

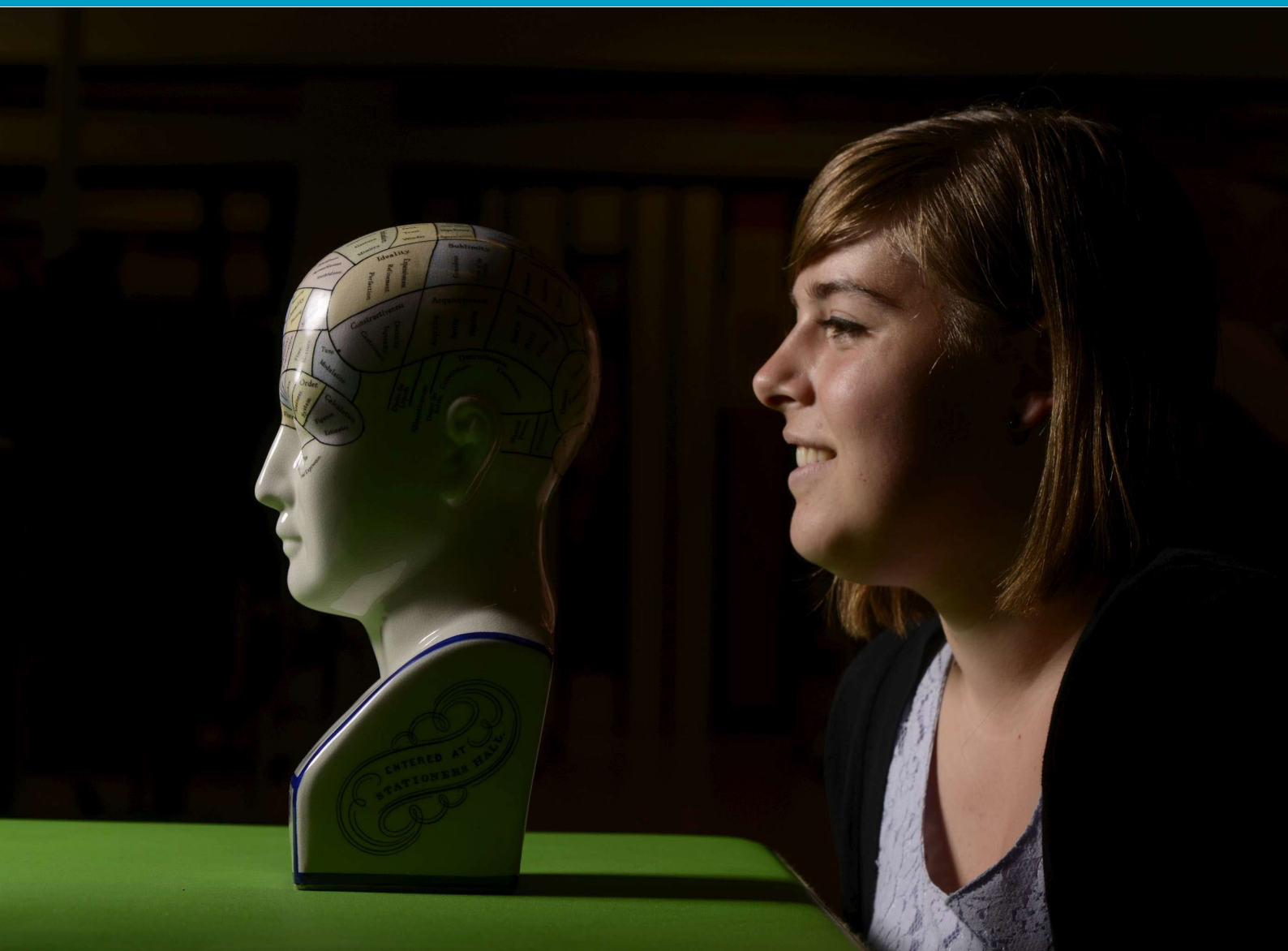
PUBLIC

# GENDER EQUALITY PLAN

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# PREFACE

As a university of technology, the University of Twente is aware of the challenges of achieving gender equality and has actively been working on creating the best possible structures to empower and support women in research and innovation. This Gender Equality Plan (GEP) provides a comprehensive overview of the policies in place and the initiatives and activities we have engaged in thus far. It also demonstrates the urgency to take additional actions to stay focused on working towards gender equality – as part of the scope of pressing issues and points of attention within the field of Diversity, Equity and Inclusion (DE&I).

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# 1. WHY THIS PLAN? OUR MOTIVATION

The University of Twente (UT) strives to be the ultimate *People-first University of Technology*. We are a university that stands for equal opportunities for all our staff and students. Everyone should, in all their diversity, be allowed to choose their own path in their work and study life given the core values of our university. We aim to provide equal opportunities to all and support our community members in developing themselves to their full potential in a safe and vibrant learning and work environment.

Our dedication and focus on gender equality are strongly reflected in our renewed strategic priority to foster a fully inclusive community that contributes to even more diverse and impactful research. In our mission, vision and strategy [Shaping2030](#), [our research strategy](#), our HR policy plan and in [our Plan of action on Diversity and Inclusion](#), our ambition to be a fully inclusive research and educational institution is markedly emphasised

We are a university of technology and as a result . achieving gender equality requires extra and constant attention. That is why we have already dedicated ourselves for many years to improving gender equality and creating the best possible structures to empower and support women in research and innovation. At the same time, our Shaping2030 mission and Plan of Action on Diversity and Inclusion call for an evaluation of these existing measures. Are they still up-to-date and effective?

This Gender Equality Plan (GEP) provides an overview of policies, initiatives and activities. It also defines our goals to improve measurement and evaluation on their effectiveness. Both help us to stay focused on working towards gender equality – as part of the scope of pressing issues and points of attention within the field of Diversity, Equity and Inclusion (DE&I). We recognise that to reach our goals and targets regarding DE&I, a continuous process of evaluation, planning, implementation and monitoring is required. This GEP can therefore be seen as a vital step in this process. We aim to make this GEP an important part of our overarching annually updated DE&I Plan.

As a participating research organisation, UT and its Executive Board strongly support and welcome the endeavours of the European Commission in overcoming gender disparities within the academic environment, also in line with the United Nations Sustainable Development Goals (in particular [SDG5](#)). As mentioned before, this GEP offers a comprehensive overview of how we facilitate our intersectional approach to gender within Diversity, Equity and Inclusion (DE&I) at UT. To finalise our GEP, in chapter 5, we will share a comprehensive overview of the most pressing issues we are experiencing today and that we want to take action on in the coming period.

## 2. AN INTERDISCIPLINARY APPROACH TO ACHIEVING GENDER EQUALITY

In drawing up this gender equality plan, we are – like several other universities - using the three interdisciplinary approaches to gender equality taken by policy makers, institutional administrators, scientists and engineers over the past three decades as presented by Schiebinger & Schraudner<sup>1</sup>.

These approaches include:

- fixing the numbers of women in science, medicine, and engineering.
- fixing research institutions by removing barriers and transforming structures.
- fixing knowledge by incorporating gender analysis into basic and applied research.

In order for gender policy to be effective, actions in all three domains need to be undertaken simultaneously. To achieve gender equality amongst our students and staff, we are working on adapting our cultural way of working and the structures of our institution, and we have started taking diversity into account in our curriculum and in the research projects we carry out or take part in.

### 2.1 FIXING THE NUMBERS

The number of female students studying science and engaging in scientific research has increased over the past years. However, in order to change the culture in academia, it is essential to ensure that increasing numbers of female students choose to study technology, enter academia and keep working in scientific fields. Furthermore, we need a good representation of female academics to positively influence our prospective students.

#### 2.1.1 Gender targets

Since about 15 years, UT has been actively working towards getting more female students, scientists, leaders and professionals into our university by setting specific targets for female professors. In 2020, this led to us having 20% female professors. We set our latest targets in collaboration with the LNVH (National Female Professor Network). UT aims for 25% female professors in 2025 (for more facts and figures see [Appendix I](#)).

Over the years we have also paid attention to securing the inflow and through flow of female students and scientific staff and reducing the untimely outflow, predominantly forced by institutional or personal circumstances. It is clear that recruiting and retaining female students, assistant professors and associate professors is vital in order to increase our female professor targets in the future. We have simultaneously started putting extra efforts into developing a strategic capacity-based staff planning, which could be useful in achieving our gender equality goals.

#### 2.1.2 Staff recruitment

Who are we as a university, what do we stand for and what type of people do we want to attract, are questions that keep us motivated to evaluate how we attract and recruit people and women in particular. Inclusive job vacancy texts are written and disseminated. Diversity proof selection trainings are offered to members of our selection committees (Benoemingsadviescommissies, BAC's in Dutch). We offer our staff and students DE&I trainings to raise awareness and cultivate an inclusive mind-set. Offering stronger inclusive practices will attract and retain a more diverse staff

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<sup>1</sup> [Schiebinger, L. & Schraudner, M., 2011, Interdisciplinary Approaches to Achieving Gendered Innovations in Science, Medicine, and Engineering.](#)

population. Several actions, initiatives and measures to this end have been enacted in the recent years as seen in the overview below.

[Hypatia chairs](#) | The Hypatia chairs have been introduced to increase the number of female talent in academic top positions. Hypatia Chairs are a mark of quality. A candidate must meet all conditions and requirements before being considered for a post. Vacant chairs will remain unfilled until the right candidate is found. Our previous female tenure track programme UTWist has now become a part of these Hypatia chairs.

[Dual career support](#) | UT offers dual career support to assist partners of new academic staff in building up a new social network, securing career advice, seeking employment, finding voluntary work or exploring further opportunities for academic endeavors.

[Career development and coaching](#) | UT offers employees a wide variety of services in the field of career counselling and customised coaching trajectories (internal as well as external) are possible. Also courses are offered by our Centre for Training and Development (CTD).

[Mentoring programme](#) | The mentoring programme offers (junior) staff members, the opportunity to reflect on their career in sessions with a senior staff member. The mentor and mentee are of different fields and coupled for one year.

### **2.1.3 Student recruitment**

As a result of UT's unique combination of high tech and human touch, we find that we attract a relatively large group of female students. By combining different fields of study (namely technical sciences, social, behavioural, management, health, and design) we offer educational programmes that are appealing to the (potential) female student population, like our Bachelor's and Master's programmes in Technical Medicine. However, when focusing on the fundamentally technical study programmes - Bachelor's and Master's alike – the enrolment of female students is a real concern. To add an impulse to the potential enrolment of female students, we have collaborated with VHTO and come up with a [Girls Day for high school students between the ages of ten to fifteen years](#). The aim is to offer this event annually. In doing so we will be able to assess over a certain period of time whether this promotional activity to increase enrolment of female students in the fundamentally technical educational programmes is actually effective.

[The University of Twente Career Services](#) | Career Service is here to help and support students in thinking about their future – enabling and empower them to start their career as soon as they have graduated. We provide information and offer tests, workshops, counselling and consultation.

**Gender scan educational programme Electrical Engineering** | Within our 4TU collaboration, UT decided to take part in a project that aims to increase the influx of Dutch students who do not regularly choose to study electrical engineering at higher vocational education institutions (hbo) and universities (wo). One of the first steps is conducting [a gender scan](#). This gender scan started in June 2021 and is executed by VHTO, the Dutch expert organisation on girls/women and science/technology. Our expectation is to be ready by the end of 2021. Subsequently, we will consider how to use the outcomes to improve the influx of female students. Furthermore, we will examine for which study programmes a gender scan would help to increase enrolment.

### **2.1.4 Retention and advancement**

We are presently mapping out the reasons why our academic staff does or does not stay at our university. Currently, we are also working on the enhancement of our talent development programme, to create opportunities for everyone. We aim for our talents to discover and put their

talents to use, while having a challenging, rewarding and promising career at UT. Organising round table discussions, conducting well-being surveys and analysing exit interviews are helping us to gain insights in why employees decide to stay or leave UT.

### **2.1.5 Leadership development**

UT strengthens leadership and team development with a focus on integral safety, inclusion and well-being. Leaders are trained to be capable to act and reflect on three crucial levels of leadership: lead self, lead others and lead system. *Lead self* includes making and taking time for intrapersonal experiences. *Lead others* means to inspire and be an example to others in embracing team connections, personal attention and dialogue. Finally, *lead system* reflects that everyone is part of UT as a living system that keeps learning, developing, shaping. UT stimulates peer learning by organising and providing an interactive environment where community members can connect with one another.

### **2.1.6 Improving visibility provide representation and role models**

UT actively works on increasing visibility and creating more recognition and rewarding of our female community members, by offering the below mentioned specific awards and scholarships. By increasing the visibility of our female community members we are providing representation and role models, which are attractive for others to stay and advance themselves in an academic context.

[Professor de Winter and scholarship and award](#) | The award for the best international refereed conference paper or international refereed scientific journal, written by a female lecturer or senior lecturer.

[UT Marina van Damme Scholarship](#) | This scholarship is meant to enable female scientists to further develop their scientific career, by deepening or broadening their knowledge, skills and experiences in their fields of interest.

In addition to this (UT) specific award and scholarship, FFNT provides a list of (inter)national scholarships, awards and prizes specifically intended for (the advancement and recognition of) female academics for which UT researchers are eligible. [This list of possible funding and rewarding opportunities can be found on the FFNT website.](#)

## **2.2 FIXING THE INSTITUTIONS**

UT is committed to creating structural change in order to reduce gender gaps within our institution. Over the years, this has been done by taking various actions and measures. We continue to do so and we are keen to better our ongoing approaches. To provide a clear and comprehensive overview, we have divided them into three main categories: transparency, conditions for employment and DE&I initiatives and networks.

### **2.2.1 Transparency**

[House of integrity](#) | In the past year, UT has developed an integrated integrity programme, called House of Integrity. Besides scientific integrity, this programme also covers social and business integrity. The development of our House of Integrity substantially contributes to our aim to be fully compliant with the standards for integrity and safety that apply in academia. Our House of Integrity includes, but is not limited to:

- Codes of conduct;
- Research Ethics;
- Scientific Integrity Complaints Procedure;
- Support structures (like an Ombuds officer and confidential advisors)



- Tools to start dialogues and conversations on challenging subjects such as social safety, gender inequality and how to deal with (non) privilege (Mindlab, The Dilemma Game, the Integrity Tool).

**Equal Pay analysis** | UT considers it as a matter of importance that male and female staff members receive equal pay. As of 2019, UT has started carrying out research, offering us insights in UT's potential salary and bonus gaps. This research (*Valuing and rewarding academic staff at the University of Twente: An initial exploration of gender in relation to terms of employment and internal career paths*) did not show any big discrepancies, but nevertheless we intend to repeat this analysis every three years to make sure we stay on the right track.

## **2.2.2 Diversity, equity and Inclusion (DE&I) initiatives and networks**

As of October 2020, UT's first Diversity and Inclusion Officer has started, focusing on raising awareness, developing policies, boosting existing and new collaborations, and encouraging UT's community to engage in matters of diversity, equity and inclusion. However, UT has been working on inclusion for many years, and on empowering women in particular. This is reflected in our DE&I Action Plan and will be anchored in our annual plans and underlying policy documents on DE&I.

UT hosts several professional networks and our HR department (UT-level, in collaboration with the HR departments of our faculties) have set up well-being and talent development programmes, focusing on both physical and mental well-being and on equal opportunities for professional development for all staff. Our [Centre of Educational Support \(CES\) and Student Advice, Coaching and Counselling \(SACC\)](#) offers students a wide range of opportunities for personal development and support.

### *Our professional, national and international networks*

[Female Faculty Network Twente \(FFNT\)](#) | FFNT's vision is to establish and stimulate a diverse culture and support the practices aimed at cultivating inclusion at our university. This network has been offering opportunities for training and networking for the past sixteen years. Their mission is to promote female academic leadership and help shape policies that increase gender diversity at our university.

[OBP – Vrouwenennetwerk](#) | This is a network for female support staff at UT and started in 2007. This network organises activities to support and enrich career paths and professionalisation processes. Through their activities they contribute to the betterment of the position of female support staff at UT.

[Ambassadors' Network](#) | The Ambassadors' Network actively contributes to discussions about how to support DE&I in hiring and career development. In particular, the members discuss diversity targets for the different faculties and departments of the university, and they advise on how to create awareness of implicit biases that influence hiring and career decisions. They also advise on how to create an inclusive working environment, where all members of the UT community feel appreciated and comfortable.

[Shaping Expert Groups \(SEGs\)](#) | UT has formed six Shaping Expert Groups to connect initiatives and support our community in reaching our Shaping2030 ambitions. In particular our [Shaping Expert Group Inclusion](#) contributes greatly to creating an open and safe environment, by organising round table discussions to identify issues amongst student and staff and by addressing those issues to people responsible for solving them. The SEG Inclusion focuses on diversity dimensions like gender, age, ethnicity, religion, disabilities, sexual orientation, educational level and nationality.

Furthermore, the [Shaping Expert Group Individuals and Teams](#) is fully focused on recognition and rewarding. An important point of focus in working on gender equality. [A manifesto](#) that highlights their ambitions was created and published. Questions are pondered such as what is the unique UT way of working for staff and students that connects us all and gives us wings to soar, that makes us proud to be a part of our People-First University of Technology? By organising round table discussions, the dream is to recognise everybody's talent and to stimulate personal talent development, to connect us, to distinguish ourselves as individuals, and colour our roles in teams, and to enable continuous improvement across all fields of work.

[Th!nk with Pride](#) | Our platform Th!nk with Pride (established in 2020) promotes diversity and inclusion at UT, in particular the inclusion of members of the LGBTQI+ community. This platform aims to contribute to a safe, open-minded and respectful working environment for all staff members belonging to the LGBTQI+ community.

[Future of Twente](#) | UT is an active partner of this Twente collective of organisations and companies that are committed to more female talents in the Twente business world and beyond.

[Workplace Pride](#) | In 2021, UT became a member of the non-profit foundation Workplace Pride. This is a foundation dedicated to improving the lives of LGBTQI+ people in workplaces worldwide. Workplace Pride strives for a world of inclusive workplaces where LGBTQI+ people can truly be themselves, are valued and, through their contributions, help to lead the way for others.

[Keeping Talent in Twente](#) | This is a group of students and graduates that works on improving the growth, diversity and attractiveness of the region. They are working together with the government, companies, educational and cultural institutes – such as UT - in the region. Keeping Talent in Twente collaborates in their policies, decisions and actions to keep talent in Twente.

#### *Our (collaborative) initiatives*

Our collaborative initiatives are aimed at both students and staff. The actions meant for students are there to promote an educational and professional career in academia, whereas the initiatives for our female staff are intended to support professional growth and contributing to a sense of belonging.

[Kick-In](#) | The Kick-In is the introduction period of UT. It is the opportunity to discover the university, the campus, the city of Enschede and all other aspects of student life. Last year, Student Union and the Diversity Officer took the initiative to raise awareness on diversity and inclusion matters during this week. There was a booth where students could get information on UT's commitment to diversity and inclusion, they could share experiences and learn about the ways in which they can contribute to these matters themselves. Furthermore, the Kick In organises the [Ladies Introduction Days](#) for female students in male-dominated study programmes.

[More Than A Degree](#) | The Student Union stimulates students to develop non-curricular competencies and stimulates student activism at different levels. Students have access to multiple events and services that help them get more than just an academic degree during their studies. Every student who is involved in the student life of Enschede is, often without knowing it, involved with the More Than A Degree program.

[Incentive Fund](#) | UT's Incentive Fund (€ 45.000,- in total with a maximum of € 10.000,- granted per proposal) has been established and is financed by UT. Originally, it was set up to facilitate female staff development and the promotion of women to address their underrepresentation at UT. As from 2019 its aim has been widened to fund initiatives to encourage innovative, bottom-up ideas valuing and respecting diversity and promoting inclusion at UT. Each year, members of our Ambassadors'

Network will decide which ideas will be rewarded with a grant to enable applicants to carry out their projects. Last year, initiatives such as Dialogical Spaces, a magazine fully dedicated to Diversity and Inclusion, and the development of an inclusive artwork have been funded by UT's Incentive Fund.

**Diversity Week** | UT's first edition of the yearly Diversity Week (4 till 8 October in 2021) was an action packed week. The primary purpose of this week and the programme offered was to raise awareness. Besides "raising awareness", "connecting" and "identifying problems and points of action together" were also important objectives we wanted to achieve with the Diversity Week events. We concluded that especially students were eager to participate in the events, looking for opportunities to connect and share experiences.

**Sexual safety campaign** | In collaboration with Amnesty International Enschede, UT is committed to start a sexual safety campaign, aimed at students and staff, to raise awareness, reduce sexual and gender-based misconduct and to ease access to support and care for victims.

[Mindlab](#) | In 2019, professor Ellen Giebels, portfolio holder Research to the Faculty of Behavioural, Management and Social Sciences (BMS), took the initiative to develop "Mindlab" a theatre production for UT staff, in part based on interviews with UT staff and employees of Utrecht University. The [Social Fund for the Knowledge Sector \(SoFoKleS\)](#) sponsored it. Mindlab first premiered in February 2020. In May 2021, Mindlab has developed into an online production. Mindlab is a unique production that explores what it means to live and work at a university and aims to inspire and challenge all staff members to come together to talk about their experiences, their expectations and their ambitions.

### 2.2.3 Conditions of employment

Our ambitions to overcome gender gaps, are also reflected in UT employment conditions, such as birth leave, parental leave, maternity leave, childcare at our campus, hybrid working, and flexible worktime arrangements. With these conditions of employment, UT seeks to close gender gaps. These conditions need to be evaluated, adapted and complemented on a regular basis to make sure they are supportive enough for our (female) community members.

### 2.2.4 Training and workshops

UT facilitates training for staff to enable staff and students to deal with challenging situations and to tackle issues they face. UT offers staff the below mentioned courses and workshops to raise awareness about diversity (including gender equality) and to continuously invest in personal and professional development.

[Diversity Proof Selection](#) | The aim of the training is that interactions and decision making at the workplace occur in a neutral and objective manner (gender, question formulations, power relations, examples from practice, soft skills). Appraisal and selection play a crucial role in diversity and inclusion, as decisions made in these moments influence career paths and directly impact who is appointed. It is important to be aware of (sub)conscious decision making, and to recognise and acknowledge so called "mind bugs".

[Manage your career](#) | In this course, female staff members with the ambition to grow into a senior position are provided with the skill set to accomplish this career step.

[Active Bystander Training](#) | Everyone comes across unacceptable behaviour. This could be in the form of bullying, intimidation or sexual harassment and can take many other forms. In some cases, it is clear that the "actor" knowingly and willingly chooses to act in this way, in other cases, actors seem to be unaware of the consequences of their behaviour. Research shows that we have great

difficulty addressing unacceptable behaviour. This training provides guidance on how to address such behaviour.

**Scientific integrity programme** | In this workshop, we aim to build on the knowledge of the code of conduct and general ethical and methodological principles relevant to scientific integrity provided in the Scientific Integrity – Online Programme. It deals with situations and cases that do not amount to complete scientific misconduct, but are related to day-to-day scientific practice, supervisory relationships and difficult conflicts of interest.

[Mental Health First Aid \(MHFA\) course](#) | In this internationally recognised course participants will receive information about mental disorders and they will learn how to start a conversation with someone who has (starting) psychological problems. They also learn how to act when someone is in crisis. After this course people are able to reach out to someone in need.

## 2.3 FIXING THE KNOWLEDGE IN RESEARCH AND EDUCATION

UT aims to advocate for a consistent focus on diversity, equity and inclusion – and thus gender equality - in all research to promote and ensure inclusive research (outcomes or outputs). By working together with a committed group of internal stakeholders and the Grants Office in particular, UT is actively promoting gender equality within the university. Such as giving research groups clearer guidelines on how to take inclusion into the research from the very beginning, as well as providing proper training in the University Teaching Qualifications (UTQ) requirements for our (new) teaching staff members.

### 2.3.1 Education

Our Centre of Expertise in Teaching and Learning (CELT) provides teachers with helpful guidelines, references and tips to support teachers in creating and maintaining an inclusive classroom (see [CELT's website on the inclusive classroom for more information](#)). These guidelines are highly relevant to overcoming gender gaps, while gender is – among many others – one of the diversity dimensions that need to be taken into account.

### 2.3.2 Research

UT researchers take part in various research projects that contribute to identifying, addressing and overcoming gender gaps in different fields of research. As previously discussed, to enable everyone to gain a better understanding of how gender equality leads to better research results, we offer several opportunities to increase consciousness of potential gender biases and gender related characteristics. We expect this to motivate us to conduct more research about gender, and research where gender is taken as a component of something larger. Recent examples include:

- Research on energy poverty conducted by [the CSTM section](#), part of our BMS Faculty.
- UT's role in a research collective called [DEI4EAI](#). This project aims to critique and change the existing common and controversial norms and provide tangible resources for practicing diversity, equity, and inclusion (DEI) when developing embodied AI.

We are further dedicated to achieving the gender targets in hiring new academics within the scope of the Sector Plans for Research ([Plan Bèta en Techniek](#) and the [Social Sciences and Humanities \(SSH\) Sector Plan](#)). The Minister of Education, Culture and Science appointed a STEM Sector Plan Committee (in Dutch: de Commissie Sectorplan Bèta en Techniek) and a SSH Sector Plan Committee for the period of 1 December 2018 to 1 December 2025. These committees advise the minister on the sector views, the university profiling plans and the allocation of resources. The committees will evaluate the financed activities, with provided input by UT, VSNU and other universities, after three years and then again after six years.

### 3. MONITORING THROUGH DATA

UT currently collects and monitors data on gender by yearly analysis of gender data provided by the faculties and services and actively tracking outputs on student registration per study (departments Human Resources and Strategy & Policy). We use this information to understand where and how to focus our efforts in creating larger gender equality.

Based on this data, we can better analyse where the areas for improvement are that prevent our efforts of gender equality. These insights have allowed us to put extra emphasis on efforts such as the [Hypatia Chair \(mentioned under 2.1.2\)](#) and improving our pipeline efforts. Researchers and other scientific staff members are actively participating and initiating projects that provides us insights into the current status quo and how to further diversity and inclusion – taking data on UT’s female-male ratio and on gender gaps into account.

At the same time we are realising data is lacking on several indicators as mentioned in the Horizon Europe Guidance document. Together with the other Dutch Universities during our monthly national diversity discussions (in Dutch: Landelijk Diversiteits Overleg (LanDO)) we are currently working out structures to start collecting the lacking data and advising VSNU and the Ministry of Education, Culture and Sciences on what types of data we would further wish to collect pertaining to DE&I at large.

We are currently not only investigating and evaluating the data collected, but we are also looking at how to make this data collection and evaluations more sustainable and the DE&I Office is figuring out who will have ownership of and responsibility for this topic.

### 4. GOVERNANCE

In its commitment to gender equality and the intersectionality of DE&I at UT, the university committed to creating a DE&I Office. Further funds were made available and a first DE&I Officer was hired in October 2020 and the team expanded mid-2021. UT now has an active DE&I Office that works on raising awareness, creating a sense of belonging and social safety. The office produced a clear [DE&I plan of action](#) in July 2021 where gender equality is specifically treated as a key point of attention.

#### 4.1 DEDICATED RESOURCES

**DE&I Officer** | As of October 2020 Sterre Mkatini has joined UT as the DE&I Officer. In her role, she is in charge of increasing diversity, equity and inclusion (DE&I) at UT. Her role has mainly been focused on how to be a thought partner and providing strategic leadership to implement/create activities to enhance and connect DE&I efforts university wide. In her first year, she was mainly focused on developing a DE&I action plan; creating connections between many DE&I initiatives at the university; collaborating with the executive board on what areas to focus on to increase DE&I amongst both staff and students; figuring out ways to start researching, monitoring and evaluating DE&I data; creating a network of people in various positions throughout the university who are passionate about the topic to implement effective actions on DE&I; and to bring on board team members to further the DE&I cause.

**DE&I HR Policy Advisor** | Michael Neys was appointed the DE&I HR Policy Advisor in July 2021. In his role he aims to drive greater more structurally effective change by revamping and creating policy that will support the development of better DE&I practices for all UT staff members. Besides

providing strategic advice he has a key role in building and supporting a welcoming and safe work environment and be an ambassador for promoting DE&I in the workplace. Improving our DE&I hiring process is further a crucial topic he is working on. Lastly, Michael has a big challenge in creatively making policy and advise that will be adequately adopted on the work floor. He is – in collaboration with the HR department – a vital player in creating and supporting internal and external strong allies and ambassadors who accelerate UT's culture shift.

**DE&I MC Advisor** | Our DE&I Marketing and Communication advisor, Linda Pasqual-van der Landen, joined our team in September 2021. Her main focus at this moment is creating a structural DE&I communication plan for both staff and students that connects to the higher goals of our team and the university. Her position has proven vital in communicating the importance of attracting, keeping and growing diversity and inclusion at the university. All of our community wants to see themselves reflected back in inspiring stories regardless of their diverse backgrounds. Most of Linda's work in these first few weeks has therefore also focused on creating awareness and a sense of urgency to work on DE&I at all levels of UT and properly profiling key DE&I stakeholders within UT in a clear way. Giving voice and visibility to those that need it is essential. Further undertaking an accessibility audit of our digital, audio and visual, and all content thus making it accessible to as many people as possible is a top priority for her right now.

**Diversity Coordinator** | Carla Bruynel is our diversity coordinator and has been working with UT since 2009. In her role she is solely and actively engaged with students that face any type of special circumstance. This can be anywhere from challenges due to studying with physical or neuro diverse disabilities, as a (new) mother, as a top athlete, as an informal caregiver etc. She actively works on making the student voice heard and is actively working within the Student Wellbeing Plans (SWIP) .

**Ombuds Officer** | In October 2019, Han Warmelink, was appointed as Ombuds Officer for a period of six years. The Ombuds Officer serves both staff and students, providing advice on issues and difficult situations related to studying or working at UT. The Ombuds Officer is impartial and does not report to any other authority. Han's position complements the confidential counsellors, complaints committee, student psychologists, study advisors and the student counsellors. This function was started as a pilot in 2019 amongst four Dutch universities, of which UT was one of those participating universities.

**Ambassadors' Network (AN)** | As mentioned in point 2.2.2.1 the Ambassadors' Network (AN) is a network of academics passionate about DE&I. This network is comprised of two representatives from each faculty within UT. The AN holds annual visits with all the five UT faculties, various service departments, the Executive Board and University Council in alliance with the DE&I Officer and DE&I HR Policy Advisor. In these visits the AN holds those in charge accountable and specifically asks about issues of DE&I in a wider sense and gender equality more specifically.

**Female Faculty Network Twente (FFNT)** | As mentioned in point 2.2.2.1 the FFNT focuses on empowering female faculty by offering workshops and facilitating get-togethers and spaces to connect. By doing so they are actively contributing to raising awareness and establishing gender equality.

## 4.2 COMMUNICATION AND PUBLISHING INFORMATION

This GEP will be published internally and externally on the UT website, housed under the [DE&I Service Portal](#) and [the external DE&I website](#). It will be widely shared with all staff and students on our internal portals and in our newsletters. In addition, the information will be shared with the



Grants Office, our participatory bodies, our institutes, and the Research Support Teams in our Faculties.

Once again, we emphasise that to us, this GEP is a tool to cumulate all that has been achieved, to reflect, and to keep us motivated to continue our work on gender equality (see [Chapter 5 Next steps](#)), as key component of our strive to be a People-first University of Technology. This GEP will be worked into our overarching DE&I Plan of Action and will, in this capacity, be updated and analysed on a yearly basis. Furthermore, all the faculties and service departments are working on customised DE&I Action Plans, in consultation with the DE&I Office, with a specific gender equality element to create shared accountability.

## 5. NEXT STEPS

Based on the overview provided in this GEP it is clear that several next steps need to be taken. We see seven main overarching themes we need to further address and take action on. We wish to highlight them here and will work them out as part of our bigger DE&I strategy in the coming years. Most of our activities will focus on data collection and the evaluation of existing measures in the frame of our new ambitions under Shaping2030. In working out these actions, we will be making them specific, measurable and time bound.

WHAT WE WILL DO	HOW WE WILL DO IT	WHO WILL DO IT
<b>1. Conducting an internal soft audit to gain more insights into the effectiveness of our current measures, policies and activities aimed at increasing gender equality</b>	<ul style="list-style-type: none"> <li>Setting up an audit plan and executing it (in 2022)</li> </ul>	Internal Audit Team in collaboration with DE&I Office
<b>2. Developing actions to ensure we will reach our target numbers through hiring and stimulating cultural change</b>	<ul style="list-style-type: none"> <li>Run a new Hypatia Chair campaign to recruit female professors</li> <li>Improve our “Working at UT” website and invest and enhance our employer branding</li> <li>Run a campaign on sexual safety aimed at staff and students</li> </ul>	HR in collaboration and consultation with MC, DE&I Office and faculties
<b>3. Re-evaluate our current target numbers to see if they are ambitious enough to maximise the benefits of gender diversity and the contribution to cultural change</b>	<ul style="list-style-type: none"> <li>Re-evaluate and adjust target numbers (set in Sector Plans and in collaboration with LNVH) accordingly</li> </ul>	HR Teams in the faculties in collaboration with their Faculty Boards. In consultation with AN and DE&I Office
<b>4. Updating conditions of employment</b>	<ul style="list-style-type: none"> <li>Explore the possibilities to extend parental leave for e.g. rainbow families</li> <li>Improving our onboarding programmes to provide special attention to the needs of newly employed female academic</li> </ul>	Central HR department, in close collaboration with the HR departments of the faculties

		staff members and to raise awareness in the entire community
<b>5. Updating our portfolio of workshops and trainings for staff and students providing information and tools to overcome gender gaps</b>	<ul style="list-style-type: none"> <li>• Re-assess our portfolio and adjust it accordingly</li> </ul>	HR, CES, SU and SACC in consultation with the DE&I Office
<b>6. Addressing the need to structurally raise awareness to gender equality in our community and providing solutions</b>	<ul style="list-style-type: none"> <li>• Reviewing the dedicated resource structure to ensure maximum valorisation is met</li> <li>• Stimulating Faculties to draw faculty-specific DE&amp;I plans (with dedicated resources) to ensure tailor-made actions are taken to overcome gender gaps</li> </ul>	HR Teams in collaboration with their Faculty Board, in consultation with the DE&I Office
<b>7. Enhancing data collection, monitoring and dissemination</b>	<ul style="list-style-type: none"> <li>• Gain insights in how to responsibly collect the data we need to draw effective policies and act accordingly</li> <li>• Introduce a solid structure to held exit interviews in a constructive way</li> <li>• Carry out an equal pay analysis for the second that allows us to compare these results with the ones of the previous 2019 analysis</li> </ul>	HR, in collaboration with SP and DE&I Office
<b>8. Increasing transparency on how gender dimensions are being taken into account in UT research</b>	<ul style="list-style-type: none"> <li>• Reviewing what we are currently undertaking and what we can additionally do to diversify our research community and projects</li> </ul>	HR, Grants Office and Faculty-specific Research Support Teams, in consultation with the DE&I Office

## 5.1 ENVISAGED TIMELINE

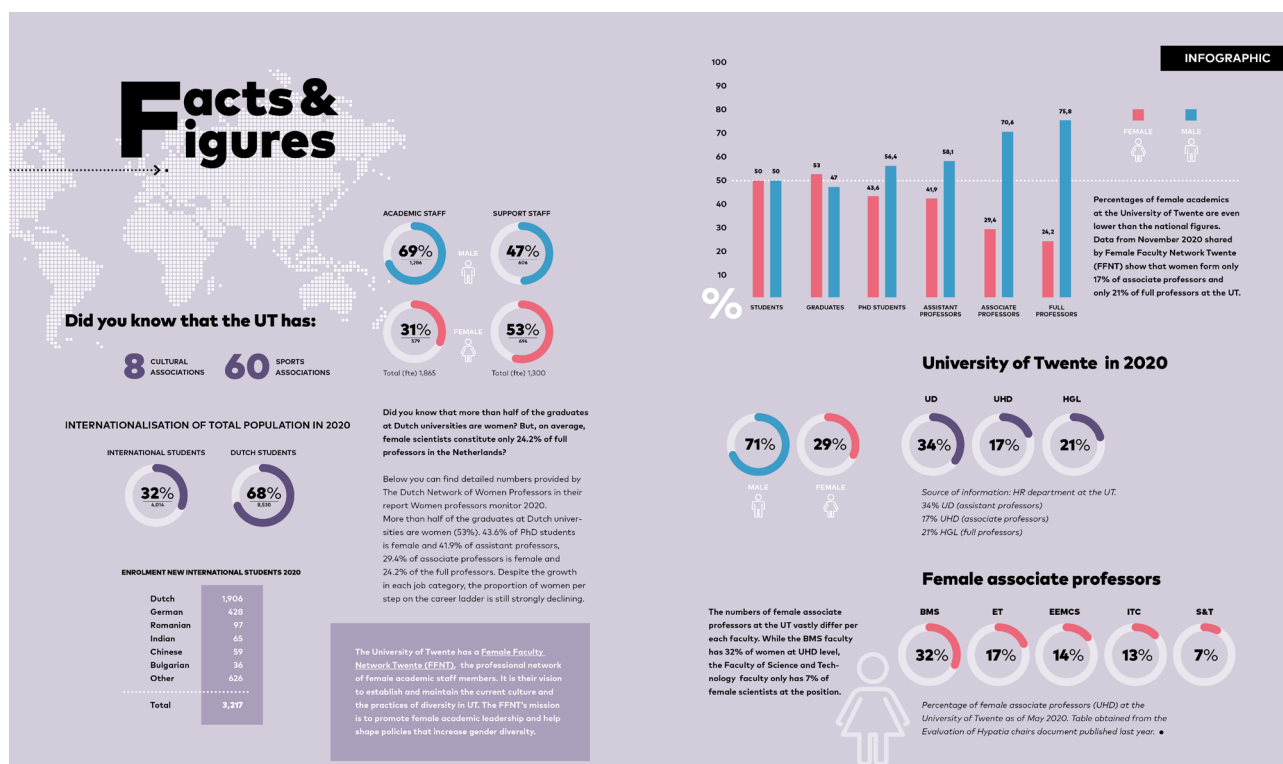
This GEP is a strong impulse for us to gather, describe and analyse all activities and measures in place. We want to outline our follow-up activities and determine how to enhance the activities helping us in achieving our strategic goals. At the beginning of 2023 we want to publish an updated GEP (as part of our DE&I Action Plan) containing adjusted targets and specific and measurable actions for achieving these gender equality targets.



## 6. APPENDICES

### 6.1 APPENDIX I BASELINE DATA AND TARGETS

UNIVERSITY OF TWENTE.								
TARGET FIGURES FOR FEMALE PROFESSORS								
FACULTIES	PROFESSOR		ASSOCIATE PROFESSOR		ASSISTANT PROFESSOR		PHD CANDIDATE	
	2020	2025	2020	2025	2020	2025	2020	2025
BMS	39%	45%	28%	35%	49%	50%		
ET	21%	25%	13%	17%	15%	20%		
ITC	20%	27%	11%	13%	39%	40%		
S&T	8%	10%	14%	17%	32%	35%	29%	35%
EEMCS	12%	20%	13%	20%	30%	35%		
UT TOTAL	21%	25%	16%	20%	33%	36%		



## 6.2 APPENDIX II MANDATORY GEP REQUIREMENTS

Mandatory GEP Process Requirements	UT Gender Equality Plan Actions
<b>1. Public document</b>	
<i>Signed by top management</i>	Formal document signed by UT Executive Board (hyperlink to document)
<i>Published on the institutions website</i>	See <a href="#">website DE&amp;I Office</a> and <a href="#">DE&amp;I Service Portal</a> (mainly meant for staff and students)
<i>Disseminated through institution</i>	See <a href="#">4.2 Communication and publishing information</a>
<b>2. Dedicated resources</b>	
Funding for gender equality positions or teams	See <a href="#">2.2.2 Diversity, equity and inclusion (DE&amp;I) initiatives and networks</a> and <a href="#">4.1 Dedicated resources</a>
Reserved time for others to work on gender equality	See <a href="#">4.1 Dedicated resources</a>
<b>3. Data collection and monitoring</b>	
Data on sex or gender of staff across roles and leadership	See <a href="#">2.1.1 Gender targets</a> , <a href="#">2.1.4 Retention and advancement</a> , <a href="#">2.2.1 Transparency</a> and <a href="#">3. Monitoring through data</a>
Annual reports and evaluation of progress and outcomes	See our <a href="#">Facts and Figures</a>
<b>4. Training and capacity building</b>	
Whole organisation engagement	See <a href="#">2.1.5 Improving visibility and providing representation and role</a>

	<a href="#">models</a> , <a href="#">2.2.2 Diversity, equity and inclusion (DE&amp;I) initiatives and networks</a> , <a href="#">2.2.4 Training and workshops</a>
Tackle gender biases of people and decisions	See <a href="#">2.1.2 Staff recruitment</a>
<b>5. Joint actions on specific focus areas</b>	
1. Work-life balance and organisational culture	See <a href="#">2.2.3 Conditions of employment</a> and <a href="#">2.2.1 Transparency</a>
2. Gender balance in leadership and decision making	<a href="#">2.1.2 Staff recruitment</a> See <a href="#">2.1.1 Gender targets</a> , <a href="#">2.1.2 Staff recruitment</a> , <a href="#">2.1.4 Retention and advancement</a> , and <a href="#">2.1.5 Leadership development</a>
3. Gender equality in recruitment and career progression	See <a href="#">2.1.2 Staff recruitment</a> , <a href="#">2.1.4 Retention and advancement</a> and <a href="#">2.1.6 Improving visibility</a>
4. Integrating the gender dimension into research and teaching content	See <a href="#">2.3 Fixing the knowledge in research and education</a>
5. Measures against gender- based violence, including sexual harassment	See <a href="#">2.2.1 Transparency</a> and <a href="#">2.2.2 Diversity, equity and inclusion (DE&amp;I) initiatives and networks</a>

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