DIVERSITY
EQUITY
INCLUSION
[DEI]

MAPPING A DEI PLAN

Working Document

2021 - 2023

Radboud Universiteit

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ATTACHMENTS, APPENDICES, SUPPORTING DOCUMENTS

Progress Brief [Supporting Document]

Draft DEI Strategy Template [Attachment I]

Feedback Form: Input into Radboud University Draft DEI Plan 2020-2023 [Appendix I]
Introduction

IMPRINTING CHANGE

Radboud Universiteit

OVERALL GOAL RADBOUD UNIVERSITY
To contribute to a free and healthy world with equal opportunities for all and to make a significant impact on a regional and an international level\(^1\)

DIVERSITY EQUITY AND INCLUSION GOAL
To jointly map the path towards the sustainable\(^2\) promotion of a safe, inclusive and equitable campus society that embraces and embodies diversity and the values of social justice for all and seeks to advocate and agitate for positive change.

DEI MISSION
Lead, facilitate, mentor, stimulate and support all levels of the organization to achieve diversity, equity and inclusion objectives through collaboration and insightful programming.

DEI VISION
To have diversity, equity and inclusion firmly embedded as praxis into the organizational culture of RADBOUD.

Key Words

**DIVERSITY** is the gamut of characteristics that make up our identity and includes aspects such as nationality, religion, language, sex and gender identity, ability, ancestry, ethnicity, and a host of other identifiers.

**EQUITY** is the differential allocation of resources, entitlements and accommodations to meet the complex varied needs of individuals or groups so as to create equilibrium in participation and partnership. It recognizes the fluidity and intersectionality of identities.

**INCLUSION** is involving and empowering everyone as valued autonomous participants giving voice to the decision-making process.

\(^2\)https://www.sightsavers.org/policy-and-advocacy/global-goals/ Goals No.4 Education, Goal No. 5, Gender Equality; Goal No. 10, No Inequality; Goal No. 16, Peace and Justice; and Goals Nos. 11 & 17, Sustainability & Partnership.
Building a DEI Strategy at Radboud Universiteit Nijmegen: A DEI Plan (See Attachment 1)

An elaboration of this path towards a *Diversity, Equity and Inclusion Plan [2021-2023]* highlights the alignment with the Dutch *National Action Plan for greater Diversity and Inclusion in Higher Education and Research*³ and the *vision, mission and direction of Radboud University’s Strategy: A Significant Impact*.⁴ The collaborative path that is being proposed in this document represents *a social justice vision of advocacy for change and intervention* that was echoed in the numerous fact-finding conversations that occurred during the period September to December 2020 with staff, students and community partners of Radboud University in a local, national and global context. These voices, opinions and recommendations serve to set a major precedent for us at Radboud University to follow [See Progress Brief].

Lessons Learnt

One is cognizant that no two cultures are exactly alike and that universities, although in many ways function as microcosms representative of a larger society, are still molded by the unique context and cultures of the space they inhabit and the individual forces they are exposed to. In that sense what is Dutch culture does not necessarily translate fully from one region of the country to the next. However, although there is no standard formulaic solution to address the DEI issues universities are seeking to address, it can be said that there are some common themes and elements, enough so as to inform the formulation of the Dutch National Action Plan referenced earlier. One recognizes that institutions are at different points on their continuously evolving journey to achieving safe, diverse, equitable, just and inclusive spaces in which their occupants can maximize their potential for growth and the achievement of excellence. There are many lessons to be learnt from each other and many factors to consider.

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The study of the Diversity Commission on diversity at the University of Amsterdam, *Let’s Do Diversity*,\(^5\) conducted between March and September 2016, recognized that,

‘the challenge to enhance social justice at the University requires active engagement with diversity, the Commission approached the topic along two lines: diversity of people and diversity in knowledge. Diversity of people is concerned with the challenge of having a diverse academic environment, including people with different cultural and socio-economic backgrounds, religions, (dis-)abilities, genders, skin colors, sexual preferences, ages, and other characteristics that shape their position in society. We envision a university that strives toward equal opportunities for all, where people are free from discrimination and feel that they belong. To assess this type of diversity, we asked questions such as: What are the gendered and ethnic characteristics of the people who occupy important positions at the University? Which power pyramids are structural, despite the variety in the archipelago of islands that make up the University?

Diversity in knowledge refers to the challenge to broaden academic traditions and mainstream canons which are solely centered on Europe and the US, by adopting other academic perspectives and approaches to teaching and learning. We envision a university community that is conscious of how academic knowledge is influenced by its historical conditions, and of its social and environmental impact. To assess this type of diversity, we asked questions such as: What epistemic frameworks are favored in a particular discipline? Who are the subjects that ‘know’ and are taken seriously; in other words: who gets to speak in relation to curricula, in the classroom, in textbooks, and on what grounds? Diversity presents an opportunity to enrich the University community. Diverse and inclusive environments where a diversity of perspectives is valued breed academic excellence (*Nature*, 2014).

The six broad recommendations identified at that time and which are still relevant today in any university context are to:

1. Anchor social justice and diversity;
2. Promote a more diverse staff and student body;

\(^5\) [www.uva.nl › democratisering › commissie-diversiteit](http://www.uva.nl › democratisering › commissie-diversiteit)
3. Move towards a socially just University;

4. Move from egalitarian thinking to ‘diversity literacy’;

5. Move from closed knowledge to open knowledge;

6. Move forward with a concrete diversity policy and diversity work plan.

Similar in methodology, this draft DEI working document is conducted through the consultation of relevant global, local, national and higher education context-specific reports, position papers, newspapers, journals, public sentiments, interviews, discussion circles with staff, students and community partners. These discussions led to the formulation of a situational analysis that contextualized Dutch society and Nijmegen community and includes recommendations aimed at enhancing social justice, diversity, equity and inclusion at Radboud University. The key difference is that diversity is not looked at as something that one does or can do. Diversity, equity and inclusion represents a philosophy, a way of being and is a discipline of social change. The underlying frameworks proposed in that report were decoloniality⁶ and intersectionality⁷; it is beneficial to also include an anti-oppressive⁸ and equity-gendered-rights-based frameworks⁹ to

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⁶The research collective on Decoloniality, organised by Walter Mignolo and Arturo Escobar, brings together scholars of Latin American / European origin working in universities in the United States and Latin America and interested in ideas of dependency theory, colonialism, gender, and critical theory. It builds on the earlier work of scholars such as Enrique Dussel and Aníbal Quijano and seeks, in particular, to examine the relationship between the Frankfurt School version of critical theory and the emerging paradigm of colonality / modernity. See https://globalsocialtheory.org/topics/decoloniality/

⁷Intersectionality is an analytical framework for understanding how aspects of a person's social and political identities combine to create different modes of discrimination and privilege. Examples of these aspects are gender, caste, sex, race, class, sexuality, religion, disability, physical appearance, and height. Intersectionality identifies multiple factors of advantage and disadvantage. These intersecting and overlapping social identities may be both empowering and oppressing. The term was coined by black feminist scholar Kimberlé Williams Crenshaw in 1989. See https://en.wikipedia.org/wiki/Intersectionality.

⁸The anti-oppressive model analyzes and advocates against macro & micro levels of oppression and emphasizes on social justice and social change along more empowering and emancipatory lines. The complex and unequal role of "power" and "isms" are considered as an immense complication in anti-oppressive practice. See https://en.wikipedia.org/wiki/Anti-oppressive_practice.

⁹See https://socialprotection-humanrights.org/introduction-to-a-rights-based-approach/

Rights-based approach to development is an approach to development promoted by many development agencies and non-governmental organizations (NGOs) to achieve a positive transformation of power relations among the various development actors. This practice blurs the distinction between human rights and economic development. There are two stakeholder groups in rights-based development—the rights holders (who do not experience full rights) and the duty bearers (the institutions obligated to fulfill the holders’ rights). Rights-based approaches aim at strengthening the capacity of duty bearers and empower the rights holders. See https://en.wikipedia.org/wiki/Rights-based_approach_to_development
allow for a deep contextual understanding of Dutch society that is seeking to confront, critique and address power imbalance. These frameworks will allow us to understand the global and local socio-cultural-economic and political rifts of the day as marginalized groups seek to carve out an egalitarian environment that reflects and represents multiple identities, free from oppression, racism, and other forms of discrimination in the larger society.

The foundational pillars of Radboud Universiteit Nijmegen Strategic Plan, A Significant Impact: Impact, Teaching, Research, People and Facilities echo these recommendations and those of the Dutch National DEI plan for Higher Education and Research and are manifested in this RadboudU DEI Strategic Plan. Inherent in these are the recurrent DEI themes of social justice and equality of opportunity for all; increased diversity in teaching and research; monitoring diversity; and impacting cultural and systemic changes through increasing awareness of DEI and implementation of informed DEI policies and practices through revision of eligibility criteria and standards. These are summarized in table form (See Appendix I).

A comprehensive draft Work Plan (See Appendix II) explains the actionizing of the mission in the form of activities, outcomes and timelines. The intent is to ensure that the goals and objectives of this portfolio are transparent, Specific, Measurable, Achievable, Realistic and Timely. In this manner the DEI Strategy will be able to monitor key Success Indicators, evaluate and measure whether outcomes are achieved and targets are met.

Identifying the Gap[s]

There is always a myriad of factors that contribute to the reasons why things are not what they ought to be. If one were to examine some of these institutional systemic, social and cultural factors with respect to diversity, equity and inclusion we can see that it ranges from not having a clear grasp or understanding of the concept of diversity, equity and inclusion and what it means for an institution to be on a DEI path; to lacking the visualization necessary for planning and

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10 [https://corporatefinanceinstitute.com/resources/knowledge/other/smart-goal/](https://corporatefinanceinstitute.com/resources/knowledge/other/smart-goal/)
implementing DEI into the organizational structure; to being unable to identify and target the causal factors of DEI issues or collect the relevant data so as to measure the problem, identify areas for targeted intervention, nor monitor impact. It is no secret that Universities, by virtue of being think tanks, think they can readily address issues they face and that they do so on a regular basis and tend to be less reliant on being reflective and self-critical and this can often lead to turning a blind eye to problems. It may well be also that at times there is a tendency to aim for quick fixes with a series of training and workshops that puts a plaster on the topical wound of the time that does not result in healing. Surely, one significant gap is not being able to delve beneath the waters and see the foundational structures of that culture iceberg\textsuperscript{11} which can result in enormous biases, prejudices, inequity, oppression, and discrimination if not understood.

On September 1, 2020 the Dutch government launched its \textit{National Plan for Increased Diversity and Inclusion in Higher Education and Research} with the following goals:

- \textbf{Goal 1:} Embed diversity more effectively in existing instruments
- \textbf{Goal 2:} Monitor diversity more widely
- \textbf{Goal 3:} Establish an award system to provide frameworks and set the direction for policy
- \textbf{Goal 4:} Bring together and support institutional diversity plans
- \textbf{Goal 5:} Establish a National Centre of Excellence.

During the period September – December 2020 the DEI Strategist of Radboud University engaged in a series of unfiltered conversations with staff and students in order to listen respectfully to the stories being shared. One question that was always posed was,

\begin{quote}
"Please let us know- How can this portfolio be of service to you/ your team in the capacity of your role (as student/staff) and the things you would like to see achieved at Radboud University?"
\end{quote}

\textsuperscript{11} \url{https://adeaconsmusing.ca/wp-content/uploads/2015/10/151015.ucc_.culture.iceberg.pdf}
Almost one hundred and fifty meetings and discussions were facilitated with staff, administrative and faculty heads and professors; students; Board members; community partners. The responses of these meetings served to inform and was the creative engine of this Working Document and the Progress Brief, reflecting the collective DEI aspirations of allies and advocates. These also take into consideration talks held with Rector Magnificus, Han van Krieken in focus groups sessions conducted in 2019.

Consultations included: Members of Radboud Services Teams:- International, Academic Affairs, Student Life, Social Safety, Distance from the Labor Market, Human Resources, Sustainability team; Radboud University Network on Migrant Inclusion (RUNOMI); InterLanguage; GendI; Different Department and Faculty Leads such as Gender and Diversity Studies, Education, Science and Social Sciences, Philosophy and Law, Public Administration, Management; The Teaching and Learning Centre; Radboud Reflects; Radboud University Medical Centre; Donders Institute; Women Professors Network, HALKES; Different networks such as VOX; USC; FNWI; Horizon 2020; Dutch Research Council (NWO); the Association of Universities in the Netherlands (VSNU); the Dutch Network of Women Professors (LNVH); the Expertise Centre for Diversity policy (ECHO); and the National Association of Diversity Officers (LanDO); the Radboud Student Network (USC); the Student Diversity Ambassadors and the members of the Honours Program Think Tank group 2019, amongst others.
The aligned goals of the RU DEI Plan include:

**Goal [Ambition] 1: [Impact] Embed Diversity, Equity and Inclusion (DEI) in instruments of policy, programming, and research at Radboud University.**

**Strategy**
- Develop, evaluate and revise instruments to reflect DEI framework- DEI policy, discrimination, harassment, HR excellence code, gender, and sexual violence policies;
- Review and revise criteria in instruments such as HR selection and recruitment tool, award granting criteria to include DEI elements;
- Create Inclusive Leadership Mechanisms, Tools and Resources;
- Facilitate DEI Staff, Students, Leadership Mentorship Program.

**Actions**
- Create a DEI policy evaluation tool;
- Review and revise existing policies to reflect appropriate DEI language and terminologies;
- Use a DEI and rights—gendered and equity based approaches to create or inform eligibility criteria in assessment instruments;
- Co-create and facilitate DEI Advanced Inclusive Leadership Workshops;
- Co-create DEI Mentor Program with DEI Student Ambassadors;
- Enlist Staff to be DEI Mentors; Focus on Team Building.

**Outcomes**
- Policy Evaluation Instrument;
- # Revised Policies that fit DEI guidelines;
- Revised Gender Policy & Christina Stipendium;
- Diversity, Equity and Inclusion Policy;
- Discrimination and Harassment Policy; Sexual Violence Policy;
- # DEI Advanced Leadership Workshops;
- # Partnership DEI Mentors- DEI Ambassadors;
- # Revised Criteria Documents;
- #Courageous Conversations Series – Race/LGBTQI+/Mental Health
Goal 2: [Research] Infuse DEI Lens in creation, assessment, monitoring and evaluation of Programs, Projects & Research

Strategy

○ Assess DEI needs or gaps at Radboud University and identify areas of necessary intervention;
○ Establish an Internal DEI Advisory & Monitory Group [Steering Committee];
○ Set up a collaborative Monitoring and Feedback System to track, monitor and manage feedback – compliments and complaints.

Actions

○ Create DEI assessment and evaluation mechanisms, resources;
○ Collaborate with and advise Departments Heads, Deans, members of Networks on DEI-related matters;
○ Inform Employee Satisfaction Survey and the Pay-gap Research;
○ Monitor progress re: Gender Quota and figures;
○ Provide DEI Training and Learning opportunities for members of DEI Monitory Group;
○ Develop TOR Monitoring Group – review funding policies, grants proposal, guidelines for reference letters and for hiring, to be more Inclusive;
○ Attend to complaints and suggestions for intervention;
○ Explore Restorative Justice approach in complaints process.

Outcomes

○ # DEI Assessment and Evaluation Mechanisms and Tools;
○ # Shared Stories #DEI Inputs – Think Tank RU Seen Campaign;
○ # Collaboration Sessions;
○ An Internal DEI Advisory & Monitory Group;
○ Monitoring and Feedback System;
○ # Circle Process Model and Sessions;
○ Feedback Log;
○ #Incidents Reports;

Strategy
- Reflect a DEI and rights-gender-based framework in systems, policies and practice;
- Utilize a DEI rights-gender-based approach to provide the policy framework for the creation and facilitation of safe, accessible and inclusive spaces² on campus;
- Create an ethical, safe practice system to attend to accessibility and accommodations in a timely manner that reduces the barriers to accessing services.

Actions
- Collaborate with various departments, staff and students to effect significant impact – direct, cultural and systemic change [e.g. Refugee/International/Immigration/ Distance from Labor Market/ Well-Being/Anti-racism Networks;
- Promote awareness – positioning Radboud University as a safe and inclusive space for everyone; seamless accommodations process;
- Involve faculty in the discussion of creation of safe classrooms – Rules of Engagement / Trigger warnings.

Outcomes
- #Workshops: Human Rights/Equity/Gender Based Approaches;
- # Sessions Unconscious Biases;
- # New and Revised Organizational Policies and Procedures governed by DEI Practice and Principles;
- #revised awards criteria;
- RU as a zero-tolerance re – discrimination, stigmatization- mental health, disabilities.

²The notion of safe spaces refers to the creation of safety for assenting and dissenting conversation to occur in a respectful manner that allows persons in the space to feel comfortable to engage in difficult dialogue knowing that one’s views will be listened to with compassion, honored and respected.
**Goal 4: [People & Facilities] Position Radboud as a DEI Hub & Global Catalyst by evolving into a multidisciplinary cross sectoral, collaborative Institution.**

**Strategy**

- Facilitate knowledge creating, sharing, collaboration and cross-pollination of ideas, concepts and practices;
- Position the DEI Portfolio/Office as an inclusive partner and knowledge-hub on DEI within the university, local community and global context;
- Promote DEI awareness amongst staff, students, community partners and global alliance;
- Collaborate with & create staff & student networks; Keep abreast with current practices locally and globally and continuously upgrade skills.

**Actions**

- Seek out, identify, create a DEI epistemic community;
- Collaborate on joint DEI initiatives with departments such as International, Academic Affairs, Student Life, Distance from the Labor market, Social Safety; and Sustainability;
- Establish a DEI Steering Committee;
- Engage in dialogue with Student Groups; DEI partners; Partner with different universities to share best practices; Partner for sessions on wellness, mental health and stigma;
- Jointly facilitate global conversation on social responsibility and cultural competency;
- Create a Radboud global solidarity and a DEI Directional Statement;
- Provide forum for exchange of ideas and generating new knowledge;
- Create international staff and student networks;
- Develop a DEI Online Training Webinar and Training Module.

**Outcomes**

- # DEI Initiatives in Partnership; An Active DEI Steering Council; Shared voices; Radboud University Solidarity & DEI Directional Statement;
- # Interdisciplinary Partnerships;
- # Discussion Series with Radboud Reflects;
- First Annual DEI Symposium; # Active staff & student DEI Networks; # DEI webinars and workshops; Forum of Trust and Honest Dialogue; and DEI Online Training Webinar.
NEXT STEPS

This working document seeks to include and invite feedback: opinions, ideas and inputs from all stakeholders within the Radboud Universiteit [Nijmegen community: students, staff, community partners] to engage in collaborative thinking, planning and shaping the DEI Plan and portfolio.

**Step 1**
Create a **Progress Brief** that shares the DEI narrative, and a **draft- Mapping DEI Plan 2021-2023** that shares the ambition and seek input.

**Step 2**

*Solicit feedback from all stakeholders during the period January-March 2021*

[kindly submit feedback in the form provided - Appendix I – by March 31st, 2021]

to

inclusion@ru.nl

**Step 3**

Incorporate feedback to produce the DEI Plan 2021-2023 by June 2021 for approval.
## WHAT ARE WE CONCERNED ABOUT

1. 
2. 
3. 

## WHAT'S WORKING WELL

1. 
2. 
3. 
4. 

## WHAT NEEDS TO HAPPEN

1. 
2. 
3. 
4. 
5.