in all positions. To facilitate a wider reach of D&I training programmes, the range of courses offered by HR in the area of D&I will be expanded. A trainer will be appointed to regularly deliver training sessions, so that they can be offered more accessibly and affordably to all staff members. The D&I Expertise Office will also provide demand-driven tailor-made training programmes and workshops. A SPOC (Small Private Online Course) on diversity at Leiden University will be used at information sessions from spring 2020.

The Personnel Monitor (2021) will supply important data on belonging and social safety that can be used to promote inclusion. The D&I Expertise Office will hire a temporary D&I expert in the area of ethnic and cultural diversity to assist with creating a safe and inclusive learning and working environment. This expert's role will have three aspects: point of contact for questions relating to diversity (specifically ethnicity and racism); trainer in the area of diversity and inclusiveness (including ethnic and cultural diversity); and process consultant in the area of social safety. The primary goal will be to promote a sense of belonging and safety, supplementing the role of the confidential counsellors and the Ombudsperson. The incidents in autumn 2019 have created considerable demand for holding dialogues aimed at improving mutual relationships and social safety.

Project: Inclusive Recruitment Toolkit

The Toolkit is a manual containing tips and guidelines for aspects such as writing inclusive job advertisement texts, placing job advertisement texts, and dos and don'ts during job interviews. A draft version of the Toolkit is currently being developed by the D&I Expertise Office and HR, with feedback from the faculties. Before the Toolkit is implemented by P&O advisers and hiring managers, it will be distributed and explained to them through workshops and presentations, which will be delivered by the D&I Expertise Office in conjunction with HR. The D&I Expertise Office will also organise writing sessions for

producing standard job advertisement texts about the unit and the institution, in conjunction with the relevant P&O and communications staff members.

Initiator: D&I Expertise Office

Partners: D&I Expertise Office, central HR, HR departments in the faculties and institutes

Timeframe: Development of module: spring 2020. Implementation: autumn 2020-2021.

Project: Training programme on implicit bias

Expertise development in the area of implicit bias in recruitment and selection procedures is greatly needed. All administrators, managers and hiring managers should be aware of implicit bias. Staff in several faculties and institutes have completed intensive training programmes. Bias training programmes are particularly effective for groups and it is desirable to facilitate a range of these programmes on a structural basis.

The D&I Expertise Office proposes to set up a training programme in conjunction with an external expert who has successfully delivered training programmes at Leiden University, and to deliver it to internal participants. This will make it possible to offer training programmes to the University's staff members more quickly, easily and affordably.

Initiator: D&I Expertise Office

Partners: D&I Expertise Office, central HR, HR departments in the faculties and institutes

Timeframe: The D&I Expertise Office will develop the project in conjunction with HR and an external training agency. The training programmes will be offered free of charge to faculties and institutes in 2020-2021 as far as possible. They can subsequently be included in the range of training programmes offered by HR.

Project: Social safety, mediation and process consultancy for incidents

The D&I Expertise Office proposes to appoint a trainer / mediator in the area of social safety as a pilot project. This person will deliver training programmes relating to ethnicity and cultural diversity and promote solution-oriented social safety. A recent [report](#) published by the Dutch Students Union (LSVb) also emphasised the importance of expertise in the area of ethnic and cultural diversity in addressing unacceptable behaviour. The trainer / mediator will offer expertise that can supplement the social safety system in the area of promoting dialogue, community and social safety. Exactly how this will be integrated in the social safety system will be discussed when the developments relating to this system have become more concrete.

Initiator: D&I Expertise Office

Partners: D&I Expertise Office, HR, confidential counsellors, Student Wellbeing Officer (SEA)

<i>Timeframe:</i>	This project is a pilot. An evaluation will take place in 2021 of how this role can be integrated within the existing organisation. The D&I Expertise Office will arrange a suitable trainer.
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Administrative agreements in the area of staff

- Continuation of **administrative agreements** on gender-aware appointment policy and establishing a **new target figure for female full professors** and women in administration positions in 2021 (in the context of the new institutional plan).
- Work on monitoring the **number of international staff and Dutch staff with a migration background** in all positions.
- **Monitoring social safety** and inclusion by means of quantitative and qualitative research (such as the Personnel Monitor, conducted by HR) and making concrete agreements for improvement (assisted by the D&I Expertise Office). It is desirable to add specific questions that link social safety with D&I themes, for example about the social safety of female staff members and underrepresented groups. The approach to be taken in the Personnel Monitor is currently being developed, and HR will decide on this at a later date.

Expertise development programme

- **D&I in the range of courses offered by HR:** an Active Bystander training programme will be added to the range of courses offered by HR. A D&I/implicit bias training programme (currently being developed) will be integrated in the **Academic Leadership** and **Personal Leadership** courses.
- **Expertise development:** a range of D&I training programmes for confidential counsellors, HR staff, study associations and student associations, and demand-driven tailor-made training programmes facilitated by the D&I Expertise Office.

Other agreements in the area of staff

- Strengthening D&I expertise within the University by including **competences in the area of inclusion** in all job advertisements (such as inclusive and collaborative leadership, working collaboratively and inclusively with colleagues, inclusive education, D&I expertise within the professional field). Other examples could be to stipulate **inclusive leadership** as a key competence in appointing full professors and administrators (D&I Expertise Office, HR, faculties, Executive Board).
- Developing a more stringent **procedure for appointments**, to obtain a clearer picture of the diversity of candidates in the preliminary selection and appointment stages. The Inclusive Recruitment Toolkit can be used to support this (D&I Expertise Office, HR, faculties, Executive Board).
- Encouraging **senior university lecturer (UHD) appointments** on the basis of excellent teaching and work on **educational innovation in the area of D&I and inclusive excellence** (HR, faculties). This is also consistent with national developments relating to remuneration and rewarding.
- **Career policy:** producing guidelines for handling maternity leave and extension of tenure track. Introducing training programmes for managers and HR in holding interviews about work-family balance, health and disabilities in relation to career.

Information sessions for new staff members (HR in conjunction with faculties and D&I Expertise Office).

- **Staff website:** make it easier to find existing provisions and arrangements for working with a disability and D&I initiatives (D&I Expertise Office in conjunction with SCM).
- **Evaluation of gender-inclusive language use in information systems:** explore possibilities for an inclusive approach to salutations in the recruitment system, Personnel Monitor, student surveys, web forms, uMail and HR data (IM, HR, D&I Expertise Office).
- **Evaluation of code of conduct and transgressive behaviour:** to promote social safety, clear boundaries should be drawn with respect to transgressive behaviour, especially racism, and the consequences attached to this clarified. The Expertise Office will explore the possibilities for this in 2020-2021.

2.4 Work area: Research

Goals:

- To produce a **gender balance** inventory when submitting research proposals (faculties).
- To encourage diversity, inclusion and innovation in **research proposals**.

Important steps towards diversity and inclusion can also be taken in the area of research. Studies have shown that women submit fewer grant proposals and that on average less funding is awarded to female researchers. This potentially has consequences for both their academic careers and the content of research and education, since greater diversity among researchers promotes more diversity of perspectives, innovation and inclusion in research and education.

The D&I Expertise Office aims to actively encourage research proposals in the area of diversity and inclusion and research proposals from underrepresented groups (including women). It is also very important that diversity expertise is available to the committees that evaluate research proposals.

Project: Knowledge and awareness of inclusiveness and research

The D&I Expertise Office will organise talks, events and workshops and offer advice to encourage inclusiveness and research in various disciplines.

Initiator: D&I Expertise Office

Partners: D&I networks

2.5 Work area: Accessible and Inclusive Learning and Working Environment

Goals for accessible buildings:

- To increase knowledge, awareness and support in relation to students and staff with a disability with regards to **facilities**.
- To improve the **physical accessibility** of University buildings.

- At least one **all-gender toilet** per building.
- At least one neutral **quiet room** per faculty.
- To improve the **nursing rooms** ('lactation rooms') so that they comply with the legal standards.

Goals for inclusive communication:

- To encourage **inclusion in the image** presented by University communications and websites.
- **D&I expertise development** in communications departments.
- To raise the profile of the **D&I Dossier** with an updated web page, social media and the Leiden Inclusion Blog.
- To improve **digital accessibility**.

An emphasis on inclusion involves focusing on the physical and digital accessibility of the learning and working environment, inclusive internal and external communications and the University's image as an inclusive learning and working community. In the context of the Barrier-Free Studying Project Plan (SEA), an inventory was made of the accessibility of education buildings and potential improvements are being addressed. Building on this, the D&I Work Plan 2020-2021 will mainly concentrate on accessibility for staff and topics that are not covered by the Barrier-Free Studying Project Plan, particularly all-gender toilets, nursing rooms and quiet rooms.

Envisaged outcomes of the Barrier-Free Studying Project Plan (SEA)

The outcomes of this project relate to the following topics:

1. Proposal for better logistics in the area of examination facilities. An inventory was made and a policy proposal has been written for improving examination facilities.
2. Better accessibility of buildings. An inventory was made of the current accessibility and facilities in the University's buildings. A plan has been produced on the basis of this, aimed at eventually making it possible for students with a disability to independently enter University buildings and move around the buildings.
3. Better accessibility of online education, websites and digital tools. An inventory was made of possible ways to improve Leiden University's digital accessibility, with an overview of the expected costs.
4. Increasing the expertise of student counsellors. Knowledge about studying with a disability will be increased and guidance improved by training and providing information to teaching staff, student administrations, Boards of Examiners and student counsellors (such as study advisers).

One of the key goals of the D&I Work Plan is to improve the physical accessibility of University buildings. Each University building will be equipped with at least one all-gender toilet (which is not the same as the wheelchair-accessible toilet). The D&I Expertise Office is also making an inventory of the facilities provided in the neutral quiet rooms and nursing rooms in the faculties and will produce a proposal for improving the facilities, visibility and accessibility of these rooms.

In addition, it is important to make clear agreements and formulate guidelines about what level of accessibility is desirable for current and future University buildings. Attention is also being given to increasing the expertise of staff members in the area of Real Estate. Finally, it is advisable to make it standard practice for diversity experts and students and staff members with experiential expertise to attend user meetings of new building projects. This will allow issues in the area of accessibility to be included in the Schedule of Requirements and in the layout of buildings.

An inclusive image in the area of communication at University events can not only increase diversity in the intake of students and staff but also help to promote a sense of academic belonging and create an inclusive University community. The University should increase the visibility of facilities and services, including nursing rooms and quiet rooms, confidential counsellors and the Ombudsperson. The D&I Expertise Office will explore, together with SCM, how D&I expertise can contribute to an inclusive image of the University and at University events. In view of the important role played by websites in providing information, efforts should also be made to improve digital accessibility.

Project: Making an inventory of all-gender toilets, neutral quiet rooms and building accessibility

The D&I Expertise Office is working with a student assistant on making an inventory of the current all-gender toilets, neutral quiet rooms and building accessibility. The Real Estate service unit will use this inventory as the basis of a proposal for implementing improvement of these facilities.

Initiator: D&I Expertise Office
Partners: D&I Expertise Office and Real Estate, faculties
Timeframe: Making inventory and calculation: spring 2020. Implementation: to be decided later.

Project: Updating web page of D&I Expertise Office

Transforming a Diversity Office into a D&I Expertise Office calls for an updated Diversity Dossier web page. This will place more emphasis on making connections and providing information (resources, networks, points of contact for various issues). The update will also include the strategy relating to the newsletter, social media and a blog. Based on a proposal of the D&I Expertise Office, a student assistant will be asked to implement these modifications.

Initiator: D&I Expertise Office
Partners: D&I Expertise Office and SCM
Timeframe: Proposal in conjunction with SCM: spring 2020. Implementation by student assistant: before September 2020.

Other agreements and guidelines in the area of building accessibility:

- Formulate **guidelines** on the accessibility of education buildings and workspaces (Real Estate, D&I Expertise Office and Access & Support Platform).

- Include at least one staff member with experiential (or other) expertise to attend **user meetings** for building renovations and new building projects (Real Estate, D&I Expertise Office and Access & Support Platform).
- Promote **expertise** in the area of accessible architecture and facilities (D&I Expertise Office in conjunction with an external expert).

Other agreements and guidelines in the area of inclusive communication:

- Help to raise awareness by developing and promoting **D&I-related content** for the University's news, messages and social media (organised by D&I Expertise Office in conjunction with SCM and C&M).
- Organise a **D&I panel** about D&I and communication (once or twice a year) in conjunction with SCM and faculty C&M departments (organised by D&I Expertise Office).
- D&I expertise development in the form of a range of D&I training programmes for communications staff and development of tools and **guidelines for inclusive communication** (organised by D&I Expertise Office). See also the project involving a training programme on inclusive recruitment and information materials (2.1).

2.6 Monitoring and administrative agreements

The impact of the D&I policy will be monitored in various ways:

- *Successful study completion and diversity in student intake:* reports on key figures (IM/HR) with information about students' drop-out, completion rate and academic success, broken down according to migration background, prior education and pre-university education (VWO) grade.
- *Diversity-aware appointment policy:* reports on key figures with information about the percentage of female staff members, nationality and position (IM/HR).
- *Working environment and social safety:* the 2021 Personnel Monitor will provide insight into how the University's staff members perceive the working environment (HR).
- The D&I Expertise Office will conduct *policy-oriented research* on various D&I issues relating to ethnicity in the workplace (D&I Expertise Office).
- *Inclusive education:* programme evaluations will include a question about D&I, to obtain information about the inclusiveness of the learning environment. The results will then be discussed in the annual programme reports. The D&I Expertise Office can assist the Programme Committees in their survey of the learning environment, at their request (Strategy & Academic Affairs).

3 D&I Expertise Office

Since 1 January 2014, Leiden University has had an appointed Diversity Officer, who advises and assists the Executive Board, which bears final responsibility for the diversity policy. The Diversity Officer works with the D&I portfolio holder in the Executive Board and the faculties, directorates and service units to produce a central Work Plan, and advises the faculties in developing their own faculty work plans. The Diversity Officer is responsible for the measurement, monitoring and feedback of results.

The new D&I policy defines a more demand-driven and advisory role for the D&I Expertise Office. The emphasis lies on encouraging, publicising, advocating and facilitating D&I policy, and the D&I Expertise Office is less involved with its implementation. The D&I Expertise Office works closely with the various units and contributes to the development of faculty D&I work plans. Another purpose of the D&I Expertise Office is to engage, build and combine the D&I expertise available within the organisation to a greater extent. Experts in the various work areas will also be appointed to actively assist in promoting an inclusive learning and working environment and ensuring that D&I expertise is integrated within the organisation.

3.1 Core tasks of the D&I Expertise Office

The D&I Expertise Office has the following core tasks:

- **Promoting awareness and expertise** in the area of D&I by organising events, presentations, training programmes and workshops in conjunction with external (and internal) experts.
- **Providing expert advice** on various D&I issues within the organisation.
- **Researching** D&I issues within the organisation.
- **Developing a set of instruments** to strengthen inclusive procedures within the organisation, and providing guidelines for specific D&I issues.
- Ensuring that the D&I expertise is **structurally integrated more firmly** within the organisation by providing support to staff and student networks, D&I teams and coordinators.
- Developing **tailor-made support** and pilots focused on specific issues and bottom-up initiatives.
- Promoting **knowledge exchange and expertise development** by participating in national and international networks of Diversity Officers (National Network of Diversity Officers [LanDO], LERU EDI policy group, NADOHE).

3.2 Collaboration with faculties and service units

The collaboration and structural integration will be organised as follows:

- Appointing **faculty Diversity Officers** and establishing **D&I Feedback Groups** at the faculty level.
- Regular meetings with **faculty Diversity Officers/D&I coordinators** and faculty staff members in the area of HR and education who have D&I in their portfolio.
- At least one meeting a year with **Faculty Boards and Academic Directors** about the progress of the faculty D&I policy and demand-driven advice on D&I issues.

- **Regular meetings with representatives of HR, SEA, SCM, ICLON, Real Estate and Safety Affairs** about D&I issues and current projects.
- Collaboration with the **figurehead among the Deans**.

The D&I Expertise Office proposes that each faculty should appoint a **faculty Diversity Officer**, who will play a central role in publicising and advocating the D&I policy within the unit. This faculty Diversity Officer will advise the Faculty Board and will facilitate and monitor the implementation of the D&I policy. Given that a coordinating role of this kind already exists in most faculties and units (in the form of diversity coordinators and/or staff members with D&I in their portfolio), this primarily involves strengthening the role. Up to now, this role has never really had enough capacity and opportunities to effectively facilitate the D&I policy. To ensure that D&I activities are prioritised, it is important that D&I should be the main task of this staff member (for example, 0.6 FTE). Necessary conditions for implementing the faculty D&I policy effectively are expertise in the area of D&I, policy and process guidance, and enough capacity and authority. The role of faculty Diversity Officer will ideally be positioned within the Faculty Bureau. To avoid confusion, the Diversity Officer at the central level can now have the title Chief Diversity Officer.

The (Chief) Diversity Officer will hold regular meetings with the faculty Diversity Officers and diversity coordinators for the purpose of exchanging knowledge and developing the D&I policy at the faculty level. The faculty Diversity Officers and diversity coordinators constitute the link between the central policy and the faculty policy and will play a crucial role in implementing the D&I policy in the next phase. The Diversity Officer will meet with the Faculty Board once a year to discuss the development of the faculty policy.

The (Chief) Diversity Officer will work closely with HR, SEA, SCM, ICLON, Safety and Real Estate on developing the D&I policy. The (Chief) Diversity Officer will have regular meetings with staff members of the service units with D&I in their portfolio and will work with them on developing projects in work areas that have interfaces with the service units.

Following the recommendation of the Diversity and Inclusion Policy Review (2018), a *figurehead* among the Deans has been designated to serve as a ‘sounding board’ for the Diversity Officer, to strengthen the policy’s enduring impact and to fulfil an exemplary role among the administrators.

3.3 Expert groups and networks within Leiden University

Leiden University has the following networks in the area of D&I:

- **‘Excellence through Diversity’ Advisory Council** (new-style).
- **D&I Feedback Group** (students and staff, central).
- **Networks for students and staff:** Access & Support Platform (ASP), LGBT+.
- **Staff networks:** Sophia Women’s Network, Leiden University Diversity and Equality Network (LUDEN).
- **Student networks:** Afro Student Association, Space to Talk about Race (STAR), Middle East and North Africa Student Association (MENA).

To further attract experts in the area of D&I, the ‘Excellence through Diversity’ Advisory Council will be transformed into a central expert and advisory body, made up of academic experts and specialists from the service units and Administration and Central Services. The Advisory Council will provide advice on the D&I policy to the Vice-Rector.

The **D&I Feedback Group and the staff and student networks** make an important contribution to promoting awareness about various D&I topics and community building. They also have an important advisory role and constitute a link between the workplace and the D&I policy at the faculty level and central level. The D&I Expertise Office also works with them in the area of image development and communication. Once a year they have a meeting with the Vice-Rector. The D&I Expertise Office will continue to make resources available in the 2020-2021 period for activities of staff and student networks and will offer Leiden University experts and students the opportunity to contribute to the University’s D&I policy. The D&I Expertise Office will also provide demand-driven professionalisation training programmes for the networks.

Finally, the D&I Expertise Office will make resources available within its own budget for **pilot projects of diversity experts** within the University that contribute to the D&I policy.

3.4 National and international D&I networks

The D&I Expertise Office participates in the following networks:

- **National networks:** ECHO expertise centre, Dutch Network of Women Professors (LNVH), National Network of Diversity Officers (LanDO), Workplace Pride, Diversity at Work (DiB), Data and Diversity working group.
- **International networks:** LERU (League of European Research Universities) Equality, Diversity and Inclusion policy group, National Association for Diversity Officers in Higher Education (NADOHE).

The D&I Expertise Office is a member of several national networks in the area of D&I and regularly participates in peer feedback (‘intervision’) sessions. The Diversity Officer is the chair of the National Network of Diversity Officers and initiates the development of relationships with national and international organisations with which it shares common goals. National and international networks contribute to knowledge exchange, expertise development, collaboration in the area of research and policy development.

Appendix A

History and context: the Diversity and Inclusion Policy Review (2018)

The Diversity, Equal Opportunities and Inclusion Work Plan of 2020 builds on the 2014-2016 Diversity and Inclusion Work Plan, the outlines of the 2017-2018 Work Plan and the report of the Diversity and Inclusion Policy Review of July 2018. The Diversity and Inclusion Policy Review was discussed in 2018 with the 'Excellence through Diversity' Advisory Council, in consultation with the faculty diversity coordinators, and with the University Council, the Management Board and the Executive Board.

The Review Committee, chaired by Prof. Huib Pols, observed that since the Diversity Office was created in 2014, its expertise and efforts have advanced the D&I policy within the organisation and have truly put this policy on the map. Leiden has one of the highest percentages of female full professors in the Netherlands, and both the students and teaching staff of many study programmes are increasingly culturally diverse in their background. Concrete measures have been taken at the faculty level to optimise the appointment of full professors and to support the successful study completion of students with a migration background. Some faculties have incorporated diversity in their organisation by appointing a faculty diversity coordinator and by including diversity in the tasks of staff members in the areas of education and HR.

The Diversity Officer has worked on developing national and international networks in the area of D&I by serving as the chair of the National Network of Diversity Officers (LanDO), encouraging contacts with the sister organisation National Association of Diversity Officers in Higher Education (NADOHE, US), participating in the LERU Gender (now EDI – Equality, Diversity and Inclusion) policy group and promoting collaboration with organisations such as the Dutch Network of Women Professors (LNVH) and the Dutch Research Council (NWO) in the area of D&I.

However, the Diversity and Inclusion Policy Review of 2018 also observed that a sense of ownership of the D&I policy has largely remained with the Diversity Office up to now, which means that the D&I policy has achieved only limited enduring impact. For the next phase, the Committee advises that administrative ownership should be placed more clearly with the Executive Board and the faculties, institutes and study programmes. Administrative ownership could be promoted by ensuring that the policy is placed more emphatically on the agenda in the administrative line to the faculties, appointing an administrative figurehead, and involving expert and high-profile full professors and other staff members in the D&I policy to a greater extent.

Following the recommendations of the Review, the Executive Board advised that the Diversity Office should be transformed into a central D&I Expertise Office. The role of the D&I Expertise Office will be rather to advise than to implement, and it will work on a more demand-driven basis in relation to the faculties, and in close cooperation with the service units and policy-making directorates (Administration Directorate: HR and IM; SEA, SCM and ICLON) in developing and facilitating the D&I policy in the various work areas. The D&I Expertise Office will concentrate on providing advice on D&I issues, encouraging and promoting D&I in the organisation, encouraging and supporting positive developments from the workplace, developing evidence-based instruments, conducting research on various D&I issues, and facilitating the faculties in designing their own D&I policy. The goals and activities of networks can be improved by further professionalisation.