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Internal
Action Plan
Diversity & Inclusion Office
January–December 2024
“Strategic Change”

Version: 2

Version date: February 2024

Version management:

- First version: December 2023
- Second version: February 2024

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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

I. Introduction

Purpose of this Document

This Action Plan 2024 identifies the objectives and intended actions of the D&I Office for January to December 2024.

This document follows the 2021 [University Action Plan Diversity and Inclusion. *Belonging in the University of Groningen*](#) and the 2023 Action Plan. Summaries of the D&I Office's previous work can be found in respective retrospective reports for 2022 ("Setting Up") and 2023 ("Quick Wins"). The appendix contains the overview and elaboration of the 2021 Action Plan ('*Uitwerking Appendix D&I Action Plan*') updated for 2023.

Definitions

As indicated in its 2021 University Action Plan, the University of Groningen aims to be a university where students and staff members feel respected and at home, regardless of any visible and invisible differences in background, experiences, perspectives, characteristics and identity.

We believe that diversity in students and staff members enriches the academic debate and helps to improve the quality of teaching and research. Diversity, inclusion and equality are important core values for the UG and are our joint responsibility. Together, we create a stimulating study and work environment that respects diversity in the broadest sense of the word, and where students and staff members feel connected with the UG community. Though we know it takes time, as a learning organization we aim to achieve a culture characterized by more inclusion by raising awareness of the added value of diversity.

Our D&I programme and activities are aligned with the actions and advice of the [National Advisory Committee for diverse and inclusive higher education](#).

Diversity

Our broad definition of '[diversity](#)' not only covers characteristics that are usually visible (such as physical appearance) but also less visible and invisible characteristics (such as cultural background and nationality, disability and health condition, gender identity, sexual orientation, socioeconomic background, opinions, religious beliefs, neurodiversity, style of working, prior degrees, age and experience, care duties and language). Particular attention is paid to intersectionality, as all these characteristics may be interrelated in complex ways. The UG embraces aims to offer an environment that fosters respect for diversity in ideas, talent and background.

Inclusion

We define 'inclusion' as a study and work environment in which each staff member or student feels at home and is able to develop to their full potential, and in which a wide range of perspectives is offered and taken into account. We will ensure that underrepresented voices are heard with a wide range of measures and actions. Mutual differences will be recognized as much as possible and positively interpreted to provide an inclusive organizational culture and a safe workplace.

Equality

We consider 'equity' and 'equality' important for the University. We consider 'equality' to mean that all (prospective) students and (prospective) staff have the same resources or opportunities. However, we aim to

move beyond 'equality' to 'equity', which recognizes that people have different circumstances and needs, and that the University must allocate resources and opportunities needed to reach an equal outcome, as well as address structural barriers that prevent equal outcomes. To safeguard D&I and avoid unconscious biases in the workplace, we will also align our institutional procedures and policies to strive towards achieving equality.

Document History

The first draft of this document was written in December 2023-January 2024 in preparation to report on the results of 2023. Upon feedback on the 2024 Action Plan, in which it was indicated that the reporting to the Board of Directors should be restricted only to the items in the original Appendix, 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. The Action Plan was then considered an internal document and updated slightly for the May 2024 Evaluation.

How to Read this Document

The remainder of this document is organized as follows:

- [Context 2024](#) - This section explains the internal and external factors that affect the D&I Office's plans for 2024.
- [Cross-cutting issues](#) - This section explores cross-cutting issues across the D&I Office's work, including monitoring and collaboration.
- [Objectives 1-4](#) - Each of these sections explores one of the four key objectives of the D&I Office, explaining the objective, related activities, and measurements of success.
- [Challenges and Mitigation Measures](#) - This section explores the expected limitations and challenges in 2024, and how the D&I Office intends to mitigate these.
- [Looking to the Future](#) - This section discusses plans for after 2024.
- [References](#) - This section details the references used to create this document.

II. Context 2024

Internal Context

History of the D&I Office and Next Steps

The mandate of the D&I Office was identified and commenced in September 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 support bodies (including, among others, the Internal and External Advisory Boards and Faculty D&I Representatives). 2022 was the year of "Setting Up." While establishing the office 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 enacting organizational change, the D&I Office identified and completed low-investment activities that could make a large impact towards its goals.

2024 = “Strategic Change”

At the end of 2023, the D&I team, along with the advisory boards, identified the opportunity and need for the D&I Office to be more strategic and institute an organizational change agenda. This is aligned with feedback from various stakeholders, such as the External advisory board and the *Studenten Organisatie Groningen*. The 2024 Action Plan therefore represents a slight shift in the D&I Office’s ways of working.

The main changes include:

- The Office aims to move away from a reactive approach (in which the Office primarily responds to requests and events) and towards a proactive approach (in which the Office identifies the most important needs and prioritizes addressing those).
- The Office will continue with quick wins and activities commenced in previous years. However, the D&I Office aims to make sustainable changes to the University’s organizational culture.
- The D&I Office objectives were re-examined and slightly adjusted to reflect the new approach.

While the D&I Office aims to address all aspects of diversity and inclusion, the office selects 2-3 key domains to focus on each year. In 2023, the focus domains were 1) the LGBTQIA+ community, 2) race and discrimination, and 3) cultural diversity. Activities were organized specifically around these themes. **In 2024, the D&I Office has selected the following focus domains: 1) racism and discrimination, continuing from 2023, and 2) socio-economic status.** Activities will be organized specifically around these themes in 2024.

Changes to Objectives

The members of the Diversity and Inclusion office function as intermediaries in formulating and implementing diversity and inclusion policy. They ensure 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.

The D&I Office has identified four key objectives. Based on internal strategic discussions in 2023, each of these objectives have been slightly modified to align with the above-mentioned changes in the D&I Office’s ways of working.

1. **Awareness: All students and staff have an awareness of the importance, urgency, and added value of diversity and inclusion.** Diversity and inclusion is understood as vital for ensuring the success of students, staff, and the University as a whole.

This objective was previously phrased as “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 plan.”¹ Based on strategic discussions as part of the formulation of the 2024 Action Plan, the objective was reworded in order to focus on the intended end outcome (awareness of students and staff) rather than the means to the outcome (visibility and urgency is communicated).

2. **Skills and Knowledge: All students and staff have the necessary skills and knowledge to create an inclusive environment where all can feel a sense of belonging.** This includes an understanding of, and skills related to, privilege and bias. Other relevant skills and knowledge include (among others): inclusive language use, managing power dynamics, addressing the systemic nature of discrimination

¹ 2021 University Action Plan Diversity and Inclusion. Belonging in the University of Groningen p.5

within institutional systems, intercultural communication, and active listening / empathy. By increasing knowledge and skills, students and staff will be equipped to behave in ways that foster inclusion.

This objective was previously phrased as “We raise awareness of the added value of diversity and the existence of privilege and bias, to achieve a change in culture towards more inclusion.”² Based on strategic discussions as part of the formulation of the 2024 Action Plan, the objective was reworded in order to focus on the intended end outcome (skills and knowledge of students and staff) and to clarify the difference between awareness-raising and increasing skills and knowledge. A recurring challenge within the D&I field is that awareness-raising around the theme of D&I is often seen as sufficient for ensuring an inclusive environment, while in fact individuals require specific concrete skills and knowledge in order to enact inclusive practices and behaviors.³

- 3. Equitable Opportunities and Treatment: All (prospective and current) students and staff experience equitable opportunities and treatment.** This includes ensuring (prospective) staff and students are not unfairly discriminated against based on any visible and invisible differences in background, experiences, perspectives, characteristics and identity. It also includes identifying and addressing systemic barriers that negatively impact marginalized groups. These barriers include institutionalized racism, sexism, ableism, etc.

This objective was previously phrased as “We pursue an active diversity and inclusion policy to help to create equal opportunities for everyone; we involve and consult the various stakeholders.”⁴ Based on strategic discussions as part of the formulation of the 2024 Action Plan, the objective was reworded in order to focus on the intended end outcome (equitable opportunities and treatment) rather than the means to the outcome (active D&I policy). The objective also shifted from “equal opportunities” to “equitable opportunities and treatment” in order to clarify that the University must acknowledge and address the different needs and challenges of marginalized individuals. Additionally, the objective now includes identifying and addressing systemic barriers that negatively impact marginalized groups. The systemic focus on barriers was not previously explicitly included in the objectives, but is part of good D&I practice.

- 4. Integration: Good D&I practice is integrated throughout the University’s ways of working.** This includes ensuring good D&I practice is utilized in all Faculties and departments. It also includes ensuring structural mechanisms are in place for receiving feedback from students and staff, and especially marginalized communities, and making improvements related to D&I topics.

This objective was previously not explicitly stated as an objective, but was considered within the work of the D&I Office nonetheless. There is reference that “... the Chief D&I Officer can provide an important stimulus and integration of the D&I policy within the UG.”⁵ Therefore, it was decided to make this objective more explicit. Based on strategic discussions as part of the formulation of the 2024 Action Plan, it was decided that D&I cannot be seen as a series of independent actions, but should instead be part of organizational ways of working. This also aligns with the National Action Plan for More Diversity and Inclusion in Higher Education and Research goal to “*diversiteit en inclusie beter verankeren in bestaande instrumenten.*” Learnings from the previous years of the D&I Office have shown the importance of various stakeholders in ensuring good D&I practice in the University, including teaching staff, leadership, the HR department and other departments facilitating education, research and impact, etc.

Note that a previous objective was “We carry out a baseline measurement and monitor the effectivity of the D&I policy and actions, by setting up a monitoring system or using an existing one.” This is no longer formulated as

² 2021 University Action Plan Diversity and Inclusion. Belonging in the University of Groningen p.5

³ <https://hbr.org/2021/09/unconscious-bias-training-that-works>

⁴ 2021 University Action Plan Diversity and Inclusion. Belonging in the University of Groningen p.5

⁵ 2021 University Action Plan Diversity and Inclusion. Belonging in the University of Groningen p.4

an independent objective, but as an action within objective 4: Integration (p. 17) and within the section “Cross-Cutting Issues” (p. 11).

University Context

At the beginning of the academic year 2023-2024, 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.

Social safety remains an important topic in the University. There was a sharp increase in reports by students and staff of unacceptable behavior - from 138 reports in 2021 to 189 reports in 2022. Social safety therefore remains a critical issue in the UG. Social safety is a necessary part of, but unto itself is not sufficient for, a climate of inclusion. The D&I Office collaborates with the Social Safety project to ensure 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. Furthermore, there have been continuous discussions about the possible negative effects of affirmative action initiatives, and the D&I Office can bring expert knowledge and advice to this discussion.

Another ongoing 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. Similarly 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.

The Accessibility Project will come to a closure at the end of 2024, and the D&I Office will have a role in ensuring that this important work is continued. Continued support for and attention to the issue of accessibility will be transferred to the Chief D&I Officer, who will have regular meetings with the steering group.

External Context

The National Action Plan for more Diversity & Inclusion in Higher Education and Research (2020) had a mid-term evaluation in 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 research⁶. Monitoring was 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 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

⁶ 2023 Midterm-Evaluatie Nationaal Actieplan voor Meer Diversiteit en Inclusie in het Hoger Onderwijs en Onderzoek p. 5.

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.

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

In November 2023, national elections were held, leading to a change 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.

III. Cross-cutting issues

The following section discusses cross-cutting issues relevant to the work of the D&I Office.

Collaboration

As D&I is linked to many themes, the D&I Office will continue to regularly collaborate with various internal stakeholders, including, among others:

- Confidential advisors
- Ombudsperson
- Integral security
- Social Safety programme manager
- Programme Leader Integrity
- D&I representatives in the faculties
- IDI council
- TAG D&I community of practice
- HR
- Accessibility project
- Student Well-Being Project

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.

The D&I Office also works with various external stakeholders, 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). More information about these groups can be found in the 2022 retrospective report. These networks are important for sharing best practices.

Furthermore, the D&I Office will continue to seek advice and guidance from the Internal Advisory Board (meetings three times per year) and External Advisory Board (meetings two times per year) and will continue connecting D&I representatives in the faculties.

Measurement

Measurement of D&I indicators has two goals: 1) to ensure that the work of the D&I Office is resulting in concrete improvements to the University, and 2) to ensure the University is meeting its goals related to D&I. The 2023 evaluation of the National Action Plan for more Diversity and Inclusion in Higher Education and Research highlighted the need for better monitoring of diversity-related data. It emphasized that monitoring and target goals are important elements for an effective diversity policy. Measuring D&I-related indicators is a challenge due to the nature of the work, but also due to the lack of existing monitoring systems. The D&I Office aims to conduct monitoring using existing systems to the extent possible. For example, in 2022, the D&I Office ensured questions related to D&I were included in the staff survey, and will continue to monitor the D&I implications of the 2022 NSE results. However, these opportunities are limited.

In the following sections of the Action Plan, each objective has an associated description of how success will be measured for that objective. In general, we have identified a few measurement tools. Some of these measures are already in place, others are works in progress, and others are long-term goals.

- Quantitative data - further embedding D&I in future surveys in order to measure feelings of inclusion and belonging and experiences of exclusion and discrimination, disaggregating data by different diversity characteristics (race, gender, etc), monitoring student and staff demographic information, and conducting audits on topics such as pay equity. As per the National Action Plan, this should also include longitudinal monitoring of in-, through-, and out-flow of students and staff.
- Qualitative data - since the possibilities for collecting quantitative data are limited, it is also necessary to supplement that information with sources of qualitative data. This is currently collected through the existing infrastructure and if there is sufficient capacity this can be supplemented, where necessary, with focus group discussions with students and staff, and particularly members of marginalized groups, meetings with staff work councils, meeting with student groups, meetings with community groups, and/or second-hand data from other stakeholders (such as reports from D&I Officers in faculties, student representatives, and the confidential advisor and ombudsperson.)

A new Working Group on Measurement has been created at the end of 2023 to work on establishing measurement mechanisms. The Working Group consists of D&I representatives from various faculties.

In order to improve monitoring, in 2024 the D&I Office will:

- Review the new National Action Plan and the recommended actions regarding measurement, to identify areas for improvement and action in the coming years.
- Organize focus group discussions with various groups to ask about experiences of inclusion, exclusion, discrimination, and harassment related to marginalized groups.

IV. Objective 1: Awareness

Objective Description

Awareness: All students and staff have an awareness of the importance, urgency, and added value of diversity and inclusion. Diversity and inclusion is understood as vital for ensuring the success of students, staff, and the University as a whole.

Actions to Achieve Objective

Actions to Continue

1. Utilize various communication channels to raise awareness of D&I (website, social media, weekly updates, posters, Ukranian articles)
2. Organize Diversity Week 2024, including publicizing activities, coordinating university-wide initiatives, and centrally offering workshops on pertinent issues such as depolarization, inclusion, and handling D&I dilemmas.
3. Provide keynotes on diversity related subjects
4. Raise awareness about the use of pronouns (via the Inclusive Language Style Guide, inclusive language workshops, and communications platforms)
5. Continue to update the Diversity Office website
6. Remind stakeholders regarding already-agreed actions for awareness-raising (for example, raising the Pride Flag on specific days, turning the Academy building purple on Purple Friday, etc)

New Actions

7. Supplement and improve the information available on the website to more clearly provide resources and information to staff and students

Actions Related to 2024 Domains (racism/discrimination + socioeconomic status)

8. Organize session(s) of significance (*betekenissessies*), to engage in dialogue around the question 'do you experience discrimination (or exclusion) at the University?'
9. Ensure awareness-raising communications will have a specific focus on the domains of racism and discrimination, and socioeconomic status (i.e. by highlighting the needs/challenges of these groups, celebrating relevant dates such as Keti Koti, etc)
10. Facilitate a book club related to racism and discrimination
11. Add an informative webpage, in collaboration with the Education and Students cluster, aimed at first generation students: definition, challenges, tips, additional resources

How do we Measure Success

Ideally, we would measure this objective through conducting a baseline assessment and follow-up assessment of student and staff awareness of the importance, urgency, and added value of diversity and inclusion.

However, this is not feasible within the current (financial & capacity) constraints of the D&I Office. Therefore, we intend to measure success regarding this objective through:

- Seeking feedback from various groups regarding changes they have seen in the University (for example, the IAB, D&I representatives in the faculties, student groups, and focus group participants)
- Implementing evaluation surveys for any workshops held by the D&I Office (for example, during Diversity Week)

V. Objective 2: Skills and Knowledge

Objective Description

Skills and Knowledge: All students and staff have the necessary skills and knowledge to create an inclusive environment where all can feel a sense of belonging. This includes an understanding of, and skills related to, privilege and bias. Other relevant skills and knowledge include (among others): inclusive language use, managing power dynamics, addressing the systemic nature of discrimination within institutional systems, intercultural communication, and active listening / empathy. By increasing knowledge and skills, students and staff will be equipped to behave in ways that foster inclusion.

Actions to Achieve Objective

Actions to Continue

1. Provide training on diversity-related skills during Diversity Week and throughout the year (e.g. facilitating a session on the Dilemma Game, on privilege and bias, on power dynamics, etc)
2. Host the Developing Across Differences Summer School, facilitating students and staff to attend trainings on topics such as reducing cross-cultural tensions in groups, depolarizing dialogue, and understanding racial and discriminatory practices.
3. Ensure that Intercultural Competence Training continues to be held within the University.
4. Support the Teaching Academy Groningen (TAG) D&I Workgroup to ensure D&I themes are included in teacher trainings
5. Provide advice and expertise to various stakeholders when requested, when D&I-related issues arise in the news, and when D&I needs are identified (i.e. advice on communications regarding global news events, advice on managing the Internationalization Bill impact on international students, advice on company holiday/end-of-the year/season cards)

New Actions

6. Translate the Inclusive Language Style Guide into Dutch and disseminate through communications and workshops
7. Analyze data on University-wide intercultural competence level and determine relevant actions based on this analysis
8. If capacity allows: Facilitate the development of a D&I Certificate modular training program at the Language Centre

Actions Related to 2024 Domains (racism/discrimination + socioeconomic status)

9. Facilitate the participation of staff and students in a Summer School course called [Moving Past the Past: Understanding and overcoming the roots of inequity and discrimination](#)
10. Work with the *Scholierenacademie* and/or TAG to provide a workshop to teachers on how to support students from a lower socio-economic status

How do we Measure Success

Similar to Objective 1, we would ideally measure this objective through conducting a baseline assessment and follow-up assessment of student and staff skills and knowledge. However, this is not feasible within the current constraints of the D&I Office. Therefore, we intend to measure success regarding this objective through:

- Seeking feedback from various groups regarding changes they have seen in the University (for example, the IAB, D&I representatives in the faculties, student groups, and focus group participants)
- Implementing pre- and post-workshop surveys for any workshops held by the D&I Office (for example, during Diversity Week)

VI. Objective 3: Equitable Opportunities and Treatment

Objective Description

Equitable Opportunities and Treatment: All (prospective, current, and former) students and staff experience equitable opportunities and treatment. This includes ensuring (prospective) staff and students are not unfairly discriminated against based on any visible and invisible differences in background, experiences, perspectives, characteristics and identity. It also includes identifying and addressing systemic barriers that negatively impact marginalized groups. These barriers include institutionalized racism, sexism, ableism, etc.

Actions to Achieve Objective

Actions to Continue

1. Review, update, and monitor the implementation of the Gender Equality Plan (GEP)
2. Interpret and follow up on the discrepancy between Dutch and international students emergent from NSE (Nationale Studenten Enquête) results
3. Identify, select, and submit nominees for the [Echo award](#) for students with a non-Western background
4. Continue to work towards a plan to support the LGBTQIA+ community (staff and students), building upon the initiatives started in 2023 (social network for staff, trans-buddies, and support for the Centre of Expertise for LGBTQIA+ research).
5. Support current (UMCG and faculties') research and encourage future research into pay equity and salary gaps, by connecting those conducting the research, aligning best practices, in preparation for ensuring alignment with the [EU directive on pay transparency](#).
6. Disseminate information on current activities implemented by others related to equitable opportunities and treatment throughout the University (i.e. the scholarship opportunities for women in STEM, traineeship for status holders, guest lecturers, etc.)

New Actions

7. Discuss with HR whether gender pay equity numbers could be incorporated into the existing gender dashboards
8. Facilitate and support student initiatives through the Grass Roots Project
9. Assume the D&I position on the Social Safety advisory board
10. Embed approaches to address gender-based violence in the University, in line with the requirements for the Gender Equality Plan and in close collaboration with the Social Safety Project
11. Conduct focus group discussions and/or round tables with (targetted) marginalized communities to provide opportunities for marginalized staff and students to express their needs and experiences - especially regarding prejudice, discrimination, and racism - and identify actions for addressing what is brought up

Actions Related to 2024 Domains (racism/discrimination + socioeconomic status)

12. Identify the challenges and needs of students and staff of color through focus group discussion(s), potentially in collaboration with existing groups (i.e. BLOG)

13. Consider ways to monitor the percentages of professors of color, and the “pipeline” for academics of color, linked to the [research](#)⁷ into quotas as a part of the *Advancing Equity in Academia through Innovation* research programme of the Dutch Research council (Nederlandse Organisatie voor Wetenschappelijk Onderzoek, NWO)
14. Organize a first-generation peer intervention session(s)

How do we Measure Success

We would ideally measure this objective through measuring perception of equitable treatment, as well as data related to equity (for example, pay equity). However, this is not feasible within the current constraints of the D&I Office. Therefore, we intend to measure success regarding this objective through:

- Seeking feedback from various groups (especially marginalized groups) regarding their perceptions and experience of equitable opportunities and treatment (for example, through reaching out to student and staff groups for persons of color, with disabilities, women, or the LGBTQIA+ community)
- Monitoring pay equity audits being conducted within various faculties

VII. Objective 4: Integration

Objective Description

Integration: Good D&I practice is integrated throughout the University’s ways of working. This includes ensuring good D&I practice is utilized in all Faculties and departments. It also includes ensuring structural mechanisms are in place for receiving feedback from students and staff, and especially marginalized communities, and making improvements related to D&I topics.

Actions to Achieve Objective

Actions to Continue

1. Hold regular meetings (~monthly) with the D&I in the Faculties representatives
2. Hold regular Internationalization, Diversity and Inclusion (IDI) meetings (~ every 6 weeks)
3. Hold (yearly) meetings with Faculty Boards (with updated KPIs)
4. Hold regular meetings with the Rector Magnificus
5. Ensure each Faculty has their own D&I officer / working group
6. Ensure each Faculty has its own (Updated) D&I Plan
7. Put in place measurement tools for D&I, including both quantitative and qualitative data (see section above on Measurement)
8. Work with HR and CIT to ensure online systems allow for names and gender designation and change, as well as pronoun registration, in forms and software systems for both students and staff
9. Encourage the establishment of an intercultural competence network with the purpose of sharing insights, methods and best practices, addressing questions, and continued professionalization and strategic alignment of those involved in intercultural competence
10. Advocate for intercultural competences training throughout the University

⁷ Quotas for the Inclusion of Racialized Dutch Scholars 2023-2026), research in the Advancing Equity in Academia through Innovation Advancing Equity in Academia through Innovation research programme. Dutch Research council (Nederlandse Organisatie voor Wetenschappelijk Onderzoek, (NWO)

11. Participate in the working group updating the Language (without Culture) Policy
12. Work with TAG (Teaching Academy Groningen) to ensure diversity and inclusion is considered in teaching, including considerations for marginalized students
13. Work with LANDO to formalize the role of the D&I function in different faculties within the University Function Order/ Matrix
14. Work with LANDO to influence national policy around D&I in universities
15. Request selective monitoring of selection committees to ensure a fair representation of members

New Actions

16. Ensure accessibility-related considerations are considered throughout the University (to maintain the work of the Accessibility Project which ends in 2024)
17. Support already existing initiatives of students and staff related to D&I through amplifying their voices (for example, publicizing the “trans buddies” and LGBTQIA+ social networks)
18. Reach out to student groups (e.g. GFN, Ganymedes, BLOG) to discuss their involvement in the D&I Office
19. Ensure that Inclusive Language Style Guide workshops are offered within the University
20. Work with HR to determine a few key areas of intervention related to D&I for the upcoming period, for example:
 - a. Work with HR to structurally embed an exit strategy into the standard HR processes, as per the requirements of the National Inclusion Monitor
 - b. Work with HR to ensure onboarding includes staff familiarizing themselves with relevant policies, processes, and support mechanisms (D&I Policy, Harassment and Bullying Policy, social safety policies, Code of Conduct, reporting discriminatory behavior) and undertaking trainings as relevant (inclusive leadership, inclusive recruitment, active bystander, intercultural competence, code of conduct)
 - c. Work with HR to ensure D&I considerations are taken into account in the Recognition and Rewards Working Group
 - d. Work with the Coordinator of the Inclusive Recruitment Training to ensure the inclusive recruitment training includes all D&I considerations
 - e. Work with the Coordinator of the Inclusive Leadership Training to ensure the training includes all D&I considerations
 - f. Support HR to determine target audiences that would benefit from the Inclusive Recruitment and Inclusive Leadership trainings
21. Support the Student Support Center in dealing with questions of trauma around race, and support their professionalization in these areas as relevant
22. Advise the communications office on D&I considerations for communication
23. Connect various stakeholders (i.e. providing UMCG pay equity contact to other Faculties interested in similar activities)
24. Establish a Global Benchmarks working group to perform a self-analysis of the state of D&I in the University

Actions Related to 2024 Domains (racism/discrimination + socioeconomic status)

25. Ensure race and socioeconomic status are considered in data monitoring and HR recruitment policies
26. Reach out to student groups with focus on race (BLOG, ACSA, ASC) to understand how the D&I Office can further address their needs
27. Encourage the integration of support for first-generation students (after consultation), e.g. in the form of a development of a first-generation student club, or a buddy system, etc. In close collaboration with SER and Scholierenacademie.

How do we Measure Success

We intend to measure success regarding this objective through:

- Collaborative analysis of existing policies and procedures from a D&I lens (e.g. existing training, learning and development objectives, other HR policies and procedures, and that of other stakeholders.)
Analysis of HR policies and procedures from a D&I lens
- Analysis of existing trainings provided from a D&I lens
- Monitoring the work of other stakeholders
- Seeking feedback from various groups (especially marginalized groups) regarding their perceptions and experience of D&I

VIII. Challenges and Mitigation Measures

The following section discusses the main challenges that the D&I Office expects to encounter in 2024, and explains measures that will be implemented to mitigate these challenges.

Capacity

The D&I Office currently consists of 1.5 FTE staff. Given the breadth of the work that is under the umbrella of D&I, the current budget and staff capacity limits the possible impact of our work. The above Action Plan has been made understanding these constraints (and with assumption of continued support of its own communication advisor or by a staff member of the central communication department) and identifying what is feasible. However, with a larger staff (and budget), as well as a more recognized role within the University, the D&I Office could have a greater impact. We see other Universities within the Netherlands (such as the University of Amsterdam) having a broader remit. Based on understanding of good practice and knowledge of the work of other Universities, we envision additional activities could include, for example:

- Establishing programs to actively scout within master's programs to encourage talented students from underrepresented backgrounds to work towards an academic career
- Creating guidelines for D&I representatives in the Faculties to undertake their work in a more uniform and structured manner aligned with best practices
- Increasing awareness and knowledge of D&I issues through establishing social media channels
- Identify and facilitate the establishment of mechanisms to actively support marginalized staff and students (for example, through establishing mentorship matching programs, supporting the establishment of community groups)
- Write up a white paper on strategic approaches to culture policy for the University
- Engaging directly with international students and staff regarding discussions about internationalization
- Holding regular discussions with staff and student groups related to their experiences of D&I at the University
- Providing a help desk for students and staff with D&I-related questions
- Facilitating regular trainings on D&I-related topics to build the skills and knowledge necessary for fostering an inclusive environment
- Establishing a university-wide mentoring program for marginalized students and staff
- Encouraging that recruitment of leadership positions is done via executive search agencies (e.g. Perrett Laver) that are specialized in appointment of women, people from a migration background, etc.
- Providing D&I trainings to staff and student associations

The D&I Office is currently supported by a Communications Advisor. This role is important for raising awareness of D&I and the D&I Office. This role is currently only budgeted until the end of August 2024.

Mitigation measures: Modalities have been chosen that amplify our work and take advantage of possible efficiencies. In many cases, rather than direct implementation of activities, we aim to: develop University-wide guidelines and policies, support and encourage other stakeholders to incorporate D&I into their ongoing work, provide expert advice (upon request from stakeholders and proactively from the Office itself), and coordinate others.

The communications tasks of the D&I Communications Advisor will need to be handed over to the central communications office at the end of the summer 2024. However, we see this as a challenge, as the sensitive nature of D&I-related communications requires specialized skills and knowledge. Additionally, the D&I Communications Advisor plays a strategic and advisory role - supporting other stakeholders and communications staff in communications.

Roles and Responsibilities

The D&I Office operates within a much larger network of stakeholders in the University, as mentioned in the section on “Collaboration” under Cross-Cutting Issues. This poses a challenge on two fronts: 1) work can be disjointed - different departments may be working on the same topic without knowing, and 2) there can be a lack of clarity regarding responsibilities and accountability. The Chief D&I Officer is accountable to the Board of the University and the University Council; the exact embedding of the office will be clear in the course of 2024. The D&I office is developing the positionality within the University required to address increasingly complex dimensions of inclusion, enact activities with a broader reach, engage with more strategic collaborations, and embed more responsibility in existing procedures and policies, all of which would have a greater impact towards achieving the University’s diversity and inclusion objectives.

Mitigation measures: The D&I Office will continue to have regular conversations with relevant stakeholders to ensure our work is aligned and complementary. Further, the D&I Office will seek to proactively influence and educate other stakeholders regarding D&I to the extent feasible.

IX. Looking to the Future

The D&I Office as a project will end at the end of 2025. However, the need for ensuring a diverse and inclusive University, where staff and students feel respected and at home, will not end in 2025.

Whereas 2022 was the year of “Setting Up,” 2023 the year of “Quick Wins,” 2024 is intended to be the year of “Strategic Change.” Changes to the D&I Office projected for 2024 move it towards a more strategic positioning, directly under the head of University Services (instead of only related to HR & Health.) The current contract of the Communications Advisor will end, and this will create a gap unless resolved.

Further, the D&I Office envisions 2025 as a year of “Structural Embedding” during which preparations are made so that at the end of 2025, once the project status of the D&I Office ends, the D&I Office is structurally funded and becomes an integral part of the University, to continue its vital work, and to shift towards focussing on the long-term.

In order to ensure continuation of the University's D&I-related goals, a decision will be necessary regarding the form and structure of the D&I Office after 2025. The D&I Office will therefore work with relevant stakeholders to identify what is necessary to enable the Board to make this decision.

In conclusion, the D&I Office of the University of Groningen recognizes that addressing the global crises facing this and future generations will need a new way of thinking. Bringing together diverse ways of thinking, working to create an environment wherein they can wrestle and flourish, building the competences to constructively bridge the differences we are drawing from, and generating the impetus to move us to new ways of thinking is a critical contribution that a University can make, not only for her own students and staff members, but also to foster in generations going out into the world.

This is not an easy task; the difficulty is often underestimated or glossed over. It requires us to engage the depths of our compassion for that which is 'other,' it requires us to be willing to go deeply outside our comfort zone, to question closely held certainties and to find a new balance on an unsteady foundation.

We are not yet as successful as we would like to be. But we are learning. May we revel in the continued learning.

X. References

The following references were consulted to develop this Action Plan:

- [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)
- [Midterm-Evaluatie Nationaal Actieplan voor Meer Diversiteit en Inclusie in het Hoger Onderwijs en Onderzoek](#) (2023)

XI. Appendix: Elaboration D&I Action Plan

The following table lists the actions that were identified for the D&I Office in the 2021 Action Plan, and provides an update on the status of each action as of December 2023.

Actions Identified in 2021 Action Plan	Status (2023)	Comments	Reference RR=Results Report, AP=Action Plan, 22 = 2022, 23 = 2023
<u>1. Launch of D&I organisation (with the necessary allocation and organisation position to have meaningful impact)</u>			
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. LGBTQ+, 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.

1.iii	<p>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.</p>	Almost complete	<p>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.</p>	RR22: Faculty D&I representatives p7
<p><u>2. Publish a university-wide statement and quick wins in this domain</u></p>				
2.i	<p>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.</p>	Completed 2022		<p>Completed with the publication of the 2021 D&I Action Plan. Reiterated in each ensuring Action Plan (AP23, AP24) and Results report (RR22, RR23)</p>

2.ii	<p>Some related quick wins in this domain might be (2021):</p> <p>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</p> <p>ii. Organise (at least a yearly) university broad <u>diversity & inclusion event(s)</u> to help create awareness, give information and share experiences.</p> <p>iii. Set up an <u>Incentive Fund</u> (Stimuleringsfonds) for grass root projects.</p> <p>iv. Develop a <u>Gender Equality Plan</u> (within the framework of ERC).</p> <p>v. Voice a university wide language policy (focussing on the use of <u>language and inclusive vocabulary</u>).</p> <p>vi. Cancelling depictions of <u>Zwarte Piet</u> on-campus. done and ongoing</p> <p>vii. Reviewing the design of the <u>Senaatszaal</u>.</p> <p>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</p>	<p>Multiple items. Some completed, some in progress, some planned, some require continued monitoring, some are annually recurring. Partially realised.</p>	<p>i. Planned in 2024 and 2025 ii. Recurring annually.</p> <p>iii. In progress.</p> <p>iv. In progress (annually as of 2023).</p> <p>v. English version completed in 2023. Dutch version planned in 2024.</p> <p>vi. Recurring annually.</p> <p>vii. Pending</p> <p>viii. Monitored</p>	<p>i. AP24: Integration, How do we measure success p18.</p> <p>ii. Diversity Week: RR22 p11, RR23 p28, AP24 p12&14; Developing Across Differences Summer Schools: RR22 p11,RR23 p27, AP24 p14.</p> <p>iii. RR23 p29, AP24 p16</p> <p>iv. RR23 p28, AP24 p15.</p> <p>v. ILSC_E. RR23 p23. ILSG_NL AP24 p12, 14, 17</p> <p>vi. RR22 (p15), RR23 p23</p> <p>vii. Pending 2025</p> <p>viii. RR22 p15</p>
3. Continue and coordinate several existing activities				
3.i	<p>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).</p>	<p>In progress & annually recurring</p>	<p>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.</p>	<p>RR22 p8, RR23 p14, AP24 p 11, 15, ongoing</p>
3.ii	<p>Monitor the onboarding process of students and staff, and pay attention to a mentoring system.</p>	<p>In progress</p>	<p>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.</p>	<p>AP23 p11, 13, RR23 p24</p>

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 (<i>voordrachtenoverleg</i>).	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.vii i	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 three 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 <i>participatiewet</i> is being addressed. Collaboration between the D&I Office and HR addresses overlapping issues.	RR23 p22
<u>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</u>				
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 and HR. Further action is planned in 2024.	RR22 p8, 10, 14 RR23 p17, 23, 25 AP24 p11, 15, 16, 17 ongoing
<u>5. Install a (structural) advisory committee and an external board of trustees/advisory committee</u>				

5.i	<p>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.</p>	Completed/ Ongoing	<p>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.</p>	RR22: Results 1: Setting up the Diversity & Inclusion Infrastructure p4
6. Launch of D&I website				
6.i	<p>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”</p>	Completed	<p>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.</p>	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	<p>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.</p>	In progress	<p>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.</p>	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 EQUiP 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 EQUiP, 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
<u>LT3. Strive for a fair representation of staff and students in all committees within the university</u>				
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
<u>LT4. In 2025 33% of the professors is female (with attention to intersectionality)</u>				
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	<p>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.</p>	Ongoing	<p>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.</p>	<p>RR22 p8, 10, 14 RR23 p31 AP24 p11, 15, 16, 17 ongoing</p>
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