ARTEMIS

Alliance for Regional Transition, Equality, Mobility, Inclusion and Sustainability

ARTEMIS Deliverable
D2.1 – Roadmap for inclusiveness

November 2025

Table of contents

1. Introduction & Strategic Alignment

This roadmap outlines the ARTEMIS Alliance's strategic commitment to Inclusion, Diversity and Gender Equality, aligned with the ARTEMIS Grant Agreement, WP2, Deliverable: D2.1 – Roadmap for inclusiveness.

It serves as a guiding framework to embed inclusion, diversity, and gender equality across all ARTEMIS activities.

The Gender Diversity and Inclusion Board (GDIB) will oversee implementation and evaluation.

The ARTEMIS roadmap should be informed by existing practices across partner universities, with the aim of building a shared European framework for diversity and inclusion.

2. Common Definition of Inclusion

The Gender Diversity and Inclusion Board proposes a common definition of inclusion that reflects the shared values of the ARTEMIS Alliance. This definition serves as a foundation for exploring what inclusion means to us, why it matters, and how it can be effectively promoted and integrated into our institutional policies and practices.

At the same time, each partner university operates within a distinct cultural and regional context. Therefore, when implementing the roadmap and its recommendations, it is essential to consider the specific characteristics of each institution and its environment to ensure relevance, responsiveness, and impact.

Initial definition subject to change in the first year of the project:

Inclusion is a dynamic and continuous process which aims to ensure the full participation of all people, whatever their differences, needs, abilities or characteristics (whether related to disability, socio-economic background, gender, sexual orientation, age, culture, ethnicity etc.), in all aspects of social, cultural, economic and political life. In the context of the ARTEMIS European University, the inclusion policy will be seen as a proactive process aimed at guaranteeing the full participation of all people (users and staff) in Higher education, research and innovation, whether in the context of study or work.
It is defined as a dynamic, continuous, and collective responsibility that recognizes intersectionality and embraces diversity in all its forms - gender, age, ethnicity, ability, socio-economic background, and more. Implementation must respect the cultural and institutional diversity of partners.

This definition implies several essential aspects:

- **Recognition of the diversity and uniqueness of each individual:** Inclusion is based on the principle that each person is unique and brings added value to the community. It does not seek to erase
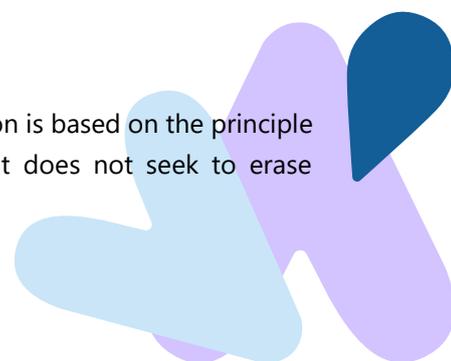
differences, but on the contrary, recognises and values them and make possible to show each diversity characteristics.

- **Removing obstacles and barriers:** Inclusion actively addresses the physical, social, economic, cultural, linguistic, communicational and attitudinal barriers that can prevent people from participating fully and effectively in society.

- **Equal access and participation:** Inclusion aims to ensure that everyone has the same opportunities to access education, employment, leisure, culture and university life, and can participate meaningfully and autonomously. Equity is an essential component, as it recognises that specific accommodations may be necessary to ensure equal participation.

- **A sense of belonging and contribution:** Inclusion fosters a climate where each person feels valued, respected, supported and part of the community. It encourages everyone to contribute to community life.

- **A continuous and evolving process:** Inclusion is not a static state, but a constant commitment to identifying and eliminating exclusions and promoting a fairer and more equitable society. It requires a constant questioning of practices and attitudes.

- **A collective responsibility:** Inclusion is not just the responsibility of individuals or certain groups, but of society as a whole.

Definition review and validation process
Timeline for definition finalization:
- Q1 2026: Initial consultation with all partner institutions
- Q2 2026: Focus groups with target group representatives (students, staff, external stakeholders)
- Q3 2026: Revised definition presented to GDIB for review
- Q4 2026: Final definition approved and communicated across Alliance
- Possible consultation methods (partners will decide through the Board the chosen method):
- Online surveys distributed to students and staff across partner institutions
- Virtual consultation sessions with representatives from each target group
- Written feedback collection through institutional diversity offices
- Workshop at annual ARTEMIS gathering to discuss cultural and institutional considerations
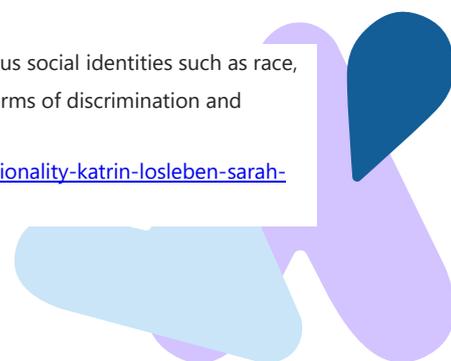
3. Target Groups

Inclusion encompasses a wide range of individuals, and it is essential to understand the diversity of the communities involved. To ensure meaningful impact, the roadmap will integrate intersectionality across all actions, recognizing how overlapping identities shape experiences of inclusion and exclusion.[1]

---

[1] **Intersectionality,** by Kimberlé Crenshaw (1989), is a framework for understanding how various social identities such as race, gender, class, and sexual orientation overlap and interact to create unique and compounding forms of discrimination and disadvantage.
Reference: https://www.taylorfrancis.com/chapters/oa-edit/10.4324/9781003363590-8/intersectionality-katrin-losleben-sarah-musubika

Identifying and understanding the scope of the various barriers is a key step toward achieving the objectives of the ARTEMIS Alliance. This approach enables tailored strategies that respond to the specific needs and strengths of diverse groups within their unique institutional and cultural contexts.

The roadmap targets the following groups:

- Students (including neurodiverse, disabled, LGBTQIA+, migrants, geographically remote, carers, refugees, pioneer students, work-students, etc.).
- Student voices - especially those from underrepresented groups - should be embedded into existing governance and dialogue platforms to ensure broad participation.
- Existing student structures (e.g., student parliaments) should be leveraged to support inclusivity, provided they are accessible to all students
- Academic and research staff
- Administrative and technical staff
- External stakeholders (NGOs, alumni, local communities, regional authorities)

The barriers are as follow; they might act individually or in combination:

- **Disabilities**: This includes physical, sensory, intellectual, cognitive or mental disabilities. Inclusion aims to ensure their access to education and employment, without discrimination or barriers.
- **Special educational needs (BEP)**: Beyond disability, this includes people with learning difficulties, behavioural disorders, emotional difficulties, high intellectual potential, etc. University inclusion aims to adapt teaching to meet their specific needs.
- **Health problems:** This refers to people with health problems such as serious illnesses; chronic diseases or any other situation related to physical or mental health.
- **Structural factors:** This includes ethnic, religious and linguistic minorities, LGBTQIA+ people, etc. Inclusion seeks to combat racism, discrimination, homophobia, transphobia and any form of exclusion based on identity or membership of a minority group.
- **Different cultural backgrounds:** This includes people from ethnic or national minorities, sign language users, or people who have difficulties with linguistic adaptation or cultural integration. Exposure to foreign languages and cultural differences may discourage some people and, in some ways, limit the benefits they could gain. These differences can constitute significant barriers to learning
- **Social or economic difficulty:** This includes people living in poverty, the homeless, the long-term unemployed, people who have difficulty accessing education and employment, carers, breadwinners or orphans, or people who live or have lived in institutions or are in detention.
- **Geographical remoteness:** This includes living, for example, in a remote or rural area, on a small island or in a peripheral/outlying region, in the suburbs, in a poorly served area (limited public transport, lack of infrastructure) or in a less developed region.
- **Barriers linked to discrimination based on gender:** Despite representing half of the population, women still face inequality and discrimination in many areas. Inclusion aims to achieve gender equality and guarantee the same opportunities for all, also with specific reference to working women, in balancing work-life needs and the right to education.
- **Barriers linked to discrimination based on migrant background:** Inclusion of these people means facilitating their integration into the host society, offering them access to education and employment and combating xenophobia and prejudice.

And more broadly, society as a whole: Inclusion is not only beneficial for the specific groups mentioned above, but for society as a whole. An inclusive society is richer, more diverse, more innovative and fairer. It fosters social cohesion, mutual respect and the well-being of all its members.

In short, inclusion concerns **anyone who could be marginalised**, **excluded or discriminated against** because of their characteristics, background or situation. It is a fundamental issue in building a society that is fairer and more respectful of human diversity.

4. Inventory of Existing Practices

A mapping exercise will be conducted across partner institutions to identify existing practices in education, research, and services, with the aim of building a shared European framework for gender equality, diversity and inclusion through:

- Sharing documents and practices among partners
- Setting common goals for the roadmap
- Including diversity training and workshops for students and staff
- Organising inclusive events to celebrate cultural diversity

An inventory of inclusion-related practices and tools will be compiled across the universities in the ARTEMIS consortium, covering education, research, innovation, and services. This inventory will take into account the specific contexts of each Higher Education Institution (HEI), including factors such as rural or urban location, student and staff demographics, graduate profiles, programme levels (bachelor's, master's), distance learning formats, geographical characteristics, and institutional history.

Practices will be categorised by target group, field (e.g., mobility, digital access, inclusive hiring), and institutional context (e.g., urban/rural, disciplinary focus).

Mapping exercise methodology

Proposed data collection methods:

- Structured online survey distributed to diversity/inclusion officers at each partner institution
- Document analysis of existing policies, guidelines, and strategic plans
- Semi-structured interviews with key stakeholders (diversity officers, student representatives, HR managers)
- Site visits or virtual tours to observe physical accessibility features
- Review of institutional websites and public-facing inclusion materials

Timeline for inventory completion:

- Month x: Survey distribution and document collection
- Month y: Interviews and site visits
- Month z: Data analysis and categorization
- Month w: Draft inventory report for GDIB review
- Month v: Final inventory published and shared across Alliance
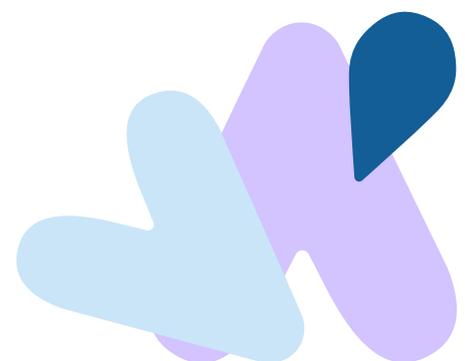
Categorization framework template:
- Target group(s) addressed: (e.g., students with disabilities, LGBTQIA+ staff)
- Field/Domain: (e.g., digital accessibility, inclusive hiring, student support)
- Institutional context: (urban/rural, size, disciplinary focus)
- Practice type: (policy, service, infrastructure, training, event)
- Resources required: (budget, personnel, technology)
- Outcomes/Impact: (quantitative and qualitative results)
- Transferability assessment: (high/medium/low potential for adoption by other institutions)
- Contact person: (for knowledge sharing)

Transferability analysis process:
- Each practice rated on: legal compatibility, resource feasibility, cultural adaptability, scalability
- Identification of "quick wins" (easily transferable practices)
- Identification of practices requiring significant adaptation
- Creation of implementation guides for high-priority transferable practices

Gap analysis methodology:
- Comparison matrix: which target groups are well-served vs. underserved across institutions
- Identification of missing practices in key domains (e.g., mental health support, financial aid)
- Assessment of uneven coverage across the student lifecycle (recruitment, learning, graduation)
- Benchmarking against other European University Alliances
- Priority ranking of gaps based on urgency and feasibility

5. Strategic Objectives (2025 - 2028)

Year 1: Discovering Diversity

An ARTEMIS Diversity Welcome Activity during academic year opening events will be organised by each university. A creative and interactive session under the ARTEMIS label designed to raise awareness, present the diversity roadmap, and invite student participation from the start of their university journey.

The aim will be to collect best practices within each partner institution (e.g., existing initiatives such as Diversity and Inclusion awards).

The Diversity Day will be a key yearly milestone in the Artemis roadmap. A common date is established, with flexibility for universities to organise activities during a shared week or period. The event will be specific to Artemis, distinct from other institutional diversity initiatives. It will be inclusive, targeting students, staff, and faculty.

Campus interviews, serious games, and idea boxes will collect input at the start of the day/period, followed by analysis and solution-oriented activities such as a panel discussion.
- Output: Diversity mapping and collective video.
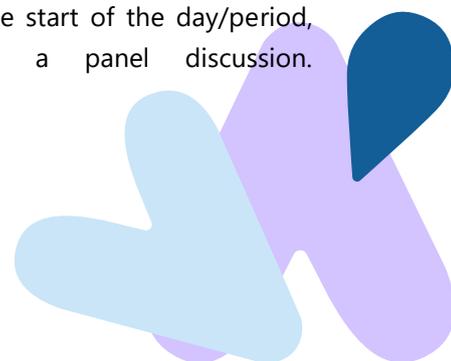
Year 2: Fostering Inclusive Mindsets

A panel discussion / hackathon with external stakeholders will be organised to explore inclusive practices.
We will co-create solutions and initiatives based on input from Diversity Day and Year 1 activities
- Output: Co-created solutions and student/staff-led initiatives.

Year 3: Embedding Inclusion

We will ensure that inclusion is integrated into all dimensions of ARTEMIS (campus life, education & training, research, innovation, marketing, infrastructure).
A recognition of inclusive initiatives in curricula and staff training will be implemented
Inspiring workshops and seminars will be organised to support inclusive and diversity-responsive actions.

We will aim to elevate the content and impact of Diversity Day each year.

- Output: Valorisation as soft skills and showcase events.

At the start of year 3 and 4, the Gender Diversity and Inclusion Board will update the roadmap or will propose a methodology for organising the new edition of Diversity Day to reflect the changes.

Year 4: Sustaining Inclusion

The Diversity Day will be integrated into mobility and education.
- Output: Inclusion embedded in international learning.

6. Actions & Measures

Key actions within the ARTEMIS roadmap will focus on fostering inclusive environments through a variety of initiatives.

These include delivering diversity training and organizing inclusive events that raise awareness and celebrate different perspectives.

Support groups and mentorship programs will be established to provide safe spaces and guidance for underrepresented communities.

Accessibility audits will be conducted to ensure both physical and digital inclusion, while inclusive hiring and promotion policies will be promoted across institutions.

Cross-border mentoring opportunities will be developed to empower individuals and encourage intercultural exchange.

To stimulate grassroots engagement, seed funding will be allocated to locally driven inclusion projects.

Awareness campaigns - such as #BreakTheBias and stereotype-challenging games - will be launched to promote reflection and dialogue.

Finally, cultural celebration activities, including events like show cooking and traditional dances, will be organized to highlight the richness of diversity across the Alliance.

Starting from the second year of implementation, the Boad will propose at least two actions to be taken per year, implemented by all partners. The methodology for the actions will be prepare in the first 3 months of each year.

7. Monitoring & Evaluation

Monitoring mechanisms will aim to be supportive and developmental.

The Gender, Diversity and Inclusion Board will write annual reports assessing the implementation of ARTEMIS Inclusiveness Roadmap, ensuring that gender, diversity, and inclusion goals are being met across the Alliance. It serves both as a monitoring tool and a strategic instrument to guide improvements and foster a more inclusive academic environment.

The report will include:

- Progress on KPIs: Quantitative and qualitative indicators related to inclusiveness (e.g., gender balance in leadership, accessibility measures, participation rates).
- Partner Contributions: Summary of biannual reports submitted by each institution.
- Good Practices: Highlighting successful initiatives and innovations across the Alliance.
- Challenges and Gaps: Identification of areas needing improvement or further support.
- Recommendations: Strategic and operational suggestions for the upcoming year.
- Impact Assessment: Evaluation of the roadmap's transformative effect on institutional culture.

Production Process

- Lead Author: Gender, Diversity and Inclusion Board, with contributions from institutional representatives.
- Data Sources: Biannual partner reports, KPI dashboards, feedback from students and staff, and the collaborative Excel-based tracking tool.
- Language Accessibility: The report will be translated into all official languages of the Alliance and English and published on the ARTEMIS web platform.

Evaluation and Follow-Up

- Internal Review: Conducted by the General Secretariat to ensure alignment with strategic goals.
- External Feedback: Optional consultation with student and staff representatives.
- Final Review (2028): A comprehensive evaluation will be conducted to inform the next strategic cycle and update the Inclusiveness Roadmap accordingly. It will be submitted to the Governing Board for approval.

KPI Overview

KPI 1: Number of Inclusion Activities Conducted

KPI 2: Number of Participants in Inclusion Activities

KPI 3: Satisfaction Rate from Feedback Surveys

KPI 4: Number of Participants in the Diversity Day Events

KPI 5: Number of Staff Trained in Inclusion Topics

KPI 6: Number of Inclusive Policies Adopted

Tools used

Specific tools to be determined based on needs, but may include:

- Survey platforms: Qualtrics, SurveyMonkey, LimeSurvey
- Data visualization: Tableau, Power BI, Google Data Studio
- Accessibility testing: WAVE, Axe, Siteimprove
- Learning management: Moodle, Canvas (for training tracking)
- Collaboration: SharePoint, Google Workspace
- Project management: Asana, Trello, Monday.com

8. Governance & Sustainability

Governance will be led by the GDIB. Inclusion will be embedded in all ARTEMIS WPs. A post-2028 strategy will be developed based on evaluation outcomes.

Implementation challenges and Risk mitigation

The implementation of the proposed actions/activities/events will be done tackling the anticipated challenges and using mitigation strategies.

Challenge 1: Different national legal frameworks

Issue:

- Partner institutions operate under different national laws regarding data collection, anti-discrimination protections, and employment practices
- What's legally required in one country may be prohibited in another

Mitigation strategies:

- Legal mapping exercise to understand constraints and opportunities in each context
- Flexible implementation: common goals with locally adapted approaches
- "Minimum standards plus local enhancement" model
- Regular legal counsel consultation
- Sharing of approaches to inspire solutions within each legal framework

Challenge 2: Varying institutional resources and capacities

Issue:

- Institutions differ in size, budget, staff capacity, and existing infrastructure
- Risk of uneven implementation across Alliance

Mitigation strategies:

- Tiered expectations based on institutional capacity
- Resource sharing and mutual support among partners
- Priority-focus on low-cost/high-impact actions
- External funding applications for major investments
- Alliance-wide resources (e.g., shared training content) to reduce individual costs

Challenge 3: Resistance to change

Issue:

- Some staff, faculty, or students may resist inclusion initiatives
- Perception of inclusion as "political correctness" or threat to academic freedom
- Fatigue from multiple institutional initiatives

Mitigation strategies:

- Clear communication about "why" and "what's in it for everyone"
- Involve sceptics in dialogue and co-design
- Start with pilot projects to demonstrate value
- Celebrate successes and share positive stories
- Leadership endorsement and visible commitment
- Connect inclusion to institutional mission and values
- Address concerns respectfully and provide education

Challenge 4: Linguistic and cultural barriers

Issue:

- Alliance spans multiple languages and cultural contexts
- Risk of misunderstanding or unintentional offense
- Translation costs

Mitigation strategies:

- Professional translation of key documents
- Cultural liaisons at each institution
- Intercultural training for GDIB members and leaders
- Patient communication and willingness to clarify
- Recognition that approaches may look different in different contexts
- Learning from each other's cultural strengths

Challenge 5: Budget constraints

Issue:

- Inclusion requires investment
- Competing priorities for limited funds
- Economic downturns may threaten funding

Mitigation strategies:

- Make the business case: inclusion improves recruitment, retention, reputation, research quality
- Identify low-cost/no-cost actions
- Seek external funding
- Phased implementation
- Cost-benefit analysis to prioritize investments
- Creative resource leveraging (e.g., student projects, volunteer efforts)

Challenge 6: Data privacy concerns
Issue:
- Collecting demographic data raises privacy concerns
- Students/staff may be reluctant to self-identify
- GDPR and other privacy regulations

Mitigation strategies:
- Voluntary self-identification only
- Clear explanation of purpose and protections
- Aggregated reporting to prevent identification of individuals
- Secure data management systems
- Regular privacy impact assessments
- Trust-building through transparent communication

Challenge 7: Balancing universal and targeted approaches
Issue:
- Tension between initiatives that benefit everyone vs. those targeting specific groups
- Concerns about "special treatment" or reverse discrimination

Mitigation strategies:
- Clear communication about equity vs. equality
- Universal design benefits everyone while ensuring accessibility
- Transparency about why targeted support is sometimes necessary
- Both/and approach: universal improvements plus targeted support
- Focus on removing barriers, not creating unfair advantages

# 9. Areas to Develop Further as part of the Development of the Roadmap or linked to other work package

Depending on the shared analysis, a focus will be made on the following

Areas linked to other work packages:
- Digital inclusion and platform accessibility (such as WP 2 & WP 6)
- Multilingualism and language barrier mitigation (interculturality WP 2)
- Green transition linked to social inclusion (such as WP 6)

Roadmap further development:
- Gender-based violence prevention and support
- Refugee/migrant integration programs
- Recognition of informal learning and non-traditional pathways
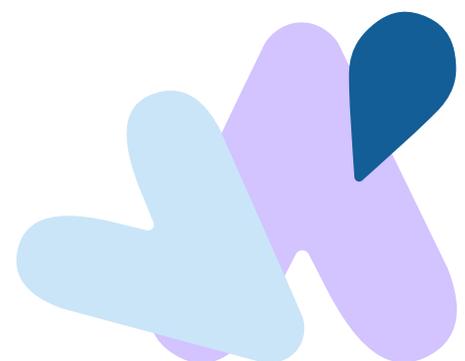
Appendices

ARTEMIS Inclusion Activity Report

Date of Submission: _____
Institution Name: _____
Contact Person: _____

Activity Overview

Title of Activity: _____
Date and Location: _____
Target Group(s): _____
Brief Description: _____

Objectives and Outcomes

Main Objectives: _____
Expected Outcomes: _____
Actual Outcomes: _____

Evaluation and Feedback

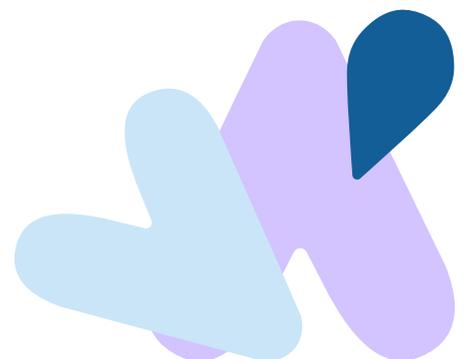Number of Participants: _____
Feedback Summary: _____
Lessons Learned: _____

Attachments

Photos, flyers, or other materials can be attached separately.

ARTEMIS Diversity Day Planning Format

1. Basic Event Information

Institution Name:
Date of Diversity Day:
Event Coordinator(s):
Contact Email:

2. Alliance-Wide Coordination and Evaluation

Alliance-Wide Theme or Objective for Diversity Day:
Please specify the shared theme or objective adopted across all partner institutions for this year's Diversity Day (e.g., 'Discovering Diversity Across Our Alliance').

Shared Activity to be Implemented by All Partners to collect information:
Describe the common activity that each institution will organise (e.g., Campus Voices interviews, idea box, panel discussion).

Contribution to Alliance-Wide Output:
Explain how your institution will contribute to the collective output (e.g., submit video interviews, share ideas, host a panel and report outcomes).

3. Local Activities
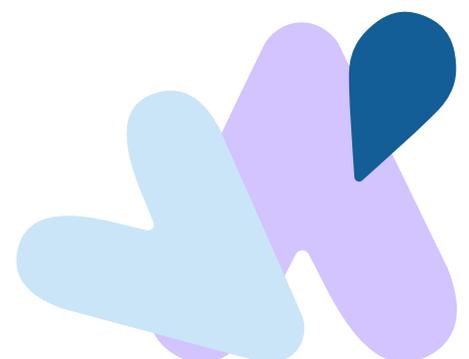
List and describe the specific activities planned at your institution for Diversity Day (e.g., workshops, exhibitions, roundtables):

4. Expected KPIs Linked to Common Objectives

- Number of participants
- Number of ideas collected (Year 1 & 2)
- Number of actions implemented (Year 3 & 4)
- Number of contributions to shared output
- Feedback score on inclusiveness and relevance

5. Evaluation and Feedback

Describe how you will collect feedback and evaluate the success of Diversity Day activities: