

PUBLIC

# DIVERSITY | EQUITY | INCLUSION (DE&I) ACTION PLAN

## 2022 - 2024

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# PREFACE

Before you lies the second action plan aimed at creating greater and sustainable diversity, equity and inclusion (DE&I) at our University. The plan builds strongly on UT's first DE&I plan (2020), whilst making specific choices - in terms of focus, topics and basic principles.

This action plan covers a timeframe of two years (2022-2024) and can rightfully be called an action plan, since it includes tangible actions we need to implement collectively and shoulder responsibility for in order to fulfil our ambition gradually. Our aspiration to become and continue to be a People-first University of Technology. A university that embraces, values and recognises each and every person for who they are, and for what they accomplish.

**In chapter 1**, we reflect on the steps UT has taken and how we look to our near future. What steps must be taken to progress in the field of DE&I? In **Chapter 2** we explain why social safety is the foundation of this plan and we focus on the need for cultural cohesion, our first focus area. What exactly is cultural cohesion and what should we be working on to strengthen it? And even more relevant: what is to be gained from greater cultural cohesion? **Chapter 3** further elaborates on that vital foundation: social safety for everyone. Which steps do we need to take and for what reason? And which approach will we adopt to advance social safety?

**Chapter 4** covers UT's second focus area: equity and access for all - whether you study, work or collaborate with or at UT. This concerns accessibility and equity in a range of forms: from physical accessibility to equity in ways you can study, work or advance at UT. In **chapter 5**, we describe the actions we are pursuing in the areas of male-female ratios, gender identity and gender expression. This chapter is closely in line with the actions and observations described in the 2022 Gender Equality Plan (GEP). **Chapter 6** is about the possibilities and challenging aspects of measuring the degree of progress in achieving diversity, equity and inclusion.

This plan has been prepared by the DE&I Team and discussed with and presented to many people and bodies within UT- from students to from networks and faculty boards to service departments, and everything in between. There is a strong commitment and drive across UT to work together. What matters now is time, sensible implementation and shared responsibility. With that in mind, this plan serves as a guideline, a source of inspiration and an anchor.

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# 1. INTRODUCTION: LOOKING BACK, MOVING FORWARD

In September 2020, UT committed itself to the [National Action Plan for more Diversity and Inclusion in higher education and research](#) (Ministry of Education, Culture and Science, August 2020), signed by all Dutch universities. In UT's first Diversity and Inclusion (D&I) action plan (finalised in May 2021), we – as UT - focused on creating awareness around key topics related to diversity and inclusion within UT. Our D&I officer drew the previous plan after a period of getting to know the UT community and exploring the D&I state of affairs at UT. In the meantime, further insights were gained and useful results were attained.

UT accordingly decided to explicitly add Equity to the Diversity and Inclusion equation, making it Diversity, Equity and Inclusion (DE&I). Adding **equity** is vital, because (social) privileges are unequally distributed across people. Equity is a vital element in allowing for fair access and increasing inclusion. In other words, UT remains committed to being a depiction of the society around it and also seeing its crucial role in positively influencing that very society by increasing equity – thinking globally and acting locally.

In the process of generating organisation-wide support many networking conversations were held within the various service departments, faculties and institutes, and interconnected teams. Close collaborations were set up with the Ambassadors' Network, Female Faculty Network (FFNT), Th!nk with Pride, the Shaping Expert Groups and several other platforms all working hard to create stronger inclusionary practices at UT. The aim: to work both from a top-down as well as bottom-up approach.

It is important to note that we believe splitting the UT organisation into bottom-up and top-down is impossible and fails to reflect reality. We are fully aware of the complexity and multi-layered character of our organisation and prefer to avoid any kind of polarisation by suggesting such a simplistic dichotomy. Nevertheless, we want to emphasise the fact that the various types of initiatives and measurements (community-based and management-based) will jointly contribute to embedding the values and benefits of diversity, equity and inclusion in all layers of the UT community.

Throughout this plan, we are trying to minimise the use of “DE&I lingo”. Despite this effort, sometimes we cannot avoid using such terminology. For this reason, we have included a list of frequently used terms and their corresponding meanings in Appendix II.

## 1.1 LOOKING BACK: IMPORTANT STEPS TAKEN

Since establishing the first D&I action plan, we consider the following activities to have had a significant impact on our goal of creating more awareness on DE&I topics:

- Creating a [purposeful and comprehensive website about DE&I](#) and enhancing [UT's topic page \(Service Portal\) about DE&I](#)
- Organising [UT's first annual D&I week](#)
- Drawing up [UT's Gender Equality Plan \(GEP\)](#) as per the requirement from the European Commission (EC) under Horizon Europe
- Co-creation initiated on DE&I faculty action plans within every UT faculty
- Drafted policy according to which gender inclusive forms of address were partly implemented in our HR registration system and forms of address for correspondence were changed. To be continued
- Inspired people to get involved in DE&I matters and to actively work on them - in their own work and/or in their studies, in collaboration with the SEG Inclusion. The creation of awareness and attention sparked discussions, involvement and engagement

- Setting up a pilot workshop about inclusive communication and the power of representation for UT's Communication Department. This workshop will be given to more departments in the coming years
- Participated in and contributed to round table discussions on various DE&I related topics. Organised by SEG Inclusion
- Introductory DE&I training of all ET's first year bachelor students organised by the Coordinator International Affairs
- Data report that provides insights into the degree of male-female-related diversity among employees has been designed and made easily available. This report is to be published on a bi-annual basis to specific target group (as of September 2022)

It is not always easy to measure impact - or to translate it into actual data. However, we can clearly conclude that the requests for advice, meetings, guidance, workshops and general information on matters related to DE&I and social safety are increasing. A growing number of people come to the DE&I Team, either directly or by referral.

## 1.2 MOVING FORWARD: THE NEED AND URGENCY TO CULTIVATE AND IMPROVE

The previous list of achievements highlights the focused efforts made to increase UT's attention to and awareness of DE&I matters. However, the recent years have also made clear that considerable progress remains to be made to increase diversity, equity and inclusion at UT. Being aware is just not enough. Step by step, we must integrate the fundamentals of DE&I into all our practices. Not just because we should, but because we really want to. Particularly because we intend to keep making an impact within our university and beyond. Through our research, educational programmes and employership, we aim to contribute to and positively affect people's lives. And for this, it is crucial that we take diversity and inclusion as a given and always reflect on either the inclusive or excludable effects of our policy choices, actions, conduct and beliefs. To be able to reach that deeper level, we must, amongst other things, work on:

- Continuous need and urgency to integrate DE&I perspectives in the practices of people in all layers across our university
- Better access to campus facilities and (information) services for all as well as (online) education for students
- Alignment of initiatives that have been working parallel to each other. The current transformation of the Ambassadors' Network into an DE&I advisory board is just one example of the envisaged alignments. Such a platform needs to be strongly rooted within the university and simultaneously be able to advise, report and criticise independently
- Social safety: making it clear that more attention has to be paid to establishing a safe environment for the whole community and everyone's role and responsibility accordingly

## 1.3 MAKING STRUCTURAL IMPROVEMENTS: THE NEED FOR FOCUS AREAS AND COMMITMENT

This current plan and its complementary communication framework (see appendix III) present a continuation of what was already set in motion and aims to create more and expand on the focus for UT for the coming two years. It is decided to determine focus areas, where structural improvements can be made through specific collaborative actions. We opt for an integral inclusion approach whereby we strive to ensure all UT community members can experience the benefits of diversity, equity and inclusion. However, to make it practical we choose these three focus areas:



- 1 Cultural cohesion and social safety
- 2 Access and equity
- 3 Gender, gender identity and gender expression

The three focus areas will be purposefully worked on in this time frame and will allow the DE&I Team to work in a proactive and strategic manner. Across all focus areas, the overall aim needs to be creating a **socially safe** university. This as an essential step towards our ambition to become a truly inclusive university.



By taking various actions, measures and activities within each focus area, UT contributes to the overarching objective of social safety. Those actions can be classified into preventive, proactive, reactive and after-care actions (see the overviews of actions). The actions will be further specified in collaboration with those involved within our organisation to ensure that implementation is in line with the capacities and availabilities of those involved and responsible.

UT's mission on integral safety is worded as follows: "To safeguard the continuity of the operational processes of the University of Twente and to realize a substantial contribution to make the UT a safe place and environment for all its students and employees to study, to work, to live, to research, sport, and to relax. [...] At UT, students, employees and guests can study, research, work and live as part of an inclusive community. UT strives to cultivate an environment where hazards and threats are properly valued, understood, and managed to ensure that no harm is done to our assets and the continuity of our community and university." (*An Organisation Design to implement and monitor Integral Safety Management at the University of Twente*, J.I.M. Halman June 10, 2020).

UT's overall ability and willingness to monitor, evaluate, be accountable and to learn based on as much qualitative and quantitative data as possible, is vital in determining the impact UT is having through this approach and actions. In all the above mentioned areas, we are

working on and with the experiences of all staff, including doctoral candidates, and students as well as directly contributing to, developing and strengthening our UT identity along with achieving our overall objective to increase social safety. This coincides with the joint initiative of all Universities of the Netherlands (UNL) to designate social safety as a collective focus area.

In all three areas we will focus on creating UT-wide commitment to:

- Putting attention on the journey of our community members, from the moment they decide to join UT until the moment they depart. Special focus is on the role of managers, supervisors and leaders, and the need to adopt a more inclusive leadership approach.
- Developing inclusive practices throughout our research, education and employership
- Providing staff members and students with tools to function with inclusive and accountable actions at all levels of the university, and beyond.

By choosing these three focus areas and approaches, we will collaboratively seek to make realistic and tangible steps towards a more inclusive community, while keeping a keen eye on cultural and social movements, sentiments and dynamics in society and in the world at large.



## 2. CULTURAL COHESION AND SOCIAL SAFETY

To UT cultural cohesion refers to the trusting network of relationships and shared values respected by all members of UT's community and by our partners. These respected values and mutually cherished relationships function as the "glue" that holds a community together and opens up opportunities to harvest the potential of diversity.

In order to create cultural cohesion within our community, a social safe work and study environment are fundamental. In our goal to continuously strengthen an environment that values, appreciates and welcomes students and staff from all backgrounds, of all ages and with diverse characteristics, we need to keep moving beyond what we have in common and embrace each individual's uniqueness.

UT sees a strong need to further facilitate the space for an open, welcoming and inclusive cultural shift and one that allows us to experience and appreciate the benefits of this shift. We need to ignite the motivation to really want change and build the capacity to facilitate this change. Communication is one of the key elements in establishing a cultural shift towards more and stronger cohesion. In our communication framework (see appendix III) we will explain the vital importance of communication in further detail.

### 2.1 GOVERNANCE OF DE&I AND SOCIAL SAFETY MATTERS AT UT

Integral governance - backed up by clear responsibilities, distinct roles and transparent accountability - is just as vital to ensuring cultural cohesion as effective communication. Therefore, we have been jointly engaged in the process of determining how the importance - and benefits - of diversity, equity and inclusion can best be absorbed into every nook and cranny of our organisation - on campus and beyond. Together with the SEG Inclusion, FFNT, Ambassadors' Network and the HR departments, we – as DE&I Team – came to the conclusion that having so-called 'DE&I linking pins' in every substantial part of our institution would be a powerful way to contribute to that cultural cohesion we strive for.

In this set-up, the DE&I Team, together with the integral safety manager, and occasional other change drivers, can develop into a strategic coordinator, a provider of expertise, a sparring partner and a driving force for community-based and management-based efforts made by a range of departments, teams, networks, and individuals that help to ensure cultural cohesion and social safety for our current and prospective staff and students. In working on this, UT recognises and at same time aims to challenge the often traditionally hierarchal and merit-based structures and interactions of a Dutch university system.

To establish an effective governance set-up, shared responsibility and support, the following actions have been and will be carried out:

## PREVENTATIVE ACTIONS

ACTION	ACTIVITIES	WHO	WHEN
<b>2a. Draw up a plan to establish “linking pins” throughout our organisation in close collaboration with the current ‘support structure’</b>	Gather all the existing views in this concept, draw conclusion, check budgets and start building	DE&I Team – based on portfolioSEG’s proposal and other networks’ ideas in collaboration with Integral safety Manager	Started, finished by the end of 2022
<b>2b. Incorporating the PhD and student voice in the DE&amp;I Team</b>	Explore (budget) possibilities and start hiring/recruiting	DE&I Team	April 2022
<b>2c. Transforming Ambassadors’ Network into a broader DE&amp;I advisory board - with distinct roles and responsibilities</b>	Adapt proposal to the views and needs of the soon to be appointed chair, in collaboration with the current members	Ambassadors’ Network with the help and support of the DE&I Team	Started, to be completed shortly after summer break

## PROACTIVE, REACTIVE AND AFTER-CARE ACTIONS

ACTION	ACTIVITIES	WHO	WHEN
<b>2d. Stimulating, supporting and facilitating faculties, services, partners, and study associations to incorporate DE&amp;I and social safety principles in their ways of working and practices</b>	<p>Draw up plans per faculty, service or association – to enable those “bodies” to focus on their own pressing DE&amp;I and social safety topics. This reminds all UT organisational parts that incorporating DE&amp;I guidelines is a joint responsibility and that accountability is key</p> <p>Creating more awareness on the roles of managers, study advisors, confidential advisors</p>	HR, management boards and SU (to be decided per “body”) – DE&I Team provides information and acts as sparring partner	Started, to be finished by the end of 2022

## 2.2 OFFERING WORKSHOPS AND ORGANISING EVENTS FOR ALL TO CONTRIBUTE TO CULTURE COHESION

The DE&I Team is keen to motivate, stimulate and help all members of our organisation to continue working on DE&I and social safety matters. Therefore, we continue to encourage UT's organisational units and community members to offer courses and events that contribute to our - collective and individual - well-being and sense of belonging. In close dialogue with the responsible departments, teams and organisational units, we will look for the best possible combination of methods and tools to achieve the UT's social ambitions. This leads to – at least – the following actions:

### PREVENTATIVE ACTIONS

ACTION	ACTIVITIES	WHO	WHEN
<b>2e. Re-assessing UT's current DE&amp;I course catalogue and onboarding practices</b>	It needs to be decided whether we add, adjust or terminate courses	HR in consultation with DE&I Team	Started, needs to be finished by June 2022
<b>2f. Reviewing UT's pre- and onboarding practices</b>	Reviewing UT's pre- and onboarding practices, specific attention to guests (PhD scholarships)	Faculty boards and management services supported by HR and MC, Employer branding team (multidisciplinary team)	Started, needs to be finished by 2022
<b>2g. Permeating inclusive practices in Kick-In activities (and study association activities and practices). Stop possible exclusive or inappropriate activities or practices</b>		SU, faculties, DE&I Team and SP	Started
<b>2h. Continue to enrich, promote and roll out inclusive language and representation workshops</b>	Plan new workshops in collaboration with the different units within UT. HR advisors will be participating in this workshop in March 2022	DE&I Team	Started in 2021, to be continued in 2022 and 2023
<b>2i. Enhancing our leadership programme with DE&amp;I and social safety fundamentals</b>	Evaluating and adapting our current UT leadership development programme and adjust it accordingly	HR Wellbeing Team, in consultation with DE&I Team	Started, second round will take place in 2022, managers are invited to join
<b>2j. Continue to perform Mindlab as a catalyst to open up and start conversations about challenging matters</b>	Developing "Spin-offs" to permeate the strength of Mindlab throughout the organisation - at departmental and team level as well	Team Mindlab, HR departments	Ongoing

<b>ACTION</b>	<b>ACTIVITIES</b>	<b>WHO</b>	<b>WHEN</b>
<b>2k. Organising annual DE&amp;I Weeks (or one day) in October</b>	The DE&I Team will come up with a suitable theme and will ask community members to contribute to that with all kinds of events	DE&I Team in collaboration with community members and organisational units	Ongoing
<b>2l. Selecting (inter)national recognised 'days and weeks' related to DE&amp;I to celebrate at UT</b>	Making a suitable selection of days and weeks	MC, SU with support of DE&I Team and in collaboration with community members	Ongoing

## PROACTIVE ACTIONS

<b>ACTION</b>	<b>ACTIVITIES</b>	<b>WHO</b>	<b>WHEN</b>
<b>2m. Exploring the possibilities how to incorporate DE&amp;I aspects in research proposal writing courses</b>	Brainstorm with Grant Office and define follow-up actions	Grant Office and DE&I Team	Second half of 2022, to be continued in 2023
<b>2n. Continuing Incentive Fund Programme</b>	Make it available for student initiatives too	Ambassadors' Network, DE&I Team	Ongoing
<b>2o. Create an inclusive events framework applicable to all (corporate) events</b>	Making an inventory of what is currently done by default and how this can be transformed into a more inclusive standard approach (transcription, accessibility, line-up, etc.).	DE&I Team and MC	To be started in 2022

### 3. ZOOMING IN ON HOW TO PROGRESS SOCIAL SAFETY IN AN INTEGRAL MANNER

As mentioned in the previous chapter, UT is committed to creating a socially safe work and study environment. We want to make sure we cultivate an environment of accountability in which we treat each other with respect, where nobody feels unsafe and everyone can develop to their full potential. After all, social safety is a necessary condition for studying, working and growing. Only in a socially safe environment, people dare to speak up for themselves and for others, and seek help when inappropriate behaviour does occur.

In order to boost greater awareness of and attention for what counts as inappropriate (sexual) behaviour - within our university, its facilities and on campus - it has been decided to launch a campaign on social safety that includes the importance of sexual consent. Together with SWIP, the Integral Safety Manager, passionate individuals (students and staff), Amnesty International Enschede (see Amnesty's [Let's talk about yes campaign](#)), employees working within our support structures, CES and HR departments, the DE&I Team will develop a campaign that focuses on various forms of inappropriate behaviour (including online) at different moments throughout the year. This campaign aims to make people increasingly aware of what inappropriate behaviour looks like, how we can collectively contribute to a safe culture and what everyone can (or should) do in situations where inappropriate behaviour occurs or has occurred.

In addition, we are jointly working on improving the findability and accessibility of (website) content related to these matters. We will also look into the structure and lay-out of these channels, we will assess the information we provide on inappropriate behaviour, on UT's standpoints and on the support offered by UT in many ways (e.g. House of Integrity, SACC, Canvas).

Under the umbrella of improving social safety and working on social integrity, we will carry out a set of actions – of which the above mentioned campaign is the overarching activity. Other provisioned actions are:

#### PREVENTATIVE ACTIONS

ACTION	ACTIVITIES	WHO	WHEN
<b>3a. Social safety awareness campaign about inappropriate behaviour including sexual misconduct</b>	Finalising and executing the existing draft proposal	DE&I Team, MC HR, CES, SU, integral safety manager	To be executed in 2022
<b>3b. Assessing our co-optation practices and adjust them in a responsible and inclusive manner</b>		De Veste, SU, Central Tenants Council (CBR), SP, DE&I Team	Started

## PROACTIVE ACTIONS

ACTION	ACTIVITIES	WHO	WHEN
<b>3c. Closely collaborate with the CFM safety team to enable UT to act proactively in possible preventive tactics</b>	Draw up a series of activities to work in a more preventive manner	Integral Safety Manager, CFM, DE&I Team	Started
<b>3d. Establishing an anti-racism statement – as part of our House of Integrity</b>	Assessing and collecting the existing views and drawing up a statement	DE&I Team and spokespersons	To be published and communicated by March 2023
<b>3e. Determining and drawing a “code for spokespersons” to enable them to respond in an inclusive manner to events occurring in society</b>	Putting the present ideas into practice and documenting them	Managing director MC, spokespersons, DE&I Team	To be finalised by the end of 2022

## REACTIVE AND AFTER-CARE ACTIONS

ACTION	ACTIVITIES	WHO	WHEN
<b>3f. Improving information provision about UT support structures for staff and students</b>	Improving the contents of our current House of Integrity	DE&I Team, MC HR, CES, SU, integral safety manager	Started
<b>3g. Evaluating and improving (if needed) our response to social crisis situations (such as the Russian invasion of Ukraine)</b>		DE&I Team, Integral Safety Manager and selection of stakeholders	To be determined
<b>3h. Assessing student and staff support structures and implementing any needed changes</b>	Determine the structures needed and define roles and responsibilities  Communicate the changed structures and accompanying individuals (teams) and responsibilities	Integral Safety Manager in collaboration with all those engaged in our support structures  Integral Safety Manager, in collaboration with all those involved, including the DE&I Team	Started

## 4. ACCESS AND EQUITY: ONE SIZE DOES NOT FIT ALL

Access and equity are the main pillars of social justice and social safety. Making sure our policies and approaches to research, education, lifelong learning programmes and trainings, as well as to buildings, facilities and events, are responsive to the diverse needs of our (individual) community members is paramount. In acknowledging this, we will build on decisions already made and assess the steps taken, such as our leadership development expeditions, inclusive recruitment policies, UT's course catalogue (these will be described in more detail in UT's to be approved HR Policy Plan).

Improving on access and equity benefits all of us. Not merely underrepresented groups, but truly all of us. This is about seeing people as human beings with a variety of qualities, characteristics, talents and needs. Someone is never only "woman" or "someone of colour" or "a person with disabilities" or "a first generation student" or "an international employee or student" or "an academic".

UT does recognise when it comes to access and equity for people with physical disabilities and/or chronic illnesses we have some catching up to do. Furthermore, our recognition and appreciation of the potential of the broad range of neurotypes within UT's community need to be strengthened.

In October 2021, UT officially signed the [UN Declaration on studying with a disability through the ECIO](#). With disability UT refers to people with physical and/or learning disabilities or chronic illnesses, as well as to those who need extra support in challenging situations.

The DE&I Team wants to clarify here that we choose to refer to neurodiversity as a given. We are aware that people – students and staff - may need specific support based on their neurotype and that we must do justice to everyone's needs in enabling them to function properly. That does not always have to be some kind of individual support. Often, the solution lies in jointly modifying the existing 'standard' and not simply forcing "the norm" upon people. Whether that means – for example - more quiet areas, flexibility in modules or possibilities to work or study from home more or rather less often.

In the past period, we – as UT – have acknowledged that taking action on creating access for staff and students to our buildings, facilities and support services, and to the opportunities of our educational programmes and career paths is needed. Currently, our campus buildings - within the CFM/LTSH programme - are being assessed for their level of accessibility and adjusted according to the conclusions. This is a process that takes time. During this process, it is important that we stay on top of things and respond to any signals that come in. In addition, we must actively seek ways to prevent difficulties occurring and ensure that people with disabilities do not always have to bear the "burden of signalling".



#### 4.1 ACCESS TO AND EQUITY IN OUR EDUCATIONAL PROGRAMMES

We must keep educating our educational staff, support staff and study advisors with what can be offered to students in need of additional support. And to support them in creating a safe study climate. We have to focus on the pros and cons of collective learning in groups within our educational system. For people with disabilities or illnesses, keeping up with the pace can be more challenging, and the risks of not being able to fully finish a module in time are impending. If such risks do occur, study pressure will only increase. So UT will further look into ways to reduce the risks of “falling behind” and not being able to keep up with the pace – especially since collaborative group work is a vital element of our educational system.

Currently, UT is developing a renewed vision on (hybrid) education and specifically on our Master programmes. In close collaboration with SP, CES/CELT, SEG Innovation of Education and the DE&I Team, the principles of inclusion will be explicitly added to these educational developments in order to match the needs of our diverse community of students. These efforts are closely linked to the development of our vision on student well-being, which will be discussed in Spring 2022.

We need to remember that – while considering the basic standard of accessible care of students with disabilities - tailor-made solutions will always remain essential. Different needs will have to be met in different ways, but at least providing clearly accessible support tools in sustainable structures will create a stronger sense of welcome.

#### 4.2 ACCESS TO AND EQUITY IN OUR JOB OPPORTUNITIES FOR POTENTIAL AND CURRENT STAFF

For prospective and present employees with disabilities or chronic illnesses alike, access to our buildings and facilities is vital. Having opportunities to grow, feel at home and advance on equal terms is important for everyone – and employees with disabilities should be excluded from this. Therefore, we must keep working on raising awareness and avoiding unintentionally imposing exclusionary norms based on limited perspectives. Providing support, a basic package of tools, and the opportunity to offer tailor-made solutions – in collaboration with well-equipped, knowledgeable, and sensible managers, colleagues, occupational experts and physicians – should be our aim.

UT aims to be an inclusive employer. That requires us not only to attract people with disabilities and critically assess our current recruitment practices, but also to do our utmost to ensure all our employees feel included and comfortable. That takes time, attention, effort and courage – particularly when people with a considerable distance to the labour market are involved.

## PROACTIVE AND PREVENTATIVE ACTIONS

ACTION	ACTIVITIES	WHO	WHEN
<b>4a. Improving the accessibility of our campus buildings and facilities</b>	Monitoring and act upon the outcomes of the accessibility assessment	DE&I Team/CFM and LTSH Programme	Started
<b>4b. Improving the access to and equity in our educational programmes (including our lifelong learning programmes for professionals)</b>	Monitoring the finalisation and execution of the (draft) action plan drawn by the committed work group – with representatives of SWIP, SACC/CES and SP to resolve issues in the field of student well-being, studying with a need for support and of studying with disabilities	CES/CELT/LISA/SP, Faculties. Quarter masters LLL	Started
	Taking stock of the practical support facilities available and making this information easily accessible	SACC Diversity coordinator	
	Intensifying the focus on the pros and cons of inclusive collective learning in groups	UCOW	
	Adding inclusive principles to our educational developments to attract a more diverse and evenly represented student population	UCOW	
	Safeguarding tailor-made solutions to improve access and equity for students	SACC Diversity coordinator	
	Modifying the information sessions for newly arrived students with disabilities	SACC Diversity coordinator in collaboration with SU and DE&I Team	

ACTION	ACTIVITIES	WHO	WHEN
<b>4c. Taking measures to become a more inclusive employer throughout the entire employee journey</b>	Evaluating our employee journey (selection, hiring and advancing procedures)	HR faculties and services in consultation with DE&I Team	Ongoing
	Drawing up and executing measures to hire more “target group employees” (Participation Act). Actions such as: finding agencies to support HR departments, improving vacancy texts and exploring the need to support faculties and services are already started	HR faculties and services in consultation with central HR and with DE&I Team. A multidisciplinary project team needs to be started.	Started (to be finished in 2023)
	Look into possibilities around sharing information for newly hired staff with disabilities	HR in consultation with DE&I	To be started in the second half of 2022
<b>4d. Creating an overview of the status on refugee students (in collaboration with UAF) and Scholars at Risk (for employees)</b>	Look into reasons for not participating in those networks	DE&I Team, HR services and faculties and CES	To be determined
<b>4e. Supporting the implementation of the renewed internationalisation policies</b>	Help prioritise the seven identified actions drawn up in the International Dimensions Whitepaper	SP International Office in collaboration with DE&I Team	Ongoing

## 5. GENDER, GENDER IDENTITY AND GENDER EXPRESSION

Much has been undertaken at UT in the past decades to address and combat (binary) gender inequalities amongst our staff and students. We have put a lot of energy into creating equal opportunities for our female and male staff and students over the past years. Even so, UT recognises that gender is a fluid reality. We strive to be a university where our members can safely explore what that means to them and live in their truths.

### 5.1 MALE/FEMALE RATIO AND THE POWER OF REPRESENTATION

In October 2021, whilst writing our first edition of our [Gender Equality Plan \(GEP\)](#), we were able to bundle these initiatives and show what worked well and what could be done better. However, evidence-based data on the effectiveness of our initiatives, policies efforts are rather limited.

Challenges faced by individuals and by members of networks such as the FFNT, Ambassadors' Network, OBP-VN, Ambitious Women Twente, Amnesty International Student Association and the (newly created) P-NUT-PhD and PDEng Women Initiative, are all active reminders for the need to continue working and demanding gender equality at UT.

In our GEP, we described seven main overarching themes we need to further address and take action on to advance gender equality. We wish to highlight them here again – as part of our gender-related focus area - and will incorporate them into our actions for 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.

The full list of actions can be found in the GEP. Here, we mention a selection of these GEP actions, while the rest of them will be included in (one of) the other focus areas or in the overarching goal of social safety or as part the fundamental process of monitoring, evaluating, accountability and learning (MEAL). Lastly, actions aimed at attracting and advancing female students in STEM programmes are planned and listed in the overview.

### PREVENTATIVE ACTIONS

ACTION	ACTIVITIES	WHO	WHEN
<b>5a. Updating our portfolio of workshops and trainings for students that provide information and tools to overcome gender gaps</b>	Re-assessing our portfolio and adjust it accordingly	CES, SU and SACC in consultation with the DE&I Team	Start 2022
<b>5b. Increasing transparency on how gender dimensions are being taken into account in UT research</b>	Reviewing what we are currently undertaking and what we can additionally do to diversify our research community and projects	Grants Office and Faculty-specific Research Support Teams, in consultation with the DE&I Team	2022-2023

ACTION	ACTIVITIES	WHO	WHEN
<b>5c. Addressing the need to structurally raise awareness to gender equality (and other DE&amp;I topics) in our community and providing solutions</b>	Reviewing the dedicated resource structure to ensure all of us benefit from the strength of diversity, equity and inclusion	HR Teams in faculties in collaboration with their Faculty Boards, in consultation with DE&I Team	Started, ongoing process. Together with “DE&I linking pins” per organisational unit

## PROACTIVE ACTIONS

ACTION	ACTIVITIES	WHO	WHEN
<b>5d. Gaining insights into the effectiveness of our current measures, policies and initiatives aimed at increasing gender equality among staff and students</b>	Setting up an audit plan	Internal Audit Team in collaboration with DE&I Team	Start 2022
	Assessing our Marketing strategy and activities aimed at attracting female students	MC in collaboration with DE&I Team	2022-2023
	Conducting a second equal pay analysis	HR, possibly supported by an independent third party (to be determined)	2023
<b>5e. Re-evaluating, fine-tuning, and meeting target numbers set in e.g. the current and future sector plans and the recently received letter of the Ministry of Education, Culture and Science about revised target numbers for women in (sub) top management positions</b>	Re-evaluating our recruiting actions: are we ambitious and bold enough?	Executive Boards and Faculty Boards, HR, SP (central and within faculties) in consultation with Ambassadors' Network	Plan of action drawn in first half of 2022
	Running a revised Hypatia Chair campaign	Executive Boards and Faculty Boards, HR (central and within faculties) in consultation with Ambassadors' Network	Campaign to be started mid 2022

At the beginning of 2023, we aim to review and update our DE&I action plan (including all actions listed in our 2022 GEP and incorporated in this current action plan).

## 5.2 GENDER IDENTITY AND GENDER EXPRESSION

As mentioned, it is also important to keep working on several other aspects of gender, gender expression and gender identity. UT research (conducted by Maarten Renkema) has proven that the staff and students at higher education institutions are less likely to openly express their gender identity. This makes it paramount that we work out better ways to support and create an inclusive and safe environment. In doing so, we enable and support networks and partners like Th!nk with Pride, Exaltio, SEG Inclusion – in particular the Sexual Orientation, Gender Identity, Gender Expression (SOGIGE) work group to keep striving and thriving, with the help of Workplace Pride at a national level. Our membership of Workplace Pride – and the obligation to take part in their barometer – functions as a powerful incentive.

It is through the above mentioned platforms that we can better understand the challenges and constructively resolve them by working (potential) new policies around pressing issues. By supporting and listening to (the feedback of) members of these platforms and networks, we learn what matters to them and this enables us to take the most suitable actions. In our list of actions, actions related to gender identity and gender expression are summarised briefly.

### PROACTIVE ACTIONS

ACTION	ACTIVITIES	WHO	WHEN
<b>5f. Exploring possibilities to enhance UT's conditions of employment</b>	Explore the possibilities to enhance parental leave for e.g. rainbow families  Explore the possibilities to draw up a trans leave policy	Central HR department in close collaboration with the HR departments of the faculties	Start 2022
<b>5g. Adjusting our registration systems and forms to inclusive usage of gender registrations</b>	Draw up guidelines how to use pronouns and a template for inclusive registration forms Adjust registration systems for staff and students to meet the needs of non-binary and trans people	HR, CES, LISA, Online Media (coordination DE&I Team)	Started, needs to be re-assessed and expanded
<b>5h. Addressing challenges faced by LGBTQI+ staff and student community members</b>	Incorporating these needs in our integral social safety actions (see below) Support Th!nk with Pride and organising get-togethers for staff and students  Participating in the Workplace Pride Barometer	Th!nk with Pride, Exaltio HR, CES, SU and SACC in consultation with the DE&I Team  DE&I Team	Start 2022  Second part 2022

## REACTIVE ACTIONS

ACTION	ACTIVITIES	WHO	WHEN
<b>5i. Increasing the amount of all gender toilets (based on the community's needs)</b>	Identifying the need – using existing reports and the information gained from conversations with staff and students	CFM	Started



## 6. MONITORING, EVALUATION, ACCOUNTABILITY, LEARNING (MEAL)

Data-driven DE&I decision making would be our ideal way of working. But legal limitations do not allow us to collect and analyse almost any kind of data. To explore possibilities within the narrow GDPR framework, we continue to work in close collaboration with LanDO and UNL to determine what data we could collectively ask for as Dutch universities. That being said, measuring diversity per se is not our top priority – except for meeting the targets we have set on the numbers of female academic staff (at different levels).

However UT's MEAL actions have to be focused on the experience of inclusion, well-being and belonging through existing tools like the NSE, student and staff well-being surveys, satisfaction surveys, conversations and exit interviews (to be held with staff and students). This focus on evaluating and improving our practices and effectiveness of our collaborative measures and policies, leads to the necessity of a comprehensive internal "equity" audit, in which all dimensions of our three focus areas are examined and evaluated.

### PROACTIVE ACTIONS

ACTION	ACTIVITIES	WHO	WHEN
<b>6a. Develop a plan to execute an internal audit to assess and improve our current practices and measures aimed at boosting gender equality (and other gender aspects), access and equity and cultural cohesion</b>	Contact our internal audit team to explore possibilities	DE&I Team	Started
<b>6b. Evaluating the effectiveness and outcomes of our staff and student exit interviews</b>		HR faculties and services and study advisors	To be determined
<b>6c. Assessing our current internal and external collaborative partners and decide how to continue</b>		DE&I Team	Started
<b>6d. Determining whether we wish to participate in more national barometers</b>	Getting insights in the benefits and costs of (our current) participations	DE&I Team	Mid 2022

## **7. TO CONCLUDE**

This plan will enable us to build on our achievements and gradually become an increasingly inclusive community and organisation. By implementing the listed actions and activities in partnership, we are confident we can accomplish significant and lasting progress. At the same time, this plan is helping us to keep learning from each other, to critically evaluate our joint efforts and to adjust our course when needed. The DE&I Team will annually evaluate this plan and its actions to gain insights in UT's progress on these matters.

Many key stakeholders are strongly endorsing this action plan and our ambitions. They acknowledge the value - and benefits - of greater diversity, cohesion, social safety, inclusion and a stronger sense of belonging at UT.

Let's continue, let's act and let's create substantial impact. Together.

## APPENDIX I STATUS ACTIONS PREVIOUS ACTION PLAN (2020-2022)

Action	STATUS
HR D&I Policy Advisor	DONE (June 2021)
Round Table Discussions SEG Inclusion 2021-2022	DONE (2021 – May 2022)
Diversity & Inclusion Week	DONE (4 – 8 October 2021)
UN Declaration of Intent for Inclusive Learning for students with a disability	DONE (signed on 7 October 2021)
DE&I webportals	DONE (launched on 1 December 2021)
Horizon Europe Gender Equality Plan	DONE (published on 1 December 2021)
Marketing & Communication Plan - Linda Pasqual	DONE (see attached)
First ALL Gender Toilet on UT Campus	First one opened in October 2021 – one in every building to follow
Create Safe Spaces	Ongoing – collaborating with study advisors, department heads, student union
Co-optation	Ongoing
Wellness Surveys Students/Staff	Ongoing
UT Anti-discrimination statement	Ongoing - working this out as part of House of Integrity – how do we deal with each other – link to social safety campaign
2 <sup>nd</sup> round Hypatia Chair	Ongoing within HR
Sexual Safety at UT	Ongoing – link to social safety campaign
UT “woordvoeringslijn” / UT expression after incidents	Ongoing in collaboration with M&C
Workplace PR!DE barometer	Annual recurrence
Incentive Fund	Annual recurrence
Kick-In Inclusive Programming	Annual recurrence
UT DE&I dedicated social media platforms	Social media has been taken up in our communication frame. Alternative strategies to communicate with our students
Diversity, Equity and Inclusion Policy + guidelines for its implementation ( <a href="#">see example</a> )	This is being developed as part of an integral HR and SWIP policy that harbours DE&I in its structures

# APPENDIX II DIVERSITY, EQUITY AND INCLUSION DEFINITIONS

**Access and Equity** | fair access to opportunities and resources as well as fair treatment are fundamental to ensuring full participation and flourishing in work and student life.

**Allyship** | When a person of privilege works in solidarity and partnership with a marginalized group of people to help take down the systems that challenge that group's basic rights, equal access, and ability to thrive in our society (Nfonoyim-Hara, 2020)<sup>1</sup>.

**Belonging** | Is engaging the full potential of the individual, where innovation can thrive, and views, beliefs and values are integrated.

**Disability** | Any condition of the body or mind that makes it more difficult for a person to do certain activities or effectively interact with the world around them on an equal basis with others. These conditions, or impairments, may be cognitive, developmental, intellectual, mental, physical, sensory, or a combination of multiple factors. Impairments causing disability may be present from birth or can be acquired during a person's lifetime<sup>2</sup>.

**Diversity** | Refers to the vibrant individuals we attract to, and retain at, our university as students and staff. We recognise that every individual is unique and that society and community life greatly benefits from recognising, embracing, celebrating and engaging the unique blend of these differences.

**Employership** | The success of an organisation through the creation of the right enabling working environment where employees can develop and achieve to their full potential. It is the responsibility of an organisation to be a good employer by exhibiting good employership.

**Gender equality** | Also known as **sexual equality**, is the state of equal ease of access to resources and opportunities regardless of gender or sex, including economic participation and decision-making; and the state of valuing different behaviors, aspirations and needs equally, regardless of gender or sex<sup>3</sup>.

**Gender fluidity** | Refers to change over time in a person's gender expression or gender identity, or both. That change might be in expression, but not identity, or in identity, but not expression. Or both expression and identity might change together<sup>4</sup>.

**Inclusion** | Is the focus on making sure we jointly create and maintain a community for all our members to come together to fully participate and perform to our best abilities. A community where its members are welcomed and respected and experience a sense of belonging.

**Integrity** | Integrity is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values.

**Intersectionality** | Intersectionality is an analytical framework for understanding how aspects of a person's social and political identities combine to create different modes of discrimination and privilege. The term was coined by Kimberlé Crenshaw in 1989.

**Neurodiversity** | Everybody experiences and interacts with the world around them in many different ways; there is no one "right" way of thinking, learning, and behaving. The standard brain does not exist. The word neurodiversity refers to the diversity of all people, but it is often used in the context of

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<sup>1</sup> [What is Allyship? | Office of Equity, Diversity and Inclusion \(nih.gov\)](#)

<sup>2</sup> [Convention on the Rights of Persons with Disabilities | OHCHR](#)

<sup>3</sup> [GENDER EQUALITY – HRW – AWARENESS CAMPAIGN ON GENDER EQUALITY \(wordpress.com\)](#)

<sup>4</sup> [Gender fluidity: What it means and why support matters - Harvard Health](#)

autism spectrum disorder (ASD), as well as other neurological or developmental conditions such as ADHD or learning disabilities<sup>5</sup>.

**Safe environment** | An environment where the risk of harm is minimized and our staff and students feel secure. Harm relates not only to dangers in the built environment, involving such matters as architecture and construction, lighting, space, facilities and safety plans, but also refers to violence, physical threats, verbal abuse, threatening gestures, (sexual) harassment and racial vilification<sup>6</sup>.

**Social Safety** | The psychological feeling of safety that is enabled by the social context that we work and study in. It is created by setting out clear parameters within which we all expect to operate. These boundaries are based on our ethics as a university and that we have agreed upon with one another. We must be able to hold each other to account when undesirable behaviour occurs.

**Students that need extra support** | Students with a disability or additional needs (pregnant students, students with children, special family circumstances, caregivers, top athletes) may be permanent or ongoing, temporary or transient in nature. Support is determined by the student's learning needs and the frequency and intensity of support required.

**Transformational leadership** | Leadership that utilizes a transformational approach may see increased success in promoting diversity and shifting the culture of their organization. With this leadership approach, leaders are working toward increasing the ethics and standards within themselves and their followers. Goals are clearly outlined and leaders demonstrate the morals/values that they want to see promoted within the organization. These leaders provide support and guidance, in working towards a diverse, equitable and inclusive culture (Northouse, 2016)<sup>7</sup>.

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<sup>5</sup> <https://www.health.harvard.edu/blog/what-is-neurodiversity-202111232645>

<sup>6</sup> [Promoting safe and equitable learning environments \(unesco.org\)](#)

<sup>7</sup> [Leadership and the Promotion of Diversity in the Work Force and Beyond – Leadership in Healthcare and Public Health \(pressbooks.pub\)](#)

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