QUEERING UNIVERSITY POLICIES
AN INVESTIGATION OF QUEERNESS IN RADBOUD UNIVERSITY'S DEI POLICY

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Abstract

This thesis explore queer dimensions in Radboud university's diversity, equity and inclusion (DEI) policy and the way that staff and students influence and are influenced by these policies. It presents an exploratory research using interviews with queer student organizers and policy professionals, a content analysis on DEI policies at the university, and a survey and ethnographic fieldnotes on the Queer(ing) Radboud event that took place in September 2023. This will be regarded through theories on heteronormativity, queering and feelings of belonging that are contextualized in the workplace and place of study. The results show that queerness is implicitly and explicitly present in Radboud university's DEI policy, but that this knowledge is not accessible to many people outside of a policy field. It was also found that community events, like Queer(ing) Radboud can do a lot to improve LGBTQ+ staff and students' feeling of belonging at the university.

Foreword

This thesis has taken me longer to write than I originally planned when I started my master in 2021. Due to a break in my studies, I had a long time to consider the topic. Queer experiences at the university are a very personal topic for me, as a queer student withing the university. Yet I have never considered my queerness in relation to the university, nor have I seen the university as anything other than the place I went to school. This thesis project has given me a lot to reflect upon and for that I am very thankful. Through this research I have gotten the chance to meet with very interesting people, who are known under a different name in this document. I am so grateful for their contributions, not only to this research, but also to my own perspective on life and my future. I have been inspired by their stories and career paths and genuinely hope that their insights are just as interesting on paper as I found them to be in person.

I also want to take this space to be grateful to my supervisor Friederike. When I started thinking about this thesis I was still heavily in recovery from a burnout. Our conversations over the last few years, especially in the beginning, have always been very motivating and made me see a future in a project that I could not image at the time. I have really enjoyed our discussions, especially these last few months. They have made me leave your office buzzing with energy and ready to write. I could not always see how my research mattered and where I was going, but you did and in the end I did too. Thank you for all the discussions and insights that helped me put this project into perspective. I hope you enjoy reading.

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Chapter 1: Introduction

Inclusion is very important to Radboud University. It was the first catholic university in the Netherlands in a time of religious segregation. This history as an emancipatory institution is often referred to on the university's social media and is used to advocate one of its strategic themes, diversity, equity and inclusion (Radboud University, n.d.). Radboud University is also part of different networks that promote diversity in the workplace. In 2021 the university signed the diversity charter of the Sociaal Economische Raad (Social Economic Council), which focuses on a diverse and inclusive workplace and is affiliated with the larger European Platform of Diversity Charters (Radboud University, 2021). It is also connected to Workplace Pride, an organization that focuses on LGBTQ+ inclusion in the workplace (Workplace Pride, n.d.). Especially this last organization shows that Radboud university is outwardly supportive of expanding the inclusion of LGBTQ+ people working and studying at the university. Within the organization there are several networks active that work on and promote inclusion, like the central Diversity, Equity and Inclusion (DEI) office. The DEI office will have an important role in this thesis, as they have written or contributed to most of the DEI policies that the university follows.

The following quote is taken from the Diversity, Equity and Inclusion (DEI) plan for 2021-2025 and shows the mindset that Radboud University follows when it comes to DEI:

> The University's ambition for diversity, equity and inclusion is to promote a safe, inclusive and equitable academic community that embraces and promotes diversity and the values of social justice, and to advocate for and act for positive change, in line with the Sustainable Development Goals. (2022, p. 6)

Radboud's focus on these themes fits within a larger trend of universities and companies in general focusing more on DEI (Morrish & O'Mara, 2011). According to Morrish & O'Mara diversity is used as a marketable aspect for universities that promises "corporate success" for those within the organization and in turn is used to attract prospective students, making the universities more market-led (2011, p. 978). There is an idea that diversity and inclusion are key to nurturing organizational and personal success (Essanhaji & Brink, 2022; Morrish & O'Mara, 2011). However, there is a difference between being diverse as an organization and being inclusive, wherein diversity shows that there are people with different backgrounds and identities within an organization and inclusion can mean that they are recognized and appreciated in their different identities (Essanhaji & Brink, 2022). So, an organization being diverse does not necessarily mean they put effort into making their employees feel included. In the case of sexual and gender diversity an organization can seem supportive and inclusive at first glance regarding their policies. These policies, however, aren't always reflected in decision-making processes, nor implemented (Morrish & O'Mara, 2011). This is why it is important to actually look at what is being done how the university contributes to these goals.

An important event for this thesis research happened in September 2023. In a collaboration with faculty, staff and students, Queer(ing) Radboud was organized. This was an event that took place in the Berchmanium building of the university campus. It had informative panel discussions on different queer topics that had a connection to the university and also hosted dinner and a dance party after. I helped with the organization of the event and also hosted one of the panels, which was on queer policy at the university. Approximately 110 people attended the event and it offered a major contribution to this thesis.

This master thesis aims to explore the importance of LGBTQ+ supportive policies[1] and the experiences of LGBTQ+ people, within the setting of Radboud university. LGBTQ+ supportive policies are formal rules and guidelines that an organization can implement in order to decrease discrimination for LGBTQ+ people or make the workplace a more queer-friendly space (Lloren & Parini, 2017). They are usually part of the general diversity, equity and inclusion policies and can range from same sex partners receiving employment benefits to diversity workshops and explicitly banning discrimination based on sexuality (Ozeren, 2014). Another topic of interest for this thesis is the way that people within Radboud university influence these policies and how these policies in turn affect the experiences of LGBTQ+ staff and students at Radboud university.

1.1 Societal relevance

There is a very distinct lack of information of what it means to be queer at a Dutch university and how being at a university affects the experiences of queer students and employees in the Netherlands. The insight in how queer people experience Radboud university, as well as the way that queer is present in Radboud university's DEI policy could be very relevant to policy makers in the university. The university has a DEI office, which was established in 2020 and currently has 4 employees. It is the major organization that is trying to make Radboud university more welcoming and inclusive to a diverse population of staff and students. They have published plans in collaboration with the university, like the DEI plan, that introduce goals and intervention to improve DEI at Radboud. There are also other groups at the university that work to improve DEI, but they are often focussed on specific demographics, such as student only groups. The resources in place as well as the organizations within Radboud that are working towards change or a better understanding of becoming an inclusive environment are not well known, to each other and to the people they offer services to. This thesis then can work towards gathering this information and producing a clearer and more concise picture of the state of the art of what it means to navigate Radboud as a queer person.

The benefits of this research are not only interesting to the university itself, but also to formal and informal action groups within Radboud, like the DEI office. It can be used to bring awareness to the position of queer people at all levels of university and create more understanding to their experiences. It could also highlight the importance of policies that are LGBTQ+ supportive and further the position of DEI at Radboud university. There is thus a lot to be gained for the University by paying attention to its LGBTQ+ employees and students. Becoming more inclusive means first finding out what people struggle with or wish to be different, which is what this thesis aims to find out.

1.2 Scientific relevance

There is a gap existing in knowledge on queer policies and experiences when it comes to universities in the Netherlands. Meanwhile, in the United States and England, research on universities and queer focusses mostly on the experience of queer identified students and their perception of inclusivity (Garvey et al., 2018; Yost & Gilmore, 2011). The research on being queer in academia as a teacher or researcher also shows different dilemmas, like how open in their sexual or gender identity one can be at the workplace, and being expected to uphold heterosexual norms (Calvard et al., 2020; Davies & Neustifter, 2021; Heckert, 2010). This thesis will offer a broad insight on the policies in place for queer and gender diverse students and staff as well as the experiences of actors who work to improve

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[1] They will sometimes be referred to as queer policies in this thesis to make a general statement on the way that they can sometimes be non-normative. LGBTQ+ policies is the term most used in this academic field.

inclusivity. This will be researched using a mix of qualitative and quantitative methods, meaning that the results will offer deep insights into the experiences of these people with clear examples and suggestions. This thesis, located in The Netherlands, is therefore not only exploring a previously unresearched area, but also seeks to explore how queerness is present in university DEI policies and how people can influence these policies.

By documenting the environment and inclusivity of a Dutch university this research will add to a larger body of queer geography (Gieseking, 2013; Nash & Browne, 2010) and the study of inclusive work (and study) places (Garvey et al., 2018; Kelly et al., 2021; Lloren & Parini, 2017). This research also focuses only on LGBTQ+ inclusion at Radboud, as sexuality is often under researched in workplace equality research (Garg & Sangwan, 2021; McFadden, 2015; Russen & Dawson, 2024). Sexuality does however impact feeling included and safe in certain spaces and when this space is where you work and learn, it impacts productivity as well (Garvey et al., 2018). It shows how policies impact the experiences of LGBTQ+ people and gives insight into how people use their agency within these situations.

1.3 Problem statement

This thesis is established to research in what way LGBTQ+ supportive policies are in place at Radboud university and how people influence and are influenced by these policies. There is little to no information on how LGBTQ+ staff and students experience the university, except for word of mouth. This thesis offers a little insight on how gender and sexual identity can impact a person's perception of their place of work or study. This is information that is not widely known, and I hope to shine a light on these experiences. Additionally, the recommendations that are provided at the end can be used to improve the way that Radboud university handles DEI issues and interacts with the queer community. The aim of this project is to increase societal relevance and awareness to the position of queer people within a university setting. The following research questions have been devised as a framework to guide the goals of this thesis:

How is queerness present in Radboud University's Diversity, Equity and inclusion policies?

How do different university stakeholders shape Radboud's DEI policies and how are staff and students affected by these policies?

How do community events such as Queer(ing) Radboud contribute to Radboud university's queer friendliness?

With the various research methods used, this thesis will offer a rounded look at different stakeholders and levels within the university, namely the level of policy, policy making, and queer staff and students. The first research question will offer insight into the official guidelines and strategies that the university employs to promote DEI, specifically the way that queer, as in non-heterosexual and/or cis-gender, is present in this. It will be researched using a content analysis and interviews with policy advisors. The second research question will explore the way that queer people experience Radboud university and how people influence and experience DEI policy related to queer topics. This question will be answered using interviews with policy makers, LGBTQ+ students who are in some way involved in policy making or organising (queer) events, as well as a survey that was distributed during the Queer(ing) Radboud event. The last research question uses data collected during the Queer(ing) Radboud event to study how community events are experienced and what they could contribute to the overall queer-friendliness of the university (see methods chapter for larger exploration of methods used).

1.4 Language use

To define diversity equity and inclusion (DEI) in this thesis, I use the following definition from the 2022 Radboud university DEI plan, which outlines the goals and policy interventions on DEI themes for the university:

> Diversity is the set of characteristics on which people differ from each other. It includes aspects such as nationality, creed, language, gender, gender identity, sexual orientation, talents and disabilities, ancestry, ethnicity and numerous other characteristics.
>
> Equity refers to the creation of equitable outcomes for all through the variable allocation of resources, rights and adjustments to meet the complex diverse needs of individuals or groups. It deviates from simply providing equal opportunities in the sense that it takes into account the different advantages and disadvantages that may exist between people and groups.
>
> Inclusion is the involvement of everyone as a valuable, autonomous and contributing participant in the activities of Radboud University.
> (Jualla van Oudenhoven, 2022, p. 5)

This definition was used because the research is situated at Radboud university and focuses on its inclusion policy, so it is useful to have the same understanding of diversity, equity and inclusion. The definition that is used by the DEI office also takes these concepts as different from each other, but interrelated for the use of policy. DEI policy in this thesis refers to the organizational guidelines and actions or interventions that work to promote DEI themes on Radboud university. This can range from policy made by the DEI office, to resources for different target groups. In the definition of DEI by the DEI office, sexuality and gender identity are explicitly mentioned and when used in this thesis they are also part of a broader concept of DEI.

Queer-friendly, which was used in the third research question, was described by Kelly et al. (2021) to be a supportive workplace environment for LGBTQ+ employees. Whether a workplace is queer-friendly can be impacted by policies and workplace culture (Kelly et al., 2021). In this thesis it will be used to refer to student and staff experiences of acceptance and/or being welcome at the university.

LGBTQ+ will be used to refer to people with a non-heterosexual and/or non-cisgender identity. This pertains to the people that work or study at Radboud university with a non-heterosexual and/or non-cisgender identity. A lot of the literature in the theoretical framework is about different aspects of LGBTQ+ people or queer/queering. In that chapter I will use the words that the author uses, which will deviate from this general rule.

Queer and queering in this thesis refer to the non-normative and attempt to question what is taken for granted (Nash & Browne, 2010). This means non-normative identities (queer as a noun), as well as ideas. Queer identities can be people that identify as part of the LGBTQ+ community, but also people who do not fit within heteronormative standards (see 2.1.2), such as gender non-conforming people or people in non-monogamous relationships.

1.5 Practical experience

For the practical experience I was planning to do an internship at the DEI office to research this thesis. However, due to internal changes within the DEI office and miscommunication on my part, this has fallen through. Although I am still planning on organizing a workshop of sorts after the completion of the thesis, I do not feel comfortable calling it an official internship experience. I did help in organizing

the Queer(ing) Radboud event that took place on the 14th of September 2023. This was an event organized by a diverse group of people (faculty, staff and student) to create an event centred around queer and Radboud university. There were 3 panel talks and a dinner with music and space to dance afterwards and it was open to staff, students and people from outside the university, who were interested in queer topics. There were 110 attendees approximately. I helped in organizing the event in the months leading up to it, and also hosted the first panel on queer policy at Radboud university. I also set up a survey for the guests to evaluate the event, which was used in this thesis as a part of the research. Although this does not substitute an internship, I combined academic research with the practical applications of that research and it has offered a very valuable contribution to the data.

1.6 Reading guide

This thesis is divided in multiple chapters. The second chapter is the theoretical framework, which is divided into three thematic subchapters that build up to policies for and experiences by LGBTQ+ university staff and students. It ends with a conceptual model. The third chapter explains the research methods that were used for this thesis, as well as the positionality of the researcher. The fourth chapter showcases the results of the research and is divided into three subchapter that loosely follow the order of the research questions. The fifth chapter is the last one and covers the research limitations, the discussion, the recommendations, future research, the reflection and a concluding statement. There is also an appendix, which includes the survey questions, interviewguide and an index of the content analysis

Chapter 2: Theoretical Framework

This chapter is divided into four subchapter, of which the first three explore different fields of research that build the theoretical framework of this research. Subchapter 2.1 will discuss the use and history of queer and heteronormativity in academic research. Chapter 2.2 will build further on this by applying these theories to a workplace environment and explaining how LGBTQ+ employees experience the workplace and what DEI policies can be in this regard. Chapter 2.3 applies the knowledge from the previous two chapters specifically to a university context and discusses theories of LGBTQ+ student wellbeing and belonging, as well as academic staff and their position within a heteronormative university. Chapter 2.4 presents a conceptual model of the most important relationships for the thesis research.

2.1 Queer, queering and heteronormativity

2.1.1 Queer as a noun and a verb

In academic debates, queer is an established term with multiple meanings. In general, there are two distinct approaches in queer theory (Somerville, 2020). The first is a way to refer to the queer subject. In this use, queer is an identity marker that functions as an umbrella that encapsulates different gender and/or sexuality identities that are not heterosexual or normative (McGuire, 2022; Somerville, 2020). Queer as an identity is understood to be broader and less descriptive than an identity like gay or lesbian, with room to personalize (Heckert, 2010; Somerville, 2020). This usage of queer can be referred to as queer as a noun (McGuire, 2022). Queer is also used as a verb – queering – in which it refers to a more critical way of thinking and deconstructing normativity and the production of it (Somerville, 2020). In the current field of queer theory, there is less focus on gay and lesbian identities, as there used to be

in its beginnings, and more focus on deconstructing fixed identity categories and questioning normality (Nash & Browne, 2010). In this reading queer is used to destabilize 'fixed' or normal identities and show that this is instead a relational process (Watson, 2005). Queer posits itself against the normal and not against heterosexuality (Giffney, 2004). According to Marcus (2005, p. 197), one of the most important contributions to queer theory is showing how "homosexuality and heterosexuality mutually define each other".

The following quote by Browne and Nash (2010, p. 5) offers a good expansion on the political aspirations of queer: "Queer theory challenges the normative social ordering of identities and subjectivities along the heterosexual/homosexual binary as well as the privileging of heterosexuality as 'natural' and homosexuality as its deviant and abhorrent 'other'." Although queer can have a political and deconstructive meaning, it is sometimes used as a replacement for gay and lesbian studies and fails to be transgressive, as it is used as a descriptor and not necessarily denotes a destabilizing process (Giffney, 2004; Marcus, 2005). On the other hand, locking queer in a definition also takes away its power. As Browne and Nash (2010, p. 8) argue "keeping queer permanently unclear, unstable and 'unfit' to represent any particular sexual identity is the key to maintaining a non-normative queer position." There is no right and authentic way to define what queer means without in some way creating new dichotomies or normativity. This is why it is important to specify and elaborate on how it will be used.

In regards to the above interpretations on queer and queering, I will use queer in this thesis as a fluid and transgressive term that questions normativities concerning sexuality and gender by questioning what is seen as natural (McGuire, 2022; Nash & Browne, 2010; Somerville, 2020). In this way it is also possible to reflect people's lived experiences within the university, which are often fluid, contextual and relational.

2.1.2 Norms, normativity and heteronormativity

As shortly explored in the above paragraph, queer theory has an important function in undermining normativity and fixed categorisation. To understand this further, this section will posit different understandings of how the normal came to be, as well as how queer can deconstruct this.

In theories about norms, normality and normativity, Michel Foucault and Judith Butler are foundational scholars on which a lot of queer theory is built. They have contributed heavily to the knowledge in social sciences of how social norms shape behaviour and how these norms are upheld by oppressive institutions (Hendriks, 2023). Norms in Foucault's understanding, are a form of power not unlike laws. Foucault "uses normalization to refer to the social control of *both* individuals and populations"(Hendriks, 2023, p. 243). However, these norms are not just applied from outside forces, but in the process of normalization norms produce themselves from the existing ideas of what is normal and what is not (Hendriks, 2023). Foucault posits that even in times we now think of as sexually repressed, sexuality was actually heavily discussed and normalized in legal and medical discourses (Foucault, 1978). Within and through these discourses, sexuality derived meaning and was regulated (Foucault, 1978; Namaste, 1994). In this way repression came not only from the law, but from the social taboos and discourses that dictated when and where one could speak about sexuality. Sexuality was institutionalized in this way and became constrained through discursive power (Foucault, 1978). Queer theory scholars have used Foucault to show that sexuality was invented (Amin, 2020) and that sexualities like homosexuality and heterosexuality are produced as an identity through discursive practices (Foucault, 1978; Namaste, 1994). Queer theory also builds on his ideas on normalising powers and how the normal is constructed (Amin, 2020), as well as how those discursive powers structure society (Nash & Browne, 2010).

By normalising certain norms and behaviours, something is posited as good, and the range of acceptable behaviours becomes limited, since behaviours outside of the norm automatically become bad and unacceptable (Taylor, 2009). This describes how norms can create both desirable and undesirable behaviour, not on the basis of the behaviour itself, but purely on the values that have been attached to it. A Foucauldian view on how discursive power structures society does not have to be rigid (Hendriks, 2023; Nash & Browne, 2010) as desirable behaviour is contextual and can thus change depending on the setting. Taylor (2009, p. 47) describes how this structuring of social reality through norms works: "In time, the repeated behaviours become embedded to the point where they are perceived not as a particular set of prevailing norms, but instead simply as ‚normal,' inevitable, and therefore immune to critical analysis." When queer wants to deconstruct taken for granted social conventions, they want to question this process and the institutions though which these norms are normalized (Nash & Browne, 2010; Watson, 2005).

Judith Butler expanded on this theory of normativity from a queer-feminist perspective. Her performance theory and gender matrix have become fundamental in queer theory (Butler, 2006; Marcus, 2005). Norms that surround gender and sexuality are constantly put into practice, and it is through this repeated practice that these norms become constructed as 'natural' (Alsop et al., 2002). It shows a cycle, people perform a certain way because that is what is seen as normal and this performance reinforces the norm (Alsop et al., 2002). However, through this constant reproduction of gender and sexuality, they can be changed and subverted (Marcus, 2005). Butler showed that norms are dependent on what they exclude and that norms are vulnerable as well, as they are constantly repeated and challenged (Alsop et al., 2002; Butler, 2006; Hendriks, 2023; Marcus, 2005).

Oswald et al. (2005, p. 144) define heteronormativity as: "the implicit moral system or value framework that surrounds the practice of heterosexuality." This system combines gender, sexuality and family ideology and functions on binary opposites of natural and unnatural (Browne, 2006; Oswald et al., 2005). It holds up behaviour that conforms to heterosexuality as normal and 'correct' (Oswald et al., 2005). As norms are contextual, different spaces have different norms, yet most (public) spaces are heteronormative (Hubbard, 2017; Valentine, 1993). Deviating from the norms in these places is an act of passive or active resistance, based on how someone acts, dresses, moves or talks, they are seen as not conforming (Marcus, 2005; Valentine, 1993). In line with Butler's theory, you are not performing gender and sexuality in accordance with the normative standard (Butler, 2006). So being queer in a heteronormative space is a deviation, even if that is possibly unintentional on the queer persons part (Hubbard, 2017). This can make queer people in heteronormative space feel unwelcome, alienated unsafe or even threatened (Davies & Neustifter, 2021; Valentine, 1993).

In sum, queer theorists that work with the theories of Butler and Foucault show that being queer in a space that adheres to heteronormativity is subverting these norms, if only by making people question what they perceive as normal (Marcus, 2005; Nash & Browne, 2010). It is within this context that the queering of space can happen (Browne, 2006; Hubbard, 2017). The next two chapters show how heteronormativity is institutionalized in workplaces and places of education, and in what way queering can take place here.

2.2 DEI, inclusive workplaces, queer policy

This section will explore the concept of DEI and inclusive workplaces, combining research in this field to look at ways that LGBTQ+ people experience the workplace.

2.2.1 Explaining DEI and workplace inequality

Workplaces are not neutral, they endorse gender norms and heterosexuality, but they do not appear sexed or gendered because what they endorse is seen as neutral and taken for granted (Mishel, 2020; Williams & Giuffre, 2011). Within human resource development, researchers have theorized that employees with marginalized identities are discriminated against through organizational structures that privilege certain groups of people (Acker, 2006). This has led to the theory that workplaces are gendered and (hetero)sexualised and reinforce heteronormativity (Acker, 2006; Kelly et al., 2021; Williams & Giuffre, 2011). Within this field of research, many theorists highlight the importance of intersectionality and realising that identity groups are not homogenous and people can experience unique advantages or disadvantages based on different aspects of their identity (Acker, 2006; McCluney, 2020). Neglecting intersectionality in diversity policies actually has the risk of reinforcing inequality (McCluney, 2020).

DEI policy refers to the measures that organizations take to foster diversity, equity and inclusion. In many organizations DEI has become a core value, instead of a subdivision of human resources (Russen & Dawson, 2024). Different strategies have been developed in organizational studies to diminish inequality and develop a workplace in which everyone is treated the same (Garg & Sangwan, 2021; Iyer, 2022). The four best known interventions that address workplace inequality are: affirmative action, targeted human resource management, diversity training, and accountability and transparency practices (Roberson et al., 2020). They target things like hiring processes, unconscious bias and workplace climate by reducing discrimination and prejudice, as well as making intervention to advance the position minority groups in the workplace (Russen & Dawson, 2024).

There is still a lot of debate on what constitutes a good policy and whether DEI policies are successful (Onyeador et al., 2021; Roberson et al., 2020). Issues of inequality are difficult to solve, they are often complex and reflect inequalities that span society (Acker, 2006; Onyeador et al., 2021). If DEI policies fail, it is often due to the quality of the implementation, which can heighten resistance against future efforts (Iyer, 2022). This makes it important that DEI policies are not hailed as silver bullet solutions, but rather as steps towards a larger goal of creating workplaces that foster well-being and diminish inequality (Onyeador et al., 2021)

2.2.2 Policy implication for LGBTQ+ employees and queer policy

Policies play a major role in the protection of queer and trans workers, conclude Kelly et al. (2021) in their research on the way policy, ideology and practice influence queer-friendly workplaces. In the Netherlands, discrimination on any grounds is illegal, which includes sexuality and gender identity. More importantly for this thesis, the Equal Treatment Act prohibits discrimination on gender identity and sexuality in employment situations (Rijksoverheid, 2018). This legal protection against discrimination and for equal treatment is often copied in human resources (HR) workplace policies to ensure that places of employment comply with the laws of a country (Mehta et al., 2023). LGBTQ+ supportive policies can also take the form of transition leave, inclusive parental leave, inclusive language policies, inclusive diversity trainings, or employee resource groups (Huffman et al., 2020; Lloren & Parini, 2017; Mehta et al., 2023; Pichler et al., 2017). Inclusive policies can impact employees behaviours and attitudes (Webster et al., 2018). It can signal support and safety towards LGBTQ+ employees, and when done correctly can be seen as a representation of company values (Webster et al., 2018).

Furthermore, policies can create a supportive environment. Pichler et al. (2017) argue that benefits of LGBT supportive policies are spread to all employees, regardless of sexuality. Through these policies

employees can see that the company supports equality, which can increase overall perception of fairness at work as well as positive attitudes (Pichler et al., 2017). However, this positive outcome is dependent on the implementation and visibility these policies have, as well as the support they receive from upper management (Pichler et al., 2017; Webster et al., 2018). If they lack this support they could be interpreted as empty promises (Webster et al., 2018). The next section goes more in depth into the consequences of experiencing a supportive or non-supportive workplace environment for LGBTQ+ employees (see 2.2.3). Policy is not alone in contributing to a queer friendly workplace. Kelly et al. (2021) researched how and why a workplace is considered queer-friendly by its queer and trans employees. They found that workplaces were experienced as queer-friendly "as a result of state and local legal protections, workplace policies, and supportive workplace cultures that encouraged disclosure and visibility as well as provided protection from discrimination"(Kelly et al., 2021, p. 1090). So workplace culture and interpersonal connections are also important in creating a queer-friendly workplace, as is corroborated by Webster et al., (2018) who give different examples of how supportive colleagues can increase "belongingness, acceptance, companionship and self-worth" (Webster et al., 2018, p. 196). This goes to show that policies are not the extent of what creates inclusive workplaces; a whole host of social and institutional processes contribute to whether workplaces are considered as inclusive.

As explained in section 2.2.1, DEI policies exist to decrease inequality as a whole. This means that policies that serve to make a workplace more equal and open-minded, do not specifically have to target the LGBTQ+ community to make the workplace more open to them. If DEI policies exist to make the workplace more welcoming to diversity, then sexuality and gender diversity are included in this.

2.2.3 Queer in(g) the workplace

Within DEI and human resource research, LGBTQ+ diversity and (in)equality is among the least researched dimensions (Garg & Sangwan, 2021; McFadden, 2015; Russen & Dawson, 2024) and in many countries there are little or no legal protections against discrimination on the basis of sexual orientation or gender identity (Garg & Sangwan, 2021; Ozeren, 2014). LGBTQ+ employees generally experience lower levels of workplace wellbeing (Perales, 2022) this can be impacted due to many things, like workplace culture, identity concealment and legal protections (Kelly et al., 2021; Newheiser et al., 2017). Queer identity is also often less visible than other identities and queer employees can choose to conceal their identity at work (Lloren & Parini, 2017). Disclosing a queer identity is also a continuous process, rather than a singular event, which can play a role in people's decision on 'coming out' (Lloren & Parini, 2017). Although openly LGBTQ+ people experience discrimination at work (Mishel, 2020), not disclosing their identity negatively impacts LGBTQ+ employees too. Concealment of identity causes constant effort and can result in stress or anxiety (Lloren & Parini, 2017), reduces feelings of belonging, self-esteem and employee commitment (Newheiser et al., 2017) and overall negatively impacts productivity (Newheiser et al., 2017; Ozeren, 2014). However, 'coming out' is a process in which the employee often weighs the negative impacts it might have against the positive. Different researchers have shown that LGBTQ+ people that disclose their identity at work have a more positive workplace experience in general (McFadden, 2015; Newheiser et al., 2017; Ozeren, 2014). Concealment is more often a sign of a non-inclusive workplace and pushes employees to adhere to normative expectations (Lloren & Parini, 2017; Newheiser et al., 2017). This research that sexuality has an effect in the workplace disproves the belief that it is only a private matter and places it squarely in the public sphere (Williams & Giuffre, 2011).

As stated before, heteronormativity reproduces binary opposites in gender and sexuality and is the dominant norm in most public spaces (see 2.1.2), which is true for workplaces as well.

Heteronormativity can be present in workplaces in different ways. At an organizational level it can be present in organizational documents, or inform policies that, as an example privilege monogamous relationships with biological children (Corlett et al., 2023). It can be present in the physical workplace by having only gendered bathrooms or changing rooms (Corlett et al., 2023; Kelly et al., 2021), which follows binary gender norms. Heteronormativity can also shape informal norms like dress code, basing what people can wear on their perceived gender (Corlett et al., 2023; Davies & Neustifter, 2021; Kelly et al., 2021). In this way, personal expression is limited by what is seen as professional. Mizzi (2013) shows that professionalism reproduces and sustains heteronormative values and coins heteroprofessionalism as a concept to analyse ways in which notions of professionalism can marginalize queer identities. In his research, he showed that even within companies that use language of inclusion and specifically mention sexuality, gay workers were silenced in their sexuality as it was seen as outside of the professional standard (Mizzi, 2013). Heteroprofessionalism is another way in which heterosexuality and gender norms are positioned as normal and identities or behaviours that deviate from this normal need to be 'dealt with' (Corlett et al., 2023; Mizzi, 2013).

With different sexualities being more commonly accepted these days, some queer employees encounter homonormative ideologies in their workplace (Kelly et al., 2021; Williams et al., 2009). In this context there is acceptance of different sexualities, but only if it fits within certain boundaries (Kelly et al., 2021; Williams & Giuffre, 2011). Homonormativity in this sense often favours certain behaviours and relationships (e.g. monogamous) over others, which still leaves queer employees that cannot fit this narrative with the choice of assimilation or authenticity (Kelly et al., 2021; Williams et al., 2009). As a note of importance, Kelly et al. (2021) found that transgender employees experience more challenges in the workplace in regards to visibility and recognition, protection from discrimination and organizational policies. They argue that changes in policies, practices and ideology are needed to support queer friendly workplaces. These changes can range from transition leave for people in gender transition to legal protection from discrimination (Kelly et al., 2021). With LGBTQ+ supportive policies in place, researchers report discrimination on basis of sexuality or gender identity is lower and that LGBTQ+ identifying employees feel better and more supported at work (Lloren & Parini, 2017; Ozeren, 2014; Williams & Giuffre, 2011)

Both heteroprofessionalism and homonormativity can create workplaces in which being LGBTQ+ is acceptable, but only within certain parameters of behaviour (Davies & Neustifter, 2021; Williams & Giuffre, 2011). In this case, while there might be DEI policies that prevent discrimination, assimilation is still the informal strategy to dealing with diversity. Workplaces are not seen as sexual because they uphold heterosexual norms, same as in public spaces that are sexual but do not appear to be so because they are heterosexual (see 2.1.2) (Hubbard, 2017; Williams & Giuffre, 2011). The queer workplace, as is imagined by Williams and Giuffre (2011), allows for queer expression and questions heteronormativity. As with queering space (2.1.2), existing as a queer employee who does not fit within the standard of heteroprofessionalism or homonormativity is an act of queering and serves to question the heteronormative boundaries present in workplaces (Davies & Neustifter, 2021). So long as respectability and professionalism are tied to heteronormativity and serve to uphold binary divisions, queer organizations and queer expression will have relatively little impact on the status quo (Davies & Neustifter, 2021; Williams & Giuffre, 2011). This is echoed by Holmes IV (2019) who states that a cultural shift is needed to counteract institutionalized heteronormativity.

2.3 Queer experiences and policies in heteronormative universities
The research for this thesis takes place in a university setting where queering and (hetero)normativity take place differently depending on the context. The university is a very insightful place to look at the

way queer people exist in a heteronormative public space. As an institution, it serves to educate people, but it is also a business with many employees and financial motivations. Higher education came to be seen as the great equalizer in post-industrial societies, the place where everyone would get the same chance to educate themselves gain a higher position(Bernardi & Ballarino, 2016). Education is also seen as one of the macro levels in which heteronormativity and other normative ideas are reproduced (Holmes Iv, 2019). In short, universities are normative places. Hence, this chapter brings together the theories discussed about heteronormativity in the workplace and the experience of being queer in a place that is heteronormative.

How LGBTQ+ university students experience their university is often researched in terms of campus climate (e.g. Garvey et al., 2018; Greathouse et al., 2018; Parker III, 2021; Yost & Gilmore, 2011). Renn and Patton (2011, p. 248) describe campus climate as "mediated by the extent individuals feel a sense of safety, belonging, engagement within the environment, and value as members of a community." Although this assessment can differ among individuals, different studies have found that LGBTQ+ students consistently give a lower score to this campus climate than their heterosexual and cisgender counterparts (Garvey et al., 2015; Greathouse et al., 2018; Yost & Gilmore, 2011). Garvey at al. (2018) link LGBTQ+ students' academic performance and persistence with their perception of the campus climate, and show that campus climate has an impact on academic success. This means that academic success is impacted by how supportive the social environment of the university campus is for the student, which gender identity and sexuality can influence (Garvey et al., 2018). Overall, LGBTQ+ students face microaggressions, stereotyping and other more subtle discriminatory behaviour on campus (Garvey et al., 2018). These interactions can be with staff members or other students, but the way that a university campus is designed can also serve to alienate queer students. University settings often reinforce binary gender divisions with gendered facilities, which can marginalize students that challenge this binary, like transgender or non-binary students (Pryor, 2015).

The negative experiences described above can impact a student's sense of belonging. This can have negative effects on their psychological health and engagement in their studies (Garvey et al., 2018; Woodford & Kulick, 2015). Parker III (2021) finds that a higher perception of campus climate correlates with a higher sense of belonging amongst LGBTQ+ students. Students can gain a higher sense of belonging from interpersonal relationships, although other factors like policy also play a role in this (Woodford et al., 2018). Research by Linley et al. (2016), shows that knowing there are LGBTQ+ staff members that are open about their sexuality or gender identity, has a strong positive effect on the students' sense of belonging. The sense of belonging that LGBTQ+ students' experienced was also improved by knowing that campus administrators were trying to create a better campus climate for a diverse student body (Garvey et al., 2018). Being part of, or even knowing that there is a LGBTQ+ student group can also improve the perception of campus climate for students (Coley & Das, 2020; Marx & Kettrey, 2016). Woodford et al. (2018) show that LGBTQ+ students who join these students group have a lower risk of experiencing depression and create safe spaces for these students. However, this is improvement is not spread equally, as research by Day et al. (Day et al., 2022) shows that transgender nonbinary and gender non-conforming students did not always feel included in these groups, and trans, nonbinary and gender non-conforming students of colour were often more marginalized. Bisexual students also felt marginalized within LGBTQ+ student groups, as Tavarez (2022) reports. This goes to show that although community connections matter for LGBTQ+ students' feeling of belonging, it is not always spread equally.

Preston and Hoffman (2015) argue that universities that are explicit in their support of LGBTQ+ students create a narrative that these students are vulnerable and in need of help. This framing can reinforce the belief that LGBTQ+ people are different and thus work to reinforce heteronormativity. The way that

diversity is framed can also reinforce binaries of the white, male student and the 'other' (Iverson, 2012). Preston and Hoffman (2015) state that the goal of diversity programs in universities should be questioned, as they often work to reinforce binary hierarchies by fitting the diverse 'other' into normative structures. The authors do point out that they do not mean to say that this type of support is not needed, since there is a wealth of evidence that states that LGBTQ+ students face discrimination and support from the university can help diminish that (Preston & Hoffman, 2015). It is important that university administrators think about queer experiences in policymaking and practices, but by doing this in a narrative of them needing help can take away from their agency (Preston & Hoffman, 2015; Pryor, 2018).

The university also functions as a workplace, employing teachers, researchers, administrators and support staff, to name some examples. A lot of general experiences that were mentioned in chapter 2.2 apply to the university as workplace as well. What differs from other types of workplaces is that researchers and educators in universities are often in a unique position to explore the topic of queer identities in the university workplace from an ethnographic standpoint. Research on being queer in academia is often done by people who identify as queer themselves (Davies & Neustifter, 2021; Heckert, 2010). According to Davies and Neustifter (2021), queer academic staff has a position of both invisibility, due to heteronormativity in the workplace, and high visibility as a result of not conforming to heteroprofessionalism. This (in)visibility paradox works to 'other' queer and trans professionals and in that way also reinforce the heteronormative ideals as normal (Davies & Neustifter, 2021). Queer and trans educators also have to navigate disclosing their identity, with the same stressors that come with not disclosing their identity that other employees face (see 2.2.3). Disclosing could mean a more authentic teaching experience, being able to share anecdotes, work on LGBTQ+ advocacy, creating a safe space and being a role model for LGBTQ+ students (LaSala et al., 2008; Prock et al., 2019; Reinert & Yakaboski, 2017). Yet it can also have drawbacks for faculty such as discrimination, limited opportunities, negative student evaluations and pigeonholing or tokenism[2] (Prock et al., 2019; Reinert & Yakaboski, 2017). For university staff, this creates a web of heteronormative expectations and possible risks and rewards that they need to navigate in regards to their identity.

Queer students and staff are not only passively put into a system that disadvantages them, they have the agency to move and affect change within this system. Change can refer to something like policy for LGBTQ+ people in the university, increasing awareness, creating a safe and supportive space, and affecting interpersonal relationships (Linley et al., 2016; Messinger, 2011). Student-led activism has often led to more inclusion for LGBTQ+ people in universities, faculty and staff activism has also become more common over the last decade, despite the threat of institutional retaliation (Pryor, 2021).This activism is one way in which LGBTQ+ people in university settings can advocate for change. Another way could be advocating from within the university. Universities often have a plethora of advisory committees for faculty and students, sometimes even specifically focussed on LGBTQ+ issues, through these committees people can bring up issues that LGBTQ+ employees and students face on campus and work towards solutions. There is also a lot of research that shows that LGBTQ+ students benefit from positive faculty interaction and that they see educators who are 'out' as role models (Linley et al., 2016; Pryor, 2021). This way, faculty can create a safe space for students and make the learning environment more inclusive.

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[2] In this case, tokenism refers to reducing an individual to an aspect of their identity. This is something that happens to minority groups in organisations. They might be expected to serve on diversity commissions, mentor minority students, etc. solely based on their belonging to a certain group, see Prock et al. 2019; LaSala et al. 2008.

There are different mechanisms at work that shape the experience of LGBTQ+ staff and students within the university environment, however, they are also countered by actions that this group takes to affect change. The research in the topic of LGBTQ+ students' experience at university is mostly done in English-speaking countries, but it shows the importance of an inclusive learning environment for this group. This thesis will explore policies and actions that people take to make Radboud university more inclusive to LGBTQ+ staff and students, as well as perceptions of the university in regards to its 'openness' to queer people and ideas.

2.4 Conceptual model
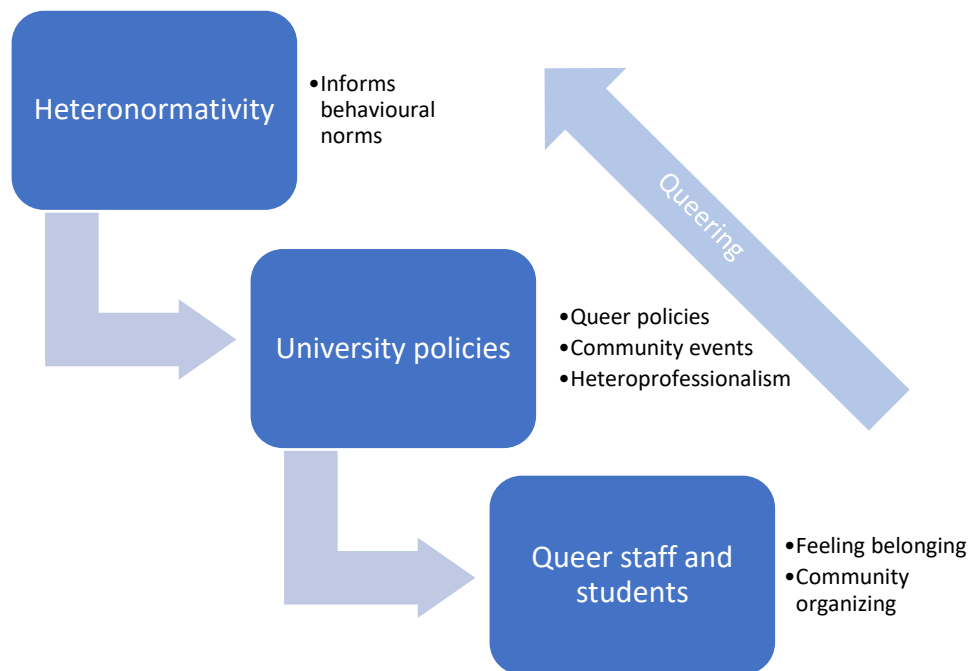
This model shows the different levels on which the theories were presented. The societal level which is defined by heteronormativity inform university policies. University policies can enforce heteroprofessionalism but also create LGBTQ+ supportive policies. It is at this level that community events can be organized. University policies inform the experiences of queer staff and students and can impact their feeling of belonging. Community events can also be organized by queer staff and students. Queer staff and students can have a queering effect on university policies and undermine or question heteronormativity. university policies can have this same effect on heteronormative behavioural norms through queering.

Chapter 3: Methods

Introduction

In this thesis I present an explorative research of the place that queer people and queer ideas have at Radboud university. This topic is very underrepresented in Dutch higher education, let alone at one specific university. The goal of this research is to find out in what way queer is present in Radboud university's DEI policy, how this policy is influenced, and how queer staff and students experience this. I have chosen to use a mixed method approach which has allowed me to use different methods that answer the research questions from the perspective of different stakeholders. These stakeholders include policy makers and queer staff and students, who have shared their thoughts in interviews and a survey, which will be elaborated on in this chapter. This has resulted in a wider exploration of the place that queer people take at Radboud university. This chapter will explain in detail the different

research methods used in the order that the research was carried out. This means that first the data collection on Queering Radboud is discussed, then the survey, the interviews, and lastly the content analysis. The chapter will end on a discussion of my positionality as researcher.

Queering Radboud

In September 2023, the Queer(ing) Radboud event took place. This was an event open for people that were interested in the state of queer issues at the university. It was organized by a group of faculty/staff members and students. There were three panel discussions: queer policy, queer in the classroom, and queer nightlife. Every panel had different guests, including students, phd students, faculty and a queer DJ. After the panels there was dinner and time for dancing and socializing. In the months before, I helped with the organizing of the event and was also the host of the first panel. During the event itself and in the months leading up to it, I made short observations on what it was like to experience this community event and how this process of taking action went. I had also co-created a survey (see appendix A) that was shared with all attendants after the event. Many of the questions were meant to measure the reception of the event, but they also reflected more broadly on how queer people experience Radboud university. After the Queering Radboud event I documented my experiences. The main research method I used for this event is the survey but this documentation was a way to describe the atmosphere of the event itself. The observations I made during the organization process will also be used to discuss certain choices that were made, when relevant. In this way, the observations were not necessarily meant for strict data collection, but rather as a way to recall feelings, emotions and experiences that were felt or noticed during this process and the event. During the months of planning for this event I also made notes, which can inform the intentions of the events and the thoughts behind certain choices.

Survey

Before Queering Radboud was about to take place we came up with the idea to make a survey that the attendees could fill out. The goal of this survey was two-fold. It was to measure people's expectations of the event and what they liked and didn't like, this had the purpose of evaluating how Queering Radboud was received. The other was to gather information about people's motivation for going to this event, demographic data of who was there, and what they took away from it. Both of these parts contained answers that were interesting to this research topic as people's expectation of motivation for coming also referred to things they experienced in this university. There were 16 questions in total with 6 open-ended questions and 10 multiple choice questions (see appendix A). The survey was created on Qualtrics, where the university has an account. This is also where the data analyses in the form of graph creation and coding took place. The event was attended by around 110 people. This is an estimation as we did not take attendance and people could leave and join during the various activities. Interested people had to sign up before the event and there were 138 sign ups. There were also some people who did not sign up but were invited by organizers. The distribution of the survey went through a few different channels. A QR code was shown after the last panel at Queering Radboud itself, which people could scan and open the survey with. The QR code on the stickers promoting the event also led to the webpage from where people could find the survey. Lastly an e-mail was sent to everybody who signed up with the link to the survey and a reminder to please fill it out. There are approximately 40 valid responses to the survey. Some questions were left unanswered so the exact number of responses differs per question but most questions have between 36 and 42 responses. The open-ended questions generally had a lower response rate than the multiple choice questions (N=36-

39). Because an exact number of attendees is not known, the approximation of 110 people will be used, this means that there is a response rate of approximately 40%. Figures 1, 2, and 3 give some
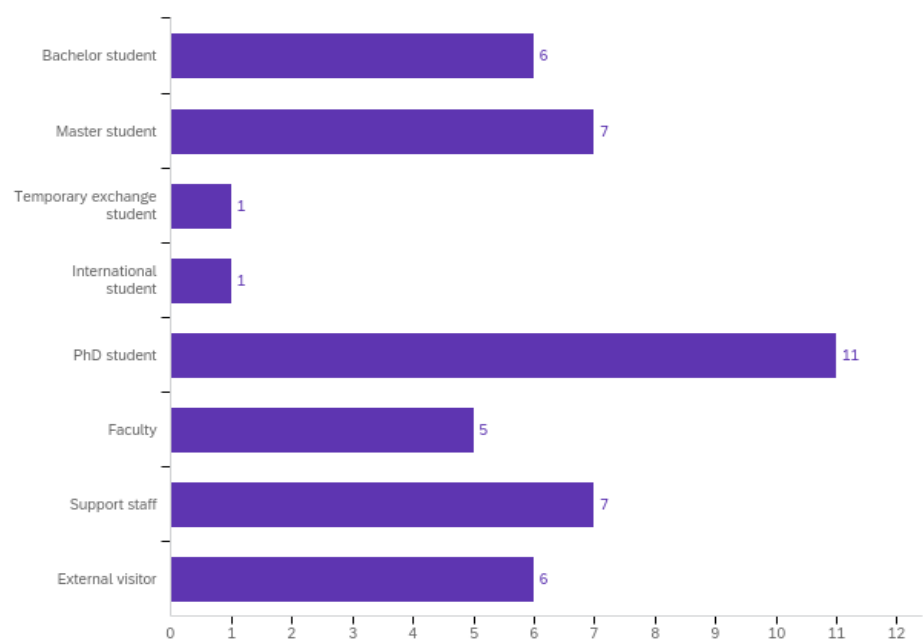

Figure 1 Graph of Queer(ing) Radboud visitor function

demographic data of the make-up of survey respondents.

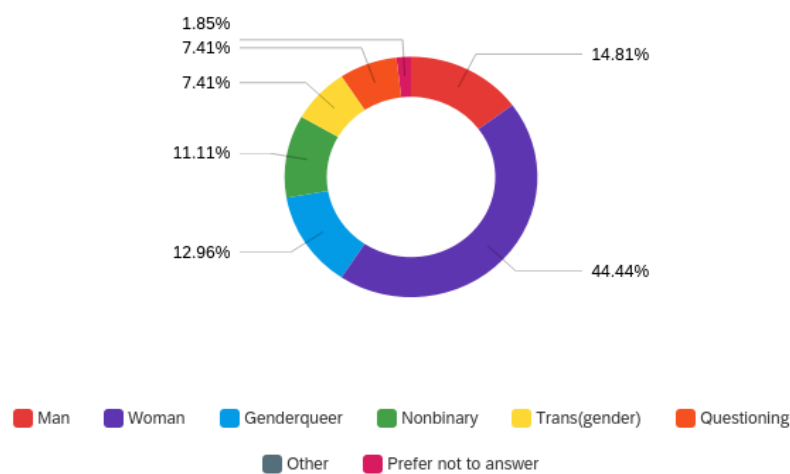Q14 - Which of the following options best describes your gender identity? Various...

Figure 2 Pie chart gender identity Queer(ing) Radboud visitor

Q15 - Which of the following options describes your sexual identity? Various answ...

Asexual   Bisexual   Gay   Heterosexual/Straight   Lesbian   Pansexual
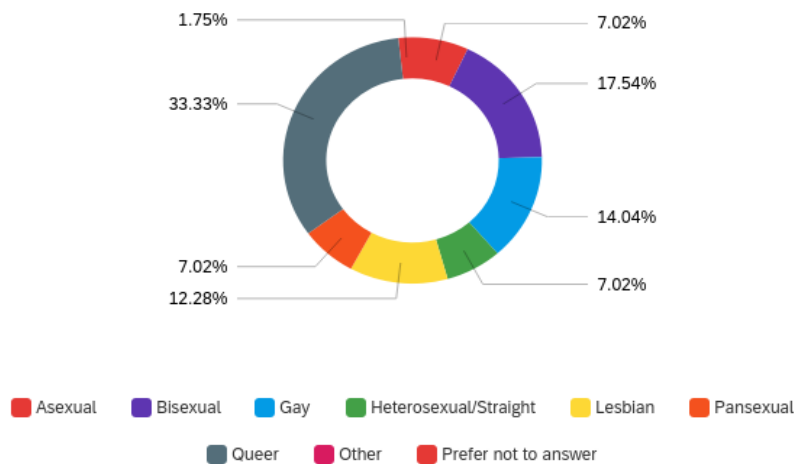
Queer   Other   Prefer not to answer

Figure 3 Pie chart sexuality of Queer(ing) Radboud visitor

The open questions were first analysed using a combination of open coding and in-vivo coding. A second analysis of the open questions was carried out to group the codes into categories using descriptive coding. This was done question by question, instead of following the responses of a single respondent. As a result the specific wording of the categories differs per question, but roughly had the same themes of: social/community connection, learning/inspiration, identity/personal connection, organization, action. The multiple choice questions were mostly evaluation questions and demographic questions, which were used to view the data from different demographics, e.g. PhD students or LGBTQ+ people, and also put into graphs as a descriptive tool to evaluate the event.

There were no questions in the survey that directly asked after the experiences of queer people at Radboud as the event was open to all, and not only to people affiliated with Radboud who were LGBTQ+. However, the answers that the respondents gave created a small insight in the way that certain people experience being queer at Radboud and what having a queer event meant to people. This should not be generalized to the entire LGBTQ+ population of Radboud as only the people who attended Queering Radboud were asked. Through the various open-ended questions and demographic questions themes emerged, of which the most notable ones will be discussed in the results chapter. So even though the questions in the survey didn't explicitly ask for experiences, the data from the survey can be used to work towards an answer for the research question of how Radboud university's queer policies affects stakeholders.

Interviews

I also did five in-depth semi-structured interviews (see appendix B for interview guide) that explored queer policy and the experiences people have in affecting or making policy. Of these five, two are Radboud employees involved in making and advising on policy, two are student assistants that advise on queer policy and are affected by it, and one is a student involved in an external organization (Dito) and has helped in organizing activities for queer students. These people were selected because they work, in various ways, to make Radboud university more queer friendly for staff and students. Some of them were known to me through the organizing of queering Radboud and the event itself and others were found using snowball sampling. Because the pool of people who are experienced in queer policy

at Radboud university is not big, minimal details of the participants will be shared to keep their anonymity.

Alias	Gender identity	Date interview	Position (relevant to research)	Duration interview (from start recording)
Sanne	Woman	5-12-2023 & 12-12-2023	Policy advisor in student affairs	98 minutes
Cal	Non-binary	14-12-2023	Master student & student assistent DEI	51 minutes
Esther	Woman	20-12-2023	Policy advisor in human resources	46 minutes
Iris	Woman	19-12-2023	Bachelor student (graduated 2023) & student assistant DEI	50 minutes
Tijn	Man	8-1-2024	Master student & volunteer Dito	48 minutes

The interviews took place in the month of December 2023, with the exception of one which took place in January 2024. They were 45 to 60 minutes with one outlier that was 90 minutes (split up in two sessions). Iris' and Esther's were held through Microsoft Teams, all others took place in a café at Radboud university. With verbal permission from the interviews, recordings were made using my phone. After full transcription, the audio files were deleted. All of the interviews were held in Dutch and whenever I use a quote from one of the interviews in the following chapters, I will show both the Dutch quote and the English translation so that the original meaning of the participant is shown as well. In the interviews, the participant's perception and opinion of queer policy at Radboud and their experiences navigating the system were explored. Their perspectives provided a better insight into what queer policy can actually be in practice and how people take action to affect it. The students also spoke of experiences that made them feel either included or excluded. These experiences highlight how policy and the everyday interactions at the university can positively or negatively queer people.

After transcription, the interviews were coded in Atlas.ti using descriptive coding, which allowed me to portray the context of the participant's words and how it related to certain topics (Saldana, 2013). After this initial coding, codes were sorted into groups depending on what they described or related to. They were also sorted into categories in order to make a comprehensible code system. The categories were a looser classification system that structured the code system and described the context in which the quote was used (see figure 4 for a representation). For example, the code "exclusion is systematically

Figure 4 Codebook preview

embedded" is sorted into the codegroup "ideas about inclusion", which describes thoughts and opinions of the respondents on the topic of inclusion. It is categorised as a "hindrance" of "working in DEI", as the participant aired frustrations that she felt working to improve policy, she saw this as a hindrance to that goal. The results of the analysis will be discussed in different topics that bring together different or shared experiences that came up in the interviews. This themed representation of the results will fit well with the explorative nature of this research as it allows the participants' experiences to take the lead and point to things that jump out. Every individual I interviewed is unique in their experiences and this type of representation will explore these thoughts and experiences and connect them in larger themes.

Content analysis

As an addition to the survey and interviews, I created an index of the information that is available on the Radboud website on topics of inclusion specifically related to LGBTQ+ topics. I approached this like a content analysis but on a much smaller scale. This allowed for a systematic review of the information that the university provides on the topics of inclusion, queer/LGBTQ+ and DEI. I carried out targeted searches on both the Radboud university website and the google search engine. By using various search terms I selected both webpages and documents that were hosted on the Radboud university website. I also followed hyperlinks that led to other webpages if the title had relevant terms. This web based and document analysis was used because universities communicate a lot through online means (Dade & Hassenzahl, 2013), and it is a very accessible way for people to find information about certain subjects.

The data collection process started by using Google to search for broad terms like "Radboud university inclusion" and "LGBTQ+ Radboud university" (see Appendix C for search terms and matrix) only links to webpages from the official Radboud university website were followed, so no newspaper articles or non-Radboud sources. I used the same search terms on the Radboud website search function, which found every mention of the search term on the website. Then I selected the samples that were useful based on the following criteria: It had to be something Radboud as an institution does or carries out (e.g. strategic themes were used but not research projects or courses); it had to be as close to a firsthand source as possible (e.g. the DEI plan itself instead of the news story reporting on it). The search terms I used were: "queer", "LGBTQ+", "diversity equity and inclusion", "transgender", "sexuality", and "gender identity". The webpages usually contained data or provided a downloadable document, which was added to the data collection. If hyperlinks[3] on the webpage contained terms related to LGBTQ+, queer, inclusion or DEI, they were followed, as a kind of snowball sampling. Not all of these searches yielded useable results as the search engine on the Radboud website showed everything that mentioned the search terms, for example, when searching "queer" I found my own name and testimonial to my study, which had nothing to do with Radboud's inclusion policy and was thus not added to the selection.

The collected data was put into a matrix with basic information on how it was found, the title, a summary of the information, some codes and the URL. In the end, 16 samples were selected that had information on Radboud's DEI plan, inclusion policies and resources. There were more webpages that mentioned the terms of interest, but they were often news stories from Radboud that reported on one of the selected documents, or research announcements. An example of the information that was recorded in the matrix is shown below. This research method helped establish a baseline knowledge of

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[3] Links on a webpage that lead to a new section on the webpage or a new webpage altogether.

what kind of resources, information, plans and statements Radboud university has pertaining to queer policy or gender identity and sexuality. This showcases the basic information that (potential) students and staff and have access to. It also shows the kind of ways that Radboud university provides support for this group, whether it is more based on visibility or resources.

	A	B	C	D	E	F	G	H
	Title	Search terms/links	Summary	Codes	URL			
	DEI office	"Radboud Inclusion" on google	website of DEI office; ambition statement, link to DEI plan	DEI office; DEI plan	https://www.ru.nl/afdelingen/hr-centraal/dei-office			

Figure 5: example document matrix

The selected samples were coded in a way that referred to the information they held and the way they described or mentioned gender and/or sexuality. For example, one of the gender equality plans used gender equality to only mean women's equality, which is a very important topic, but a very binary approach. It was thus coded "binary gender division".

By systematically documenting the results of the search in this index, I can create an overview of the statements that are supported by the university and the policy documents that are found through an online search. This is information that the general student or staff member has access to and the perceived support and resources can impact their feeling of being supported by the university. This will support the findings from the interviews and survey and helps in answering the question of what Radboud university's queer policy is and how it is put into practice.

Positionality

As the researcher, my own positionality and the way it might impact my research is important to consider. I am a white, bisexual, ciswoman and have been a student at Radboud for six years. I also helped organize Queering Radboud, which was a big event for this thesis. This means that this research takes place within my own community on a topic that I am very familiar with. I am not a newcomer to queer spaces at Radboud, however I have also never been very active in in these spaces or in queer activism at Radboud. Being a student at this university will also help me in this research, as I am already familiar with some of the infrastructure of the university and have an easier time navigating them as an insider. My identity helped me connect with and made it easier to open up for some of the participants in the interviews. I also know the value of things like feeling belonging and representation in education. I remember well the first time a female professor referred to her partner with she/her pronouns. It made me feel safe that someone I looked up to could be open about their identity. This means that I can relate to a lot of what the interview participants and survey respondents were saying.

My own experiences inspired me to pursue this topic, I am doing research into a group that I am a part of and that I care for. but there are many experiences that I don't have. This has helped me keep an open mind when researching, whether in the literature or in the interviews, and not negate bias towards things that validate my perspective.

Chapter 4: Results

In this chapter the results of the thesis research will be presented. The interviews, survey and content analysis produced many interesting results which will be presented here. They have been categorized in three different organizational levels: the policy level, the personal level, and the action level. These categories correspond with the research questions for this thesis, however, it is important to mention

that the data gathered in the research is layered and often does not only belong to one category only. The conclusion will go deeper into the way that the results and the different categories influence each other. The policy level will go into how policy is made and how queer is categorized and defined in policy documents and for policy makers. The second subchapter will go into experiences of queer people at Radboud, these are further categorized into belonging and unbelonging. The last subchapter on the action level will dive deeper into the Queer(ing) Radboud event, as well as present some of the changes that the interview participants think need to be made to make Radboud more queer-friendly.

4.1 Policy and queer

4.1.1 How is queer represented in DEI policy?

The DEI office has produced a selection of policy documents that function as guidelines and action statements. In the Diversity, equity and inclusion plan for example, there are 5 goals outlined that have to do with increasing DEI at Radboud, as well as the interventions to reach this goal. These goals are: embedding DEI, monitoring DEI, shaping DEI policies and procedures, becoming a DEI hub, and creating an accessible, inclusive and safe campus (Jualla van Oudenhoven, 2022). However, the DEI office itself does not have the power to make these changes or create these policies alone. In the plans and visions that the DEI office has published, sexuality and gender identity are an explicit part of their intersectional approach to policy. The quote below is an example taken from the Diversity, equity and inclusion plan (Jualla van Oudenhoven, 2022) that highlights how gender and sexuality are embedded in the DEI's office goals and visions.

> The DEI policy and its derived procedures recognize intersectionality and make it possible to denounce prejudice and discrimination, such as gender and LGBTQI+ discrimination, racism, harassment, social insecurity, the stigmatization of mental health and disabilities and other various forms of oppression. (2022, p. 8)

Within this DEI plan, interventions are described that target inequality and create solutions that are inclusive, not to one specific identity group, but to all. The documents showcase the way that queer is included in DEI plans and goals. This corresponds with the interview participants saying that there was not *one* specific queer policy, meaning that there is not one document that holds all policies and practices regarding LGBTQ+ people. Rather, depending on the topic of discussion, queer has an explicit or implicit role when making policy. Sanne describes the way that she sees queer in her work as policy advisor:

> *er is dus niet één beleid, maar wat ik in ieder geval doe is in ieder beleidstraject waar ik in betrokken ben het meenemen. En ook andere afdelingen ongevraagd adviseren om dat ook te doen zeg maar als ze daar mee bezig zijn zeg maar.* There is not one policy, but I brig it with me in every policy process that I participate in. And I also give unasked advice to other departments to also do that if they are working on something.
> *Sanne, policy advisor*

This shows how Sanne embeds queer perspectives in her work. She does this with other DEI themes as well and thinks that it should be included in plans and policies from the start. Esther does a similar thing as well. She describes in her interview how she goes to work in bringing attention to DEI issues:

> *en wat ik probeer is ook overal aan te haken en vanuit mijn perspectief aandacht te vragen voor hey heb je ook vanuit een DEI bril hiernaar gekeken.* And what I try to do is get involved in other projects from my perspective and ask if they have looked at it with a DEI lens.

> *Esther, policy advisor*

She later describes this method as "mainstreaming" DEI and thinks that ideally, this will become an automatic thought process for most people. Sanne shares this view and is of the opinion that everyone should look at their work from a DEI lens:

> *Je wil eigenlijk dat het een integraal onderdeel wordt van de universiteit, in plaats van dat je allemaal mensen zoals ik heb die dat dan individueel aan gaan sturen. Je wil eigenlijk dat iedereen daarmee bezig is.* You would want it [knowledge of DEI] to be an integral part of the university, rather than having all these people like me who direct that individually. You actually want everyone to be involved in that.
> *Sanne, policy advisor*

Some DEI themes are more embedded in the social consciousness of the university than queerness. Gender is an example of this, however, most of the time this is a very binary definition of gender. There is a lot of attention for gender inequality among employees in the university, upon further investigation this mostly points to differences between men and women. The gender equality plan for the faculty of science (Gender and Diversity Committee, 2015) is an example of a policy vision in which this happens. When discussing unequal treatment based on gender in the faculty, it talks mostly about women, keeping a binary understanding of gender. In contrast, the gender equality plan from the DEI office (Radboud University, 2022) very explicitly mentions viewing gender as more diverse than just binary male/female, as well as how it intersects with other social categories. It states that "Gender is often interrelated to other social categories, such as ethnicity, functional impairment, age, sexual orientation, and social class (Crenshaw, 1990). An intersectional approach acknowledges these interrelations and the diversity within gender, for example, non-binary, cisgender and transgender" (2022, p. 3). Some of the interventions in this plan also mention the intersection of gender with other social categories. The difference between these two gender equality plans is that, even though they both talk about tackling gender inequality, one has a binary approach to gender and the other one is both intersectional and queer. The more explicit focus on gender equality was also mentioned by Sanne, who specified that employee policies put a high focus on gender equality of faculty staff. She explicitly mentions that they still hold to a binary definition of gender:

> "*Maar het gaat heel vaak over gewoon gender en gender gelijkheid en diversiteit, maar ik heb het idee dat het nog redelijk binair is.* It is often about gender, gender equality and diversity, but I think that it is still very binary".
> *Sanne, policy advisor*

On a national level there has been a lot of attention towards gender equality in higher education, and national monitors like the Women Professor Monitor hold the same binary definitions of gender.

In other documents like the social safety action plan or the code of conduct, queer is present in the non-discrimination section, which mentions sexuality and gender identity among other social categories. For example, the social safety action plan describes a vision of the university as: "A place where students and staff members can always be themselves and treat one another respectfully, regardless of origin, belief, gender, sexual orientation, disability, role or position." (Radboud University, 2023, p. 3).

The way that the policy advisors describe the presence of queer in policy, it is considered as a dimension of DEI when policy is made. As described by the interview participants, there are very few people working in the policy field that are working on diversity themes. As Esther describes:

mijn collega [naam], die deed naast sociale veiligheid, om het even heel simpel te zeggen,
al het andere wat over diversiteit gaat. My colleague [name] worked beside social safety,
to put it simply, on everything else to do with diversity.
Esther, policy advisor

These people that work on diversity themes are tasked with advising on policy that is being made so
that it is inclusive to Radboud's student body and staff. However, the amount of consideration that
queer gets in these plans differs on what is being discussed and how much it relates to queer people.
So, a new policy about making inclusive bathrooms had a lot of consideration for queer people, while
policy on gender equality for faculty was a lot less queer.

4.1.2 The making of policy
In the last chapter it was established that there is not one document that is the queer policy, but rather
that queer has a more explicit or more implicit role where DEI policy is concerned. Sanne and Esther
are both of the opinion that a DEI policy that considers all groups creates better overall inclusion. One
of the reasons for their view is that creating one policy for each specific minority group does not really
work towards overall inclusion:

> *Nou en wat ik zelf wel ook een uitdaging vind is dat je- je zou eigenlijk willen dat je het*
> *allemaal als een integraal iets implementeert, en dat je niet allemaal specifieke*
> *beleidsnotities schrijft voor specifieke groepen ofzo. Maar je zou eigenlijk willen dat er een*
> *integraal beleid komt wat al die groepen dient, weet je wel*? what I find challenging myself
> is that you-you would actually want to implement it all as an integral thing, and not in the
> way that you're writing all these specific policy notes for specific groups or something. But
> you would actually want there to be an integral policy that serves all those groups, you
> know?
> *Esther, policy advisor*

> *En wat is beleid voor één onder gerepresenteerde groep? Ik geloof daar persoonlijk niet zo*
> *in. Ik geloof niet in één queer beleid. Als in één stuk. Omdat ik denk dat kan niet. Want het*
> *is niet te vangen in dit moet er geregeld worden voor deze doelgroep*. What is policy for
> *one* underrepresented group? I personally don't really believe that works. I don't believe
> in *one* queer policy. Meaning one document. I don't think it can work. It is not about just
> providing arrangements for specific groups
> *Sanne, policy advisor*

They believe that DEI policy should not focus on one specific minority group or mechanism of
inequality, but rather think about interventions that affect multiple mechanisms of inequality and when
targeting those, you can affect change for many different groups of people. Esther mentions that this
way of using intersectionality and looking at overarching mechanisms is what DEI policy should be
about and what would have the most effect. An example of this was given by Sanne as she explained
that in creating a university wide standard for inclusive bathrooms, they had to look at different ways
that people want to use the bathroom and not just focus on making bathrooms gender inclusive. If
bathrooms were renovated using only a gender inclusive perspective, they would be non-inclusive to
other groups, like people that want to adjust their hijab. In this way, looking at multiple perspectives
and functions creates a product that is inclusive to more people than it would have been if there was
only focus on one group of users. However, Sanne expresses doubt that interventions can ever truly be
inclusive to everyone:

> *het lastige daar aan is dat het kan niet inclusief zijn voor iedereen, zeg maar.Ja en dan moet je keuzes maken, en dat zijn lastige keuzes waar gewoon vaak mensen ook best wel geëmotioneerd van raken*. The hard thing is, you cannot be inclusive to everyone, you know. And then you have to make choices, those are often difficult choices and can emotionally affect people
> *Sanne, policy advisor*

This often results in making compromises that never satisfy all stakeholders.

According to Sanne and Esther, DEI went from something that was viewed as a burden to something that was seen as an additional step in policy making.

> *Want voor mijn gevoel ging het eigenlijk van een last naar een extraatje, zo van oh en we moeten ook nog wat met diversiteit en inclusie*. I feel like it went from a burden to an additionality, like oh we should also do something with diversity and inclusion.
> *Sanne, policy advisor*

While they consider this progress, Sanne says that the next step would be that DEI is seen as conditional for being a university and a well-functioning academic system (Sanne, personal communications, 12 December 2023). This means that DEI would be embedded to the degree that we cannot imagine the university without it. Esther reflects similarly on this topic and believes that DEI should not be something that a few people advice on, but rather something that is embedded on all levels of decision making:

> *Je zou willen dat het veel eerder nog vanzelfsprekend is voor mensen. Dat ze vanuit een lens van diversiteit en inclusie kunnen kijken naar hun onderzoek of naar het werk dat ze doen en daar rekening mee kunnen houden met verschillende doelgroepen. Maar tegelijkertijd begrijp ik ook dat niet iedereen dit belangrijk vindt of zich er bewust van is, en dat daar nog werk nodig is*. You would like it to come natural to people much sooner. That they can look at their research or the work they do from a lens of diversity and inclusion and take different groups into account. But at the same time, I also understand that not everyone thinks this is important or is aware of it, and that there is still work to be done.
> *Esther, policy advisor*

She mentions later that more awareness of these topics is needed before everyone can apply this lens. Embedding a DEI lens was a big theme in the interviews of Sanne and Esther. In their view, DEI goals can best be reached if they are not an afterthought, but are integral to the process. This works if there is a baselevel knowledge of DEI themes that all employees have. As it works right now, there are a few people in different departments that are responsible for advising on DEI topics.

During the interviews with both the professional policy makers and the students, it became clear how limited the knowledge about the experience of queer staff and students is (staff more so than students). There is no baseline of information on what queer people within the university experience and whether there are things that can be done better. There is no systematic knowledge about queer people and their experiences, good or bad. This lack of knowledge not only makes it harder to show the necessity of certain interventions, but also complicates taking preventitive measures, which is something the DEI office and the poicy advisors want to do. Right now, issues are often reported by staff or student and policy makers Sanne recounts her experiences in needing to convince people on the importance of DEI interventions:

> *En als je die cijfers niet hebt dan merk ik gewoon dat bijvoorbeeld bij faculteitsbesturen het heel vaak is van ja wij horen daar eigenlijk niet zo veel horen dus het zal allemaal wel meevallen*. I have noticed that if you don't have these numbers than for example faculty boards will say, well we don't really hear about this [issue] so it's probably not that bad.
> *Sanne, policy advisor*

However, it is not only that there is no real research on the experiences of queer staff and students, according to Sanne DEI themes are under researched in general. The difference that monitoring can make is clear when looking at the Women Professor Monitor, which Sanne and Esther mentioned in their interview. The monitor shows exactly how many women in comparison to men work at universities and faculties. Sanne thinks that having this data is motivating for faculties to do better:

> *Soms krijg je zelfs een beetje binnen faculteiten van oh wij doen het het beste! Dan kunnen ze daar een beetje mee promoten*. Sometimes you even get statements between faculties like oh we are doing best! They can promote a little with that.
> *Sanne, policy advisor*

That this type of monitoring is lacking in other DEI themes means that there is also not concrete data on the effectiveness of interventions or on what type of experiences queer people have at Radboud. The way that policymakers hear about problems right now is usually by word of mouth. But this method is not always accurate and can miss certain knowledge. When I asked Esther whether she knows about issues that queer staff faces, she answered the following:

> *Eerlijk gezegd niet. Niet echt nee. Niet in de zin van dat ik nooit iemand erover hoor spreken, maar op de een of andere manier komt het niet vaak ter sprake als ik mensen spreek. Of heb ik nog geen contacten met mensen die dingen ervaren die anders zouden moeten. Tegelijkertijd realiseer ik me ook heel goed dat mensen misschien niet weten dat ik deze functie heb, of niet eens weten dat ik er ben, of dat de drempel te hoog is*. To be honest, no. No not really. Not in the sense that I have never heard anyone speak about it, but it somehow never comes up in conversation. Or perhaps I don't yet have contact with people who experience things that should be different. At the same time I realise that people might not know that I hold this position, or that I am even here, or maybe the threshold is too high.
> *Esther, policy advisor*

Later in the interview she did recall an incident in which multiple staff members filed complaints about gendered language on the website, but those complaints never reached her and got stuck at the wrong department. This meant that this complaint could not be remedied until it was brought to the wider public in the form of a newspaper article. The way that information reaches the policy professionals is usually by people from the community with negative experiences or who have ideas on how Radboud can improve. This bottom-up approach has different coexisting reactions. On the one hand Esther and Sanne consider it good in general to have a direct line to the community and get input on policy issues. However, Sanne feels that it is not the job of the minority group to document issues and work on solutions (Sanne, personal communication, 12 December 2023). Without the research or knowledge of issues that queer staff and students might have, and their own complaints or ideas being the only source of information that policymakers have, interventions are very "reactive", as Sanne calls it.

Iris and Cal both provided community input in DEI policy that was also relevant to queer people. They started as voluntary student ambassadors before becoming student assistants in the DEI office, and through this position have had the chance to give community input on projects and policies. In her interview, Iris said that when she started working for the DEI office "*kennis vanuit een queer en trans*

perspectief was naar mijn mening niet echt aanwezig in het DEI office. Knowledge from a queer and trans perspective was not really present in the DEI office in my opinion." This was one of the reasons why Iris also started working on queer and trans projects, because she felt that the experience in these subjects was missing. Iris and Cal, through their position at the DEI office, got to use their own experiences to advice on DEI policy. For example, Iris helped in streamlining certain administrational problems that trans people face, for example when changing their name. This issue was brought to the attention of the DEI office and with the help of Iris it has become a lot easier to change your name.

Something that Esther and Sanne talked a lot about were the type of reactions they got in their work. As policy makers, their job (and to a lesser extent Cal and Iris' as well) requires a lot of communication with different departments within the university. This could be to talk about changes that need to be made, new policies, advocating for different minority groups, etc. Figure 6 shows the type of reactions that were mentioned in the interviews that the participants encountered in interactions with others about DEI related interventions or policies. There is also a number after the G in the right corner, which is the number of times it was coded in the interview transcripts.
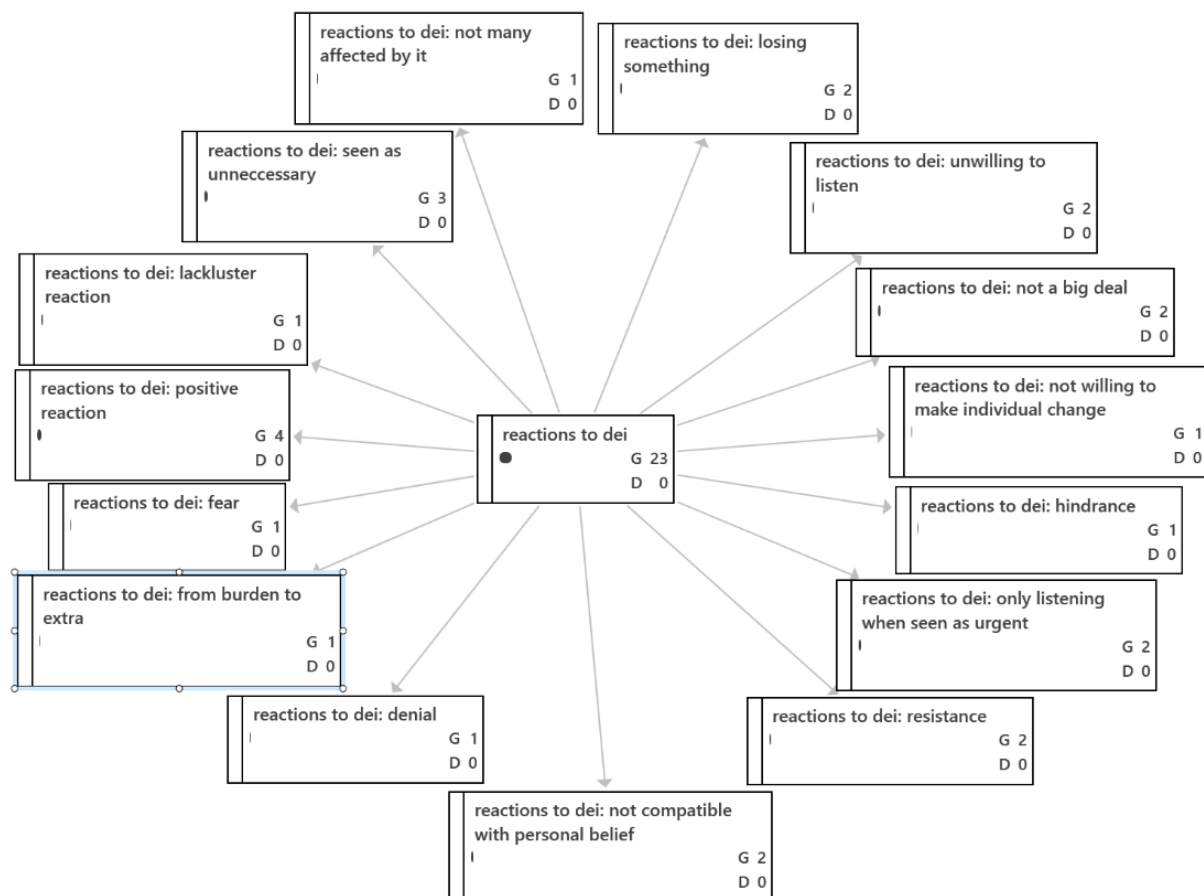
Figure 6 Coded reaction to DEI as observed by interview participants

There are many more different types of negative reactions in these conversations, but that is because the positive reaction usually meant that the conversation partner was receptive. The negative responses were also mentioned more by the participants because it complicated their work. The way that the university is structured means that there are a lot of people that have a say in making policy documents, for example, bigger projects often need input from every single faculty board as well as other departments like Campus & Facilities. In these conversations policy advisors like Esther and Sanne often have to make compromises so that at least the situation regarding DEI improves, even if it is not

the ideal solution. There is a lot of scrutiny on these plans that deal with DEI policy, because proponents can feel that compromises have been made and see that the final plans are not as inclusive as they want them to be, while opponents question whether the university is not going too far in catering to different needs. As Sanne says:

> *Dus het is veel kritiek van alle kanten, en dat hoort bij de baan, en mij motiveert het ook om het beter te doen, maar dat maakt het soms wel uitputtend.* So it's a lot of criticism from all sides, and that's part of the job, and it also motivates me to do better, but that makes it exhausting sometimes.
> *Sanne, policy advisor*

Esther and Sanne say that it is important to celebrate the little wins because successes in their jobs rarely satisfy everyone and the big wins are not reachable yet. Esther describes it well in the following quote:

> *Je moet ook toch geduld hebben en een lange adem voordat ook de massa meegaat. Maar ik probeer altijd vooral te focussen op de kleine veranderingen die er zijn en daar ook mijn energie uit te halen en aan te moedigen en faciliteren voor zover dat kan, dan te hopen dat we zo langzaam aan vooruit gaan.* You have to have patience and stamina before the masses go along as well. But I always try to focus on the small changes that are there and get my energy from that as well and encourage and facilitate as much as I can, then hope that we move forward so slowly.
> *Esther, policy advisor*

Policy making is slow and involves many compromises along the way. Still progress is being made and DEI is slowly becoming more mainstream in the university. Esther has worked at Radboud the longest and says that she used have to butt in and convince her colleagues to look at their plans from a DEI perspective, and now they call her before starting something to say that they want to include DEI and ask advice on how to go about it (Esther, personal communications, 20 December 2023).

According to Sanne, the university was built a hundred years ago as an institution that also upheld normative and unequal beliefs. Even though people have been working on new structures to make the university more inclusive, it is still an institution that reinforces normative beliefs in everything, an example is the way that getting a doctorate is structured as an intensive four year plan with very little room for flexibility. Sanne beliefs that a truly equal and inclusive university needs to have flexibility and a case by case approach towards individuals, instead of basing education, job expectation etc. on the norm. As the foundation of the university is not inclusive, policy for queer people feels like it is too late because the problems are already being experienced. Sanne adds a little sarcastic that the policy that is being made and seems inclusive right now, will be probably be "outdated" in the future (Sanne, personal communications, 5 December 2023).

4.1.3 Policies in practice

As mentioned before, interventions that relate to queer policy have been done by request of the queer community at Radboud. As Sanne says: "*Het is vaak aangeaagd door studenten en staf vanuit de queer community*. It is often driven by students and staff from queer community." There is a lot of freedom for policymakers to react to issues as they are brought to attention. This means that a lot of the interventions that are done are minority driven. Problems are brought up by the people that are affected by them. A good example of this that Sanne also talked about is the recent introduction of

genderneutral changing rooms in the sport centre[4]. A student had set up a survey among fellow LGBTQ+ students that showed that many LGBTQ+ students felt unsafe/uncomfortable in the sport centre changing rooms. After showing this to the directors of the sport centre, they were shocked and started planning for gender neutral changing rooms. Even now they are working together with some policy makers to become more sensitive of DEI that they might have.

What I discovered in the interviews was that there is a lot of DEI policy that concerns LGBTQ+ people at Radboud being worked on. Some projects were even already finished, like the streamlining of administration when people want to change their name on Radboud documentation. This was a problem that Iris encountered as a student when she wanted to change her name in her official file. This process was very hard and required a lot of effort and reaching out on her part. This administrative process was streamlined by Sanne, who put people from the different departments together in a room, explained the problem and asked them to come up with a solution. Now if someone wants to change their name on their official Radboud documentation they only have to make this known to the Central Student Desk, who will contact the different departments, instead of the individual having to do this. This is one of the things that I was told about during the interviews that was not communicated anywhere on the Radboud website.

The DEI office offers different workshops and trainings, including a teacher training on inclusion and diversity in the classroom. However, this is a voluntary training and teachers are notoriously overworked at university, as some of the interview participants mention. There is also a guide on inclusive language use, which gives pointers and do's and don'ts regarding inclusive language use. An example of queer being present in this guide is the explanation of different pronoun usage. Queer is present in other policy as well in a more implicit way, such as in the Radboud university code of conduct, which describes a no discrimination policy were some types of discrimination such as racism are mentioned. Discrimination on the basis of gender or sexuality is more implied in this statement.

The guests of Queer(ing) Radboud were also curious about Radboud university's queer policy. 18 % of the guests who filled in the survey mentioned wanting to know about queer policy at Radboud in the question about their expectation in visiting event. This contrasts with information I received from the policy makers. Esther and Sanne noticed that queer themes have recently become a lively topic in their circles. They have noticed that people seek them out to ask about multiple gender options in surveys for example. As Sanne mentions about queer themes:

> *Maar ik merk dat het heel erg leeft het thema. Voor mijn gevoel echt in een jaar dat ik best wel veel vragen krijg*. I have noticed that this theme is very active. Since a year or so I feel like I get a lot of questions.
> *Sanne, Policy advisor*

She said that there were a lot of projects that are finishing soon or have just started that have to do with queer themes. DEI in general has gotten a lot more attention according to Esther and Sanne, people in other departments have become more proactive in picking up DEI themes.

What came up a lot in the interviews with the students is that Radboud university does a lot of so called 'zichtbaarheidsacties' or visibility actions. These can be participating in coming out day by flying rainbow flags or giving financial aid to Dito, Nijmegen's queer youth organization, for organizing the Pink week every year. With these actions Radboud university shows support for its queer staff and students. However, Cal, Iris and Tijn also wonder whether this is enough and are critical of taking these actions when they don't know how much else is being undertaken to make the university a welcoming

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[4] Sport centre is not an official part of the university, but it is on campus and widely used by students.

place for LGBTQ+ people. Cal mentioned that they felt very frustrated to the point of taking action due to the lack of genderneutral toilets, until they started working for the DEI office and heard that a policy is being developed.

> *Dan voelt het heel onverwelkomend. Terwijl überhaupt de kennis dat er mensen zijn die actief bezig zijn dingen te verbeteren, creëert wat mij betreft al een meer welkome sfeer. En die kennis vind je niet zomaar, dat die mensen er zijn*. It feels very unwelcoming. While the information alone that people are actively working on making improvements, that already creates a more welcome atmosphere in my opinion. And you just can't find that information easily, that there are people who work on this.
> *Cal, student assistant DEI*

A general lack of transparency in this way can cause people to feel unheard or isolated, while there are things being developed to make the university more inclusive. To conclude, there is a relatively high amount of concern for queer issues in policies, this is often brought up by people in the community themselves. These efforts and existing policies are hard to find and this lack of knowledge can work discouraging.

4.2 Experiencing Radboud university

Though the interviews with Tijn, Cal and Iris, as well as the survey from Queer(ing) Radboud, I have gotten some insight into the experiences of queer people at Radboud. Although this was not a main question in the survey or interviewguide, it is very helpful to have these experiences and look at what they say about the general state of what it is like to be a queer person who studies at Radboud university. Though every person experiences this differently, there are a number of commonalities in people's experiences, which will be illustrated/discussed through interview quotes.

4.2.1 Feelings of Belonging

A prominent question in the interviews was about what types of support queer people receive. Every participant answered this in different ways, depending on how they interpreted the question. Cal, Iris and Tijn answered that they experienced support in interactions, with teachers or with friends. Positive social interactions with peers or teachers were a very important source of support. Cal describes how they used to have a teacher who carried a plaque with his pronouns with him, which was a humorous way to provide a safe space and Cal says that they felt more comfortable and accepted because of that action (Cal, personal communication, 14 December 2023). They said the same about people who put their pronouns in their e-mail signature. To them it is a small action that somebody has taken to put people at ease and respond to a need.

Both Iris and Cal also had stories of people being helpful in accommodating them or responding to a request. Cal for example was pleasantly surprised that when they mailed if instead of the regular rainbow stripe flag, the university could fly the inclusive flag and as a result, a bunch of inclusive flags were ordered to replace the older flags (Cal, personal communication, 14 December 2023). In this way, the university was quite accommodating. Most of the other ways of support were really felt on an individual level.

Tijn also had a story on how, when he was on the Radboud campus the first time, it was the Pink week. He had just finished his final exams and was invited by friends to join them in Nijmegen. So his first time on the university it was decked out in rainbow flags, as he himself describes it*:

> *Toen zag ik meteen de hele campus in allemaal regenboog dingen. Dus ik dacht van yes hier kan ik mezelf zijn.* Then I saw the campus decked out in rainbow things. So I thought like, yes I can be myself here.
> *Tijn, volunteer Dito*

The fact that Tijn already had friends that were involved with Dito, the queer youth organisation of Nijmegen, made it so that Tijn joined here quickly after starting his own studies. Moving to Nijmegen and joining Dito allowed him, as he described, to develop his identity as a queer person, because there were people like him here. This meant that Dito and the friends he had there provided a safe space to develop this identity in the first place. Tijn is involved in various activities in Dito and explained that it made him really happy to see other people develop their own identity and come out of their shell. The above quote also shows that the 'zichtbaarheidsacties' that were mentioned in the last chapter do provide some people with a feeling of being seen and the freedom to be themselves. The Pink Week is organized by Dito every year and is (partially) funded by the university, as a lot of actions take place on campus (Tijn, personal communication, 8 January 2024). The visibility actions are mentioned in the DEI plan (Jualla van Oudenhoven, 2022) and often consist of flying rainbow flags on days like Coming Out day. Other visibility actions are organized by individuals or community organizations, like the Queer market that functioned as the launch of the Gender and Sexuality Alliance (GSA) on Purple Friday 2023.

An important fact that Iris mentioned was that the campus overall felt "safe". She felt that this was the most important thing that went well in regards to DEI. It is important to feel comfortable and safe in a space (Iris, personal communication, 19 December 2023). Sanne recognizes this need and hopes that through the more recent changes in policy new students can feel that their needs are recognized and there is space for them, for example through the new genderneutral changing rooms in the sport centre (Sanne, personal communication, 12 December 2023). With accommodations in place, people don't need to feel like they are an exception, but rather that they were thought about.

4.2.2 Feelings of Unbelonging

Whereas the last chapter was about ways that people felt supported and safe at Radboud, this chapter is about the times when people did not have that feeling. Most of these situations, just like in the case of feeling welcome, were influenced by interactions and sometimes by accommodations. This is exacerbated by the power structure inherent in universities and classrooms. Where interactions with peers and teachers could be positive, Iris has different examples of when these interactions were more neutral or negative. She noticed that she was treated differently by some teachers after coming out, she felt that she wasn't taken as seriously anymore as before. She was also in some uncomfortable situations where teachers would ask her typical invasive questions about being transgender. What was especially uncomfortable about these situations is that she didn't know if she could correct them and how they would react if she did, because of the power dynamics between teacher and student.

> *Ik heb nooit van docenten uit openlijke vijandigheid ervaren. Ik heb wel het idee dat sinds ik uit de kast ben gekomen dat er docenten zijn die mij anders zijn gaan behandelen en ik denk ook minder series namen en minder het contact met mij zoeken als student dan dat ze daarvoor deden. Maar ik heb niet het idee dat het vijandig was of dat mijn studie daaronder heeft geleden.* I have never experienced open animosity from a teacher. I do think that after coming out, some teachers treated me differently and took me less seriously or sought contact with me than they did before. But I don't think that it was out of animosity or that my study suffered from it.
> *Iris, student assistant DEI*

Al die klassieke vragen van oh wanneer wordt je geopereerd?... Maar je weet niet of je het je kan veroorloven om niet te antwoorden of om te zeggen dat is best een onbeschofte vraag. All those typical questions like oh when are you getting surgery?... But you don't know if you can permit not answering or saying that the question is rude.
Iris, student assistant DEI

This feeling of not knowing how your request will be received and whether you can be vulnerable was also mentioned by Tijn. According to Tijn, this can also influence a student or employee's decision on whether to come out or not. He thinks that this is the case because there is no explicit statement or regulation from Radboud as institution, saying:

de steun die over het algemeen verbeterd kan worden is… als je hier komt als queer student of medewerker en je voelt je niet op de plek omdat op de een of andere manier niet duidelijk is dat er steun is vanuit het instituut voor jou als queer persoon, dan is er altijd toch een soort van level discomfort van word ik hier wel geaccepteerd of moet ik me verbergen. The support that can in general be improved… if you come here as queer student or employee and don't feel comfortable because it is not clear, one way or the other, that there is support for you as queer person from the institution, then there will always be a level of discomfort of will I be accepted here or do I need to hide?
Tijn, Dito volunteer

This quote by Tijn really shows the effects that feeling supported and comfortable in a certain space can have on queer people. The institutional support that Radboud does or does not provide was also mentioned by Iris.

dus ik denk dat het instituut Radboud of de universiteit Radboud als vaag geheel, heeft voor mij nooit aangevoeld als bondgenoot, eerder ofwel een tegenstander of een bijstander. I think that Radboud the institution or Radboud university as a whole, has never felt like an ally to me, rather it has felt like an opponent or a bystander.
Iris, student assistant DEI

In her interview she mentioned situations in which she has felt support and non-support in interactions, but with the above quote she makes it clear that whatever she felt in those interactions, she did not count on the university to have her back. Lack of support was also felt by some of the Queer(ing) Radboud guests. In question 8 of the survey about why they came to the event (See appendix A for survey), lack of support from Radboud or not feeling seen was a common theme, as is seen in the collection of quotes below.

Because me and my PhD-colleagues in my office all identify as queer in some way and we (especially they) felt like they were not really seen/accepted/appreciated entirely as we/they are at work. Also we wanted to meet other people who identify/feel that way.
Anonymous reply, Queer(ing) Radboud survey, 25 September 2023

Because I, as an employee of Radboud, recently came out as transgender, which made me realize that there is currently little specific support for queer students and employees at this university.
Anonymous reply, Queer(ing) Radboud survey, 21 September 2023

Because I did not see any improvement the past year in queering at my faculty and i was curious if this plays a different role at other facilities, being queer myself
Anonymous reply, Queer(ing) Radboud survey, 14 September 2023

Cal described how the environment can also make people feel unwelcome, using an example of gendered bathrooms:

> *specifiek die toiletten dan is iets dat me gewoon echt stoort, heeft gestoord. Omdat je wel iedere dag ermee te maken hebt. Iedere dag stap je in het openbaar in een hokje waar je niet inpast, letterlijk. Of je moet heel expliciet een ander hokje instappen en daarmee creëer je dan ook weer een onwenselijke situatie, waarin mensen zich misschien sociaal onveilig voelen.* Toilets specifically are something that really bothered me. You deal with it every day. Every day you publicly step in a box where you don't fit, literally. Or you have to very explicitly step into a different box and then you create another unwanted situation in which people might not feel socially safe.
> *Cal, student assistant DEI*

This experience shows a very regular occurrence, going to the bathroom, that can make people feel like they don't belong in their university campus. Cal also shared that the way that language is still very gendered in many different channels of communication within the university makes them feel unwelcome. They shared a story about a faculty wide meeting on social safety at the university, in which the speaker kept saying things like: everybody should be able to be her or himself. After the meeting Cal talked to the speaker about gendered language and how it can be exclusive. While she agreed with them that there was a lot to be done in this, she felt no need for personal changes. In conversations like this, the task of creating an inclusive environment is taken away from the individual. Cal, who is non-binary did not feel represented in this event and thus felt excluded from the faculty and also the discussions on social safety (Cal, personal communication, 14 December 2023).

4.3 Queer projects

I was able to gather data from the Queering Radboud event about how it was received and what people liked and did not like about it. Not all of this is useful for my own research, but it gave a very good picture of why people would like to go to events like this. This chapter will more closely examine the results of the survey from Queering Radboud and the significant data that came from it. The second part of this chapter will go into the type of things that Radboud can improve on. This information was mostly gathered from the interviews.

4.3.1 Queer(ing) Radboud

The Queer(ing) Radboud event was, as far as we know, the first big event organized at Radboud university that brought together the whole university population of staff, students and faculty in a queer event. Although Dito often organizes events, those are generally only for queer youth and thus mostly attended by students. The fact that Queer(ing) Radboud brought together the whole university population to talk about queer topics for an evening was quite special and very possibly never done before. It was organized in the chapel of the Berchmanium building, which is a very symbolic building to the university. It is where the organizing body works and where a lot of graduation ceremonies take place. The place where the panels were organized, the chapel, is also linked to the catholic roots of the organization. This space becoming, for a few hours, a very queer space was quite symbolic. This was a response that was also given in the survey question on what the guests liked about the event. There were around 110 people that attended, which is quite many for a university event and shows that there was a lot of interest in an event of this kind.

One of the most interesting results from the survey is that many people attended this event because they wanted to connect with other queer people or be part of a queer community at Radboud. The

need for a queer network or a wider queer community was mentioned during the panel discussions and in the survey as well. Figure 7 shows a wordcloud representation of what people took away from the event, social and community aspects feature quite heavily in this picture.

Q6 - What do you take away from the event?

Figure 7 Wordcloud survey question 6

The fact that this event open to all layers of the university was seen as very valuable, especially to students, who appreciated seeing queer professionals. The staff, faculty and phd students more often mentioned wanting to meet other queer colleagues. One guest described their expectation for the event as follows: "I hoped to meet more queer peers and colleagues on campus, and have a feeling of community". Many students also mentioned wanting to meet other queer people, but staff worded it more often like colleagues and peers.

The atmosphere and feeling of community was appreciated by many guests who filled in the survey after the event. It was interesting that many used words like "safe", "open" and "welcoming" to describe the feeling of being among other queer people. Using these words signifies a sense of belonging for the respondents. Although not explicitly asked, it shows that they felt connected to their environment and the other guests. A collection of answers to the question what guests appreciated about the event has been put below. It was not only the community aspect that people liked, for many of the guests, the fact that queer people were given such a prominent platform in the university was a positive aspect to the event. Platform, visibility and representation are important and powerful words in this regard and the three survey responses to the question what they liked about the event are certainly not alone in using this:

> It felt joyful, open, the discussions were very thorough and inspiring, I liked how strongly
> the student community was also represented.
> *Anonymous reply, Queer(ing) Radboud survey, 21 September 2021*

> It was a space for sharing personal stories, a space for meeting peer-Queers and allies. I
> really liked that queer people at Radboud were made visible
> *Anonymous reply, Queer(ing) Radboud survey, 21 September 2021*

> Offering a space and platform for queer people at RU. I consider it an important first step
> to host such an event in the first place.
> *Anonymous reply, Queer(ing) Radboud survey, 21 September 2021*

Another experience that stood out from the survey data came from the question about what people took away from the event. Many guests spoke about a certain need, a need for a queer network to work on visibility or policy problems, a need for events like this. This was also highlighted by the answers that some guests gave to this question: "what do you take away from this event?" (see appendix A)

> There are more people on campus who identify as queer and/or care about queer issues
> than I had realised. I connected with colleagues in a new way, and I feel a bit more at home
> on campus now
> *Anonymous reply, Queer(ing) Radboud survey, 21 September 2021*

> I'm not alone. I work and commit myself to promoting DEI across campus, and sometimes
> this can feel futile when I go into another meeting with an old, white, cis straight man in a
> position of power. Being among queers, and having sensible discussions, is amazing. Oh,
> as add-on: networking!
> *Anonymous reply, Queer(ing) Radboud survey, 21 September 2021*

> Trying to be more fine with openly being queer, the importance of being seen and
> accepted at the workplace
> *Anonymous reply, Queer(ing) Radboud survey, 14 September 2021*

> That radboud has more queer people (staff) that i thought and i feel like if a problem arises
> at uni i can go to Radboud
> *Anonymous reply, Queer(ing) Radboud survey, 14 September 2021*

> There are people in the university who are looking out for queer students. It was really
> touching to me to see people so passionate about defending our space and trying to make
> Radboud a better place for us :)
> *Anonymous reply, Queer(ing) Radboud survey, 16 September 2021*

I think that the quotes above really show the effect that this event had on (queer) guests. The fact that people, after meeting similar Radboud denizens, could feel more at home at the university, or more at ease with their identity shows the value of these types of community events. Figure 7 shows that 82% of the survey respondents would go to a follow-up event and 15% would at least consider it. What this means is that people within the queer community feel a real need for events like this. As said before, Queer(ing) Radboud was the first event of its kind and considering the responses to the survey, it was valued by many for the fact that it was organized at all. This implicates that community events like this should be organized more often.

Q11 - Would you consider attending a follow-up event, if one were to be organized...
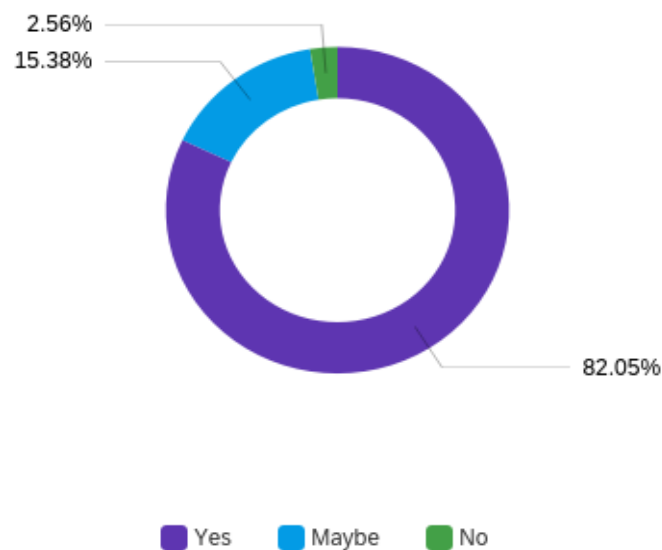

Figure 8 Pie chart showing interest in follow up event

4.3.2 What can be done

During the interviews many of the participants talked about how the system at Radboud concerning policy making and organizing initiatives worked. They also offered things that they thought could be better. I want to do these ideas justice, which is why this section will go into the things that people who work and have worked to promote DEI initiatives and policies think should be different.

What was very clear from the interviews was a sense of action. This was something most of the participants felt. They state that the university makes statements of support, although not everyone agrees that these statements are explicit, but that it is time to put actual actions to these words. Sanne puts this nicely in her interview:

> *Want het [diversiteit en inclusie] wordt wel al scherp gepositioneerd qua visie, missie, speeches, wordt het eigenlijk altijd wel genoemd, wat heel belangrijk is denk ik om mensen mee te krijgen en inspireren en die verandering in gang te zetten. Maar het is nu wel tijd. Dat actie echt volgt. Anders wordt het wel een beetje ongemakkelijk*. It [diversity and inclusion] is strongly present in the vision, mission, speeches, it is always mentioned, which is very important I think to inspire people and actually start this change. But it is time now. That action really follows. Otherwise it will get a bit awkward.
> *Sanne, policy advisor*

Tijn and Iris however, think that Radboud as institution can be more explicit in their support. Regardless of how the participants view the quality of Radboud university's statements, they feel that the time for action and showing that these statements are genuine is now.

Another issue that Cal, Iris and Tijn mentioned is that a lot, if not most of the inclusion projects that the Radboud university hosts are organized by people who volunteer to do that. In fact, they all held

volunteer positions themselves and Cal and Iris were volunteers first before they got a position as student assistants and could help with influencing policy. As Iris says:

> *Zoals ik ook al zei, de meeste dingen die er zijn die zijn door studenten of phders op gezet op basis van vrijwilligersarbeid. Dus in die zin heb ik het idee dat de meeste inclusie projecten die de Radboud heeft, of had in mijn tijd, die draaien op vrijwillige arbeid.* As I said, most of the things that are done are set up by students or phd students on a voluntary basis. So in that way I get the idea that most inclusion projects that Radboud has, or had when I attended, are built on voluntary work.
> *Iris, student assistant*

The projects that Iris mentions are things like Queer(ing) Radboud, which the organizers also did outside of contract hours. She believes that this creates situations in which people have to overwork themselves, or stay silent on issues that are caused by being part of a minority group, which also takes energy and time (Iris, personal communication, 19 December 2023). This is why she thinks that the university should compensate for these types of activities. This corresponds with a larger issue in the education sector where work in committees or other organizational jobs are volunteer work or partly paid.

Ultimately, many of the interview participants referred to systematic changes that needed to be made at the university in order to make meaningful impact regarding DEI. Sanne describes this in terms of making an inclusive system where individuals don't need to conform to normative standards. She describes this as follows:

> *Hoe dat er dan uitziet in beleid is dat je eigenlijk de hele cultuur moet veranderen. Dat maakt het ook lastiger denk ik. We vinden het gewoon heel fijn dat er een norm is en dat maakt alles heel snel en efficiënt, daardoor hoef je geen maatwerk te leveren. Maar een echt inclusief systeem gaat wel om maatwerk.* What that looks like in policy is an entire cultural shift. Which makes it harder I think. We really like having a norm and it makes everything faster and more efficient, meaning you don't have to customize procedures. However, a truly inclusive system means customization.
> *Sanne, policy advisor*

Sanne's idea of the change that is needed relies on her work context, which is policy. Iris also mentions systemic changes as necessary, but she doesn't see that happening within the university (Iris, personal communication, 19 December 2023).

Another theme that came up a lot had to do with transparency. This had different meanings for different participants, but can be seen even wider in the Queer(ing) Radboud survey as well. A big part of this has to do with the lack of clear communication on what is being done on DEI policy and projects, as well as the clarity of the official infrastructure. Many people that went to Queer(ing) Radboud were curious about what kind of policies there were for queer people and how the state of queer was at Radboud. Tijn, as the only interview participant not to be involved in policy making, talked a lot about the struggles of trying to organize something as an outside party on the university. He laments that the success of the action depends a lot on the willingness of the person you're in contact with. For him, this meant that projects get stranded in the organizational phase because they are being sent from one department to another (Tijn, personal communication, 8 January 2024). This is contrasted with Cal, who was able to organize an event for queer people with more ease, partly because they had inside knowledge from being a part of the DEI office. This meant that they knew who to contact and how the processes of organizing are best handled.

A good overview of who you can contact for certain things and a better network for communication from the DEI office could keep people informed on what type of projects are being worked on, as well as help them start their own project more easily. During the document search I could find very little information on what kind of support there is for queer people, or what I as a queer person can expect at Radboud university. In the Queer(ing) Radboud survey, many people expressed happy surprise at learning that there were people working on making the university more inclusive. They felt recognized and knowing that things were being worked on, even if they were not done yet, made them feel more at home at the university. This shows that not knowing in what way you can expect support from the university is harmful to the perception that LGBTQ+ people have of Radboud.

Chapter 5: Conclusion and Discussion

This chapter concludes the master thesis. It is split up in several subchapter, the first of which will discuss the research limitations. After that, the research questions will be answered in the discusison. This will be done question by question and create an overview of the research results and the relevant theories from the theoretical framework. The next subchapter will discuss the recommendations that emerge from the discussion. Then questions that emerge from the discussion will be expandd upon in the future research section. The next subchapter will be a reflection on the research process and the lessons learned during it. Lastly, there will be a short concluding statement on this master research and the suture of DEI at Radboud university.

5.1 Limitations

One of my interview participants explained that most DEI topics are under-explored in/by the university. This is especially true for something like sexuality or gender identity, as people can often regulate who they disclose their identity to and it is widely regarded as something private (Morrish & O'Mara, 2011). This made it hard sometimes to do this research because there was nothing to build on, where do you even start? In the end, the chosen methods have allowed me to make observations on what queer policy is or should be, how people are affected by it, and what their experiences are in affecting it. As I am exploring this field, it was never my intention to make generalizing statements. I think that these topics can create very different experiences based on who you are and your position within Radboud university. It would also be impossible to make generalizing statements because, even though the participants were diverse in many aspects, they were all white and thus I cannot speak for queer people of colour, or people of colour that work in policy making. This meant that the group of interview respondents is not representative of the true diversity of Radboud's population.

Another limitation of the research has to do with the research population. I am not researching how queer student/staff experience the university nor am I doing a full blown policy research. Instead I am researching how people (staff and students) are affected by (lack of) queer policy, and how people try to make Radboud more queer friendly through policy or other means. This is quite a specific field to investigate because it uses aspects of both policy research and queer student/staff experience without making definitive statements about either of them. This creates observations in these fields that could be used for further research. Ideally I also would have liked to interview more people, but due to time constraints this was not possible. I have also not interviewed teaching or non-policy staff in my interview rounds, this means I don't know how they affect their workplace or are affected by its policy. One of the participants gave her perspective as hr advisor on how she is (or is not) informed of issues that queer staff potentially face and talked about not a lot being known of this group. I also have information from the survey about PhD students, faculty and non-academic staff (N=22). This means that the results concerning the experiences of staff will be more speculative and not representative.

As for the content analysis, it was very important for me to know what type of information people at Radboud university have access to. I found out during the collection process that there is hardly any policy documents or plans published online. This makes sense in a way because some of those are still being worked on (like policy on inclusive toilets) and they could contain sensitive information or are just not accessible to non-policy makers. This meant that I cannot see the full scope of the way queer is present in Radboud university's policy. That could be interesting for another project, but for this research it was very useful to know just what people can find when looking into queer policy and resources. Regarding the policies, I found that not everything that has been done to advance the experiences of queer staff and students has been documented. I only knew about some of those things, like the streamlining of name changes in the official system, through the interviews.

After the research period was over and I was already writing the results, I found that every faculty also has a strategic themes plan. Some of those mention diversity and some of those don't mention it. However, it was too late to add them to the analysis as that had already been done. I did not come upon these plans using the search system that I used for the content analysis, but found them on the 'about us' page of the different faculties. I thus suspect that there might be more things that I missed perhaps, since the digital space of the university is very big and not always easy to navigate.

5.2 Discussion

This subchapter will answer the three research questions with observation from the results and the theoretical framework. It will be presented question by question as a way to structure the results.

How is queerness present in Radboud University's Diversity, Equity and inclusion policies?

Within the DEI office and the guidelines and plans that are produced by the DEI office, queerness is explicitly present. In the DEI plan there are interventions lined out that make the university a more welcoming place for people from the LGBTQ+ community. An example of an intervention like this is the goal to work together with members of different communities to exhange ideas on DEI related issues, the LGBTQ+ community is mentioned here (Jualla van Oudenhoven, 2022). In the Gender Equality Plan that was published by the DEI office, gender is introduced as not just a binary division between male and female. Gender is instead categorized as a broader spectrum that intersects with other social categories (Radboud University, 2022). Within the DEI, queerness is thus present as non-normative entity, as well as in plans which concern the LGBTQ+ community. This was not the case in other gender equality plans, where gender was a binary descriptor and the equality plans were focused only on female employees. This might have to do with the starting point of that particular faculty and them seeing this as a priority, however as stated before, DEI plans that don't take intersectionality into account can actually reinforce inequality (McCluney, 2020). Regarding the plans of the DEI office, there are hardly any updates on plans in progress, which makes it hard to understand how these plans are put into practice. From conversations with policymakers, I gathered that queer perspectives and intersectional approaches to DEI issues are usually considered, but this is not something that is widely known. Although another interview participant who was involved with the DEI just after it started up mentioned how she missed a queer and trans perspective in the office at that time (Iris, personal communication, 19 December 2023). She did mention that this had changed towards the end of her involvement and that it might have to do with how the DEI was just starting up.

Sexuality and gender identity are also referenced in the anti-discrimination policy, which follows Dutch law. Once again, this means that queerness here is present as an identity category. Although it can be argued that the promoting of DEI goals is queer in itself by making the university more welcoming to

people of any kind. In any case, there is a level of queerness present in Radboud unversity's DEI policies, although it can differ depending on the types of interventions, faculties and even people working with them. As it stands, including a queer and/or intersectional approach in policy is more of a personal choice for the people working on policy. The DEI office is very explicit in using intersectional approaches and queer interpretations of certain topics, like gender, but this has not (yet) spread a larger audience of policy makers.

During the research it was also found that heteronormativity is a dominant idea that is entrenched in the university. As Holmes IV (2019) posited, systems of education are one of the macro levels in which heternormative beliefs are normalized. This was found in many different ways, like the aformentioned Gender Equality plan (Gender and Diversity Committee, 2015) and reported by multiple participants in their interviews. The university is (mostly) a heteronormative place and this is felt by the LGBTQ+ population, who felt safe and comfortable at Queer(ing) Radboud, implying that this is not always the case for them. Cal's example of binary standards impacting their everyday life when wanting to use a university bathroom (Cal, personal communications, 14 Decemebr 2023) is an example of heternormative and binary gender norms shaping workplace experiences (Corlett et al., 2023; Kelly et al., 2021). Even in the way that the university makes efforts to be more inclusive, queer and LGBTQ+ people are put into the role of the 'other'. In policy plans, there is a focus on making Radboud more inclusive for certain groups of people, differentiating these people from the 'normal' population of the university and creating the narrative of being helpless or dependent (Preston & Hoffman, 2015). That is not to say that DEI interventions are bad, but it should be very clear from this thesis that heteronormative work and study places can create a disconnect, exclusion and feelings of not belonging. Yet interventions are often approached as something that needs to be added to existing plans.

In the interviews the idea of a culture shift was mentioned as being the way to change the system. This is then not only beneficial for LGBTQ+ students, but for all, as Sanne describes a system in which policy or the university looks at the individual rather than what is needed to make that individual fit to the norm (Sanne, personal communications, 12 December 2023). This cultural shift, to view it in a more abstract way, means queering the way that university processes work. Rather than using a norm and making exceptions to that norm, flexibility would be a build in factor in university policies and programmes. This corresponds with Holmes IV (2019), who recognizes that a culture shift is needed to change institutionalized heteronormativity in organizations such as educational facilities. This shift is not easy and takes a long time, especially in large organizations like the university. Yet policy makers do notice a shift happening. The establishment of the DEI office in 2020 and Radboud's commitment to being an inclusive institution show that there is a lot of focus on these topics.

How do different university stakeholders affect Radboud's DEI policies and how are staff and students affected by these policies?

A lot of DEI policies and procedures, especially concerning queer subjects, are in various stages of development during the writing of this thesis. It seems to be a newer theme in DEI and through the interviews I heard about different projects that are, or have been developed with the help of the queer community at Radboud. Because of the newness of this subject, there are not always policies in place to resolve issues that people face. An example is the genderneutral changing rooms that were established in the Radboud Sport Centre after a student showed that queer students did not feel comfortable to sport there. In this case it was student action that led to policy changes and practical solutions. This is the way that a lot of issues that concern the queer community at Radboud get brought

to the attention of policy makers. In this way, there is a lot of room for stakeholders to affect the DEI policy, mainly because there is little policy on these topics and community input is valued. Kelly et al. (2021) state in their research on queer-friendly workplaces that: "While education around trans issues is needed in many workplaces, it should not fall on trans employees to do this work. To address cisnormativity within work organizations, policies and practices for supporting trans workers should be put in place before they are needed by individual workers"(p. 1085). Trans issues being flagged by the community also happened relatively often at Radboud and it was often on these types of issues that policy makers asked community input. In the above quote, Kelly et al. say that support for trans employees should be in place before they are needed, however, this was not the case at Radboud. At this point, it is too late to expect policies to be in place, because trans people at Radboud university are already being excluded in some ways. The cooperative manner in which policy makers try make policy to prevent this exclusion fits better within the university context.

A major theme that surfaced in the different types of research was the transparency. It was brought up in different ways and with different effects. There is a lack of communication from the university on DEI initiatives that are taken up. On the one hand, this means that there is no undue criticism, especially if it concerns policies or initiatives that are still being thought out. But on the other hand, people are left feeling unsupported by the institution. Cal experienced this in the case of genderneutral bathrooms. In A previous study by Garvey et al. (2018) established that even knowing that there are adminisors working on improving LGBTQ+ supportive environments, could create a higher perception of campus climate for students. This was certainly reflected by the example that Cal gave as well as in the survey responses from Queer(ing) Radboud. The lack of communication was even found in the content analysis, where I found very little evidence of DEI problems being worked on. Mostly solutions were brought up in multiple year plans, with little explanation on how these goals would be reached and no updates. This makes it hard for outsiders who are not actively working on issues such as genderneutral bathrooms to see progress and makes it easier for people to feel unseen or unwelcome, since they don't know that their comfort is being thought about. In Queer(ing) Radboud survey, it became clear what acknowledgement can mean for (queer) people. Survey respondents reported that they felt more at home at the university after the event, or that they didn't know that there were so many people who cared. It is clear from the results that LGBTQ+ people do not always feel supported by the university. Better communication and more transparency could mean that people could be spared those feelings. It is even an intervention in the DEI plan to create clear procedures and collections of sources so people can easily find the resources they need (Jualla van Oudenhoven, 2022). Transparency is something that is missing for DEI themes and initiatives in general. Yet minority groups can really profit from knowing that their workplace, or place of study, have supportive policies in place.

What I noticed during interviews and at the Queer(ing) Radboud event is when people recounted bad experiences they had in interactions with others, most of the time lack of knowledge was the cause of an offending comment, rather than malice. This is something that people often acknowledged too, like Iris for example, who did not think teachers asked her invasive questions to be rude, but rather because they did not know not to. Of course, this acknowledgement does not make the moment less uncomfortable for the recipient. A lack of knowledge came back in different ways in my research. It was, as Iris' example provide, a cause of negative experiences/microaggressions, and a lack of knowledge was also an obstacle to inclusion and DEI interventions. There is little research into the experiences of LGBTQ+ people, or other underrepresented groups, and that makes it easier to dismiss issues as not widespread or relevant. If there was more knowledge on these topics, then policymakers could make a stronger case for policy interventions. Research shows that LGBTQ+ employees endure more stress and report lower levels of workplace wellness (Lloren & Parini, 2017; McFadden, 2015; Perales, 2022) and that LGBTQ+ students give lower scores to their campus climate than their

heterosexual and/or cisgender counterparts (Garvey et al., 2015; Greathouse et al., 2018; Yost & Gilmore, 2011), which can impact their study persistence (Garvey et al., 2018). This should warrant an investigation into Radboud university's own staff and students.

How do community events like Queer(ing) Radboud contribute to Radboud university's queer friendliness?

A lot of valuable lessons can be gained from the Queer(ing) Radboud event. Although only a part of the guests filled in the survey (around 40%), many commented on how good the atmosphere was and how they felt safe or welcomed. Community events like this can also have a positive effect on LGBTQ+ students' (and in this case employees too) feeling of belonging towards their university (Coley & Das, 2020; Marx & Kettrey, 2016; Woodford et al., 2018). Going by the results of the survey, this was certainly felt by more than a few of the respondents. It was the first event of its kind, with an educational and informal element and where staff, students and people from outside the university were welcomed. A very high percentage of people (82.02% yes, 15.38% maybe) would go a follow up event, which shows how it filled a gap of something that was needed at the university. The fact that so many people want more events like this, and that Queer(ing) Radboud even made people feel more welcome at the university is evidence that community events do contribute to Radboud university's queer friendliness. Community lead events like this can create a safe space and contribute to more inclusion for LGBTQ+ people (Linley et al., 2016; Pryor, 2021). The fact that it was a collaboration in which students and staff could come together can also greatly benefit students, who see in teachers openly expressing their identity as 'role models' (Linley et al., 2016; Pryor, 2021).

During the panels and in the survey, the idea of a queer, university wide network was brought up by different people. Not too long after Queer(ing) Radboud, an official Gender and Sexuality Alliance was launched by a team of staff and students. This was already in the works before Queer(ing) Radboud took place, but connection with other interested organizers were made during and after the event. Since its launch, multiple events have been organized, some of which were staff only and some that were mixed. This was requested by the community and has worked out quite well. There have also been several requests from policy makers on a queer or trans perspective on certain policy issues. The organization is still only a few months old, but it will be very interesting to see how it develops and whether it fills the niche of an overarching, hierarchy-breaking queer network.

5.3 Recommendations

The recommendations that are presented in this subchapter are built on the observations in the discussion segment. During my research I met different people that are committed to furthering DEI at Radboud university, and they have also mentioned some of these recommendations in their interviews.

- **Gain more knowledge on the experiences of LGBTQ+ staff and students at Radboud university**. Having research supports why certain policies and interventions are necessary and can help convince people to work towards DEI goals. Research has also shown that sexuality and gender identity have an effect on workplace wellness and perception of campus climate (see discussion). Radboud should investigate this for its own employees and students. A way that can be done is through the yearly staff survey and the healthy student life survey.
- There should be **more communication and transparency on DEI policies and interventions**. This could be done by having a page dedicated to DEI news that regularly updates, or through mailing lists. Through interviews and the survey, people show positive feelings on learning that

their issues are being worked on. Having more regular updates on what type of interventions are being planned and worked on, could take away feelings of being ignored that some of the research participants expressed. This was already proven to happen at Queer(ing) Radboud, where people expressed to be pleasantly surprised that people inside the organisation were paying attention to queer issues.

- **Make it more transparent who people can go to when they have questions regarding DEI issues**. This correlates with **more transparency on which employees are doing what**. This could make it easier for people to organize events even if they are not familiar with Radboud's organizational system. This can be done by creating more visibility for the DEI office, or creating a helpdesk that connects people to the employees they need, depending on their questions.

- **Create better opportunities for faculty, staff and/or students to get education on DEI topics and make queer issues a part of this**. There are different programs that Radboud offers right now to employees and students. However, they are all on a voluntary basis. Creating a reward of sorts could be motivation for people to get more education on these topics, which would influence how they interact with others and work towards making the university more welcoming to LGBTQ+ people (and other minority staff or students) in the long run.

- **Provide the resources necessary in order to take the university's DEI goals seriously and reach them**. Right now there are only 3 people working in the central DEI office that handle the university wide DEI plans. There should be more people in this office, or there should be more effort in educating the other support staff on DEI themes, so that not all problems to do with DEI end up with 3 people. Creating a fund for supporting grass-roots initiatives like the GSA or Queer(ing) Radboud could also create more community events, which are beneficial to individuals and their perception of the university.

These five recommendations are all flowing from the research, ideas of research participants and of the success of Queer(ing) Radboud. They require different levels of commitment and planning from the university. A positive factor is that I have spoken and met with different people who want to make these commitments, but are sometimes limited in the actions they can take. The most important thing, the people to carry out these changes, are already there. It is now a matter of supporting them.

5.4: Future research

As stated before, the research that I did for this thesis was exploratory, mainly because there is not much known about this topic at Radboud university. This means that there are a lot of possibilities for future research, like an LGBTQ+ campus climate assessment or a comparison with other Dutch universities. The topic of queer staff and students in the Dutch higher education system is very under-researched. From my own research, a couple of questions remain that would be very interesting to elaborate on in a future study.

I had two interviews with transgender and nonbinary students and these participants gave many examples of discrimination they have faced at the university, often related to their gender identity. It would be very interesting and perhaps even crucial to research whether trans and nonbinary people experience different levels of discrimination or feel less belonging at the university than other LGBTQ+ staff and students.

I missed having staff members that identified as LGBTQ+ in this research. This would be a very valuable perspective for Radboud to explore in the future. Other universities in the Netherlands could also do this. In the recommendations I suggested using the staff survey to get measures on employee wellness, and this could be a good starting point for further research.

It would also be very interesting to do a longitudinal study on this subject. The people I have spoken with in interviews have mentioned that it feels like there has been a lot of action and attention on LGBTQ+ themes, it would be interesting to see whether this trend continues and what it means for future students and employees. It could be interesting to see whether attitudes regarding the university form an LGBTQ+ perspective change (positive or negative), or be used to monitor DEI themes.

The experiences of non-queer people with LGBTQ+ supportive policies could also offer a very interesting perspective. This would work for Radboud when these types of policies are more embedded. The perspective of this group is often underrepresented in research on LGBTQ+ policies and could therefore offer valuable insight.

5.5 Reflection

This thesis is something that has been in the works for a long time. Throughout 2022 and 2023 I have been recovering from a burnout, and although I started this master programme in September 2021, my own mental state has delayed starting this thesis. Due to this, I only seriously started writing on the thesis in the summer of 2023. The Queer(ing) Radboud event that I helped to organize was one major thing that really inspired me and helped me visualize what this thesis could look like. I'm really thankful and proud that I got to be part of this event through this thesis and that I could contribute in and participate in a practical manner to the queer community at the university. It helped to change the outlook I had on the thesis process so it became less intimidating.

I think that this thesis has shown me that there are still many ways in which I can be more proactive in my work. If I had been more assertive, I could have probably been more involved in my internship. However, I also realise that I felt content with taking a passive approach to my internship because it felt too overwhelming to do both. Being able to organize something after this thesis for the DEI concerning queer and queer policy will have to be enough.

Since I have had a long time to think about this thesis, even when it was more abstract and I was less actively involved, the ideas behind the research have changed a lot. Up until a few weeks before actually handing in a first draft, I was still editing the research question. One of the key concepts, queer policy, had to be changed to presence of queer in DEI policy. This was because there is just not such a thing as queer policy at Radboud, policies concerning the LGBTQ+ are embedded within the DEI policies. Queer policy is also not a term that is used in scientific research, so there was no precedent to rely on for me. This change to presence of queer in DEI policy sounds less catchy, but also covers my own research better than queer policy did. The scope of this thesis has also changed a lot during the time I have been writing it. I knew from the beginning that I wanted to situate it at Radboud university, but whether the focus should be queer people, queer experiences or policy was often muddled. Conversations with my supervisor helped in looking at my own research from a distance and realizing most of the focus in my research was on the level of DEI policy, so that should be reflected in the way I structure my thesis and present my research questions. Although I think of myself as a person that plans everything I work on, I realized that I could work on flexibility and looking back to reflect whether my plans still serve me.

The conversations that I had with people were probably the best part of this thesis. I got to meet and talk to some really smart and inspiring people that are doing very interesting things. During my studies, I have never been very involved in the queer community but doing this research has really opened my eyes to how important that part of myself is. Through conversations with research participants I also learned a lot about experiences that I don't have. One of my participants talked about the lack of disabled representation in the curriculum, and through all my years of studying anthropology and

human geography, disability studies and perspectives have rarely, if ever, been mentioned. It is something that I definitely want to learn more about.

Something that I have struggled a lot with during my thesis is the on and off motivation I had for this project. I think this is also due to the fact that when I started focussing on it, I could only write a few hours each week and the lack of progress made it hard to see an end result. To my shame, has really been once I got a deadline that I started putting in a lot of work. Although as a counter to this, up until September/October of 2023 I was still working on getting my energy levels back up after my burnout. I got a lot of motivation and enthusiasm for my thesis through conversations with my supervisor and through the interviews that I did. It helped in being able to see what I was working on and seeing how everything fit together. This is something that I will keep in mind when looking for a job, I like working together with others.

Lastly, during the writing and researching of this thesis I learned to value the scientific process and followed it more closely and consistently than I have done in my prior studies. Although it was frustrating at some points, seeing everything come together and make sense was very satisfying. By following the scientific process, I started to see the logic in my work and saw it become valid. I cherish this experience because it gave me confidence in my own research.

All in all, a lot of what I have learned from this thesis has to do with personal development. Talking with some of the interview participants has made me realize that I would like to be involved in advocacy for minority groups, perhaps even as a career. I have also learned that I should be more active in the things I want to do or be clear in communicating that I don't. The thesis process taught me a lot about myself and had me confront a lot of my own insecurities.

5.6 Concluding statement

A thread throughout this thesis is that the DEI office is still quite young, as is Radboud university's commitment to increasing DEI. This thesis has really captured a moment in time where there is a lot brewing in terms of DEI initiatives and queer themes or projects especially. There is a lot to be done still to make Radboud university more queer-friendly, but the energy is there. People that have worked with DEI themes for years can see that a change is happening. The university is a slow moving machine, but it is heading in a positive direction. I think we are heading towards an exciting time and it will be interesting to see how the university develops in this regard. With this thesis I have researched what the state of the art is concerning Radboud's commitment to queer issues, how people at Radboud influence its policies and how they influence them in turn. I hope that this contribution can inspire further action and make Radboud university a more queer-friendly place.

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Appendix A: survey questions

Queering Radboud

Welcome to this survey in regards to your experience of the Queer(ing) Radboud event on September 14, 2023.

Please note that this survey is anonymous (all answers optional) and will not reveal any individualized data. The answers will be used for research purposes and as a reflective feedback tool strengthening the positions and policies regarding queer issues at Radboud University. If you have any questions or concerns, please contact friederike.landau@ru.nl.

This survey is made by Minke Klomp with help from Friederike Landau-Donnelly and Klara Raiber

Q1 Which expectations did you have before attending the Queer(ing) Radboud event?

_____

_____

Page Break

Q2 Did the event meet your expectations?

- o   My expectations were not met at all (1)
- o   My expectations were somewhat met (2)
- o   My expectations were met (3)
- o   My expectations were succeeded (4)

Page Break

Q3 How would you rate this event on a scale of 1 to 10 (1=lowest; 10=highest)?

_____

Page Break

Q4 Which aspects of the Queer(ing) Radboud event would you consider positive?

_____

_____

Page Break

Q5 Where do you see room for improvement for further potential events like this?

_____

_____

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Q6 What do you take away from the event?

_____

_____

Page Break ———————————————————————————————————

Q7 How did you hear about the Queer(ing) Radboud event?

- o Through the University newsletter (1)
- o Through Dito (2)
- o Through the Halkes Women+ newsletter (3)
- o Through the Radboud Young Academy website/social media (4)
- o By word of mouth (5)
- o By seeing the stickers (6)
- o Other (please specify) (7) _____

Page Break ———————————————————————————————————

Q8 Why did you come to the Queer(ing) Radboud event?

_____

_____

Page Break ———————————————————————————————————

Q9
How would you rate the length of the event?

- o Too long (1)
- o Too short (2)
- o Exactly right (3)
- o Other (please specify) (4) _____

Page Break ———————————————————————————————————

Q10 Have you ever attended a similar event organized at Radboud University?

- o No (1)
- o Yes (please specify) (2) _____

Page Break ———————————————————————————————————

Q11 Would you consider attending a follow-up event, if one were to be organized? Please explain your answer, if you can/want.

- o Yes (1) _____
- o Maybe (2) _____
- o No (3) _____

Page Break ───

Q12 What is your role at/affiliation with Radboud university? Various answers may apply

- o Bachelor student (1)
- o Master student (2)
- o Temporary exchange student (3)
- o International student (4)
- o PhD student (5)
- o Faculty (6)
- o Support staff (7)
- o External visitor (8)

Page Break ───

Display This Question:

If What is your role at/affiliation with Radboud university? Various answers may apply = Faculty

Q13 Are you faculty on a temporary or permanent contract?

- o Temporary (1)
- o Permanent (2)
- o Prefer not to say (3)

Page Break ───

Q14 Which of the following options best describes your gender identity? Various answers may apply

- o Man (1)
- o Woman (2)
- o Genderqueer (3)
- o Nonbinary (4)
- o Trans(gender) (5)
- o Questioning (6)
- o Other (7) _____
- o Prefer not to answer (8)

Page Break ───

Q15
Which of the following options describes your sexual identity? Various answers may apply

o   Asexual (1)
o   Bisexual (2)
o   Gay (3)
o   Heterosexual/Straight (4)
o   Lesbian (5)
o   Pansexual (6)
o   Queer (7)
o   Other (8) _____
o   Prefer not to answer (9)

Page Break _____

Q16 Do you have any other comments regarding the Queer(ing) Radboud event?

_____

_____

End of Block: Standard Frageblock

Appendix B: interviewguide

Introductie	Aantekeningen tijdens interview
- Dank voor meedoen - Opbouw en soorten vragen in interview: wat is er aan beleid voor queer personen op Radboud? Wat voor kennis en beleid is er? Wat is de ervaring van mensen die werken in dit veld (zowel activistisch als betaald)? - Data anoniem gemaakt en verwerkt (tenzij anders gewenst) - Mag opnemen? **Start interview** - Wil je kort beschrijven wat je doet/hebt gedaan op Radboud? - Hoelang doe je dit werk (zowel betaald als activistisch) al?	Vragen of ik hun werk activistisch kan noemen, betrekkende hun inzet in queer projecten op Radboud? Hebben ze zelf beter woord?

Kennis
 	
Beleid:
- Wat voor soort steun is er voor queer mensen (gender en seksualiteit) vanuit Radboud volgens jou?
   ➔ Zit hier verschil in tussen studenten en werknemers? (Vraag is minder relevant voor student activisten)
Wat voor (gebrek aan) kennis is er?
- Is er informatie bekend over de seksualiteit en genderidentiteit van mensen op Radboud? Als niet, waarom?
- Is er informatie bekend over problemen waar mensen die queer zijn op Radboud tegen aan lopen?
- Hoe is deze informatie er gekomen?
  -> als niet: is er een reden dat deze informatie niet bekend is?
- Welke kennis en resources zijn er nodig?	

Persoonlijke ervaring - Hoe zou jij zelf een queer vriendelijk beleid voor studenten en medewerkers van Radboud omschrijven? - Zijn er dingen die het moeilijker maken om te werken aan een queer inclusiever/vriendelijker beleid op de Radboud universiteit? - Wat zijn veranderingen die zijn gelukt, hoe ging dat? - Zijn er ook veranderingen die niet gelukt zijn? Hoe kwam dat in jouw mening?	

- Wat is er nodig om dit werk goed te kunnen doen? (voor hr en beleidmakers is dit beleid maken, voor activisten is dit activistisch werk -> vraag accordingly) -	
Slot - Zijn er nog dingen die je zelf wil benoemen of die belangrijk zijn voor mij om te weten? **Recording stoppen** Bedankt voor het meedoen Hoe vond je het zelf gaan? Mailen kan altijd!	

Appendix C: Content analysis

Title	Search terms/links	Summary	Codes	URL
DEI office	"Radboud Inclusion" on google	website of DEI office; ambition statement, link to DEI plan	DEI office; DEI plan	https://www.ru.nl/afdelingen/hr-centraal/dei-office
Radboud university launches plan for diversity, equility and inclusion	"Radboud Inclusion" on google	News article on launch of DEI plan and manifest	DEI plan; university ambition	https://www.ru.nl/en/about-us/news/radboud-university-launches-plan-for-diversity-equality-and-inclusion
Inclusive language guide Radboud university	"queer" on Radboud website search function	8 guidelines for more inclusive language, including person-based approach, gender-inclusive language and non-othering language	mentionend queer and trans; pronouns; practical resources; DEI plan; gender-inclusive language	https://www.ru.nl/en/services/campus-facilities/work-and-study-support-services/communication-and-promotion/texts-and-translations/inclusive-language-guide-radboud-university
Diversity, equity and inclusion (DEI)	"Radboud Inclusion" on google	central webpage for DEI as strategic themes; explains what DEI means for RU and the ambitions it has; links to more practical information	DEI office; DEI plan; sexuality and gender-identity; inclusive campus	https://www.ru.nl/en/about-us/mission-and-strategy/key-strategic-themes/diversity-equity-and-inclusion
Goals and amibitons	linked on diversity equity and inclusion website	summarizes DEI plan and links gender equality to emancipatory history	dei plan; gender equality	https://www.ru.nl/en/about-us/mission-and-strategy/key-strategic-themes/diversity-equity-and-inclusion/goals-and-ambitions
DEI initiatives	linked on diversity equity and inclusion website	lists and explains past (and maybe recurring) activities by DEI office; reference to purple Friday action	university ambition; 'zichtbaarheidsactie'; gender equality	https://www.ru.nl/en/about-us/mission-and-strategy/key-strategic-themes/diversity-equity-and-inclusion/initiatives

Resources	linked on diversity equity and inclusion website	lists different workshops and trainings, including teacher training on inclusion and link to workplace pride	practical resources; learning; LGBTQ+ facilities;	https://www.ru.nl/en/about-us/mission-and-strategy/key-strategic-themes/diversity-equity-and-inclusion/resources
Community	linked on diversity equity and inclusion website	Talks about history DEI office (founded 2020); lists members; gives information on becoming DEI ambassador	dei office; dei ambassador	https://www.ru.nl/en/about-us/mission-and-strategy/key-strategic-themes/diversity-equity-and-inclusion/community
Gender and diversity committee	"LGBT" on Radboud search function	GenDI committee of faculty of science; shares goals, documents, activities; link to LGBTQ+ trust person is broken	mentioned safe environment for sexuality, gender identity; learning; faculty plan	https://www.ru.nl/en/departments/faculty-of-science/gender-and-diversity-committee
Towards gender equality in the faculty of science	document on gender and diversity committee webpage	gender equality plan 2016-2020, it is the only gender equality plan; binary definition of gender; gender inequality=women's inequality	gender equality; faculty plan; binary gender division	https://www.ru.nl/sites/default/files/2023-08/towards_gender_equality_in_the_faculty_of_science_-_radboud_university_2015.pdf
Radboud university code of conduct	"diversity equity and inclusion" on Radboud search function	describes all codes of conduct in place for employees. In regards to queer, mentions no discrimination policy, racism and sexism mentioned, discrimination based on gender and sexuality implied	implied gender and sexuality; no discrimination; code of conduct	https://www.ru.nl/en/regulations/radboud-university-code-of-conduct
Social safety action plan	"sexuality "on Radboud search function	outlines how Radboud and its staff and students should enforce social safety; Radboud standard says treat each other respectfully despite difference, names sexuality and gender	no discrimination; social safety; mentioned sexuality and gender	https://www.ru.nl/en/about-us/policies-and-regulations/social-safety/action-plan

Diversity, equity and inclusion plan (dei) 2021-2025	linked on diversity equity and inclusion website	outlines goals and interventions for dei; LGBTQI+ and gender identity mentioned several times in regards to decreasing discrimination, interventions like inclusive toilets, and getting community input in policy	mentioned sexuality and gender; inclusive toilets; no discrimination; dei plan; dei office; dei ambassadors	https://www.ru.nl/en/about-us/mission-and-strategy/key-strategic-themes/diversity-equity-and-inclusion/goals-and-ambitions
Gender equality plan Radboud university	linked on diversity equity and inclusion website	outlines plans and goals to work towards gender equality in academia; mentions intersectional gender view which includes non-binary genders and other intersections like ethnicity/sexuality. Plans include LGBTQ+ community, e.g. inclusive toilets; plan is non-normative	inclusive toilets; gender equality; gender and sexuality mentioned; gender equality is not only about women	https://www.ru.nl/en/about-us/mission-and-strategy/key-strategic-themes/diversity-equity-and-inclusion/goals-and-ambitions
Dei manifesto	linked on diversity equity and inclusion website	less of a plan, more like a vision with action statements; lot of focus on queer (as in non-normative); anti-discrimination and focus on safe/inclusive space	queer; action vision; no discrimination; intersectionality; dei office; inclusive campus	https://www.ru.nl/en/about-us/mission-and-strategy/key-strategic-themes/diversity-equity-and-inclusion/goals-and-ambitions