university of
groningen

Belonging in the University of Groningen

University Action Plan Diversity and Inclusion

September 2021

University Action Plan Diversity and Inclusion (2021-2025)

1. Introduction

Diversity and inclusion are important aspects of academic success. Although the University of Groningen pursued initiatives in this field over the past years, the activities are fragmented and therefore rather invisible and difficult to find. It is now time to coordinate these initiatives and extend them to other target groups in a form that is clearly recognizable for staff, students and society. The challenge is to create a clear set of activities and take follow-up steps.

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. The UG also aims to raise awareness of the added value of diversity and to achieve a change in culture towards more inclusion. The development of a global perspective through collaboration with people from different cultural backgrounds is at the heart of inclusion.

Differences should be recognized, positively interpreted and utilized in order to improve the functioning of the organization. This is no small feat in an environment in which the obvious focus on competition, performance and exclusively defined success can sometimes give staff members and students the feeling that they are not recognized as individuals with their own qualities and contributions. In addition, the UG is aware of its strong social ties and wishes to both reflect a diverse and inclusive society (as far as it fits in our academic context) and lead by example. The focus on diversity and social inclusion in the staff and student policy is partly motivated by the University's societal position as an educational institution for young academics, as well as its many contacts with other organizations, institutions and companies.

In this paper we present a blueprint for an effectively functioning and sustainable D&I office responsible for formulating and implementing a D&I strategy that is transparent, inclusive and comprehensive in its targets and methods.

The current proposal was discussed by the University Council and the Board of the University at several meetings (February, April and September 2021). On September 2nd, 2021, the University Council agreed with:

1. the proposed mission statement and definition of D&I and its publication;
2. the position, organisation and main goals of this D&I action plan;
3. the required budget

The agreement and consent of the University Council will enable the university to further develop and implement this Action Plan to realize the strategic goals and ambitions to be an inclusive university.

2. Statement and definition D&I

The University of Groningen wants to be a university where anyone admitted to the university (staff members and students) feels at home and feels respected. Diversity is part of the academic community, and therefore differences (in perspective and experience) should be recognized, utilized and properly facilitated in order to help reach individuals' full potential, as well as the organization's potential. Diversity, inclusion and equity are important core values for the University of Groningen. As such, it is important that our student and staff population reflects diversity. In doing so, the university upholds a vision of stimulating talent in an inclusive environment by striving to have diverse role models present. We believe that diversity of students and staff enriches the academic debate and that everyone deserves equal opportunities. Equal opportunities can only be navigated if our policies and procedures are tailored to different needs of different community members.

We recognize that prejudice, discrimination and racism also occur at the university and we pursue an active diversity and inclusion policy to help to foster equity for everyone. We believe that firmly embedding diversity and inclusion in our organisation calls for an intersectional and integrated approach. We consider it the university's social responsibility to live up to this ambition. Forming an inclusive university with talent with different backgrounds, different experiences, and different perspectives requires all parties to make an extra effort.

Diversity is a challenging reality, but moreover an important opportunity. Diverse perspectives, when managed well and properly facilitated, result in an inclusive environment that contributes to improved quality and sustainability of our education and research. Awareness, policy and support are therefore needed to achieve the strategic aim that students and staff feel at home and experience a sense of belonging.

Our strategy and policy are based on the following definition of inclusion and diversity: By *inclusion* we mean a safe learning and working environment in which anyone admitted as a staff member or student feels at home and is able to flourish through equity, and where a broad range of perspectives are considered and brought into play.

We use a broad definition of *diversity*, covering not only characteristics that tend to be visible (e.g. skin color, physical appearance, cultural background and nationality) but also characteristics which may be either less visible or invisible (e.g. functional diversity and health condition, gender assigned at birth, gender identity, sexual orientation, socio-economic background, beliefs, religious affiliation, neurodiversity, working style, education, age and experience, care responsibilities, and language). All these characteristics may be interrelated in a complex interplay, with attention to intersectionality.

3. Positioning, organisation, goals and activities D&I office

In this section several topics concerning the D&I office are addressed in general. A more detailed description is given in the appendix and will be input for the next phase, in which a broader feedback process will be created amongst students and staff.

How can we guarantee that the development and implementation of D&I policy in the organization is effective? Inclusion and equity for all staff and student members requires that D&I policy is firmly anchored in the attitudes of all and in the culture of the organization, and thus in the structures of the organization. Making changes in attitudes, behavior and culture is a major challenge, and in order to do this effectively, D&I policy (like all other policies) and the D&I office must be embedded in the organizational structure of the university. After all, if you want to be able to implement D&I policy, the support of university and faculty boards is indispensable. A position within the university is also necessary in order to be able to coordinate all existing initiatives within the university. At the same time, external eyes are needed to take a critical look and think along about policy. It is therefore proposed to set up an external advisory committee / board of trustees in addition to a broad internal advisory committee and to allow as many voices as possible within the university to contribute ideas about D&I policy by setting up working groups and advocacy groups.

Just as in other Dutch universities, we should find a balance between policy development and interaction with the community and supporting their initiatives to achieve real changes (in university culture). This is what we can learn from the approaches of the other universities, where D&I offices are established already.

3a. Positioning vis-à-vis other, related officers:

D&I policy development is not an isolated domain, but is also part of research, education, HR and internationalisation policy, which is developed under the responsibility of the HR Director, the Strategy Education and Research Policy Directors, the Director International Strategy and Relations on the central level. It is the task of the Chief Diversity & Inclusion Officer (as the figurehead and initiator of this theme) to coordinate all initiatives and develop D&I policy in close collaboration with them. The Chief D&I officer will therefore work closely together with other (policy) officers with different, but related work fields. Regular meetings will be organised.

Both the confidential advisor and ombudsperson (appointed on 1 Sept. 2021) focus on questions or complaints of a confidential (and often personal) nature. Of course individual cases may have implications for policy, and vice versa. For this reason, regular consultation and coordination is required. The same holds for a fruitful cooperation with the programme leader Integrity.

In short, the focus of the various officers may roughly be described as follows:
- Chief D&I officer: initiates the development of D&I policy and helps embedding this policy in newly developed and existing instruments, and will build up the (virtual) D&I office where all D&I related initiatives and expertise on this topic come together.
- Policy officers (education, research, international strategy and relations, and HR): develop policy within their policy area and help embedding this in newly developed and existing instruments. - Faculty D&I officers: the contact person within the faculty, trusted by the faculty community and charged with D&I and integrity issues.

- Confidential advisor: advisor for the individual staff member or student with questions or complaints concerning a confidential matter (discrimination, intimidation, aggression and violence).
- Ombudsperson: likewise, but with a more independent position, and the possibility to conduct an independent investigation.
- Programme Leader Integrity: develops and initiates Integrity Training for staff and students, based on the Dutch Code of Conduct for Scientific Practice (2018).

Conclusion: each officer has their own focus, but there will remain areas of overlap. It is the task of the D&I officer to link these areas and develop a coherent D&I policy, so that there is more focused attention for D&I issues and existing proceedings can be bundled, which makes it more effective. Regular meetings therefore are necessary to collaborate with staff from the different units, working on the same topic. Given the recent appointment of the ombudsperson (Sept.2021), it will be possible to make clear agreements about the division of tasks and responsibilities on the one hand and cooperation on the other.

3b. Organisation

At the level of the university as a whole it is the Board of the University that bears final responsibility for policy development and implementation in the field of Diversity and Inclusion.

The faculty boards and directors of service units are ultimately responsible for the implementation of the policy in their faculty/unit. Their most important role is to continuously ensure attention for the urgency of the topic. They yearly report to the Board of the University and the CDIO. By coordinating and directing the policy development and implementation, the Chief D&I Officer can provide an important stimulus and integration of the D&I policy within the UG.

For a well-functioning and sustainable D&I office it is essential that good contacts are established and guaranteed with on the one hand the management of the university and faculties and on the other hand the grassroots level. Together with the (virtual) D&I office, faculty D&I officers, faculty boards and experts in related fields (integrity, Pre-University Academy, information provision, education and research etc.), the Chief D&I Officer will be able to combine all initiatives in this field into a coherent whole and further expand this. The D&I office will facilitate a network organisation in collaboration with faculties, services, and various advocacy groups.

The CDIO is responsible for the functioning of the D&I office, and will report to the Board of the University and the University Council about its performance each past year. This report will first be discussed with the internal and external advisory committee(s). To have meaningful impact we propose the following D&I organisation:

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 Chief D&I officer to link these areas and implement a coherent D&I policy. Since the many current activities are scattered over the whole university and many people, support is needed by a programme coördinator and communications officer. To create changes within the university, open communication and the visibility of diversity and inclusion initiatives are essential.

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.

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 and to give feedback.

The shared responsibility of all would include:

i. An (unsolicited) inventory of the state of D&I issues across the institution

ii. 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.

3c. Goals and activities of the D&I office

The overall goal of the D&I policy of the UG is that students and staff feel at home and experience a sense of belonging. Only in this way D&I helps reach the individuals' full potential, as well as the organization's potential.

 Focus points in 2021-2025

1. 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.
2. 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.
3. We pursue an active diversity and inclusion policy to help to create equal opportunities for everyone; we involve and consult the various stakeholders.
4. 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 (e.g. The Netherlands Inclusiveness Monitor (NIM) - Nederlandse InclusiviteitsMonitor).

Short term goals and activities (2021-2022)

1. Launch of D&I organisation
2. Publish a university-wide statement and quick wins in this domain
3. Continue and coordinate several existing activities
4. Create an inclusive feedback process with students and staff by organizing focus or dialogue groups and solicit feedback, advice, or guidance from the experts on D&I within the university
5. Install a (structural) advisory committee and an external board of trustees/advisory committee
6. Launch and further development of D&I website
7. All faculties specify and design their own faculty D&I strategic plan in alignment with the university D&I strategy and adapted to their specific needs
8. Guarantee fair appointment procedures for all functions/tasks within the

   university

Longer term goals and activities (2021-2025)

1. Data collection (preferably within national framework)
2. Inclusive education
3. Strive for a fair representation of staff and students in all committees within the university
4. In 2025 33% of the full professors is female (with attention to intersectionality)

4. Results in 2025

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 and 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, cohesion and social safety.
- A properly functioning virtual D&I office is in place, where experts from various departments work together on implementing the D&I vision and the D&I action plan. Monitoring the progress and effectiveness 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.

5. Next phase

To advance the recommendations in this paper, the following steps should be taken. An inclusive feedback process must be created so that the D&I policy will be supported university-wide, in order to implement it thereafter.

1. Create a sustainable (virtual) Diversity & Inclusion Office, to be led by the Chief D&I Officer and develop a concrete year plan for 2022.
2. Install a structural advisory committee, like the D&I Starting Twelve, who will issue advice to the Chief Diversity & Inclusion Officer and the D&I office, both at their request and on its own initiative. Committee members will be appointed via an open procedure, so as to ensure that diverse voices will be heard.
3. Create an inclusive feedback process with students and staff by organizing focus or dialogue groups.
4. Solicit feedback, advice, or guidance from the experts on D&I within the UG.
5. Faculties appoint faculty contact persons D&I and faculty D&I officers, and develop their own D&I action plans, aligned with the overall D&I goals of the university.

6. Budget

On September 2nd, the University consented with the proposed budget of k€ 162.9 per year (2021-2026) plus k€ 31.7 for one year for extra support by a communication officer. The budget includes salary costs for the Chief Diversity & Inclusion Officer who is already in function and the D&I programme coordinator, communication officer, as well as compensation for chairs of working/tasks group (0.05 fte), and an activities budget.

Portfolio of diversity and inclusion related tasks for the Diversity Office: priorities

The agenda presented here distinguishes some aims and strategic priorities which may be realized in short term (2021-2022), others in longer term (2021-2025) and is based on discussion with the Starting Twelve advisory committee and the letters 'Facilitating underrepresented Voices at University of Groningen (September 10th, 2020), 'Recommendations' of the YAG (October 30th, 2020), the document of the D&I office of March 2020 and the interviews conducted by the CDIO (April-November, 2020). The main objective of this D&I agenda may be formulated as follows: creating a safe space for sharing experiences related to diversity and inclusion and helping to create meaningful, impactful and sustainable changes fostering diversity, equity and inclusion. Per year a more concrete action plan will be formulated based on this portfolio.

Short-term (2021-2022)
To spark an engagement with and announce the UG's support for the topic, we propose the following actions:

1. Launch of D&I organisation (with the necessary allocation and organisation position to have meaningful impact)
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 Chief D&I officer to link these areas and implement a coherent D&I policy. Since the many current activities are scattered over the whole university and many persons, support is needed by a programme coordinator and communications officer. To create changes within the university, open communication and the visibility of diversity and inclusion initiatives are essential.
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.

The hiring procedures for the programme coordinator, communications officer and the chairs of working groups will take place in an open and transparent way.
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 and to give feedback.
The shared responsibility of all would include:

i. An (unsolicited) inventory of the state of D&I issues across the institution

ii. 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.

2. Publish a university-wide statement and quick wins in this domain

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 above. The statement will be distributed internally (Student Portal, MyUniversity), but needs to be published on the (external) website as well.

Some related quick wins in this domain might be (2021):

i. Together with HR and the programme leader scientific integrity: review existing documents 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. ii. Organise (at least a yearly) university broad diversity & inclusion event(s) to help create awareness, give information and share experiences.

iii. Set up an Incentive Fund (Stimuleringsfonds) for grass root projects.

iv. Develop a gender equality plan (within the framework of ERC).

v. Voice a university wide language policy (focussing on the use of language and inclusive vocabulary).
vi. Cancelling depictions of Zwarte Piet on-campus.
vii. Reviewing the design of the Senaatszaal.

viii. UG-wide policy to raise the Pride Flag for specific events and "lower" the trans flag for trans day of remembrance (2021, Nov. 20).

3. Continue and coordinate several existing activities

i. Monitor the number of female (Associate) Professors and the development of the salary pay gap; broaden this monitoring to minority groups (as far as possible within the privacy regulations). ii. Monitor the onboarding process of students and staff, and pay attention to a mentoring system. iii. Monitor the tenure track system: are transparency and diversity sufficiently taken into account; monitor transparency of internal recruitment for (management) functions and include discussion about the effects of the current Covid pandemia on staff's career (possibilities). iv. Create awareness about privilege and bias throughout all levels of the university and actively recruit allies among the majority group.
v. Drawing up a plan of approach to enable Rosalind Franklin Fellows and Aletta Jacobs chair holders to form an active academic community.
vi. Drawing up a plan of approach to support the LGTBQ+ community (aimed at staff and students). 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 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.

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.

ix. Offer and endorse training on diversity & inclusion issues for staff and students (e.g. inclusive leadership training) and check whether D&I is sufficiently included in University Teaching Qualification (UTQ), educational leadership and academic leadership courses.

x. The UG will continue its gender policy to appoint and retain more women in senior positions, and broaden this policy to minority groups as well.

xi. The UG is required to create jobs for target groups in society that are covered by the Participation Act. The Board of the University has accepted a target number of people with occupational or functional disabilities to be appointed within the organisation. We are making every effort to achieve this target. In addition, the UG also aims to enable students with functional impairments to complete an academic degree programme.

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

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 on a regular basis.

5. Install a structural advisory committee and an external board of trustees/advisory committee

The internal advisory committee can be a platform for representatives of the UG community, the Diversity Officers, the working and advocacy groups to collaborate and set goals together based on the relevant experiences in the community. This committee will issue advice to the Chief Diversity & Inclusion Officer and the D&I office, both at their request and on its own initiative. 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 (and diverse) committee should be in the field of: integrity, student safety in academia, social safety in the work space, career progress in academia, HRM in academia and working for specific group rights. The members of both committees will be searched for in an open and transparent procedure.

6. Launch of D&I website

The website, first version, has already been launched in August 2021. It has to be further developed, containing at least the following elements.

- 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"

List of Resources, such as:

- Groups and Initiatives within Groningen Striving for Inclusion and Equity
- What support groups and bodies do exist within the university that are working towards equity within the university? (e.g. Diversity and Inclusion officer, Internationalization officers, Pre-University Academy, etc.)
- What research does the University of Groningen carry out on D&I topics (in each Faculty)?

Further topics
- Possibility to give feedback and suggestions (with indication of when you get feedback)
- Actualities and overview of training possibilities etc.
- Blog (e.g. reactions on news items; opinions)
- Best practices
- Contact persons
- Communication via social media

7. All faculties specify and design their own faculty D&I strategic plan

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.

8. Guarantee fair appointment procedures for all functions/tasks within the university

For all hiring procedures/(management) tasks/functions, there should be an open procedure with a diverse BAC with special attention to an open and inclusive procedure.

Longer term (2022-2025)

We propose the following, to foster a deep-level organisational change process with a longitudinal impact on the organisation's inclusive reputation and culture:

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

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

We will 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 (e.g. The Netherlands Inclusiveness Monitor (NIM)). Depending on the availability of data the monitoring will be performed yearly and yearly evaluations will be done to report about the developments. We advise to closely collaborate in this area with the advisory committee National Action Plan Diversity and Inclusion in Higher Education and Research and other Dutch universities.

2. Inclusive education

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. The definition of the International Classroom is as follows: "Inclusive, active learning through a common language in which all students and lecturers engage in purposeful interactions with diverse ideas and diverse people to develop and demonstrate internationalized learning outcomes aligned with the program vision on internationalization in order to enhance the quality of teaching and learning and employability for all students."

Based on this definition and the acknowledgement of the presence of different perspectives in education, especially those of minoritized groups, 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, YAG and YARN, 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.

3. Strive for a fair representation of staff and students in all committees within the university

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.

4. In 2025 33% of the professors is female (with attention to intersectionality)

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.

Members and task assignment of the advisory committee D&I Starting Twelve

The Starting Twelve advisory committee consisted of:

1. Kees Aarts, Dean of the Faculty of Behavioural and Social Sciences - Deans
2. Winny Bakker, Senior policy advisor education and innovation - Strategy Education and Research 3. Manda Broekhuis, Vice dean of the Faculty of Economics and Business - Vice deans 4. Sahar El Aidy, Associate Professor - Young Academy Groningen
3. Maarten Goldberg, Academic Information Specialist - Local Consultative Committee 6. Ryanka Hazekamp, Senior HR advisor - HR
4. Ivi Kussmaul, Student - student factions of the University Council (DAG)
5. María Leyva-Vallina, PhD candidate - personnel factions of the University Council (Science Faction)
6. Samar Orwa, Student - the ad hoc group "Facilitating Underrepresented Voices at University of Groningen"
7. Brigitte Prieshof, Programme manager Diversity & Inclusion - Utrecht University 11. Ella Sebamalai, Adviser for Internationalisation - the ad hoc group "Facilitating Underrepresented Voices at University of Groningen"
8. Susanne Täuber, Associate Professor - Young Academy Groningen

The implicit task assignment of the Advisory D&I Starting Twelve has been formulated in a more explicit way by the committee itself in the following way. The D&I Starting Twelve advises the Chief Diversity & Inclusion Officer to formulate a discussion/starting paper D&I (blueprint implementation D&I activities), especially on the following points:

    A. Formulate a broadly supported vision on D&I (definition, importance, aim of the university).
    B. What is the task of the D&I office(r) (in relation to confidential advisor, ombudsperson, academic integrity).
    C. What does this mean for the organisational form: balance between independence and need for embeddedness in the organisation; central vs. decentral level; how to achieve real changes (in university culture).
    D. What are the (short term and longer term) goals of the D&I programme.

Goal of advice: help to write a blueprint for an effectively functioning and sustainable D&I office that is responsible for formulating and implementing a D&I strategy that is transparent, inclusive, actively engaging critical voices, and that is comprehensive in its targets and methods. On the basis of this blueprint the Board of the University (BoU) is requested to make available adequate resources to achieve the goals, and the University Council (UC) is asked to agree with the budget, in accordance to its right of consent.