Equity, Diversity & Inclusion work plan 2023-2025

Faculty of Humanities

Artwork by Jung-Hua Liu

Aurelie van 't Slot
14 June 2023
Approved by the Faculty Board on 20 June 2023

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Introduction

The Faculty of Humanities is committed to promote an inclusive learning and working environment, where all students and staff feel welcome and are supported to reach their full potential, irrespective of gender (identity), ethnicity, sexual orientation, ability, age, religion, or socio-economic background. Equity, diversity and inclusion are integral to the mission and vision of our Faculty.[1] Diverse experiences and perspectives enrich our classroom and strengthen our research and organisation. Our global orientation, broad (inter)disciplinary expertise and multiplicity of academic approaches allow us to better our understanding of cultures and languages in all their varied dimensions and diversity.

Fostering an inclusive environment that maintains and supports diversity, whilst respecting the need for freedom of inquiry and expression, has proven challenging. It necessitates individual and collective efforts and recognition of the difficulties and sensitivities inherent for all involved. Acknowledging, understanding, and tackling structural inequities will mean encountering many vulnerabilities and obstacles.[2] To succeed, it is vital that the responsibility of creating an inclusive and equitable environment is felt by everyone in our community. Equity, diversity and inclusion (EDI) is not a stand-alone activity or a job that only falls to policy officers or advisory groups. Only by embedding EDI principles in our everyday culture and practices – from research, teaching and mentoring to recruitment, facilities and communication – can we work towards systemic change.

This work plan guides the efforts of the Faculty towards creating that change by proposing concrete and actionable policy measures. It focuses on building a community of students and staff that reflects the demographics of our society, as well as developing and sustaining a climate of equity and inclusion.

Short film "Diversity is a fact, Inclusion in an act"
by the Faculty of Humanities, January 2023
[Diversity is a fact, inclusion is an act - YouTube](#)

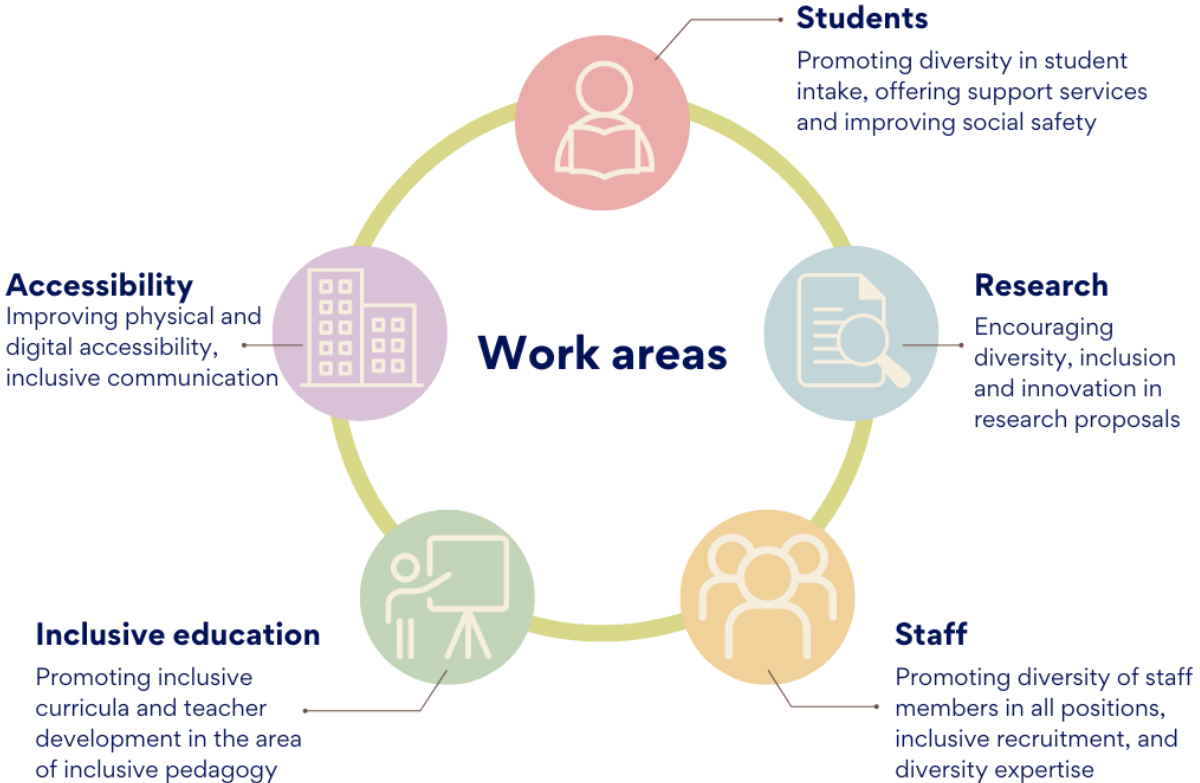[1] Faculty of Humanities, Leiden University (2022). *Faculty Strategic Plan 2022-2027*, p.6
[2] Idem, p.8

Context and governance

The Faculty of Humanities has been implementing diversity policy since 2015. Work plans tend to cover two to three-year time spans and are monitored by the policy advisor D&I, in consultation with the Vice-Dean (master programmes portfolio), assessor and the Director of Operational Management. Promoting an inclusive working and learning environment is one of the key ambitions of the Faculty Strategic Plan 2022-2027. This work plan therefore contributes to its realisation.
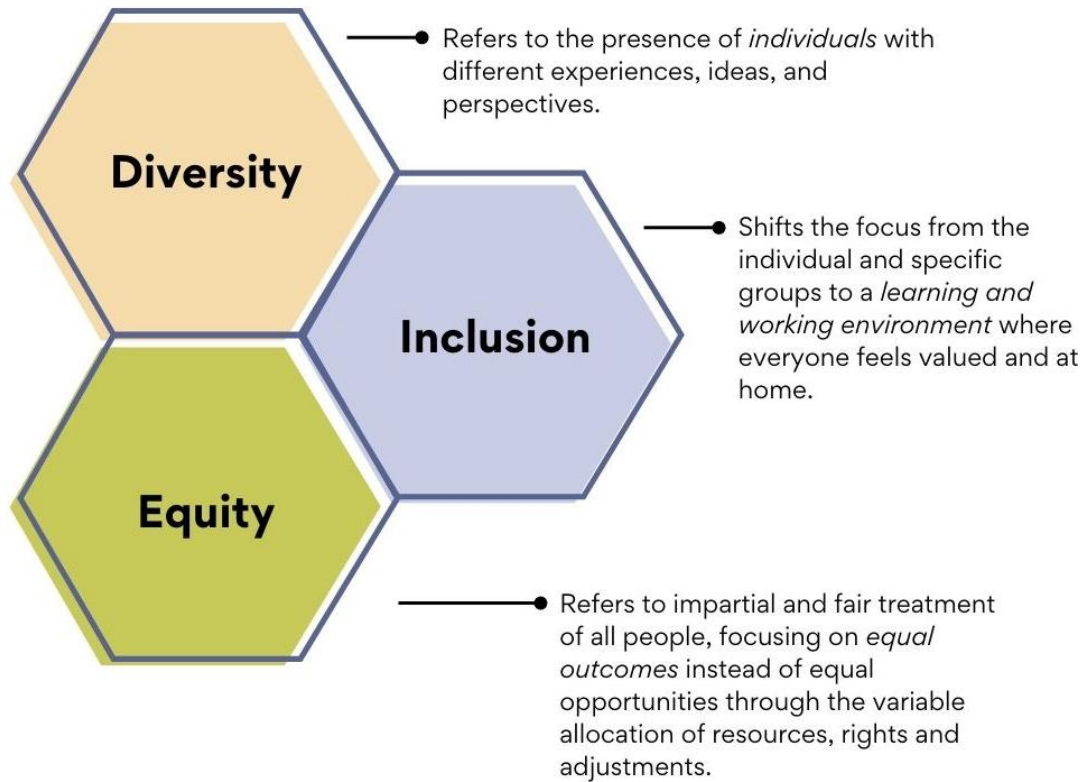
In June 2020, the D&I Expertise Office published a university-wide D&I policy plan, which presents six key goals with five corresponding work areas that determine the direction to be taken for an integrated EDI policy in the long term (see image below). This work plan uses these work areas as a framework, in which the policy measures are tailored to the specific needs and challenges within the Faculty of Humanities.

This work plan builds upon existing policy measures laid out in earlier plans and suggests new initiatives for 2023-2025. The proposed initiatives are the result of an interactive process between academic staff, professional staff and students, represented in the Advisory Groups of the Faculty of Humanities. For each policy measure, a responsible department is listed. They will oversee the implementation of the initiative, often in collaboration with the policy advisor D&I. The work plan will be updated and amended over time in response to changing needs and priorities, as well as in response to identification of new and promising EDI practices. EDI work is contextual and requires an ongoing conversation. The Faculty Board looks forward to gaining more input from our community.

Students
Promoting diversity in student intake, offering support services and improving social safety

Research
Encouraging diversity, inclusion and innovation in research proposals

Staff
Promoting diversity of staff members in all positions, inclusive recruitment, and diversity expertise

Inclusive education
Promoting inclusive curricula and teacher development in the area of inclusive pedagogy

Accessibility
Improving physical and digital accessibility, inclusive communication

Work areas

EDI definitions

Equity, diversity and inclusion are nebulous concepts for some. A shared understanding of these terms will facilitate productive conversations on D&I as we move forward with this work plan. The definitions that follow are those currently adopted at Leiden University[3], recognizing that there are other possible meanings given to these terms and that their meaning may evolve over time.

Diversity — Refers to the presence of *individuals* with different experiences, ideas, and perspectives.

Inclusion — Shifts the focus from the individual and specific groups to a *learning and working environment* where everyone feels valued and at home.

Equity — Refers to impartial and fair treatment of all people, focusing on *equal outcomes* instead of equal opportunities through the variable allocation of resources, rights and adjustments.

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[3] Leiden University only adopted definitions for diversity and inclusion. However, the Faculty of Humanities considers equity an equally important concept in realising its ambition of offering a supportive academic environment and addressing structures and practices that create/maintain inequality.

Work area 1 – Students

	ACTIVITY	OWNER	TIMESCALE	GOAL
1.1	Continue cooperation with student-led initiative IncLUsion.	OSZ	Annually	Support of refugee students by improving access to education and encouraging contact with fellow students and staff.
1.2	Improve functioning and review tasks and responsibilities (incl. remuneration) of the Student Advisory Group Diversity, Inclusion & Wellbeing (SAG DIW). This includes the addition of student wellbeing to the tasks and responsibilities of the SAG.	OSZ BAS	2023	SAG DIW is a well-established student body that provides both solicited and unsolicited advice on the topics of diversity, inclusion and wellbeing. Members are actively involved in the implementation of EDI and wellbeing policy.
1.3	Strengthen position, visibility and impact of POPcorners in both Leiden and the Hague by creating a strong(er) visual identity, increasing cooperation with study programmes and study advisors, and prioritising student-led activities.	OSZ	2023	POPcorner is valued as a community centre that contributes to student engagement, wellbeing, empowerment, study skills and a sense of belonging.
1.4	Update and improve the Humanities Masters Buddy Programme (HBP), making use of the recommendations shared by the former HBP coordinators.	OSZ	2023	HBP meets the needs of (international) students and contributes to an inclusive and welcoming learning environment.
1.5	Maintain STUFU position for disabled and chronically ill students (0.4fte). The STUFU, as an accessible disability expert, focuses on student guidance as well as disability related capacity building of educational professionals.	OSZ	2023	Specialized support of disabled students, leading to increased study success.
1.6	Continue and consolidate Helping *Hand: Mutual aid group for disabled and chronically ill students* through the recruitment of a student-assistant (0.1fte) who works closely with the STUFU.	OSZ BAS	2024	Creating a sense of community amongst disabled and chronically ill students.
1.7	Improve the involvement of	C&M	2024	Experiences and

	alumni from underrepresented backgrounds as EDI ambassadors ("if you can see it, you can be it").			perspectives of alumni are harnessed to expand the horizons and opportunities of (prospective) students. Communication aimed at alumni will include attention for EDI at least once a year.
1.8	Collaborate with specialized marketing agency to conduct an inclusion scan aimed at optimising marketing of our study programmes from an EDI perspective.	C&M	2025	Better insight into opportunities and challenges related to inclusive marketing.
1.9	Conduct inclusive climate survey amongst students, preferably at university level.	BAS SAZ	2025	Understand how students perceive the current state of EDI; identify and prioritize concrete actions for the next work plan; collect baseline data based on which the impact of EDI interventions can be measured.
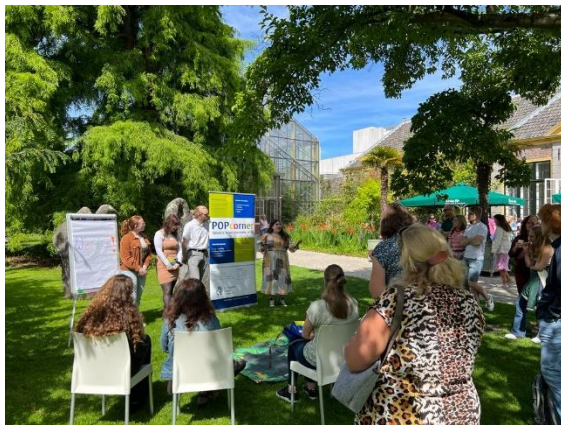
POPcorner presentation during 'Start je Toekomst' (2022)

Helping Hand logo

Humanities Masters Buddy Programme visit to The Hague

Work area 2 – Inclusive education

	ACTIVITY	OWNER	TIMESCALE	GOAL
2.1	Continue Justice, Equity, Diversity and Inclusion (JEDI) Fund.	BAS	Annually	Support of bottom-up initiatives by staff and students that contribute to an inclusive learning environment.
2.2	Keep Code of Conduct for Students up-to-date, ensure its availability via the Teacher Support Desk and develop step-by-step overview of student conduct procedures.	BAS	Annually	Enable lecturers and students to act in accordance with the values and norms of the Faculty of Humanities, offer space for accountability.
2.3	Continue intervision group on diversity for mid-career lecturers.	BAS	Annually	Mid-career lecturers are given the tools to navigate didactic challenges informed by questions of diversity and inclusion.
2.4	Increase interest for the 'Inclusive Teaching Subsidy' through which (teams of) lecturers can receive teaching relief and/or a student assistant to set up an EDI professionalization or innovation project within their own study programme.	BAS	2023	Facilitate teacher development in EDI and wellbeing, focused on inclusive teaching practices and diverse curricula.
2.5	Develop resource on how to create inclusive and equitable syllabi, including examples of so-called diversity statements and UDL principles. Resource guide will be shared via the Teacher Support Desk.	BAS	2024	Syllabi become a tool for inclusive and equitable classrooms.

JEDI Fund artwork by See You Sioe

Opening night of Queer Art Exhibition, supported by the JEDI Fund

Work area 3 – Staff

	ACTIVITY	OWNER	TIMESCALE	GOAL
3.1	Continue to facilitate the development of EDI expertise for staff members in all positions, focusing on either general awareness training or specific topics (e.g. communication, student guidance etc.). Specific attention should be given to participation of full professors and managers, as they should lead by example.	HR and MTs institutes	Annually	Staff members are empowered with the necessary skills and knowledge to actively cultivate a diverse, inclusive, and equitable work environment.
3.2	Gather and analyse data on the compositional diversity of staff (subject to availability) and publish an annual, user-friendly summary on the Faculty's EDI webpage.	BAS HR	Annually	Provide insight into variations in staff recruitment, progress and retention.
3.3	Make demonstrable EDI expertise[4] a hard requirement for at least one member when composing review and/or selection committees.	All relevant departments and institutes	2024	EDI considerations are taken into account when reviewing job applications, study programmes etc.
3.4	Continue Staff Advisory Group D&I, position its members as *Diversity Leads* (tentative title) in their respective institutes and departments and ensure that the workload associated with this position is formally recognized, both in terms of time and promotion/appraisal (if applicable).	All relevant departments and institutes	2025	*Diversity Leads* assist with the local implementation of the EDI workplan and are a local resource within their own department or institute who staff can seek for information and advice.
3.5	Ensure inclusive recruitment and selection principles are followed for *all* job categories through the implementation of the Inclusive Recruitment Toolkit.	HR	2025	Increased diversity of staff members in all positions, particularly in the areas of gender and ethnic diversity, and in sub-top, senior and administrative positions.

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[4] This is not the same as ensuring a gender balance in committees, which should also be considered.

Work area 4 – Research

	ACTIVITY	OWNER	TIMESCALE	GOAL
4.1	Continue to follow-up on EDI related developments in (inter)national funding programmes, such as Mosaic 2.0, Advancing Equity in Academia through Innovation and Horizon Europe.	BAS	Annually	Increased visibility of EDI related funding opportunities.
4.2	Develop EDI research guide on how to include EDI considerations in research proposals. Publication will be followed by a workshop for grant advisors on how to use the guide in their advisory work.	BAS	2023	Implementation of a public-friendly guide which may help in (1) improving the overall academic quality and (2) gaining competitiveness in funding schemes.
4.3	Investigate how the internal distribution of (financial) resources can be done more equitable and fairer.	BAS	2023	Use of working methods that reduce inequities in resource distribution and aid to advance (young) scholars from underrepresented and/or disadvantaged backgrounds.
4.4	In cooperation with the Graduate School, offer EDI training opportunities specifically directed at PhD candidates and their supervisors. These trainings should also include aspects of mental health and social safety.	HR Graduate School	2024	Strengthening of EDI awareness and interpersonal competencies, leading to improved working relationships and wellbeing.

Work area 5 – Accessibility and communication

	ACTIVITY	OWNER	TIMESCALE	GOAL
5.1	Keep the Faculty's EDI website up-to-date, including annual publication of the Humanities D&I calendar.	BAS	Annually	EDI information (e.g., support, training opportunities, events) is presented on the university website in a coherent and accessible manner to staff and students.
5.2	Continue to offer financial support to facilitate the hiring of sign language interpreters for events. This facility must be communicated on the website.	BAS	Annually	Improve accessibility of deaf academics and students.
5.3	Collaborate with partners and networks across the university on EDI awareness events and news items.	BAS C&M	Annually	Promotion of the inclusive community by facilitating intentional spaces for meeting and discussion.
5.4	Provide guidance to all staff on the importance of inclusive language and respect for individual choices of pronouns or titles.	C&M	2023	Staff members are aware of the guideline for (gender)inclusive communication and implement these guidelines in their everyday practice.
5.5	Participation in Hidden Disabilities Sunflower Scheme.	BAS OSZ	2023, subject to evaluation	Students and staff members with an invisible disability can use the sunflower symbol to signal they may need additional support, help or a little more time.
5.6	Implement the recommendations following the Disability Support System workshop, held in January 2023.	HR HRM	2025	Ensure sufficient provision of information on support services available for working with a disability, including a clear policy statement by the Faculty.