

**Workplan: Diversity, Equity,
Accessibility and Inclusion (DEAI)
Faculty of Archaeology
2026-2028**

October 2025

Table of Content

- Introduction**2
- Objectives2
- Organisation & Implementation.....3
- Organisational Structure3
- Implementation3
- Core Goals**3
- Core goal 1: Enhance Mentorship, Inclusivity, and Safety4
- Core Goal 2: Inclusive Education & Representation.....4
- Core Goal 3: Safe Working Environment.....5
- Core Goal 4: Ethical and Inclusive Research6
- Core Goal 5: Accessible and Inclusive Learning and Working Environment6
- APPENDIX 1: Action Plan8
- APPENDIX 2: Budget for Diversity 14

Introduction

Leiden University is committed to fostering diversity, equity, accessibility, and inclusion as fundamental principles of academic excellence and social responsibility, as outlined in its [new strategic plan 2022-2027](#).

In line with [Leiden University's core values](#) for diversity, equity, accessibility, and inclusion, the Faculty of Archaeology aims to offer a diverse and inclusive environment where all students and staff members feel safe and recognised. The Faculty -has made significant strides by introducing gender-neutral bathrooms and funding small-scale projects that contribute to diversifying archaeological practice (DARCH). Additionally, the Faculty of Archaeology is currently undergoing a [culture change process](#), with the aim of creating a safe and healthy working environment. However, the current political climate and ongoing budget cutbacks place increasing pressure on diversity, equity, accessibility, and inclusion initiatives, making it more challenging to sustain momentum. It is therefore essential that we continue to update policies, practices, and long-term planning.

Based on the Faculty's previous Diversity and Inclusivity workplan, the DEAI Committee has outlined the following work plan for diversity and inclusion for the 2026-2028 period.

Objectives

Research has shown that diversity in staff and students leads to more creativity and better performance.¹ Diversity is present in gender, ethnicity, sexual orientation, health, religion, age, culture, (dis)ability, neurodivergences, social-economic background, opinion, and academic orientation, and is often evaluated in terms of the extent to which these are present and visible. Inclusiveness is the next step to truly benefit from the presence of this diversity and achieve quality.

'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.²

With this in mind, the core objective of the current DEAI committee at the Faculty of Archaeology is to further all modes of diversity, equity, accessibility, and inclusion within and beyond our faculty.

¹ <https://www.rijksoverheid.nl/onderwerpen/gelijke-behandeling-op-het-werk/culturele-diversiteit-werkvloer#:~:text=Waarom%20is%20culturele%20diversiteit%20op,met%20de%20mix%20van%20achtergrond en.>

² Draft Diversity and Inclusion Work Plan 2020-2021, version 3.2, page 4.

<https://www.universiteitleiden.nl/binaries/content/assets/algemeen/diversiteit/werkplan-di-2020---nl.pdf>

Organisation & Implementation

The Diversity and Inclusion Expertise Office will have a more demand-orientated and advisory role. This also has the consequence that the faculties have a bigger part to play in the executive role and the implementation of the policy. The collaboration with the faculties has been guaranteed through the appointment of faculty diversity coordinators and staff members with human resource management and education in their portfolio. The DEAI Committee will operate within the Faculty of Archaeology but will also engage with the central Diversity and Inclusion Expertise Office, other faculties, and the broader community.

Within the faculty of archaeology, the implementation of the diversity, equity, accessibility, and inclusivity policy is organised as follows:

Organisational Structure

- The Faculty Board is ultimately responsible for the diversity, equity, accessibility, and inclusiveness policies;
- The Faculty community bolsters this by enacting the principles of DEAI and holds each other accountable for being a truly diverse and inclusive community;
- The diversity coordinator (Head of Human Resources, Vincent Wolters) monitors the implementation and execution of the diversity and inclusiveness policies;
- The diversity coordinator is supported by the diversity committee, composed of members from all layers of the organisation (preferably one from each of the following: teaching staff, post-docs, PhDs, support staff and students).

Implementation

- Diversity, equality, accessibility, and inclusiveness policy will be considered for all decisions and actions affecting students or staff within the Faculty of Archaeology.
- The DEAI committee primarily has a signalling role and is proactive in expressing their concerns. At the request of the Faculty Board, this committee may also take an executive role, advising in matters relating to diversity, equity, accessibility, and inclusion.
- The DEAI Committee will meet with the Faculty Board at least two times per year to discuss the progress of the implementation of DEAI policy and action plan status, as well as to address any concerns, issues, or suggestions (bottom up).
- The DEAI committee will maintain close contact with other committees and councils within the Faculty of Archaeology, e.g., Faculty Council, PhD group, archaeological fieldwork group.
- The DEAI committee has a direct line to the Faculty Board for urgent matters.
- The diversity coordinator will remain in close contact with the Diversity and Inclusion Expertise Office.

Core Goals

The DEAI committee has formulated five core goals, which are aligned with the core goals of the university's diversity plan (2024-2027): 1. Enhance mentorship, inclusivity, and safety; 2. Inclusive education and representation; 3. Safe working environment; 4. Ethical and inclusive research; and 5. Accessible and inclusive learning and working environment.³

³ Draft Diversity and Inclusion Work Plan vs. 3.2, page 7.

Core goal 1: Enhance Mentorship, Inclusivity, and Safety

To improve student and staff diversity, inclusivity, and safety, at the Faculty of Archaeology, we propose four objectives:

(1) Promote recruitment of diverse and representative groups

The faculty has a diverse student/staff body, including a high percentage of international and neurodivergent students as well as members of the LGBTQIA+ community. However, this diversity could be improved, and we aim to achieve this via consistent re-evaluation of and updates to promotional material.

(2) Advertise available confidential counsellor resources

We will advertise available student and staff [confidential counsellor resources](#) and assess whether a counsellor position embedded in the Faculty of Archaeology is needed and, if so, whether it fits in the multiyear budget of the Faculty.

(3) Update the student introduction experience

The faculty currently offers a student introduction experience. We feel this could be updated with a focus on social safety and belonging by collaborating with the communications team, education office, and study advisers, improving accessibility through multimodal participation, and facilitating the handling of student complaints more effectively. We will also ensure that students are aware of the services available at the [Academic Language Centre](#).

(4) Improve the student mentor system

The faculty currently offers a robust student mentor programme, but it is not well-known. We aim to work with the communications team, education office, and study advisers to further advertise this programme.

Collectively, these actions will improve communication, acquire a more diverse student body, and better prepare incoming students so they are more able to succeed and achieve their education goals.

For additional details and action items please see Appendix 1.

Core Goal 2: Inclusive Education & Representation

The core goals of the University's diversity plan with regard to education are to create an inclusive learning environment through inclusive curricula, lectures, and teaching methods.⁴ This involves the development of curricula that appeal to and motivate all students, by including, for example, a range of case studies and authors from diverse backgrounds, so that students can always find one that they can relate to. It also means that students with disabilities are offered the right support, learning methods and facilities to participate in class and during fieldwork (in as much as is feasible and possible). We will take GDPR and privacy into consideration given the potentially sensitive nature of this Core Goal. We propose the following objectives:

(1) Representation and diversity in teaching staff composition

Promote a diverse teaching staff body by assessing hiring and recruitment procedures, using [the inclusive recruitment and selection tool](#).

⁴ Concept Werkplan Diversiteit en Inclusie vs. 3.2, page 13.

(2) Furthering an inclusive curriculum

Working with the central Diversity and Inclusion Expertise Office, we will create a manual improving inclusive curriculum awareness and advice, offer an internship to critically reflect on inclusivity in current curricula, and incorporate inclusive education into the (partial) BKO.

(3) DEAI Training

To create a safe, equitable, accessible, and inclusive faculty, where diversity is appreciated, we will work towards offering a course on DEAI training (available through central Diversity and Inclusion Expertise Office).

(4) Students with disabilities (incl. hidden disabilities)

We will work with the study advisers to create a policy where students' needs can be communicated directly to the instructor (only with student permission); additionally, we will create a form that students can use to inform teaching staff of their disability and address how the teaching staff can better support them; we will organise informational resources on disabilities and neurodiversity (already in progress via the Education Office), including revising the policy for students with a disability, that can help build up expertise among the staff. We will work towards defining what is possible in terms of support and then clearly communicating what students can expect.

(5) LGBTQIA+ community

We will continue to support our LGBTQIA+ students and staff by organising an inclusive Purple Friday event, and will publish LGBTQIA+ resources on our website.

These objectives will provide better training and support for our teaching, research, and support staff, thereby creating a safer working and learning environment for all.

Core Goal 3: Safe Working Environment

The core goal of the University's diversity plan with regard to staff is to [increase diversity in gender](#), sexual orientation, disabilities, and ethnic and cultural diversity, expertise on diversity in all positions and inclusive leadership. Attention is drawn to staff with a disability, who should have good access to their work environment as well as an inclusive work environment in which they can participate on an equal basis. The improvement of social safety is also considered a priority; working with the existing [social safety resources](#), we will explore new and innovative ways of increasing social safety at our faculty.^{5,6}

The faculty's goal is a 50/50 gender balance in staff composition. This ambition has not been achieved and becomes even more grim with seniority (<35% full female professors). In addition, and in accordance with the general diversity and inclusiveness policy of the University, ethnic diversity will also be considered when appointing staff.⁷ For teaching staff, the extra dimension of role models for students adds to the need for this.

⁵ Concept Werkplan Diversiteit en Inclusie vs. 3.2, page 14.

⁶ <https://www.staff.universiteitleid.nl/vr/archaeology/culture-change?cf=archaeology&cd=archaeological-sciences#healing-phase-january-may-2025>

⁷ <https://www.universiteitleid.nl/binaries/content/assets/algemeen/diversiteit/hrm-tool-engels-2022.pdf>

Furthermore, a balance in staff composition does not guarantee equality in salary, the length of the contracts, or equal career opportunities. To provide equal career chances for everyone, the requirements for promotion and selection procedures should be transparent and well-communicated. Considering these issues, we propose the following objectives:

(1) Continued efforts to achieve diverse and equal staff

We will identify gaps in balanced staff; we will communicate with under-represented groups in our faculty (e.g., PhD candidates, including external and previously admitted internal self-funded, candidates guest researchers) and hold regular round-table discussions with them; we will also review the Appointment and Promotion of Academic Staff guidelines and propose recommendations.

(2) Social safety training

Working with the central Diversity and Inclusion Expertise Office, we will organise a workshop on social safety, which will be mandatory for all staff.

(3) Maintain a hiring and promotion policy with clear DEIA goals

We will monitor recruitment and hiring practices at FdA and provide advice, as needed.

(4) Update Code of Conduct for fieldwork

In conjunction with the Fieldwork Coordinators, we will update the FdA Code of Conduct for Fieldwork, with DEAI in mind.

Core Goal 4: Ethical and Inclusive Research

The core goals of the University's diversity plan with regard to research are to increase diversity among grant seekers and to conduct research that is inclusive in nature. Research shows that women submit grant proposals less often and that they receive fewer resources to carry out their research if they get a grant. It is important that research on diversity and inclusion as well as research proposals by under-represented groups are supported and promoted. The Faculty of Archaeology is looking for ways to guarantee submission of research proposals by a representative diverse group, in both gender and ethnic background, of researchers. Furthermore, research events on gender archaeology are initiated within the faculty to create common awareness of the biased approach of the discipline in the past. To achieve these goals, we will:

(1) Organise workshops and research events

We will launch the new archaeology lecture series focusing on diversity.

(2) Encourage an increase in DEAI representation on university committees

We will promote DEAI involvement through the faculty newsletter.

(3) Promote DEAI policy in grant proposals and research support

We will pursue research support for diverse individuals who are writing grant applications; we will also investigate how the Policy Officer can help us integrate Leiden Research Support at FdA.

Core Goal 5: Accessible and Inclusive Learning and Working Environment

A core goal of the University's diversity plan is to create an accessible, safe and inclusive learning and working environment with attention for inclusion in official communication and

events. This involves the accessibility of university buildings, as well as inclusive communication.⁸ There are updates to the Van Steenis building that could significantly improve accessibility and inclusion. To achieve these goals, the DEAI committee will:

(1) Install a separate, neutral quiet room

Through consultation with a subcommittee (with students) we will work towards creating a separate neutral quiet room.

(2) Assess current views from staff and students

We will create an anonymous survey in which all students and staff can share their experiences and recommendations for DEAI at FdA.

(3) Update the lactation room

A subcommittee (with recent parents) will be organised to update the lactation room.

⁸ Concept Werkplan Diversiteit en Inclusie vs. 3.2, page 19.

APPENDIX 1: Action Plan

Core Goal 1: Enhance Mentorship, Inclusivity, and Safety

	Objective	Actors	Timeline	Action Item
1	Promote the recruitment of a diverse and representative group of students, resulting in a diverse intake of students and a diverse academic community	CT, EO, SA	Q1 2026-Q4 2026, with monitoring extending to 2028	Evaluate the current promotional material and events on inclusiveness. Offer a recurring internship to evaluate all promotional and recruitment material. Ensure recruitment material is accessible to all. Work with the communications team to quantify website page views. Make suggestions to ensure that recruitment material is DEAI friendly.
2	Confidential student counsellor	FB, SA, EO, DIEO	Q1 2026-Q3 2026	We will advertise available university counsellors through the communications teams and at other diversity events, and assess whether a confidential counsellor position for FdA students and employees is needed.
3	Update the student introduction experience, improving social safety and belonging	CT, EO, SA, DIEO	Q2 2026-Q2 2027	Work with the communications team, the education office, and study advisers, to create an onboarding process for incoming students; advertise this at events. Improve accessibility to student well-being website via multiple platforms (e.g., Instagram, website). Clarify how students can raise a complaint, which can also be used as an indicator of social safety. Advertise the Academic Language Centre for non-English speaking students.
4	Improve the student mentor system by making it better known; explain that students	CT, EO, SA	2026-2028	Promote with communications team, utilising multiple platforms (e.g., Instagram, website).

	can help other students by becoming mentors.			
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Core Goal 2: Inclusive Education & Representation

	Objective	Actors	Timeline	Action Item
1	Attention to representation and ethnic diversity of staff	HR, CT, EO, DIEO	2026-2028	<p>Ensure that consideration is given to diversity within hiring and recruitment by: having at least one person with implicit bias training present on all hiring committees and ensuring that the inclusive recruitment and selection tool is employed.</p> <p>Host a small inclusive celebration annually; FSW hosted a university-wide Iftar celebration in 2025 for the first time, organised by the POP corner. When the host faculty changes, we would like to organise this celebration one year.</p> <p>We will pursue consultation with a diversity expert, as needed.</p>
2	Further an inclusive curriculum, measured by criteria defined in collaboration with the Diversity and Inclusion Expertise Office	DIEO, DE, TS, EO	Q2 2026-Q3 2027	<p>Review the DIEO Teaching Guide to an Inclusive Learning Environment and assess whether a new version should be tailored to the Faculty of Archaeology; if so, create a manual on how to offer an inclusive curriculum.</p> <p>Continue the inclusivity internship(s) initiated by the previous D&I committee, which focused on evaluating the inclusiveness of the faculty's curricula. We will (1) offer another internship to continue this evaluation process, and (2) promote and use the results and recommendations from the previous internships.</p> <p>Include the 'Inclusive Education' module in the (partial) BKO procedure as a standard.</p> <p>Launch a diversity, equity, accessibility, and inclusion library at the Van Steenis building.</p>
3	Training for staff	FB, RS, TS, HR, EO, CT, SA, DIEO	2026-2028	<p>Broaden the group that completed the initial implicit bias training and expand the scope of the training (e.g., inclusive communication).</p>

4	Attention to students with a disability (including hidden disabilities and neurodiversity). Promote an environment where students with a disability feel safe to discuss their disability/ neurodiversity with teaching staff. Build up expertise among the staff on how to support these students (in as much as is possible and feasible).	EO, SA, TS	2026-2028	<p>Establish the guideline that the study adviser will contact staff regarding course work for students who require additional learning support (with student permission). Create and utilise a disability form for students (voluntary); this will inform teaching staff of their disability and how to support them in class. Ensure this form is widely available on Brightspace. We will also discuss with EO, DE, and FB what is feasible in terms of what kinds of support we can realistically offer.</p> <p>Organise workshops or set up an information resource on disabilities in general. Ideally, the current policy on studying with a disability will be revised to include support in class. Resources on studying with a disability and neurodivergence will be available via the diversity team site.</p> <p>Revised policy for students with a disability that includes support in class.</p>
5	LGBTQIA+ students and staff feel respected and accepted at FdA	EO, SA	Q4 2026 Q4 2027 Q4 2028	<p>Organising an inclusive Purple Friday event, which all other faculties and the university offer, to show support and continue discussion; everyone is welcome to this event, including supporters.</p> <p>LGBTQIA+ resources available via the diversity team website.</p>

Core Goal 3: Safe Working Environment

	Objective	Actors	Timeline	Action Item
1	Continue working towards a diverse and equal staff composition	FB, HR	2026-2028	<p>Work with HR to identify gaps in a balanced staff composition (e.g., gender, background, salary, rank, duration of contracts), in as much as is possible with GDPR and privacy in mind.</p> <p>Implement the Gender Equality Plan by the DIEO central office, including promotion of female professors.</p> <p>Communicate with self-funded PhD candidates (including external and previously admitted internal self-funded), guest researchers, etc. (Invite to give input); 2 x per year network meeting/round table discussion with these groups.</p> <p>Review the Guidelines for the Appointment and Promotion of Academic Staff with an eye towards DEAI; make recommendations for change if needed.</p>
2	Social safety training	FB, DIEO	Q3 2026-Q3 2027	Offer training on implicit bias and harassment prevention (for all employees, if they have not already completed this training).
3	Review the selection process and ensure it has been enacted effectively at FdA	FB, HR	2026-2028	<p>Advise on recruitment and hiring practices (in as much as GDPR and privacy regulations will allow) at FdA through communication with HR and reporting to FB as needed.</p> <p>Offer support and information on selection bias to hiring committees.</p>
4	FdA has published a code of conduct for fieldwork ; however, this needs to be monitored with DEAI in mind	FB, FC	2026-2028	Working with the fieldwork coordinators, we will suggest modifications to the Code of Conduct for Fieldwork as needed.

Core Goal 4: Ethical and Inclusive Research

	Objective	Actors	Timeline	Action Item
1	Organise workshops and research events to create common awareness of the biased approach of the discipline in the past	FB, RS	2026-2028	We will launch a lecture series featuring diverse scholars and research that examines how inequality, gender, and power shape both the human past and the practice of archaeology today. Host an archaeosexism event.
2	Encourage an increase of DEAI expertise and representation in the various university research and educational committees	FB, DIEO	2026-2028	Post calls in the FdA newsletter encouraging participation.
3	Promote DEAI policy in grant proposals and research support	FB, DE, PO	2026-2028	Ensure that DEAI committee work is equally distributed amongst staff and students. Discuss with the Policy Officer how Leiden Research Support (LRS) can be better integrated at FdA.

Core Goal 5: Accessible and Inclusive Learning and Working Environment

	Objective	Actors	Timelin e	Action Items
1	Establish a separate, neutral quiet room for students and staff	FB, UFB	Q1 2025- Q1 2026	Create a subcommittee, including students, that will work towards creating a separate neutral quiet room that is in line with Dutch requirements.
2	Assess current views of DEAI issues at the FdA	CT, DIEO	2025-2028	We will solicit the FdA community to provide suggestions for improvement, including accessibility within the building. This will be done in consultation with the Faculty Board and with the Culture Change process in mind.
3	Update the lactation room	FB, UFB	Q1 2027- Q1 2028	Create a subcommittee, including recent breastfeeding parents, that will work towards updating the current lactation room in line with Dutch requirements.

APPENDIX 2: Budget for Diversity

Category	Year 1 (2026)	Year 2 (2027)	Year 3 (2028)	Notes/Justification
Speaker series and events	1,300	1,300	1,300	e.g., Lecture Series
Accessibility Improvements	800	800	800	e.g., Updates to lactation and quiet rooms
Outreach and Partnerships	400	400	400	Diversity events and celebrations as well as community partnerships and student engagement
DEAI Library Updates	200	200	200	In 2026 we will launch our DEAI library; we will continue to purchase books and update the library
Buffer of 10%	300	300	300	Unanticipated expenses
Total	3,000	3,000	3,000	