

Present:

5.1.2e

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### 1. Opening/welcome

After it is decided who will chair the meeting, the chair opens the meeting.

### 2. Update general info Central Diversity policy

- The central plan has been approved; it is now up to the faculties to draw up their own D&I plans including concrete actions.
- At the moment there is attention for sexual harassment by means of information meetings, flyers etc, in collaboration with the assessors and study associations
- A flyer is available with information on the use of pronouns.  
*In response to this point: The regulations of the faculty have recently been reviewed in this light. It is stressed that discussion should not be narrowed down to the diversion man/female in e.g. the appointment of professors: ethnicity should be included as well. It is for instance a requirement of the Horizon Europe programme to monitor the division in gender and ethnicity. Complication is that you can't simply ask for that data. Development trajectories for professors might be a way to guarantee the honest division, but also the criteria should be considered critically. Another commonly used option is to send out a questionnaire on a voluntary basis among the applicants for a specific position to verify if the outcome reflects the pool of applicants.*
- In collaboration with the Real Estate department, the access to the university buildings for people with a disability is being improved. It should be standard procedure to include this aspect in the renovation/building plans.

### 3. Infrastructure and capacity to implement D&I policy at FdA

The idea is to create a broad basis for the D&I policy within the faculty. The first implicit bias workshop was a success and it is decided to organise another 3 workshops to be able to offer it to all staff members of the faculty of Archaeology.

A good step forward is that the diversity team recently became an official diversity committee, so academic staff can be assigned to the committee as is the case for other committees. Furthermore, speaking from experience, it is advisable to create at least 0.2 and preferable 0.4 fte for someone to coordinate the diversity policy, for the following reasons:

- If there is no fte available, the attention for diversity often disappears to the bottom of the priority list, because the primary processes have priority.
- There should be people available who can attend the central meetings on diversity:
  1. Faculty coordinators D&I meeting
  2. HRM D&I meeting
  3. Education D&I meeting

Preferably this is divided over more people: until now it was done by 1 person, but that makes it too vulnerable when that person falls out.
- Expertise on diversity and inclusion is essential, as well as the ability to manage those processes.
- If the faculty indeed decides to install a shared POPcorner (see priorities D&I Plan FdA, point 2, core goal 1.1), with another faculty, it should be able to offer fte.

- ⇒ **Action:** The 5.1.2e will discuss with the Board the possibility to include fte for diversity in the vacancies (ao for the education office and policy) that need to be advertised in the coming period.

#### 4. Continuation of the role of the 5.1.2e at FdA

This point is included under point 3

#### 5. Role of diversity committee and termijnagenda/annual plan for topics to discuss with the diversity committee and the FB

- ⇒ **Action:** The diversity committee will do a proposal for a year calendar diversity, including subjects to discuss with the Board. This will increase pro-activeness and monitoring. Possible subjects are: Planning & Control, job application procedures, strategic plan, education programme annual reports, visitations etc.
- ⇒ **Action:** The Board will as a standard include the question if action on diversity & inclusion is needed in their decision making and discussion/publishing of documents.

#### 6. Presentation List of priorities D&I plan FdA, and how to make it concrete:

The following priority list is established for the D&I plan of the Faculty of Archaeology

1. **Popcorner:** see point 2, last bullet
2. **Inclusive recruitment:** There is a communication plan FdA. Image is important.  
⇒ **Action:** the communication plan will be sent to the Diversity Committee for advice.
3. **Inclusive curriculum:** There are several initiatives in the area of decolonization of archaeology and in the education of the faculty, ao by the 5.1.2e himself. In collaboration with all involved a workshop could be arranged. The 5.1.2e and students would like to stay involved in this.
4. **Students with learning difficulties/disability:** continuation of creating awareness, e.g. by an exhibition of photos of fieldwork to show what difficulties people with a (physical) disability encounter, as part of point 7.
5. **HRM Policy:** diversity in staff/equal chances, e.g. representation in grant committees. Also staff can have disabilities.
6. **Workshops in general:** e.g. implicit bias, but also on sexual harassment, inclusive leadership for students in collaboration with 5.1.2e
7. **Set up exhibition on diversity topics,** with the aim to create awareness and involvement for a broad scale of subjects related to diversity.

#### 7. Closing

The chair closes the meeting.