Administrative response to D&I survey of staff
A review of staff perception of inclusion at TU Delft

The Executive Board (EB) has read with interest the report entitled 'A review of staff perception of inclusion at TU Delft', which was submitted by the Diversity & Inclusion Office (D&I Office). We would like to thank the researchers from Leiden University of Applied Sciences for their work. The results and recommendations show that diversity and inclusion deserve more explicit attention within our university. The EB has taken this exhortation to heart and asks all colleagues to do the same, via their own roles and positions.

The importance of diversity and inclusion
Diversity is one of our core values[1] and is about the mix of visible and invisible characteristics between people. Inclusion revolves around welcoming and valuing those differences between people, i.e. being able to be yourself. TU Delft aims to provide equal opportunities for everyone in a safe environment that offers all staff and students the space to flourish. An inclusive working environment is essential to increase and maintain diversity within the organisation.

The survey
The survey provides insight into respondents' current perception of inclusion and can be used in the future to assess whether the university's D&I policy is having the desired effects. The survey was conducted in September 2022 and was quantitative in nature. Respondents could also add comments to share their personal experiences. The survey was conducted among all staff, including those with a hospitality declaration, and involved a total of 12,865 people. People with a hospitality declaration were included so that TU Delft's external PhD students could also participate. It was completed by 1,582 respondents (a response percentage of 12%).

Results: support for diversity and the perception of inclusion needs to improve
The survey shows that the vast majority of respondents are positive about the level of inclusion they perceive. Another positive finding of the survey is that there is support for diversity within the university. Almost all the respondents (87%) believe that diversity enriches the academic environment, and a very large group welcome the fact that the university is becoming more diverse.

At the same time, the figures show that a group between 24 and 30 per cent are neutral about the perception of inclusion or have a negative perception of inclusion. Scores are also significantly more negative among respondents who identify as a minority. Twenty per cent of all respondents indicated that colleagues in their immediate working environment are sometimes shunned because they are different.

The report shows that, among the respondents, academic staff (WP) experienced or noticed instances of undesirable behaviour more frequently than administrative and support staff. Respondents who identify as a minority also perceive this more frequently than respondents

---

[1]The core values are represented by the acronym 'DIRECT', which stands for diversity, integrity, respect, engagement, courage and trust.

who do not identify as such. The comments reflect, among other things, inequality in terms of opportunities for promotion and types of exclusion, such as jokes at the expense of minorities. Forty per cent of the respondents are confident that something will be done if they report discrimination or exclusion. An almost identical number were neutral in this respect. Respondents indicate that they do not always have a good idea who they should contact if they experience exclusion and discrimination.

The most recent Employee Survey (Medmon) dates from 2020. It then emerged that 23% of respondents experienced undesirable behaviour and that discrimination was perceived relatively often within TU Delft, compared to some other universities. As a result of this finding, a central action plan was developed and each faculty and department developed its own decentralised action plan.

In addition to the quantitative data, the researchers also included quotes from respondents in their report. These quotes provide colour and context to the quantitative data by giving insight into the experiences and perception of specific respondents. However, quotes are difficult to interpret without additional context. We consider it extremely important to use the survey as a learning opportunity. We would therefore like the outcomes and recommendations to be used as a basis for further discussions.

Recommendations
We are adopting the researchers' recommendations. Among other things, this means that we are going to put in place a comprehensive D&I approach, improve the reporting and complaints procedure, increase people's willingness to report and invest in culture and leadership. We regard these recommendations as an opportunity to make improvements and have already taken the first steps towards achieving this.

What are we going to do?
The recommendations also require an interactive and iterative approach throughout the university. A number of measures were implemented in the recent past but we need to go further. The EB is going to start working on this with the deans and directors, in consultation with the D&I Office and HR, to further flesh out the subject of diversity and inclusion in the faculties and the departments in the coming months[2]. In general, we are going to focus in particular on the following:

➢ At the start of 2024, the EB, faculties and departments are going to initiate a dialogue with their staff on the findings of the report. The Faculty Diversity Officers (FDOs) and the D&I office will provide content-related support to the faculties and departments. Armed with this quantitative research, the aim of the dialogue will be to identify staff experiences and the steps that can still be taken to improve their perception of inclusion. These discussions are intended to contribute to an understanding of each other's perception and lived experience.

➢ In addition, the EB will ask the faculties and departments to draw up their own measures to promote diversity and inclusion, or to intensify existing arrangements. Relevant administrative work agreements will be made, as part of the planning and evaluation cycle.

➢ Staff and administrators will also be enabled and trained to work on the creation of a diverse and inclusive university, with extra emphasis on people in leadership positions.

---

[2] In the event that an organizational change occurred shortly prior to or after running this survey, we acknowledge that additional survey work may be required.

- ➢ The development of a university-wide D&I strategy. This will involve using the results and recommendations from the D&I staff survey.
- ➢ A system analysis with follow-up measures to strengthen the integrity system across the board.

For more details and more specific measures, we refer to this page.

One final tip. We can imagine that you will want to discuss the findings of this report with the members of your team. The D&I Office has suggestions to bear in mind when reading the report and discussing it with your team members.

A review of perceptions of inclusion among TU Delft employees

Saniye Çelik

Cobus van der Poel

Natasja Sabajo

hogeschool Leiden

CONTENTS

Synopsis

The theme of diversity and inclusion is very relevant in higher education, and it demands attention and actions from everyone involved. Not only due to the importance of the growing variety in staff composition and student population, but also because it is becoming increasingly clear that positive interactions are essential in any organisation. This survey explores TU Delft employees' perceptions of inclusion and gathers insights that can be used as input for a targeted approach to its diversity and inclusion policy.

We surveyed TU Delft employees to investigate how inclusive they think their organisation is. The vast majority of respondents were positive about the inclusion they experience. However, a group ranging from 24 to 30 per cent feel neutral about their perceptions of inclusion or have a negative perception of inclusion. Most of the respondents have almost never experienced undesirable behaviour. In contrast, a group ranging from 15 to 30 per cent of respondents said they experience undesirable behaviour at work. The most common forms of undesirable behaviour that were mentioned are: gossiping, not being invited to social activities, not being given promotions, unfair evaluations and exclusion from projects.

The survey also led to the following conclusions: handling of complaints needs to be improved and will need extra attention. Some employees are unhappy with the way signals and complaints around exclusion and undesirable behaviour are handled. People who are part of minority groups experience lower levels of inclusion.

People also said that managers play a crucial role in encouraging inclusion and tackling undesirable behaviour. When managers highlight the importance of diversity and have a good eye for differences, employees feel more involved and connected to TU Delft than when they do not. Some employees experience bottlenecks in working relationships that involve a power relationship, for example, with leaders, promoters and supervisors.

The insights mentioned above and the recommendations below can be helpful in promoting a respectful, accessible and inclusive TU Delft community.

1. *Adopt a comprehensive approach so that everyone in the organisation can actively contribute to a more inclusive university.*
2. *Boost the willingness of employees to report issues, to improve the general perceptions of inclusion.*

3. *Improve the complaints procedure to make people really feel heard and included.*
4. *Invest in culture and leadership, because culture reflects organisational behaviour, and managers are role models and take the lead in an inclusive organisational culture.*
5. *Keep track of the set goals to understand where adjustments may be wanted and necessary.*
6. *Set up a qualitative survey and follow-up interviews in the organisation to add more depth and understanding to the quantitative data.*

In conclusion. It is a good idea to keep talking within TU Delft about developing policies and targeted efforts on inclusion, diversity, and positive interactions. This will help the organisation to make a continuous sharp analysis of the changing wants and needs of employees, while also working towards support for actions.

1. Introduction

Attention for diversity and inclusion in education is visibly growing for a variety of reasons. There is clearly more diversity in the student population in terms of gender, ethnicity and nationality. There is a stronger and more urgent need from the government and society to become more inclusive. Recently, a national coordinator against discrimination and racism and a government commissioner on transgressive behaviour were appointed. The Minister of Education, Culture and Science (OCW) has asked educational institutions to become more inclusive. This is a good thing because having a variety in the employee base is important. After all, being able to identify with their teachers is an important factor in making students feel at home (Carter & Phillips, 2017). When it comes to teachers, diversity also has a positive impact on the study results of students from different backgrounds. Visible diversity in organisations can also help more people feel represented (Çelik, 2016); and this contributes to the organisation's reputation and attractiveness (Ely & Thomas, 2001). Research shows that diversity in the workplace adds economic and social value. Different perceptions, backgrounds and insights lead to different perspectives. In turn, this increases the brainpower and problem-solving capabilities of teams and organisations, so they can better respond to the demands of the changing environment (Hunt et al. 2015; Hunt, et al., 2018).

For clarity: diversity is about visible characteristics that make people different, and also invisible characteristics, such as standards, values, beliefs, needs, competencies, work styles and character traits (Harrison & Klein, 2007). You can compare it to an iceberg: you can only see the top, but underwater the iceberg has an enormous base. The base is invisible, but essential.

On the other hand, although diversity has benefits, it can also lead to feeling uncomfortable and insecure (Dobbin & Kalev, 2016; van Knippenberg et al., 2004) and inequality (Willis, 2014). A high degree of diversity within teams or work groups can sometimes lead to more distinct power relations and differences in social ranking.

To make the most of the positive effects of diversity within an organisation and minimise the negative ones, we have to create an inclusive learning and working culture for students and employees (Brimhall & Mor Barak, 2018; Shore et al., 2018; Homan, 2018). Inclusion is about appreciating authenticity and individuality, and also a sense of belonging and being part of something (Shore et al., 2011; Randel et al, 2018). An inclusive culture makes employees more committed to their employer and prevents unwanted turnover of personnel. This type of culture is an important precondition for employee well-being and job satisfaction (Bernstein et al., 2015).

We need a sense of urgency to get rid of invisible ways that people may feel left out in education, and to be inclusive about differences in organisations (Çelik et al., 2021). In recent years, many studies have been published on exclusion, a safe working environment and undesirable behaviour in Dutch science (RUG, 2021; KNAW, 2022; Naezer et al., 2019). This is why it is interesting to explore employees' perceptions of inclusion at TU Delft. The Diversity & Inclusion Office of this university asked the Diversity and Inclusion Research Group of Leiden University of Applied Sciences to survey how TU Delft employees perceive inclusion. An earlier internal employee survey (2020) showed signals of undesirable behaviour and exclusion.

The insights from the current survey are used as input for targeted approaches to diversity and inclusion policies. TU Delft wants to catch and limit signs of exclusion and undesirable behaviour as early as possible. The present research is intended as a baseline measurement and an initial "snapshot" of experienced inclusion. The main question is: *How inclusive do employees perceive the TU Delft to be as an organisation?*

TU Delft's Diversity & Inclusion Office is also looking for ideas to help them promote inclusion based on the current survey. That is why the second question is: *How can inclusion be improved within TU Delft?*

2. Research method

This survey is quantitative in nature. A survey has been sent to all employees. Employees were able to add additional comments on several sub-themes.

Survey

The survey took place between September and November 2022. The respondents were asked about the following variables that are known to influence people's perceptions of inclusion. The questionnaire is attached in Appendix F.

1. *Perceived Inclusion* : on the one hand, this is about the sense of belonging and being part of something and on the other hand, the need for space and appreciation for individuality (authenticity) (Jansen et al., 2015; Shore et al., 2011).

2. *Inclusive organisational culture*: this is about creating unity among employees, with room to work in your own way, even when this way of working is different from the standard (Çelik, 2018).

3. *Transformational leadership* : this is a leadership style of a manager who pays attention to individual characteristics and who motivates, inspires and supports people in their personal development (Carless et al., 2000).

4. *Inclusive work and learning environment*: this is an environment where new ways of thinking are recognised, and people are not afraid to choose their own course.

5. *Intercultural group climate* : this is a climate that is open to and appreciates diversity (Luijters et al., 2008).

6. *Social cohesion*: this term means the motivation to develop and maintain social relationships within the group, and to the quality of an emotional, friendly bond between team members, for example, liking each other, caring for each other and feeling interconnected (Sargent & Sue-Chan, 2001).

7. *Psychological safety* : people who feel psychologically safe are not afraid to be open, honest, and vulnerable in a group and do not fear negative consequences. They challenge each other to do better without being judged or marginalised (Nembhard & Edmondson, 2012). Psychological safety in teams and organisations makes it possible for people to learn (Carmeli & Gittel, 2009). People are willing to share knowledge and suggestions for organisational improvements (Collins & Smith, 2006).

8. *Undesirable behaviour*: in this survey, the focus was on forms of bullying,
    harassment, exclusion, and discrimination (Slootman, 2016).

We asked respondents to what extent they identify with a minority group, so we could gain
insight into background characteristics. This includes identifying with a particular cultural
background, gender identity, sexual preferences, and psychosocial and functional
limitations. We also asked respondents how they see TU Delft's role in promoting diversity
and inclusion. Respondents could add a comment or explain their answer for each variable.

After the initial analyses of the quantitative data, the researchers presented and
explained the results in an interview with around ten employees on 6 February 2023. These
employees were representatives from faculties (Faculty Diversity Officers), the Diversity &
Inclusion Office, the Integrity Office, Education & Student Affairs (ESA) and Human
Resources. The goal of this conversation was to interpret the quantitative analyses and to
decide what deeper analyses were needed.

Respondents

1,582 employees completed the questionnaire. 416 respondents completed the survey in
English; 1,166 completed the survey in Dutch. The number of respondents in the results can
vary because not all respondents answered all the questions.

Of the respondents who completed the questionnaire, 693 were support and policy
staff (OBP) and 895 were academic staff (WP). The questionnaire then asked academic staff
only at which faculty they work, so the results about faculties are about academic staff only.
780 respondents identified as male, 697 as female and 17 as non-binary or other. The other
respondents did not share their gender identity. 887 respondents are aged between 26 – 45
years, 610 respondents are 46 years or older and 85 respondents are younger than 25 years.
Table 1 shows the numbers and percentages of respondents within the departments and
OBP within faculties and by faculty (academic staff only).

Table 1. Total number of respondents per department and administrative and support within faculties and faculty (academic staff only) who fully completed the questionnaire.

Departments and academic and support staff within faculties	n	%
1 Administrative Office	18	2.6
2 Campus and Real Estate (CRE)	56	8.1
3 Electronic & Mechanical Support (EMS)	18	2.6
4 Communication (Com)	62	8.9
5 Education & student affairs (ESA)	172	24.8
6 Finance (Fin)	43	6.3
7 Human Resources (HR)	40	5.8
8 ICT & Facility Management (ICT & FM)	71	10.2
9 Legal Services (LS)	22	3.2
10 Strategic Development (SD)	30	4.3
11 TU Delft Library (Lib)	25	3.6
12 General Faculty or Department Support	136	19.6
Total Departments and academic and support staff within faculties	**693**	**100**
Faculties + QuTech	n	%
Architecture and the Built Environment (BK)	100	11.2
Faculty of Civil Engineering and Geosciences (CEG)	146	16.3
Electrical Engineering, Mathematics and Computer Science (EEMCS)	132	14.7
Industrial Design Engineering (IDE)	80	8.9
Aerospace Engineering (AE)	91	10.2
Technology, Policy and Management (TPM)	74	8.3
Applied Sciences (AS)	160	17.9
Mechanical, Maritime & Materials Engineering (3mE)	103	11.5
QuTech	9	1.0
Total faculties	**895**	**100**

Data analysis

The data were analysed in IBM SPSS Statistics, using descriptive statistics. Reliability analyses showed that most of the scales have adequate to good reliability (see Appendix G for reliability measured by Cronbach's alpha). Next, the items from these scales were combined, except the two questions on psychological safety. Just like the other questions that are not part of a scale, these two questions were analysed and reported separately.

Quotes

We have included the responses to the open-ended questions as quotes to illustrate and interpret the quantitative data. The English quotes were not translated into Dutch[1]. For some texts, we stated whether the quote was from a respondent who did or did not identify with a minority group. To ensure anonymity, we did not include quotes that could be traced back to individuals. These respondents told us they have reported bullying, harassment, verbal abuse, sexual comments, and physical threats. These quotes are described in the text anonymously when at least two respondents posted a comment saying something similar.

---

[1] In this document (translation to English), the Dutch quotes have been translated to English

3. Results

In this section, we present the results one after the other of the following variables: perceived inclusion, psychological safety, leadership and undesirable behaviour. The remaining figures, on inclusive organisational culture, intercultural group climate, social cohesion, inclusive working and learning environment, and TU Delft's role in encouraging diversity, are included in Appendices A through D. We explain the differences between academic and support and policy staff and between faculties (academic staff only) and boards and academic and support staff within faculties. Where possible, we also report on differences in outcomes between people who do or do not identify with a minority group.

General results

When we look at the ratio of positive to negative responses, we notice that the vast majority of respondents were positive about all the scales that were asked about with use of a Likert scale. Negative responses on all variables varied between 0.5 and 8 per cent of respondents. In absolute numbers, this means between 9 and 155 people per variable.

We also noted that respondents chose the 'neutral' response category relatively frequently. These are the grey sections in the figures. This varies between 13 and 43 per cent of respondents per variable. It is difficult to interpret, based on current quantitative data, why respondents filled in 'neutral'. There may be several reasons: these respondents do not have a strong opinion on these topics or they do not want to or dare to express this opinion.

It is also striking that the quantitative data (with a few exceptions) show few differences between faculties (academic staff only), departments and academic and support staff within faculties, academic and support and policy staff (see figures in the appendices). We did see some differences between respondents who do or do not identify with a minority group.

When two groups (for example, minority-majority group or faculty-director and academic and support staff) could be compared, we did so with a T-tests: this analysis tests whether or not two averages are significantly different. These analyses show that the differences are not large based on the average. That is why we have not included these analyses in this report. In addition, TU Delft wants to promote inclusion throughout the entire university. What's more, there is no agreed baseline for a quantified and accepted

level of inclusion. In essence, the goal is to promote inclusion throughout TU Delft. In other words, inclusion is not an issue of a specific group such as minority, majority, faculty or department and academic and support staff, but an issue of us all.

Complete overview of all variables

Figure 2 shows how employees scored on all the measured scale variables. Between 15 and 30 per cent of people scored neutral on the variables (grey bar section). These respondents probably do not have strong opinions on these issues or do not want to share their experience. The red bars mean they have given a low score. Although the red parts in the figure may look small compared to the green areas, in absolute numbers they still range from 67 to 212 respondents out of the more than 1,800 people who answered these questions. The organisation can learn lessons for improvement from every negative experience.

Figure 2. Complete overview of perceptions of inclusion
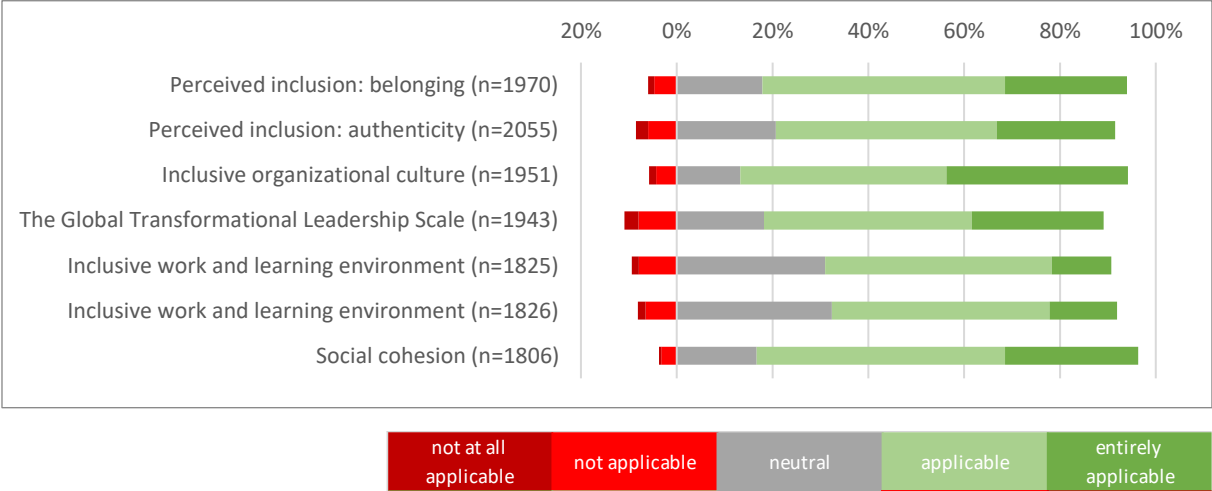
Identification as a minority

33 per cent of respondents (588 people) reported that they identified as belonging to a minority group (Figure 3). At the same time, the vast majority of respondents (1,102 people, 62%) do not identify with a minority group. Of the academic staff, 41.6 per cent (415 respondents) identified with a minority group. Of the support and policy staff, 21.6 per cent (173 respondents) identified with a minority group. The chart below shows how many people identify with which minority groups.

Figure 3. Identification with minority group, all respondents in absolute numbers

On which dimension do you consider yourself a minority?
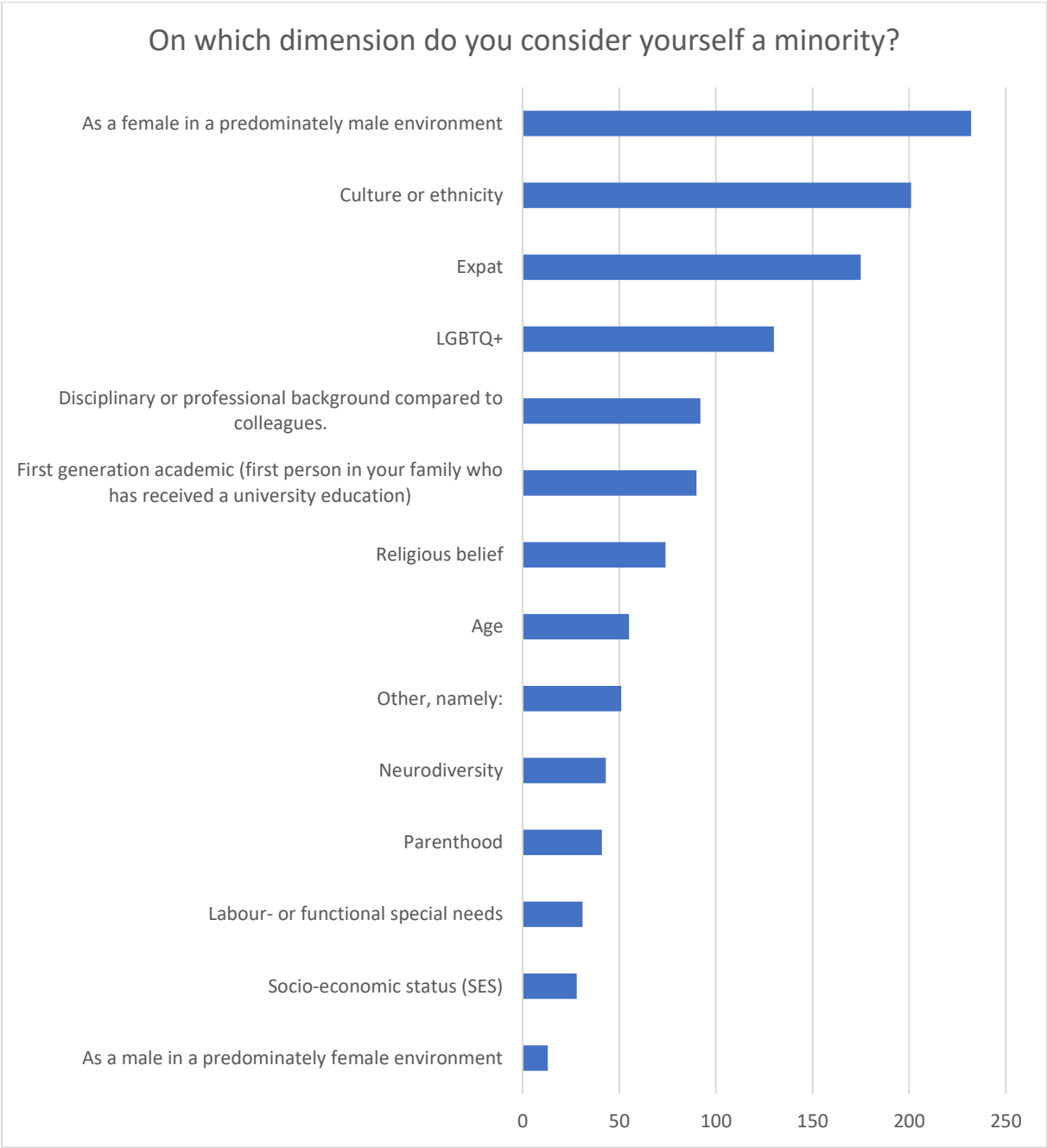
Figure 4 zooms in on the results of people who identify with a minority group. This means that they experience less inclusion than people who do not identify with a minority as such.

Figure 4. Perceived inclusion: identification or no identification with minority group
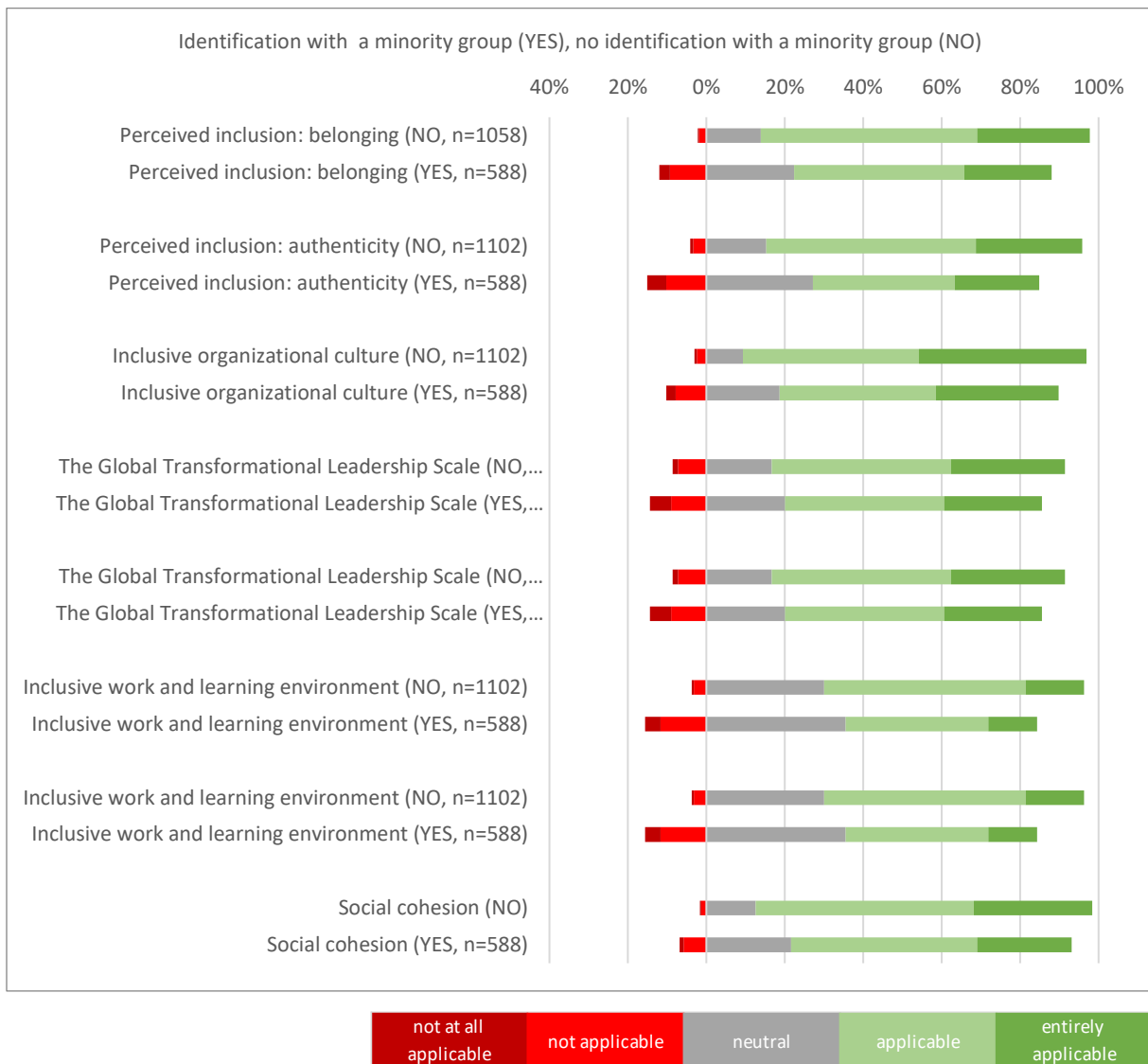
Academic and support and policy staff

Figure 5 shows that academic staff generally experience less inclusion than support and policy staff. The main difference can be seen in experienced inclusion, inclusive culture and intercultural group climate.

Figure 5. Perceived inclusion : academic and support and policy staff
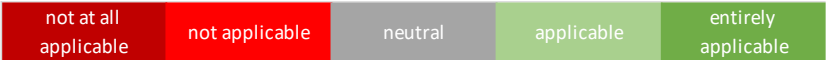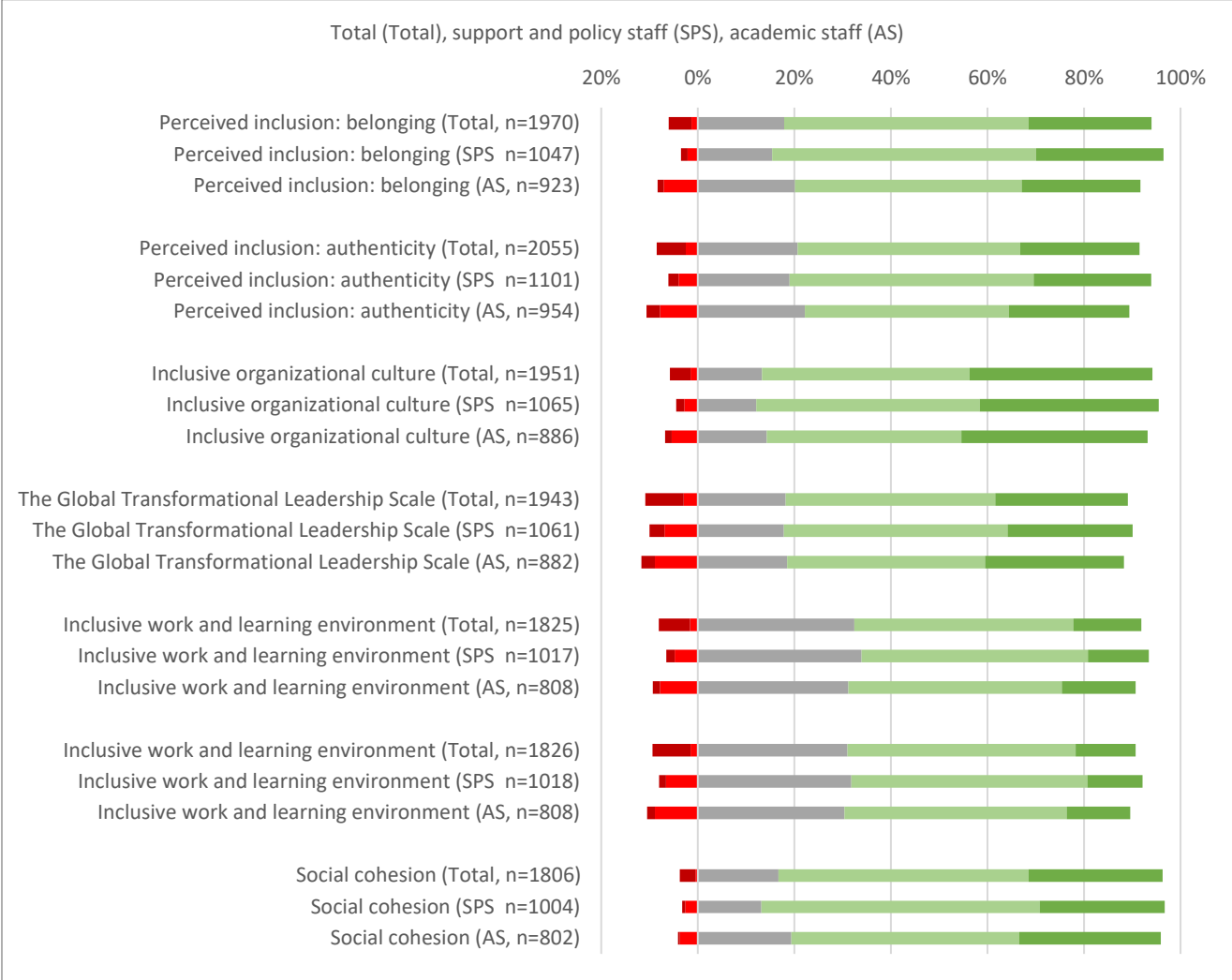
Psychological safety

Psychological safety was measured by asking two questions. Figures 6 and 7 show the results of these two questions for academic and support and policy personnel. It is striking that colleagues generally feel they have space to ask each other for help. In addition, about 20 per cent of respondents said that they experience mutual rejection between colleagues because people are different. This happens more often to academic staff than support and policy staff. About 20 per cent of respondents answered 'neutral' to the question about rejection.

Figure 6. Psychological safety: "People on this team sometimes reject others for being different"
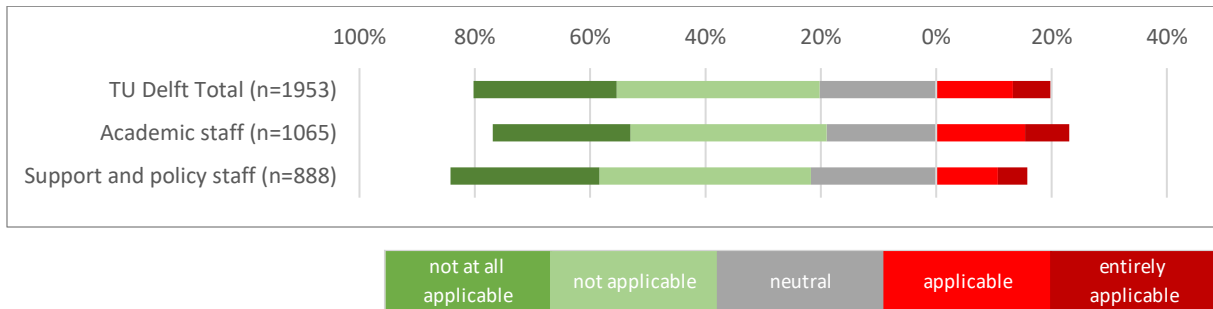
Figure 7. Psychological safety: "It is easy to ask other members of this team for help"
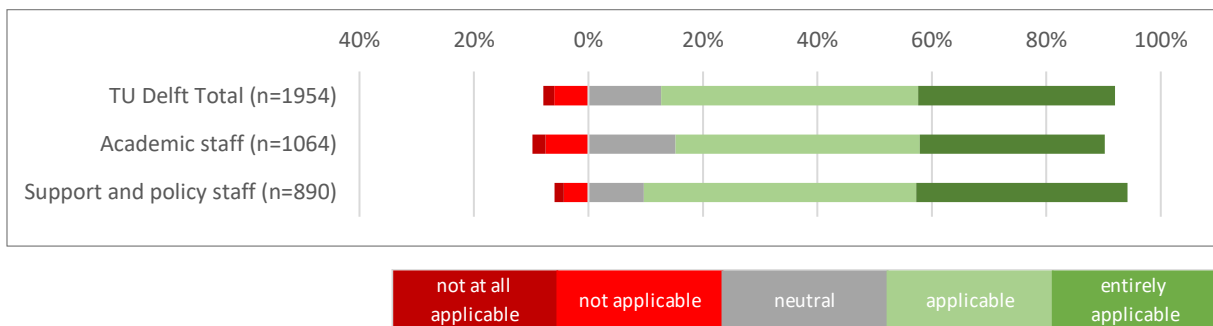
Respondents made the following comments about psychological safety:

"Being different is appreciated in my team, but that appreciation disappears higher up in the organisation."

"As a man who is attracted to men, I have not felt that I have been disadvantaged for that reason by my immediate colleagues. But I do sometimes feel afraid to show this to the students I work with a lot."

"The level of unsafety lies mainly with management. It is particularly colleagues in the horizontal plane or below who enjoy their work. The continuous tension can be found with the upper layer."

"I would have liked to report something about my bad experience somewhere safe and anonymous [....] I would have liked to give more details, but in the end, I removed them."

"I do not feel safe to report incidents."

"It's mostly about topics of conversation that make me feel unsafe. When people (often white males) joke about minorities in a 'fun' atmosphere, it always comes across as unsafe."

"Debates about reducing the number of international students in the Netherlands make me feel very uncomfortable. I wish TU Delft would take a clearer stance in public debates stating that international students and staff are always welcome and enrich educational and professional environments."

"There is equality and understanding, to a certain extent. If you are just a little too different, it is difficult to be understood or join in. I have also noticed that some colleagues find it difficult to include international colleagues."

"I have always really enjoyed working here. Still, there is inequality in how permanent staff and temporary contracts or PhDs on scholarships are treated."

"Dutch people only talk to Dutch people. [….] Paternalism towards expats, treating them as cute and innocent, not as equal professionals."

"Women are often addressed as 'girl' and stereotypical comments are made."

"I have heard comments in the vicinity that they are doing me almost a favour by allowing me to be in their country. I get often confused with another colleague of similar ethnicity. I hear dismissive comments and generalizations about my cultural background."

Leadership

We asked respondents how they perceived leadership at work. We focused on transformational leadership because in leadership theory, this leadership style is associated

with an inclusive work environment (Çelik, 2018). Transformational leaders focus on finding new ways of working and using different perspectives to solve problems. They have a good eye for the individual characteristics of employees. They know how to find a balance between making people as enthusiastic as possible and getting all the employees to participate (Northouse, 2018; Kim, 2017). Compared to other departments and academic and support staff within faculties, the Finance department has the lowest score for transformational leadership (see Figure 8). Appendix B shows the results at the faculty level and for different academic positions. Here, Aerospace Engineering has the lowest score on transformational leadership compared with other faculties.

Figure 8. Transformational leadership : departments and academic and support staff within faculties

Respondents added several comments about leadership:

"In my experience, everything depends on how leaders take on their roles, and whether a socially safe mindset and behaviour is encouraged from the top down."

"As a PhD, we are told all the time that any problem we have should be directly communicated to the supervisor. However, supervisors often handle working-environment-related problems so badly that the problems become worse."

"The management is time-consuming for the people in the workplace rather than supportive. The workplace is overloaded. The management are busy 'managing' but, they are not serving the people in the workplace."

"Attempts are being made to change the negative aspects of the well-established 'Full-Professor-Club' dominated culture. Nevertheless, actions are, in most cases, make-up. This is because the same people contributed to/allowed the problems."

"When I joined TU Delft, my daily supervisor has not welcomed me. My daily supervisor was strange with me. In addition, my daily supervisor threatened my GO decision, which has resulted in different psychological problems for me. I'm struggling now from [personal, red.], thanks to my daily supervisor."

"The management sometimes plays political games over the backs of employees, gossips about employees' performance without informing them about it and makes decisions about which the person affected is the last one to be told."

"I have tried to discuss these things, but I don't think that I have been taken seriously. Managers look to the other direction or start arguing that the fault is in me."

"I raised the unwelcome sexual comments and behaviour with my manager. Their response was: 'it's probably best to stop being friendly with certain men. Otherwise they will think they stand a chance with you'."

"I've reported bullying or inappropriate comments to the supervisor with no consequence on the bully."

"I have reported harassment and bullying to my supervisors – however, as far as I'm aware, no measure has been taken, despite that several people have been the victim of the harasser."

"The supervisor who tried to bully me into leaving, first indirectly and then by "abusing" performance reviews in a manipulating way to give me a bad result."

Respondents who identify with a minority comment on the manager's and promoter's position of power, and how they are disadvantaged as a result. They also report incidents of favouritism. Some of the respondents felt that preference is given to men and white Dutch people, and that the experience of people from other countries and cultures is less valued.

Undesirable behaviour

The survey asked about several forms of undesirable behaviour. Figure 9 shows how many individuals have noticed or personally experienced some form of bullying, exclusion and or discrimination in the past year. Respondents were asked to choose up to three forms of undesirable behaviour.

Figure 9. Experienced types of undesirable behaviour: academic and support and policy staff
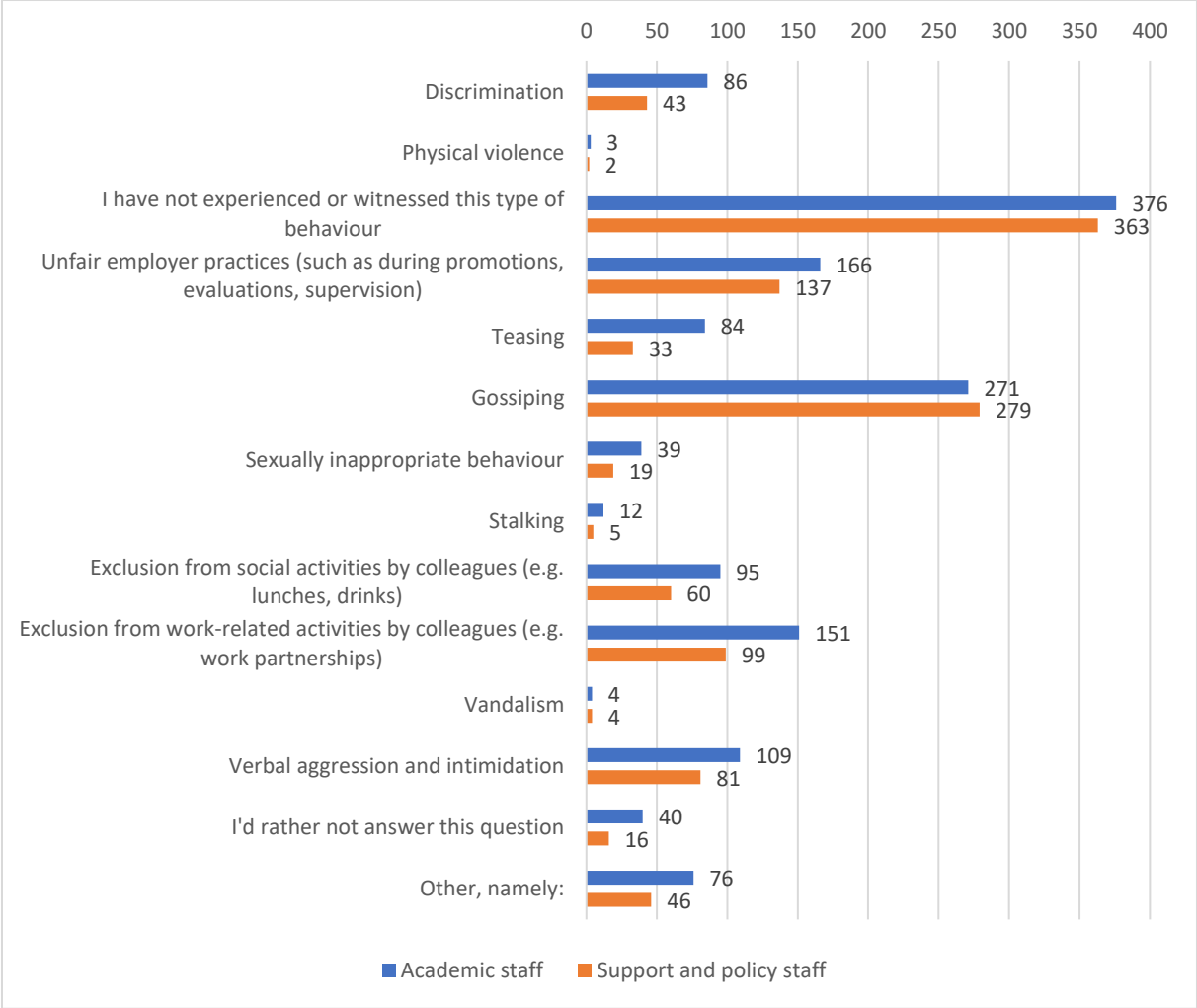
Figure 10 shows that, compared to support and policy staff, academic staff are more likely to have noticed or experienced some form of undesirable behaviour personally.

Figure 10. Experience with undesirable behaviour: academic and support and policy staff

Totaal (Totaal), ondersteunend en beleidspersoneel (OBP), wetenschappelijk personeel (WP)

At faculty level (WP, n=985)
At faculty level (OBP n=791)

At department level (WP, n=985)
At department level (OBP n=791)

In my immediate working environment (WP, n=985)
In my immediate working environment (OBP n=791)

In teaching situations (WP, n=985)
In teaching situations (OBP n=791)

In other situations within the TU Delft (WP, n=985)
In other situations within the TU Delft (OBP n=791)

■ (Almost) never ■ Sometimes ■ Regularly ■ Often ■ (Almost) always

Figure 11 shows that 698 respondents had not experienced undesirable behaviour. Of these respondents, 519 do not identify with a minority group and 179 do. The top-three most common forms of undesirable behaviour experienced by respondents were gossiping, unfair employer practices, and exclusion from work-related situations.

Figure 11. Experienced types of undesirable behaviour: identification or no identification with a minority group
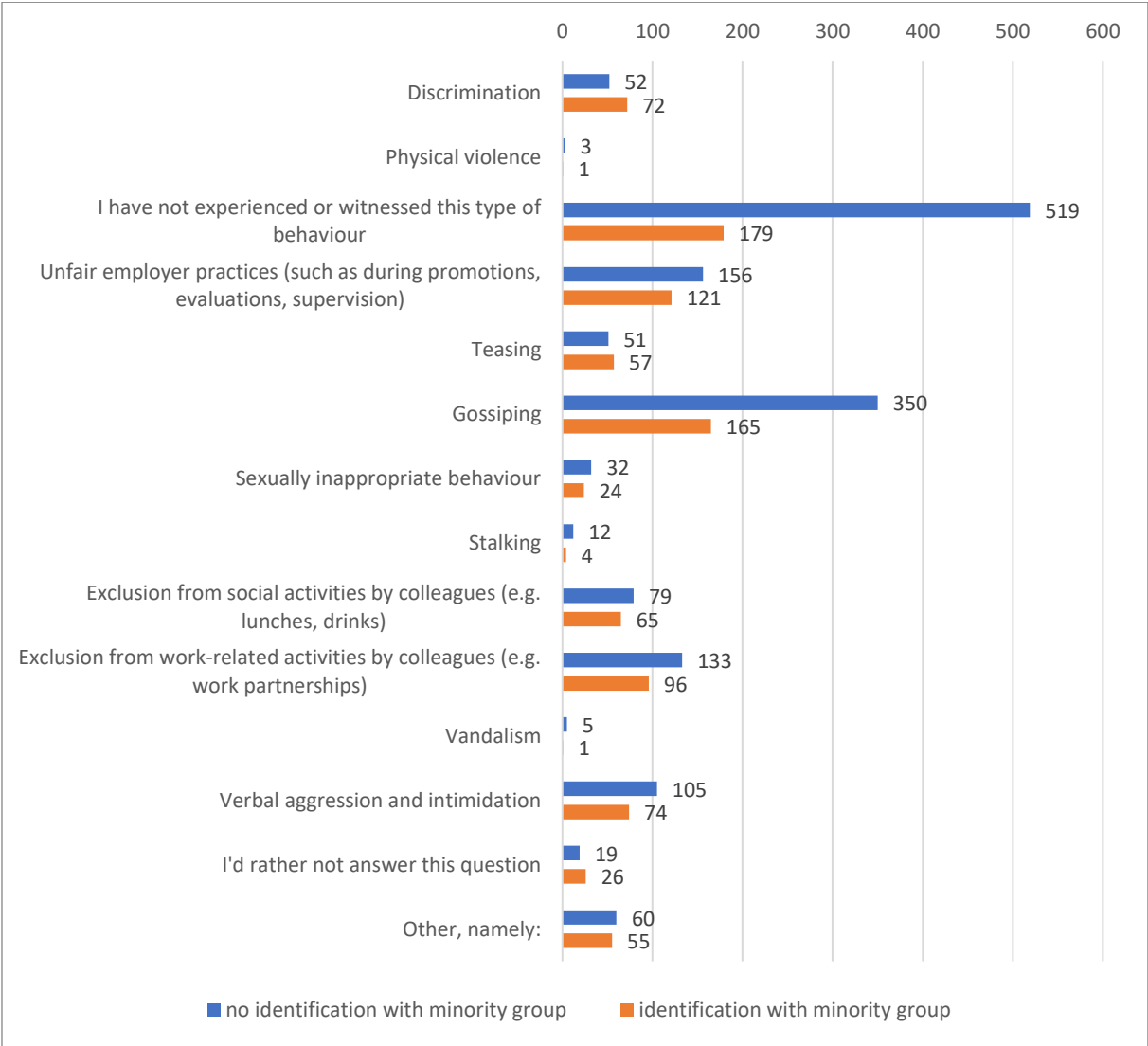
Respondents shared the following experiences about undesirable behaviour:

"Dutch employees are also kept small, excluded, etc."

"The bullying behaviour that I experience and notice is mainly due to the hierarchy of academia."

"I have experienced comments from male colleagues from my group based on my looks: That made me feel slightly uncomfortable. Also, I have been sized up down-up a few times during the conversation like the colleague found me attractive. I have heard from female colleagues

that they are subject to patronising and condescending behaviour by male colleagues with more senior positions."

"I found really discrimination about colour skin with the maintenance workers at TU and the users (students/staff) of the university. Few people treat them as equals."

"You cannot be an international university by simply having high international enrolments. You have to promote international people equally across the board."

"It is actually generally about micro-aggressions, where a joke was made that wasn't really funny to the individual, or people made assumptions about someone based on ethnicity, for example."

"The discrimination mainly comes from the 'old-guard' colleagues, who see discrimination as humorous. It usually happens behind people's backs."

"A colleague made slightly disparaging remarks to me about people of certain ethnicities."

"Discrimination based on what I look like as a female colleague: comments about clothing or intelligence based on someone's hair colour."

"Treating female PhDs like the tea lady, not taking female researchers seriously. It's often small comments, like; 'Oh, they are all women, we can't expect too much from them then.'"

"[....], but they did not include me in their working group even though I had the most expertise."

"I generally experience verbal intimidation, teasing, under valuing."

"I have witnessed a lot of inappropriate behaviour. One professor in particular ogles female colleagues blatantly, and stares at them as they walk past. A technician has also made very inappropriate comments about my race, about immigrant in the Netherlands (and how we

are not welcome), and about my physical appearance. My supervisor has made many unacceptable comments about my gender and race, and has singled me out on more than one occasion due to these factors. He has yelled at me and hurled insults on multiple occasions."

"A few years ago, I wasn't given a challenge I asked for because I 'would probably get pregnant again in a few months anyway.'"

"Male colleagues are more likely to be taken more seriously, regardless of their education or work experience. As a woman, on the other hand, you are often not believed or not seen as a serious conversation partner."

We also asked respondents *how often* they experienced or noticed some type of undesirable behaviour. Figure 12 shows the results. The respondents said gossiping, unfair employer practices and exclusion from work-related situations are more frequent.

Respondents who identify as a minority mentioned discrimination, exclusion from social activities, exclusion from work and verbal aggression and harassment more often than respondents who do not identify with a minority. The frequency of the other types of undesirable behaviour is almost similar for all respondents, regardless of whether they identify with a minority group. Appendix E has a summary of the results.

Respondents who identify with a minority commented on discrimination based on ethnicity and religion. All respondents mentioned discrimination based on gender. We also noted some hesitation among some respondents to say anything about undesirable behaviour or discrimination because they are afraid of the consequences. Examples of these consequences include threats of being fired, no promotion and not being allowed to participate in projects.

Figure 12. Frequency of experience with forms of undesirable behaviour
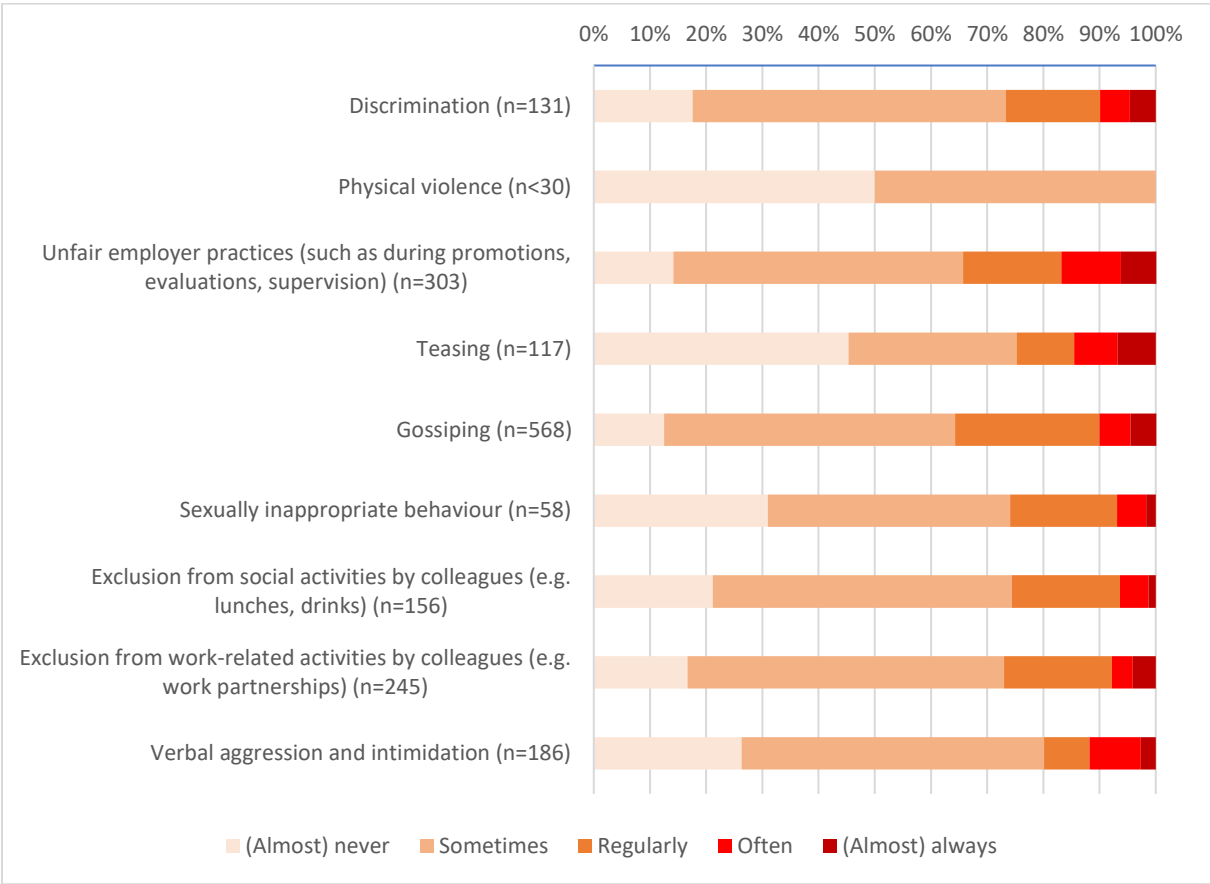
We then asked which colleagues exhibit the undesirable behaviour. Figure 13 shows that exhibiting verbal aggression is most common with colleagues from a higher hierarchical position. Respondents see gossiping and bullying the most often among colleagues at the same level.

Figure 13. Persons who exhibit undesirable behaviour, in numbers
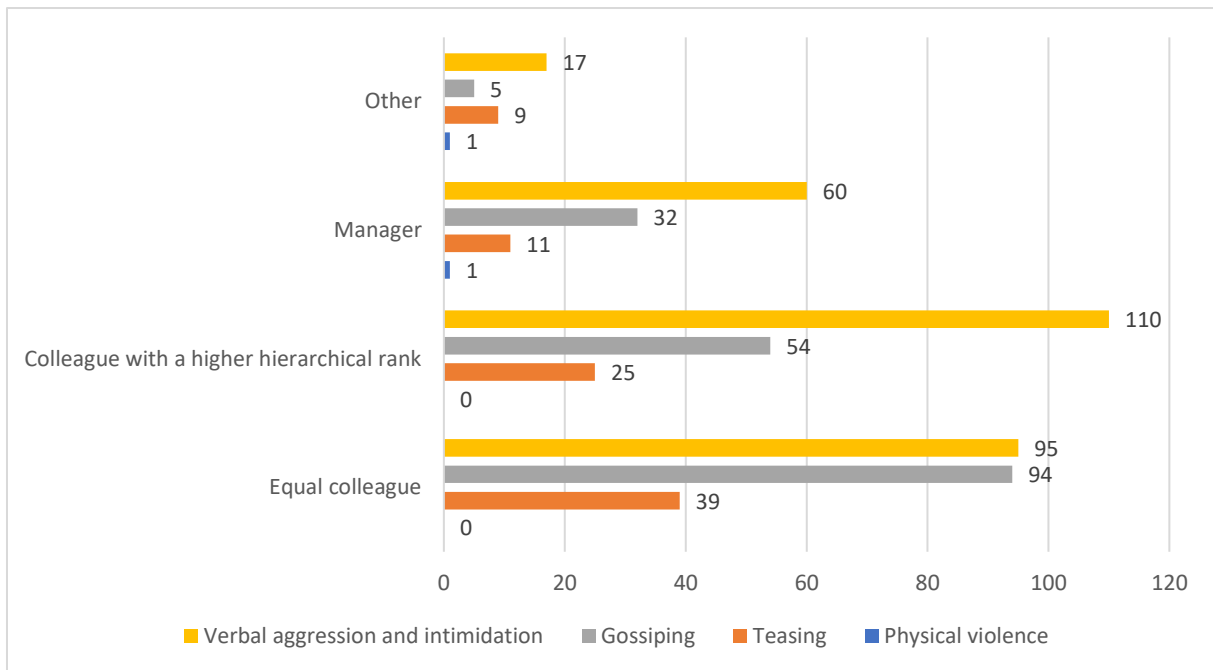
The most common answer when asked what subtypes of undesirable behaviour people experienced or noticed, was discrimination based on nationality and ethnicity (Table 2). As examples of unfair work practices, people mentioned: not awarding promotions and lack of recognition of work, such as authorship in contributions. Unacceptable sexual behaviour mainly involved sexual comments. The most common form of exclusion mentioned was people not being asked to join for breaks or get-togethers.

Table 2. Subforms of undesirable behaviour[2]

Discrimination	N
Gender identity	19
Gender	54
Sexual orientation	15
National origin	73
Ethnicity	61
Skin colour	21
Religion	21

---

[2] The follow-up questions in the survey asked in more detail only about physical violence in the Dutch questionnaire. Otherwise, forms of vandalism and stalking were not discussed in depth. For social exclusion and physical violence, only the Dutch questionnaire asked who displayed the behaviour. Because of a technical error, the English-language questionnaire did not ask follow-up questions.

Age	13
Pregnancy or parenthood	16
Neurodiversity	9
Special labour or job needs	6
Unfair employer practices	
Unfairly awarding or failing to award promotions	163
Unfair or unjust performance reviews	121
Unequal availability of (proper) guidance	111
Unequal availability of resources (e.g. training, material, etc.)	83
Lack of recognition of work and contributions (e.g. authorship, contribution to projects and working groups, etc.)	155
Not being added to working groups or collaborations despite the fact that this would make sense based on experience or expertise	82
Sexually inappropriate behaviour	
Sexually tinged comments	41
Unwanted touching or physical contact	17
Unwanted discussion of sexual relationships/stories/fantasies at work	15
Unwelcome sexual advances	16
Physical sexual assault	2
Exclusion from social activities by colleagues (for example, lunch, drinks)	
Not being invited along for lunch or coffee breaks	89
Not being included in 'coffee corner chats'	61
Not being invited for drinks or other social activities	76
Failure to adapt social activities to all possible participants (for example: vegetarian and non-alcoholic options)	47
Exclusion from work-related activities by colleagues (for example, collaboration)	
Exclusion from collaborations	162
Exclusion from working groups/boards	93
Exclusion from participation in grant applications	49
Exclusion from (the provision or shaping of) educational activities	46
Not adapting work-related situations to all possible participants (E.g., meetings in Dutch)	53

Diversity

We asked respondents which aspects of diversity they find important within TU Delft. We also asked them about the organisation's role in addressing diversity and exclusion. Figure 14 shows that most respondents believe diversity is valuable in the academic environment and that it is important for everyone to be aware of this. Opinions vary about attention to specific groups.

We examined, with a T-test, whether there are significant differences in the ratings of diversity by academic and non-academic staff. The responses show that there is a significant difference only for the last two questions. In other words, academic staff are significantly more likely than support and policy staff to say there is a need to focus on specific groups to promote diversity and inclusion.

Figure 14. The appreciation of diversity within TU Delft
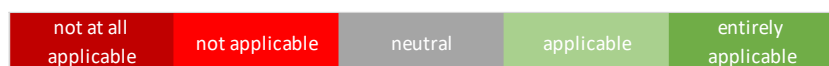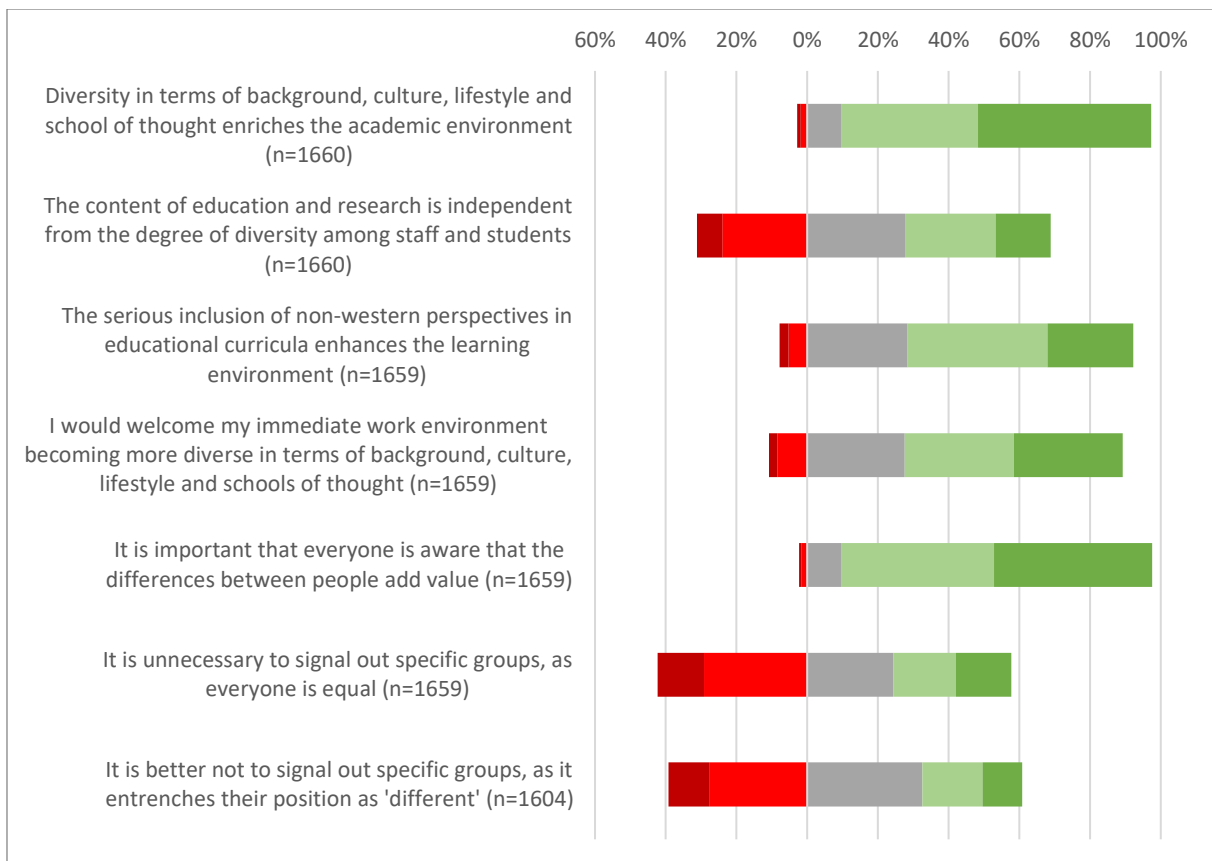
Figure 15 shows a visualisation of how respondents see TU Delft's role in addressing diversity and exclusion. It suggests that a large part of respondents scored 'neutral'. Even though a large group believes that TU Delft should do more to increase diversity among students and staff, there is also a group (about 20 per cent) that does not. About 30 per cent of respondents said they were not happy with the way TU Delft deals with the issue of diversity and discrimination. More than 40 per cent of respondents do not know where to go to report experiences of discrimination.

Figure 15. The role of TU Delft when it comes to diversity and inclusion
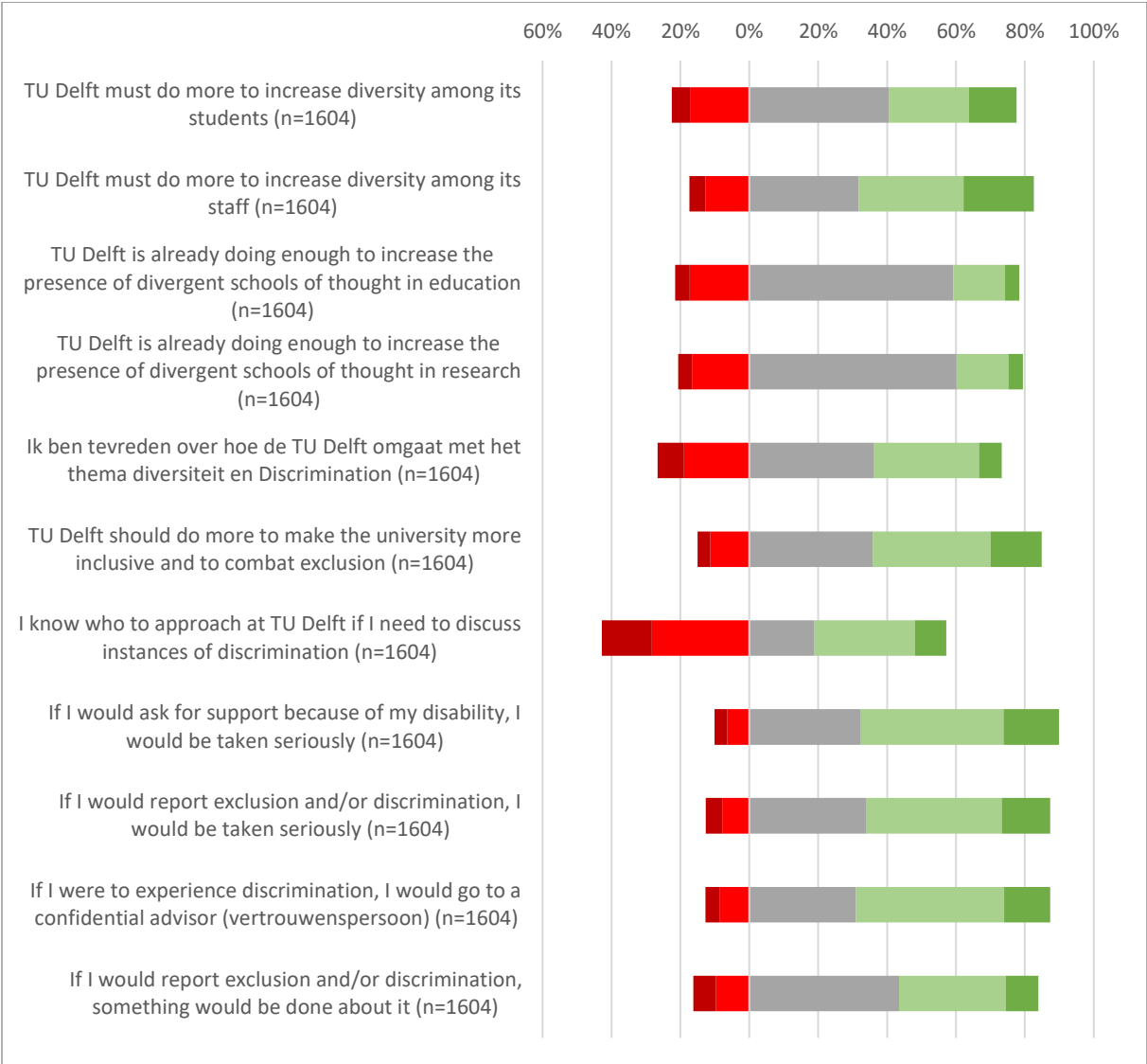
We have listed some quotes from respondents about the diversity approach:

"*There was so little understanding for the scheduling demands of a colleague who is expressing breast milk that it was made virtually impossible. This is a surefire way of chasing away the few female colleagues we have.*"

"*It is striking that the MT of the faculty I work for from my department is made up mostly of middle-aged white men.*"

"*I only did it [report an incident] once. I was threatened with dismissal. I will not make that mistake again.*"

Another striking point based on respondents' comments is the lack of satisfaction with the handling of diversity, inclusion and discrimination events. Below are some quotes from respondents who are critical and mistrustful. These points relate to expectations and roles of HR and of executives.

"*HR is not there for the employees, but for the management. It's easier to just keep it to yourself.*" – Respondent identifies with the majority.

"*My previous manager openly gossiped about her team and played people against each other. She left the organisation. Unfortunately, HR was asleep at the wheel and the dean should have been more proactive as well.*" – Respondent identifies with the majority.

"*I would not report it because I do not trust that HR will be on my side. The departmental secretaries have found out details that I told HR (and only HR) in confidence.*" – Respondent identifies with the majority.

"*Because of my previous experiences, I have asked during my introductory HR meeting when I first started working at TU Delft where I can go and who I can talk to in case of problems with colleagues or supervisors. I do not believe I received a satisfactory answer.*" – Respondent identifies with a minority.

"As long as a dean gets to decide whether someone stays or goes, he will always choose the offender and not the victim. The HR apparatus needs to become better and more decisive. Professors violate every HR rule." – Respondent identifies with a minority.

It was also striking that three respondents saw attention to diversity and inclusion as a waste of time, not useful or woke. In contrast, a large proportion of respondents focused on the importance and urgency of the issue. They hope a movement will be started within the university. The first two questions in Figure 15 emphasise that respondents feel that more attention should be paid to diversity at TU Delft.

4. Conclusions

Culture change within the organisation is high on TU Delft's priority list, which is why this survey on perceived inclusion was commissioned. If TU Delft wants to fulfil its social mission adequately and foster a respectful, accessible, and inclusive community, insights from staff and students are essential. The university administration has appointed a chief diversity officer to make more efforts to structurally monitor diversity and inclusiveness and systematically develop policies and approaches.

This survey focuses on how inclusive TU Delft employees perceive the organisation to be and how a sense of inclusion can be promoted. We tried to find answers to these questions by sending out an employee survey.

1,582 employees fully completed the questionnaire. The quotes were taken from comments some respondents included when completing the questionnaire.

Below is a summary of important conclusions from this survey.

The overall scores show that between 70 and 76 per cent of respondents were positive about their perceived inclusion (see Figure 2). We also found that a group ranging from 24 to 30 per cent felt neutral about their perceived inclusion or have a negative perceived inclusion. It also appears that the majority of respondents (between 70 and 90 per cent, depending on the organisational unit) almost never experienced undesirable behaviour personally. In contrast, a group ranging from 15 to 30 per cent of respondents said they experienced undesirable behaviour in the work environment. The most common forms of undesirable behaviour that were mentioned are: gossiping, not being invited to social

activities, not being given promotions, unfair evaluations and exclusion from projects. This survey suggests that employees think more attention should be paid dealing with undesirable behaviour, particularly by employees in positions of power. A few employees experienced that managers tolerate negative statements about certain groups, for example, based on gender identity or ethnicity, or that signals about undesirable behaviour are not handled satisfactorily. The result is that some employees experience exclusion. This is more common among academic staff than support and policy staff.

This survey also shows that complaint handling is a point for attention. About 41 per cent of respondents have confidence that incidents of exclusion or discrimination they would raise would be dealt with properly. About 16 per cent of respondents do not think this is the case. We can also partially conclude from the survey that employees are not happy with the way signals and complaints of exclusion and undesirable behaviour are handled. Some people point to the role of the HR department and confidential advisers, and others to the role of managers. About 43 per cent of respondents do not know where to go if they want to talk about experiences of exclusion.

There was also a concern about the experienced inclusion of employees who identify with a minority group. One-third of all respondents identified with one or more minority groups, such as being a woman in a predominantly male environment, having a particular cultural background or ethnicity, being an expat or belonging to the LGBTQ+ community. The perceived inclusion on all measured aspects were found to be significantly lower among this group than among employees who do not identify with a minority group. The feeling of belonging and being able to show one's authenticity in particular need extra attention for this group. This clear picture from the present survey is consistent with findings from previous studies of people's perceptions of inclusion in other organisations: people who belong to minority groups experience lower levels of inclusion (Ministry of Education, Culture and Science OCW, 2021). For an international organisation like TU Delft, this is absolutely essential if they want to attract and hold on to employees in the future. This does not mean that policies and interventions should only specifically be aimed at minority groups. The quotes show that some employees who identify with the majority do not always feel they can be their authentic self or do not always feel appreciated by colleagues and supervisors. This applies to academic staff and to support and policy staff. Compared to support and policy staff, academic staff are less likely to experience a culture of inclusion.

This possibly has to do with the fact that the academic staff are more diverse in terms of the composition of people who identify with one of the minority groups.

Lastly, this research shows that, time and again, managers play an important role in promoting inclusive culture and tackling undesirable behaviour. It turns out they are crucial when it comes to supporting, facilitating, and developing diversity and an inclusive work environment. When they highlight the importance of diversity and have a good eye for differences, employees feel more involved and connected to the organisation than when they do not (Gündemir et al., 2017; Çelik, 2018). The present survey emphasises the fact that the way in which leadership is provided is crucial to realising an inclusive culture.

5. Recommendations

The following five recommendations offer direction for a comprehensive package of measures to promote inclusion at TU Delft.

1. Work to increase diversity and a comprehensive approach
Preventing and combating undesirable behaviour requires a multifaceted and comprehensive approach that is embedded in the culture, structures, systems and management of the organisation (Çelik et al., 2014), and involves all parties. Work to increase diversity in teams and people's awareness so that all employees, especially managers, take 'ownership' of this issue. This advice is in line with the research that resulted in the KNAW's guide (2022) on social safety in Dutch science. That is why this guide can also serve as a guideline. Inclusion is a complex issue that requires commitment and effort from everyone in the organisation. All employees should be expected to contribute to an inclusive culture. This goal requires outcome agreements, intensive support, guidance and professionalisation.

2. Improve people's willingness to report
It is important to involve all employees in the development of interventions that are specific to one group of employees. For example, if the university wants to increase willingness to report among vulnerable groups, they must work on the willingness to report among all employees. After all, getting all employees on board when it comes to targeted policies strengthens support within the organisation (Jansen et al., 2015). This would also strengthen the general willingness to report. This reduces 'us versus them' thinking and avoids excluding any group. This brings us to the two recommendations to take a critical look at the complaint procedures, as well as the role of all parties that are involved in this process.

3. Take a critical look at complaint procedures
There needs to be a clear and supported complaints procedure and it must be clear (partly to create support) who plays what role: so that the complainant knows who the key players in this process are. This can also help make the options visible and understandable to

employees in case of complaints. In this way, people know where to go, that their complaint will be taken seriously and how their complaint will be handled.

4. Invest in leadership and culture

The most common misconception is that executives can 'just do diversity and inclusion on the side', whilst in reality, it is a specific area of expertise. Managers also need to feel safe and inclusive to perform in their role. Apart from education and training, personal coaching can also be a useful investment, so that managers can expand their own knowledge about diversity, inclusion and undesirable behaviour. Equally important, managers should regularly justify in the policy cycle or annual reports how they encourage inclusion and deal with undesirable behaviour or pick up on signals. Perceived inclusion and psychological safety can only develop when everyone is committed to them: this means all managers, and non-managers. It needs to be clear who performs what task and who has what responsibility. Managers are usually pioneers in inclusive culture and serve as role models and leaders in culture change. To encourage an inclusive culture, the organisation can also reflect with tools like the inclusion scan that reveals how inclusive the culture is, and behaviours of people and teams.[3]

5. Structurally monitor approaches to inclusion and undesirable behaviour

This survey can be seen as an initial "X-ray" as it were, to get a picture of how inclusive employees think TU Delft is as an organisation. Because of the many themes and accents, we recommend working towards a multi-year plan of action for all organisational units, with a clear vision and concrete goals. Structural monitoring of set goals can make it clear where adjustment is wanted and necessary. Monitoring can be done through follow-up or in-depth research, or by structurally embedding several aspects of inclusion into the regular employee monitor. Qualitative follow-up research is also an option to improve understanding of the underlying processes of experienced inclusion and the effectiveness of interventions that are used.

In conclusion

---

[3] For more information https://eelloo.nl/producten/inclusiescan/

A long time ago, TU Delft made the mythical character Prometheus its symbol. His name means: he who looks ahead. We know him as the one who gave humanity fire, so that knowledge and skill could develop freely. In complete freedom – and not hindered by undesirable behaviour. And yet this phenomenon is still getting plenty of opportunities, even at TU Delft.

To fight this problem and promote diversity and inclusion, we need an interactive and iterative approach (Nishii et al., 2018). It is a good idea to keep talking internally about developing policies and targeted efforts on inclusion, diversity, and positive interactions. In this way, the organisation can make an ongoing sharp analysis of the changing wants and needs of employees, while also working towards support for actions. Diversity and inclusion are everyone's responsibility. That is why the interaction and close collaboration between organisational units, teams and all employees are necessary to realise comprehensive culture change, knowing that the process is never finished, and will need continuous attention.

Literature

Bass, B.M., Avolio, B.J., Jung, D.I., & Berson, Y. (2003). Predicting unit performance by assessing transformational and transactional leadership. *The Journal of Applied Psychology, 88*(2), 207-218.

Brimhall, K.C. & Mor Barak, M.E. (2018). The critical role of workplace inclusion in fostering innovation, job satisfaction, and quality of care in a diverse human service organization. *Human Service Organizations: Management, Leadership and Governance, 42*(5), 474-492.

Bernstein, R.S., Bilimoria, D., Crary, M., & Blancero, D.M. (2015). Reflections on Diversity and Inclusion Practices at the Organizational, Group, and Individual Levels (109-226). In R. Bendl, I. Bleijenbergh, E. Henttonen, & A. J. Mills (Eds.), *The Oxford handbook of diversity in organizations*. Oxford, New York: Oxford University Press.

Carless, S. A., Wearing, A. J., & Mann, L. (2000). A short measure of transformational leadership. *Journal of Business and Psychology, 14*(3), 389-405.

Carmeli, A. & Gittell, J.H. (2009). High-quality relationships, psychological safety, and learning from failures in work organizations. *Journal of Organizational Behavior, 30*, 709-729.

Carter, A.B. & Phillips, K.W. (2017). The double-edged sword of diversity: toward a dual pathway model. *Social and Personality Psychology Compass, 11*(5), 1-13.

Çelik, S. (2016). *Sturen op verbinden. De business case van diversiteit binnen de publieke sector.* Dissertation. Leiden: Leiden University.

Çelik, S. (2018). Transformational leadership and organizational culture: keys to binding employees to the Dutch public sector (145-165). In J. Veinhardt, *Organizational culture* (145-165). Londen: Intech Open.

Çelik, S., Geutjes, L-L., van Oijen, J., Sabajo, N., & van Miert, M. (2021). *Een kritische blik in de spiegel. Lessen en bouwstenen voor een inclusieve hogeschool. [A critical look in the*

mirror. Lessons and building blocks for an inclusive college. Leiden: University of Applied Sciences Leiden.

Çelik, G., Vos, M. & de Vries, J. (2014). Verschil benutten in het hoger onderwijs: een integrale, interactieve en iteratieve benadering van organisatieontwikkeling. *Tijdschrift voor Hoger Onderwijs,* 32(4), 305-318.

Collins, C. & Smith, K.V. (2006). Knowledge exchange and combination: the role of human resource practices in the performance of high-technology firms. *Academy of Management Journal 49*(3): 544-60.

Dobbin, F. & Kalev, A. (2016). Why diversity programs fail. *Harvard Business Review, 94*(7), 14.

Ely, R.J. & Thomas, D.A. (2001). Cultural diversity at work: The effects of diversity perspectives on work group processes and outcomes. *Administrative Science Quarterly 46*, 229-273.

Gündemir, S., Homan, A.C., Usova, A., & Galinsky, A.D. (2017). Multicultural meritocracy. The synergistic benefits of valuing diversity and merit. *Journal of Experimental Social Psychology, 73*, 34-41.

Harrison, D.A. & Klein, K.J. (2007). What's the difference? Diversity constructs as separation, variety, or disparity in organizations. *Academy of Management Review, 32*(4), 1199-1228.

Homan, A.C. (2018). Vier verschillen! De vele gezichten van diversiteit [Celebrate differences! The many faces of diversity]. *Gedrag & Organisatie [Behaviour & Organisation], 31*(3), 281-304.

Hunt, V., Layton. D., & Prince, S. (2015). *Diversity Matters*. McKinsey&Company.

Hunt, V., Prince, S., Dixon-Fyle, S., & Yee, L. (2018). *Delivering through Diversity*. McKinsey&Company

Jansen, W. S., Otten, S., & van der Zee, K. I. (2015). Being part of diversity: The effects of an all-inclusive multicultural diversity approach on majority members' experienced inclusion and support for organizational diversity efforts. *Group Processes & Intergroup Relations, 18*(6), 817–832.

Koninklijke Nederlandse Akademie van Wetenschappen (KNAW) [Royal Netherlands Academy of Arts and Sciences] (2022). Sociale veiligheid in de Nederlandse wetenschap. Van papier naar praktijk [Social safety in Dutch Academia. From Paper to Practice]. Amsterdam: KNAW.

Knippenberg, D. van, Dreu, C.K.W. de & Homan, A.C. (2004). Work group diversity and group performance: an integrative model and research agenda. *Journal of Applied Psychology, 89*, 1008-1022.

Luijters, K., van der Zee, K. & Otten, S. (2008). Cultural diversity in organizations: Enhancing identification by valuing differences. *International Journal of Intercultural Relations, 32*, 154-163.

McClelland, D.C. (1973). Testing for competence rather than for intelligence. *American Psychologist, 28,* 12-21.

Ministry of Education, Culture and Science (OCW) (2022). *Miscellaneous OCW. Employee research on inclusion in OCW*. The Hague: The Ministry of Education Culture and Science.

Naezer, M., van den Brink, M. & Benschop, Y. (2019). *Harassment in Dutch academia. Exploring manifestations, facilitating factors, effects and solutions*. LNVH.

Nembhard, I.M. & Edmondson, A.C. (2012). *Psychological safety: a foundation for speaking up, collaboration and experimentation.* In: K.S. Cameron & G.M. Spreitzer (eds.), The Oxford handbook of positive organizational scholarship (490-503). New York, NY: Oxford University Press.

Nishii, L.H., Khattab, J., Shemla, M., & Paluch, R.M. (2018). A multi-level process model for understanding diversity practice effectiveness. *Academy of Management Annals, 12*(1), 37-82.

Northouse, P.G. (2018). *Leadership: Theory and Practice*. 8th ed. Thousand Oaks, CA: Sage Publications, Inc.

Randel, A. E., Galvin, B. M., Shore, L. M., Ehrhart, K. H., Chung, B. G., Dean, M. A., & Kedharnath, U. (2018). Inclusive leadership: Realizing positive outcomes through belongingness and being valued for uniqueness. *Human Resource Management Review, 28*(2), 190-203.

Rijksuniversiteit Groningen [RUG] (2021). *Diversity and Inclusion working group of the Young Academy Groningen. Harassment at the University of Groningen*. University of Groningen / Young Academy Groningen.

Sargent, L., & Sue-Chan, C. (2001). Does Diversity Affect Group Efficacy? The Intervening Role of Cohesion and Task Interdependence. *Small Group Research, 32*(4), 426-450.

Shore, L.M., Cleveland, J.N. & Sanchez, D. (2018). Inclusive workplaces: a review and model. *Human Resource Management Review, 28*, 176-189.

Shore, L.M., Randel, A.E., Chung, B.G., Dean, M.A., Holcombe Ehrhart, K. & Singh, G. Inclusion and diversity in work groups: a review and model for future research. Journal of Management, 201, 37(4), 1262-1289.

Slootman, M. (2016). *Survey D&I for Staff in Higher Education*. https://doi.org/10.13140/RG.2.2.12061.3376

Willis, S. (2014). *Toward a model of diversity leadership: examining leadership's role in creating an inclusive workplace*. Dissertation. Claremont: ProQuest Dissertations.

Appendix A. Perceived inclusion within departments and support and policy staff within faculties

Perceived inclusion: beloning

TU Delft Total (n=1970)	
Administrative office (n=24)	
Campus and Real Estate (CRE) (n=66)	
Communication (Com) (n=86)	
Education & Students Affairs (ESA) (n=212)	
Finance (Fin) (n=54)	
Human Resources (HR) (n=50)	
ICT & Facility Management (ICT&FM) (n=104)	
Legal Services (LS) (n=28)	
Strategic Development (SD) (n=35)	
TU Delft Library (Lib) (n=42)	
General Faculty or Department Support (n=198)	

Perceived inclusion: authenticity

TU Delft Total (n=2055)	
Administrative office (n=25)	
Campus and Real Estate (CRE) (n=71)	
Communication (Com) (n=87)	
Education & Students Affairs (ESA) (n=221)	
Finance (Fin) (n=55)	
Human Resources (HR) (n=52)	
ICT & Facility Management (ICT&FM) (n=107)	
Legal Services (LS) (n=30)	
Strategic Development (SD) (n=37)	
TU Delft Library (Lib) (n=43)	
General Faculty or Department Support (n=201)	

Inclusive organizational culture

TU Delft Total (n=1951)	
Administrative office (n=23)	
Campus and Real Estate (CRE) (n=68)	
Communication (Com) (n=81)	
Education & Students Affairs (ESA) (n=206)	
Finance (Fin) (n=51)	
Human Resources (HR) (n=45)	
ICT & Facility Management (ICT&FM) (n=95)	
Legal Services (LS) (n=29)	
Strategic Development (SD) (n=37)	
TU Delft Library (Lib) (n=36)	
General Faculty or Department Support (n=190)	

Transformational leadership

TU Delft Total (n=1943)	
Administrative office (n=22)	
Campus and Real Estate (CRE) (n=68)	
Communication (Com) (n=81)	
Education & Students Affairs (ESA) (n=204)	
Finance (Fin) (n=51)	
Human Resources (HR) (n=46)	
ICT & Facility Management (ICT&FM) (n=95)	
Legal Services (LS) (n=29)	
Strategic Development (SD) (n=36)	
TU Delft Library (Lib) (n=36)	
General Faculty or Department Support (n=189)	

Inclusive work and learning environment

TU Delft Total (n=1826)	
Administrative office (n=22)	
Campus and Real Estate (CRE) (n=63)	
Communication (Com) (n=70)	
Education & Students Affairs (ESA) (n=191)	
Finance (Fin) (n=47)	
Human Resources (HR) (n=45)	
ICT & Facility Management (ICT&FM) (n=85)	
Legal Services (LS) (n=26)	
Strategic Development (SD) (n=32)	
TU Delft Library (Lib) (n=32)	
General Faculty or Department Support (n=170)	

Intercultural group climate

TU Delft Total (n=1825)	
Administrative office (n=22)	
Campus and Real Estate (CRE) (n=63)	
Communication (Com) (n=70)	
Education & Students Affairs (ESA) (n=191)	
Finance (Fin) (n=47)	
Human Resources (HR) (n=45)	
ICT & Facility Management (ICT&FM) (n=85)	
Legal Services (LS) (n=26)	
Strategic Development (SD) (n=32)	
TU Delft Library (Lib) (n=32)	
General Faculty or Department Support (n=170)	

Social cohesion

	not at all applicable	not applicable	neutral	applicable	entirely applicable
TU Delft Total (n=1806)					
Administrative office (n=22)					
Campus and Real Estate (CRE) (n=63)					
Communication (Com) (n=70)					
Education & Students Affairs (ESA) (n=190)					
Finance (Fin) (n=47)					
Human Resources (HR) (n=45)					
ICT & Facility Management (ICT&FM) (n=85)					
Legal Services (LS) (n=26)					
Strategic Development (SD) (n=32)					
TU Delft Library (Lib) (n=32)					
General Faculty or Department Support (n=165)					

In my immediate working environment it is easy to ask other members of this team for help

	not at all applicable	not applicable	neutral	applicable	entirely applicable
TU Delft Total (n=1954)					
Administrative office (n=23)					
Campus and Real Estate (CRE) (n=69)					
Communication (Com) (n=81)					
Education & Students Affairs (ESA) (n=207)					
Finance (Fin) (n=51)					
Human Resources (HR) (n=46)					
ICT & Facility Management (ICT&FM) (n=95)					
Legal Services (LS) (n=29)					
Strategic Development (SD) (n=37)					
TU Delft Library (Lib) (n=37)					
General Faculty or Department Support (n=190)					

not at all applicable	not applicable	neutral	applicable	entirely applicable

People on this team sometimes reject others for being different

	not at all applicable	not applicable	neutral	applicable	entirely applicable

Appendix B. Perceived inclusion for academic staff in faculties and academic positions

Perceived inclusion: beloning

- TU Delft Total (n=1970)
- Architecture & the Built Environment (Arch) (n=128)
- Civil Engineering & Geosciences (CEG) (n=174)
- Electr. Eng., Math.& Computer Scs (EEMCS) (n=159)
- Industrial Design Engineering (IDE) (n=88)
- Aerospace Engineering (AE) (n=102)
- Technology, Policy and Management (TPM) (n=85)
- Applied Sciences (AS) (n=184)
- Mechanical, Maritime & Materials Engineering (3mE) (n=117)
- Professor (n=98)
- UHD (n=127)
- UD (n=181)
- Teacher (n=122)
- PostDoc (n=90)
- PhD (n=368)
- Reseacher (n=59)

Perceived inclusion: authenticity

- TU Delft Total (n=2055)
- Architecture & the Built Environment (Arch) (n=131)
- Civil Engineering & Geosciences (CEG) (n=183)
- Electr. Eng., Math.& Computer Scs (EEMCS) (n=163)
- Industrial Design Engineering (IDE) (n=99)
- Aerospace Engineering (AE) (n=105)
- Technology, Policy and Management (TPM) (n=90)
- Applied Sciences (AS) (n=194)
- Mechanical, Maritime & Materials Engineering (3mE) (n=125)
- Professor (n=106)
- UHD (n=132)
- UD (n=193)
- Teacher (n=129)
- PostDoc (n=94)
- PhD (n=381)
- Reseacher (n=64)

Inclusive organizational culture

TU Delft Total (n=1951)
Architecture & the Built Environment (Arch) (n=127)
Civil Engineering & Geosciences (CEG) (n=174)
Electr. Eng., Math.& Computer Scs (EEMCS) (n=160)
Industrial Design Engineering (IDE) (n=98)
Aerospace Engineering (AE) (n=104)
Technology, Policy and Management (TPM) (n=86)
Applied Sciences (AS) (n=186)
Mechanical, Maritime & Materials Engineering (3mE) (n=119)
Professor (n=102)
UHD (n=126)
UD (n=189)
Teacher (n=123)
PostDoc (n=93)
PhD (n=372)
Reseacher (n=58)

Transformational leadership

TU Delft Total (n=1943)
Architecture & the Built Environment (Arch) (n=127)
Civil Engineering & Geosciences (CEG) (n=173)
Electr. Eng., Math.& Computer Scs (EEMCS) (n=159)
Industrial Design Engineering (IDE) (n=98)
Aerospace Engineering (AE) (n=104)
Technology, Policy and Management (TPM) (n=86)
Applied Sciences (AS) (n=184)
Mechanical, Maritime & Materials Engineering (3mE) (n=119)
Professor (n=102)
UHD (n=125)
UD (n=189)
Teacher (n=122)
PostDoc (n=92)
PhD (n=371)
Reseacher (n=58)

Inclusive work and learning environment

| | 40% | 20% | 0% | 20% | 40% | 60% | 80% | 100% |

- TU Delft Total (n=1826)
- Architecture & the Built Environment (Arch) (n=119)
- Civil Engineering & Geosciences (CEG) (n=167)
- Electr. Eng., Math.& Computer Scs (EEMCS) (n=152)
- Industrial Design Engineering (IDE) (n=93)
- Aerospace Engineering (AE) (n=100)
- Technology, Policy and Management (TPM) (n=82)
- Applied Sciences (AS) (n=178)
- Mechanical, Maritime & Materials Engineering (3mE) (n=116)
- Professor (n=99)
- UHD (n=123)
- UD (n=180)
- Teacher (n=117)
- PostDoc (n=83)
- PhD (n=358)
- Reseacher (n=56)

Intercultural group climate

| | 20% | 0% | 20% | 40% | 60% | 80% | 100% |

- TU Delft Total (n=1825)
- Architecture & the Built Environment (Arch) (n=119)
- Civil Engineering & Geosciences (CEG) (n=167)
- Electr. Eng., Math.& Computer Scs (EEMCS) (n=152)
- Industrial Design Engineering (IDE) (n=93)
- Aerospace Engineering (AE) (n=100)
- Technology, Policy and Management (TPM) (n=82)
- Applied Sciences (AS) (n=177)
- Mechanical, Maritime & Materials Engineering (3mE) (n=116)
- Professor (n=99)
- UHD (n=123)
- UD (n=180)
- Teacher (n=117)
- PostDoc (n=83)
- PhD (n=357)
- Reseacher (n=56)

Social cohesion

TU Delft Total (n=1806)	
Architecture & the Built Environment (Arch) (n=117)	
Civil Engineering & Geosciences (CEG) (n=163)	
Electr. Eng., Math.& Computer Scs (EEMCS) (n=150)	
Industrial Design Engineering (IDE) (n=91)	
Aerospace Engineering (AE) (n=98)	
Technology, Policy and Management (TPM) (n=82)	
Applied Sciences (AS) (n=177)	
Mechanical, Maritime & Materials Engineering (3mE) (n=116)	
Professor (n=97)	
UHD (n=123)	
UD (n=179)	
Teacher (n=117)	
PostDoc (n=82)	
PhD (n=350)	
Reseacher (n=54)	

People on this team sometimes reject others for being different

TU Delft Total (n=1953)	
Architecture & the Built Environment (Arch) (n=127)	
Civil Engineering & Geosciences (CEG) (n=174)	
Electr. Eng., Math.& Computer Scs (EEMCS) (n=160)	
Industrial Design Engineering (IDE) (n=98)	
Aerospace Engineering (AE) (n=104)	
Technology, Policy and Management (TPM) (n=86)	
Applied Sciences (AS) (n=186)	
Mechanical, Maritime & Materials Engineering (3mE) (n=119)	
Professor (n=102)	
UHD (n=126)	
UD (n=189)	
Teacher (n=123)	
PostDoc (n=93)	
PhD (n=372)	
Reseacher (n=58)	

not at all applicable	not applicable	neutral	applicable	entirely applicable

49

In my immediate working environment it is easy to ask other members of this team for help

Legend: not at all applicable | not applicable | neutral | applicable | entirely applicable

Categories (top to bottom):
- TU Delft Total (n=1954)
- Architecture & the Built Environment (Arch) (n=127)
- Civil Engineering & Geosciences (CEG) (n=174)
- Electr. Eng., Math.& Computer Scs (EEMCS) (n=160)
- Industrial Design Engineering (IDE) (n=98)
- Aerospace Engineering (AE) (n=104)
- Technology, Policy and Management (TPM) (n=86)
- Applied Sciences (AS) (n=185)
- Mechanical, Maritime & Materials Engineering (3mE) (n=119)
- Professor (n=102)
- UHD (n=125)
- UD (n=189)
- Teacher (n=123)
- PostDoc (n=93)
- PhD (n=372)
- Reseacher (n=58)

Appendix C. Inclusion in groups that identify as minorities

Perceived inclusion: beloning

As a female in a predominately male environment (n=221)	
As a male in a predominately female environment (n=13)	
Labour- or functional special needs (n=31)	
Culture or ethnicity (n=192)	
Disciplinary or professional background (n=89)	
First generation academic (n=86)	
Expat (n=165)	
Religious belief (n=73)	
Age (n=52)	
LGBTQ+ (n=124)	
Neurodiversity (n=41)	
Parenthood (n=38)	
Socio-economic status (SES) (n=27)	
Other, namely: (n=49)	

Perceived inclusion: authenticity

As a female in a predominately male environment (n=232)	
As a male in a predominately female environment (n=13)	
Labour- or functional special needs (n=31)	
Culture or ethnicity (n=201)	
Disciplinary or professional background (n=92)	
First generation academic (n=90)	
Expat (n=175)	
Religious belief (n=74)	
Age (n=55)	
LGBTQ+ (n=130)	
Neurodiversity (n=43)	
Parenthood (n=41)	
Socio-economic status (SES) (n=28)	
Other, namely: (n=51)	

Inclusive organizational culture

As a female in a predominately male environment (n=232)	
As a male in a predominately female environment (n=13)	
Labour- or functional special needs (n=31)	
Culture or ethnicity (n=201)	
Disciplinary or professional background (n=92)	
First generation academic (n=90)	
Expat (n=175)	
Religious belief (n=74)	
Age (n=55)	
LGBTQ+ (n=130)	
Neurodiversity (n=43)	
Parenthood (n=41)	
Socio-economic status (SES) (n=28)	
Other, namely: (n=51)	

Transformational leadership

As a female in a predominately male environment (n=232)	
As a male in a predominately female environment (n=13)	
Labour- or functional special needs (n=31)	
Culture or ethnicity (n=201)	
Disciplinary or professional background (n=92)	
First generation academic (n=90)	
Expat (n=175)	
Religious belief (n=74)	
Age (n=55)	
LGBTQ+ (n=130)	
Neurodiversity (n=43)	
Parenthood (n=41)	
Socio-economic status (SES) (n=28)	
Other, namely: (n=51)	

Intercultural group climate

As a female in a predominately male environment (n=232)
As a male in a predominately female environment (n=13)
Labour- or functional special needs (n=31)
Culture or ethnicity (n=201)
Disciplinary or professional background (n=92)
First generation academic (n=90)
Expat (n=175)
Religious belief (n=74)
Age (n=55)
LGBTQ+ (n=130)
Neurodiversity (n=43)
Parenthood (n=41)
Socio-economic status (SES) (n=28)
Other, namely: (n=51)

Inclusive work and learning environment

As a female in a predominately male environment (n=232)
As a male in a predominately female environment (n=13)
Labour- or functional special needs (n=31)
Culture or ethnicity (n=201)
Disciplinary or professional background (n=92)
First generation academic (n=90)
Expat (n=175)
Religious belief (n=74)
Age (n=55)
LGBTQ+ (n=130)
Neurodiversity (n=43)
Parenthood (n=41)
Socio-economic status (SES) (n=28)
Other, namely: (n=51)

Social cohesion

As a female in a predominately male environment (n=232)
As a male in a predominately female environment (n=13)
Labour- or functional special needs (n=31)
Culture or ethnicity (n=201)
Disciplinary or professional background (n=92)
First generation academic (n=90)
Expat (n=175)
Religious belief (n=74)
Age (n=55)
LGBTQ+ (n=130)
Neurodiversity (n=43)
Parenthood (n=41)
Socio-economic status (SES) (n=28)
Other, namely: (n=51)

40% 20% 0% 20% 40% 60% 80% 100%

In my immediate working environment it is easy to ask other members of this team for help

As a female in a predominately male environment (n=232)
As a male in a predominately female environment (n=13)
Labour- or functional special needs (n=31)
Culture or ethnicity (n=201)
Disciplinary or professional background (n=92)
First generation academic (n=90)
Expat (n=175)
Religious belief (n=74)
Age (n=55)
LGBTQ+ (n=130)
Neurodiversity (n=43)
Parenthood (n=41)
Socio-economic status (SES) (n=28)
Other, namely: (n=51)

40% 20% 0% 20% 40% 60% 80% 100%

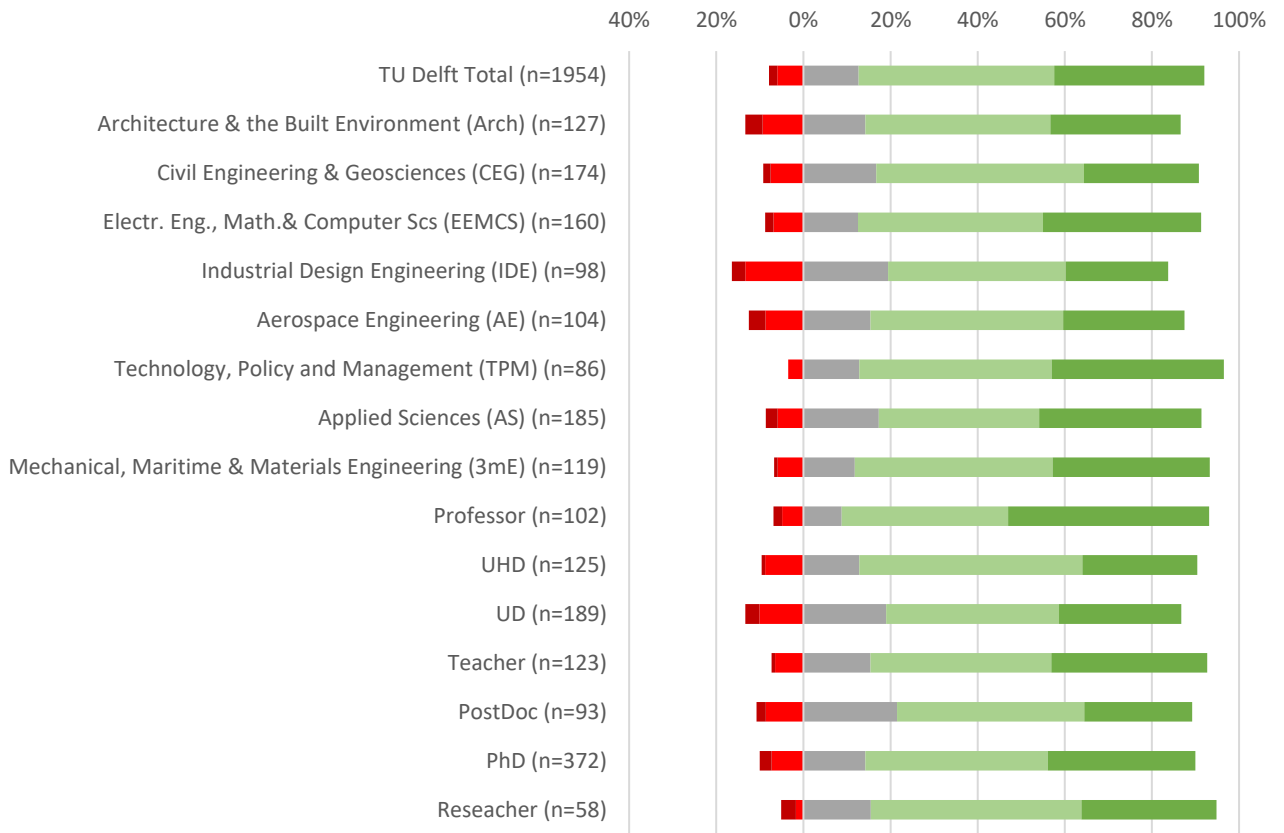| not at all applicable | not applicable | neutral | applicable | entirely applicable |

People on this team sometimes reject others for being different

	not at all applicable	not applicable	neutral	applicable	entirely applicable

Appendix D. Experiences of groups that identify as minorities

...have felt unheard in a work or other professional setting

100% 80% 60% 40% 20% 0% 20% 40% 60% 80% 100%

- As a male in a predominately female environment (n<30)
- As a female in a predominately male environment (n=223)
- Labour- or functional special needs (n=30)
- Culture or ethnicity (n=195)
- Disciplinary or professional background (n=92)
- Eerste generatie academicus (n=88)
- Expat (n=169)
- Religious belief (n=73)
- Age (n=54)
- LGBTQ+ (n=117)
- Neurodiversity (n=42)
- Socio-economic status (SES) (n<30)
- Genderidentiteit (n<30)

■ (Almost) never ■ Sometimes ■ Regularly ■ Often ■ (Almost) always

...have felt like someone challenged your authority

100% 80% 60% 40% 20% 0% 20% 40% 60% 80% 100%

- As a male in a predominately female environment (n<30)
- As a female in a predominately male environment (n=223)
- Labour- or functional special needs (n=30)
- Culture or ethnicity (n=195)
- Disciplinary or professional background (n=92)
- Eerste generatie academicus (n=88)
- Expat (n=169)
- Religious belief (n=72)
- Age (n=54)
- LGBTQ+ (n=117)
- Neurodiversity (n=42)
- Socio-economic status (SES) (n<30)
- Genderidentiteit (n<30)

■ (Almost) never ■ Sometimes ■ Regularly ■ Often ■ (Almost) always

...have felt disrespected in the workplace

	100% 80% 60% 40% 20% 0% 20% 40% 60% 80% 100%
As a male in a predominately female environment (n<30)	
As a female in a predominately male environment (n=223)	
Labour- or functional special needs (n=30)	
Culture or ethnicity (n=195)	
Disciplinary or professional background (n=93)	
Eerste generatie academicus (n=89)	
Expat (n=169)	
Religious belief (n=72)	
Age (n=54)	
LGBTQ+ (n=117)	
Neurodiversity (n=42)	
Socio-economic status (SES) (n<30)	
Genderidentiteit (n<30)	

■ (Almost) never   ■ Sometimes   ■ Regularly   ■ Often   ■ (Almost) always

...experienced that someone has tried to 'put you in your place'

	100% 80% 60% 40% 20% 0% 20% 40% 60% 80% 100%
As a male in a predominately female environment (n<30)	
As a female in a predominately male environment (n=223)	
Labour- or functional special needs (n=30)	
Culture or ethnicity (n=195)	
Disciplinary or professional background (n=92)	
Eerste generatie academicus (n=88)	
Expat (n=169)	
Religious belief (n=72)	
Age (n=54)	
LGBTQ+ (n=117)	
Neurodiversity (n=42)	
Socio-economic status (SES) (n<30)	
Genderidentiteit (n<30)	

■ (Almost) never   ■ Sometimes   ■ Regularly   ■ Often   ■ (Almost) always

...have felt excluded from networking opportunities

Legend: (Almost) never | Sometimes | Regularly | Often | (Almost) always

Categories (top to bottom):
- As a male in a predominately female environment (n<30)
- As a female in a predominately male environment (n=223)
- Labour- or functional special needs (n=30)
- Culture or ethnicity (n=195)
- Disciplinary or professional background (n=92)
- Eerste generatie academicus (n=88)
- Expat (n=169)
- Religious belief (n=72)
- Age (n=54)
- LGBTQ+ (n=117)
- Neurodiversity (n=42)
- Socio-economic status (SES) (n<30)
- Genderidentiteit (n<30)

...have felt that there has been the assumption by your colleagues that you did not have much to contribute to the conversation

Legend: (Almost) never | Sometimes | Regularly | Often | (Almost) always

Categories (top to bottom):
- As a male in a predominately female environment (n<30)
- As a female in a predominately male environment (n=223)
- Labour- or functional special needs (n=30)
- Culture or ethnicity (n=195)
- Disciplinary or professional background (n=91)
- Eerste generatie academicus (n=89)
- Expat (n=169)
- Religious belief (n=72)
- Age (n=54)
- LGBTQ+ (n=117)
- Neurodiversity (n=42)
- Socio-economic status (SES) (n<30)
- Genderidentiteit (n<30)

...have experienced that your comments have been ignored

As a male in a predominately female environment (n<30)

As a female in a predominately male environment (n=223)

Labour- or functional special needs (n=30)

Culture or ethnicity (n=195)

Disciplinary or professional background (n=91)

Eerste generatie academicus (n=88)

Expat (n=169)

Religious belief (n=73)

Age (n=54)

LGBTQ+ (n=117)

Neurodiversity (n=42)

Socio-economic status (SES) (n<30)

Genderidentiteit (n<30)

■ (Almost) never ■ Sometimes ■ Regularly ■ Often ■ (Almost) always

Appendix E. Frequency of undesirable behaviour according to identification with minority

Idenfication with a minority group (yes), no idenfication with a minority group (no), and totals (total)

Legend: (Almost) never — Sometimes — Regularly — Often — (Almost) always

Categories:
- Discrimination (yes) n=73
- Discrimination (no) n=53
- Discrimination (total) n=131
- Unfair employer practices (yes) n=121
- Unfair employer practices (no) n=156
- Unfair employer practices (total) n=303
- Teasing (yes) n=59
- Teasing (no) n=49
- Teasing (total) n=117
- Gossiping (yes) n=174
- Gossiping (no) n=359
- Gossiping (total) n=568
- Sexually inappropriate behaviour (yes) n=25
- Sexually inappropriate behaviour (no) n=31
- Sexually inappropriate behaviour (total) n=58
- Exclusion from social activities (yes) n=66
- Exclusion from social activities (no) n=79
- Exclusion from social activities (total) n=156
- Exclusion from work activities (yes) n=96
- Exclusion from work activities (no) n=128
- Exclusion from work activities (total) n=245
- Verbal aggression and intimidation (yes) n=73
- Verbal aggression and intimidation (no) n=101
- Verbal aggression and intimidation (total) n=186

Appendix F. Questionnaire

Informed consent

Dear Colleague,

Thank you for participating in this research. With this research, we map out how employees experience diversity & inclusion within TU Delft and then determine what we can do to stimulate a safe, diverse and inclusive work environment.

Filling in the questionnaire takes approximately 15 minutes. We would like to ask you to complete the survey in one go. It is not possible to close the survey in the meantime to complete it later. Answers are anonymous.

You give your informed consent by voluntarily taking part in this survey. This means that the researchers are allowed to use your answers in their report to the TU Delft and for scientific research. Participation in this survey is voluntary and may be withdrawn at any point. A researcher from the lectorate of Diversity and Inclusion of the Hogeschool Leiden will store and analyse the data and draft the report. She will handle your data confidentially; the raw data will only be accessible to researchers from the Lectorate of Diversity and Inclusion of the Hogeschool Leiden.

The anonymity guarantee means that the results in the report cannot be traced back in any way to individual respondents. It cannot be ruled out, however, that the researchers may be able to trace back the answers to find out who gave them. They will make it impossible to trace data back to persons based on the data in the final report. The data will be deleted after one year.

Questions in questionnaire
1. Perceived inclusion (Jansen, Otten, van der Zee & Jans, 2014, Shore et al. 2001)
Belonging
My immediate work environment...   ...gives me the feeling that I belong   ...gives met the feeling that I am part of this group   ...gives me the feeling that I fit in   ...treats me as an insider   ...likes me   ...appreciates me   ...is pleased with me
Authenticity
My immediate work environment...   ...allows me to be who I am   ...encourages me to express my authentic self   ...encourages me to present myself the way I am
2. Inclusive organisational culture (Çelik, 2018)
In my immediate work environment: ...I am treated with respect   ...I can openly express my opinion without fear of negative consequences
3. Transformational leadership (Carless, Wearing & Mann, 2000)
My manager: ...communicates a clear and positive vision of the future   ...treats staff as individuals, supports and encourages their development   ... gives encouragement and recognition to staff   ...fosters trust, involvement and cooperation among team members   ...encourages thinking about problems in new ways and questions assumptions   ...is clear about his/her/them values and practises what he/she/they preaches   ...instils pride and respect in others and inspires me by being highly competent

4. Inclusive work and learning environment (no source)
In my immediate work environment: ...experimenting with new ways of working is encouraged ...uncertainty is tolerated ...the added value of new points of view is recognized ...you are encouraged to share your unique input ...you are rewarded when you dare to choose your own path ...there is space to live and work based on different backgrounds

5. Intercultural group climate (Luijters, van der Zee, & Otten 2008)
In my immediate work environment: ...we think positively about different backgrounds of colleagues ... we understand and accept different backgrounds ...differences in backgrounds are discussed openly ...we take differences in traditions and habits (like religion, holidays) into account ...we see the advantage of working with people with different backgrounds

6. Social cohesion (Sargent & Sue-Chan 2001)
I am friends with my colleagues within the TU Delft I feel like I am part of the team I get along well with my colleagues within the TU Delft I like my team

7. Psychological safety (Nembhard & Edmondson, 2012)
In my immediate work environment: ...people on this team sometimes reject others for being different (higher M means more rejection) ...it is easy to ask other members of this team for help (higher M means it is more difficult)

8. Undesirable behaviour
In the past year, how often have you seen or personally experienced bullying, exclusion and/or discrimination in the following environments at TU Delft? At the faculty level At the department level In my most immediate work environment In teaching situations In other situations within TU Delft
What types of bullying, exclusion and/or discrimination have you experienced or witnessed within your immediate working environment in the past year? If you experienced multiple forms of indecent behaviour, you can choose 3. Gossiping Teasing Exclusion from work-related activities by colleagues (e.g. work partnerships) Exclusion from social activities by colleagues (e.g. lunches, drinks) Verbal aggression and intimidation Physical violence Sexually inappropriate behaviour Discrimination Unfair employer practices (such as during promotions, evaluations, supervision) Vandalism Stalking I have not experienced or witnessed this type of behaviour I'd rather not answer this question Other, namely:

Identification and experiences as a minority (no source)
Regarding what aspect do you consider yourself a member of a minority group? You can pick up to three aspects. If you feel that more than three aspects apply, please choose the three that most influential your experience at the TU Delft Culture or ethnicity Expat Religious belief As a female in a predominately male environment As a male in a predominately female environment Gender identity, such as non-binary, transgender, etc. LGBTQ+ Socio-economic status (SES) First generation academic (first person in your family who has received a university education) Disciplinary or professional background compared to colleagues. Labour- or functional special needs Neurodiversity Age Parenthood Other, namely:
In the past year at TU Delft, as a member of a ... minority group, how often have you... ... felt disrespected in the workplace ...felt that there has been the assumption by your colleagues that you did not have much to contribute to the conversation ... felt unheard in a work or other professional setting ...felt excluded from networking opportunities ...felt like someone challenged your authority ...experienced that your comments have been ignored ...experienced that someone has tried to 'put you in your place'

Diversity
The following questions relate to how you see diversity within TU Delft. We mean diversity in the broadest sense of the word. In other words, this can be about diversity in ethnic background, gender, age, neurodiversity, and any other basis of difference. Please indicate to what extent you think the following statements apply.
- Diversity in terms of background, culture, lifestyle and school of thought enriches the academic environment   - The content of education and research is independent from the degree of diversity among staff and students   - The serious inclusion of non-western perspectives in educational curricula enhances the learning environment   - I would welcome my immediate work environment becoming more diverse in terms of background, culture, lifestyle and schools of thought   - It is important that everyone is aware that the differences between people add value   - It is unnecessary to signal out specific groups, as everyone is equal   - It is better not to signal out specific groups, as it entrenches their position as 'different'
The following statements and questions relate to your vision on the role and responsibility of TU Delft regarding diversity and inclusion. Please indicate to what extent you think the following statements apply.
- TU Delft must do more to increase diversity among its students   - TU Delft must do more to increase diversity among its staff   - TU Delft is already doing enough to increase the presence of divergent schools of thought in education   - TU Delft is already doing enough to increase the presence of divergent schools of thought in research   - I am satisfied with how TU Delft deals with the topic of diversity and discrimination   - TU Delft should do more to make the university more inclusive and to combat exclusion   - I know who to approach at TU Delft if I need to discuss instances of discrimination   - If I would ask for support because of my disability, I would be taken seriously   - If I would report exclusion and/or discrimination, I would be taken seriously   - If I were to experience discrimination, I would go to a confidential advisor (vertrouwenspersoon)   - If I would report exclusion and/or discrimination, something would be done about it

Appendix G. Cronbach's alpha

Reliability of the various scale questions

	α	N or items in the scale
Perceived inclusion: connectedness	0.86	2
Perceived inclusion: authenticity	0.86	2
Inclusive organisation culture	0.77	2
Transformational leadership	0.95	6
Inclusive work and learning environment	0.9	6
Intercultural group climate	0.87	5
Social cohesion	0.84	4

Appendix H. Research Team

Dr S. Çelik is a lector in diversity and inclusion at Leiden University of Applied Sciences and has been an Endowed Professor of Diversity and Police on the part of the National Police at the Institute of Security and Global Affairs at Leiden University since September 2023.

Cobus van der Poel, MSc is a social and organisational psychologist and a quantitative researcher involved in the Diversity & Inclusion research group. He is also a lecturer for the Applied Psychology program at Leiden University of Applied Sciences.

Natasja Sabajo, MA is a researcher and lecturer in the HRM program at Leiden University of Applied Sciences. She is conducting PhD research into diversity and inclusion strategies of MBO schools (senior secondary vocational education).