



Antwerp, 12/07/2022

Gender Equality and Diversity policy and action plan

For approval and consent

Antwerp, July 2022

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Working Group 'Gender & Diversity'



Antwerp, 26/07/2022

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1. Summary

This 'Gender Equality & Diversity policy and action plan' sets out the [Institute of Tropical Medicine's](#) (ITM's) approach to gender equality, equity, diversity and inclusion over an initial three-year period (2022-2024). This is the first 'dedicated' Gender and diversity policy and action plan', but also in the past gender, equity and diversity were considered important in our policies, regulations and actions. This plan has initially been developed by ITM's institutional working group on 'Gender & Diversity' and was broadly discussed in ITM, incorporating feedback and comments from different advisory and decision bodies.

ITM is committed to building a diverse, equitable and inclusive campus environment, firstly from an ethical stand and secondly because we believe it will help us to successfully fulfill our mission. Our objectives are:

- We want to invest in attracting, fostering and circulating of talent ensuring that talented people are not hampered because of structural or implicit barriers related to gender, cultural or social background or other characteristics;
- We continue to integrate the gender, equity and diversity dimension into our research and teaching content.
- We aim to provide an inclusive research, education and working environment reflected through a community that students, staff, visiting partners and guests feel part of, which is safe, respectful, supportive and enables all to reach their full potential.
- We embed the gender, equity and diversity dimension in our partnerships, especially with our partners in Low and Middle Income Countries (LMIC), recognizing the global and diverse cultural contexts in which we work.
- We embed the gender and diversity dimension in our management, policy, support, monitoring and decision-making processes.

To know what actions we have to take in view of achieving these objectives, we started with a gap analysis. The first identified gap was that there is no well-thought 'gender & diversity monitoring' plan at ITM yet. Figures are collected for the reporting to the government or funders, but there is no overall strategic plan on what data must be collected by whom in view of monitoring progress at the gender and diversity dimension. Further, it is important to not only collect the relevant data, but also to interpret and try to understand what is behind the numbers to take appropriate action. Based on the analysis of the preliminary figures we identified the further gaps:

- Gender balance still to be improved in the master programmes, mainly in the Master of Public Health;
- We reach at the moment insufficient potential students from Asian countries, specific countries in Africa (e.g. Ghana, South Africa) and in particular Latin America;
- We attract only a limited number of students from High Income countries;
- Individual sandwich PhD applications: Fewer women than men submit, but their chances of success are significantly higher;
- From the 110 visiting lectures in 2019-2020 only 14,5% came from a LMIC. We must aim for an increase in international lecturers, however so far we have no targets set;
- Women are over-represented amongst the administrative and technical staff and the academic, scientific and medical staff;



- Women are under-represented in the leading academic, scientific and medical staff: in 2020, 69% of the leading academic staff was male and 31% female;
- Whereas the majority of ITM students come from countries in Africa, Asia, Latin and Central America, these countries are hardly represented amongst the leading academic staff: in 2020, 64% of ITM's faculty was Belgian;
- The rule that no more than 2/3 of the members can be of the same gender is not yet included in the regulations of all of ITM's councils and committees;
- Underrepresentation of female promoters with our partners in the Framework Agreement Programme 5 supported by Directorate-General for Development Cooperation and Humanitarian Aid (DGD).

In view of this gap analysis we have proposed actions in view of the objectives outlined above. All actions mentioned are important and will be executed in the period 2022-2024. Main focus will be on tackling 'implicit bias', especially but not only in the recruitment of ITM's faculty. Recruiting outstanding diverse faculty is essential for keeping the institution creative and being successful in its mission to train the next generation of scholars and leaders in ITM's fields of expertise. It needs to be examined if and what structural barriers in the recruitment of more diverse faculty there might be and how to overcome these.

As gender and diversity policy and action concerns the ITM organization as a whole we spelled out the roles and responsibilities of the different layers in the organization. We continue the dialogue in the institute and with partners and we will carefully monitor progress in an annual evaluation.

2. Introduction

This 'Gender Equality & Diversity policy and action plan' sets out the Institute of Tropical Medicine's (ITM's) approach to gender equality, equity, diversity and inclusion over an initial three-year period (2022-2024).

This Gender and diversity plan:

1. Acts as a public statement of our commitment to progressing Gender Equality, equity, diversity and inclusion and sets goals and detailed actions and measures to achieve them. It is a public document endorsed and signed by the management, and disseminated within the institution;
2. Has dedicated resources allocated by the management;
3. Includes arrangements for data collection and monitoring to inform the plan's objectives and targets, indicators, and ongoing evaluation of progress;
4. Is supported by training and capacity-building
5. Is added as dedicated chapter to ITM's Institutional Policy Plan (2020-2024).



This Gender and diversity plan has been initially developed by ITM’s institutional working group on ‘Gender & Diversity’¹ and was broadly discussed in ITM, incorporating feedback and comments from the bodies below:

Academic Council (AC), Commission on Research (COZ)	17/01/2022
AC Commission on Education	31/01/2022
AC Commission on Capacity Building	26/01/2022
Participation meeting with student representatives	13/01/2022
Exchange with ITM’s Commission on decolonisation	24/01/2022
Feedback from ITM’s Works Council	27/01/2022
Feedback by ITM’s student representatives	May 2022
Management Committee	31 May 2022
Academic Council	13 June 2022

This plan is presented as ‘work in progress’ for a continued dialogue in the institution. The plan will be carefully monitored and is subject to an annual evaluation of progress.

¹ The working group ‘Gender and Diversity’ was installed by the Management Committee in 2018. In 2021 an ITM wide call for new members was launched. Acknowledgements to all past and current members.



3. Definitions

Gender: social-cultural meanings associated with being male, female or another identity.

Gender equality: when people of all genders have equal rights, responsibilities and opportunities.

Equality versus Equity² : Equality means each individual or group of people is given the same resources or opportunities. Equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome. Equity is defined by the WHO as the absence of unfair, avoidable or remediable differences among groups of people, whether those groups are defined socially, economically, demographically, or geographically or by other dimensions of inequality (e.g. sex, gender, ethnicity, disability, or sexual orientation). Equity is achieved when everyone can attain their full potential.

Diversity refers to the existence of variations of different characteristics in a group of people, such as age, geographical origin, gender, gender identity, culture, social background, race, ethnicity, sexual orientation, (dis)ability.

Inclusion describes the active, intentional, and ongoing engagement with diversity.

Intersectionality is a theoretical framework rooted in the premise that we find ourselves at an intersection of several social categories. Human experience cannot be adequately understood by considering those social positions independently (Crenshaw, 1991) but they shape and influence people in a joint manner (Bauer, Churchill, Mahendran et al., 2021). Thus, intersectionality refers to the interconnected nature of social categorizations.

² Resources:

Bauer, G. R., Churchill, S. M., Mahendran, M., Walwyn, C., Lizotte, D., & Villa-Rueda, A. A. (2021). Intersectionality in quantitative research: A systematic review of its emergence and applications of theory and methods. *SSM-population health*, 100798.

Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford law review*, 43(6), 1241-1299.

WHO



4. Guiding Principles and objectives

The Institute of Tropical Medicine (ITM) is an institute for advanced training, research and service delivery in tropical medicine and international health. ITM's mission is:

To conduct and promote scientific research, professional and academic education as well as scientific and community services in the field of tropical diseases and global healthcare, with special attention to low and middle-income countries. (ITM Statutes Art. 3)

As stated in ITM's Institutional Policy Plan 2020-2024, our vision is to be a global centre of excellence of health research, education and services, promoting a healthy, productive life for all. We value:

Excellence & Relevance: we strive to stand at the international front line in key scientific domains, and pursue the highest quality in education and services with the ultimate aim to solve actual health problems.

Integrity: we want to comply with international ethical standards and aim for critical sense, honesty and transparency in all our activities.

Fairness: we value embracing equity, diversity, solidarity and well-being among students and employees and in collaborative partnerships.

Sustainability & Persistence: we aim for long term, sustained progress without compromising the ability of future generations.

In the Institutional Policy Plan 2020-2024 we defined the following strategic objectives:

SO1 – To pursue relevance and excellence in science, through research, education, and services adapting and expanding to new challenges using new approaches of cooperation and technologies.

SO2 - To thrive as an open and global campus for students, teachers, alumni, professionals and researchers.

SO3 - To forge and strengthen synergistic partnerships through which we widen the impact of our unique expertise and knowledge and thus further enforce our academic reputation.

SO4 - To strengthen the overall coherence, efficiency and effectiveness of ITM's policy, support and decision-making processes.



In terms of gender, diversity and inclusion, these objectives mean that:

SO1	<p>-We want to invest in attracting, fostering and circulating of talent ensuring that talented people are not hampered because of structural or implicit barriers related to gender, cultural or social background or other characteristics;</p> <p>-We continue to integrate the gender, equity and diversity dimension into our research and teaching content.</p>
SO2	<p>We aim to provide an inclusive research, education and working environment reflected through a community that students, staff, visiting partners and guests feel part of, which is safe, respectful, supportive and enables all to reach their full potential.</p>
SO3	<p>We embed the gender, equity and diversity dimension in our partnerships, especially with our partners in Low and Middle Income Countries (LMIC), recognising the global and diverse cultural contexts in which we work.</p>
SO4	<p>We embed the gender and diversity dimension in our management, policy, support, monitoring and decision-making processes.</p>

In conclusion, ITM is committed to building a diverse, equitable and inclusive campus environment, firstly from an ethical stand and secondly because we believe it will help us to successfully fulfill our mission. Research shows that diversity makes institutions and teams stronger. E.g. Gender-mixed academic teams work out more creative and innovative solutions, achieve better results and produce more interdisciplinary and cited publications.³⁴⁵

This gender and diversity policy and action plan concerns the ITM organization as a whole. As ‘Leadership is key to reducing bias in an institution and its processes, and since change almost always generates resistance’⁶, it is important to spell out to the roles and responsibilities of the different layers in the organisation.

³ League of European Research Universities (LERU, 2018). Implicit bias in Academia. A challenge to the meritocratic principle and to women’s careers. And what to do about it. See <https://www.leru.org/files/implicit-bias-in-academia-full-paper.pdf>, p. 15/41.

⁴ Campbell, L. G., Mehtani, S., Dozier, M. E. & Rinehart, J. (2013). Gender-heterogeneous working groups produce higher quality science. PloS one. 8(10),1-6.

⁵ VLIR-JA Charter: Gender in Academia 2019, p.6

⁶ <https://www.leru.org/files/implicit-bias-in-academia-full-paper.pdf>



5. Roles and responsibilities

Role	Responsibilities
General Council	<ul style="list-style-type: none"> • Ensuring that the policy, administration and management of the Institute are in accordance with its purpose, identity and integrity (hence, the Gender and Diversity Policy) • Electing members of the Board of Governors and evaluating their performance (oversee balanced composition in terms of gender and diversity)
Board of Governors	<ul style="list-style-type: none"> • Monitoring management performance of the Institute (including performance in terms of the Gender and Diversity Policy)
Management Committee	<p>Visible Leadership and Accountability</p> <p>Being exemplars and proactively advancing the Gender and Diversity Policy and action plan</p>
Heads of scientific and supporting units	<p>Being exemplars and proactively advancing the Gender and Diversity Policy and action plan</p> <p>Embedding gender and diversity into unit planning and action</p>
Individual action – staff, students, guests	<p>Emphasis on collegiality and respect, developing own ‘gender & diversity’ knowledge, embedding within own work and being an active bystander</p>



6. Past performance and actions

Although up until 2022 ITM did not have a 'dedicated Gender and diversity policy and action plan', equity and diversity were mentioned in ITM's 'core values' and gender and diversity were considered important in our policies, regulations and actions. Here we list some of the policies already in place, targets set or actions taken before (non-exhaustive listing):

Gender and diversity dimension in the research and teaching content

Train the next generation in methods of sex, gender & diversity analysis:

Examples: specific lectures on gender analysis, coloniality/decolonialisation and intersectionality have been added since 2020 in ITM's Master of Public Health (MPH) and International Health (IIH). This includes a debate between IIH and MPH students, and supporting a student working group on decolonialisation. Gender has always been covered in the advanced courses component on sexual and reproductive health and in research on sexual and reproductive health. In modules on research methods in the MPH, gender and diversity are included under methods for equity analysis, and power analysis.

Composition of boards and committees

ITM statutes, art. 7 stipulates: 'No more than two-thirds of the members of the Board of Governors will be of the same gender'; art. 18: 'No more than two-thirds of the voting members shall be of the same gender. If the designation of a new member disrupts this ratio, the designating body or group shall be requested to appoint another representative of the other gender'.

Scientific Advisory Council (SAC, 2021): Regulations stipulates that the SAC must be 'balanced in scientific expertise, gender and geography'.

Regulations and policies

Human Resources:

Labor regulations address non-discrimination, well-being, prevention of psychosocial risks at work.

Well-being:

The well-being of staff is the area of application of the federal Well-being act of August 4th [1996](#). This piece of social legislation offers an extensive framework for both employer, employee, supported by the SHE department (prevention advisors and confidants) and HR-department to structurally monitor, improve, report on and evaluate (Plan-Do-Check-Act) the psychosocial health experienced while performing tasks within the organization. ITM conducts a triennial well-being survey to understand the psychosocial workload, as well as the strengths, risk factors and points of attention amongst staff about working conditions, employments relationships, work content, work organisation and employment conditions. The first survey dates to 2016 and was repeated in 2019. Interpreted results are available to staff via ITM's internal webpages and form the basis for an action plan.



In addition to the surveying process cycle, ITM enabled preventive health check-ups for staff over 45 years old and installed a stress permanence service via a PSY platform. Workers can contact their unit head, SHE-team (PSY team and occupational physician) or HR-colleague, the PSY team and occupational psychologist for a confidential conversation (Informally), whenever in need. There is also a hotline (via PSY team and internal pages) for reporting transgressive behavior at work. This is brought to the attention regularly through sensibilisation (e.g. Tips & Tricks), training and a yearly well-being day organized by the SHE team.

Communications

ITM and its communication unit – which is a diverse team within ITM, culturally, ethnically and in terms of gender - ensure that diversity is represented in all its external and internal communication. We aim to show diversity not just among the populations and groups that our scientists work for and with, but also among ITM staff. It is one of the fundamental rules of communication and marketing that representation matters. The communication unit already has a few internal policies in place to guarantee a balanced representation of people in terms of gender and ethnic diversity, in all of its communication outputs; online and offline, internally and externally⁷. Such are ensuring balanced representation in terms of photography, of speakers at events, of scientific staff in media appearances, etc. Each output of the communication unit is guided by this common thread; with examples including the annual report, brochures on course offer and other subjects, social media posts, videos, holiday cards, and also events (e.g. the internal ITM Meets) and high-profile visits. The communication unit has been conscious of the risk of tokenism⁸, which we try to counter by always featuring diverse groups of people instead of focusing on one minority person. We also focus on avoiding stereotyping in power relations, for example choosing a photo of a physician/scientist of color and a white patient over a more conventional and stereotypical image of the opposite. Another important aspect of inclusion is language. The unit pays careful attention to wording and strives to avoid biases or expressions that discriminate against groups of people based on race, gender identity, socioeconomic status, etc. This is extended to the constant re-evaluation of terminology that are specific to the contexts of tropical medicine and Belgian history. Texts are regularly checked by appropriate (and diverse) reviewers, for example by a member of the Commission on Decolonisation.

⁷ A specific example of a project by the communication unit is the journalist-in-residence programme. Since its launch in 2014, the unit has ensured adequate gender balance among the participants and balanced representation of all continents, as these have been part of the criteria during the selection process. From the 17 journalists-of-residence of the eight ventures (2014-2021) 10 were female and 7 male. As per continent of origin, where there is still room for improvement, 10 were Africans, 6 Asians and one Latin American.

⁸ Tokenism is the practice of making only a perfunctory or symbolic effort to do a particular thing, for example by featuring a small number of people from under-represented groups in a photo in order to give the appearance of sexual or racial equality within a workforce.



Education

A number of gender and diversity-related policies are already in place:

- M/F/X is included in the student lifecycle management system;
- In order to achieve the strategic objectives for education, the Institutional Policy Plan 2020-2024 focuses on increasing the geographical diversity of students and lecturers. Targets: at least 30% international students in master programmes; not more than 75% of students from the same continent in master programmes; and an increase in international lecturers for which however no targets are set yet; acknowledging the difficulty to set quantitative targets across all courses.
- In context of the ITM Framework Agreement (FA) 4 supported by the Directorate-general Development Cooperation and Humanitarian Aid (DGD), section Belgium Programme 2017-2021 (Outcome 1 – Education):
 - Gender- and diversity-sensitive indicators in terms of internationalisation of courses through incoming staff mobility have been formulated;
 - After the academic selection, both the DGD scholarship policy and selection process take gender and diversity of geographical backgrounds of bursaries into consideration. The same is applied to the selection process of alumni travel grants.
- In 2018-2019, ITM contributed to the joint development of the Gender inspiratiegids⁹¹⁰. Together with VLIR-UOS and ARES, ITM shared existing gender-related good practices in the institutions' respective scholarship programmes.
- In 2019 the pregnancy leave and maternity regulations were included in the PhD scholarship regulations: *'In case of pregnancy leave and maternity rest 75% of the doctoral scholarship will be paid (without payment of supervision and research allowance) during 15 weeks (19 weeks in case of multiple births). These grant months are not counted for the maximum of 48 scholarship months. An extension of the period of pregnancy leave and maternity rest after 15 (or 19 weeks) can be allowed, but this period is then unpaid'.*

International Cooperation and Development

- The 2017 new legal framework for Actors of the non-governmental cooperation such as ITM requires a screening procedure to be eligible to DGD funding. That process includes an analysis of the maturity assessment of 10 management domains including the “transversal topic” Gender. In this aspect ITM scored below standard due to the absence of a gender policy at that time. In 2018 ITM subscribed the Gender Charter together with Belgian Development actors. Both elements led to the launch of a working group on Gender and Diversity to address these issues.
- In the impact evaluation of the DGD FA3 programme, the assessment of the gender component was explicitly added to learn lessons for future programming and strategic decision making. The findings of this evaluation in terms of gender inclusion in our capacity

⁹ Genderbewustzijn integreren in de niet-gouvernementele samenwerking – Inspiratiegids voor communicatie / beleidswerk / educatie / beweging / beurzen, NGO-FEDERATIE, 2019

¹⁰ This guide was developed under the Joint Strategic Framework of the Belgium Programme, which was also the driving force behind the gender charter. For this inspiration guide, 11.11.11, AcODEV, CNCD/11.11.11, NGO Federation and Le monde selon les Femmes joined forces and consulted their members to gauge existing expertise and learning questions.



strengthening programmes for the period 2014-2016 (and to a certain extent 2008-2013) were however not positive. The evaluations criticized that gender was not a dedicated section in ITM's institutional policy plan and recommended to add a chapter on gender mainstreaming at programme level: *' Without mainstreaming gender in the institutional policy plan itself, there is a risk that it will be treated as an add-on rather than being mainstreamed in all aspects of ITM's work'*. Further, the evaluators found that the capacity of partners in mainstreaming gender in their institutional policies, practices and programmes was neither analyzed nor supported under the institutional collaboration with ITM. Capacity strengthening on gender mainstreaming was not a priority and received little attention except for individual efforts of some ITM promoters, concluded the evaluators. Even though the findings of this evaluation came late to still implement changes in DGD FA4, there was an improvement in terms of gender inclusion within ITM capacity strengthening initiatives. This came about after ITM signed the Gender Charter (see above) and because the new proposal format had specific sections on gender. In addition, DGD included a new section in the performance scores of the mandatory yearly donor report referring to compliance to commitment towards gender related outcomes and outputs. To certain extent, gender disaggregated data were included in the FA4 programme. The evaluators of the FA3 programme made a number of specific recommendations to improve our gender mainstreaming approach which were included in the action plan below.

-In DGD FA5 (2022-2027) the gender dimension remains a key point of attention. As in FA4, it is part of the mandatory yearly reporting to DGD. Additionally, outcomes indicators were made gender disaggregated whenever relevant. When discussing learning trajectories for the Joint Strategic Framework on Higher Education and Science for Sustainable Development (JSF HES4SD) with [VLIR-UOS](#) and [Ares](#), Gender and Diversity was identified as a potential area for joint learning. Lastly, gender is assessed in all of ITM's DGD evaluations, especially to encourage continuous identification of best practices and lessons learned on the matter.

Research

-ITM researchers take gender and diversity into consideration in the design of their research plans¹¹.

-ITM aims for a balanced composition in terms of gender and diversity in its expert panels for the review of internally funded research proposals.

Decolonisation

In 2020, ITM's Commission on decolonisation was installed to explore how colonialism and postcolonialism is related to the past, present and future functioning of the Institute. The goal is to critically reflect on the (future) position, image and values of ITM and formulate proposals to reform practices in policy, research, education and services at ITM. The commission also reflects on the relationship between decolonisation, gender and diversity and the impact on global health.

¹¹ Most funders nowadays also have a dedicated section on gender and/or diversity that must be addressed when submitting research proposals, e.g. Horizon Europe, Research Foundation Flanders (FWO), ...



7. Preliminary figures and first gap analysis

Schiebinger¹² identifies three major strategic approaches to gender equality in science, policy and practice: (i) "Fixing the numbers of women", focusing on increasing women's participation; (ii) "Fixing the Institutions", transforming structures and removing barriers; and (iii) "Fixing the Knowledge", enhancing excellence by integrating sex and gender analysis into research.

As a first step, "Fixing the numbers of women" or "fixing the diversity numbers" in general presumes that data and figures are registered and monitored. The **first identified gap** however is that there is no well-thought 'gender & diversity monitoring' plan at ITM yet. Figures are collected for the reporting to the government or funders, but there is **no overall strategic plan on what data must be collected by whom in view of monitoring progress at the gender and diversity dimension**. As such this 'data monitoring plan' in itself will be the most important action in the action plan below. Further, it is important to not only collect the relevant data, but also to interpret and try to understand what is behind the numbers to take appropriate action.

Pending this elaborated 'gender & diversity monitoring plan' we present below figures for 2019-2020 with a focus on gender (M/V), geographical/national origin and age which can be used as first baseline data. Where possible, data will be bench marked and a wider context is given. What lessons (cf. gap analysis) can we learn from these preliminary figures and how can these be translated into actions?

¹² <http://genderedinnovations.stanford.edu/>



7.1 Students

7.1.1 Number of Master-, Short Courses & Postgraduate-students 2019-2020: Gender

Course / Gender - Age	F	M	20-29	30-34	35-39	40-44	45 en >	Total
MSTAH Master of Science Tropical Animal Health	10	9	9	4	6			19
MPH-IH Master in Public Health - orientation International Health		1			1			1
MPH-TMIH Master in Public Health - orientation Tropical Medicine and International Health		2			1	1		2
MPH-HSDC Master in Public Health - orientation Health Systems and Disease Control	16	23	1	16	13	7	2	39
PG-TMIH Postgraduate Certificate in Tropical Medicine and International Health (IIH + TMCDDM)	31	14	28	14	1	1	1	45
TMCDDM Tropical Medicine and Clinical Decision Making	12	4		10	4	1	1	16
IIH Introduction to International Health	4	4	3	3			2	8
QMM Qualitative and Mixed Methods in International Health Research	16	9	5	10	6	3	1	25
MID Molecular Data for Infectious Diseases	5	8	2	2	5	4		13
MPH-CC Course components* of the MPH	26	33	6	18	18	12	5	59
Total	120	107	54	77	55	29	12	227

Note: a number of Short Courses (SCs) and a postgraduate programme (TMED) 2019-2020 have been cancelled due to COVID-19: AIM, DR TB, SCREM & TMED. For an overview on ITM's course programme, see <https://edu.itg.be/courses>.

Observations/findings:

- General: The selection reflects the application numbers of courses: if the F:M ratio is not well represented at application level (in the sense that very few women are applying), it becomes often difficult to balance at selection. Few women applying can be explained by several factors. For example, in the MPH and MPH related short courses applications are received from many countries where medical doctors (which are a large proportion of the students) are still predominantly male. After selection based on professional and academic merit, women are prioritised during selection when equally ranked.
- Short courses: In these short courses, gender balance is more or less achieved for the total. However, this is not always the case when considering the breakdown per SC.
- Master programmes: **gender balance still to be improved in the master programmes (mainly MPH** as MScTAH is almost in balance (10-9)). The gender balance in the MScTAH is also maintained in the 2020-2021 cohort. This is a changing trend knowing that in the past, very few women applied for the MScTAH. Several reasons explain this trend. First of all, before launching the collaborative degree with UP, very few applications from women with the required level were received, which made it hard for them to be selected. Since the collaborative degree has been in place, applications were received through UP from strong women candidates. Non-African applicants, in particular from EU-countries, are also mainly women. Given the junior/graduate audience, an effect of what is happening at universities can be seen: a strong feminisation in life sciences and (animal) medicine. In addition, the online format



might also appeal to women, although there is no hard evidence of this. As far as selection is concerned, positive discrimination is applied in the event of an equal score of the candidates.

- Postgraduate courses (TMIH/IIH/TMCDM & TMED): The gender ratio in the IIH/TMIH courses reflects the ‘feminisation of the medical degree in EU’, which is even more pronounced for the ‘nursing and midwifery’ disciplines (TMED), attracting a majority of female students. Admission to the postgraduate courses is on a “first come first -serve basis” (thus no selection is applied).

The FA5 Education Programme aims at a gender-balanced scholarship programme in terms of selection and admission of fellows to taught short- and master programme courses, PhD- and individual training programmes (pre- & postdoc). The performance indicator for the FA5 scholarship programme is gender-disaggregated and represents the cumulative number of scholarships awarded for Short Courses, MSc., PhD and individual fellowships. Baseline = 0, gender distribution min. 33% for M and F.

7.1.2 Number of Master-, SC- & PG-students 2019-2020: Geographical diversity

Abbreviation Name course	Study points	BE	EU	Africa	Asia	Latin- & Central America	North- America	Oceania	Total
MSTAH Master of Science Tropical Animal Health	60	1		13	4	1			19
MPH-IH Master in Public Health - orientation International Health	60	1							1
MPH-HSDC Master in Public Health - Health Systems and Disease Control	60	2	1	23	11	2			39
MPH-TMIH Master in Public Health - orientation Tropical Medicine and International Health	60			1	1				2
PG-TMIH Postgraduate Certificate in Tropical Medicine and International Health (IIH + TMCDM)	30	36	7	1	1				45
TMCDM Tropical Medicine and Clinical Decision Making	10	7	6	1			1	1	16
IIH Introduction to International Health	20	4	1	3					8
QMM Qualitative and Mixed Methods in International Health Research	6	3	2	12	5	1	1	1	25
MID Molecular Data for Infectious Diseases	5		1	6	3	3			13
MPH-CC Course components* of the MPH	5	3		37	17	2			59
Total		57	18	97	42	9	2	2	227

Note: in 2019-2020, a number of SCs and postgraduate programme (TMED) have been cancelled due to COVID-19: AIM, DR TB, SCREM & TMED

The diversity of students in the Master's programmes and short courses is monitored through the selection process. ITM's master programmes are mainly but not exclusively targeting professionals from LMICs, who pursue a career in international/global health, animal health, or one health.



The table shows the number of students per continent. In 2019-2020, students came from 47 different countries (Africa 17 countries, Europe 13, Asia 11, Latin and Central America 4, North America 1, Oceania 1).

For the DGD fellows – representing the majority of the students - it is expected that at least 50% are of sub-Saharan origin. In both the MSc. in Tropical Animal Health (MSTAH) and the MSc. in Public Health (MPH), the highest percentage of students from the same continent (in this case Africa) is below 70%. For both Master's programmes, the percentage of international students is above 90%. For all ITM students (including postgraduate students) this was 75% for academic year 2019-2020. The latter figure is higher than in previous years because the postgraduate certificate for nurses (mainly Belgian students) was cancelled.

Observations/findings:

- **Master programmes and short courses: student diversity in terms of countries but less in terms of regions/continents** (scholarship programme – DGD priority countries implies a priority for SSA-countries)
- **Postgraduate students: mainly BE-students**; percentage of EEA-students and other regions (e.g. Canadian students in the French-speaking TMED course) is decreasing. The future will confirm whether this is only COVID-related or also due to other reasons.

It's ITM's ambition to increase the student diversity, by attracting more students from different continents, and with different professional backgrounds. A mixed student group enhances the potential for peer-learning through comparison, inspiration and exchange of ideas and experiences, enriching the personal learning path. For the master programmes the diversity of students should be increased. **ITM reaches at the moment insufficient potential students from Asian countries, specific countries in Africa (e.g. Ghana, South Africa) and in particular Latin America. Moreover, ITM attracts only a limited number of students from High Income countries (HIC).** Both the Institutional Policy Plan 2020-2024 as the FA5 Education Programme 2022-2026 focus on further increasing the geographical and professional diversity of MSc. and short courses students.

The importance of student diversity in ITM courses is supported by the recommendations of the FA4 mid-term evaluation, stating that “DGD should continue funding scholarship recipients from a range of countries, as the diversity in cohorts is a crucial factor to facilitate skills development” (recommendation 3). Since FA4, ITM has been enabled to give scholarships to applicants from official development assistance (ODA) eligible countries, beyond the more limited list of DGD partner countries. This is key to enhance country diversity. Student diversity (in terms of geographical, academic and professional background) in cohorts is essential for high quality knowledge exchange and learning.

Recently we renegotiated the DGD age criterium – maximum 45 years for award of DGD scholarships, this could contribute to increasing the student diversity in the future.



7.1.3 Number of PhD students according to gender, 2020

Gender	2020
Male	31
Female	48
Total	79

In 2020, 61% of the PhD students registered with ITM were female. The PhD figures are monitored since 2003, however the 'gender' classification is limited up to now to the categorisation 'M/F' (not X).

7.1.4 Success rates Individual Sandwich PhD competition, according to gender, 2017-2021

Annually, ITM awards PhD fellowships to outstanding 'alumni' from LMIC as part of a comprehensive capacity strengthening programme supported by DGD. The candidates must be embedded in a scientific institute or university in their country and present an outstanding PhD project proposal co-supervised by supervisors at the home institute and ITM, and at the university that is awarding the PhD degree. The fellowship is awarded after a competitive procedure based on the evaluation of academic merit, a full PhD project proposal and the quality and relevance of the institutional and supervisory set-up. The doctoral research project will typically last four years. The scholarships are of the 'sandwich' type; meaning that the student will spend the doctoral research time partly in the home institute/country and partly at ITM.

Table Individual sandwich PhD applications, interviews, awards according to gender, 2017-2021

Year	N applications		N interviewed		N awarded	
	M	F	M	F	M	F
2017	5	2	4	1	1	0
2018	3	2	2	2	2	2
2019	6	0	4	0	2	0
2020	4	1	3	1	1	1
2021	5	6	3	3	3	3
2017-2021	23 (68%)	11 (32%)	16 (70%)	7 (30%)	9 (60%)	6 (40%)

In the period 2017-2021, 68% of the **Individual sandwich PhD applications** were submitted by male applicants versus 32% by female applicants as shown in the table. **Fewer women submit,**



but their chances of success are significantly higher (55% success rate as compared to 39% for male applicants).

7.1.5 Number of PhD students according to age group, 2020

Age group	2020
20-29	12
30-34	12
35-39	25
40-44	18
>45	12
Total	79

In 2020, 32% of the ITM registered PhD students fell in the '35-39' age group, 23% was between 40 to 44 years old and 15% belonged to the other age groups mentioned in the table above. The differences can be explained by the different PhD scholarship systems in place. Candidates with a 'sandwich PhD scholarship' from DGD tend to be in the age groups '35-44' as these candidates are in general more progressed in their careers, but must be able to defend their PhD before the age of 45 to be eligible for the DGD PhD scholarship. As mentioned above (6.1.2.) the latter rule set by DGD was reconsidered mid-2022: age as such may not be the limiting factor, but e.g. the number of years that the candidate is still able to contribute to capacity strengthening in the home country can be. The PhD students in the younger age groups tend to be junior researchers at ITM or PhD students with a fellowship of the Flemish Fund of Scientific Research (FWO). FWO PhD fellowship regulations stipulate that the master degree must have been obtained not earlier than 3 years before the closing date of the call and candidates may have 18 months scientific seniority at most.

7.1.6 Number of PhD students according to geography, 2020

Geographical area	2020
Belgium	18
European Union	9
Other European countries	1
Africa	30
Asia	12
Latin America	7
Other countries	2
Total	79

In 2020, 66% of the ITM PhD students came from Africa, Asia, Latin America or another non-EU country. Although the PhD student population is quite diverse in terms of geography, the figures show ITM's focus on LMIC, supported by the sandwich PhD scholarships mainly provided by DGD. In 2020, 38% of ITM's PhD students came from an African country.



7.2 External lecturers

7.2.1 Number of External guest lecturers academic year 2019-2020 (BE, EEA, non-EEA)

Courses 2019-2020	N Belgian external lecturers	N EEA-external lecturers	N non-EEA External lecturers	N total external lecturers	total alumni as guest lecturers (BE, EEA, non-EEA)	total EEA & non-EEA alumni as guest lecturers	examining board members
QMM	2	2	7	11	0	0	
IiH	12	2	0	14	5	2	
TMCDM	6	2	1	9	5	2	
Msc Public Health & CCs/SCs	32	13	19	64	25	16	12
DRTB	3	3	4	10	4	3	
MID	1	1	0	2	1	0	
TOTAL	56	23	31	110	40	23	

Each year national and international guest lecturers are invited to teach in ITM's courses. In 2019-2020, an effort was made to involve more *international* alumni in particular as guest lecturers: 23 alumni guest lectures out of a total of 40 alumni guest lectures were international. In addition, alumni and staff of partner institutes participated as examining board members for the MPH master's theses: out of the 24 examining board members, 12 were external members of which 7 international alumni. Out of the 110 invited guest lecturers in 2019-2020, 56 (51%) were Belgian, 23 (21%) came from EEA-countries and 31 (28%) from non-EEA countries, of which half (16) came from LMIC. Thus, **from the 110 visiting lectures in 2019-2020 only 14,5% came from a LMIC**. As mentioned above, ITM's Institutional Policy Plan 2020-2024 states that we **must aim for an increase in international lecturers, however** so far we have **no targets set**, which could be seen as a gap or at least as a point of attention. On the other hand, as previously mentioned, it is quite difficult to define quantitative targets as these depend very much on the type of the course taught.

Strengthening the diversity of lecturers and staff was also one of the nine recommendations of the DGD FA4 mid-term evaluation:



“The evaluation has shown that students benefit from the wealth of knowledge and experience of ITM staff¹³. This is derived from the professional and geographic diversity of lecturers and the international work experience of ITM staff. In the future, this diversity, especially the geographic diversity, should be strengthened, for instance by involving alumni and staff of partner institutions as guest lecturers in courses”.

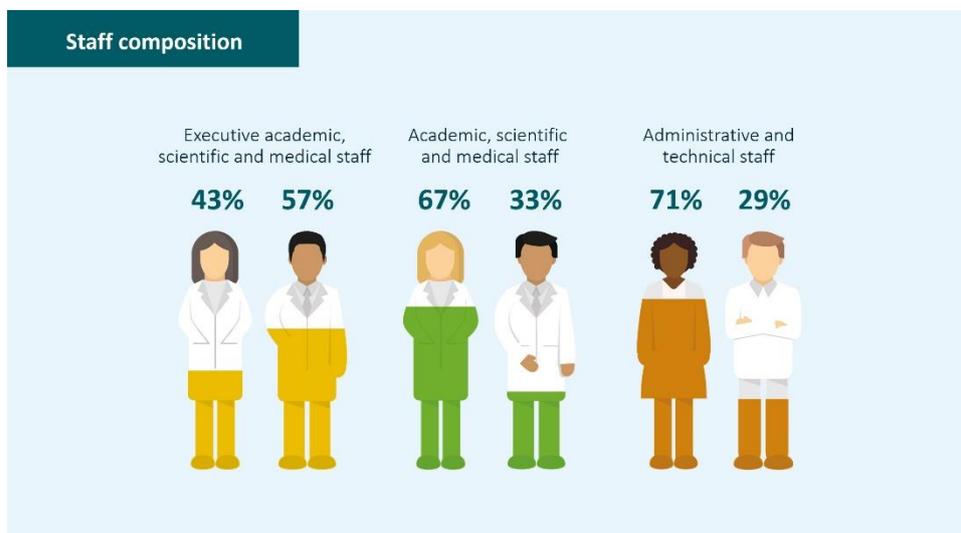
Through the Alliance for Education in Tropical Medicine and International Public Health and the ITM alumni network, ITM aims to strengthen staff mobility and to attract ITM alumni and staff from partner institutions from all over the globe as guest lecturers in ITM courses.

In the next paragraph we will have a closer look at the diversity of ITM’s staff on pay-roll.

7.3 Staff

7.3.1 Info graph ITM staff 2020 according to gender

As shown in the info graph below and as presented in ITM’s annual report 2020, **women are over-represented amongst the administrative and technical staff and the academic, scientific and medical staff**. On the other hand, in 2020, **women were under-represented in the leading academic, scientific and medical staff**. The same info graph is not yet available for leading administrative and technical staff nor in terms of geographical diversity. This additional info should be considered when elaborating the ‘gender and diversity figures and monitoring plan’.



Let’s have a closer look at the leading academic staff.

¹³ It should be noted that a lot of Belgian staff has experience in a range of countries (which is highly appreciated by ITM’s students).



7.3.2 Full time equivalents (FTE) 2020, ITM leading academic track according to gender

	Male	Female	Grand Total
Academic track	17,01	7,80	24,81
Director	1,00		1,00
Head of department	1,00	2,00	3,00
Assistant professor	1,17		1,17
Associate Professor	4,71	3,50	8,21
Professor	5,00	1,00	6,00
Full professor	4,13	1,30	5,43

In 2020, 69% of the leading academic staff was male and 31% female. These figures are comparable with those at Flemish universities (71% versus 29%¹⁴). Preliminary figures for 2021 show an increase of the proportion of female professors to 41%, but still this must be identified as a gap. ITM is committed to pursuing the benefits of faculty diversity. Recruiting outstanding faculty is essential for keeping the institution creative and being successful in its mission to train the next generation of scholars and leaders in ITM's fields of expertise.

Let's have a further look now to ITM's staff in terms of geographical diversity.

¹⁴ VLIR personnel figures, February 2020.



7.3.3 Full time equivalents (FTE) 2020, ITM according to nationality group (Belgian, EU, non-EU)

Function classification	BE	EU	non-EU	Grand Total
Academic track	15,81	8,00	1,00	24,81
General management	3,86			3,86
Assistant Academic track	1,67	1,92		3,58
Policy Advice	4,42	0,88		5,30
Domain expertise	16,60			16,60
Domain management	6,52			6,52
Domain support	36,59	3,07		39,66
educational management	6,60			6,60
Expert track - capacity building & academic support	39,50	13,20	2,50	55,20
Expert track - education	4,72	2,80	1,00	8,52
Expert track - research	32,20	8,17	9,93	50,30
Facilities management	7,50	2,00		9,50
ICT management	9,69	0,89		10,58
Lab operation	59,52	6,65	1,08	67,25
Management assistance	27,68	0,35	0,83	28,87
Medical track	13,95	1,00		14,95
Paramedical care	12,16	1,33		13,49
Team management	8,95			8,95
Technical assistance	9,98		1,00	10,98
Business management	15,94	0,30		16,24
(Blank)	3,79	0,17		3,96
Grand Total	337,65	50,72	17,35	405,73

In 2020, 17% of ITM staff was not Belgian and only 4% was a national from a country outside the EU. In the expert track research 36% had a non-Belgian nationality of which 20% non-EU with researchers coming from India, the United States, Brazil, Kenya, Japan, Uganda and Israel. Whereas the majority of ITM students come from countries in Africa, Asia, Latin and Central America, these countries are hardly represented amongst the leading academic staff which can be identified as an important gap to be addressed. In 2020, 64% of ITM's faculty was Belgian and 32% of the faculty was a national from another country in the European Union. In consultation with the HR department it needs to be examined if and what structural barriers in the recruitment of more diverse faculty there might be and how they can be overcome. On a shorter term and in line with the ambition to diversify ITM's visiting lecturers (see above), staff mobility schemes with partner institutions in LMIC can be enhanced. It is important however that staff mobility is organized 'both ways', not only from LMIC to ITM, but also from ITM to LMIC partners.



7.4 Boards, Councils and Commissions

Membership body	Male	Female	N Total
General Council	15	11	26
	58%	42%	
Board of Governors	7	4	11
	64%	36%	
Scientific Advisory Committee ¹⁵	6	6	12
	50%	50%	
Management Committee	2	3	5
	40%	60%	
Academic Council	10	14	24
	42%	58%	
Institutional Review Board	8	2	10
	80%	20%	
Works Council	10	6	16
	63%	38%	
Committee Prevention Protection at Work	8	6	14
	57%	43%	

The table shows the 2020 gendered figures of the composition of ITM's boards and councils. The figures in terms of geography are not yet collected, except for the Scientific Advisory Council (SAC). The figures presented for the SAC are the 2021 ones as in 2021 the SAC was newly composed. The regulations for the composition of the SAC were updated as well. From 2021 onwards the SAC must be "balanced in scientific expertise, gender and geography" whereas before it was only stated that no more than 2/3 of the members could be of the same gender. However, **the rule that no more than 2/3 of the members can be of the same gender is not yet included in the regulations of all of ITM's councils and committees.** This is a clear gap and this rule must be included as a principle in the Code of Good Governance. On a longer term (by the end of 2024) we have the ambition to evolve for the composition of all boards and committees towards a maximum representation of 50 to 60% of the same gender.

7.5 International Partnerships

	Male	Female
ITM promoter	9	7
Partner promoter	19	5
Total	28	12

The table shows the gendered figures for the promotership in the DGD FA5 programme indicating an almost gender balance for the ITM promotership and a **underrepresentation of female promoters with the FA5 partners.** At present, little further information can be given on the gender dimension in FA5. The process of setting up an overarching monitoring system for all outcomes is starting. Once more precise numbers are available, these will be updated in the plan.

¹⁵ This is the new composition of the Scientific Advisory Council in 2021.



8. Actions, targets and timing

Based on the preliminary gap analysis a first action plan is presented with actions defined for the different strategic and operational objectives. Some of the actions are new, some are already in place (see 5. Past performance and actions) and will be continued.

		2022	2023	2024
SO1	-We want to invest in attracting, fostering and circulating of talent ensuring that talented people are not hampered because of structural or implicit barriers related to gender, cultural or social background or other characteristics; -We continue to integrate the gender, equity and diversity dimension into our research and teaching content			
OO-1	<i>Selection and recruitment of students and staff</i>			
	ITM will engage in an internal discussion on the need to integrate the LNOB agenda in the selection process of bursaries and key target groups (recommendation 8 FA4 mid-term evaluation) and will perform more generally a critical analysis of each step of the selection process in view of the gender and diversity dimension with the aim of maximally eliminating possible bias.	x		
	In view of the LNOB agenda: further discussion and decision on adding proxies to measure the social background of our prospective students in Archie.	x		
	Close monitoring of the numbers of scholarships awarded / course type, disaggregated by gender (FA5 Edu programme).	Continue	Continue	Continue
	To further strengthen the diversification of our student population (cf. action plan – strategic note on Education BoG & IPP2020-2024)	Continue	Continue	Continue
	To further increase the geographical diversity of external teaching staff (guest lecturers) .	Continue	Continue	Continue
	ITM's information on study programmes and training is free of stereotypes and implicit prejudices .	Continue	Continue	Continue
	A critical analysis of each step of the staff recruitment process is done in view of the gender and diversity dimension with the aim of maximally eliminating possible bias (the composition of committees, vacancy text; dissemination of the vacancy and the search for candidates; selection tools)		x	



		2022	2023	2024
	In view of the gap analysis, we start with 'Best practices for conducting faculty searches' including a pro-active 'inclusive' search strategy with special attention to structural barriers and unconscious bias and how to mitigate its effects. As 'implicit bias' is very difficult to tackle actions related to this must get ITM's main focus.	x		
	At least one member of each selection committee has received gender and diversity training.			x
OO-2	<i>Training, research, awareness raising</i>			
Actions	Include 'Equity, diversity and inclusiveness' as explicit values in ITM's Policy Plan at the mid-term review instead of only mentioning them under the value 'Fairness'.	x		
	Embed the 'gender & diversity dimension' in 'academic leadership courses'		x	
	Offer leadership courses with the gender & diversity dimension embedded to ITM's management and leading staff.		x	
	Involve students in the ITM working group on gender and diversity.	x		
	The members of the working group on gender & diversity act as 'gender & diversity champions/focal points' in the organization.	x		
	Training on gender, implicit bias, diversity and inclusion career obstacles and opportunities is offered to all staff working at HR.			x
	At least one member of each selection committee has received gender and diversity training.			x
	To strengthen intercultural communication training for students (currently organised for MPH- & IIH-students) and seminars on gender-related topics for students ¹⁶	Continue and to be strengthened	Continue and to be strengthened	Continue and to be strengthened
	Intercultural communication training for staff and lecturers organised		x	
	Intercultural communication training sessions between students and staff organised		x	
	ITM implements a coaching and mentorship programme			x

¹⁶ E.g. discussion on different genders, LGBTQ, breastfeeding mothers & a lecture on gender, diversity and equity



		2022	2023	2024
	Gender and diversity is a theme in ITM's educational offer	Continue and to be strengthened	Continue and to be strengthened	Continue and to be strengthened
	Add to the guidelines for research proposal submission funded by ITM's institutional research funding (SOFI) that 'gender and diversity' must be taken into consideration in the design of the research plans.	x	x	x
	Thinking of the gender & diversity dimension throughout the research cycle	Continue	Continue	Continue
	Celebrate International Women's Day (8 March) & International Day of Women and Girls in Science (11 February)	Continue	Continue	continue
	Pro-actively approach candidates for Prizes and awards such as African Women in Science awards, ...	x	x	x
SO2	We aim to provide an inclusive research, education and working environment reflected through a community that students, staff and guests feel part of, which is safe, respectful, supportive and enables all to reach their full potential.			
Actions	ITM pays attention to gender, diversity, tokenism and implicit bias in all its communication (website, intranet, annual report, ...)	Continue	Continue	Continue
	ITM pays attention to gender, diversity and implicit bias in all the events, seminars, colloquia, symposia that ITM (co) organizes	Continue	Continue	Continue
	ITM discusses targets and specific actions to increase the proportion of international guest lecturers, especially from LMIC.	x		
	ITM ensures that in its reward, evaluation & promotion policy and processes bias in terms of gender & diversity is avoided.			
	ITM supports a workable work culture for all and implements a telework policy	x		
	Questions on 'gender & diversity' are added to the 'well-being survey' for both personnel.	x		
	Well-being of students integrated in the student survey.	x		
	Implicit bias, transgressive behaviour, potentially hurtful statements and behaviour are openly discussed and an awareness campaign is launched.	x		
	The visibility and accessibility of confidential advisors and ombudspersons is increased, specifically for students.	x		



		2022	2023	2024
	Promote accessibility of buildings for disabled people (cf. to be included in the master plan for buildings).			x
	Communicate better on the areas for breastfeeding for nursing mothers.	x		
	Install gender neutral toilets starting in the ITM's clinic.	x		
SO3	We embed the gender and diversity dimension in our partnerships, especially with our partners in LMIC, recognising the global and diverse cultural contexts in which we work.			
Actions	Conduct an online survey with partners to learn more about their capacity in promoting gender equality and women's empowerment and more generally on equity, diversity and inclusion.		x	
	Disseminate the results of the survey, including good practices and tools from partners with strong capacity in gender, diversity and inclusion. If there is interest, strong partners could pair up with partners of lower capacity to provide support for gender mainstreaming.		x	
	Collaborate with partners in the development of a systematic approach to assessing gender mainstreaming in research. This could be led by a partner with strong gender expertise. It would also aid in identifying studies for which gender mainstreaming is not relevant.			x
	Re-discuss with DGD the eligibility rules for scholarships, e.g. the age limit rule.	x		
	Explore opportunities for a common learning trajectory on gender and diversity within the thematic JSF HES4SD	x		
	Monitoring of gender disaggregated data in FA5	x	x	x
SO4	We embed the gender and diversity dimension in our management, policy, support and decision-making processes.			
Actions	Add a dedicated chapter on 'gender & diversity' to the ITM Institutional policy plan	x		
	Present an overall 'gender & diversity figures and monitoring plan' after an in-depth analysis of what data and figures must be collected in view of monitoring progress on the gender and diversity dimension. Relevant data will be interpreted to understand what is behind the numbers to take appropriate action.	x		



		2022	2023	2024
	Maximum 2/3 of the same gender in decision-making/advisory/selection bodies/examining committees to be included as a principle in the Code of Good Governance and academic regulations.	x		
	Composition of boards and committees: evolution towards a maximum representation of 50 to 60% of the same gender.			x

9. Monitoring and evaluation of progress

The action plan is presented as work in progress and will be updated in follow-up of the 'gender & diversity figures monitoring plan' to be worked out as part of this action plan. The yearly progress will be monitored and be reported on in ITM's annual year reports. Before publication and dissemination of these reports, progress will in-depth be discussed by the commissions, and meetings mentioned on page 1 and recommendations/update actions will be formulated. Progress will be discussed on a yearly basis by the bodies that have a role and responsibility as formulated on page 4. 'Gender and diversity' will also be a topic to be discussed and reviewed as part of the mid-term review of the ITM Policy Plan 2020-2024. This mid-term review will take place in October 2022 under the guidance of ITM's Scientific Advisory Council (SAC).

10. Budget and dedicated resources

Budget and dedicated resources are requested for the training initiatives as presented in the action plan. A detailed budget for the trainings will be presented in due course.

