

WUA

FACULTY OF ELECTRICAL ENGINEERING,  
MATHEMATICS AND COMPUTER SCIENCE

# DIVERSITY, EQUITY & INCLUSION REPORT ON SURVEY FINDINGS

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# 1. INTRODUCTION

Diversity, equity, and inclusion (DE&I) are fundamental concepts that indicate an organisation's commitment to promoting a welcoming, inclusive, and fair environment for all members. Being an inclusive university is one of UT's four pillars and is therefore an essential part of our core business. This translates into better research and education as well and how relevant our research becomes for society at large.

UT uses the following definitions for DE&I:

**DIVERSITY** - Different experiences and perspectives are represented and encouraged.

**EQUITY** - Fair treatment and opportunities for everyone.

**INCLUSION** - The thoughts, ideas, and perspectives of all individuals are embraced, appreciated and benefited from.

We should keep in mind that employees belong to multiple diversity categories. This diversity leads to different experiences and can entail different difficulties (or advantages) as well.

Why DE&I is so important has been discussed and proven at length. This certainly also applies to the academic setting where there is still a worldwide lack of diversity and insufficient focus on equality and inclusion (Colaco & Jain, 2022; Dutch Network of Women Professors, 2022; Hewlet, Marshall & Sherbin, 2013; Prince & Francis, 2013; Rathenau Instituut, 2023 Wang et al. 2023). Across Europe, promoting DE&I in higher education has gained significant importance in the last decade. Universities from various European countries are collaboratively striving to enhance diversity and promote inclusivity.

Within our university, there is a main DE&I Team that strives towards working on and promoting/enabling a richer and more inclusive community. Not long ago, a new DE&I Faculty Team within the EEMCS faculty came into conception, intending to focus more on identifying the DE&I challenges and needs within the faculty to realise sustainable changes. It's an informal team with 6 diverse members and limited time but who are committed to this cause. They get feedback and input from a sounding board. We aim for both the team and sounding board to consist of diverse members.

A fundamental step in this process has been raising awareness about the team's formation, the essence of DE&I, and the overarching goals. This ongoing effort is crucial for fostering understanding and participation among all faculty members.

We recognise the lack of documented information on equity and inclusion within our faculty, prompting the need for a closer examination of matters related to these aspects. To identify these gaps in our faculty and to know what to prioritize, the insights of employees within the faculty are essential. To take inventory, an online survey was conducted in October/November 2023 amongst the faculty members. While the survey was conducted anonymously to encourage open and honest feedback, it comes with certain limitations, such as the inability to track representativeness and follow up with specific respondents.

The survey delved into critical aspects, asking faculty members to articulate their understanding of diversity, assess the faculty's consideration of diverse issues, and provide feedback on areas that require improvement. Respondents shared their perspectives on experiences of unjust treatment, feelings of value and inclusion, and perceptions of the accessibility of opportunities within the faculty.

The report below highlights the results of the survey, in addition to already available quantitative data on age, gender and nationality. With the help of this information, the team formulated next steps and aims to design specific strategies for positive change within our faculty. To achieve this goal, we must work together, since everyone has an essential part to play to establish a faculty that values diversity, equity, and inclusion. Remember: a journey of a thousand miles begins with a single step!

## 2. QUANTITATIVE DATA

The available data within UT on diversity is limited. There is data on age, gender and nationality but not on other diversity categories that can lead to discrimination, such as disability, neurodiversity, sexual orientation, religion, race/ethnicity, etc as there are limits to which confidential and personal information an employer can ask and register.

The data in this report therefore mainly focuses on gender, nationality and age.

Here you find a summary, more information can be found in attachment 2.

### NAVIGATING GENDER DYNAMICS

The data on gender show that women form 37% FTE of our total staff, of which over 59% of support staff and about 30% of scientific staff, including PhD and EngD students. Even though the support staff seem more diverse, zooming in reveals relatively homogeneous function groups in terms of gender.

The number of female professors is still relatively low with 20% FTE, also compared to other universities, despite higher targets that have been set for several years (Nesvarova, 2022). There seems to be some female talent in the pipeline as the percentage is higher for Associate and Assistant Professors. No conclusion can be drawn from this though as there can be many reasons for a “leaky pipeline” (Puylaert, 2023). Data trends over the past years also show little difference in overall percentages of women, especially in scientific staff.

Comparing the three disciplines, the gender diversity at Assistant Professor level is comparable with almost 30% women. When looking at Associate and Full Professors, especially the Electrical Engineering and Applied Mathematics disciplines show a decrease in gender diversity.

Gender percentages per salary scales show that the percentage of women is higher in lower scales but decreases in higher scales. This corresponds with the type of functions that show a higher or lower percentage of women. Unfortunately, concrete information about a possible gender gap (if women get a lower salary for the same type of work/experience) is not available currently.

When looking at all management positions, a large majority of 73% in headcount is male. For scientific staff this is higher with 83%. Only for support staff-management positions there are relatively more women in the lead with 58%.

*Note: some employees officially identify as non-binary but due to the low number, they are not included as a group in this report.*

### EXPLORING AGE DYNAMICS

The average age in our faculty is around 45 years, impacted by a relatively large group of young PhD and ENGd students. This average has been stable for the past years and is similar to that of other UT faculties.

The average age for employees in management positions is 54. When looking specifically at full professors, 14 (31%) are 60+ and they are all male, which gives room for change in the future.

### EXPLORING NATIONALITY DYNAMICS

Many of our EEMCS staff do not have Dutch nationality. About 46% (in headcount) in total. For the most part, it can be accounted for by the scientific staff with 55%. For support staff, it's about 8%. Apart from Dutch, the most represented nationalities are German, Italian, Indian, Chinese and Iranian. This is similar to the rest of the UT.

The nationality for management positions shows less diversity. A large majority, 81%, is Dutch. This includes 100% for support staff management positions and 75% of scientific staff management positions.

It is difficult to draw a concrete conclusion based on nationality as some non-Dutch employees change their nationality to Dutch after 5 years of living and working in The Netherlands. These numbers are unknown, and they are classified as “Dutch nationality” in the report.

## 3. SURVEY RESULTS

Overall, more than half of the respondents to this survey think EEMCS sufficiently considers all kinds of diversity and feel like they are treated fair and feel that they can freely and safely participate and engage at EEMCS. We do not know the background of the respondents due to the anonymous nature of the survey. A few respondents felt like they needed to add in open comments that they were part of the “majority”, to put their answers into perspective. Some critical notes on DE&I were made and concerns were raised. Some respondents do not think DE&I efforts are essential. Yet, they were outnumbered by encouraging reactions, of which some emphasized that we should not lose momentum. Nevertheless, the differences show

that it's important for EEMCS to inform and create awareness on why efforts towards creating a more diverse, equitable, and inclusive environment for everyone is paramount.

"I am happy to see that the faculty considers DE&I an important topic!"  
-Positive note from a survey respondent



"Quit and save the UT money to spend on education or actually useful staff!"  
-Critical note from a survey respondent



### CAN WE DETERMINE A CONSENSUS ON DIVERSITY?

When interpreting diversity, survey participants primarily consider distinctions in gender, followed by cultural diversity, Lgbtqia+, various nationalities, and ethnic differences.



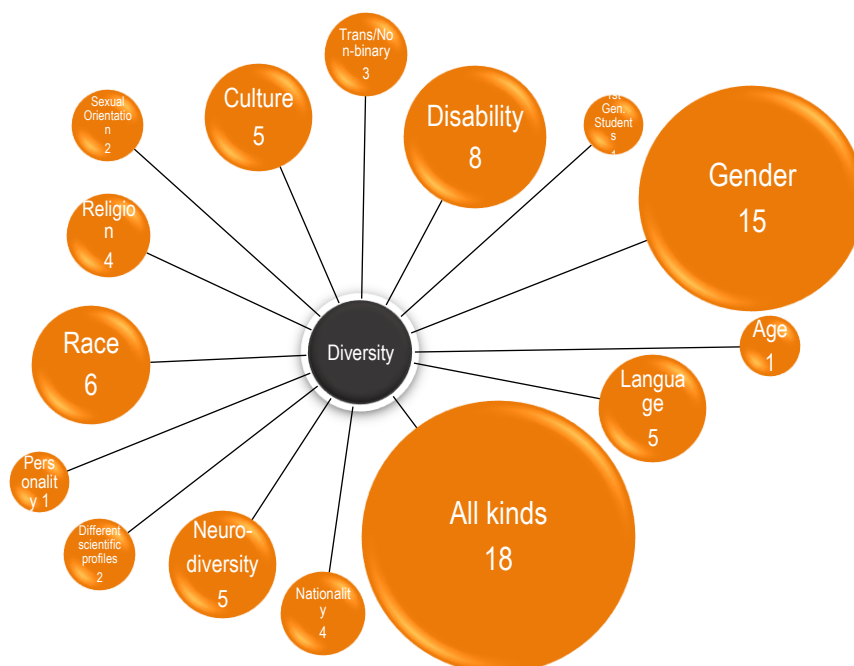
Figure 1 Word cloud on meaning of diversity

A small majority of respondents (92/157) stated that the faculty of EEMCS sufficiently considers all kinds of diversity. However, more than one-third (61/157) of the respondents stated that this is not the case. They argued that all kinds of diversity were not considered enough. Moreover, they claim that gender diversity, disability, race, culture, language and neurodiversity are not considered enough by EEMCS.

*"The main focus is on gender and even that is not taken seriously enough. There are no real actions from a management perspective and the university has nothing or too little for neurodiversity and disability". – Survey respondent*

*A first step would be awareness: informing/educating (management) staff".  
-Survey respondent*

As a means, they suggest improving this via recruitment, awareness, communication, facilities, management and training.



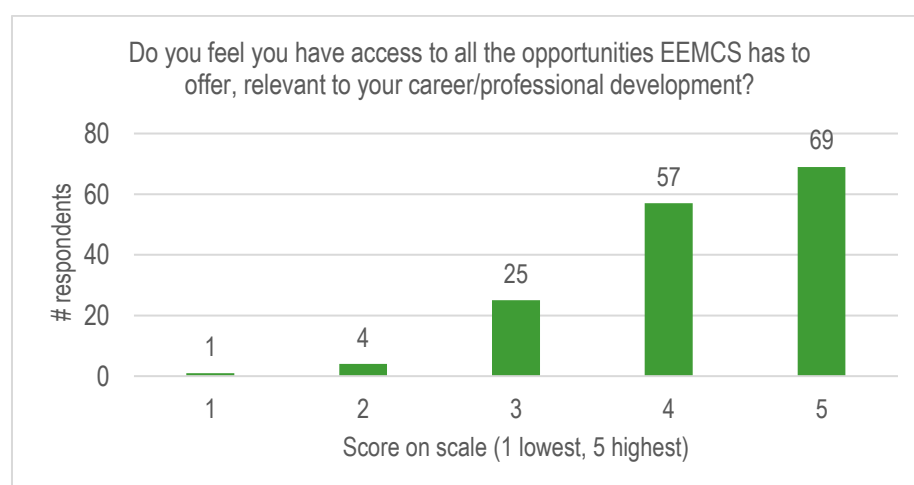
## EQUITY: FAIR TREATMENT AND OPPORTUNITIES FOR EVERYONE

A large majority of respondents (126/157) expressed that they have never felt that they were treated unjustly during their work at EEMCS in whatever situation. However, still 30 respondents feel that they were treated unjustly. They gave examples like an imbalance between male and female treatment, unfairness in pregnancy/parental leave, cultural and language differences, etc.

*"[It is] difficult to get an academic career on a higher level if you do not fit into the standard picture. The Old boys network is still in place". -Survey respondent*

*"For different diverse groups, there is a different assessment policy. This is not written down, but is experienced". – Survey respondent*

The majority of respondents (126/157) feel like they have access to all opportunities at EEMCS relevant to their career or professional development.

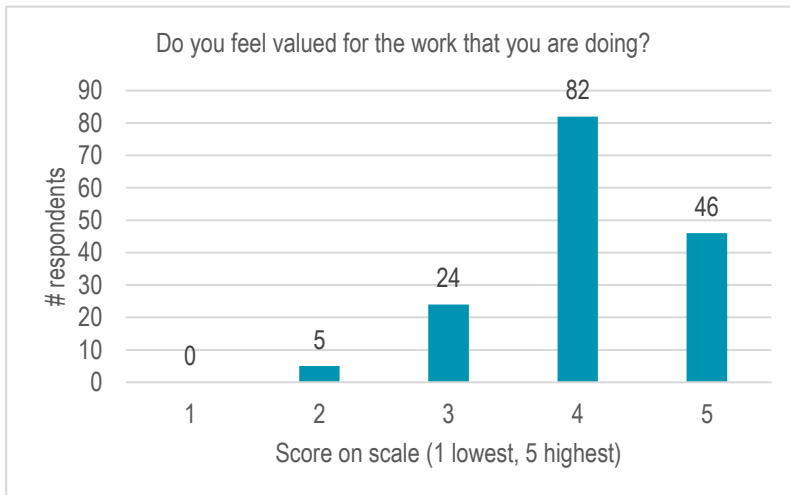


## FEELING OF INCLUSIONS/ACCEPTANCE

The large majority of respondents (151/157) explained that they feel they can freely and safely participate and engage in work-related situations. Moreover, a high number of respondents (149/157) reported that they feel that they can do so in informal situations as well. The rest mentioned i.e. struggles with language differences, differences in gender and sexual orientation, religious/ethnic differences, and differences of opinions.

*"Safely yes, freely no. If you are not Dutch or don't speak it, you are quite limited in scope".*  
-Survey respondent

Most respondents (128/157) feel rather highly valued for the work they are doing.

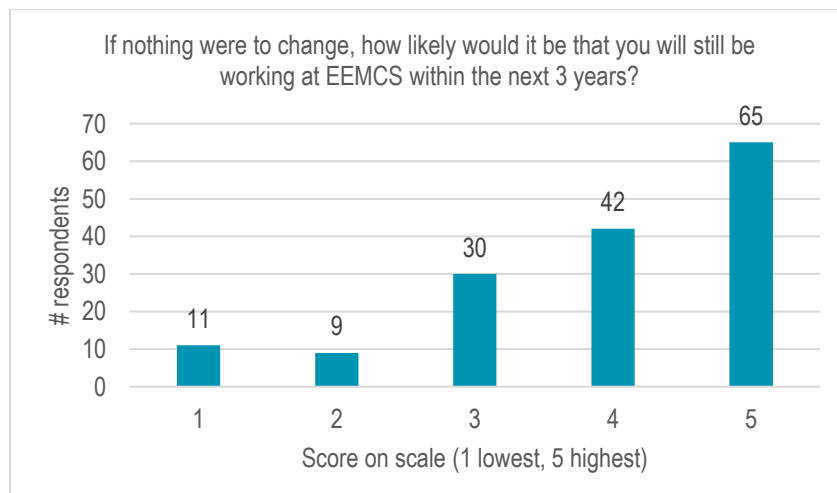


*"[We need] more visibility of a confidant".*  
-Survey respondent

Most respondents (123/157) seem to know where to turn to or whom to talk to when they are facing an issue. The respondents that answered that they don't (34/157), explained that the information structure or visibility of support units could be improved, and that there should be more prominence for DE&I, also in management.

To improve inclusion at EEMCS, respondents suggested that we really need to focus our attention on employment and recruitment. Moreover, a necessary focus on identifying, understanding and acting on employees' needs was mentioned. In addition, they said that inclusion could be improved by focusing on (inter)cultural aspects and communication, gender, and sexual orientation.

And finally, most respondents (107/157) stated that it is likely to extremely likely that, if nothing were to change, they would still be working at EEMCS within the next 3 years. Some respondents who said they wouldn't still be at EEMCS, added in open comment that there were other reasons to leave than the situation regarding DE&I.



## **CORRELATIONS**

We have not found strong correlations between questions on diversity, equity and inclusion in the survey. Respondents that expressed themselves negatively about either diversity, equity or inclusion at EEMCS, did not often express themselves negatively about (one of) the other areas. There was only one respondent who expressed themselves negatively on all three areas of diversity, equity and inclusion. We can conclude that the number of respondents with negative experiences on diversity, equity and/or inclusion, is higher than one might expect based on the number of respondents with a negative experience per question.

## **CONCLUSION**

There is a lot of research on the importance of diversity and urgency called out for more diversity in academia. EEMCS, just as the rest of the UT – lacks diversity, e.g. in terms of gender overall, and of nationality in management positions. Despite that, some respondents of this survey don't see the lack or don't consider it an issue. This could also be the reason why the university has not been able to make a lot of progress over the years on increasing gender diversity. This means that we need to keep the momentum and focus on creating awareness on the current situation of DE&I and why it is important for all. Recruitment and management play a key role towards more diversity so this will need to be investigated further.

Furthermore, we see that the available data on diversity is quite limited at this time. We recommend to look further into data like diversity of new hires and data on possible salary pay gaps.

With regards to the DE&I team and sounding board, we aim to increase diversity more by getting a better representation of the EEMCS population.

When looking at the results on equity and inclusion, we see a majority of respondents who feel that they were treated fair, have access to all opportunities and feel that they can freely and safely participate and engage. We also see a group of respondents who don't experience this equity and inclusion and they mention several focus areas. This requires further examination as a next step.

Some respondents also don't know where to turn to or whom to talk to when they are facing an issue. This means that the information structure and/or visibility of support units could be improved.

## **4. NEXT STEPS**

The results of this survey will help with creating some awareness within the faculty of how diversity, equity and inclusion is perceived and globally in which areas it could be improved.

The results will be used as input for a 2-month qualitative research by Internal Audit within our faculty between February – May 2024.

Both the survey results and results from their research will be used as input for drawing a conclusion on the focus areas on DE&I within EEMCS and will lead to concrete recommendations and an action plan.

Finally, there were some concrete suggestions from the survey respondents (see attachment 1.21). Some were mentioned by one person, some by more (e.g. gender neutral- and handicapped accessible bathrooms). We will discuss the list with the faculty board and central DE&I team to see what can be done.

## **REFERENCES**

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# ATTACHMENT 1

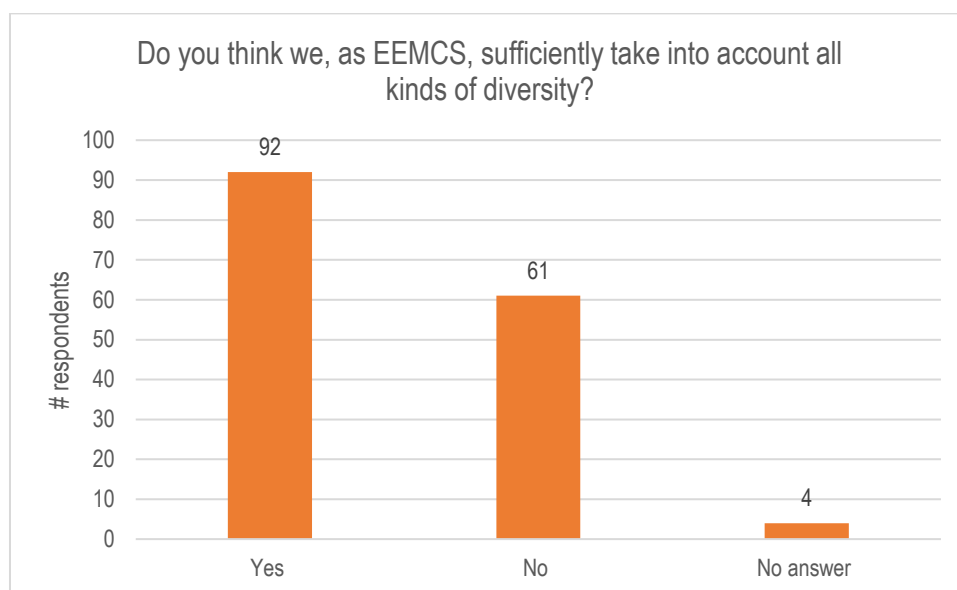
## 1.1 What does diversity mean to you?

Main category	Sub category	# times mentioned
Gender	Male/Female	108
	Non-binary/other	3
Culture/Cultural background	Cultural diversity	67
	Different cultural experiences	16
	Cultural identity	11
Ethnicity/Ethnic background	Ethnic diversity	54
	Different ethnic backgrounds	39
Sexual orientation	Lgbtqia+	63
	Different sexual orientations	24
Religion	Religious diversity	38
	Different religious beliefs	32
Age	Age diversity	41
	Different age groups	27
Nationality	Different nationalities	62
Ability/Disability	Inclusive of disabilities	33
	Accommodating disabilities	24
Political views	Varied political perspectives	35
Socioeconomic background	Socioeconomic diversity	26
	Different socioeconomic statuses	5
Experience/Expertise	Varied expertise	23
	Inclusive of experiences	5
Neurodiversity	Inclusion of neurodiverse individuals	5
Geographic diversity	Inclusion of different geographic perspectives	4
Appearance	Inclusive of diverse appearances	3
Health	Inclusive of different health statuses	2
Research approaches	Diversity in research methodologies	1
Hobbies	Inclusive of diverse interests	1
Other/General terms	Phrases like "variety," "different perspectives," "unique qualities,"	34

## 1.2. Do you think we, as EEMCS, sufficiently take into account all kinds of diversity?

Answer	# respondents
Yes	92
No	61
No answer	4

### 1.3. Do you think we, as EEMCS, sufficiently take into account all kinds of diversity?

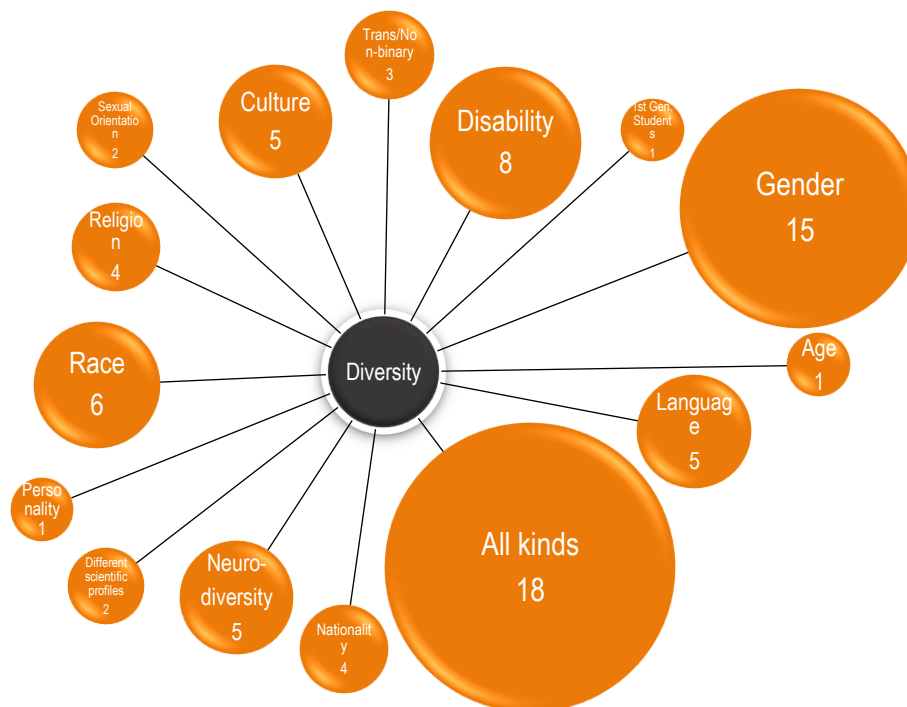


### 1.4. If no, what kind of diversity is not taken into account enough?

Main category	Sub category	# times mentioned
Gender	Male/Female	108
	Non-binary/other	3
Culture/Cultural background	Cultural diversity	67
	Different cultural experiences	16
	Cultural identity	11
Ethnicity/Ethnic background	Ethnic diversity	54
	Different ethnic backgrounds	39
Sexual orientation	Lgbtqia+	63
	Different sexual orientations	24
Religion	Religious diversity	38
	Different religious beliefs	32
Age	Age diversity	41
	Different age groups	27
Nationality	Different nationalities	62
Ability/Disability	Inclusive of disabilities	33
	Accommodating disabilities	24
Political views	Varied political perspectives	35
Socioeconomic background	Socioeconomic diversity	26
	Different socioeconomic statuses	5

Experience/Expertise	Varied expertise	23
	Inclusive of experiences	5
Neurodiversity	Inclusion of neurodiverse individuals	5
Geographic diversity	Inclusion of different geographic perspectives	4
Appearance	Inclusive of diverse appearances	3
Health	Inclusive of different health statuses	2
Research approaches	Diversity in research methodologies	1
Hobbies	Inclusive of diverse interests	1
Other/General terms	Phrases like "variety," "different perspectives," "unique qualities,"	34

### 1.5. Word cloud on what kind of diversity is not taken into account

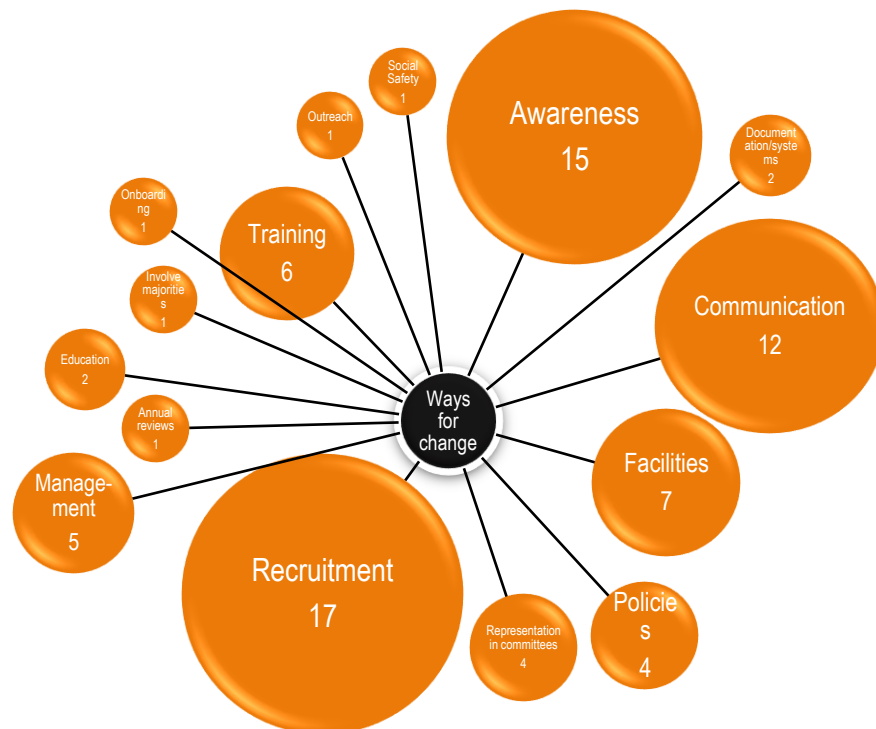


### 1.6. What do you think could be done to do this better?

Category	# times mentioned
Recruitment	17
Awareness	15
Communication	12
Facilities	7
Training	6
Management	5
Policies	4
Representation in committees	4
Documentation / Systems	2

Action, not just policies	1
Annual reviews	1
Education	2
Involve majorities	1
Onboarding	1
Outreach	1
Social safety	1

### 1.7. Word cloud on how this can be done better

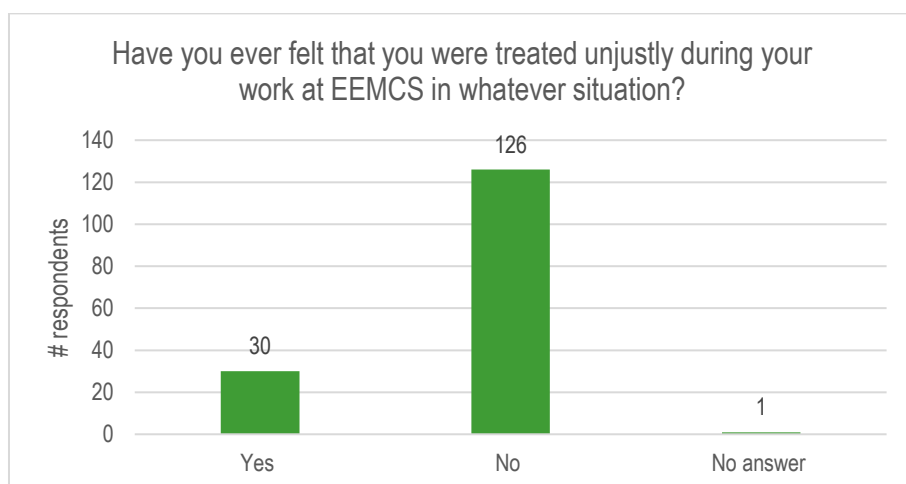


## EQUITY

### 1.8. Have you ever felt that you were treated unjustly during your work at EEMCS in whatever situation?

Answer	# respondents
Yes	30
No	126
No answer	1

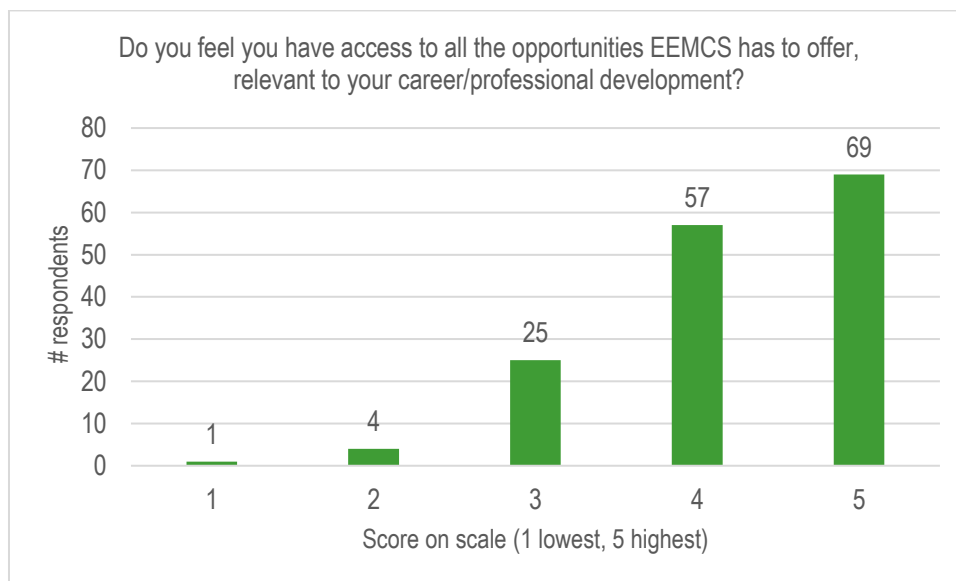
**1.9. Have you ever felt that you were treated unjustly during your work at EEMCS in whatever situation?**



**1.10. If so, do you wish to elaborate?**

Category	# times mentioned
Pregnancy/parental leave	3
Depending on leaders	2
Unequal balance M/F	
Unequal opportunities M/F	2
Bias M/F	2
Unequal pay M/F	1
Cultural differences	2
Language differences	2
Unequal balance support/academic staff	2
Feel need to adjust/change	2
Hierarchy	2
Conflict situations	2
Other	2
Recognition and rewards	1
Travel costs	1

**1.11. On a scale of 1-5 (1 being the lowest and 5 being the highest) do you feel you have access to all the opportunities EEMCS has to offer, relevant to your career/professional development?**

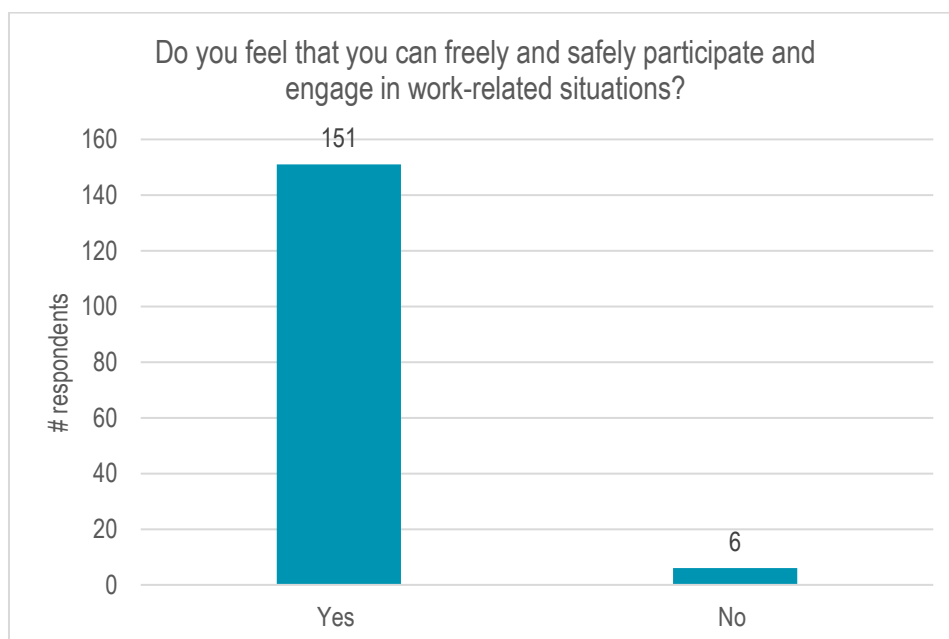


## INCLUSION

**1.12. Do you feel that you can freely and safely participate and engage in work-related situations?**

Answer	# respondents
Yes	151
No	6

**1.13. Do you feel that you can freely and safely participate and engage in work-related situations?**



**1.14. If no, do you wish to elaborate?**

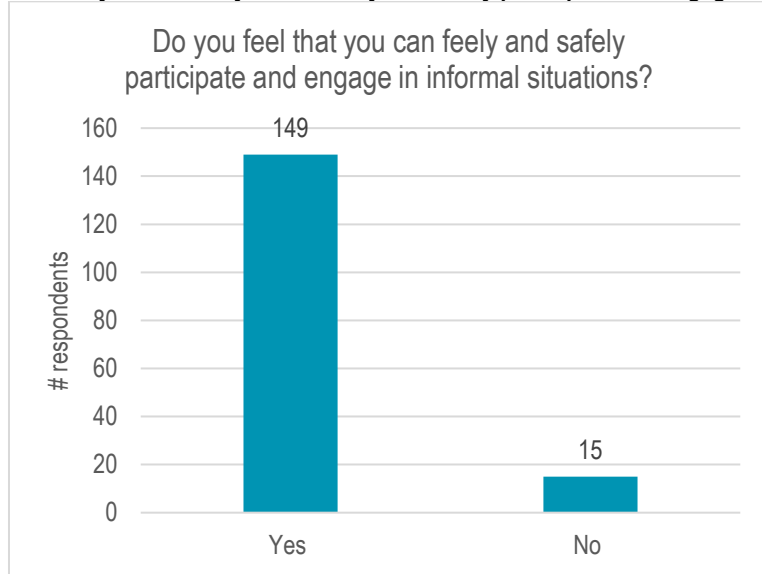
Category	# times mentioned
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Hierarchy	2
Disbalance: who is writing proposals and who is doing implementation	1
Mansplaining/unresponsiveness from leader	1

**1.15. Do you feel that you can freely and safely participate and engage in informal situations?**

Answer	# respondents
Yes	149
No	15

**1.16. Do you feel that you can freely and safely participate and engage in informal situations?**

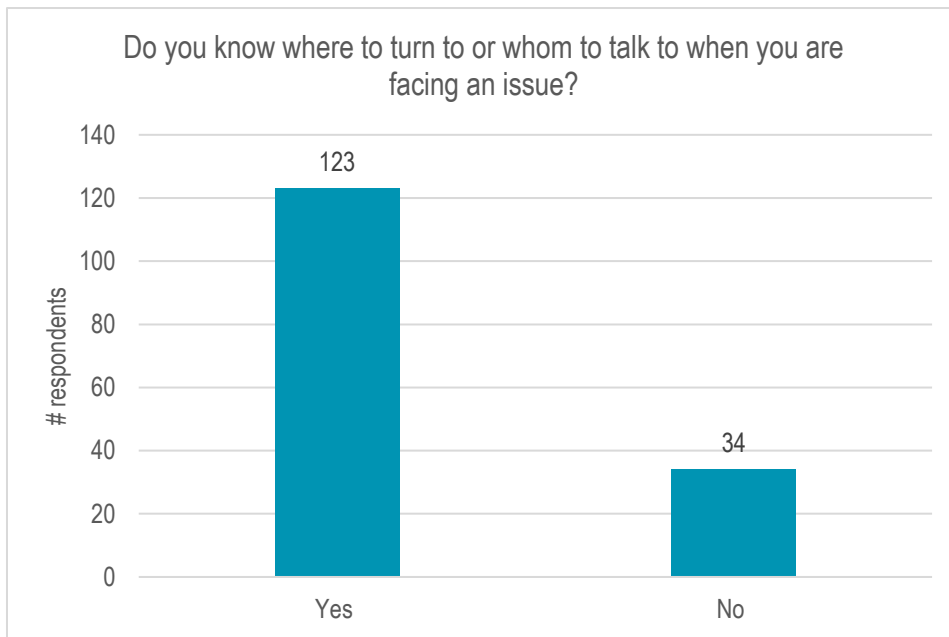


**1.17. If no, do you wish to elaborate?**

Category	# times mentioned
Limited by language (non-Dutch)	2
"HR decides to terminate contracts of people based on anonymous complaints"	
Gender and sexual orientation	2
Having a different opinion than colleagues (not specified regarding topics)	
Being more conservative / having a different ethnical/religious background	2
Feel like being bullied in a non-verbal way (inside jokes)	

**1.18. Do you know where to turn to or whom to talk to when you are facing an issue?**

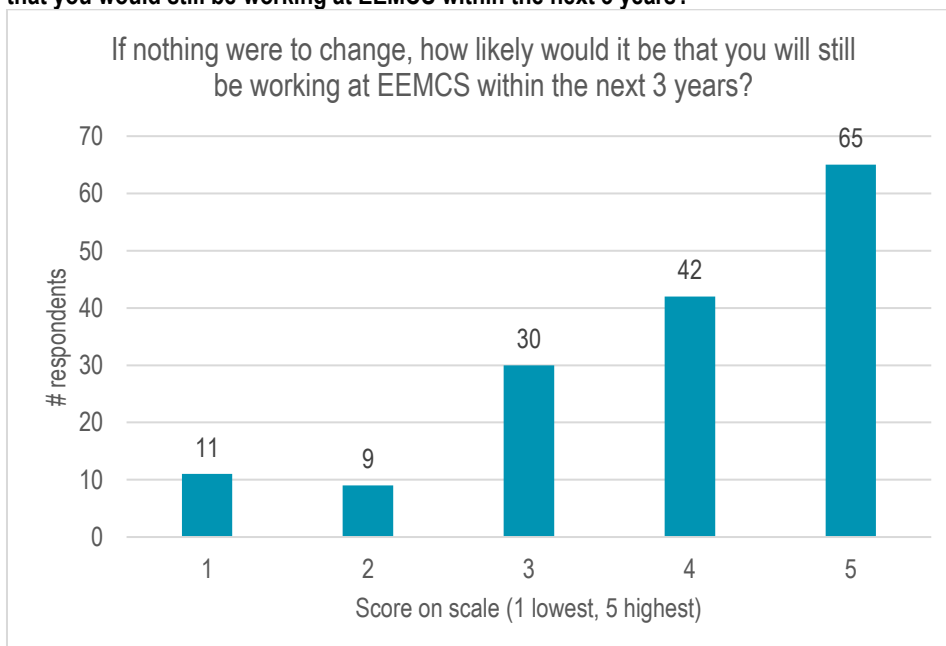
Answer	# respondents
Yes	123
No	34



**1.19. If we are talking about inclusion at EEMCS, where do you think we need to really focus our attention?**

Category	# times mentioned
Employment/recruitment/appointments	20
Identifying, understanding & acting on employees' needs	15
(Inter)cultural aspects	12
Communication	12
Gender and sexual orientation	6
Coming to action	3

**1.20. On a scale of 1-5 (1 being the lowest and 5 being the highest) if nothing were to change, how likely would it be that you would still be working at EEMCS within the next 3 years?**



### 1.21: Concrete suggestions for faculty/UT from the survey respondents

Employee talent & recruitment
"Stop with Tenure Track, it works exclusive for equally talented/ambitious people with a "regular" position."
"Create more diversity in committees, not just in terms of gender"
"A more diverse selection committee."
"Open positions for scientific staff should be known/published via vacancy so that everyone can apply"
"A better interview process for every job, whether it is for PhDs, EngDs or for different professor levels. It should be a requirement that job openings are posted on the website for a certain period of time before making a selection. A lot of the times, the lower level positions get filled internally without the position going public, keeping outsiders from applying for the positions".
"Change the promotion criteria to create room for diversity/different profiles"
"Preference should be given to women's applications in the selection process. Perhaps for every man invited, at least one woman should be invited. Also, female staff should have access to training in writing CVs and cover letters to improve their chances in the job market".
"Hiring process should involve HR more. At [...] we could have been hiring so many more females (gender first, the rest comes later). This needs to be raised earlier on in the process".
"Ik denk dat het waardevol kan zijn als er ook meer ondersteunende staff medewerkers zullen zijn met deels ook een praktische/hbo achtergrond, die aan de slag kunnen als projectmanagers om de wetenschap meer/beter richting de praktijk te kunnen brengen. "Niet alleen medewerkers vanuit dezelfde studies van UT doorlaten groeien als personeel, maar verscheidene studies combineren en zie voorgaand".
<i>[I think it can be valuable if there will also be more support staff members with partly a practical/hbo background, who can work as project managers to be able to bring science more/better towards practice. "Do not only let employees from the same studies of UT grow as staff, but combine several studies and see the comment before."]</i>
Facilities / infrastructure
"Looking at it from the infrastructure point of view, we are really lacking enough toilets for the disabled in buildings like Zilverling"
"can't see handicapped accessible & gender-neutral bathrooms on each level. Either add them or develop a better guidance system for finding them on campus"
"I think there is always room for improvement especially concerning accommodations for people with physical limitations".
"having the coffee machines not only in front of the women's bathrooms, but also sometimes in front of the men's bathrooms - so you do not directly step into your colleague while exiting the bathroom no small step in front of the disability toilet free period products"
"Toilets being for only men or women, perhaps even the accessibility of the buildings".
"There is too much emphasis on gender (e.g. gender-specific toilets)"
"gender diverse/neutral bathrooms. - I feel that every building should have them. Come on, get it done!"
"add braille labels to room labels (does not only help people with visual impairment, but also stimulates awareness), maybe in general ask people how they work best in the beginning (e.g., quiet places, need for meeting people in person, need to have a non-distractive environment for work) rather than assume that all people can deal with whatever room / environment you put them in, and then hope that they come forth by themselves (which might be perceived as complaining) if the environment does not work for them".
"Can't see spaces to practise religion, either add them or develop a better guidance system for finding them on campus"
"feel discriminated as a smoker (it's an addiction/maybe a disease, but left alone with this, saw grown adults/prof. on campus hiding like teenagers to smoke)". Add smoker islands on campus where they do not disturb others but are accepted".
"Accessibility is key in my opinion. E.g. people with impaired hearing are barely accommodated for at events or at work. Lab spaces are not big enough for walking aids. etc, etc"
"If you want to focus your attention, you could look for opportunities to improve the campus for practical issues, like improving the accessibility for wheelchairs or technology to support people with limited eyesight".
"I think too little thought is given to people with disabilities. Only when an issue arises is such an issue addressed, but for many people this makes them feel unwelcome. For example, if wheelchair access is blocked, the response is often "when someone needs to pass, I'll clear the way", but this is a very unwelcoming situation for a wheelchair user (needing to always ask for people's help)."

Education
"Education should be in English and Dutch. Science communication should be more often in Dutch and accessible to people with low literacy as well (24% of people in Enschede)".
"All lecture videos should have proper(!) subtitles. However, to create them, teachers (or possibly partly someone else) need to spend time and they should explicitly(!) be given this time to spend. It is not sufficient to have a regulation that says it is mandatory to have and then leave it to the teacher to do so".
"Focus on activities to attract students that go to schools that on average have more students from different background, and set up for example mentoring programmes there. And do not ask for (so much) money for schools to visit the UT".
"educational materials not being including to all (pronouns)"
"Also there is hardly support for teachers and students to account for students that live with various disabilities. Finding out what is possible is a big labyrinth and it is not on the radar of fellow teachers and other staff. Also there are still forms that use the term chairman eg for filling in a student thesis committee form".
"For teaching reduction, the pregnancy/maternity leave is only counted during weeks in which there is scheduled teaching. This is completely opposite to what happens in all other forms of education: where if you have maternity leave during a holiday, it still counts as maternity leave and you get the missed holidays back. Of course, at the UT, our holidays are leave days we can take ourselves, but still, I find it weird that if you happen to give birth in summer, you basically do not get any reduction of hours because of that".
"I do think that with some practical matters we do not take some mainly cultural or religious backgrounds into account. For example planning tests on a Friday during the time that some religions need to pray during a specific period per year".
"- help to change Dutch culture: address the bias that technical studies are not for women, or that higher education is not for people of a different ethnical background, e.g. by visits to high schools. Also involve the majorities, e.g. white men, in these activities, such that minorities do not need to carry all responsibility and do all work".
"Accessible language for people with low literacy. Making all education accessible for wheelchairs".
Awareness / training
"Unfortunately, I already saw men of my team who really wanted to recruit a female staff member failing at the task as they were putting a lot of pressure on them during the recruitment phase (I also hesitated). Trainings on how to hire people with a different mindset than a white straight man who can be 100% dedicated to his work as his wife is home taking care of the children and the house chores might still be needed..."
"Require staff to participate in cultural sensitivity training and using tools like the storytelling techniques pioneered by the Shaping Expert Group on Inclusion".
"find involving ways to discuss diversity in our faculty community. E.g. discuss DE&I questions in all kinds of groups in the faculty like it is currently done for scientific integrity: dilemma game for DE&I?"
"We need to teach high ranking staff members that it was not just "chance" that they hired the "white Dutch guy instead of the man with the turban" when the deciding factor was working at a prestigious institute that the Iranian man could not legally attend due to politics. especially when the only actual qualification was supposed to be education level and academic performance".
"Perhaps a training or group-level conversations to explain or talk about how others would like to be addressed and how to talk respectfully about and towards each other. Nevertheless, I think this might also be a generation-difference".
"offer trainings to be more open-minded to certain matters that are not "normal" for one, but "normal" for the other person".
"Building out mutual respect, training people in listening rather than speaking (especially avoiding speaking on behalf of others and presuming you know their needs)".
Clearly visible help structure/confidants
"More visibility of a confidant".
"More information (via email for example) about "vertrouwenspersonen"
"I would appreciate it if there was someone confidential outside of my department".
"An unbiased officer outside the faculty to ask for help or support".
"knowing whom to talk to if facing an issue when you start at UT (e.g. through a DEI handout)".
"Maybe if everyone has a boss/supervisor who is not content-related also involved".
"I would probably like to have a contact person. It could be an email with referents for different issues. I do not think I would contact anyone at the moment, but could be useful in the future".
"I believe a well-supported anonymous way of dealing with unwanted behaviour is imperative. That is, I believe that everyone should be able to confidentially raise an issue with a committee/council that has explicit support from every (or most) full professors and other high-ranked personnel at the UT. Then this committee, on behalf of the complaining party (who would remain anonymous) can further raise the issue where necessary".

"I found the things out myself, who to talk in which situation, etc. This takes a lot of time. Can you not have a group of people to come together a few times per year and give each other suggestions about conflicts ? Such initiative would be useful".
<b>Other</b>
"There is too much emphasis on gender (e.g. documents with he/she, gender should not matter)"
"Check forms /pages of the use of he/her, either change it to the general 'they' or incorporate it."
"Consider to have the possibility in, for instance, Osiris, to have the pronouns incorporated (where the official sex is hard (or impossible for some nationalities) to change".
"Alle borrels are after work hours. I can almost never attend being a single mom".
"Events are frequently organized that cannot be attended remotely, which hampers participation."
"address work pressure to allow for 4 days of working in a week, e.g. by reducing the tasks and multitasking required in a job position"
"We could have stronger policies, e.g. on how to make groups in projects".
"DEI should be integrated in day to day operations, make someone at the highest management level responsible".
"Perhaps a employee idea box (anonymous) or a employee debate".
"Fostering belonging by shaping a shared story and vision that we can relate to. Create a low threshold point of contact for pointing out DEI issues and report progress. Accountability is critical".
"Some attention should be given to parents of young children. Academia is always fast-paced, but this is the category that will HAVE to slow down (care duty, pick-up times, broken nights, sudden illness). It is very easy to feel the pressure when confronted with colleagues that have far more time. In order not to bring the pressure to the family, this should be taken into account at work".
"Often invitations for meetings are for "scientific staff" only. As a technician, I do not feel very welcome".
"Maybe host an event for LHBTIQA+".

## CONCLUSION

### 1.22. In conclusion, is there anything else you would like to share with us that is relevant for us to know?

Category	Answer
Focus on individual uniqueness	Every person is unique, so we should not focus on arbitrary constraints to define or measure diversity.
Positive feedback and well wishes	Thank you for this survey, wishing you the best with the outcomes!
	Great work guys!
	Good luck
	Keep up doing the good work!
	Nice you hold this survey and promote it well. Keep going!
Emphasis on inclusion and equity	Focus on inclusion and equity - completely forget about diversity.
	DEI efforts are great but there is a risk that it breeds cynicism if not followed through or words differ from actions.
	A lot is in the minds and in unspoken thoughts. I think sincere awareness of our biases should be helpful
Personal experience and lack of diversity issues	It's very hard to answer these questions because I'm not really experiencing any problems with the lack of diversity myself (but I expect other people do).
	Please interpret my scores taking into account that I have "zeven vinkjes," i.e. I am not part of a minority.
	I am not leaving because of anything DEI related; my contract just ends with no extension in sight.
	I'm not part of any minority groups, so it is easier perhaps for me to be and feel included.
Concerns and critiques	Not really.
	It is constantly hard work. Don't slack off.
	The last question was a bit strange in my opinion. My reason for leaving EEMCS next year has nothing to do with diversity.
	Whenever "DE&I" comes up, my gut reaction is "oh no, more discrimination against men". Please make DE&I be about something different.
	Quit and save the UT money to spend on education or actually useful staff!
	To be honest, these questions don't make any sense, and these surveys should be about more important subjects...
Appreciation for DE&I initiatives	I really appreciate the initiative to set up a DE&I team in the faculty.
	I am happy to see that the faculty considers DE&I an important topic!
	I'm proud of working with this kind of diversity.
	I think that UT is very open-minded about D&I. However, I do think that there is room for improvement (in a most positive way).
Personal work-life balance and family considerations	As a mother, I have been pushed repeatedly to put my child into daycare at an earlier age than I want to by my boss. That does not feel very nice and does not feel like I am understood.
Suggestions for events or activities	Maybe host an event for LHBTIQA+.
	Sharing is caring. Sharing lunches, for example, or other activities.
Miscellaneous	Not only words but actions :)
	Nee. (Dutch for No)
	See my last statement.
	No.
	thanks for listening!

## ATTACHMENT 2: Quantitative data diversity EEMCS

The data in this attachment comes from the HR 04.01 – Diversity report and HR data from AFAS, with reference date 1-1-2024. The data regards the faculty EEMCS, unless specifically mentioned otherwise. Where applicable, it shows data for both FTE (full-time equivalent) and headcount, which is called ‘appointments’ in the diversity report.

### Percentage non-Dutch and female per function group

Scientific Functions - appointments	#	% non-Dutch	% Female
Full Professor	45	20%	20%
Associate Professor	49	41%	22%
Assistant Professor	98	62%	32%
Researcher	69	62%	35%
Lecturer	42	43%	52%
PhD	258	62%	28%
ENGd	5	80%	40%
Other scientific staff	4	0%	25%
<b>Total scientific staff</b>	<b>570</b>	<b>55%</b>	<b>30%</b>

Scientific Functions - FTE	#	% non-Dutch	% Female
Full Professor	35,4	25%	20%
Associate Professor	44	42%	23%
Assistant Professor	89	66%	31%
Researcher	58,1	68%	34%
Lecturer	34,8	49%	49%
PhD	253,9	62%	28%
ENGd	5	80%	40%
Other scientific staff	3,2	0%	31%
<b>Total scientific staff</b>	<b>523</b>	<b>58%</b>	<b>30%</b>

Support Functions - appointments	#	% non-Dutch	% Female
Technical	47	15%	15%
Educational	41	7%	90%
Secretarial	32	0%	100%
Project	18	11%	78%
F&C	13	8%	46%
ICT	10	20%	10%
HR	7	0%	100%
OBP Management	5	0%	40%
Other	10	10%	70%
<b>Total support staff</b>	<b>183</b>	<b>9%</b>	<b>62%</b>

Support Functions - FTE	#	% non-Dutch	% Female
Education support	32,9	6%	90%
F&C	11,8	8%	42%
HR	5,6	0%	100%
ICT	9,5	19%	7%
OBP Management	4,6	0%	40%
Other	8,5	10%	67%
Project support	14,5	10%	79%
Secretarial support	24,5	0%	100%
Technical support	40,8	15%	16%
<b>Total support staff</b>	<b>152,8</b>	<b>9%</b>	<b>59%</b>

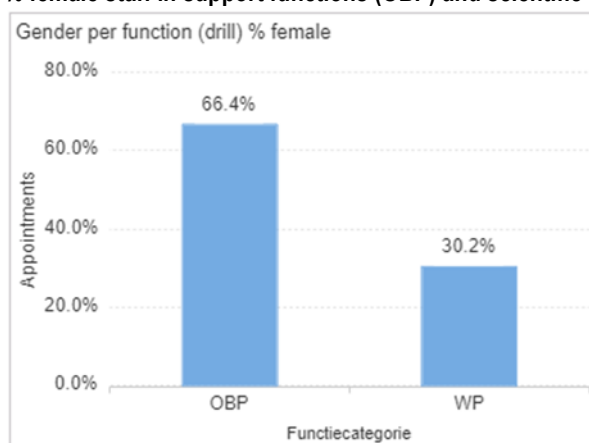
<b>Total staff - appoint.</b>	<b>753</b>	<b>44%</b>	<b>38%</b>	<b>Total staff FTE</b>	<b>675,8</b>	<b>47%</b>	<b>37%</b>
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\*"Other scientific staff" is a collection of 4 temporary scientific positions, clustered for anonymity.

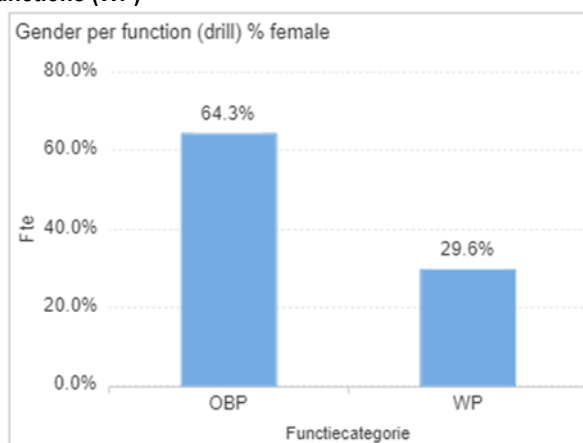
### % female staff per discipline

EEMCS FTE	EE	AM	CS
Assistant Professors	29,1%	28,4%	29,9%
Associate Professors	23,6%	12,5%	29,8%
Full Professors	13,3%	6,8%	30,8%

## % female staff in support functions (OBP) and scientific functions (WP)

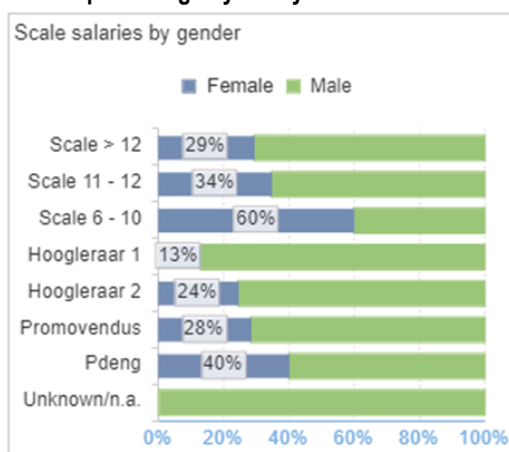


Appointments

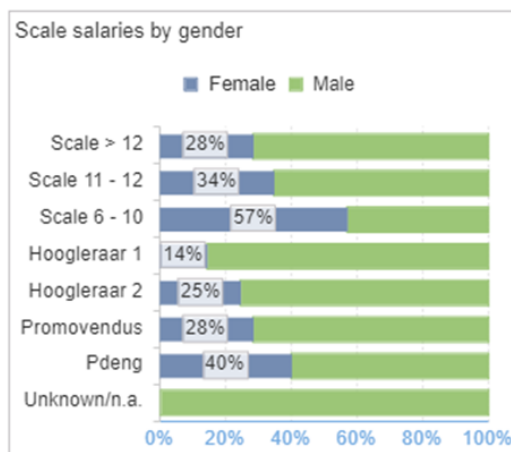


FTE

## Gender percentage by salary scale

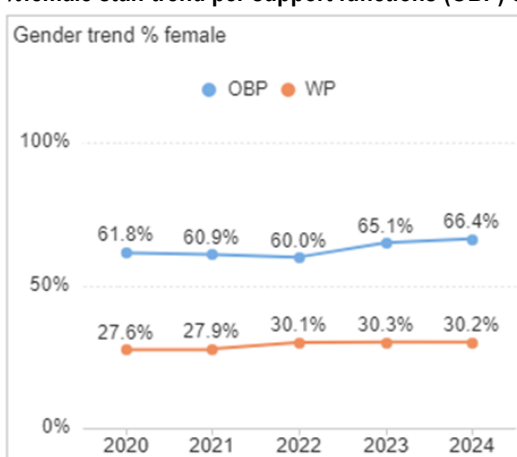


Appointments

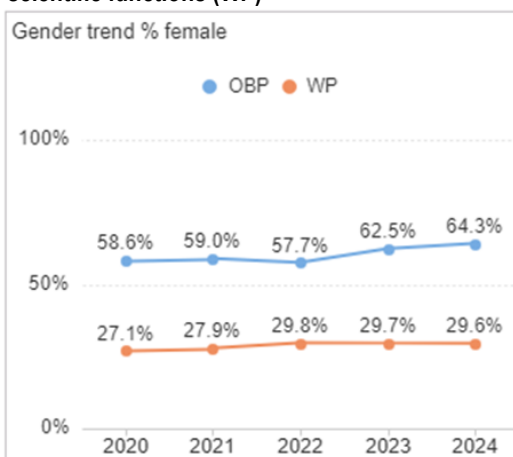


FTE

## %female staff trend per support functions (OBP) or scientific functions (WP)

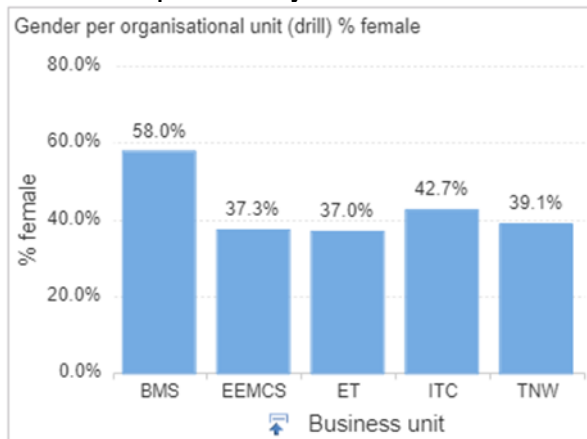


Appointments

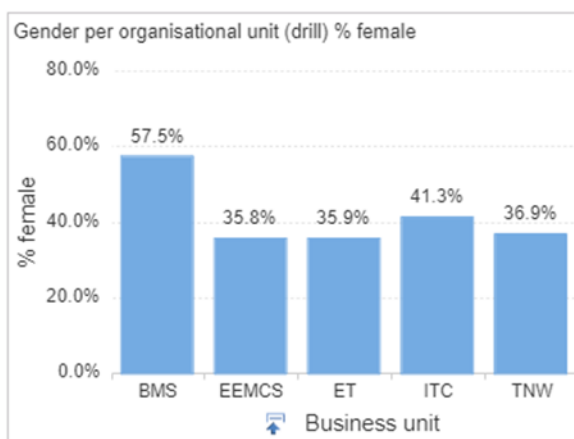


FTE

### % female staff per UT faculty

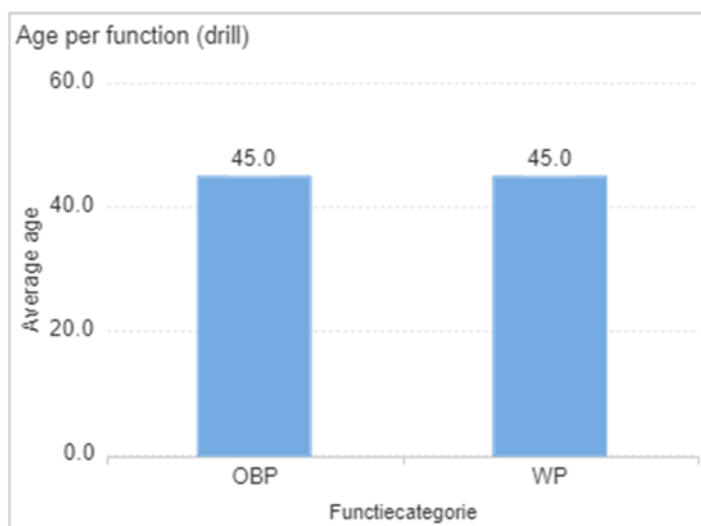
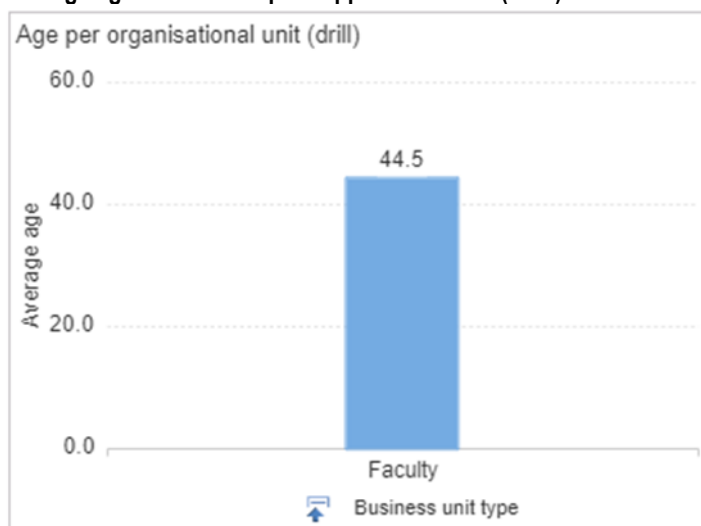


Appointments

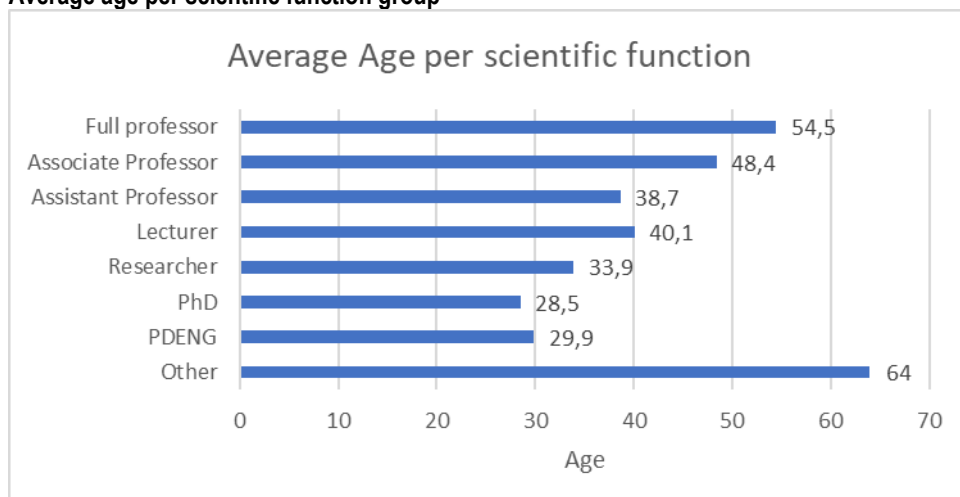


FTE

### Average age EEMCS and per support functions (OBP) or scientific functions (WP)

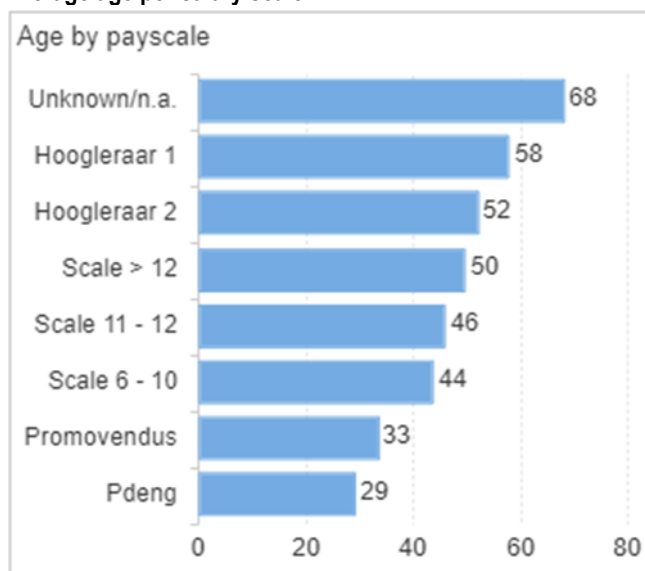


### Average age per scientific function group

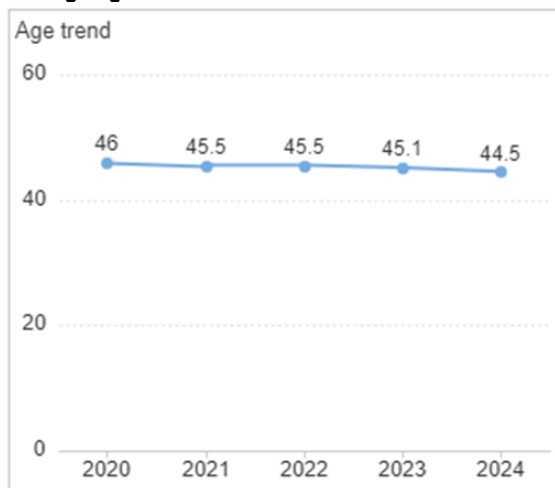


\*"Other" is a collection of 4 temporary scientific positions, clustered for anonymity.

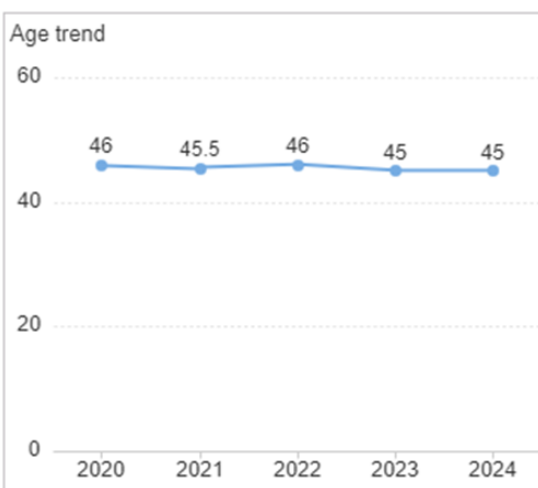
### Average age per salary scale



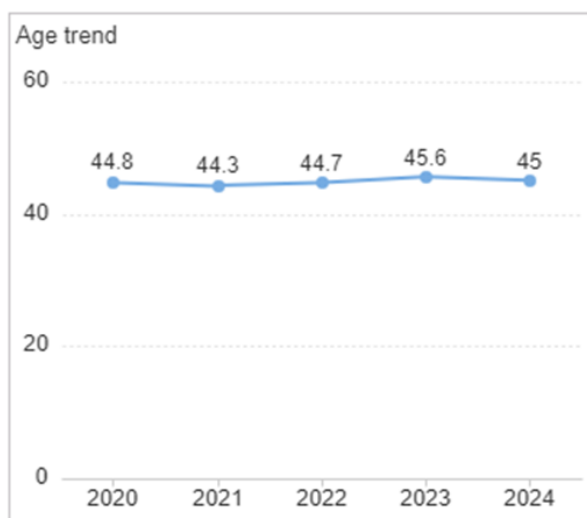
## Average age trend



*EEMCS Total*

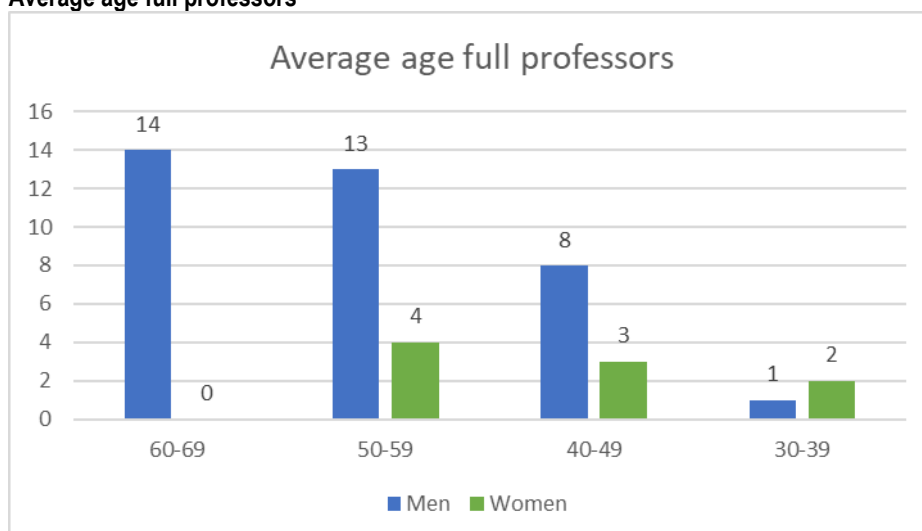


*EEMCS Scientific staff*

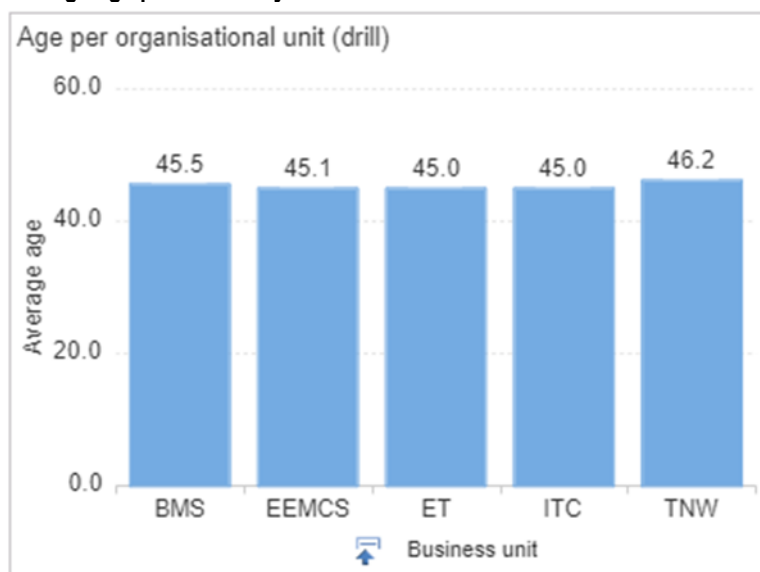


*EEMCS Support staff*

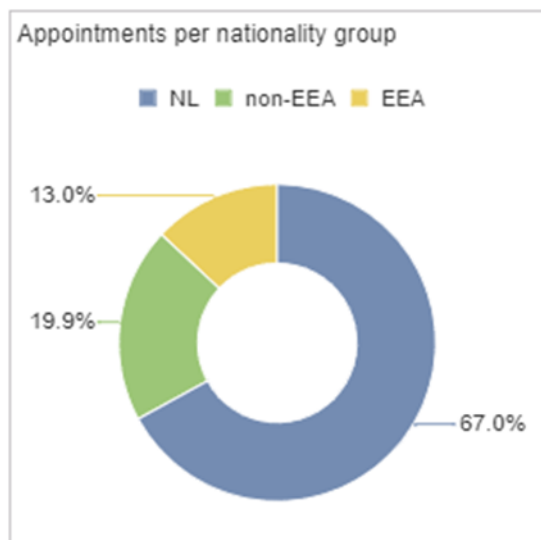
## Average age full professors



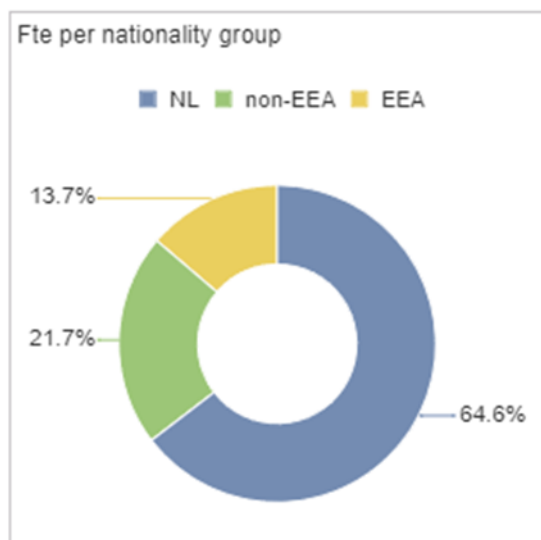
## Average age per UT faculty



## Staff nationalities: UT total

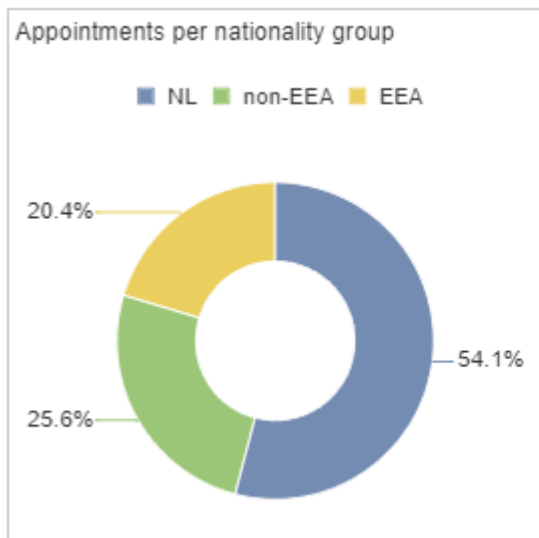


Top 10 nationalities by percentage	of appointments
Dutch	77%
German	6%
Indian	4%
Chinese	3%
Italian	3%
Iranian	3%
Turkish	2%
Brazilian	1%
French	1%
Spanish	1%

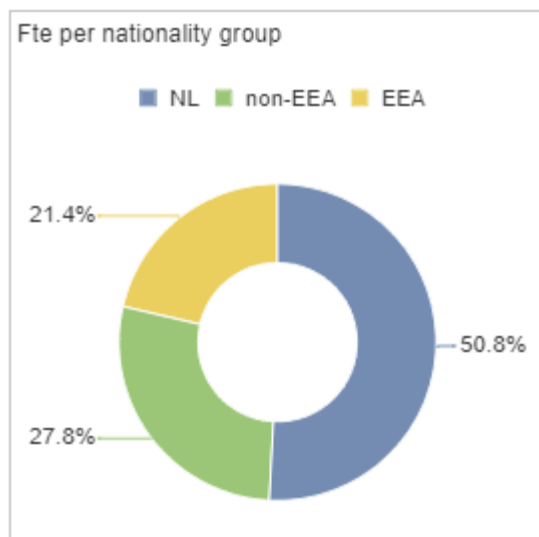


Top 10 nationalities by percentage	of fte
Dutch	75%
German	6%
Indian	4%
Chinese	4%
Italian	4%
Iranian	4%
Turkish	2%
Brazilian	1%
French	1%
Mexican	1%

### Staff nationalities: EEMCS total

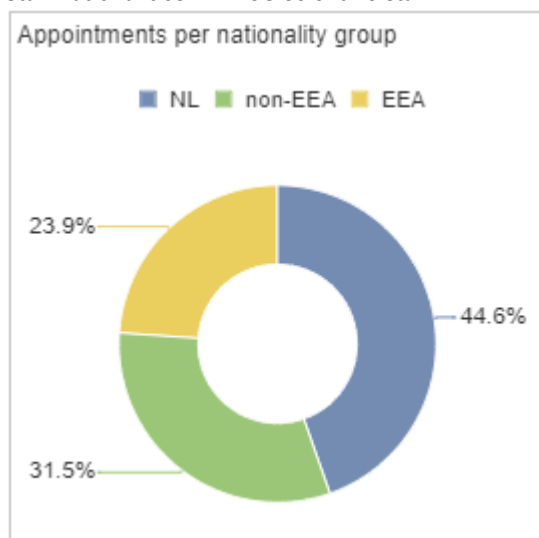


Top 11 nationalities by percentage	of appointments
Dutch	63%
German	8%
Italian	7%
Indian	5%
Chinese	5%
Iranian	4%
Brazilian	2%
Turkish	2%
Spanish	1%
French	1%
Ukrainian	1%



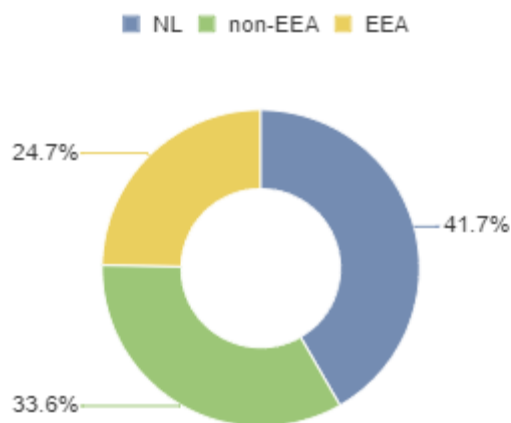
Top 10 nationalities by percentage	of fte
Dutch	61%
German	9%
Italian	7%
Indian	6%
Chinese	5%
Iranian	5%
Turkish	2%
Brazilian	2%
Spanish	2%
Ukrainian	1%

### Staff nationalities: EEMCS scientific staff



Top 10 nationalities by percentage	of appointments
Dutch	54%
German	10%
Italian	9%
Indian	7%
Chinese	6%
Iranian	6%
Turkish	3%
Brazilian	2%
Spanish	2%
Ukrainian	2%

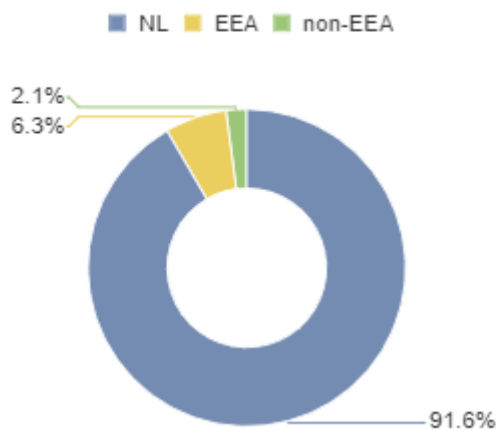
Fte per nationality group



Top 11 nationalities by percentage	of fte
Dutch	51%
German	11%
Italian	9%
Indian	7%
Iranian	6%
Chinese	6%
Turkish	3%
Brazilian	3%
Ukrainian	2%
Romanian	2%
Spanish	2%

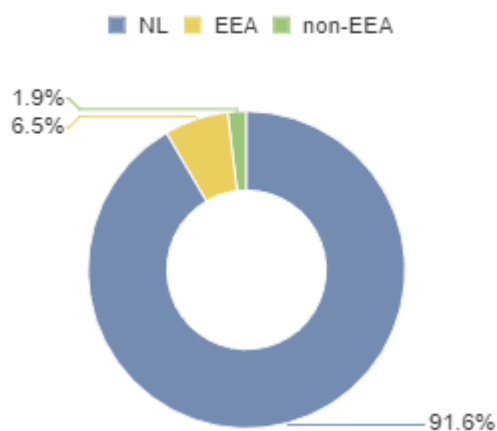
### Staff nationalities: EEMCS support staff

Appointments per nationality group



Top 11 nationalities by percentage	of appointments
Dutch	92%
Polish	1%
Swiss	1%
Brazilian	1%
Chinese	1%
French	1%
German	1%
Pakistani	1%
Portuguese	1%
Slovenian	1%
Spanish	1%

Fte per nationality group



Top 10 nationalities by percentage	of fte
Dutch	92%
Swiss	1%
Polish	1%
French	1%
Pakistani	1%
Portuguese	1%
Spanish	1%
Slovenian	1%
Brazilian	1%
Chinese	1%

### Nationality percentage for Assistant-, Associate and Full Professor

	Hoogleraar <sup>prof</sup>	Universitair docent <sup>prof</sup>	Universitair hoofddocent <sup>prof</sup>
EEA	15,22%	40,42%	29,23%
NL	84,78%	40,65%	60,90%
non-EEA		18,93%	9,87%

### EEMCS employees in management positions\*

# Management positions	Total	OBP	WP
Total number	48	12	36
Average age	54	52	54
Male	35	5	30
Female	13	7	6
Dutch	39	9	27
Non-Dutch	9	0	9

% Management positions	Male	Female
Management positions total	73%	27%
Management positions – scientific staff	83%	17%
Management positions – support staff	42%	58%

% Management positions	Dutch	Non-Dutch
Scientific staff	75%	25%
Support staff	100%	0%
Total	81%	19%

\*This includes the Faculty board, heads of departments and research groups and all other staff that formally manage "permanent" staff (no PhD candidates, EngD, temporary Researchers or Student Assistants).

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