

Gender Equality Plan

December 2021

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Utrecht, 20 December 2021



To whom it may concern,

We want to be a university where everyone feels at home and we consider it our responsibility to contribute to equal opportunities for all. Our university also believes in the power of diversity: a diverse population of students and staff enriches the quality of the academic debate. In short, Utrecht University stands for equality, diversity and inclusion (EDI).

In order to achieve and support this aim, a diversity programme was launched a few years ago. Following an evaluation of this programme, a new EDI strategy and action plan was drawn up for the period 2021-2025. With this strategy Utrecht University commits resources for the broader goal of EDI; and specifically for the achievement of *gender* equality.

Among these is the annual monitoring of gender targets; training programmes in the field of EDI, also addressing gender; and a project on establishing an inclusive curriculum. These and further resources are described in the Utrecht University Gender Equality Plan.

Yours sincerely,
on behalf of the Executive Board of Utrecht University,

Henk Kummeling
Rector Magnificus

*“We consider it our
responsibility to contribute
to equal opportunities for all.”*



Introduction

Utrecht University believes in the power of diversity and sees it as its social responsibility to contribute to equal opportunities for all. Therefore, equality, diversity and inclusion are important themes in the Utrecht University Strategic Plan. A diverse student and employee population does not automatically result in an inclusive organisation. We need to become more diversity-sensitive. In addition to paying attention to our learning climate and culture, achieving an inclusive atmosphere also requires that everyone is informed about the importance of diversity. This includes focusing on knowledge sharing through training and education on the subject of diversity, both with employees and students.

The programme [Equality, Diversity & Inclusion](#) (EDI) is responsible for developing and executing the EDI strategy set out in the [EDI Strategy Plan 2021-2025](#). This plan is more broadly oriented than gender diversity only. With reference to the social safety of employees and students, Utrecht University developed a separate action plan in 2021.

It is important to note that our policies and initiatives are based on an inclusive strategy that includes all involved, i.e. underrepresented groups as well as majority group(s). Achieving *gender* equality, balance and inclusion is an aim in each initiative. However, other grounds on which individuals and groups are underrepresented, as well as intersectionality of grounds, are also looked into.

LAYOUT OF THIS PLAN

The European Commission (EC) has stipulated that, starting in 2022, every university must have a gender equality plan in order to be eligible for Horizon Europe funding. The requirement is part of the plans drawn up by the European Commission to actively promote gender equality (Gender Equality Strategy 2020-2025; Gender Equality in the European Research Area). The suggested layout centres on the following four topics:

1. Organisational measures for an appropriate infrastructure (organisation)
2. Quantitative measures to increase gender diversity (quantitative representation)
3. Institutional measures to make the institution (structure and culture) more gender inclusive
4. Knowledge measures including gender in knowledge production and the development of the educational curriculum.

Utrecht University works on three levels to stimulate equality, diversity and inclusion, in accordance with above EC guidelines: it pays attention to institutions (structure and culture), to representation (in numbers), and to research and education (knowledge). These levels influence and strengthen each other. In developing policy, we make as much as possible use of the broad research knowledge available within the various Utrecht University faculties.

This Gender Equality Plan gives an overview of the state of affairs at Utrecht University and describes briefly the Utrecht University initiatives to further gender equality as part of our bigger ambition towards being a fair and equal university for everybody.

The plan is structured as follows:

Chapter 1 describes the governance structure set up explicitly to enhance equality, diversity and inclusion (EDI) at Utrecht University, as well as the extent to which policies are in place for the representation of women in different Utrecht University governance structures. **Chapter 2** describes which dedicated resources are in place to promote the EDI targets. **Chapter 3** presents, firstly, Utrecht University gender targets for the years 2021-2025 and, secondly, other forms of data collection and monitoring that provide insights into Utrecht University's development towards a more gender-balanced university. **Chapter 4** addresses initiatives that support gender equality in recruitment and career progression, while **Chapter 5** describes programmes supporting a good work-life balance for all its staff, especially women. **Chapter 6** provides an overview of initiatives in education and research that enhance a more inclusive work culture, and **Chapter 7** refers to further activities.



Governance on Equality, Diversity and Inclusion

The Utrecht University Executive Board consists of the President (Prof. A. Pijpers), the Vice-President (M. van der Starre) and the Rector Magnificus (Prof. H. Kummeling). Diversity and inclusion is an area of responsibility of the Rector Magnificus.

The programmatic approach of EDI at Utrecht University entails the roles of a Diversity Dean and an EDI Steering Committee, supported by an EDI Office.

The EDI Steering Committee consists of at least one representative from each faculty and the colleges. Other relevant bodies, such as PhD candidates, students and the University Administrative Services, are also represented.

The Steering Committee is chaired by a Diversity Dean (Prof. J. Plantenga), who is also Dean of Faculty of Law, Economy and Government. The Diversity Dean reports directly to the Executive Board.

The EDI Office consists of nine employees (4.7 FTE), who have diverse backgrounds and expertise on gender, anti-discrimination, minority rights and intercultural communication. The budget for the period 2021-2025 is 1.7 million euro. Furthermore, the policy departments are expected to invest their own capacity towards reaching EDI goals.

Additionally, since 2021, each of the faculties as well as the colleges (University College Utrecht and University College Roosevelt) have a diversity committee.

1.1 GENDER BALANCE IN THE EXECUTIVE BOARD

The Executive Board is the highest administrative body of Utrecht University. The Supervisory Board appoints the members of the Executive Board after hearing the University Council. The Executive Board consists of:

- President (m)
- Vice-President (f)
- Rector Magnificus (m).

1.2 GENDER BALANCE IN FACULTY BOARDS

Gender balance in faculties is one of the new requirements included in the policy for Utrecht University gender targets 2021-2025. Neither the Executive Board nor the faculty Dean will agree to a nomination if the nomination does not contribute to achieving a minimum of 30% gender diversity in the board.

2 Dedicated resources

Utrecht University runs a broad range of support programmes and training for staff members, more specifically teachers, and for students.

2.1 SUPPORT PROGRAMMES AND TRAINING FOR STAFF

Utrecht University has developed a number of support and training programmes to enhance and encourage female talent. These programmes are available to staff members free of charge. In some cases, students participating in official university bodies or who have aligned duties (such as the University Council or the board of a study association) will also have access to these, free of charge as well. The list of courses, training and programmes are on the [Utrecht University website](#). Most can be taken either in English or in Dutch.

Some courses, training and programmes are for female staff only. Some are geared towards understanding intersectionality in vulnerable or underrepresented groups. Below we mention several examples.

Unconscious bias training

Since fall 2019, Utrecht University offers training programmes on unconscious bias. There are four different courses:

1. Unconscious bias: Diverse recruitment and selection for staff involved in selection processes (all staff)
2. Unconscious bias: Inclusive recruitment and hiring for Full Professors (Members of Full Professor Appointment committees)
3. Unconscious bias: Inclusive leadership (managers)
4. Unconscious bias: Working in a diverse environment – Dealing with differences at work (support staff).

Active bystander training

The Active bystander training is open to all staff members. This training is meant to empower individuals to act upon inappropriate behaviour. During the training the participant learns to recognise signs of inappropriate behaviour and receives tools to discuss inappropriate behaviour.

Dealing with inappropriate behaviour training

This online training, which has been provided since June 2020, helps staff members and especially managers to understand which behaviour is inappropriate behaviour, as well as what to do when they encounter it. It points out (sexual) harassment, discrimination, aggression, violence or bullying.

Intercultural competences training

There are three different courses that address (cultural but also other) differences amongst staff and students and how to better deal with these. While the main focus is on cultural differences, some gendered stereotypes are discussed as well.

1. Developing intercultural competences for academic staff
2. Intercultural competences: Intercultural awareness for support and administrative staff
3. Intercultural competences: Advanced training for academic staff (WP) and support and administrative staff.

Utrecht University Leadership and other programmes

Leadership programmes include diversity training. Bias training is a building block in our research leadership programme; a reflection on diversity or recognition and reward with (senior) colleagues may be included.

Westerdijk Programme

To support Assistant Professors, Utrecht University developed the Westerdijk Programme, named after the first female professor in the Netherlands, who was appointed at Utrecht University in 1917. This programme provides female academics with a solid base for their future careers. It is meant for talented Assistant Professors with the potential to develop towards Associate Professor. The university strives to retain these talents because they are academic leaders of the future who will contribute to the future of the university.

2.2 PROJECTS, PROGRAMMES AND TOOLS FOR TEACHERS

Utrecht University offers training programmes and tools for teachers. Examples on the subject of equality, diversity and inclusion are:

EDI in the university teaching qualifications

By acquiring the University Teaching Qualification (UTQ), lecturers demonstrate that they are effective lecturers who have an impact on students' learning. The Senior University Teaching Qualification (STQ) is more advanced than the UTQ due to the level of impact and different roles and duties. EDI is a fixed part of the required competences, one of which is to take into account and anticipate the diversity of the student population when teaching, by responding to differences in prior knowledge, aptitude, background and individual circumstances. An EDI module is part of the UTQ training programme.

Language proficiency

Our degree programmes are offered in an increasingly diverse and international environment and we strive to be an inclusive community. Within the university, we have therefore made agreements on how to address language and intercultural skills. All lecturers who teach in English are expected to master at least level C1 of the Common Framework of Reference (CEFR) or level 3 of the Lecturer Assessment Grid (LAG). Proof of having met these requirements forms part of the University Teaching qualification (UTQ) portfolio.

Inclusive curriculum and learning environment project

The project Inclusive curriculum and learning environment (2020-2023) brings together lecturers, programme leaders, and students from three faculties (Social Sciences, Medicine and Law, Economics & Governance) to carry out a course and curriculum scan for three Bachelor's and Master's programmes. Furthermore, interventions and best practices to make the curriculum more inclusive will be identified, collected and implemented.

Toolbox Diversity in Education

This Utrecht University online toolbox comprises tools for incorporating diversity work in educational practices. It provides exercises that teachers can assign to students, but also use themselves. These exercises focus on awareness and reflection on one's own identity and positionality, critically engaging with literature and dialogues in the classroom. Although aimed at teachers in particular, students and other educational professionals are also welcome to make use of the different tools. The overall aim is to create an inclusive environment for students and teachers of all backgrounds.

Training programmes

Utrecht University also offers training programmes for teachers about intercultural competences and internationalisation. Examples are Developing intercultural competences, Teaching in the international classroom, and Internationalisation of the curriculum.

2.3 SUPPORT PROGRAMMES AND TRAINING FOR STUDENTS

Utrecht University develops policies and offers services to ensure that students are able to study and develop optimally within and beyond their studies. Utrecht University believes it is important that students feel seen and heard. Its aim is for the student to feel connected to the university: with fellow students, employees and the institution as a whole. Utrecht University for example offers programmes to promote mental wellbeing and resilience, and collaborates with student associations on the quality of student life.

Equality, diversity and inclusion are already on the board agenda of many study associations and student organisations, but are sometimes still perceived as rather complicated. To support the members of the boards of student organisations, a training programme on equality, diversity and inclusion is offered annually since 2018, at the start of the academic year. This interactive training has three pillars: theory, exercise and discussion. In a group, student board members explore being critical towards their own association. They discuss, for example, how diversity and inclusion could impact the organisation of events or what structurally ensuring inclusion would actually entail. They may also work on improving their policy plans. They practice with a trainer or an actor and are given tips and practical tools the board members can use.

Utrecht University collaborates with and supports student associations' efforts to make every student feel at home. In particular we mention the Utrecht LGBTQ+ student association (Anteros), the platform by and for students with a disability (POS), and the multicultural association (sv Insan).

3

Gender targets, data collection and monitoring

Each quarter, the EDI Office monitors statistics that show the development of gender diversity in each faculty and in the university as a whole. Student gender data are also collected.

Developments in gender monitoring are discussed with the EDI Steering Committee and with Human Resources personnel (of the pertaining faculty). These are brought to the attention of the Executive Board annually and included in the Annual Review of the EDI programme and of the university.

3.1 TARGETS FOR FEMALE SCIENTISTS AND OTHER FEMALE ACADEMIC STAFF

In 2016-2020, Utrecht University set gender targets in the cause of gender diversity. As these have been successfully achieved, Utrecht University has, yet again, set targets for the year 2025 (to be achieved in the fourth quarter of 2024; see Table 1) in order to increase the percentage of female Associate Professors and Full Professors. Gender targets are an important policy tool that Utrecht University uses to enhance a more balanced gender representation.

Table 1: Utrecht University Gender targets for the years 2020 and 2025 (in fulltime equivalent, FTE)

	TARGETS 2020 (ACHIEVED)	TARGETS 2025
Full Professor	27%	35%
Associate Professor	35%	40%

The targets shown in Table 1 apply for Utrecht University as a whole; in a broader sense Utrecht University works towards a range of between 40% to 60% female academics in all positions and in all faculties.

In addition to the targets set for academic staff, targets for faculty boards, department boards and other (research) groups have been set for the same period. These targets can be found in the policy document Utrecht University Gender targets for 2021-2025. Based on this university-wide policy, each faculty has developed its own gender policy with a target for female scientists, how to achieve it and how to monitor progress.

3.2 STUDENT GENDER MONITORING

Utrecht University traditionally has more female students, as shown in the table below. On average, 53% of students at Dutch universities were female in 2020. This percentage is significantly lower at technical universities than at universities with a broad profile (such as Utrecht University).

Table 2: Total student population, subdivided into gender (per academic year, in percentages)

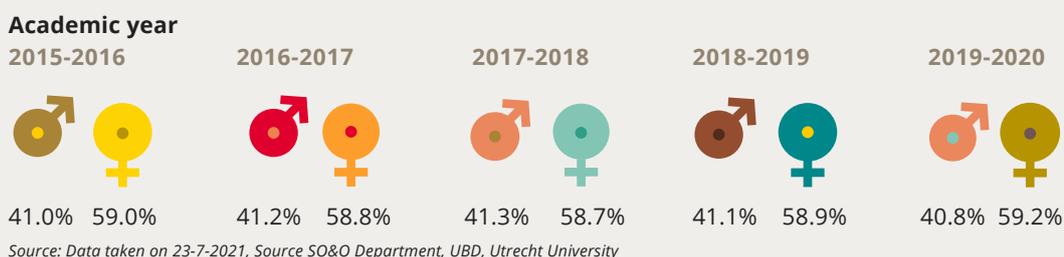
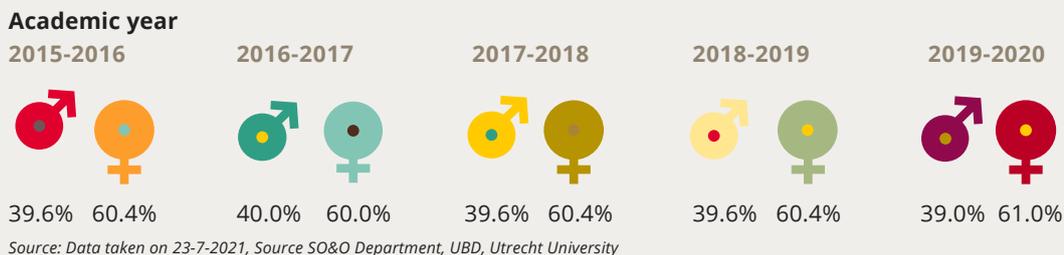


Table 3: First year students, subdivided into gender (per academic year, in percentages)



At most faculties, there is gender diversity among the students. Monitoring of gender diversity remains a point of attention. Besides gender, faculties focus also on other forms of diversity.

3.3 OTHER DATA COLLECTION AND MONITORING

Human resources data

The Department of Human Resources has access to more data that is available for analysis in order to gain insights into the position of women. In the near future, aspects such as contract form (temporary versus permanent staff) or data on exit flows and patterns will be used to look into the position of women at the university. In addition, Utrecht University is also exploring options for gaining insight into the culturally diverse backgrounds of its employees.

Information from management scans

As part of its strategic human resource planning, the Executive Board frequently scans departments and faculties for potential directors and deans. In preparation, deans are asked to indicate who they consider to be talented administrators and how they pay attention to gender diversity in this process. In the management scan as well as in recruitment and selection, the Executive Board pays explicit attention to gender and to the extent to which the gender dimension is embedded in policies.

Gender equality in recruitment and career progression

Nationally, there are several instruments for supporting and promoting women and other under-represented groups in higher education. Additionally, Utrecht University has developed its own policies and programmes.

4.1 PROGRAMMES TO SUPPORT DIVERSITY

National sector plans

Through the national sector plans, involving several tens of millions per year, the Dutch government invests in expanding research capacity and in attracting and retaining new research talent. The sector plans contribute to overarching goals such as strategic cooperation between universities on the themes of research, education and social goals. The plans also set targets for gender talent.

The sector plans for Computer Science, Science, Chemistry and Mathematics (all embedded in the Faculty of Science) for example will lead to the hiring of at least 35% women for the new positions at Utrecht University. In addition, the Science Faculty is also scouting for candidates with diverse cultural backgrounds.

Aspasia programme (national)

Aspasia, a long existing fund from the Dutch Research Council (NWO), provides grants to help more female scientists progress to associate and full professorships. Faculties, including the faculties of Science and GEO Sciences that have the lowest number of female academics, make use of this fund in order to increase the number of female academics. From 2021, the Aspasia programme also supports women in their step from Assistant to Associate Professor.

Rosanna Fund for Women

The Rosanna Fund for Women, founded by Prof. Rosi Braidotti en Prof. Anneke Smelik, is a small Utrecht University initiative. It provides short-term scholarships of up to 5,000 euros per year to female researchers, for example for tuition, travel expenses, foreign residence, or to complete a dissertation. The goal is to support talented women students and researchers in their careers at Utrecht University.

Professorship policy

Since 2015, Utrecht University has had a policy on how to take gender into account when selecting and appointing full professors.

With regard to the composition of the Appointment Committee (BAC):

- At least one of the members (i.e. professors) must be a woman
- When proposing the appointment to the Executive Board, the committee is asked to explain how the search for female candidates was carried out.

In the Appointment Advisory Report the committee must pay attention to:

- Explanation of responses (how many female, external and internal, foreign candidates)
- The number of candidates invited for interviews (how many female, external and internal, and foreign candidates).

The points above are reviewed at every nomination for appointment. Utrecht University has complied with this 100% for the past 5 years.

- In addition, it was decided in 2019 that at least two members of an appointment advisory committee must have attended the Utrecht University training course on Unconscious Bias.

4.2 STUDENT DIVERSITY

Utrecht University pays attention to student diversity in teaching programmes. The project Diversity: Intake and Selection (DIS) plays an important role in supporting teaching programmes to improve diversity.

DIS is a sub-project of the programme Equality, Diversity & Inclusion. One of Utrecht University's ambitions is to make students from a wide variety of backgrounds (in terms of gender, ethnicity, class, religion, sexuality, etc.) feel welcome at Utrecht University.

The DIS project focuses on making the intake and selection process of new students at Utrecht University more inclusive. The aim of this project is to contribute to the realisation of a culture in which all students feel welcome and seen during the process of application, registration and selection. This is an important condition for ensuring that there are no barriers to pursuing a university Bachelor's or Master's programme at Utrecht University.

In phase one the project supported vanguard programmes and enabled these interested BA and MA programmes to formulate their own specific objectives and plan of action. The reason for this way of working is that the situation per programme differs greatly, and thus the desired objectives and approach differ. Taking gender diversity as an example, some programmes would like to attract more men, while others would like to attract more women. An example of a specific result that has been achieved by now are programme-specific marketing plans.

Issues with regard to the work-life balance are to a large extent part of the national care infrastructure. Working parents can opt for a change in working hours, for example. Working parents are also entitled to certain leave arrangements and can make use of childcare facilities. In some cases, national legislation is complemented by company arrangements.

5.1 MATERNITY, PARENTAL AND OTHER FORMS OF LEAVE TO SUPPORT CHILDCARE DUTIES

Leave arrangements

In the Netherlands mothers receive in total 16 weeks of fully paid maternal leave. Parents have a statutory right to parental leave of 26 times the number of weekly working hours per employee. As a result, if both parents were to make use of their right, the first year after the birth of a child could be covered by parental leave. Yet the parental leave scheme is unpaid. The argument is that a paid parental leave should be part of the collective labour market agreements, to be settled between social partners.

In fact, at Dutch universities, 13 weeks of parental leave are partially paid (62,5%). Parental leave can also be distributed over a longer period. This situation is about to change however: as of 2 August 2022, both parents will have a statutory right to nine weeks of paid parental leave.

Partners are entitled to one week paid paternal (partner) leave, to be taken within four weeks after the birth of their child. Since 1 July 2020, they receive a further five weeks of (partly) paid leave in the first six months after the birth of a baby. In combination with the nine weeks of paid parental leave as of 2 August 2022, partners are therefore entitled to a total of fifteen weeks of paid paternity leave in the first year of the child's life.

Childcare facilities

Working parents can make use of childcare facilities, which since 2005 are organised along private-market lines. In other words, the working parents get part of the childcare costs reimbursed through tax measures. There is no legal entitlement to a childcare place. In practice most parents make use of childcare facilities on a part-time basis.

Parental leave for PhD students

Utrecht University extends the contract of a PhD student to correspond with the term of the parental leave, insofar as this leave was taken during the duration of the doctoral candidate's promotion process. This is based on Article 2.3, paragraph 6 of the Collective Labour Agreement of the Dutch Universities.

Other support for childcare duties

Parents with children under 18 living or working in the Netherlands are entitled to Dutch childcare benefits (*kinderbijslag*), a quarterly contribution to the cost of raising children paid out by an agency of the national government. The employer therefore generally has no involvement in childcare benefits.

5.2 COACHING AND TRAINING

Utrecht University has structural programmes in place to facilitate a better work-life balance. Time management training is one of these. The training programmes are all listed in the Development Guide, which is accessible to all Utrecht University employees.

Utrecht University works with various external professional coaches, each with their own expertise, working method and personal style. Employees can apply for coaching – after consulting with and gaining permission from their manager – from the pool of available coaches.

6 Work culture

Utrecht University offers its employees and students a broad scope of activities and initiatives for creating and nurturing a more inclusive environment. These are addressed in the following paragraphs.

6.1 OPEN SCIENCE AND RECOGNITION AND REWARDS AT UTRECHT UNIVERSITY

By embracing Open Science, Utrecht University aims to accelerate and improve science and scholarship and the university's societal impact. The transition to Open Science requires of Utrecht University that it reconsiders the way in which we recognise and reward all members of the academic community – the scientific as well as the support staff, from management to those in junior staff positions. We aim to work together, crossing boundaries. This calls for the reduction of competition between individuals and incentivisation of a collaborative and open academic culture. In this transition we closely align ourselves with the national VSNU programme Recognition and Rewards as well as with developments on the international level.

The new Utrecht University system for Recognition and Rewards will provide guidance for procedures regarding recruitment & selection, socialisation, training & development, staffing, performance appraisal, and promotion of employees. It will affect our way of working in terms of teamwork & cooperation, rotation related to dynamic career paths, employee involvement in decision-making, and employee autonomy. We strive for an open, transparent, inspiring and safe environment for our employees and students that provides room for involvement and development.

6.2 REGULAR ACTIVITIES

Diversity Day and Diversity Months

While activities are ongoing, during the months of October and March numerous activities take place each year. Diversity Day is brought to the attention of Utrecht University students and staff through events on the first Tuesday of October, while activities run during the entire month. Another hub of activities linked with diversity and inclusion takes place in March and includes the annual celebration of the International Women's Day.

International Women's Day

Utrecht University celebrates International Women's Day on 8 March each year with a number of events geared towards all academic and support staff. Some of these target both women and men and other forms of intersectionality, as the envisioned change involves everyone at Utrecht University.

6.3 EDUCATION AND RESEARCH

Gender and Diversity Hub

The Gender and Diversity Hub provides a research platform that focuses on analysing and solving gender and diversity issues as put forward by our societal partners. As such, it provides a meeting ground for both researchers and stakeholders, to exchange and enhance their expertise across disciplines, to share and develop best practices and to put possible solutions to the test with a view to truly contributing to the empowerment of underrepresented groups in society and to combating stereotyping.

Other resources

Various Utrecht University scientific departments organise meetings, lectures and dialogues on various Equality, Diversity and Inclusion themes. These meetings touch upon a wide range of EDL themes.

6.4 NETWORKS

Utrecht University participates in a number of national and international networks. The university also has its own diversity and inclusion networks, in which both staff members and students participate.

National Dialogue Network of Diversity Officers

The goal of the National Dialogue Network of Diversity Officers (LANDO), initiated by Leiden University, is to create a platform of knowledge and experience related to the development and implementation of policies on diversity. Additionally, the network can serve an advisory, agenda-setting and strategic function in the development of policies at national level. All Dutch universities are represented and they recognise the value of the network and the potential for developing a national platform in the future. The National Dialogue Network complements other organisations that focus on diversity and inclusion in higher education, such as the Dutch Network of Women Professors (LNVH), and the new platform Diversity in Science.

Dutch Network of Women Professors

The Dutch Network of Women Professors (LNVH) monitors the [development of female academics](#) annually, and supports and disseminates publications, often in cooperation with academics from Utrecht University, on gender-based violence, including sexual harassment. These include:

- PNN PhD Survey [“Workplace malpractices: Discrimination, Sexual Harassment, Breaches of the Code of Conduct”](#)
- [Wangedrag in de academie. Wat valt ertegen te doen?](#)
- Institutional Transformation: [Gender Mainstreaming Toolkit](#).

Utrecht University participates in a number of national and international networks that (also) focus on diversity and inclusion.

League of European Research Universities and Coimbra University Network

The League of European Research Universities (LERU) is a well-established network of research-intensive universities. The LERU [Policy Group Equality, Diversity and Inclusion](#) (EDI) comprises Vice-Rectors and senior management responsible for EDI at LERU universities. They deal with EDI policies, practices and actions at the member universities and at the EU-policy level. Their expertise covers gender and other EDI issues. Plenary meetings of the group are usually held twice a year. The group has produced four LERU policy papers: “Women, universities and research: excellence without gender bias”, “Gendered research and innovation: Integrating sex and gender analysis into the research process”, “Implicit bias in academia: A challenge to the meritocratic principle and to women’s careers - And what to do about it” and “Family Leave for Researchers at LERU Universities”.

Utrecht University joined the Coimbra University Network recently and participates in their policy group Equality, Diversity and Inclusion.

Diversity Networks

At Utrecht University there are a number of networks for students and/or staff members. These networks organise meetings in which information, practices and other tools that help improve the position of women and/or other groups in academia are shared. These include:

- Utrecht University Rainbow Network (LHBTQ+ staff members and students)
- InclUUsion ((refugee) students who have been granted permission to stay)
- Studying without limitations (*Platform Onbeperkt Studeren, POS*)
- Netwerk USP Inclusief, a network for Utrecht Science Park employees with a focus on employees with disabilities and vulnerabilities
- Women in Information and Computing Science (WICS)

- Young Women in Geoscience (YWOG)
- African and Caribbean heritage network (ACHN)
- Class conscious Academia network (CCA)
- Accessible Academia (AA, for scientists with disabilities).

6.5 MEASURES AGAINST GENDER-BASED VIOLENCE

Utrecht University measures and tools to prevent gender-based violence, including sexual harassment are mentioned below:

Codes of Conduct

Utrecht University has a Code of Conduct and several other codes. One of these is the [Code of Conduct for Inappropriate Behaviour](#).

As of 1 January 2019, Utrecht University is required to have a protocol for dealing with the suspicion of domestic violence and child abuse regarding students and employees. There is a protocol for [students and another one for employees](#).

In addition to the Codes of Conduct, Utrecht University has a [web page](#) with information about the steps that a student or staff member can take in case of inappropriate behaviour.

Confidential advisors for inappropriate behaviour

Utrecht University has two [confidential advisors](#) to support students and employees for education, shelter, supervision and mediation. Information provided to the advisors is always confidential.

Complaints procedures for inappropriate behaviour

The complaints procedures have been reviewed in 2021 and will be adjusted in 2022. These are the current procedures:

- [Procedure for students](#)
- [Complaints procedures for employees](#).

Social safety plan

In 2021 a plan for social safety was developed for the purpose of underpinning a safe working and studying climate at Utrecht University. The plan consists of the following projects that will be implemented in 2021 and 2022:

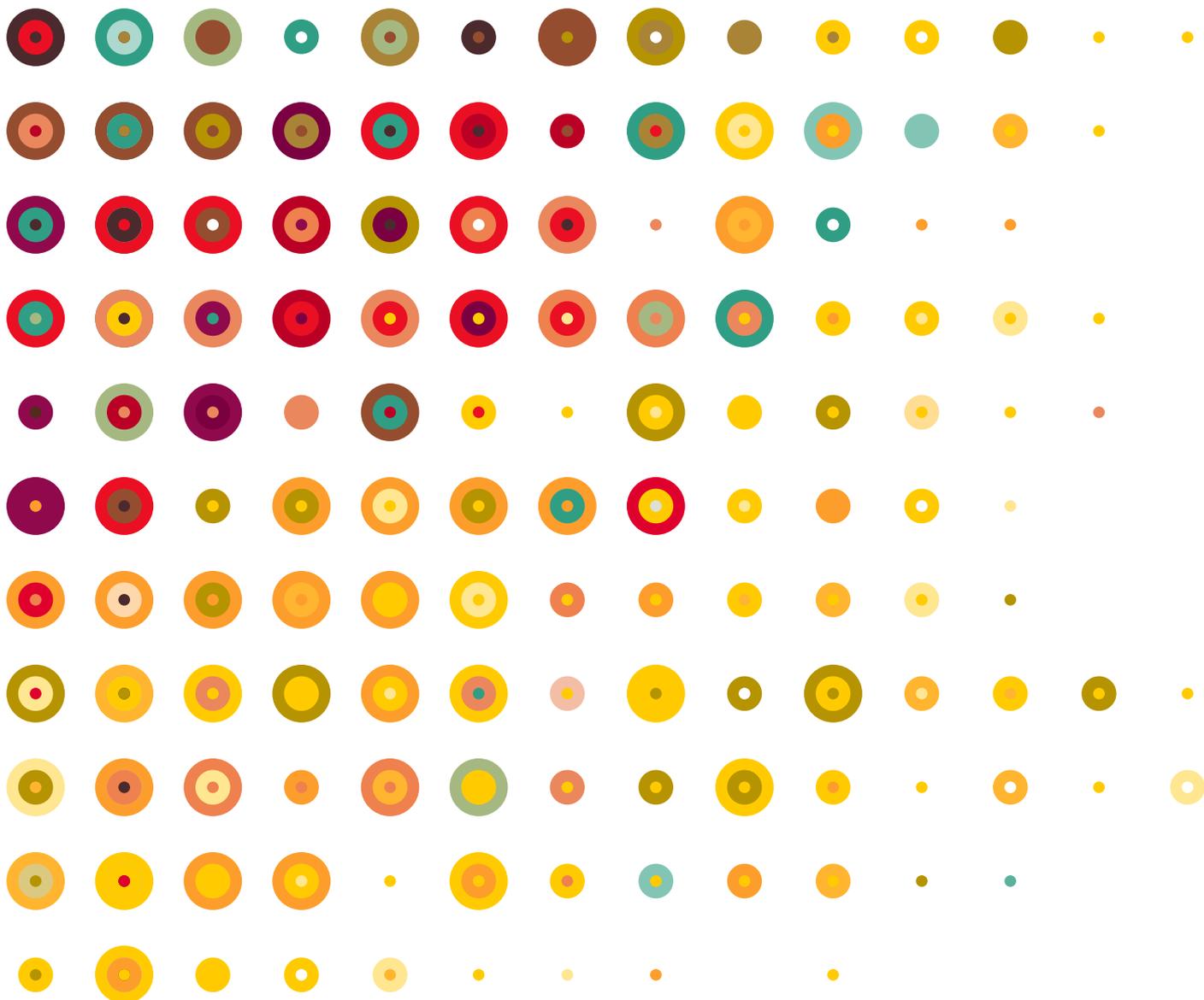
- Role of the committee on inappropriate behaviour and assessing the current complaint rules and procedures
- Promoting awareness and prevention
- Appointing an impartial Officer (Ombudsperson) for students and staff
- Developing a code for relations in the workplace.

7

Future actions

Utrecht University considers diversity in its various forms important. In recent years many steps have been taken and we continue to work toward a more diverse and inclusive university. In addition to gender diversity, the focus will also be on cultural diversity. Utrecht University is exploring possibilities for setting up specific activities in this area. Another focus point remains the further development of inclusive education. Utrecht University researchers are developing a curriculum scan and a toolkit to support teachers in making their teaching more inclusive. Inclusion also concerns the accessibility of buildings for students, staff and visitors. An action plan has been developed to remove various barriers in the coming years and thus enhance accessibility.

Utrecht University acknowledges the binary language (M/F) in the current Gender Equality Plan. The university is looking for less binary ways to address diversity policy in the future.



We belong @UU

