

# EHDI Diversity & Inclusion Resource Collection

A resource collection on university resources, podcasts, talks, and literature for research and practice in diversity, equity, and inclusion (DEI) in education.

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# Introduction

This resource collection was developed by the ESSB Education Hub for Diversity and Inclusion (EHDI). EHDI serves as a platform for connecting teaching staff, encouraging reflection on how diversity and inclusion influence our teaching, and strengthening our pedagogical practices for working in diverse urban settings and classrooms. The initiative runs from 2025 to 2026 and is supported by an ESSB Incentive Grant.

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# 1 University Resources

## Erasmus University Rotterdam – IDEA Center

EUR's Inclusion, Diversity, Equity & Access Center, dedicated to building an inclusive, diverse, equitable and accessible university environment. The IDEA Center celebrates the strength of EUR's diverse students and staff, striving to ensure everyone feels at home <https://www.eur.nl/en/about-university/vision-strategy-2030/idea-center>

Yumna Asaf: Inclusive Teaching at Erasmus University: 'A Practical Guide for (New) Teachers' (not yet published but work in progress)

## Erasmus University Rotterdam – Beyond 25/25: Towards Inclusive Academia

A flagship EUR programme aimed at promoting a more representative academic community and equitable career opportunities. Launched to achieve at least 25% female full professors by 2025 (a goal reached ahead of time), the programme now supports underrepresented assistant and associate professors (by gender, nationality or minority background) with mentoring, workshops and grants, fostering cultural change toward a truly inclusive academia <https://www.eur.nl/en/about-university/vision-strategy-2030/idea-center/advancing-inclusive-academia>

## Utrecht University – Equality, Diversity & Inclusion Programme (2021–2025)

Utrecht's comprehensive EDI strategy and action plan emphasizing that a diverse student and staff body enriches academia, and everyone deserves equal opportunities. The university's mission is to create an open, inspiring community where everyone feels at home, with space for new perspectives – contributing to an inclusive university, a just society, and equal rights and opportunities for all

<https://www.uu.nl/en/organisation/equality-diversity-inclusion>

## Maastricht University – Diversity & Inclusivity Office

UM's dedicated office for D&I, established in 2018, which coordinates policies and initiatives to foster an inclusive campus. It provides platforms for open dialogue on diversity issues – for example, the office hosts the Diversity Dialogues podcast series to share conversations on D&I topics, helping the community learn from each other, explore new ideas, and broaden perspectives.

<https://www.maastrichtuniversity.nl/diversity>

*(Other Dutch universities have similar D&I frameworks – e.g. the University of Amsterdam's diversity policy and a Chief Diversity Officer since 2019, Leiden University's Diversity & Inclusion initiatives, etc. – reflecting a sector-wide commitment to inclusive academia.)*

## 2 Online Resources and National Programs

### National Action Plan for Diversity & Inclusion in Higher Education (2020)

A nationwide plan launched by the Ministry of Education (together with all Dutch universities and research organizations) to create an inclusive, diverse and safe learning and working environment. It underscores that giving everyone the opportunity to flourish will "ensure the highest possible quality of education and research," and calls for concrete measures to promote equality and social safety across academia. <https://www.government.nl/documents/reports/2020/09/01/national-action-plan-for-greater-diversity-and-inclusion-in-higher-education-and-research>

### LNVH – Dutch Network of Women Professors

A national network advocating for equal representation of women in academia. LNVH publishes the annual Women Professors Monitor, tracking the share of female full professors in the Netherlands (which surpassed 25% in recent years), and pushes universities to accelerate gender equity. The goal of LNVH is to achieve proportionate representation of women and improve the climate for female academics. <https://www.lnvh.nl>

### ECHO – Expertise Center for Diversity Policy

An independent non-profit organization (originating from a 1994 initiative of the Dutch Education Ministry) that supports educational institutions and others in developing effective diversity and inclusion policies. ECHO focuses on cultural diversity and anti-discrimination, using an intersectional approach to facilitate difficult conversations about racism and bias. It provides training, consultancy, and programs (like the ECHO Award for students) to turn awareness into action in both higher education and the labor market. <https://echo-net.nl>

### ECIO – Expert Centre on Inclusive Education

The Dutch Centre of Expertise for Inclusive Education, which helps make higher education accessible and supportive for all students, including those with disabilities or special needs. ECIO collaborates with universities and colleges to develop practical solutions – from improving classroom accessibility to training staff – with the ultimate goal that every student can successfully complete their studies and transition to the job market without barriers. <https://ecio.nl>

## 3 Podcasts

### 3.1 Podcast Series

- **Inclusive Educators Podcast** – University of Colorado Boulder’s podcast series by the Center for Teaching & Learning, exploring inclusive teaching strategies and practices in higher ed. [Inclusive Educators Podcast - Podcast - Apple Podcasts](#)
- **The Inclusion Podcast** – A podcast on inclusive education and schools, featuring discussions and interviews about practical strategies for inclusion. [The Inclusion Podcast | Dr. Julie Causton & Dr. Kristie Pretti-Frontczak](#)
- **Inclusion Dialogue Podcast** – Conversations with international experts on implementing inclusive education and teaching diversity in schools. Hosted by Dr. Joanne Banks (Trinity College Dublin), this series shares global perspectives on inclusion in education. Link: [Inclusion Dialogue Podcast \(Feed\)](#)
- **Diversity & Equity in School Leadership** –An Emerald Publishing podcast series focusing on diversity and equity in educational leadership. It brings together school leaders and experts to discuss challenges and best practices for making school leadership more inclusive. [https://www.emeraldgroupublishing.com/podcast-diversity-equity-school-leadership](#)
- **New View EDU** – A podcast by the National Association of Independent Schools, examining forward-looking ideas in education. (See episode on equity and well-being in the “Notable Episodes” section below.) [New View EDU Episode 30: How Equity and Well-Being Work Together in Our Schools](#)
- **Diverse: In the Margins** – A podcast from Diverse: Issues in Higher Education magazine, highlighting the voices of underrepresented educators, students, and experts. It covers a broad range of diverse issues in higher ed through interviews and discussions. Link: [https://podcasts.apple.com/us/podcast/ep158-unpacking-americans-views-on-higher-education/id1540117090?i=1000728337350](#)
- **Holding Space (Aminata Cairo)** – A podcast by Dr. Aminata Cairo using storytelling to challenge D&I issues. Through personal narratives and cultural perspectives, this series creates a “holding space” to examine uncomfortable truths and inspire action toward inclusion. Link: [https://app.springcast.fm/podcast/holding-space](#)
- **Diversity in Research Podcast** – An independent UK-based podcast exploring how to make research environments more inclusive and diverse. It features interviews with researchers, research managers, and experts about topics like inclusive research design, international collaboration, and supporting minority groups in academia. Episodes discuss practical steps for improving diversity in research teams and sharing success stories from various institutions. Link: [https://diversityinresearch.buzzsprout.com](#)
- **Nature’s Working Scientist** – Allyship as a driver of inclusion in science. [https://www.nature.com/articles/d41586-021-02527-1](#)
- **Students Diving into Diversity (Campus Fryslân)** – A student-led series of blogs and podcast episodes on diversity in higher education, produced by the Diversity, Equity & Inclusion Forum at University of Groningen’s Campus Fryslân. It connects academic insights with real-life experiences of students, covering topics like refugee experiences, LGBTQ+ inclusion, and more in an accessible way. Link: [https://www.rug.nl/cf/over-campus-fryslan/global-cast?lang=en&utm\\_](#)
- **Campus Talks** – In this episode, the hosts talk with two leading figures in DEI work: Paulette Granberry Russell and Frank Dobbin, to explore how universities can protect and advance equality of opportunity amid heightened scrutiny and political pressure. They dig into what DEI

really means at its core, and how institutions can move from intention to action. [Campus talks: Getting back to ... - Campus Talks by Times Higher Education - Apple Podcasts](#)

## 3.2 Univesrity-led Podcasts

- **(Re)Searching Diversity Podcast (EUR)** – A podcast created at Erasmus University Rotterdam (by Dr. Jana Vietze) to spark discussion about cultural and ethnic diversity in academia. Each episode features expert interviews and research insights, connecting students and staff with underrepresented perspectives. The goal is to raise awareness and engage students with diversity topics in an interactive way, supplementing traditional coursework. Link: <https://www.eur.nl/en/podcasts/researching-diversity>
- **Diversity Dialogues (Maastricht University)** – An internal podcast series from UM's Diversity & Inclusivity Office that amplifies voices of the university community on D&I topics. Through themed mini-series (e.g. "Maas-Queer Talks" focusing on LGBTQ+ experiences), it creates a platform for sharing personal stories and lessons, helping listeners Link: <https://www.maastrichtuniversity.nl/about-um/diversity-inclusivity/diversity-dialogues>
- **Woke as Science (Maastricht University)** – A thought-provoking podcast series co-hosted by UM's D&I Office, examining the polarizing debates around "wokeness" in academia. The podcast aims to unpack the assumptions behind the so-called "woke wars" in universities – acknowledging the need to address injustices in education and research, while debating free speech and academic values. By engaging with guests on contested topics, it seeks to move beyond echo chambers and foster nuanced conversations on inclusion and academic freedom. Link: <https://www.maastrichtuniversity.nl/about-um/diversity-inclusivity/woke-science>

## 3.3 Notable Episodes

- **New View EDU** – "How Equity and Well-Being Work Together in Our Schools" (Episode 30) – An episode discussing the interplay between equity and student well-being in K-12 schools, with insights on how inclusive practices can support mental health and holistic success. (NAIS podcast series) Link: Episode 30 – New View EDU (NAIS.org) <https://www.youtube.com/watch?v=dkmGbqw5TLY>
- **Teaching in Higher Ed** – "Inclusive Excellence" (Episode 338) – Guest: Douglas Haynes, (Emeritus) Prof. of African American Studies and Inaugural Vice Chancellor for Equity, Diversity and Inclusion, and Chief Diversity Officer at the University of California Irvine. This conversation explores the difference between reactive diversity and inclusive excellence in higher education and at universities. (Teaching in Higher Ed is a U.S.-based podcast focused on faculty development.) Link: <https://teachinginhighered.com/podcast/inclusive-excellence/>
- **Teaching in Higher Ed** – "Diversity and Inclusion: How Does Higher Ed Rate?" (Episode 193) – Guest: Amer Ahmed. This episode reflects on the experience of an Indian Muslim first generation student entering university in Ohio and the impact 9/11 had on experiences of racism among Muslim communities, as well as on the ways in which changing racism may require collecting people from where there are and entering a conversation in a less confrontational manner. It is a great episode to learn about the personal experiences from a minority student, and about the powerful intersections of identities. Link: <https://teachinginhighered.com/podcast/diversity-inclusion-higher-ed-rate/>

- **Teaching in Higher Ed** – “Four Common Arguments Against DEI (and How to Dismantle Them)” (Episode 525) – Guest: Amira Barger. This episode tackles frequent arguments opposed to diversity, equity and inclusion initiatives in academia, providing evidence-based responses to each argument and strategies to advance DEI work despite pushback. Link: <https://teachinginhighered.com/podcast/four-common-arguments-against-dei-and-how-to-dismantle-them/>
- **Inclusive Educators Podcast** – “Teaching Gradually – Part 2” (Season 2, Episode 5) – This episode (from CU Boulder’s Inclusive Educators series) deals with agencies in graduate teaching, which is strongly tied to inclusive pedagogy. Why it stands out: The podcast overall has excellent reviews (5.0 on Apple Podcasts), and this episode in particular offers practical tips for empowering grad student instructors. Link: [https://www.listennotes.com/da/podcasts/inclusive/s2-e5-teaching-gradually-IHOn3qF-kBG/?srsltid=AfmBOooy27hgndCzY\\_wDVSsuF5k-MH0omfECPEGD6HdmDPeKiAsPxx1s](https://www.listennotes.com/da/podcasts/inclusive/s2-e5-teaching-gradually-IHOn3qF-kBG/?srsltid=AfmBOooy27hgndCzY_wDVSsuF5k-MH0omfECPEGD6HdmDPeKiAsPxx1s)
- **Diversity & Equity in School Leadership** – Featured Episode with Martin Scanlon, Kim Schildkamp & Pak Tee Ng – What is special about this episode is that it brings together three leaders on diversity and inclusion at higher education institutions from different parts of the world, namely the US, the Netherlands and Singapore. They reflect upon leadership -both formal and informal – as well as the importance of looking for a unity of purpose when promoting the ideas of diversity, equity and inclusion. Link: <https://www.emeraldgrouppublishing.com/podcast-diversity-equity-school-leadership>
- **Nature’s Working Scientist Podcast** – “Better Allies, Better Science” (2021) – An episode from Nature’s career podcast series focusing on how allyship can promote diversity in science. It includes perspectives from Prof. Ineke Sluiter (President of the Royal Netherlands Academy of Arts and Sciences) on successful measures to increase women’s representation in Dutch academia, and former Irish president Mary Robinson on amplifying marginalized voices in science and climate action. The discussion highlights that improving diversity isn’t just the job of underrepresented groups – it requires active support from all and offers tips for individuals and organizations to be better allies in academic workplaces. Link: <https://council.science/blog/working-scientist-podcast-better-allies-better-science/>

*(Additional podcasts of interest include *Holding Space* by Aminata Cairo (see series above), which uses storytelling to challenge D&I issues, and *Students Diving into Diversity* (Campus Fryslân) – a student-led series of blogs and podcasts on diversity in higher education.)*

## 4 TED/TEDx Talks

- **The Danger of a Single Story** – Chimamanda Ngozi Adichie (TED Global 2009) – A widely-referenced talk on the importance of diverse perspectives. Adichie warns that focusing on a single narrative about a group or culture fosters stereotypes that are “not untrue, but incomplete,” robbing people of dignity and emphasizing differences rather than shared humanity. This talk is often used in educational settings to underscore why inclusion of multiple voices and stories matters in academia and beyond. Link: [Chimamanda Ngozi Adichie: The danger of a single story | TED Talk](#)
- **Belonging, A Critical Piece of Diversity, Equity & Inclusion** – Carin Taylor (TED@PMI) – A TED Talk emphasizing the power of belonging in workplaces and schools. Carin Taylor shares insights on how fostering a true sense of belonging is essential to DEI efforts – moving beyond superficial inclusion to an environment where individuals feel valued and accepted. Link: [Carin Taylor: Belonging, A Critical Piece of Diversity, Equity & Inclusion | TED Talk](#)
- **Affirming Diversity in the Classroom – Why it Matters to Your Students** – Nadiyah Herron (TEDx) – In this TEDx talk, educator Nadiyah Herron discusses the importance of representation and affirmation of diverse identities in K-12 classrooms. She explains how validating students’ cultural and personal identities positively impacts their academic engagement and self-worth. Link: [Nadiyah Herron: Affirming Diversity In The Classroom Why it Matters to Your Students | TED Talk](#)
- **On Diversity: Access Ain’t Inclusion** – Anthony Jack (TEDxCambridge) – Harvard professor Anthony Jack delivers a powerful talk drawing on his research and personal experiences to distinguish between merely offering access to underrepresented students and truly including them. He argues that institutions need to go further than admission quotas and address the hidden curriculum and social barriers that prevent students from feeling included. Watch: [On Diversity: Access Ain’t Inclusion | Anthony Jack | TEDxCambridge](#)
- **Inclusive Education: A Way to Think Differently About Difference** (TEDx) – A TEDx talk (YouTube) that challenges traditional views on special education and argues for inclusive education as a mindset shift. It presents a vision of thinking about student differences in a positive way and provides examples of how inclusive practices benefit all learners. Watch: [Inclusive education: a way to think differently about difference | Peter Walker | TEDxAdelaide](#)
- **Diversity, Equity & Inclusion: Learning How to Get it Right** – Asif Sadiq (TEDxOxford) – In this talk, DEI expert Asif Sadiq OBE breaks down common misunderstandings around diversity and inclusion and offers guidance on “getting it right.” He discusses the evolution of DEI in organizations and stresses the need for genuine commitment versus box-ticking. Through engaging examples, Sadiq shows how embracing DEI leads to innovation and better outcomes. Watch: [Diversity, Equity & Inclusion: Learning how to get it right | Asif Sadiq | TEDxCroydon](#)
- **The Evolution of Diversity in Education** – Maddy Chai (TEDxYouth) A TEDxYouth talk by high school student Maddy Chai, examining how concepts of diversity and representation in education have changed over time. She reflects on her own schooling experiences and advocates for the next steps needed to ensure all students see themselves reflected in curriculum and school culture.

## 5 Key Literature and Reports

### 5.1 EUR based research

- Dias-Broens, A. S., Meeuwisse, M., & Severiens, S. E. (2024). The definition and measurement of sense of belonging in higher education: A systematic literature review with a special focus on students' ethnicity and generation status in higher education. *Educational Research Review*, 45, 100622.
- Karaca-Atik, A., Meeuwisse, M., Gorgievski, M., & Smeets, G. (2023). Uncovering important 21st-century skills for sustainable career development of social sciences graduates: A systematic review. *Educational Research Review*, 39, 100528.
- Meeuwisse, M., Severiens, S. E., & Born, M. P. (2010). Learning environment, interaction, sense of belonging and study success in ethnically diverse student groups. *Research in Higher Education*, 51(6), 528-545.
- Meeuwisse, M., Severiens, S. E., & Born, M. P. (2010). Reasons for withdrawal from higher vocational education. A comparison of ethnic minority and majority non-completers. *Studies in higher education*, 35(1), 93-111.
- Severiens, S., & Wolff, R. (2008). A comparison of ethnic minority and majority students: Social and academic integration, and quality of learning. *Studies in higher education*, 33(3), 253-266.
- Van Herpen, S. G., Meeuwisse, M., Hofman, W. A., & Severiens, S. E. (2020). A head start in higher education: The effect of a transition intervention on interaction, sense of belonging, and academic performance. *Studies in Higher Education*, 45(4), 862-877.
- Vietze, J., van Herpen, S. G., Dias-Broens, A., Severiens, S. E., & Meeuwisse, M. (2022). Self-selection from higher education: A meta-review of resources for academic decision-making of mainstream and underrepresented students. *Research in Post-Compulsory Education*, 27(3), 454-477.
- Vietze, J., Juang, L. P., & Schachner, M. K. (2019). Peer cultural socialisation: a resource for minority students' cultural identity, life satisfaction, and school values. *Intercultural Education*, 30(5), 579-598. <https://doi.org/10.1080/14675986.2019.1586213>
- Vietze, J., Meeuwisse, M., de Haan, A., Wolff, R., & de Koning, B. B. (2025). The ReSearching Identity Podcast Project: Developing a Brief and Inclusive Professional Identity Intervention for Higher Education. *Identity*, 25(2), 316-329. <https://doi.org/10.1080/15283488.2024.2389433>

### 5.2 Dutch Resources and Reports

- **Turning DEI Goals into Reality: A Hands-On Guide to an Inclusive Workplace (Denktaş et al., EUR IDEA Center, 2025). Routledge.** – A book authored by the EUR IDEA Center team (Semiha Denktaş et al.), sharing their knowledge and experience in implementing an integrated diversity, equity and inclusion strategy. Published by Routledge, this practical guide offers tools for designing and evaluating D&I interventions, covering topics like inclusive organizational culture, bias in HR processes, inclusive communication, and leadership. It demonstrates how EUR approached D&I in all facets (education, research, HR, campus design) and provides a model for transforming intentions into impact. Link: <https://www.eur.nl/en/news/book-turning-dei-goals-reality> Ebook: <https://www.routledge.com/Turning-DEI-Goals-into-Reality-A-Hands-On-Guide-to-an-Inclusive-Workplace/Denktaş-deBruin-vandenRing-Bax/p/book/9781032892627>
- **Diversity and Inclusion in Higher Education – Young Academy Report (2021)**

Position paper reviewing Dutch universities' D&I progress. – A position paper by De Jonge Akademie (KNAW) reviewing Dutch universities' progress on D&I and recommending improvements. It notes that almost all Dutch universities have formulated diversity policies and appointed officers; "nevertheless, there is room for improvement in how that policy is implemented." Many plans lacked clear responsibilities and evaluation, and real change requires commitment from leadership (deans, boards) rather than burdening a single diversity officer. The report advocates for better data collection on underrepresented groups and a national knowledge center to share best practices, so that each institution isn't "re-inventing the wheel" in isolation. [Home | De Jonge Akademie](#)

- **Equality, Diversity and Inclusion at Universities: The Power of a Systemic Approach (LERU Position Paper, 2019).** (Source regarding a European Network in which the Netherlands plays a key role) A manifesto by the League of European Research Universities urging a holistic approach to EDI in academia. It argues that meaningful progress requires moving beyond piecemeal initiatives to embed diversity and inclusion in all university processes, led by committed top management. The paper highlights research on key issues: the importance of acknowledging and addressing implicit bias (even in supposedly meritocratic systems), removing biases in hiring and research assessment, fostering inclusive research content (so outcomes benefit diverse populations), and using an intersectional lens. Crucially, it emphasizes that visible support from leaders and broad cultural change are "absolutely critical to bring about real change," as one-size-fits-all blueprints won't work – each university must tailor strategies while sharing knowledge across the sector. Link: <https://www.leru.org/publications/equality-diversity-and-inclusion-at-universities>

## 5.3 International Resources

- **How Diversity Makes Us Smarter** – Katherine W. Phillips, *Scientific American* (2014). – An accessible article summarizing decades of research on why diversity improves group performance and innovation. It explains that social diversity (differences in race, gender, background, etc.) disrupts conformity and complacency, prompting groups to consider novel information and perspectives. Diverse teams tend to be more creative and effective problem-solvers; even the mere presence of diversity can change how people think. In short, "if you want to build teams or organizations capable of innovating, you need diversity," as it "encourages the search for novel information... leading to better decision-making and problem-solving." This conclusion is backed by numerous studies across business and academia demonstrating that inclusive teams outperform homogeneous ones. <https://www.scientificamerican.com/article/how-diversity-makes-us-smarter/>
- **The Diversity–Innovation Paradox in Science** – Hofstra et al., *PNAS* (2020).  
A rigorous study analyzing the careers of 1.2 million U.S. PhD graduates which found that underrepresented groups (women and minorities) in science produce higher rates of novel scientific ideas than majority groups, yet their contributions are less likely to be recognized or adopted. This paradox means that the very scholars contributing innovative research often face systemic barriers to career success. The authors show that "underrepresented groups produce higher rates of scientific novelty; however, their novel contributions are devalued and discounted" – for example, breakthrough ideas by women and racial minorities are cited and built upon at lower rates than those by men or majority scholars, contributing to their underrepresentation in senior academic positions. The paper highlights the need to address biases in how academia evaluates and rewards research in order to fully benefit from diversity's creative potential. <https://www.pnas.org/doi/10.1073/pnas.1915378117>
- **[Book/Article Title] Inclusive education in higher education: Challenges and opportunities (2017) by Anabel Morina**

Focus of source: Students with disabilities

Region/Country context: Europe

Key words looked for: Inclusive teaching higher education (Google Scholar)

<https://www.taylorfrancis.com/chapters/edit/10.4324/9781351107570-2/inclusive-education-higher-education-challenges-opportunities-anabel-mori%C3%B1a>

- **[Book/Article Title]: Inclusive Pedagogies in Higher Education: A Scoping Review (2021) by Stentiford and Koutsouris**

Focus of source: Conceptualizations of inclusion; Definitions of inclusion in Higher Education; about philosophy behind the concept of 'inclusion' and how these influences of its strategies

Region/Country context: Several countries are touched upon (USA, UK, Australia, Canada, South Africa, New Zealand, Hong Kong and Spain)

Key words looked for: Inclusive teaching higher education (Google Scholar)

[https://www.tandfonline.com/doi/full/10.1080/03075079.2020.1716322?casa\\_token=xD6aca1-vOAAAAAA%3AzTs0DsugYsZfKIWMbUhi4mmVkuFdiV5pyX0jLG3vn1BykFuTrt-5olwZ5xi6soO6xaWjKeGNgskX](https://www.tandfonline.com/doi/full/10.1080/03075079.2020.1716322?casa_token=xD6aca1-vOAAAAAA%3AzTs0DsugYsZfKIWMbUhi4mmVkuFdiV5pyX0jLG3vn1BykFuTrt-5olwZ5xi6soO6xaWjKeGNgskX)

- **[Book/Article Title]: Initial teacher training: understanding 'race,' diversity and inclusion by Bhopal & Rhamie (2013)**

Focus of source: Inclusivity in the context of race

Region/Country context: England (English Universities)

Key words looked for: 'Diversity and inclusion in teaching' (Google Scholar)

[https://www.tandfonline.com/doi/full/10.1080/13613324.2013.832920?casa\\_token=q1vIHhHxQMwAAAAA%3AowvoUXHAZX2c\\_qwVeA94FNhrb49PzLozjuNN1q80meSV96d-HhU\\_JvHI5JUaw8DdJe04Vigb0Pgnj](https://www.tandfonline.com/doi/full/10.1080/13613324.2013.832920?casa_token=q1vIHhHxQMwAAAAA%3AowvoUXHAZX2c_qwVeA94FNhrb49PzLozjuNN1q80meSV96d-HhU_JvHI5JUaw8DdJe04Vigb0Pgnj)

- **[Book/Article Title]: Exploring inclusive teaching practices of English for Academic Purposes (EAP) in higher education (HE): a systematic review and narrative synthesis (2025) by Bakogiannis and Papavasiliou**

Focus of source: Social justice, International students, Multilingual students/learners, Academic success, exploring inclusive teaching practices with non-native English speakers

Region/Country context: Not country specific

Key words looked for: inclusive teaching practices higher education

<https://link.springer.com/article/10.1007/s10734-025-01483-3>

- **[Book/Article Title]: Diverse classrooms – opportunities and challenges by Barry van Driel & Lutz van Dijk**

Focus of source: How to teach sensitive historical topics (such as the Holocaust and Middle East conflict) in an intercultural classroom

Region/Country context: Not country specific

Key words looked for: Opportunities and challenges of an intercultural classroom

<https://www.tandfonline.com/doi/epdf/10.1080/14675981003732126?needAccess=true>

- [Book/Article Title]: Higher education teachers' understandings of and challenges for inclusion and inclusive learning environments: A systematic literature review by Tisja Korthals Altes, Martijn Willemse, Sui Lin Goei, Melanie Ehren

Focus of source: Higher education teachers' ...1) Understanding of the understanding of inclusion 2) the challenges they experience for establishing inclusion, and 3) how they characterize inclusive learning environments

Region/Country context: Not country specific (multiple sources from different countries involved in the method)

Key words looked for: Opportunities and challenges of an intercultural classroom

<https://www.sciencedirect.com/science/article/pii/S1747938X24000149>

- [Book/Article Title]: Challenges and possibilities for creating genuinely intercultural higher education learning communities" (2021) by Katri Jokikokko (Literature Review & Analysis)

Focus of source: equity; higher education; intercultural learning community; review, social justice

Region/Country context: Not country specific but 'Western' higher education is mentioned as the focus

Key words looked for: Opportunities and challenges of an intercultural classroom

<https://oulurepo.oulu.fi/handle/10024/43374>

- [Book/Article Title]: Let's Talk: An Exploration into Student Discourse about Diversity and the Implications for Intercultural Competence (2018) Hannah Oliha-Donaldson

Focus of source: Students' perspectives on diversity

Region/Country context: Study was conducted at Universities in the US

Key words looked for: How to talk about diversity in higher education

<https://www.tandfonline.com/doi/full/10.1080/10646175.2017.1327379>

- [Book/Article Title]: Rethinking Teaching in the Context of Diversity

Andrew Northedge (2003)

Focus of source: Inclusion, Diversity

Region/Country context: UK

Key words looked for: How to talk about diversity in higher education

<https://www.tandfonline.com/doi/abs/10.1080/1356251032000052302>

- [Book/Article Title]: A Discussion of Diversity and Inclusivity at the Institutional Level: The Need For a Strategic Plan (2018) By Veronica g. Martinez Acosta & Carlita B. Favero

Focus of source: Inclusion, Diversity, Best practices

Region/Country context: US

Key words looked for: How to talk about diversity in higher education

<https://pubmed.ncbi.nlm.nih.gov/30254540/>

## 6 Case example: Utrecht University

Includes full EDI Strategy (2021–2025), faculty-specific action plans, D&I networks (e.g. Queer at UU, Inclusion, CCAN), funding programs (Rosanna Fund, First-Generation Fund), and expert contacts (e.g. Naomi Ellemers, Belle Derks). Utrecht University EDI Overview: [Equity, Diversity & Inclusion - Utrecht University](#)

### 6.1 University-Wide Strategy and Action Plans (2021–2025)

Utrecht University (UU) has a comprehensive **Equality, Diversity & Inclusion (EDI) Strategy and Action Plan 2021–2025**. This multi-year plan (launched in 2020) articulates UU's vision of an inclusive community with equal rights and opportunities for all. The EDI Strategy defines five key objectives for 2021–2025, each with concrete actions:

- **Increase Awareness:** Build awareness of equality, diversity, and inclusion across and beyond the university (e.g. leadership training, celebrating events like International Women's Day and Coming Out Day).
- **Promote & Support D&I:** Actively support diversity and inclusion in campus life (e.g. improving physical and digital accessibility, providing training programmes for refugees).
- **Foster Belonging:** Ensure all students and staff feel welcome and valued (e.g. diversify student intake by addressing bias in admissions, set gender targets for academic hiring).
- **Inclusive Climate:** Create an inclusive, open and safe learning/work environment (e.g. inclusive curriculum initiatives; promote diverse role models in leadership).
- **Monitor Progress:** Track and report on D&I progress (e.g. annual diversity reports on student/staff composition and on leadership diversity).

These objectives align with UU's mission of contributing to "a just society, and to equal rights and equal opportunities for all." The full strategy is available as a PDF (EDI Strategy and Action Plan 2021–2025) on UU's website. Complementing this, Utrecht University has also adopted a formal Gender Equality Plan (a requirement for European research funding), underscoring its commitment to gender equity in areas like recruitment, career development and work-life balance.

### 6.2 Faculty-Specific D&I Initiatives

Each faculty at UU implements the university's D&I goals through local action plans and committees. Below are examples from the Faculties of Humanities and Science (among others):

#### Faculty of Humanities

The Faculty of Humanities has a dedicated internal Working Group Equality, Diversity & Inclusion (EDI) that drives initiatives for both students and staff. The faculty's ethos is that "everyone should have equal opportunities to develop, regardless of gender, sexuality, religion, ethnicity, orientation, cultural background, nationality, neurotype or disability", and it strives for a safe environment that values differences to spur creativity and innovation. Key Humanities D&I initiatives include:

- **Equal-Opportunities Education:** Humanities staff spearheaded the university-wide Honours Trajectum Utrecht programme, which provides extracurricular enrichment to talented secondary school pupils from underrepresented socio-cultural backgrounds (to whom university is not an obvious path). They also contribute to projects like Diversity in Intake and

Selection, researching biases in UU's admissions processes, and U-Talent "University Pioneers" (for high-schoolers who are first-generation college prospects) to introduce them to academia. Additionally, Humanities faculty run a "Meet the Professor" outreach program, sending professors to local primary schools in Utrecht. These efforts aim to widen access and smooth the pipeline for a more diverse student body.

- **Research and Expertise:** The faculty hosts UU's interdisciplinary Gender & Diversity Hub, which collaborates with societal partners to tackle gender and diversity issues and develop implementation strategies for social inclusion. The Hub and the Graduate Gender Studies Programme (led by Prof. Rosemarie Buikema – see Experts section) position Humanities as a leader in diversity scholarship and activism. In the Faculty's own Strategic Plan 2020–2025, it set targets such as increasing the proportion of female professors by allocating at least 66% of new professorships to women during the plan period. The faculty also emphasizes support for early-career academics (e.g. international experience opportunities) and diverse hiring, including a "buddy" system to welcome and mentor new international staff.
- **Networks:** Humanities students and staff are active in various D&I networks. For example, the faculty hosts the Class-Conscious Academics Network (CCAN) for first-generation and working-class academics, and many young scholars participate in EDI-focused projects of the Young Academy (UU's junior faculty network that advocates for diversity in academia). These networks share best practices and push for continued improvements in inclusivity.

### Faculty of Science

The Faculty of Science has developed a comprehensive EDI Plan 2021–2025 aligned with the university's strategy, with particular emphasis on measurable gender diversity goals. The Science faculty set ambitious targets for increasing the proportion of women in academic ranks by 2025, aiming, for example, to raise women's representation among full professors to 25% (from 16% in 2021), and similarly higher targets for associate and assistant professor levels. These goals are supported by concrete actions in recruitment, retention and culture. The faculty reports current vs. target figures publicly to ensure transparency.

To implement its plan, the Science faculty established a formal EDI Committee with representatives from each department, chaired by Prof. Helga Gardarsdottir. The committee has created three sub-committees (working groups) to advance specific themes:

- **EDI Events & Seminars:** Organizes faculty-wide diversity events (e.g. Diversity Month activities), guest lectures by D&I experts, workshops and trainings to raise awareness.
- **EDI in Teaching:** Focuses on embedding equality, diversity and inclusion in the curriculum and pedagogy, ensuring inclusive teaching practices and content across Science programs.
- **EDI Implementation & Communication:** Oversees the execution of the Science EDI Action Plan 2021–2025, translating objectives into practice and communicating progress to the community.

In terms of programmes, the Faculty of Science has launched initiatives like the "I am a Scientist" campaign (to highlight diverse scientist role models), and improved support for parents (e.g. the "Soft Landing after Maternity Leave" program) to foster an inclusive working climate. Notably, the Women in Information and Computing Sciences (WICS) group in the Computer Science department has been very active – it won UU's Diversity & Inclusion Award in 2019 for its efforts to support women in computing. The faculty also incentivizes inclusive practices via an annual Westerdijk Award (named after the first female UU professor) recognizing individuals who significantly advance diversity in the organization.

**Other Faculties:** Every UU faculty (and Utrecht University College) has its own EDI commission to tailor diversity efforts to its context. For example, the Faculty of Law, Economics & Governance (LEG) has an EDI committee chaired by Dr. Alexandra Timmer, focusing on equal opportunity in hiring and curriculum within the Law and Economics domains. The Faculty of Social and Behavioural Sciences integrates D&I in its teaching/research (many of its psychologists and sociologists lead diversity studies and interventions – see Experts below) and hosts expert teams on cultural diversity and migration. The

Faculty of Geosciences supports networks like “Young Women of Geoscience” to mentor and connect women scientists, and the Faculty of Veterinary Medicine and Faculty of Medicine (UMC Utrecht) similarly have diversity officers or committees addressing issues from gender balance to accessible education. In sum, D&I is embedded as a priority across all parts of UU’s academic community.

## 6.3 D&I-Focused Professors and Experts

Utrecht University boasts numerous scholars whose research and leadership center on diversity, inclusion, and equality. Below is a selection of prominent D&I-focused experts, including their roles, research foci, and affiliations:

- Prof. dr. John de Wit – Diversity Dean of Utrecht University and Professor of Interdisciplinary Social Science (Public Health). As Diversity Dean, Prof. de Wit chairs the UU-wide EDI Steering Committee and leads implementation of the EDI programme. His academic research spans health behavior and social inequality, with expertise in sexuality and public health interventions. He has been actively involved in UU’s diversity governance since the start of the EDI programme and serves as a key point of contact for university-wide D&I initiatives. (Contact: [j.dewit@uu.nl](mailto:j.dewit@uu.nl))
- Prof. dr. Rosemarie Buikema – Emeritus Professor of Art, Culture and Diversity (Faculty of Humanities). A leading voice in gender and diversity studies, Prof. Buikema’s work examines processes of inclusion and exclusion in culture and society. She has long chaired UU’s Graduate Gender Studies Programme and co-directs the UU Gender, Diversity & Global Justice research platform. She was also the initiator of the Museum of Equality and Difference (MOED). Her research combines feminist theory, postcolonial critique, and cultural analysis to advance social justice and equality. (Contact: [r.l.buikema@uu.nl](mailto:r.l.buikema@uu.nl))
- Prof. dr. Jojanneke van der Toorn – Associate Professor of Social & Organisational Psychology (Faculty of Social & Behavioural Sciences) and Professor by special appointment of LGBTQ+ Workplace Inclusion at Leiden University. Her research focuses on diversity and inclusion in the workplace, with a particular emphasis on LGBTQ+ employees and how organizational policies and group dynamics can reduce (or perpetuate) inequalities. Prof. van der Toorn investigates the effectiveness of D&I policies, unconscious biases in organizations, and interventions to foster inclusive climates. She co-founded the Netherlands Inclusivity Monitor, a tool to benchmark organizations’ D&I performance. She also advises companies and government bodies on diversity and leads an executive masterclass on effective D&I policy. (Contact: [j.m.vandertoorn@uu.nl](mailto:j.m.vandertoorn@uu.nl))
- Prof. dr. Naomi Ellemers – Distinguished University Professor (Faculty of Social & Behavioural Sciences, Social Psychology) and an internationally renowned expert on diversity, inclusion, and ethics in organizations. Prof. Ellemers’ research examines how group dynamics and organizational culture influence behavior, with specializations in workplace diversity & inclusion and social safety. She studies issues such as gender bias, career hurdles for women and minorities, and interventions to improve organizational culture. Based on her work, she has helped develop practical tools like the Dutch Inclusivity Monitor (NIM) to measure and improve workplace inclusion. Prof. Ellemers is a member of the Royal Netherlands Academy of Arts and Sciences and co-founder of Athena’s Angels (a group advocating for women in academia). (Contact: [n.ellemers@uu.nl](mailto:n.ellemers@uu.nl))
- Prof. dr. Belle Derks – Professor of Psychology (Department of Social, Health & Organisational Psychology, Faculty of Social & Behavioural Sciences). Prof. Derks’ expertise lies in the psychology of (in)equality, especially how stereotypes and biases related to gender and ethnicity impact decision-making and career outcomes. She is known for research on the “Queen Bee

phenomenon” among women in organizations and how a non-inclusive climate can compel minority group members to distance themselves from peers. Her work also explores work-family conflict, implicit bias in workplaces, and interventions to promote inclusive work climates. Prof. Derks was former Chair of the Young Academy (KNAW) and actively communicates her findings to inform diversity policy nationally. (Contact: [b.derks@uu.nl](mailto:b.derks@uu.nl))

- Dr. mr. Alexandra Timmer, LL.M. – Associate Professor of Human Rights Law (Faculty of Law, Economics & Governance) specializing in equality and non-discrimination law. Dr. Timmer’s research examines gender equality and protection against discrimination in European law (EU and ECHR). She has a particular interest in how legal frameworks address stereotypes and vulnerabilities. In 2017 she received an NWO Veni grant for research on “Gender Injustice” in European human rights law. Beyond research, Dr. Timmer is a leading D&I advocate within UU: she chairs the LEG Faculty EDI Commission and sits on UU’s EDI Steering Committee. She also serves on the Netherlands’ State Commission against Discrimination and Racism (from 2024). (Contact: [a.s.h.timmer@uu.nl](mailto:a.s.h.timmer@uu.nl))
- Dr. Inge Claringbould – Associate Professor at Utrecht University School of Governance (Faculty of Law, Economics & Governance). Dr. Claringbould’s work centers on diversity, inclusion and integrity in sport organizations. She teaches courses on managing diversity and social responsibility in sport and supervises students on these topics. Her research addresses issues of inclusion in sports such as gender dynamics in sport governance, combating harassment and unfair behavior, and ensuring equal access to sports participation and leadership. Through her scholarship, she aims to make sports more inclusive “for and by all,” and has studied how to break gender stereotypes and improve governance in sporting contexts. (Contact: [i.e.c.claringbould@uu.nl](mailto:i.e.c.claringbould@uu.nl))

*(The above are just a few examples; UU has many more D&I experts across disciplines – including in areas like inclusive education, cultural diversity, disability studies, etc. – who contribute to research and policy. All UU staff profiles are available via the UU Directory.)*

## 6.4 Committees, Programmes and Networks Supporting D&I

Diversity and inclusion efforts at UU are sustained by a strong governance structure and a wide array of programmes and networks:

- **Diversity Dean & EDI Steering Committee:** UU was one of the first Dutch universities to appoint a Diversity Dean (Prof. John de Wit, succeeding Prof. Janneke Plantenga in 2020) to oversee equity, diversity and inclusion university-wide. The Diversity Dean chairs the EDI Steering Committee, which includes representatives from all faculties, the two University Colleges, and student members. This committee coordinates the execution of the EDI action plan, monitors progress on objectives, and ensures each faculty receives support for its local D&I initiatives. Every faculty and college also maintains its own EDI Commission or working group that reports into this structure, ensuring that D&I policies are implemented in ways that fit each unit’s context.
- **Diversity Networks (Communities):** Numerous grassroots networks of students and staff provide peer support and drive bottom-up change. These diversity networks unite people around shared identities or inclusion themes. Some notable examples include:
  - **Queer at UU:** an LGBTQIA+ staff network creating a safe space for queer employees and advising on LGBTQ+ inclusion at the university (contact via [queer@uu.nl](mailto:queer@uu.nl)).
  - **U.H.S.V. Anteros:** the LGBT+ student association of Utrecht, open to all students for social and advocacy activities.

- **African and Caribbean Heritage Network (ACHN):** a UU student-led network celebrating African and Caribbean heritage through social and educational events.
- **Inclusion Community:** a community for UU students and staff with a refugee background (and allies), aimed at building belonging and giving a voice to those often unheard. (This grew out of UU's Inclusion programme, which offers refugee students opportunities to attend UU courses as guest students.)
- **Studying Without Limitations:** a platform by and for students with disabilities that works to improve accessibility in education and share experiences (affiliated with UU Student Services).
- **Class-Conscious Academics Network (CCAN):** a network of first-generation and working-class students & academics at UU, striving to improve the representation and experience of those from non-academic family backgrounds.
- **Women in Information and Computing Sciences (WICS):** a network for female staff in Computing Science, founded on the occasion of UU's 2017 Westerdijk Anniversary. WICS connects junior and senior women, organizes mentoring and events, and advocates to increase the number of women in IT and computing fields. (WICS's impact has been recognized with internal and national awards.)
- **Young Women of Geoscience (YWOG):** a network fostering an equal and inclusive environment for women in the Faculty of Geosciences, through mentoring, networking and awareness activities.
- **Minorities and Philosophy (MAP):** a chapter of an international network empowering minority voices in philosophy departments; the UU chapter brings together students and faculty to promote diversity in philosophical research and curriculum.
- **Accessible Academia:** an inter-university network (with UU participation) advocating for the interests of disabled students and employees in academia, and sharing best practices to improve accessibility and inclusion across Dutch universities.

These networks (and others like them) are voluntary, member-driven groups that provide safe spaces, mentorship, and advocacy. They are supported by UU's EDI Office, which offers practical help and small grants for network activities. Together, they ensure that diverse voices are heard in university decision-making and that community-led initiatives can flourish.

- **Equity & Diversity Programs and Funds:** Utrecht University has devoted resources and created funding programmes to stimulate D&I projects and support underrepresented groups:
  - **Diversity & Inclusion Award:** UU annually presents this award (established in 2019) to honor individuals or teams who have made outstanding contributions to a more inclusive university. The award shines a spotlight on best practices and comes with a €2,500 prize to be reinvested in D&I efforts. Recent awardees have included initiatives ranging from faculty mentoring schemes to student-led diversity projects.
  - **EDI Stimulation Fund:** Each year, the UU EDI Office allocates €25,000 via the Stimulation Fund for Diversity & Inclusion to support grassroots projects that improve diversity and inclusion among students or employees. UU staff and students can apply for funding for innovative ideas (e.g. workshops, curriculum changes, community activities) that advance EDI goals. This fund has enabled many bottom-up initiatives across faculties.
  - **Rosanna Fund for Women:** A named fund that provides scholarships (up to €5,000) to talented women students and researchers at UU. Founded by UU professors Rosi Braidotti and Anneke Smelik, the Rosanna Fund aims to remove financial barriers and support the career development of women in academia. It offers short-term grants for purposes like tuition, research travel, or finishing a dissertation, thereby fostering women's success in fields where they are underrepresented.
  - **First-Generation Fund:** Initiated by Dr. Charisma Hehakaya (a UU researcher and first-gen graduate), this fund supports students who are the first in their family to attend

university. The First-Generation Fund provides small grants to first-gen students and organizes networking and mentoring opportunities with current staff/alumni who were also first-generation students. The goal is to encourage these students to thrive and “get the most out of their talents,” helping to level the playing field. UU works in tandem with its broader University Fund to grow this initiative.

- **Westerdijk Fellowships:** The Faculty of Science runs the Westerdijk Fellowship program – a tenure-track fellowship named after Johanna Westerdijk, the Netherlands’ first female professor (appointed at UU in 1917). This programme (started in 2016) seeks to attract outstanding female academic talent in science by offering a five-year appointment (assistant/associate professor position plus a PhD student position) to women with leadership potential. The aim is to mentor Westerdijk Fellows toward full professorships, thereby accelerating gender balance among senior faculty. Several Westerdijk Fellows have since advanced to professorial roles in academia.
- **Student Outreach and Support Programs:** In addition to faculty-specific pipeline programs mentioned earlier (Honours Trajectum, U-Talent “Pioneers”, etc.), UU partners with local schools and organizations to widen participation. For example, UU continues to support the legacy of the Brede School Academie and initiatives like “Opmaat” and “Debuut” which prepare talented pupils from disadvantaged neighborhoods for academic tracks. The university also has an Emergency Fund for Students and various scholarship schemes (such as the Utrecht Excellence Scholarships and specific funds for refugees or Global South students) which contribute indirectly to diversity by enabling students from around the world and less privileged backgrounds to study at UU.

Through these committees, networks, and programs, Utrecht University works on multiple fronts to embed diversity and inclusion in its culture. Governance bodies ensure D&I is a strategic priority, funds and awards incentivize progress and innovation, and communities & networks keep the momentum going at the grassroots level. The combined effort is moving UU toward its goal of being a university where “everyone feels at home” and can thrive, regardless of background.