Results
Diversity & Inclusion Office
January–December 2023
"Quick Wins"

Article 1

"All persons in the Netherlands shall be treated equally in equal circumstances. Discrimination on the grounds of religion, belief, political affiliation, race, gender, disability, sexual orientation or on any other ground is not permitted."

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Acronyms

BoU	Board of the University
D&I	Diversity & Inclusion
EAB	External Advisory Board
GEP	Gender Equality Plan
IAB	Internal Advisory Board
IC	Intercultural Competence
IDI	Internationalization, Diversity and Inclusion
LANDO	Landelijk overleg Diversity Officers
SER	Sociaal-Economische Raad
TAG	Teaching Academy Groningen
GISP	Groningen International Students Platform

I.   Introduction

Purpose of this Document

This document, **Results Diversity & Inclusion Office, January–December 2023: Quick Wins**, reports on the developments of the D&I Office for January–December 2023. It is based on the two preceding action plans, the [2021-2025 University Action Plan Diversity and Inclusion. Belonging in the University of Groningen](#) (2021) and the [2023 D&I Office Action Plan: Quick Wins](#). Please refer to the former document for the overall mandate, definitions of Diversity and Inclusion, positioning in the university, the goals and activities for the short term (2021-2022) and the longer term (2021-2025). Please refer to the latter document for the context, objectives, and overview of activities planned for 2023. A summary of the D&I Office's work in 2022 can be found in retrospective [Results Report for 2022 ("Setting Up")](#).

Document History

The first draft of this document was written in December 2023-January 2024 in preparation to report on the results of 2023. Feedback on the 2024 Action Plan (December 2023), indicated that the reporting to the Board of Directors should be restricted only to the items in the original 2021-2025 Appendix. Therefore, this document was replaced by a shorter version, the Progress Report, which includes a 1-page executive summary and a more detailed overview of the priorities for the upcoming period restricted only to the items in the Appendix. This more extensive report on the results achieved in 2023 was revised in April 2024 in preparation for the evaluation of the D&I Office. It includes the 2021-2025 Appendix with an update of the status of each target and a reference to where that target can be found in the document.

How to Read this Document

The remainder of this document is organized, in line with the 2023 Action Plan, as follows:
- **Context 2023** - This section explains the (changes to the) internal and external factors that affected the D&I Office's plans for 2023.
- **Results 2023** - This section describes the results achieved in 2023. It is divided into the following sections:
  - **1. Strategic Priorities** - This section describes the strategic priorities determined for the year in the 2023 Action Plan and the activities conducted to realize those priorities.
  - **2. Multi-year or annually recurring projects** - This section describes that activities that were continued or implemented again after a successful earlier implementation.
  - **3. Ad Hoc Activities** - This section describes the unplanned activities that D&I Office was asked to participate in.
- **Conclusion 2023** - This section looks back at the year 2023 and briefly summarizes the progress made and the challenges experienced.
- **Appendix** - The appendix contains the overview and elaboration of the 2021 Action Plan ('Uitwerking Appendix D&I Action Plan') updated for 2023.

II.   Context 2023

Internal Context

History of the D&I Office

The mandate of the D&I Office was approved by the University Council and commenced in the fall of 2021.

In 2022, the D&I Office realized the intended organizational form - establishing not only the core D&I team (Chief D&I Officer, Programme Coordinator, Communications Advisor, and Student Assistant) but also the designated infrastructure made up of a number of support bodies that include the Internal and External Advisory Boards, Faculty D&I Representatives, and the IDI Council. 2022 was the year of "Setting Up." While establishing the office and the infrastructure was an important element of the work that year, the office also began implementing activities.

2023 was the year of "Quick Wins." In order to gain legitimacy and recognition while also starting to enact organizational change, the D&I Office identified and completed low-investment activities that could make a large impact towards its goals.

This Quick Wins approach served well in a year of illness, of both the Chief Diversity Officer and the Programme Coordinator. In combination with the premature departure of the Communications Advisor (April), this left the D&I Office both headless and voiceless from April until September 2023. Quick Wins allowed for a more tactical approach in those months, focussing on the realization of activities that did not require the Chief Diversity Officer's strategic perspectives or the Communication Advisor's access to communication channels.

In October 2023, the D&I Office conducted a strategic re-alignment to serve as the basis for the 2024 Action Plan.

In the late fall of 2023, feedback on the 2023 Action Plan indicated that it would be necessary to more explicitly pursue the targets specifically identified in the Appendix of the 2021-2025 Action Plan. This was taken into account when writing the 2024 Action Plan, ensuring that the intended targets in the Action Plan had references in the Appendix. In addition, a November 2023 update of the Appendix was included as an appendix to this report.

In November 2023, a process was started by and with HR to embed the D&I Office more structurally within the University and addressing the recent changes within University Services. Currently, while the Chief D&I Officer falls directly under the Board of Directors, the Programme Coordinator and the Communications Advisor fall under HR & Health, though the work of the D&I Office goes beyond HR & Health. In the new proposal, the latter two will fall directly under University Services (though strategically aligned by the Chief D&I Officer). In addition, the infrastructural gathering of policy officers - the IDI meetings - will include liaisons from each of the University Service clusters - Research and Impact, Education and Students, HR and Health.

University Context

As scope of the Diversity and Inclusion field is revealed, it has become increasingly apparent that it is necessary to divide the domains that fall under it into separate clusters of responsibility. Within the University of

Groningen in 2023 a number of related initiatives have come to fruition - Inclusion in the Classroom, Accessibility, Social Safety, and Student Well-being. Further, in the University context, the restructuring of University Services impacted the work of the D&I Office.

Inclusion in the Classroom - Comenius & TAG

To address the target of Inclusion in the Classroom, in 2022, the Chief D&I Officer worked together with dr. Jan Riezebos, professor in Educational Innovation at the Faculty of Economics and Business and Academic Leader of the Teaching Academy Groningen, and advised him on the application for a NWO project on the diversity in the classroom.

The project description stated:

Student diversity is the norm rather than the exception in higher education today. Diversity should be of value in every student's learning process. However, research indicates that educators must proceed carefully to realize the value of diversity in student learning. Without appropriate action, diversity can easily result in tension and reaffirmation of biases. To realize the value of diversity, teachers must be supported and trained technologically and pedagogically. This project provides technological support through educational logistical methods for group work, among other things, and pedagogical support through inclusivity training.

The project was granted the national [Comenius](#) Leadership Fellowship Award for this university-wide project on inclusive education. An Educational Development Officer was appointed in 2023 with the assignment to develop logistical interventions to support teachers in managing and benefiting from student diversity in the classrooms.
Further, to address the target of inclusion in the classroom, the D&I Office participates in the Diversity and Inclusion community of practice of the Teaching Academy Groningen (TAG) where all projects related to D&I in the classroom (International Classroom, Equipp, Teaching Academy, Comenius).

Disabilty and Accessibility

Discrimination against disability falls under the domain of the Diversity Office, for the last two years implementation of measures to address issues of (lack of) accessibility have fallen to the Accessibility project leader. The D&I Office is part of the regular meetings of the Advisory Committee for Students with a Performance Disability (ACF). The accessibility project will come to a conclusion at the end of 2024, and the D&I Office has been asked to safeguard the progress made to date and to assume responsibility for those activities that need to be embedded in the University.

Social Safety

Early 2023, a Social Safety program manager was appointed with the assignment to draw up a 3-year plan. As the fields of Safety and Inclusion have significant overlap, but also distinct differences, the following is a clarification of the relationship between the two.

Conceptually, social safety is a necessary part of, but unto itself, not sufficient for, a climate of inclusion. While it is possible to attain social safety within an organization without attaining a climate of inclusion; it is not possible to attain a climate of inclusion without the prerequisite social safety. Also, social safety is influenced by increased diversity - in a diverse team more effort will be needed to foster social safety, than in a more homogeneous team.

Further, social safety and D&I take different approaches.

Social safety is commonly understood as an individual's experience of social (un)safety. This understanding of social safety resembles an identity-*blind* understanding of diversity (Konrad & Linnehan, 1995). Social safety solutions are then also generally found in empowering individuals to take responsibility to address lack of social safety (social safety campaign - talk about it, active bystander training), and encouraging open dialogue. Social safety structurally will then focus on the individual's curative system that includes the complaints system and the role of the confidential advisor (ombudsperson, complaints committee etc). This focus on an individual's experience of social unsafety is also often seen as caused by the behaviour of another individual.

In contrast, D&I takes an identity-*conscious* approach in keeping with Konrad & Linnehan's finding (1995) that indicate that identity-*conscious* structures are associated with more positive indicators of employment status of members of protected groups than identity-*blind* ones. The focus of a D&I Office is not on individual cases or experiences, but on marginalized groups and the structural nature of inequalities within Universities. It entails that D&I is more concerned with structural approaches embedded in policy and processes, rather than the curative system. This also includes addressing factors of repeated patterns underlying individuals' sense of lack of social safety. The cause of a sense of lack of safety can also lie in factors that are more organisational or systemic in nature.

The identity-blind approach tends to see social unsafety as resulting from behaviours that could happen to everyone, although often mediated by the specific academic setting, which is hierarchical and competitive. Insights from D&I could provide a more structural analysis, that embeds social safety in existing social inequalities. Social safety for all can only be reached through looking at the specific needs of marginalised groups.

It is in the interface of these domains - the social safety of marginalized groups, as marginalized groups are often the most vulnerable, at risk of lack of social safety, that further collaboration can and will take place between the D&I Office and the Social Safety campaign. Once the Social Safety project is approved, the D&I programme manager will take part in the Social Safety steering committee, and the Social Safety programme manager will participate in addressing approaches to gender-based violence that falls under the Gender Equality Plan.

Student Well-being project leader 2023

A relatively new topic at the University is student well-being. In December 2022, the Taskforce Student Well-being created a UG Vision on Student Well-Being. A student well-being action plan is currently being drawn up in response to the established vision on student well-being. Similar to the work on social safety, the D&I Office has a role in ensuring that the well-being of the most marginalized students is considered in this process, as well-being related issues vary between different groups. For example, for some groups, poor well-being can be caused by experiences of discrimination and exclusion. In addition, as the responsibility for collecting data on student well-being is currently still in the Appendix of the D&I Office's 2021-2025 Action Plan, it will ensure this is embedded with the Well-being project.

Restructuring University Services

Organisational change, resulting in the restructuring of University Services into five clusters, impacted the effectiveness of the D&I Office in 2022-2023. The loss of a dedicated HR contact, and lack of response to the submission of the 2023 Action Plan (in preparation for submission to the Board of Directors), resulted in inability to pursue projects in collaboration with HR and Health and uncertainty about the status of the plans intended for 2023. In addition, it hampered the communication of those plans within the University.

At the end of the summer, it was announced that the UG would face a significant financial challenge in the coming period. The Board of the University requested faculties and service units to review and revise their respective budgets. The D&I Office has a budget determined until the end of 2025, and therefore it is not expected that budget cuts will directly impact the D&I Office at this time. Organizational restructurings typically impact more marginalized staff first - such as staff with temporary contracts, more junior staff, and staff with care responsibilities or chronic health conditions. D&I-related projects are often perceived as easier to cut funding from than core business projects, despite the long-term impacts that D&I projects have. The University (with the support of the D&I Office) will need to account for these impacts in the coming years.

External Context

In July 2023, the Ministry of Education, Culture and Science presented a draft bill, Internationalization in Balance (WIIB). This bill proposes stricter rules for programs offered in a language other than Dutch. The future of this bill will have an impact on future and current international students and staff. According to a recent survey by the Ukrant and other university newspapers, 19% of the surveyed UG students and staff disagreed with feeling welcome to study or work at the University. The D&I Office (along with other stakeholders) has a key role in ensuring that the impact of the bill, and the way the University responds to it, upholds the UG's vision of an inclusive university and ensures that international students and staff feel welcome.

The National Action Plan for more Diversity & Inclusion in Higher Education and Research (2020) had a mid-term evaluation in November 2023. One of the main takeaways from this evaluation was the need to increase the priority of improving and broadening monitoring related to diversity in education and research[1]. Monitoring will be moved from priority 2 to 1 in the action plan, due to the necessity, but also the complexity of the issue and sensitivities around privacy. The D&I Office has therefore also integrated monitoring more throughout this Action Plan 2024.

In July 2023, the Rutte IV cabinet collapsed, purportedly on disagreement about immigration policies. In November 2023, national elections were held, leading to a further shift to the right in the political landscape. At the time of writing, it was not clear how this may impact the context in relation to diversity and inclusion goals. It is likely that the D&I Office will be able to play a role in any developments, for example by organizing a workshop on depolarizing dialogues.

2023 saw a continuation of the wars in Ukraine and Sudan, along with an escalation in the conflict between Israel and Palestine. Additionally, many people throughout the world suffered from natural disasters, often exacerbated by climate change. Many students and staff at the University have been impacted by these crises, either directly or indirectly. The D&I Office has a role in ensuring that all staff and students feel welcome and have the required support. For example, Universities throughout the world have seen increases in anti-Semitic and Islamophobic behavior since the escalation of the Israel-Palestine conflict. The D&I Office has received reports of similar incidents at the UG. While the D&I Office does not have the time capacity to respond to these individual reports, the office plays a role as a lynchpin between stakeholders (for example, informing staff about activities that are planned by others). The Office also advises different stakeholders and encourages others to

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[1] 2023 Midterm-Evaluatie Nationaal Actieplan voor Meer Diversiteit en Inclusie in het Hoger Onderwijs en Onderzoek p. 5.

initiate activities to meet identified needs (for example, by advising the Communications department on how to manage Let's Ask sessions.)

III.   Results 2023

In 2023, the D&I office continued implementing activities related to the Action Plan's focus points for 2021-2025. Those focus points, as formulated in the [University Action Plan Diversity and Inclusion. *Belonging in the University of Groningen*](#), are:

1. We will communicate that the visibility and urgency of the theme of diversity and inclusion is a precondition for academic success and is part of the UG's Strategic Plan.
2. We will raise awareness of the added value of diversity and the existence of privilege and bias to achieve a change in culture towards more inclusion.
3. We will pursue an active diversity and inclusion policy to help create equal opportunities for everyone; we will involve and consult the various stakeholders.
4. We will carry out a baseline measurement and monitor the effectiveness of the D&I policy and actions by introducing a monitoring system or by using an existing one.

The Diversity Office's primary modality is acting as intermediaries in formulating and implementing diversity and inclusion policy, ensuring that this policy is transparent, that various stakeholders can provide critical input and that the approach is as comprehensive as possible. The D&I Office connects the D&I initiatives and the D&I stakeholders throughout the university. To this end, the activities implemented in 2023 were focused on continuing to coordinate several existing multi-year or annually recurring projects, and giving form to the strategic priorities defined at the end of 2022. Throughout the year, the office was asked to advise, collaborate or advocate on ad hoc activities.

These more general focus points were made more explicit in the 2023 Action Plan.

 Therefore, the results of the D&I Office in 2023 are organised into:
- the year's [strategic priorities](#), which are made up of
  - [new projects](#)
  - [diversity domains](#), and
  - [HR related](#)
- activities that are or have become [continuous, multi-year or annually recurring](#), and
- unplanned, [ad hoc activities](#) that arise in the course of the year.

Strategic Priorities

For 2023, the D&I Office formulated more specific strategic priorities,1. new projects that had not yet had attention, 2. the specific diversity domains for the year, 3. communication needs, and 4. projects with HR.

Whereas in 2022 the focus was on establishing the D&I Office and the infrastructure necessary to enable it to function effectively, in 2023 the focus shifted to more proactively implementing its vision and action plan, with a focus on quick wins that would enable the Office to gain legitimacy and recognition while addressing the objectives.

1. New Strategic Projects

Measurement

The assignment to collect data for evidence-based diversity and inclusion work is context in both national and university policy frameworks.

National Policy Framework

The Ministry of Education Culture and Science's **National Action Plan** (2020) for greater diversity and inclusion in higher education and research (2020), stipulates as one of its five goals, to monitor diversity more widely.

"Monitoring is expanded to include longitudinal monitoring of entry, throughput and outflow of staff and students. Where possible, we also want to monitor in other areas, such as experienced social safety and inclusion." (p.12)

National Action Plan

Students and staff figures: safeguarding and access
If progress is to be evaluated, objective measures of the current situation are required. Without data, it is not possible to demonstrate the extent and urgency of the issue. Nor can it be shown how much talent we leave untapped. At present, data input at all levels is not sufficient to provide a basis for analysis. Data on gender is often available, but not to an extent that allows progress within an organization to be monitored. Wherever possible, it is important to ensure that personal data (e.g. on ethnicity, migration background) is used only for the purposes of research or monitoring with a view to promoting equality. With this in mind, anonymized data on the migration background of employees can now be retrieved from the CBS Cultural Diversity Barometer. Voluntary arrangements might also be considered, for example, in which staff or students supply their own data in response to an anonymized request. In all cases, every effort must be made to ensure careful use of data. (p.10)

Standards of quality assurance
Serious attention must be paid to the quality and inclusion of the learning and working environment and how staff and students experience these aspects. These standards should also be reflected in instruments looking at both past and future performance. Looking ahead, the focus lies on matters such as accreditation, the assessment of grant applications, and quality aspects of research and education. Looking back, relevant data
sources include the staff survey, the National Student Survey and course evaluations. It is essential to incorporate diversity and inclusion as quality parameters and to obtain and analyse data from an intersectional perspective. Key aspects in this regard are social safety, integrity and inclusion. (my underline, p.10)

And the **Mid-Term Evaluation** (2023) of the National Action Plan shifts data collection and monitoring from the second to the highest priority (p.5) and reiterates the expansion of monitoring to other dimensions of diversity, such as cultural diversity, (perceived) inclusion in the work and learning environment, as well as the content of research and education (p. 19). At a national level, the mid-term evaluation found, progress has been limited, due to the complexity of the issues, many sensitivities and privacy requirements. At the same time, a number of Universities have made significant progress despite these complexities.

Monitoring, targets, action plans and periodic reporting are considered critical elements of an effective diversity policy. "This information can be used in the learning process, to make progress visible, to identify bottlenecks and potentially undesirable consequences in good time, and to make adjustments." (p.20)

UG Policy Framework

The 2021 [University Action Plan Diversity and Inclusion. *Belonging in the University of Groningen*](#) has data collection on D&I issues as one of its long term objectives:

LT1. Data Collection on D&I issues (data about both students and staff experiences)

Data collection contributes to further monitoring of the issues. A fact-based approach provides more knowledge about the situation at the UG, which is important to develop the D&I policy. Data collection with the intention to understand what difference the difference makes, is intended to prevent discrimination. Understanding different needs, based on data collection, will help the UG to facilitate those needs rather than (unconsciously) discriminate against those needs. We are aware that the GDPR will need to be considered in the process of data collection:
a. In general about wellbeing
b. For staff: about application, recruitment, salary and appraisal
c. For students: about application, recruitment, progress, grading and career

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Measurement of D&I indicators has two goals: 1) to ensure the University is meeting its goals related to D&I and 2) to ensure that the work of the D&I Office is resulting in concrete improvements to the University.

Progress and Results

The following section describes the measurement progress made and results achieved by the D&I office in 2023. Based on both the NAP and the 2021 UG mandate, the D&I Office has divided the data collection mandate into the following domains: diversity data, data about (perceived) inclusion, other data.

Measurement of social safety, as per the national policy frameworks, is addressed by the Social Safety programme manager. Measurement of wellbeing, as per the University policy frameworks, will be addressed by the wellbeing programme manager.

To address the collection of data, distinction is made between two approaches: where possible using existing data already collected and where necessary generating new data. In 2023, the year of Quick Wins, the D&I Office delved into data already collected elsewhere within the University.

Measurement of Diversity

The effectiveness of measurement of diversity varies tremendously between different diversity domains. Herewith an overview of the different domains (in order of decreasing size of the UG population). A more detailed analysis is available from the D&I Office in the document <u>Measurement of Diversity and Inclusion</u>.

Gender diversity

For *gender* as a diversity domain, with a focus on <u>staff</u>, measurement is quite advanced: data is collected, targets are set, a central budget is available, accountability is clear – the D&I office discusses it regularly with the Rector Magnificus, HR sees it as a priority and collects relevant data, it is regularly on the *Bestuurlijk Overleg* agenda between Board of Directors and the Faculty Boards, and numbers are reported as a part of the university's annual report (2017-2022). Based on the ability to monitor trends, it is possible to ascertain whether the University is on track to meet its targets, and to propose new initiatives when necessary. For example, in 2023 it became clear that the University would not reach its 2025 gender equality targets and HR submitted a revised proposal to the Board of Directors.

The D&I Office applauds the successful embedding of these processes, monitors their continued success, and encourages next steps – whether it be the required monitoring of throughput and outflow (developing a strategy to implement data collection at the departure of a faculty member), (including an understanding of why, despite efforts to recruit more female academics, the university is not reaching its target and why there is a 34% departure rate of Rosalind Franklin Fellows) or whether it is to broaden the scope of this monitoring from gender diversity in the academic pipeline to include women in academic management functions (deans, programme directors and/or department heads), or to encourage the collection of data on pay equity across genders. Of concern is lack of effectiveness of measures taken to address the gender imbalance and, more specifically, the low retention numbers of Rosalind Franklin Fellows. This will be addressed in 2024 in the GEP. Additional data is available around the *inclusion* issues faced by this population (see section on Measurement of Inclusion).

Measurement of *gender* as a diversity domain amongst <u>students</u> does not seem to have a similar approach. FSE and BSS have expressed concerns about an imbalance between genders, with FSE having too few women and BSS too few men. The longitudinal numbers on student input, throughput (retention - year 1 pass rate, rate of negative binding study advice, drop out rate) and output (application, recruitment, progress, grading and career as per UG policy frameworks) are not as systematically analysed as for staff. Measurement of student gender as diversity domain will require more attention in 2024.

Cultural diversity

Measurement of *cultural diversity* is more complex. Cultural diversity can refer to two different target groups - cultural diversity based on internationalization, or cultural diversity to represent people with a migration background (either historic or more recent). It is useful to distinguish between these subgroups, though some of the issues they encounter surrounding inclusion in the University are similar (e.g. learning to navigate cultural differences), there are also important differences in what they encounter (e.g. systemic discrimination or trauma). In addition, differences between the target groups are also reflected in the ability to measure. We will address both groups below.

Internationalisation. The first interpretation of cultural diversity refers directly to the diversity that comes from internationalization – students and staff who come to the Netherlands specifically to learn or work at our university. The University of Groningen is proud to be an international university. 27% of the students are international and 25% of the staff is international, with 120 different nationalities. Considering the existence of this data, longitudinal monitoring should also be possible. Additional data is available around the *inclusion* issues faced by this population (e.g. issues around cultural differences and discrimination).

Longitudinal monitoring of cultural diversity for this target group (international students and staff), therefore, would be to monitor the relevant input, throughput and output. The data for this measure of cultural diversity is collected based on nationality (passport) and is available either in Progress (students) or in AFAS (staff). Though registered nationality might not be fully indicative of cultural background (e.g. someone with multiple nationalities where only one is registered, someone who has lived outside of the Netherlands but holds a Dutch passport, or someone who immigrated to the Netherlands and now has a Dutch passport), the question bears asking whether flawed data is better than no data.

Migration background. The second interpretation of cultural diversity refers to the diversity that exists within Dutch society, students and staff "with migration background." This group, for D&I purposes, can be further divided into those with a recent migration background, e.g. asylum seekers who have been given a residence permit (permit holders), and those who belong to a more historically disadvantaged group, often second generation immigrants born in the Netherlands who have experienced more systemic discrimination across

their lifetimes[2]. This dimension of diversity is a strong concern of the Dutch government - e.g. the 2020 NWO Impulse Programme for Inclusion in Science[3] aims to "facilitate the entry and advancement of researchers with a migration background in Dutch science to promote and provide refugees with an academic background with a connection to the Dutch academic labor market."

Longitudinal monitoring of cultural diversity for these two target groups (recent and historic migrants), therefore, would be to monitor the relevant input, throughput and output. But monitoring them is more complicated than it is to monitor international students/staff as they cannot be easily identified in existing university-held databases as nationality is not a reliable indicator. Those who identify with a migration background may have dual nationalities or have given up their historic nationality. Those who are more recent migrants, permit holders may still have their original nationality. It is therefore unclear what percentage of the University population has a migration background.

Given the limitations of registering ethnic origin/migration background, the Ministry of Social Affairs and Employment, in cooperation with the Central Bureau for Statistics (CBS), has developed the Cultural Diversity Barometer. It is an alternative to voluntary registration of employees' ethnic origin by an organization itself. CBS links the personnel data supplied by an employer to other data and returns it to the company as aggregated data without individuals being recognizable in the figures. For larger organizations of 250 or more employees, the Cultural Diversity Barometer is a suitable instrument for anonymously charting the ethnic-cultural composition of the workforce in three categories (Dutch, Western or non-Western migration background). This is also in line with the transparency principle of the AVG. There is a General Barometer and a Zoomed-in Barometer. The General Barometer provides insight into the migration background of employees for the entire organization and the Zoomed-in Barometer for subgroups, for example, a department, unit or job group. Use of the Barometer is currently subject of discussion at the National Network of Diversity Officers in Higher Education (LanDO). It may be necessary to rely on voluntary registration instead.

CBS also collects data on students with a migration background. Three universities within LanDO are current exploring the best way to use this information. Their findings will be made available early in 2024 and can then be used by other universities.

LGBTQIA+

Measurement of *LGBTQIA* diversity, and the related longitudinal monitoring, requires some unpacking as well.

In 2023, some progress has been made in 2023 in the registration of sex, gender and pronouns. This registration is embedded in a legal context. The Higher Education and Research Act (WHW) requires sex registration of students for the purpose of the diploma register and statistical research (art. 7,8, 9,12.). Also in line with the HRA, universities must register gender for managerial positions (art. 4.2). In connection with the General Data Protection Regulation (AVG), the university should consider in which cases the processing, namely the storage, sharing and display of this personal data is necessary. There is increasing attention in society to counter unnecessary sex registration (e.g., TNN, Atria[4]). The central government has attention to

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[2] There is some overlap between the international and the migration target groups when it comes to international students/staff who intend to remain in the Netherlands after their study/employment.

[3] NWO Impulse Program for Inclusion in Science launched in 2020 Impulse Program for Inclusion in Science, https://www.nwo.nl. NWO, "New research program for equity and inclusion academia," news release March 22. NWO (2022). Wetenschap werkt! NWO-strategie 2023-2026, p. 32.

[4] Atria (Knowledge Institute for Emancipation and Women's History) developed a checklist unnecessary sex registration. This checklist also provides an inclusive example of gender registration.

avoiding unnecessary registration of sex due to privacy, gender identity, legal and technical barriers, etc. In 2018, the Limburg District Court in the Netherlands ruled - at the request of the public prosecutor - that the gender of a person should be corrected from 'female' to 'gender is not able to be determined' and announced in an accompanying press release that "the time is ripe for recognition of a third gender." In 2021 there was a further simplification of the 2014 Transgender Act, in which persons whose gender identity does not match the sex established at birth can change their sex on the birth certificate.

The D&I Office supported CIT on a feasibility study in line with the research done at the University of Utrecht. Within the UG, binary sex registration is the most common form of registering one's sex. Some of the staff and students do not feel recognized in this. There is a need for alternative forms of one's registration of sex. Objectives would be to 1. avoid unnecessary gender registration, 2. create gender-neutral/alternative registration options (e.g., non-binary, own choice) and pronoun designations, and 3. to create simple change procedures for registration of first name, gender (and pronouns) in systems. This report was submitted to the head of CIT in December 2023. The D&I Office will supplement these findings with its own recommendations in the course of 2024. Once this information is collected in the base registrations (Afas for staff and Progress for students), it would be possible to expand longitudinal monitoring beyond just the binary genders.

Recommendations for the registration of gender (and/or pronouns), for which there is no legal context, but recognizes the complexity of gender identity, are expected to be included as part of the conclusions of the feasibility study. There is still a large group of LGBTQIA staff and/or students, specifically those who have not gone through the legal process, or those in the LGBTQIA community due to their sexual orientation instead of their gender identity, for whom this would not enable the measurement of LGBTQIA diversity and the related longitudinal monitoring. This will generally require voluntary registration instead of attempting to rely on existing data as this information is not generally collected for privacy reasons. Often this is done in combination with measurement of sense of inclusion (see next section) and supplemented with a benchmark indicator such as the Workplace Pride Global Benchmark.

Ability

Measurement of *ability limitations* amongst students, whether physical or cognitive, was measured with the NSE (2022 and 2023) as 'need for support'. Of the approximately 10,000 students who filled in the NSE, approximately 15% indicated that they have a support need (e.g. adhd, autism, dyslexia, chronic illness, are in need of psychological or physical support etc) and indicated the degree to which it impedes their education (3,4 on a 5 point scale). There is no information specific to our university, and there is no longitudinal tracking of this data[5]. Currently, responsibility for measuring this falls to the accessibility project manager and the Advisory Committee for Students with a Performance Disability (Adviescommissie Functiebeperkte Studenten ACF) project and team.

Together with the project manager on implementing the policy plan on studying with a functional impairment, the D&I Office is concerned about the lack of a similar project for staff members working with a functional impairment and would recommend that this receives more attention in the upcoming period.

Measurement of (Perceived) Inclusion

Measuring of sense of inclusion is a point of attention in the National Action Plan (NAP): "Serious attention must be paid to the quality and inclusion of the learning and working environment and how staff and students experience these aspects." (p.10) and "Monitoring is expanded to include longitudinal monitoring of entry, throughput and outflow of staff and students. Where possible, we also want to monitor in other areas, such as

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[5] Source: 2018 Beleidsplan Studeren met een Functiebeperking

experienced … inclusion." (p.12). This need to measure sense of inclusion is reiterated in the mid-term evaluation of the NAP. The **Mid-Term Evaluation** (2023) of the National Action Plan shifts data collection and monitoring from the second to the highest priority (p.5) and reiterates the expansion of monitoring to other dimensions of diversity, such as cultural diversity, (perceived) inclusion in the work and learning environment, as well as the content of research and education (p. 19).

The D&I Office aims to conduct monitoring using existing systems to the extent possible. For example, in 2022, the D&I Office requested adaptation of questions related to D&I included in the Staff Satisfaction Survey (SSS) to be more in line with academic constructs of inclusion, and will continue to monitor the D&I implications of the 2022 National Student Enquete (NSE) results. However, these opportunities are limited. The findings from the analysis of the SSS and the NSE are described below.

Existing instruments

Data on (perceived) inclusion was collected in the Staff Satisfaction Survey (SSS) and the National Student Enquete (NSE), both indicate that there are differences between groups in perceived inclusion.

Staff Satisfaction Survey

The D&I Office contributed to the formulation of the D&I questions in the 2023 Staff Satisfaction Survey. For its analysis, useful for our purposes, it is possible to segment groups by gender and/or by nationality. In conclusion, with the mean below 3.5 and a very highly significant difference (p=0.001), both women and internationals have less the feeling that there is sufficient attention to diversity within the University than do men and Dutch nationals. This difference is greater when considered intersectionally (international women compared to Dutch men). This supports general findings in the diversity literature that issues of diversity are often not sufficiently seen and recognized by the dominant group decision makers.
In addition, though the means on the freedom to express a differing opinion (women), and the feeling of belonging (internationals) are above the 3.5 threshold, they do indicate a very highly significantly lower score than that of the majority group.
In 2024, data at the Faculty level will be analysed, as it appears that the generalized data hides significant differences when broken down by target population. Faculty level analysis is hindered by the lack of access to data with small sample sizes. Suggestions for the 2025 Staff Satisfaction Survey will include the request for voluntary identification with a marginalised identity as an independent variable (sortable).

National Student Enquete

Useful for our purposes, in the NSE data is collected in such a way that it is possible to compare the results by nationality (Dutch-International). Both the 2022 and the 2023 annual NSE results indicated that international students scored significantly lower on many of the items in comparison to Dutch students. This was also so on the specific item "I experience equal treatment of students" (2022 and 2023), a part of the Equal Treatment theme score, which in its entirety, in 2023 was rated significantly lower by international students in comparison to Dutch students. This will be further addressed with qualitative discussions with the Groningen International Students Platform.
In conclusion, data already collected indicates a lesser sense of (perceived) inclusion by women and by international staff and students. Data on perceived inclusion as experienced by other diversity groups, e.g. female students, members of the lgbtq+ community, first generation, physical/mental ability) is still missing.

There are two additional domains of D&I Issues for which data is already available, discrimination and intercultural competence.

The midterm review of the National Action Plan brought attention to the need to monitor discrimination. Though discrimination falls under social safety, it is also relevant to Diversity and Inclusion as it is a loss of social safety due to belonging to a marginalised group. The numbers from the Confidential Advisor over 2022 indicate that 14 reports of discrimination were made by students (on a population of 35k, 0,01%) and 5 by staff (on a population of 4300, 0.1%). The Staff Satisfaction Survey indicates for the UG that 3% have experienced discrimination, but breaking down this number to the faculties indicates that there are a number in which about 10% indicate to have experienced discrimination. When this information is further broken down by group, women experience discrimination more than men (4.2% compared to 4%), and, though in some faculties this is reversed, internationals experience more discrimination than Dutch nationals (5.1% compared to 1.7%). This difference is even more clear when considered intersectionally - non-Dutch women experience discrimination more than Dutch men (4.4% compared to 0.9%). This supports once again, the general findings in the diversity literature that issues of diversity are often not sufficiently seen and recognised by the dominant group decision makers.

Intercultural competence

Intercultural competence is another domain in which data is already available. In the context of the internal UG trainings delivered to develop intercultural competence, a psychometrically validated instrument (the Intercultural Development Inventory IDI) is used to determine the intercultural competence level of the participants. Numbers collected during those trainings indicate that 65% of RUG faculty/staff are in "minimisation" (a worldview that underestimates the complexity of culture and its impact on attitudes, interactions and performance, and instead —erroneously— assumes universal values and behaviours) and, disturbingly, 22% have "polarisation" as a worldview (characterised as an ethnocentric, us-them perspective). Only 5% accept culture's significant role and have an understanding of the nuances by which it influences interactions and an even smaller number is able to structurally adapt their behaviour when it is necessary to do so in this multicultural environments, to constructively address cultural misunderstandings and to take a proactive role to create a culture open to cultural differences (2%).

These numbers indicate that there is still a way to go to develop the competence necessary to navigate the complexities that come with an international university. In addition, IC development training and coaching sessions are one of the few ways that polarisation, which is antithetical to the University's strategic ambitions and policies and can result in a socially and pedagogically unsafe international environment, is effectively addressed at the individual level. Those holding such perspectives are held accountable in group and private 1:1 sessions, where they are encouraged to and supported in developing their awareness and competence to more constructive perspectives. These trainings equally help those who are already open to working more effectively and appropriately with diversity to do so by providing them with research-based frameworks, strategies, tools and spaces in which to practice.

Finally, in 2023 impulses from the European Union indicate that the measurement and monitoring of gender-based violence (GBV) would be integrated in the monitoring of gender that forms a part of the Gender Equality Plans. The D&I Office organised an initial session with the confidential advisor, ombudsperson, active bystander trainer, social safety programme manager and HR to address the UG's approach to this emerging item on the agenda. Definitions of GBV, as separate from other forms of undesirable behavior, will be needed to be able to monitor this. This will get attention in 2024.

In overview, measurement of diversity and inclusion distinguishes between the measurement of (longitudinal) diversity and (perceived) inclusion, for the relevant marginalized groups - gender, cultural diversity, lgbtqia+

and ability. Additional existing data on discrimination and intercultural competence and the need for more data gender-based violence, enrich the basis for evidence-based D&I.

If, in 2023, the year of Quick Wins, the D&I Office delved into data already collected, in 2024, intended to be the year of Strategic Change, the D&I Office will:
- continue to monitor the data collected via existing instruments,
- will pursue a better understanding of those results via qualitative means,
- will determine the data that is structurally needed,
- will look into the various ways this can be collected, and, where necessary,
- will generate new data to enable data-driven D&I, preferably in line with that collected by other universities.

Grass Roots Grants

An incentive fund for student initiatives to improve diversity, inclusion and belonging at the University was launched. Criteria for the allocation of these Grass Roots Grants included the focus on belonging, equity and inclusion with specific attention to addressing exclusion, involvement of the affected community, degree of impact, new or different approach to fostering inclusion, and a clear plan of implementation. These initiatives were to be implemented in the Spring semester of the 2023-2024 academic year. A new round of incentive grants is intended for the 2024-2025 academic year.

Social Safety Results

Working with Social Safety initially started strongly with monthly meetings. An invitation of the SS Programme Manager to the D&I in the Faculties meeting (June 2023) made it clear that the D&I Office has an important role to play in ensuring that the social safety of the most marginalized students and staff (especially students and staff of color, or with a disability, or of the LGBTQIA+ community) are considered in these discussions. Mutual collaboration was sought on the development of our Action Plans - the SS project leader was asked to provide feedback on the 2023 Action Plan and the D&I Office was asked to provide feedback on the fall 2023 first draft of the Programme Proposal. Though there was limited feedback on the D&I Action Plan, the diversity dimension was in the Programme Proposal to address the safety needs of marginalised populations. It was agreed that someone from the Central D&I Office would form part of the Programme team, that dialogue tables with marginalised populations would be a shared target implemented together and that we would mediate in the (re-)development of a module on Intercultural Competence for Social Safety. The SS programme manager was invited (but did not attend) to a round table discussion organised by the D&I Office on the UG's approach to Gender-based violence at the end of the academic year. The D&I Communication Officer was invited to the brainstorm session on the second wave of the social safety campaign.

Unfortunately, in the fall of 2023, monthly meetings were regularly cancelled for understandable reasons, and little was emerging of the intended collaboration. No update of the draft programme was forthcoming and neither was information on the approval status of the proposal. Counter to the agreements, a faculty level D&I officer (instead of a central level D&I Officer) was asked to be on the Programme team, the task for dialogue tables with marginalised populations was handed to the HR representative in the Programme team (and the D&I Office was not involved in the further planning of this) and the task for the IC trainings had been given to someone else without informing the D&I Office. When an attempt was made to address this in November 2023, the SS programme manager was only able to be there for 15 minutes. These have made for a somewhat difficult collaboration with the Social Safety programme in 2023.

2. Diversity Domains

There are many diversity domains that fall under the umbrella of the Diversity and Inclusion Office, yearly, the D&I Office shifts attention to a few specific diversity domains/networks to focus additional attention on their needs. This choice, to focus additional attention on a number of domains, is done in line with research findings on the effectiveness of Diversity and Inclusion measures in HRM that indicate that identity-*conscious* interventions were associated with positive indicators, whereas identity-*blind* do not have a similar effect (Konrad & Linnehan, 1995). In 2023 the D&I Office focused on LGBTQ+ with a focus on transgender people, cultural diversity and those experiencing racism and discrimination.

LGBTQ

In 2023, the D&I Office put out the Inclusive Language Style Guide, a resource intended for all users at the UG to refer to in order to improve the inclusiveness of their communications. It provides the user with tips to ensure communication is conducted without unintentionally causing harm. It includes general guidelines to using language inclusively, a section on identity-based language, that includes gender-aware language use, language surrounding ability and disability, and language on background, ethnicity, nationality and migration. Then a section on theme-based language use, with focus on emails, official languages, and human resources, a short section on inclusive Dutch language and a final section containing a glossary and further resources. In 2024, the D&I Office will come with a Dutch version of the Inclusive Language Style Guide.

An LGBTQ+ student network already exists, Ganymedes, that advocates for the community at the University of Groningen and organises various social and professional activities. A number of staff members lamented the lack of a similar association for staff members. The launch of the Centre of Expertise on LGBTQIA Research in 2022, brought together researchers from various disciplines within the social and behavioral sciences. In 2023, the D&I Office supported the impulse to initiate a staff LGBTQIA network for social and advocacy purposes. In the course of 2023, the initiators chose to focus initially on their own faculty, instead of the entire University. The D&I Office will encourage this initiative to grow to address the entire university.

Similarly, a combined staff-student initiative to set up a mentoring program for those undergoing transition - Transbuddies, raised by two members of the community. This was encouraged and supported, bringing the initiators into contact with the Student Service Centre that was developing a number of similar mentoring programs.

But these initiatives fall under quick wins and do not yet address the need for a more strategic LGBTQIA plan. A meeting is set up with a representative of Workplace Pride early in January to better understand what a more strategic approach might look like. In addition, the requirements that a Gender Equality Plan (GEP) takes intersectionality into account (and moves beyond the gender binary) will be included in the 2024 GEP revisions. This will take place in 2024, based on the principle - not for us, without us.

Cultural Diversity

In the second half of 2022 and throughout 2023, regular attention went to the implications of the changes within the Language Centre, to avoid the impending loss of IC training at the University as a possible consequence. This has still not been resolved.
The IC network, intended for 2023-2024 exists informally, but has not yet had come together to formulate its mandate. This will be postponed until the fall of 2024 when the IC network will be given a steering group to further organise its activities.

Race & Discrimination

Unfortunately, the time-bound intention to align a campaign around sessions of significance with the Keti Kori, 1 July 2023 recognition of 150 years after the abolition of slavery, was thwarted due to illness within the D&I Office. One of the two intended memory walks (the early July one) was held. The momentum in support of finding the funds for the university conducting research into its own history with slavery, as a follow-up to the research done by the city of Groningen, was lost due to the financial challenges announced after the summer. It is the intention to make this diversity domain once again the focus of attention in 2024, in keeping with new initiatives emerging from the office of the National Coordinator against Discrimination and Racism (NCDR) and including the development of a module on learning about present day discrimination in a historical context.

Accessibility

The topic of inclusion also covers the digital and physical accessibility of the UG. What are the experiences of employees and students with disabilities? How can these experiences be improved? These questions were the focus of the panel discussion during the Diversity Week on [Accessible education at the UG](): where the UG signed the UN Declaration of Intent.

For the future, after the end of the projects on physical and digital accessibility for students (programme leader Aletta Westra-Hofstee) at the end of 2024, the themes will be embedded in the D&I office. The current advisory board of the accessibilities project will continue and will be chaired by the chief diversity officer. Additional attention is requested for the target group of staff with disabilities or chronic illness.

Finally, initial talks were instigated to address the discrimination challenges of those who fall under the Participation Act and the role the Diversity and Inclusion office can have as of 2024-2025.

3. Communications

Communication remains crucial for the effectiveness of the D&I Office. Communication is explicitly mentioned in the 2021-2025 Action plan as a core part of the D&I infrastructure ("supported by a programme coordinator and a communications officer"), though insufficient funding was made available for this.

The communications officer represents the D&I Office at the strategic communications 'overleg' which enables D&I to be more prominent on the communications agenda.

Inclusive Language Style Guide

In 2023, the communications officer was responsible for the development of the Inclusive Language Style Guide (English). The Inclusive Language Style Guide (ILSG) is a resource intended for all users at the UG to refer to in the attempt to improve the inclusiveness of their communications. It covers topics such as identity-based language - e.g. gender-aware language use, ability and disability, and race, ethnicity, nationality and migration, as well as official language use in professional communications - such as titles and other forms of address. In addition, it covers a number of issues that arise when working in a bi-lingual environment. A pilot workshop on using Inclusive Language was delivered for a student group at FSE and an on-line version was piloted for both students and staff during Diversity Week. It is then the intention to develop this into further training possibilities in 2024. Further, in the upcoming year an Inclusive Language Style Guide for the Dutch language will be developed.

Photo Voice Exhibition

Alongside the quantitative measures of Diversity and Inclusion addressed above, it is useful to engage in a more creative, qualitative, dialogue as well. Photovoice is a methodology used in community-based research

that allows staff and students to submit photos that illustrate their experiences of inclusion and exclusion. It is most commonly used to investigate change in empowerment in vulnerable communities (based on the work of Paulo Freire). In doing so, it aims to foster social change. The photos submitted were exhibited a.o. during the Noorderlink Diversity Day.

The new communications advisor (September 2023) was immediately thrown to work with the communications needs of Diversity Week early October - creating numerous awareness raising materials to inform people of diversity week, recording the opening video, taking over the University's Twitter/X account during Diversity Week and developing a Photo Bank. More recently, Diversity and Inclusion *wist-je-datjes* were developed for corporate communications. Further, the communications officer has been involved in posting vacancies for the Internal Advisory Board, announcing the Grassroots Grants, centrally publishing events on Diversity and Inclusion that take place within the University, updating various areas of the website, and the communication around Purple Friday and Zwarte Piet.

As the awareness raising mandate of the D&I Office is complex, multifaceted and enduring, and the modalities through which to do awareness raising work are restricted by limited staffing, the intention is to further develop the website of the Diversity Office as an informative awareness raising platform (e.g. about what is inclusive and exclusive behaviour, what to do about it/how to speak up, how to tackle exclusionary behaviour, recognising your own exclusionary behaviour and practising being an ally, understanding the range of exclusionary behavior from micro-aggressions to more serious unwarranted behaviour [from Action Plan 2021-2025]). A similar purpose using a more active social media presence as a learning medium is desirable and possibilities to pursue this will be further explored. In addition, there is a desire for a more structural approach to communications, in the form of an overall communications strategy for the year.

The visibility of most D&I tasks is only possible with the support of communication. The appointment, however, ends 31 August 2023. Discussion with Corporate Communications is ongoing as to the question whether D&I communication can be embedded in corporate communications (conform the decision of the Board in September 2021) has resulted in Corporate Communications indicating that they cannot honor the commitment to have D&I communication tasks allocated there after August 2024.

4. HR related

Whereas in 2022 the collaboration with HR was strong and resulted in a number of initiatives (e.g. the vacancy text, supplemental HR policy on child care for researcher attending conferences or travelling abroad and for incoming visiting researchers, and approaches to address questions of gender balance in academic positions), in 2023 the collaboration was not as productive. As addressed in the section on the internal context, organisational change, resulting in the restructuring of University Services into five clusters, impacted the effectiveness of the D&I Office in 2022-2023. The loss of a dedicated HR contact, and lack of response to the submission of the 2023 Action Plan (in preparation for submission to the Board of Directors), resulted in inability to pursue projects in collaboration with HR and Health and uncertainty about the status of the plans intended for 2023. In addition, it hampered the communication of those plans within the University.

HR has a crucial role in realizing D&I policy as many D&I initiatives become embedded in HR processes. The desired projects with HR built on initiatives already existing in the University: projects on developing an exit strategy to understand the implications of departing staff members, gender registration, onboarding and

diversity in career paths. The more elaborate description of these projects can be found in the 2023 Action Plan. The intention to re-establish the connection between the D&I Office and HR did not come to fruition until September 2023, and then the focus was not (yet) on shared projects, but rather the re-positioning of the D&I Office (from HR and Health to University Services). Once this repositioning is completed, more attention can be freed for concrete projects with HR.

Continuous, multi-year or annually recurring activities

Alongside the more strategic priorities for 2023 addressed above, the next section discusses the 2023 activities of the D&I Office that are continuous over the years or are annually recurring. It focusses on relevant changes from previous years.

Collaboration

As D&I is linked to many themes, the D&I Office continued regular collaboration with various internal stakeholders, including the longer standing relationships with the:
- Confidential advisors
- Ombudsperson
- Integral security
- Programme Leader Integrity
- Accessibility project leader
- TAG D&I community of practice

and as of 2023, also the new relationships with the
- Social Safety programme manager
- Student Wellbeing project
- Comenius Educational Development Officer

The D&I office works with these internal stakeholders to provide expert advice, ensure alignment of activities, coordinate shared activities (such as Diversity Week), connect interested persons, and monitor and remind stakeholders regarding D&I-related responsibilities.

Infrastructure results

The following infrastructural collaborations were continued from 2022, either with small changes or unchanged.

1. In 2023 the internal and external advisory boards were consulted on a number of issues important to the D&I Office. In general, they provided us with feedback on the results achieved, the proposed action plan, and advised us on questions of positioning within a complex organisation. More specifically, best practices were exchanged on the following topics: gender pay equity (Ohio and UMCG), Diversity Day/Week (GasUnie), Inclusive Language (UU), polarisation and strategic relations (Ohio).
2. Strategic meeting with Rector Magnificus. Every 3 months, a strategic meeting about gender balance and other diversity issues took place between HR (F. Nienhuis), the chief D&I officer and the Rector Magnificus. The Chief Diversity & Inclusion Officer participated monthly in the meeting in which the prorectores, the Rector Magnificus and the CD&IO give advice on the professorial nominations and applications for the ius promovendi, before the university board takes its decision.
3. Coordinating and collaborating on D&I activities at Faculty and D&I Office level in the monthly meetings with the Faculty representatives took place as expected. Most UG faculties have their own faculty diversity and inclusion representatives[6]. These staff members are current academic or support staff members who dedicate (part of) their time to D&I matters within the faculties. For the larger faculties, this is a paid function, for the mid- or smaller sized faculties, this is a task added on to existing tasks. The regular meetings were supplemented with a number of working groups on the following subjects:

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[6] These roles may be named differently across the faculties. E.g. at the Faculty of Law, they are named 'Wellbeing, Diversity and Inclusion Officers'. At FSE, this is an additional task added to the Internationalization Policy Officer. At the Faculty of Medical Sciences/UMCG, a D&I team with a coordinator has been appointed. At UCG, Campus Fryslân, and Spatial Sciences, they are representatives of the D&I Committee.

Diversity Day, Measurement, Gender Equality Plan, Function, and an Intercultural Competence Network. Results of these meetings included:

- Regularly updated on status of D&I in the faculties, including new initiatives undertaken at faculties (e.g. 2 approved NWO proposals, results of gender pay equity analyses)
- Measurement - provided BSS expertise for D&I questions of the Staff Satisfaction Survey, analysed the NSE results & implications for D&I (also at Faculty level), met with research analytics policy advisor,
- Feedback on new version of GEP,
- Navigated the terrain between D&I and Social Safety, (guest session with SS project leader), D&I and Wellbeing
- Organized Diversity Week,
- Discussion of the Action Plans, both of the D&I Office as well as of the faculties.
- Raised concerns from Faculties to central bodies (e.g. discrepancies in tenure track rulings between UG, NWO and ERC, concern about managers implementation of HR policies)
- Shared invitations to open events across faculties (e.g. guest speakers, presentations, ***)
- Disseminated centrally organized activities to the faculties (e.g. Inclusive Language Style Guide, Photovoice, Echo nominations, Grassroots grants,)
- Reviewed the mid-term evaluation of the National Action Plan on D&I

4. The six-weekly meetings of the policy officers involved in Internationalization, Diversity and Inclusion (IDI) took place as expected, though with slight less frequency.
5. Representation of the University and alignment of strategy at various national and international bodies, specifically, such as the Guild's D&I Working Group, The Coimbra Groups' Equality and Diversity Working Group, and the National Network of Diversity Officers (LanDO).

The following activities are those that in 2023 were continued or implemented again after a successful implementation in earlier years. For the following activities, there was no change in approach, though there was change in results.

(Semi-) Annual Faculty Boards Meetings

In 2023, meetings were held with Deans and/or Faculty Boards new to their position, the Deans of FSE, Philosophy, and UMCG. There were no requests for follow-up meetings with the Faculty Boards. Targets intended to be met in 2023 were as follows:

Objective	Result 2023
By the end of 2022 each faculty has its own D&I officer, representative, or working group.[7]	Monitor
By the end of 2023 each faculty has its own (updated) D&I plan.[8]	With faculty D&I representatives
Each faculty will, in principle, recruit for functions and 'roles' in an open and transparent procedure. This will be monitored by HR and the D&I Office.	Monitor

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[7] End 2023 the following faculties have a diversity officer / representative or chair of D&I group/ committee: FEB, FBSS, UCF, UCG, UCF, FSS, FSE, UMCG. The following faculties are still considering how to implement this: Arts, Philosophy, Theology. An overview (up-to-date) is available here.
[8] End 2023 the following faculties have a D&I plan: FEB, FBSS and UMCG. The UCG D&I plan is under discussion with their FB. The Law D&I office is being evaluated, out of which a D&I plan is expected in 2024. UCF works closely with their FB, but in response to needs instead of a pro-active planning. The following faculties are still considering how to implement this: FSS, FSE, Arts, Philosophy, Theology.

In all selection committees (as well as for admission, educational and exam committees) there is sufficient diversity (broader than min. 2 women), dependent on the situational context. This will be monitored by HR and the D&I Office.	Monitor
Per faculty, a target for number of female professors is formulated (per year) and discussed with the board of the university.	Monitor
The overall aim is to have a diverse staff population so that each student is able to find a role model within the staff.	Overarching goal
In the first months of 2023 D&I office will publish guidelines inclusive language ('handreiking').	Completed

Echo award nominees

The ECHO (Expertise Centre for Diversity Policy) award is for successful students with a non-Western background who stand out because of their entrepreneurial spirit, organisational skills, active social involvement and constructive approach to challenges related to exclusion. Whereas in 2022, we received 13 applicants from 6 faculties one who made it to the finals, in the Spring of 2023 we only received, and therefore only submitted, one nomination, who did not make the finals.

Developing Across Differences Summer Schools

The 2023 edition of the Developing Across Differences (DAD) Summer Schools doubled the number of participants (from 41 to 83 registrations). The annual DAD offers a multitude of courses (1-, 2- and 3- days long) in the fields of diversity & inclusion, intercultural communication, global learning and citizenship. These courses are led by guest faculty, contemporary thinkers, practitioners and facilitators in their respective fields, using experiential and project-based learning methods to support participants' learning and development. Topics include such subjects as
- *Depolarising Dialogue*,
- *Experiential Perspective Taking*,
- *Collaborating through DEI*, and
- *Intersections* - where the connections between the Differences narratives are leveraged for greater impact.

Organization of Diversity Week 2023

The first week of October)is dedicated to diversity and inclusion. In 2023, the D&I Office coordinated a scaled up version of Diversity Week. Numerous activities were offered, bringing together activities organized by Faculties, the D&I Office and external partners. The D&I Office coordinated the communication, the registration, informing of the participants and the evaluation of the week. In addition, the D&I Office delivered the UG Opening of Diversity Week and the following workshops on Diversity & Inclusion: The Power of Strangers, Conflict and Cultural Diversity, Inclusive Language, and Factfulness. Also, the D&I Programme Coordinator moderated the Keynote: Diversity as a Resource in Education, organized by the Faculty of Behavioural and Social Sciences. Like in 2022, the communication advisor took over the Twitter account of the university during this week. Evaluation of the week emphasized the preference for earlier planning and a more comprehensive communication strategy. Diversity week served to both to increase awareness and to offer opportunities for the development of skills and knowledge.

Gender Equality Plan (GEP)

In September 2021 the University of Groningen put its Gender Equality Plan (GEP) into place. It includes a gender quota, the (further) development of the Rosalind Franklin Fellowships and the Aletta Jacobs chairs,

research on and monitoring of gender balance, the development of a recruitment guide, the implementation of the 40 principles of the Charter for Researchers and Code of Conduct for the Recruitment of Researchers, awareness of and new programmes on work-life balance, gender bias trainings, and the prevention of an individualistic and competitive culture. The GEP (and KPIs emergent from it), the gender dashboards and research into pay gap were discussed during meetings with Faculty Boards and the rector magnificus. In 2023 it became clear that the European Commission would be working towards implementing a required annual update of the GEP's and that it was to address a number of additional issues: it is to take an intersectional approach (and move beyond the gender binary), and address gender-based violence. In addition, for the University context, emergent from the concern around the lack of effectiveness of measures taken to address the gender imbalance and, more specifically, the low retention numbers of Rosalind Franklin Fellows, is also attention to addressing the negative effects of positive discrimination (affirmative action). The GEP will be further updated in 2023-2024.

Ad Hoc Activities

Alongside the larger, planned activities, whether the more strategic priorities for 2023 or the activities of the D&I Office that are continuous over the years or are annually recurring the Diversity Office participated in numerous ad hoc activities as was the case in 2022. These included amongst others, the delivering of a number of workshops (including Noorderlink Diversity Seminar), a number of keynote presentations, a number of U-Krant interviews, hosting international visitors, advising the Groningen International Student Platform which will becomes a regular activity in 2024.

Adaptations to the Diversity and Inclusion Infrastructure

In 2023 there were a number of changes in the organization of the D&I Office and the infrastructure necessary to its functioning. There were some shifts in staffing of the functions within the D&I Office and in the Internal Advisory Board.

D&I Office

While the D&I Office only realized its current form in the Fall of 2022, in the Spring of 2023, we needed to replace both the departing communications advisor (unforeseen) and the departing student assistant. Both the Chief Diversity Officer and the Programme Coordinator experienced diminished capacity due to illness in 2023. They returned to (almost) full capacity and the vacancies were filled in the Fall of 2023.

In addition the function of HR advisor (which had been vacant since October 2022) was filled in September 2023.

The current composition of the D&I team is the following:

> Chief Diversity Officer: Gerry Wakker (she/her) 0,4 fte,
> > also professor of Greek Language and Literature
> Programme Coordinator: Michaela Carriere (she/her) 0,8 fte,
> > also Intercultural Competence section head at the Language Centre
> Communication Advisor:
> > Emi Howard (they/them) 0,5 fte, September 2022 - April 2023
> > > also translator & editor at the Language Centre
> > Shana O'Brien (she/her), 0,5 fte, September 2023 - current
> Student Assistant
> > Derya Kockaya (she/her) December 2022 - July 2023
> > Winnie Ansah (she/her) October 2023 - current

> And for specific subjects, as collaborators:
> > Frank Nienhuis (he/him) - Policy Advisor HR, - HR issues, esp. gender balance and diverse recruitment (until Oct 2022) replaced by Jildou Spoelstra (she/her) - Policy Advisor HR - HR issues (as of Sept. 2023)
> > Anita Veltmaat - Policy Advisor International Strategy and Relations - RFF and AJ community

Advisory Boards

The Internal Advisory Board is a 1-2 year function aligned with the academic year. Vacancies are filled in two ways - as they arise, and in a regular, overlapping rotation. Vacancies are publicly announced and filled in an open and transparent procedure. The student vacancy arising Feb 2023 was anticipated: there are only 2 student positions, 3 students were brought onto the board taking the pending departure into account. The staff vacancy arising early in 2023, and those at the end of the academic year, were publicly announced and filled according to procedure. There were no changes to the **External** Advisory Board in 2023. Brigitte Prieshof,

CDO at University of Utrecht, will step down from her function early 2024. To replace her perspective of D&I officer in a similar institution, we will look for a D&I officer in one of the Dutch universities via the national network of D&I officers, LANDO.

This information is kept up to date on the D&I Office Website.

Strategic meeting with Rector Magnificus

With the departure of Cisca Wijmenga as Rector Magnificus as of 1 September 2023, a new structure for the regular strategic meeting about gender balance and other diversity issues between the new Rector Magnificus, the new HR policy advisor, and the Chief D&I Officer needs to be established.

Faculty D&I representatives

Most UG faculties have their own faculty diversity and inclusion representatives[9]. These staff members are current academic or support staff members who dedicate (part of) their time to D&I matters within the faculties.

Faculty	D&I representatives (Dec 2023)
Law	Beth Yoder & Janet Jackson
Behavioural and Social Sciences	Sabine Otten
Economics and Business	Ella Sebamalai
University College Groningen	Gina Pinas & Ritumba Manuvrie
Campus Fryslan	Pelin Gül
Science and Engineering	Eloise Daumerie
Spatial Sciences	Björn de Kruijf
UMCG	Laura Damiano & Marise Warner

This information is kept up to date here.

IV. Conclusion 2023

Looking back on the year 2023, it was a year characterized by "Quick Wins." In order to gain legitimacy and recognition, while also starting to enact organizational change, the D&I Office identified and completed low investment activities that could make a large impact to the goals. This approach served well in a year of illness of both the Chief Diversity Officer and the Programme Coordinator. The first three of the four overall aims of the office have been pursued:

1. Communicating the visibility and urgency of the theme of diversity and inclusion as a precondition for academic success and as part of the UG's Strategic Plan.

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[9] These roles may be named differently across the faculties. E.g. at the Faculty of Law, they are named 'Wellbeing, Diversity and Inclusion Officers'. At FSE, this is an additional task added to the Internationalization Policy Officer. At the Faculty of Medical Sciences/UMCG, a D&I team with a coordinator has been appointed. At UCG, Campus Fryslân, and Spatial Sciences, they are representatives of the D&I Committee.

2. Raising awareness of the added value of diversity and the existence of privilege and bias to achieve a change in culture towards more inclusion.
3. Pursuing an active diversity and inclusion policy to help create equal opportunities for everyone; involving and consulting the various stakeholders.

Progress has been made in deconstructing the complexity of the fourth aim:

4. Carrying out a baseline measurement and monitor the effectiveness of the D&I policy and actions by introducing a monitoring system or by using an existing one.

This results in increasing the D&I Office's visibility and embedding in the University, improved ability to connect and align people and initiatives in the University, further development of University policy, the realisation of activities and products, and an awareness that Diversity and Inclusion are topics in need of continued attention to meet the University's strategic goals despite an increasingly polarised external context. The re-establishment of a direct link with HR (since September 2023) will enable further progress on relevant topics in the upcoming years.

And yet, challenges remain. There is no satisfactory solution yet to the embedding of the D&I Office. Ideally it should be embedded in both HR and the cluster Education and Students, while the chief D&I officer should remain directly accountable to the board of the University. Discussions are still ongoing. Budget limitations, both for staffing and for programming, impact the ability to pursue a number of objectives.

Nevertheless, the future brings with it a desire to be more proactive and to find a better balance between implementing a programme of activities and policy-making. 2024 is intended to be the year of strategic change and 2025 of structural embedding of the programme.

V.   References

The following references were consulted to develop this Results Report:

- [University of Groningen Strategic Plan 2021-2026](#) (2021)
- [University Action Plan Diversity and Inclusion. *Belonging in the University of Groningen*](#) (2021)
- [Nationaal actieplan voor meer diversiteit en inclusie in het hoger onderwijs en onderzoek (2020)](#)
- [Concept Programmavoorstel Sociale Veiligheid v0.9a (2023)](#)
- [Midterm-Evaluatie Nationaal Actieplan voor Meer Diversiteit en Inclusie in het Hoger Onderwijs en Onderzoek](#) (2023)
- Rapport Nationale Studenten Enquête (2023)

- Bondestam, F., & Lundqvist, M. (2020). Sexual harassment in higher education–a systematic review. European Journal of Higher Education, 10(4), 397-419.
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- Naezer, M. M., van den Brink, M. C. L., & Benschop, Y. W. M. (2019). Harassment in Dutch academia: Exploring manifestations, facilitating factors, effects and solutions.
- Wegkamp, F. (2023) Social Safety in the context of Diversity, Equity and Inclusion in Dutch Universities

VI. Appendix: Elaboration D&I Action Plan

Actions Identified in 2021 Action Plan	Status (2023)	Comments	Reference RR=Results Report, AP=Action Plan, 22 = 2022, 23 = 2023
1. Launch of D&I organisation (with the necessary allocation and organisation position to have meaningful impact)			
1.i A central **D&I team** (including a CDIO, with policy advisors in domains HR, education and research, international strategy and relations, and working closely together with the confidential advisor, ombudsperson, programme manager scientific integrity; communication expertise). It is the task of the D&I officer to link these areas and develop a coherent D&I policy, supported by a programme coördinator and communications officer.	Completed 2022		RR22: Results 1: Setting up the Diversity & Inclusion Infrastructure p4
1.ii Chairs for working/task groups or **advocacy groups** (e.g. LGTBQ+, first generation staff/students, people from minority/cultural minority groups, staff/students with different abilities, young researchers and staff: about six working groups). The chairs or all advocacy groups regularly meet with the central team and should be assigned some compensated time, funded with resources. Members of the working/task groups participate on a voluntary basis. It is important that the groups organize themselves and are open to everyone who would like to belong to the group. Aims: Raise awareness, offer insights, share experiences and maintain open space for dialogue and organize events.	Objective adapted, continued	Faculty Boards suggested a change in approach to the proposal to install advocacy groups as a part of the D&I Infrastructure, as per the 2021 Action Plan. More elaborate discussion of this with the Faculty Boards and both the internal and external advisors recommended not a proactive top-down approach, but one supporting (existing) bottom up initiatives. This is in line with the need for the groups to organize themselves.	RR22: Advocacy Groups p9, p12

1.iii	At **faculty level**: organisation form fitting to the faculty, on the condition that, first, though the Faculty Board as a whole is responsible for D&I, one member will have a special assignment and is contact person D&I, and besides, that there is a second contact person D&I lower in the organisation ('faculty D&I officer'), trusted by the faculty community and charged with D&I and integrity issues within the faculty, working closely together with the confidential advisor, ombudsperson, programme leader scientific integrity and Chief D&I Officer. The aim is to create a safer space for individuals to share experiences. The shared responsibility of all would include: a. An (unsolicited) inventory of the state of D&I issues across the institution. b. Ensuring equity, by monitoring needs of different groups, especially in relation to formal procedures and policies, curriculum, and by (unsolicited) reviewing formal procedures and policies, such as the R&O, complaint handling and Tenure Track on a regular basis.	Almost complete	There is a D&I contact person within all faculty boards. Most UG faculties (and UMCG) have appointed their own faculty diversity and inclusion representatives. The faculty representatives meet monthly with the D&I Office.	RR22: Faculty D&I representatives p7
2. Publish a university-wide statement and quick wins in this domain				
2.i	A proposed priority to foster at least one quick result, fitting the international character of the university, is to purposefully voice commitment to diversity, inclusion and anti-racism. The proposed **statement** is formulated in section 2 of the action plan. The statement will be distributed internally (Student Portal, MyUniversity), but needs to be published on the (external) website as well.	Completed 2022		Completed with the publication of the 2021 D&I Action Plan. Reiterated in each ensuring Action Plan (AP23, AP24) and Results report (RR22, RR23)

2.ii	Some related **quick wins** in this domain might be (2021): i. Together with HR and the programme leader scientific integrity: <u>review existing documents</u> that address integrity, discrimination, and/or zero tolerance. Integrate the Code of Conduct with staff and student onboarding as well as the embedding and further development of staff and students. more action ii. Organise (at least a yearly) university broad <u>diversity & inclusion event(s)</u> to help create awareness, give information and share experiences. iii. Set up an <u>Incentive Fund</u> (Stimuleringsfonds) for grass root projects. iv. Develop a <u>Gender Equality Plan</u> (within the framework of ERC). v. Voice a university wide language policy (focussing on the use of <u>language and inclusive vocabulary</u>). vi. Cancelling depictions of <u>Zwarte Piet</u> on-campus. done and ongoing vii. Reviewing the design of the <u>Senaatszaal</u>. viii. UG-wide policy to raise the <u>Pride Flag</u> for specific events and "lower" the trans flag for trans day of remembrance (2021, Nov. 20). done and ongoing	Multiple items. Some completed, some in progress, some planned, some require continued monitoring, some are annually recurring. Partially realised.	i. Planned in 2024 and 2025 ii. Recurring annually. iii. In progress. iv. In progress (annually as of 2023). v. English version completed in 2023. Dutch version planned in 2024. vi. Recurring annually. vii. Pending viii. Monitored	i. AP24: Integration, How do we measure success p18. ii. Diversity Week: RR22 p11, RR23 p28, AP24 p12&14; Developing Across Differences Summer Schools: RR22 p11,RR23 p27, AP24 p14. iii. RR23 p29, AP24 p16 iv. RR23 p28, AP24 p15. v. ILSC_E. RR23 p23. ILSG_NL AP24 p12, 14, 17 vi. RR22 (p15), RR23 p23 vii. Pending 2025 viii. RR22 p15
3. Continue and coordinate several existing activities			
3.i	Monitor the number of **female** (Associate) Professors and the development of the salary pay gap; broaden this monitoring to other minority groups (as far as possible within the privacy regulations).	In progress & annually recurring	Monitoring of the number of female (assistant and associate) professors has become a regular way of working, though it requires yearly monitoring; a proposal for new AJ Chairs is under BoU consideration. Gender pay equality is still in the start block, after a pilot in FEB it needs to be scaled up to more faculties. HR intends to do this research every two years. Monitoring of other minority groups continues to be a point of attention.	RR22 p8, RR23 p14, AP24 p 11, 15, ongoing

3.ii	Monitor the **onboarding** process of students and staff, and pay attention to a mentoring system.	In progress	Staff: HR intends to integrate the onboarding process into the recruitment office. The D&I Office will continue to request attention for the onboarding of minority groups. Students: onboarding will get attention in 2024.	AP23 p11, 13, RR23 p24
3.iii	Monitor the **tenure track** system: are transparency and diversity sufficiently taken into account; monitor transparency of internal recruitment for (management) functions.	Is a topic of conversation between HR and D&I Office.	HR delivers this data to the Rector for the nominations consultation (*voordrachtenoverleg*).	RR23 p24
3.iv	Create awareness about **privilege and bias** throughout all levels of the university and actively recruit allies among the majority group.	In progress	Some workshops/trainings are offered annually (Diversity week and the Developing across Differences), others on demand (Inclusive Recruitment and Inclusive Leadership training, Active Bystander training and Intercultural Awareness or Competence). Other activities to address this will continue to get attention	Recurring annually: Diversity Week: RR22 p11, RR23 p28, AP24 p12&14; Developing Across Differences Summer Schools: RR22 p11, RR23 p27, AP24 p14
3.v	Drawing up a plan of approach to enable **Rosalind Franklin Fellows and Aletta Jacobs** chair holders to form an active academic community.	Partially realised.	The community is being developed, both groups have their own community, activities both separate and together have been done	RR22 p11, RR23 p28, AP24 p11, 15, ongoing
3.vi	Drawing up a plan of approach to support the **LGTBQ+** community (aimed at staff and students).	Started in 2023, will be continued into 2024 and 2025	Collaboration with LGBTQ community will be continued towards concrete proposals and an overall plan.	AP23 p4, p10, RR23 p21, AP24 p15, p17

3.vii	The Chief D&I Officer **represents** the UG nationally (e.g. via the national platform of diversity officers (LANDO: landelijk overleg diversiteits officers)) and internationally (e.g. in the Guild of 8 European Research-Intensive Universities, and in COIMBRA) and convey the message that diversity and social inclusion are high on the agenda of the University of Groningen.	This has become a regular task and practice	The Chief D&I officer has held this role internationally since 2019 and nationally since 2016.	RR22 p8, RR23 p26, AP24 p11 ongoing
3.viii	Set up **regular meetings** with a.o. confidential advisor and programme manager scientific integrity; programme manager participation jobs and Advisory Committee Disabled Students, Scholierenacademie, SER, etc.	This has become a regular task and practice	In 2023 the Social Safety and the Student Wellbeing projects were added to thre regular meetings.	RR22 p8, RR23 p25, AP24 p10 ongoing
3.ix	Offer and endorse **training** on diversity & inclusion issues (e.g. inclusive leadership training) and check whether D&I is sufficiently included in University Teaching Qualification (UTQ), educational leadership and academic leadership courses.	In progress	The Intercultural Competence trainings will shift from the Language Centre to the Corporate Academy and this transition needs to be managed well. Inclusive Recruitment and Inclusive Leadership (part of leadership programme) planned for 2024 are offered regularly. The UTQ needs to be reviewed.	RR22 Gender bias: p10, Intercultural Competence p13 RR23 p19,20 AP24 p14, 18 ongoing
3.x	The UG will continue its **gender** policy to appoint and retain more women in senior positions, and broaden this policy to other minority groups as well.	In progress & annually recurring	See 3.i	RR22 p8, 10, 14 RR23 p28, AP24 p11, 15, 16, 17 ongoing
3.xi	The UG is required to create jobs for target groups in society that are covered by the **Participation Act**	Embedded in the University	The *participatiewet* is being addressed. Collaboration between the D&I Office and HR addresses overlapping issues.	RR23 p22
4. Create an inclusive feedback process with students and staff and solicit feedback, advice, or guidance from the experts on D&I within the university				
4.i	Create an **inclusive feedback process** with students and staff by organizing focus or dialogue groups. Besides, within the university there are different people studying the topic or actively working on D&I issues. It would be useful to solicit feedback, advice, or guidance from these experts.	In progress	Regular meetings are held with researchers or those working on D&I. Inclusive feedback process is partially embedded in IAB, SSS, NSE. Feedback on the yearly action plans are given by the Faculty representatives, the IAB	RR22 p8, 10, 14 RR23 p17, 23, 25 AP24 p11, 15, 16, 17 ongoing

			and HR. Further action is planned in 2024.	
5. Install a (structural) advisory committee and an external board of trustees/advisory committee				
5.i	The **internal advisory committee** can be a platform for representatives and the Diversity Officers to collaborate and set goals together based on the relevant experiences in the community, like the D&I Starting Twelve. The **external Committee** (from outside the UG) / a board of Trustees will have the task to help formulate the ambitions of the D&I office and monitor their realisation, from an external perspective. Perhaps this committee may also play a role in reviewing the reporting process and handling of complaints (where confidential advisor and ombudsperson are in the lead), since currently often a barrier is felt to report and not everyone feels safe to report. Qualifications and expertise of the members in this external committee should be in the field of: integrity, student safety in academia, social safety in the work space, career progress in academia and HRM in academia.	Completed/ Ongoing	Internal Advisory Board established and meetings held 3 times per year. External Advisory Board established and meetings held 2 times per year. Reporting process and handling of complaints managed by Social Safety.	RR22: Results 1: Setting up the Diversity & Inclusion Infrastructure p4
6. Launch of D&I website				
6.i	University-wide **Statement** (see section 2) addressing: Why diversity & inclusion - What is inclusive and what is exclusionary behavior (including communication)? For this specific resource, the material could be linked to the Dutch Code of Conduct of Scientific Practice to make the implementation more concrete. - What to do about it/ how to speak up? - How to tackle exclusionary behavior? - Recognizing your own exclusionary behavior and practicing to be an ally - Recognizing when exclusionary practices are "serious enough"	Completed	The D&I website and statement were launched. Communication about inclusive and exclusionary behavior included on the social safety webpage. The website will be further improved in 2024.	See 2.i. Completed with the publication of the 2021 D&I Action Plan. Reiterated in each ensuing Action Plan (2023, 2024) and Results report (2022, 2023)
7. All faculties specify and design their own faculty D&I strategic plan				

7.i	In alignment with the university D&I strategy and adapted to their specific needs, the faculties specify and design their own **faculty D&I strategic plan**. This strategy plan includes designing an adequate organisational structure, the appointment of a faculty D&I officer and a faculty action plan.	In progress	The D&I Office has provided advice and guidance for the faculty D&I officers to develop their action plans. Several faculties have a D&I strategic action plan in place (FEB, UMCG, BSS) but not all.	RR23 p27 AP24 p17
8. Guarantee fair appointment procedures for all functions/tasks within the university				
8.i	For all **hiring procedures** / (management) tasks/functions, there would ideally be an open procedure with a diverse BAC.	In progress with HR	Inclusive Recruitment training has been established and will be further rolled out in 2024.	RR23 p24 AP24 p18, 20
Longer term (2022-2025)				
LT1. Data Collection on D&I issues (data about both students and staff experiences)				
LT1	**Data collection** could contribute to further monitoring of the issues. A fact-based approach provides more knowledge about the situation at the UG, which is important to develop the D&I policy. Data collection with the intention to understand what difference the difference makes, is intended to prevent discrimination. Understanding different needs, based on data collection, will help the UG to facilitate those needs rather than (unconsciously) discriminate against those needs. We are aware that the GDPR will need to be considered in the process of data collection: a. In general about wellbeing b. For staff: about application, recruitment, salary and appraisal c. For students: about application, recruitment, progress, grading and career	In progress	D&I questions added to the staff survey. Measurement working group of the D&I in the Faculties established. Discussion are occurring in context of National Action Plan D&I/USNU/Guild/Coimbra. Board decision needed as soon as national frameworks are clear.	RR22 p9, 14, 17 RR23 p12-20 AP24 p8, 11, 12, 17 ongoing
LT2. Inclusive education				

LT2	Based on the vision on **education**, the UG will continue to emphasize diversity as an important quality aspect of our teaching and learning. We achieve this through the further development of, e.g., the international classroom and interdisciplinarity in education. Within the framework of the International Classroom Project and EQUiiP several curricula have been revised. More attention is needed for the process of inclusive, active learning and curriculum development. The aim is to enhance the quality of teaching and learning for all students, and thus make curricula more inclusive for all. Via existing projects like International Classroom and EQUiiP, but also the Teaching Academy Groningen, we aim to continue the dialogue on inclusion in education. Special attention is needed for the combination of initiatives and for synergy, and reviewing the university's progress toward creating an inclusive environment. Faculties will inevitably have a leading role in curriculum assessment and revision.	In progress	The D&I Office is working on this together with TAG, Comenius and ESI. After proposal 2024 together with O&S. Many degree programmes have already taken some action in the context of the international classroom concept. This does not apply to all degree programmes and faculties to the same extent. Groningen International Student Platform (GISP) will also be involved here.	TAG & Comenius Inclusive Education. RR22 p8, 16 RR23 p7 AP24 p11, 14, 17, 19 ongoing
LT3. Strive for a fair representation of staff and students in all committees within the university				
LT3	**Committees** should represent the diverse target audience they are targeting. By striving for a fair representation in committees the diverse staff and student population will be heard, which can lead to a more inclusive environment.	Ongoing	This is a work in progress. Continuous attention is required here. Though some attention is already being paid to this issue, the amount can be increased.	RR22 p8, 10, 14 AP24 (p11, 15, 16, 17) ongoing
LT4. In 2025 33% of the professors is female (with attention to intersectionality)				
LT4	All Dutch universities have to set a target percentage of **female** professors, according to the VSNU (Association of Universities in the Netherlands). This is the percentage of female professors that universities believe that they will have appointed by 2025. The UG's target is that 33% of all professors at the UG will be female by 2025, with attention to intersectionality.	In progress	See 3.i. While a target has been set, the UG is behind schedule to achieve this target. Additionally, intersectionality has not yet been sufficiently integrated into the Gender Equality Plan.	See 3.i. RR22 p8 RR23 p13 AP24 p11, 15 ongoing
LT5. Resultaat 2025				

| LT5 | The theme of D&I will be **embedded** in the university in such a way that by 2025, a coherent policy will have been formulated and a virtual D&I office will have been set up, so that: -The theme of D&I is embedded more effectively in coherent and inclusive staff and student policy for all themes/target groups, supporting the university's strategic course. -The visibility and urgency of the theme of diversity and inclusion is communicated as a precondition for academic success and as part of the UG's strategic policy. The UG raises awareness of the added value of diversity and to achieve a change in culture towards more inclusion. -A properly functioning virtual D&I office is in place, where experts from various different departments work together on implementing the D&I vision and the D&I action plan. Monitoring the progress of these actions. All in all, we aim to jointly offer a stimulating work and study environment that fosters respect for diversity in talent and differences within groups, and leaves room for authenticity yet simultaneously allows people to feel inextricably linked to the UG community. | Ongoing | This is the intended result based on the measures, actions and initiatives mentioned above. All sub-objectives addressed above. There is some concern about staffing capacity. The D&I Office is stepping into a more strategic role. | RR22 p8, 10, 14 RR23 p31 AP24 p11, 15, 16, 17 ongoing |