

Diversity policy and action plan of Ghent University for 2019-2023

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Introduction

Following the PDCA cycle (Plan-Do-Check-Act), a renewed diversity policy and action plan is proposed for the period 2019-2023. This proposal is based on a thorough assessment and adjustment of the previous diversity policy (2008-2018).¹ Moreover, the new diversity plan came about after discussions with the faculty diversity teams, the departments involved and the Diversity and Gender Working Group, and was modified to take into account the comments made during a first reading by the Board of Governors.

Focus

The assessment of what was done around diversity at the university in the past ten years has yielded a number of improvement areas, which will be included in the new diversity plan. In addition to a renewed mission and vision statement, there will be a number of shifts in the focus of the plan:

- **Integrated policy plan:** The different policy plans are merged into an integrated diversity policy. This means that different target groups are given an equal place within one policy action plan so that diversity can be worked on both centrally and decentralized within a global framework. As a result, it is referred to as ‘a diversity plan’ rather than as ‘a diversity and gender plan’. We wish to emphasize that this in no way implies that attention to gender issues will diminish in the future. By including gender as a permanent part of diversity, we highlight the importance of intersectionality, in which gender is not seen as a separate entity but as an integral and transversal part of diversity policy. The same applies to the topics of migration background, disability, cultural and religious background, social class and sexual orientation.
- **Ghent University Community:** Diversity is aimed at all (prospective) students and staff, focusing on the specific needs of underrepresented groups, but with the intention of being even more inclusive.
- **Interaction between the central administration and the faculties:** In order to be able to involve everyone in diversity, an intensive interaction is needed between the central administration and the faculties.
- **Policy influencing:** Projects and targeted initiatives remain important in order to make progress in the short term. However, to make the study and working environment more inclusive, diversity should be a focus in every policy domain.
- **More attention to student flow:** the attention and efforts directed at attracting students from underrepresented groups must be safeguarded; at the same time, it is necessary to focus heavily on a student flow policy to enhance the study progress of these students.

Structure

The diversity policy and action plan for 2019-2023 is structured as follows:

PLAN: This section presents the renewed mission and vision statement, as well as the four strategic objectives (SO) which form the basis of the diversity policy.

DO: In this section, the strategic objectives are translated into a concrete action plan with a number of operational objectives (OO) and actions per strategic objective.

CHECK & ACT: The PDCA cycle is a continuous process in which the improvement intention is explicitly present. This section discusses how the policy, objectives and actions will be assessed.

¹ See annex 1 “Diversiteitsbeleid- en acties aan de UGent. Evaluatierapport 2008-2018 (PDCA)”

The diversity policy and the related actions are implemented with the resources budgeted by Ghent University for this purpose and with the current staff configuration. Wherever possible, external project funding will be sought or cooperation with other partners will be established to expand successful initiatives.

1. PLAN

Mission

Ghent University is constantly working on an inclusive learning, working and research environment in which all members of the Ghent University community feel at home and can develop their talents, so that they can excel in education, research and service provision. This is the only way for Ghent University to be an innovative and fully-fledged global player.

Vision

Within today's super-diverse society, diversity is becoming the norm at Ghent University by attracting diverse talent, creating value through research and meeting the needs of different groups. In this context, intersectionality is applied by means of multiple sociological parameters. The purpose of this is to make the different policy actions inclusive and avoid stigmatization of certain target groups.

Strategic objectives

This mission and vision will be realized through four strategic objectives (SO):

1. Ghent University has an **institutional culture** which facilitates the super-diversity present in society.
2. Ghent University has an effective **organizational structure** which promotes knowledge building, increases support for diversity and facilitates the implementation of an integrated and inclusive diversity policy.
3. The **access** of students and staff from underrepresented groups is widened and supported.
4. The **retention** of students and staff from underrepresented groups is increased and supported.

Each of these strategic objectives is described in more detail below.

SO 1: Ghent University has an institutional culture which facilitates the super-diversity present in society.

The pursuit of a super-diverse university is necessary to realize the general mission of Ghent University² and to create an environment in which all members of the Ghent University community can optimally develop their talents. Since the beginning of the 21st century, a demographic transition towards a super-diverse society has been taking place.³ Many Western cities are evolving into 'majority-minority cities', where a certain group no longer has a majority position but many (minority) groups actively take part in society. This evolution will gradually spread to other regions. Such diversity is currently insufficiently reflected in the student and staff population in higher education.⁴ Moreover, the knowledge society of today and tomorrow needs more highly educated people.⁵

To meet this demand, Ghent University needs a diversity-sensitive and active pluralistic approach. The university can respond to this diversity by systematically including attention for different underrepresented groups in its overall strategy and policy processes. This means, for example, that the existing differences are recognized and utilized. Heterogeneity and pluralism, rather than neutrality, are valued at Ghent University.

Without ignoring the challenges and complexity of diverse teams and student groups, we are convinced that this will contribute to a learning, working and research environment which is characterized by innovative and creative ideas.⁶ However, the success and added value of heterogeneous groups and diverse teams depend on an institutional culture that regards diversity as an advantage.⁷ Working and studying together with respect requires all members of the Ghent University community to acquire diversity skills and knowledge of the mechanisms of (unconscious) prejudices. The university explicitly takes a stand and action against direct and indirect discrimination.

It is not only important to be aware of the differences between members of the Ghent University community, but we should also pursue social cohesion and solidarity based on the similarities within this community.

Furthermore, it is crucial that different groups of students and staff feel addressed and represented in the communication and imaging so that they feel like a full member of the Ghent University community.

Finally, it is necessary for the university's infrastructure to be sufficiently accessible and able to respond to the needs of a diverse student and staff population.

² See <https://www.ugent.be/nl/univgent/waarvoor-staat-ugent/missieverklaring.htm>

³ Vertovec, S. (2007) Super-diversity and its implications. *Ethnic and Racial Studies*, 30:6, 1024-1054; Geldof, D. (2013). *Superdiversiteit. Hoe migratie onze samenleving verandert*. Leuven: Acco.

⁴ Geldof, D. (2014). Nood aan een nieuwe democratiseringsgolf. De transitie naar superdiversiteit als uitdaging voor hoger onderwijs, *T.O.R.B.*, 67-77.

⁵ Van Damme, D. (2014) Vlaanderen levert te weinig hoogopgeleiden af. *Knack*, 21 november 2014.

⁶ Jackson, S.E. & Joshi, A. (2011). Work team diversity. In S. Zedeck (ed.), *APA Handbook of Industrial and Organizational Psychology*, 1, 651-686;

Leung, A. K.- y., Maddux, W. W., Galinsky, A. D., & Chiu, C.- y. (2008). Multicultural experience enhances creativity — The when and how. *American Psychologist*, 63, 169-181.

⁷ van Knippenberg, D. e.a. (2013). Diversity mindsets and the performance of diverse teams. *Organizational Behavior and Human Decision Processes*, 121, 183-193.

SO 2: Ghent University has an effective **organizational structure** which promotes knowledge building, increases support for diversity and facilitates the implementation of an integrated and inclusive diversity policy.

Creating a diversity-oriented institutional culture is the responsibility of the entire Ghent University community. To this end, high-performance diversity structures are meant to garner broad support for the policy, ensure its coherence, increase its impact and guarantee a successful implementation.

We opted for structures that enable and support an integrated policy. This implies that diversity is taken into account at every decision level and within every policy domain with the aim to mainstream the diversity topic.

In addition, we are working on an inclusive policy based on intersectionality, which entails the notion that there are different variables that construct our identity.⁸ Our individual and group identity are not only determined by the roles that we attribute to gender, for example, but are simultaneously linked to different social categories such as ethnicity, class, age and sexual orientation. We wish to integrate this intersectionality perspective into all policy processes. This means that, within each policy domain, the complexity of the diversity present among students and staff is taken into account. It also implies that the expertise available on diversity at the university is optimally utilized at every step of policy-making. Taking into account a heterogeneous target group from the outset reduces the possibility that specific adjustments must be made afterwards.

Moreover, it is necessary to generate interaction between the different levels (central and decentralized) as well as forums where students and staff can provide input.

Finally, it is important to build up expertise, to make use of the available expertise to establish an evidence-based policy and to create sufficient opportunities to share knowledge.

⁸ Yuval-Davis, N. (2006). Intersectionality and feminist politics. *European journal of women's studies*, 13(3), 193-209;

McCall, L. (2008). The complexity of intersectionality. In *Intersectionality and Beyond* (pp. 65-92). Routledge-Cavendish;

Longman, C., & De Graeve, K. (2014). From happy to critical diversity: intersectionality as a paradigm for gender and diversity research. *DiGeSt. Journal of Diversity and Gender Studies*, 1(1), 33-39;

Crenshaw, K. W. (2018). Beyond racism and misogyny: Black feminism and 2 Live Crew. In *Words that wound* (pp. 111-132). Routledge.

SO 3: The access of students and staff from underrepresented groups is widened and supported.

Attracting diverse talent will remain an important focus point as long as certain groups of students and staff are underrepresented, as is confirmed by the latest figures.⁹

The objective is to target talented *students* from underrepresented groups even more. We wish to inform them better about and introduce them to higher education so that they (i) can make a well-considered study choice that matches their options, motivation and expectations and (ii) are well prepared when starting their study programme. Collaboration with secondary education and external partners is crucial for the success of these initiatives.

With regard to widening access to *staff*, a diversity-aware recruitment procedure is essential. Several studies have shown that candidates from underrepresented groups are less likely to be invited to an interview compared to equally qualified candidates from the majority group.¹⁰

In the appointment process for academic and supervising positions, our focus is on ‘unconscious bias’, which precedes our judgments, behaviour or decisions and is based on past experiences, persistent assumptions and interpretations.¹¹ This happens subconsciously but is not harmless. Research found that 80 to 90 percent of people let unconscious bias determine their behaviour. This also applies to members of the discriminated group.¹² The effect of this mechanism, namely the underrepresentation of some groups, cannot be denied. Awareness is a first step towards overcoming this issue. Significant efforts must be made to avoid these mechanisms when developing initiatives aimed at making the workforce more diverse.

⁹ See “Diversiteitsbeleid- en acties aan de UGent. Evaluatierapport 2008-2018 (PDCA)” (annex 1)

¹⁰ Baert, S., Cockx, B., Gheyle, N., & Vandamme, C. (2013). Etnische discriminatie op de Vlaamse arbeidsmarkt voor schoolverlaters: liever Jonas dan Okan? *OVER.WERK (LEUVEN)*, 23(1), 12–16.

Derous, E., Ryan, A.M. & Nguyen, H.H.D. (2012). Multiple Categorization in Resume Screening: Examining Effects on Hiring Discrimination against Arab Applicants in Field and Lab Settings, *Journal of Organizational Behavior*, 33, 544-570.

Verhaeghe, P.-P., & Van der Bracht, K. (2017). Praktijktesten : van onderzoeksmethode naar beleidsinstrument tegen discriminatie? *SOCIOLOGOS*, 38(1), 182–200.

¹¹ Frith, C. D., & Frith, U. (2008). Implicit and explicit processes in social cognition. *Neuron*, 60(3), 503-510.

¹² M. R., & Greenwald, A. G. (2016). *Blindspot: Hidden biases of good people*. Bantam.

SO 4: The retention of students and staff from underrepresented groups is increased and supported.

Simply attracting students and staff from target groups will not suffice to prevent underrepresentation. All too often, there seems to be a 'revolving door effect': the few students and staff from underrepresented groups who do find their way to the university generally find it more difficult to be successful and drop out faster. The cause of this is complex and can be traced back to obstacles that arise from an unfavourable interaction between individual characteristics and structural barriers within the learning and working environment.

For example, the figures¹³ show that the retention of *students* from underrepresented groups lags behind that of students who do not belong to a specific target group. The term "retention" refers to all possible intermediate steps that a student can take from the start to the end of the study career, including entry into the labour market. On the one hand, the retention of a student can be affected by (a combination of) certain student characteristics (e.g., prior education, educational level of the parents, home environment, motivation, functional limitation and home language); on the other hand, certain characteristics that are specific to the learning environment may impede or enhance the study progress.¹⁴

Although it remains important to offer sufficient support to students from certain target groups or with certain risk characteristics, our primary aim for the coming years is to eliminate structural barriers within the learning environment itself. This requires policy-based, inclusive adjustments to the learning environment.¹⁵ Since lecturers play a crucial role in this, it is also necessary to focus on enhancing their diversity skills.

As for the *staff*, it is vital to pay attention to their well-being and a healthy work-life balance. Making reasonable adjustments in this context is a first step towards preventing drop out. In addition to the retention of female staff, attention will be paid to that of staff from various target groups. For example, staff with a functional disability and / or chronic illness will continue to be supported. Within a broader framework, we will also focus on the reintegration of employees after a long-term absence due to illness.

In our future diversity policy, we want to focus more than is currently the case on eliminating structural barriers in the learning and working environment. Improving the flow will also have a positive effect on attracting talent. We wish move from a revolving door effect to a pull factor for diverse talent.

¹³ See "Diversiteitsbeleid- en acties aan de UGent. Evaluatierapport 2008-2018 (PDCA)" (annex 1)

¹⁴ De Bruyn, K. (2011). *De wet van de sterksten. Een kwalitatief onderzoek naar de ervaring van allochtone studenten aan de UGent*. Universiteit Gent.

Severiens, S. e.a. (2006). *Diversiteit in leergemeenschappen. Een onderzoek naar stimulerende factoren in de leeromgeving voor studenten in het hoger onderwijs*. Utrecht: ECHO.

Wolff, R. (2013). *Presteren op vreemde bodem. Een onderzoek naar sociale hulpbronnen en de leeromgeving als studiesuccesfactoren voor niet-westerse allochtone studenten in het Nederlandse hoger onderwijs (1997-2010)*. Doctoraatproefschrift.

¹⁵ See also 'Evaluatie van de speerpuntactie 'stimulerende en toegankelijke leeromgeving' in "Diversiteitsbeleid- en acties aan de UGent. Evaluatierapport 2008-2018 (PDCA)" (annex 1), p.20

2. DO

With the practical implementation of the diversity policy in mind, the four strategic objectives were translated into operational objectives (OO) and actions, thus creating a concrete diversity action plan.

The end of this section includes an overview with the timing of all actions per OO.

For each action, a sheet has been drawn up with a description of the activities, the people involved, the timing, the status of the action and the indicators. Where possible, reference is made to the CHECK part of the assessment report for the diversity policy of 2008-2018. In addition to new actions, the action sheets also contain existing initiatives that will be continued. The sheets are included in a separate annex to this diversity action plan.

Action plan



SO 1: Ghent University has an institutional culture which facilitates the super-diversity present in society.

OO 1.1: Ghent University is a learning, working and research environment where all students and staff can feel at home and where their individuality is respected, valued and utilized.

This OO will be developed by means of the following actions, which are either new or (adjusted and) ongoing:

- 1) Conducting an active anti-discrimination policy (new):**
Staff and students are aware of and support the anti-discrimination statement. They know where to go to report incidences and file complaints and can count on being treated properly.
- 2) Enhancing the diversity skills of students and staff (new):**
Employees possess diversity skills so that they can act professionally in a super-diverse education, research and working environment. The potential of the diversity present among students and colleagues is appreciated and optimally utilized.
- 3) Improving the sense of community and social cohesion among students (new):**
Students feel at home at Ghent University, which enhances their well-being and their social and academic integration.
- 4) Dispersing and following up on the existing policy framework regarding religious and ideological diversity (ongoing):**
The existing policy framework on religious and ideological diversity is more widely dispersed to staff and students and, if necessary, further adjusted or updated.
- 5) Continuing the He4She campaign within the faculties (ongoing):**
The actions in the context of the He4She campaign are assessed and, wherever possible, faculty good practices are implemented throughout the university.
- 6) Developing a gender-bias training (ongoing):**
Employees have insight into the mechanisms of implicit gender bias and which effect this may have on appointments and the academic career.

OO 1.2 : Ghent University's communication and imaging policy appeals to different target groups and presents a positive image of both the diversity of students and staff and the overall diversity topic.

This OO will be developed by means of the following actions, which are either new or (adjusted and) ongoing:

- 1) Announcing the diversity policy at Ghent University (ongoing):**
Ghent University presents itself as a university that pays attention to diversity. Both internally and externally, the public is informed about how the university handles diversity.
- 2) Making the communication to students and staff gender-sensitive (new):**
All forms of written communication (correspondence, publications, websites, forms, etc.) are set up to include gender diversity (M / V / X) so that everyone may feel included.

3) Increasing the attention for diversity and imaging in communication to and in activities for (future) students (ongoing):

Diversity is presented in a positive way, and attention to diversity is systematically built into communication with (future) students.

OO 1.3: The Ghent University infrastructure is accessible and adapted to the needs of different groups of students and staff to support their participation, development opportunities and well-being at Ghent University.

This OO will be developed by means of the following actions, which are either new or (adjusted and) ongoing:

1) Increasing accessibility (on-going):

Ghent University guarantees a better accessibility (digital, physical, financial) for students and staff.

2) Making closed pumping and breastfeeding rooms available on each campus (new):

Women (staff and students) have the option to breastfeed or express milk in a safe and discreet manner during working hours.

3) Investigating the possibility of creating low-stimulus spaces on each campus (new):

It is being examined whether it is desirable and feasible that every Ghent University site has a low-stimulus space where staff and students can relax during short breaks.

SO 2: Ghent University has an effective organizational structure which promotes knowledge building, increases support for diversity and facilitates the implementation of an integrated and inclusive diversity policy.

OO 2.1: Ghent University has organizational structures in which the diversity topic is taken into account in a coherent and integrated manner at every decision level and within every policy domain.

This OO will be developed by means of the following actions, which are either new or (adjusted and) ongoing:

1) Diversity and Gender Working Group (ongoing):

The Diversity and Gender Working Group plays an active role in providing information to the central administration and in the exchange of information between the central administration and the faculties. It is responsible for sharing good practices and research results with regard to diversity and has a policy advisory role.

2) Faculty diversity teams (ongoing):

The faculty diversity teams shape the diversity policy at the faculty level and provide input for the centrally developed diversity policy.

3) Participation in internal and external boards and committees (ongoing):

Diversity experts are present in various internal and external boards and committees. They look at (new) policy initiatives from a diversity perspective and ensure that attention is paid to diversity within these developments.

OO 2.2: Ghent University has forums and networks that promote knowledge building and expertise sharing with regard to diversity topics.

This OO will be developed by means of the following actions, which are either new or (adjusted and) ongoing:

1) Forum for Ghent University researchers (new):

Ghent University researchers (and other staff) who work on diversity topics have a forum where they can share their knowledge and enhance the diversity policy with their expertise.

2) Diversity network with external stakeholders (new):

In order to cooperate and share expertise on the topic of diversity, the university has an active network which includes external stakeholders (higher education institutions, civil society organizations, companies, the city, etc.).

3) Award 'DiverGent Scriptieprijs' (ongoing):

In collaboration with the City of Ghent, the 'DiverGent Scriptieprijs' is awarded to the student with the best and most innovative Master's dissertation in which the diversity topic plays a central role.

4) Lunch lectures (ongoing):

Lunch lectures are used to make research on diversity known to a wide audience and to promote knowledge exchange and expertise sharing.

OO 2.3: Ghent University has organizational structures that facilitate the input and participation of students and staff from target groups.

This OO will be developed by means of the following actions, which are either new or (adjusted and) ongoing:

1) Reactivating networks for LGBTQ+ staff, staff with a migration background or a work disability (ongoing):

Employees from underrepresented groups have a network in which they can exchange experiences and provide input with regard to policy.

2) Organizing round table discussions with students (new):

Students from underrepresented groups are invited to share their experiences and their needs, and they can provide input to improve the existing policies.

SO 3: The access of students and staff from underrepresented groups is widened and supported.

OO 3.1: Registering and monitoring the participation of students and employees from underrepresented groups.

This OO will be developed by means of the following action:

1) Generating participation figures (ongoing):

The aim is to keep a check on the participation of students and staff from target groups. Where possible, the registration process is refined, supplemented or adjusted to new (policy) developments.

OO 3.2: Widening access to students from underrepresented groups

This OO will be developed by means of the following actions, which are either new or (adjusted and) ongoing:

1) Role models (ongoing):

Pupils in secondary schools are made aware of and informed about their possibilities in higher education by bringing them into contact with successful students (role models) from various target groups.

2) UGent in Zicht (ongoing):

Successful pupils with a migration background in their last year of secondary education are guided in making their study choice.

3) Preparatory programme for foreign-language newcomers (Voortraject voor anderstalige nieuwkomers) (ongoing):

Foreign-language newcomers who were previously studying abroad are prepared for attending higher education in Dutch and are guided in making an appropriate study choice.

4) Contact point and information sessions for refugees (ongoing):

Refugees are informed about their possibilities regarding studying at Ghent University.

5) VirGo (ongoing):

This inclusive project examines why girls (and boys) with a diverse social background do or do not opt for a STEM education.

6) Fund 'Kansrijk Studeren' (ongoing):

Students who are in a particularly socially vulnerable position receive the necessary financial support.

OO 3.3: Widening access to staff from underrepresented groups.

This OO will be developed by means of the following actions, which are either new or (adjusted and) ongoing:

1) Recruitment policy (new):

It is being examined in which way the recruitment procedures can be adjusted to achieve more diversity among staff.

2) Gender watch dogs (genderspitsen) (ongoing):

A gender watch dog is a full professor from the faculty assessment committee who ensures that unconscious prejudices based on gender and other forms of diversity affect the appointment procedures as little as possible. The system is tested in a number of faculties, assessed and, if desired, extended to other faculties.

3) Research into the use of target figures (new):

It is being examined whether and in what form targets for gender can be entered when hiring (professorial) staff.

SO 4: The retention of students and staff from underrepresented groups is increased and supported.

OO 4.1: Registering and monitoring the retention of students and staff from underrepresented groups.

This OO will be developed by means of the following action:

1) Generating figures on student and staff retention (ongoing):

The aim is to keep a check on the student study success and staff retention from target groups. Where possible, the registration process is refined, supplemented or adjusted to new (policy) developments.

OO 4.2: Enhancing retention of students from underrepresented groups.

This OO will be developed by means of the following actions, which are either new or (adjusted and) ongoing:

1) University-wide course: Coaching and diversity (mentoring) (ongoing):

Students who want to be a mentor take this university-wide course. They receive a theoretical introduction in which they are introduced to a number of concepts such as coaching, intercultural communication and diversity. In addition, they are the mentor of a first-year student for an entire academic year. All students with a first registration at Ghent University can request a mentor, but priority is given to students from the target groups.

2) Information sessions on flow to the labour market (new):

Students from target groups get an overview of the possible internships, student jobs and mentoring projects that are organized specifically for them by companies.

3) Language policy (ongoing):

The academic language development of students is encouraged and enhanced.

4) Contributing to an active learning environment (new):

The diversity perspective is integrated into the active learning policy.

OO 4.3: Lecturers can interact with a diverse student body and are encouraged and supported to enhance the academic and social integration of students with diverse backgrounds.

This OO will be developed by means of the following actions, which are either new or (adjusted and) ongoing:

1) Diversity training for lecturers (new):

A diversity training course is offered to lecturers. The course focuses on screening the own teaching and source materials, dealing with diversity in heterogeneous groups and making socially difficult topics discussable in class.

2) Mentoring by staff (new):

A pilot initiative is being set up in which a large group of students in BA1 is divided into smaller groups, each of which is followed by a Ghent University staff member in order to achieve a better academic and social integration of the students.

OO 4.4: Enhancing the retention of staff from underrepresented groups.

This OO will be developed by means of the following actions, which are either new or (adjusted and) ongoing:

1) Guidance for staff with disability (ongoing):

Staff with disability, their supervisor and colleagues are informed and receive guidance.

2) Resuming work after cancer (new):

Employees are informed about their options regarding resuming work after cancer.

Chronological overview (timing)

	2019	2020	2021	2022	2023
S01 CULTURE					
OO 1.1 Well-being					
1.1.1 Conducting an anti-discrimination policy					
1.1.2 Enhancing diversity skills of students and staff					
1.1.3 Improving the sense of community and social cohesion among students					
1.1.4 Following up on the policy framework regarding religious diversity					
1.1.5 He4She-campaign					
1.1.6 Developing a gender-bias training					
OO 1.2 Communication and imaging					
1.2.1 Announcing the diversity policy at Ghent University					
1.2.2 Making the communication to students and staff gender-sensitive					
1.2.3 Increasing the attention for diversity and imaging in communication to and in activities for (future) students					
OO 1.3 Infrastructure					
1.3.1 Increasing accessibility					
1.3.2 Making closed pumping and breastfeeding rooms available on each campus					
1.3.3 Investigating the possibility of creating low-stimulus spaces on each campus					
S02 STRUCTURE					
OO 2.1 Policy-making					
2.1.1 Diversity and Gender Working Group					
2.1.2 Faculty diversity teams					
2.1.3 Participation in boards and committees					
OO 2.2 Knowledge building and expertise sharing					
2.2.1 Forum for Ghent University researchers					
2.2.2 Diversity network with external stakeholders					
2.2.3 Award 'DiverGent Scriptieprijs'					
2.2.4 Lunch lectures					
OO 2.3 Participation					
2.3.1 Reactivating staff networks					
2.3.2 Organizing round table discussions with students					
S03 ACCESS					
OO 3.1 Monitoring					
3.1.1 Generating participation figures					
OO 3.2 Students from underrepresented groups					
3.2.1 Role models					
3.2.2 UGent in Zicht					
3.2.3 Preparatory programme for foreign-language newcomers					
3.2.4 Contact point and information sessions for refugees					
3.2.5 VirGo					
3.2.6 Fund 'Kansrijk Studeren'					
OO 3.3 Staff from underrepresented groups					
3.3.1 Recruitment policy					
3.3.2 Gender watch dogs					
3.3.3 Research into the use of target figures					
S04 RETENTION					
OO 4.1 Monitoring					
4.1.1 Generating figures on student success and staff retention					
OO 4.2 Students from underrepresented groups					
4.2.1 University-wide course: Coaching and Diversity (mentoring)					
4.2.2 Information sessions on flow to the labour market					
4.2.3 Language policy					
4.2.4 Contributing to an active learning environment					
OO 4.3 Lecturers					
4.3.1 Diversity training for lecturers					
4.3.2 Mentoring by staff					
OO 4.4 Staff from underrepresented groups					
4.4.1 Guidance of staff with disability					
4.4.2 Resuming work after cancer					

3. CHECK & ACT

The action plan will form the basis to monitor and assess the state of affairs of activities on the diversity topic (CHECK) and, where necessary, make timely adjustments (ACT). Registration, monitoring and research are essential to assess the policy in the (medium-)long term and to measure both the quantitative and the qualitative effects. It is also important to include the objectives and indicators of the different activities in the assessment.

In addition, there must be sufficient flexibility to respond to social trends. New actions may be added if necessary. These additions will be explicitly mentioned in the annual report.

Every year, the progress and results of the initiatives are reported to the Diversity and Gender Working Group. Communication takes place through the existing channels (Ghent University magazine, newsletter, annual report) and through own initiatives (lunch lectures, networks, study days).