

Equality, Diversity and Inclusion Plan

Erasmus MC

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A. Introduction

Sex and gender differences have a bearing on all aspects of healthcare: research, training, guidelines for achieving the highest standard of care, product preference policies applied by health insurance companies, and health insurance coverage. In recent years, the Executive Board has given its support to, and facilitated, a range of measures for promoting equal treatment in the broadest sense of the word and will continue to do so in the future. Erasmus MC's Equality, Diversity and Inclusion Plan reviews the activities and measures taken in recent years, including those that have been completed and those that are still in progress, as well as the policies that have been put in place in support of these. Finally, the Equality, Diversity and Inclusion Plan sets out our concrete plans and targets for the period up to the end of 2027. These cover all aspects of equality, diversity and inclusion in our organisation.

Investing

This document explains how Erasmus MC's Executive Board invests in equality, diversity and inclusion by committing people, resources and expertise to develop, refine and implement the measures and activities described above. One of the results of these efforts has been the appointment of a Faculty Diversity Officer in 2018 and of an HR Policy Adviser on Diversity and Inclusion in 2017. A range of research programmes and projects have also been launched (and are planned) on topics such as the integration of the gender dimension into research; gender-neutral recruitment and selection; supporting, retaining and developing talented (female) academics; and the adoption of inclusive medical care in our medical degree courses.

Encouraging

In order to encourage the development of knowledge and skills in relation to equality, diversity and inclusion (ED&I), as well as to raise awareness of ED&I issues in our organisation, our HR and teaching professionals run courses in implicit bias, in supporting staff with an occupational impairment, in inclusive teaching practices, in the ED&I component of effective leadership, and in the adoption of a gender-neutral approach to recruitment and selection. Our Faculty Diversity Officer seeks to liaise and work together with the Chief Diversity Officer and the Diversity and Inclusion Office at Erasmus University Rotterdam. We have established a range of consultative bodies in order to safeguard a healthy organisational culture and foster a socially safe working environment, and we use our internal communication media to communicate on these issues.

Monitoring

Our ED&I dashboard for monitoring and analysis forms part of our plans for collecting, monitoring and analysing data on staff and students in the coming years. This should ensure that we are better placed to identify current trends, forecast future trends and take appropriate action.

Targets for 2021-2027

This document contains a detailed description of our targets for the years ahead. These are divided over five different categories:

1. work-life balance and organisational culture;
2. gender balance in leadership and decision-making;
3. gender equality in recruitment and career progression;
4. integration of the gender dimension into research and teaching content;

5. measures against gender-based violence including sexual harassment.

A broad-based approach

Gender equality is one of the dimensions of our ambitions in terms of diversity and inclusion. We believe that, by following the broad-based approach outlined in this plan and on the strength of our track record (see section C), we will continue, both in the next year years and in the more distant future, to foster gender equality and equal treatment in general. This applies not just to our teaching programmes, but also to our patient care services and to our academic research.

B. Ambitions

Erasmus MC is located in the centre of Rotterdam, the Netherlands' most diverse city, accommodating as it does some 175 different nationalities and with over 50% of the population classified as having a migration background.¹ We are a university medical centre with an increasingly diverse patient population, we perform and contribute to top-class international research (ranging from fundamental to clinical research), and have built up a reputation at home and abroad as a leading teaching hospital. We set great store by a culture of openness and inclusion. We unite people of many nationalities and disparate backgrounds. We embrace the diversity of perspectives this generates, without which we would not be able to operate as we do.

Our ambitions for equality, diversity and inclusion

We are committed to achieving a healthy population and pursuing excellence in healthcare through research and teaching. In the future, major innovations in health and healthcare will emerge at intersections between the biomedical and natural sciences, medicine, technology and big data. These innovations will influence people's views on health and disease, not just in terms of molecules and cells, but in terms of individuals and populations as a whole. They will affect the way in which we organise our patient care, our academic research and our teaching. Technology is becoming an increasingly important – and indeed crucial – part of all our core activities. These developments form the backbone of a new ambition outlined in our latest strategy document, entitled *Strategy23*: to become the first technical university medical centre in the Netherlands.

There is no way in which we can fulfil our mission and ambition without having access to the greatest possible diversity of talent. This form of diversity and inclusion is a prerequisite for our ability to innovate and grow. The unification of a wide range of perspectives and views within our walls boosts our capacity for innovation in research and teaching² and creates new insights in patient care that will enable us to provide the highest possible standard of care.

We regard gender equality as forming an integral part of the equality of treatment and an organisational culture that is built on the pillars of diversity and inclusion. We believe that all members of our organisation and those closely connected to it should be treated in a manner that is both neutral and nonetheless personal at all times, without discriminating on the basis of sex, place of birth or belief, for example. This applies to our research, our teaching, the way we care for our patients and the way in which we behave towards our staff and students.

Gender equality affects our policy on corporate social responsibility, the social safety of our staff, students and patients and, last but not least, the ambitions expressed in *Strategy23*. As a leading international hospital, and as a top-class teaching and research institute, we wish – and indeed need – to take every opportunity to foster the development of all the talented individuals within our walls,

¹ As at 1 February 2021, 52.3% of Rotterdam's residents were classified as having a migration background. Source: [Hoeveel mensen met een migratieachtergrond wonen in Nederland? \(cbs.nl\)](https://www.cbs.nl/en-gb/indicatoren/2019/11/hoeveel-mensen-met-een-migratieachtergrond-wonen-in-nederland)

² This is also one of the aspects included in the [National Action Plan for Greater Diversity and Inclusion in Higher Education and Research](#), which was presented by the Minister of Education, Culture and Science in September 2020 and was drawn up in conjunction with the Netherlands Organisation for Scientific Research, the Royal Netherlands Academy of Arts and Sciences, the Association of Dutch Universities, the National Network of Female Professors, the Centre of Expertise on Diversity and the National Consultative Committee of Diversity Officers.

male and female alike. That is why the aim of our Equality, Diversity and Inclusion Plan is to identify and lower any barriers that may stand in the way of this.

C. Track record

Summary

Where women's gender equality is concerned, we are already on the right track. Women constitute a large majority of those working in healthcare and are employed in a wide variety of posts, including in academic research, teaching and management. Sixty per cent of our managers are women (situation in March 2021). Nonetheless, we are still far from attaining our full ambitions in this respect.³ If we look at female representation in post-PhD medical and academic careers, it remains the case that the percentage of women continues to decline at every rung on the career ladder.⁴ We have launched various schemes to reverse this trend. At the same time, the fact that men form a clear minority both among doctors and nurses working in patient care and among medical students embarking on their degrees, is a reflection of a persistent, long-term national trend. Collaboration is needed, not just within the medical sector but across a variety of sectors, if this trend is to be reversed. Other developments in healthcare may also affect diversity in the sector in the future, albeit indirectly. One example is the partnership between Erasmus MC, Erasmus University Rotterdam and Delft University of Technology in the field of medical technology. This partnership is a good example of convergence among the natural sciences, the humanities and the social sciences.

Developments in equality, diversity and inclusion at Erasmus MC: highlights

Below follows a brief review of the main developments at Erasmus MC in relation to equality, diversity and inclusion.

2006 *Foundation of VENA ('Women at Erasmus MC Network for Academics')*

The VENA network has been in existence for two decades now. Its principal objectives are to create networking opportunities for and to support female academics as they progress in their careers. The VENA network advises the Dean on matters of policy on women, organises workshops and networking meetings, and distributes information, for example on career planning.

2006 *First Female Career Development Programme*

Our aim is to make optimum use of the talent available to us. This origins of this programme lie in the underrepresentation of female researchers in senior academic posts. The Executive Board decided in 2006 to encourage the appointment of women to academic leadership roles by setting up a Female Career Development Programme (FCDP).

The FCDP is a two-year programme for highly talented female researchers. The development of personal leadership skills forms the core of the programme, which also covers topics such as raising awareness of your own skills; visibility; and career choices.

³ Writing in an advisory report on diversity in senior management (*Diversiteit in de top - Tijd voor versnelling* ('Diversity at the top: time to pick up speed'), September 2019), the Social and Economic Council describes the need for measures to bolster gender and cultural diversity among senior managers in business and the public sector.

⁴ The male-female ratio at the university medical centres (based on national figures) changes in accordance with the job category. In other words, the percentage of women among postgraduate researchers is 63.4%, whereas the percentage among university lecturers is 52.9%. The percentage declines further to 39.8% among senior university lecturers and 26.2% among professors (2020 figures. Source: <https://www.lnvh.nl/a-3542/presentation-monitor-vrouwelijke-hoogleraren-2020>)

One of the results of the programme is that the nine women who made up the first FCDP cohort in 2006 have all obtained professorships since then. One of them is the current Faculty Diversity Officer.

2015 *Compliance with Participation Act*

We have done our utmost to comply with the terms of the Participation Act (also known as the 'Job Deal Act') ever since it came into force. For reasons for social engagement and inclusion, the Act requires us to create over 400 long-term jobs for people at a distance from the labour market. In our quest to achieve this target, we are working in close collaboration with the Rijnmond Area Employers Service Point, an organisation that assists employers in the Rotterdam region to fulfil their obligations under the Participation Act. With a view to investing in staff development, promoting staff mobility and creating long-term jobs, we are currently working on a programme designed to help staff develop self-awareness, achieve personal growth and enhance their employability.

2017 *Appointment of an HR Policy Adviser on Diversity and Inclusion*

The HR Policy Adviser on Diversity and Inclusion has been specifically tasked with developing and implementing policies based on the principle that all members of staff should feel welcome and have access to equal opportunities.

2018 *Appointment of a Faculty Diversity Officer*

Our Faculty Diversity Officer acts both internally and externally as our diversity ambassador, supports and advises the Dean on ED&I issues at Erasmus MC, and fosters the sharing of knowledge and best practices, where relevant in conjunction with the other Faculty Diversity Officers, the Chief Diversity Officer and the Diversity Office at Erasmus University Rotterdam. In 2019, the Faculty Diversity Officer headed up a ED&I review which painted a picture of ED&I-driven activities and projects that had already been instigated at Erasmus MC and also of the opportunities for further action on equality, diversity and inclusion at Erasmus MC. Our current Faculty Diversity Officer (appointed in 2021) was previously employed as the Chief Diversity Officer at Erasmus University Rotterdam (2015-2018), and is a former chair of the Erasmus Female Professors Network (2014-2019) and the current chair of the National Network of Female Professors (2018-2023).

2018 *Female Talent Class*

The Female Talent Class, which was set up by the Management Development department, is a talent development programme for young, talented female researchers and trainee doctors who recently obtained their PhDs or who have reached the final stages of their research degrees. Every year, the Female Talent Class gives 20 women an opportunity to do better in finding their way in the academic world.

Start of ED&I project for Erasmus MC doctors

The equality, diversity and inclusion project for Erasmus MC doctors is designed to improve the knowledge, skills and attitudes of our medical students in relation to what is termed as 'inclusive patient care'. The project works with small, activating classes that give our students an ideal opportunity to think about ED&I issues in relation to patient care, as well as about respectful, professional ways of dealing with human diversity in healthcare (i.e. 'inclusive healthcare'). The professionalisation of teaching staff and teaching practices is part and parcel of the project, which is due to run until June 2021. The aim is to ensure that the

findings and issues generated by the project become a permanent feature of our bachelor's and master's degree curricula. *See also Target 17.*

2019 *Launch of 'A sustainable Erasmus MC' project*

We wish to make a visible, demonstrable contribution towards the UN's 17 Sustainable Development Goals (SDGs). These goals form both the targets and the backbone of a project called 'A sustainable Erasmus MC'. All activities performed under this heading are coordinated by a special Sustainability Task Force. SDG 10 (Reduced Inequalities) and SDG 5 (Gender Equality) are particularly relevant to the Task Force's work on equality, diversity and inclusion.

First NIHES workshop on 'Gender in Research'

A total of 34 talented, young researchers from five different continents took part in this workshop, which was organised by the Netherlands Institute for Health Sciences (NIHES). Twenty-eight of these researchers were able to attend the course thanks to a grant provided by the Gender and Health programme operated by the ZonMW research foundation. *See also Target 15.*

Foundation of Student Committee on Diversity and Inclusion

Our Student Committee on Diversity and Inclusion seeks to foster a more inclusive study climate. Its guiding principle is that the medical faculty should be a place where everyone can feel at home. The Committee has two sub-committees, one of which encourages diversity and inclusion in teaching practices, while the other fosters closer links among medical students.

2020 *Launch of 25-25 programme*

Working in tandem with Erasmus University Rotterdam, we have set ourselves a joint target to the effect that women should account for at least 25% of the professors employed by the two institutions in 2025. A special programme set up to achieve this target (known as the '25-25 programme') is designed to support women employed in academic roles and encourage them to set their sights on promotion to a professorship. The 25-25 programme is intended to make it easier for women to move up the career ladder, starting with an appointment as a university lecturer, and moving on to senior lecturer and professor.

2021 *Erasmus MC Graduate School⁵*

We support staff and students in every step in their professional careers and studies. Postgraduate researchers and students enrolled on research master's degree courses can now attend classes at, and receive additional support from, the Erasmus MC Graduate School. The Erasmus MC Graduate School organises classes, has set up a 'buddy programme' to help foreign students settle in, and offers support in the field of mental health. The School is also working on a plan for assisting staff supervising postgraduate researchers.

⁵ www.eur.nl/en/erasmusmc/graduate-school

D. Equality, diversity and inclusion: our guiding principles

We are an employer, a care-provider and a trainer of people from disparate backgrounds. Our patient population reflects the diversity of Rotterdam's residents and we would like to see the same diversity as much as possible in our staff and students. We wish to offer all these people a safe, open environment with equal opportunities for all, irrespective of their gender, cultural background, religion or occupational impairments (if any). The measures we have taken and facilitated in relation to ED&I in recent years are now bearing tangible fruit in all the various fields in which we operate. The following paragraphs outline the current state of affairs in relation to each of our guiding principles in this respect:

Equal opportunities

We do not discriminate on the basis of sex, gender, belief, culture, place of birth or occupational impairment when recruiting and selecting staff and students. As part of our policy of fostering an inclusive organisational culture, courses in implicit bias form part of our selection procedures. We pursue transparency in our appointments policy in order to promote diversity among our senior academic staff. Our staff can find information on development opportunities and support schemes on Agora, our social intranet. We also create equal opportunities for people with an occupational impairment. In order to comply with our obligations under the Participation Act, we created, during the period up to the end of 2020, over 100 jobs with people with occupational impairments.

Gender equality

Our policy is to explicitly encourage highly talented female candidates to apply for jobs, and we have set up a special Female Career Development Programme to assist them in this process. Our VENA network for female academics supports ambitious women, and we have established leadership and development programmes to assist (female) researchers and medical specialists at various points in their careers. The main job of our Faculty Diversity Officer is to promote equality, diversity and inclusion in scientific research and teaching at Erasmus MC. The Faculty Diversity Officer is a member of the Talent & Innovation Council (our formal academic advisory board), which advises the Dean on matters relating to the policy on the nurturing of talent and on staff appointments, with due regard for the need to guarantee equal opportunities for all. Achieving a diverse composition of appointments committees in one of the Council's focal points.

Equal pay

There is no pay discrimination at Erasmus MC. Remuneration is based on the posts to which staff have been appointed, without any discrimination on the basis of sex, gender, religion or culture. The various job grades and the level of pay applying to each grade are set out in a job evaluation system known as FUWAVAZ.

Equal standard of care

Every patient at Erasmus MC deserves the highest possible standard of care, irrespective of their age, sex, sexual orientation, socio-economic status and cultural background. The care services we provide take account of the differences between people, including the (biomedical) differences between men and women.

The gender dimension of teaching and research

We promote diversity and inclusion in our medical teaching activities, with the aim of encouraging acceptance and collaboration both during and after the courses in question. This we achieve by incorporating ED&I in our teaching curricula, in the way in which our courses are structured, and in

the professionalisation of our teaching staff. We organise meetings and training courses for and with students and teachers. We ensure that gender, ethnicity and age are taken into account when research topics are formulated. Finally, we work together with local and national stakeholders in creating a research environment that is as diverse as possible.

Social safety for our staff

The presence of a socially safe and inclusive working environment is a critical factor in the development of our staff. Any undesirable conduct in the broadest sense of the word (including bullying, aggression, violence, intimidation, sexual harassment and discrimination, and the ridiculing of special needs) is an impediment to such an environment. Staff and students have a range of options available to them for reporting a complaint, problem or conflict of this nature. These include an ombudsman, confidential counsellors, a mediator and a complaints committee, all of whom staff can contact in a safe way. They offer those affected support and assistance in dealing with the problems they have encountered. Our students can also make use of the facilities offered by Erasmus University Rotterdam.

E. Equality, diversity and inclusion: where do we stand?

Our ambitions in a nutshell

These are presented in more detail in section F, entitled 'Equality, diversity and inclusion: our targets'

- implement our Equality, Diversity and Inclusion Plan for 2021-2027;
- integrate ED&I into our recruitment and selection policy and into our policy on the appointment of professors;
- integrate the gender dimension into the contents and organisational structure of our research activities and into the decision-making processes relating to such activities;
- offer a permanent range of courses and workshops designed to foster an inclusive culture and an inclusive style of operational management;
- integrate inclusive patient care into our teaching curricula and operational management;
- increase the level of diversity, and gender diversity in particular, in leadership and decision-making roles;
- adopt a transparent policy on remuneration that guarantees equal pay;
- strengthen an inclusive organisational culture and social safety.

Patient care

The patient population of our hospital, located as it is in one of the most culturally diverse cities in Europe, is becoming increasingly diverse in all respects. Our patient care services are based on the principle that everyone should receive the same standard of care, irrespective of their age, sex, sexual orientation, socio-economic status and cultural background. We are also taking growing interest in the differences between people and groups of people, including the biomedical differences in particular. Accordingly, we need to be aware of how we can – and should – respond to these. This means that our patient care services should take account of differences between people, including the differences between men and women, for example by integrating inclusive medicine and inclusive patient care into our teaching curricula, by performing scientific research into the impact of differences between people, including biomedical differences, on our patient care services, and by adopting an inclusive, gender-neutral approach to the recruitment and selection of our staff.

Research

The focus of our research activities lies on integrating the gender dimension into the research process and on breaking down barriers and building incentives in the career progression of our researchers. Our work in this area has included the formulation of an appointments policy in which targets are set for the composition of appointments committees, and the inclusion of diversity targets in our professors' departmental strategies. Our Talent & Innovation Council ensures that full account is taken of ED&I issues in the further refinement of our talent management policy. At present (April 2021), women make up 50% of the membership of the Talent & Innovation Council.

Teaching

As part of the equality, diversity and inclusion project for Erasmus MC doctors, we undertook an ED&I analysis of the curricula of our medical degree courses (both the bachelor's and the master's degrees), formulated ED&I attainment targets for Erasmus MC doctors, and examined ways and means of incorporating ED&I in our teaching curricula. An ED&I course for teaching staff is intended to help professionalise our core team of lecturers. In order to bring about a culture change at other levels (i.e. create and maintain a socially safe and inclusive learning environment and inclusive

patient care services), the project team is working together with students (through the Student Committee on Diversity and Inclusion) and with both our own Diversity Officers and those working at Erasmus University Rotterdam.

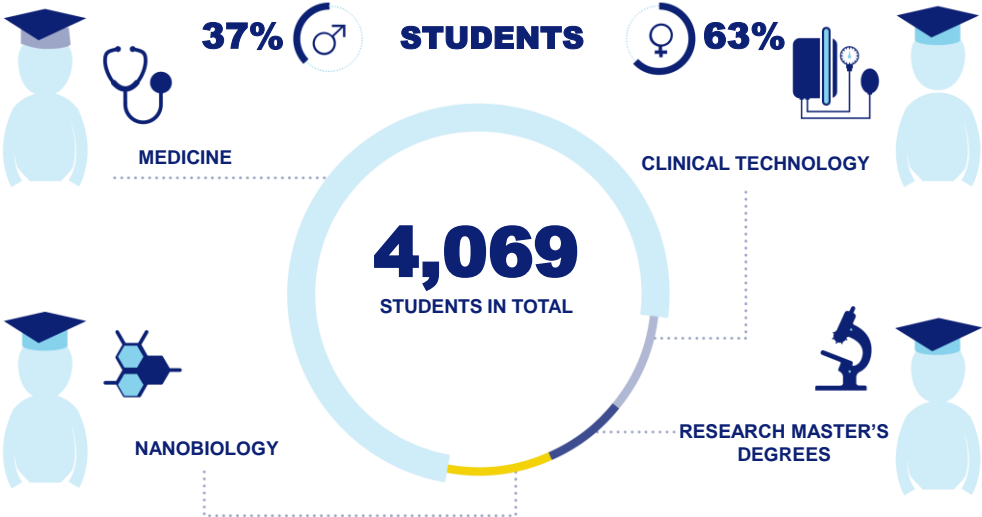


Figure: Male-female ratio among Erasmus MC students (2020-2021 figures)

F. Equality, diversity and inclusion: our targets

Work-life balance and organisational culture

Our aim is to offer everyone a pleasant and socially safe place in which to work, study and achieve their personal and professional (academic) ambitions. If we are to achieve our own ambitions as a teaching hospital, we must explicitly pay personal attention to all our staff. It is absolutely critical that we build and maintain lasting relationships with our researchers, doctors, students, volunteers and patients. This means working together to strike the right work-life balance and to create a culture in which there is plenty of scope for diversity. Two factors that can help us to achieve our ED&I targets as well as our ambitions for the recruitment and development of highly talented members of staff are, firstly, our ability to offer fringe benefits that are conducive to this balance and, secondly, a culture that acknowledges the value of attaining the right work-life balance. All members of our staff are covered by the collective agreement for university medical centres.⁶

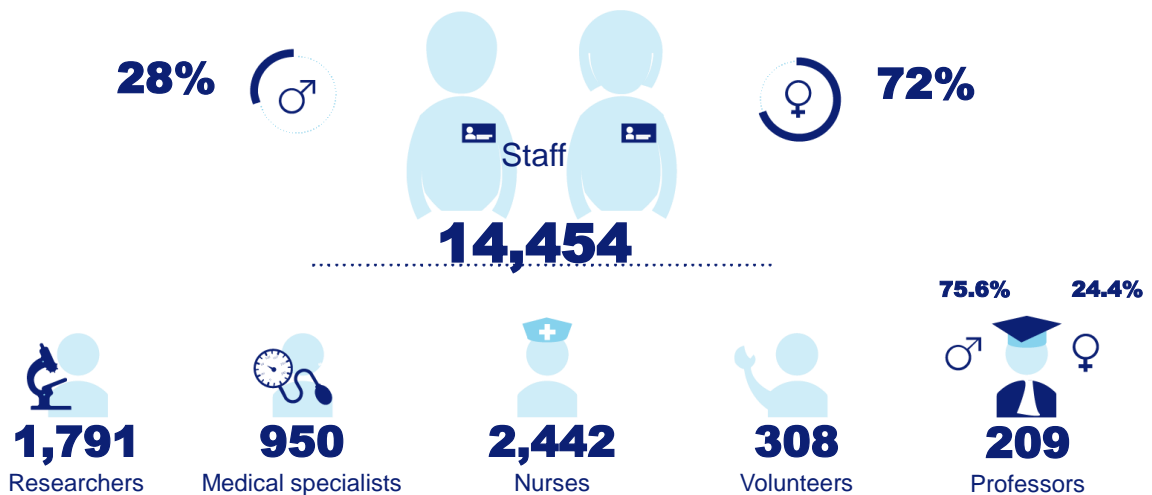


Figure: Male-female ratio among Erasmus MC staff (2021 figures)

Our targets:

1. *Equality, diversity and inclusion and the work-life balance form an integral part of our cultural barometer*

We assess staff satisfaction every two years with the aid of a 'culture barometer'. What we want to see is a clearly rising trend in staff satisfaction with regard to points such as social safety and the work-life balance that have a bearing on gender equality, diversity and inclusion. Alongside the two-yearly culture barometer, which is a tool for measuring the trend in staff satisfaction in a

⁶ The collective agreement for university medical centres is an agreement between a number of trade unions and the Dutch Federation of University Medical Centres. See also www.nfu.nl/voor-umc-medewerkers/cao-universitair-medische-centra.

confidential manner, we are also working on the development of in-depth questionnaires (also on an anonymous basis) that we can use to examine the attitudes of smaller groups of staff (down to departmental level) about certain issues. The findings are used by managers acting in concert with the relevant HR advisers to take whatever action may be needed.

2. *Public holidays are exchangeable*

The collective agreement for university medical centres contains a list of officially recognised national public holidays.⁷ These are days on which staff are not expected to work, 'unless there are compelling organisational reasons for doing so'. Since 2002, staff employed by the university medical centres have been entitled, on request, to exchange these public holidays for other (religious or cultural) holidays. In order to underline the importance of this entitlement, we use our internal communication media to bring it to the notice of our staff. Managers actively and thoughtfully engage their staff in this connection and subject any such requests to the same criteria as apply to the public holidays listed in the collective agreement. This is a simple but important way of showing genuine respect for all the various viewpoints, cultures and beliefs held by our staff.

⁷ Collective agreement for university medical centres 2018-2020, Article 6.2.2. Public holidays.

Gender balance in leadership and decision-making

We have an aggregate workforce of almost 14,500 people. Of this number, 72% are women and 28% are men. The male-female ratio varies from one job category to another. While the ratio among directors is more or less equal, the percentage of female professors and heads of department is still less than 25%. (63.4% of our PhD candidates in 2020 researchers were female.) This is despite the fact that, since 2005-2006, more women than men have been awarded doctorates in healthcare and welfare. Our desire to fully exploit this potential is the driving force behind our need for concrete plans for achieving a representative mix of men and women.

Male-female ratio in managerial posts (based on numbers) ⁸	Men	Women
Directors	54.5%	45.5%
Managers ⁹	39.4%	60.6%
Professors	75.6%	24.4%
Professors acting as heads of department	82.6%	17.4%

Our targets:

3. By 2025, at least 25% of our professors are women.

We have agreed on a joint target with Erasmus University Rotterdam that at least 25% of the professors employed by the two institutions in 2025 should be women. Our 25-25 programme is intended to support women employed in academic posts and encourage them to pursue their careers. The programme makes it easier for women to move up the career ladder, starting with an appointment as a university lecturer, and moving on to senior lecturer and professor. Our efforts in this field have resulted, *inter alia*, in a rise in the percentage of female professors from 14.5% in 2012¹⁰ to 24.4%¹¹ in 2020. We are aware of the importance in this connection of focusing on every single stage in the careers of our academic staff.

Our work builds on the foundations of a long tradition of successful programmes such as the Female Career Development programme, the Female Talent Class and various mentor programmes. These initiatives centre primarily on talented, young researchers and are closely aligned with our future strategy (*Strategy23*), which stresses the importance of taking a personal approach to the recruitment and selection of staff. In parallel with this, our Research Development Office supports researchers planning to apply for research grants (by advising them on specific projects and developing their skills). In most cases, this type of support is geared either towards individual researchers or to specific projects. We also seek to promote the visibility of our talented researchers at many different stages of their academic careers, for example by nominating them for national and international awards and prizes. Our work in this connection enables us to provide talented researchers with as much support as possible in relation to their career choices and hence to achieve the aims of the 25-25 programme.

⁸ Source: Erasmus MC.

⁹ Refers to managers graded in pay scales 11-14 under the collective agreement for the university medical centres (www.nfu.nl/voor-umc-medewerkers/cao-universitair-medische-centra).

¹⁰ <https://www.lnvh.nl/uploads/moxiemanager/233.pdf>

¹¹ Source: <https://www.lnvh.nl/monitor2020/EN.html>

Procentuele verdeling vrouwelijke en mannelijke hoogleraren bij umc's, in personen, in 2019 en 2020. Van hoog naar laag naar percentage vrouwelijke hoogleraren in 2020.

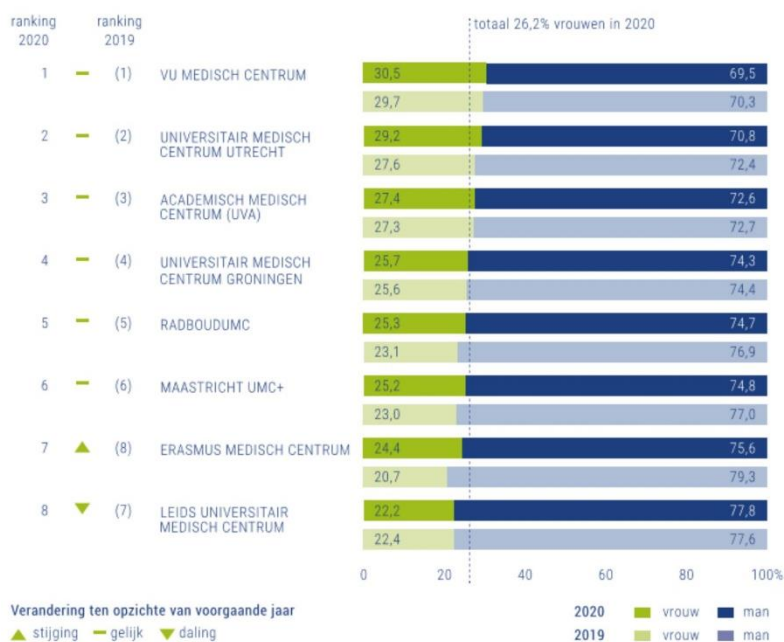


Figure 1: Percentage distribution of female and male professors at the Dutch university medical centres, in numbers of people, in 2019 and 2020. In descending order of the percentage of female professors in 2020.

(Source: National Network of Female Professors, Women professors monitor 2020)¹²

4. Our appointments policy is capable of achieving diversity in the composition of our senior academic staff.

The male-female ratio is taken into account when appointing members to the main standing committee on the appointment of senior university lecturers, which is chaired by the Dean. The same applies to the formation of committees for the appointment of professors and heads of department. Appointment committees have a shared responsibility for guaranteeing diversity. Our aim is that the gender minority (whether male or female) of any academic committee should at all times represent at least 33%¹³ of the membership of the committee in question. In order to regulate the diversity (including in terms of nationalities) and the male-female ratio in our departments, the heads of department align the strategic plan for their department with a talent management plan that takes account of ED&I issues. We set central targets for the necessary degree of diversity in our departments.

Male-female ratio in academic posts at Erasmus MC:

Post:	%	
	Men	Women
Professor	75.60%	24.40%

¹² <https://www.lnvh.nl/monitor2020/EN.html>.

¹³ Research performed by sociologist Rosabeth Moss Kanter ('Men and Women of the Corporation', 1977) shows that underrepresented groups in a larger organisation are less likely to conform to the dominant culture if they constitute a minority of between 20 and 40 per cent of the total.

Postgraduate researcher	38.10%	61.90%
University lecturer	49.43%	50.57%
Senior university lecturer	56.21%	43.79%
Postdoctoral researcher	38.45%	61.55%
Total	43.96%	56.04%

5. *At least one member of each appointments committee has attended a course in implicit bias*

Everyone harbours certain unconscious prejudices and beliefs. This type of ‘implicit bias’ may have an unintentional – and undesirable – effect on recruitment and selection procedures. For example, it may affect the wording of a job announcement or the way in which candidates attending a job interview are assessed. In order to identify and mitigate the potential role played by implicit bias in academic appointments, at least one member of each appointments committee is obliged to attend a course in implicit bias. Our aim is that the chair and secretary of every committee should in any event have attended the course by 2027. The course is also open to other members of staff.

Gender equality in recruitment and career progression

Our approach to the recruitment and selection of staff and students is designed to be as neutral as possible and is premised on an inclusive organisational culture. This means first of all that our appointments policy does not discriminate on the basis of sex, gender, belief, culture, place of birth or occupational impairment. We help any staff who need extra support by offering them the best possible working conditions, for example, by ensuring that our buildings are wheelchair-friendly and by training members of staff to assist colleagues who require extra support. The inclusiveness of our organisational culture depends crucially on the behaviour of all those who constitute the culture. To this end, we offer our staff various forms of support in recruitment, selection and appointment procedures. This means organising a range of courses for staff, compiling tool kits, and actively addressing sex and gender differences in data sets.

Our targets:

6. HR ensures that managers are able to recruit and select staff in an inclusive and gender-neutral manner.

Our Human Resources department promotes gender-neutral, inclusive recruitment and selection procedures in various ways. Awareness-raising and the provision of practical tools are key elements of this:

- We offer all members of staff who are involved in recruitment and selection procedures the opportunity to attend a course in implicit bias. All our recruiters have attended a course in implicit bias.
- We have compiled a step-by-step Inclusive Recruitment and Selection Plan as a practical inclusive recruitment and selection tool for our staff. The Plan contains tips on the use of inclusive language as well as forms to help ensure that appointees are selected and job interviews are conducted in an inclusive and objective manner.
- We do not ask job applicants to state their place of birth or sex (by inviting them to choose between male and female, for example). This is the first step in ensuring that our recruitment and selection procedures are gender-neutral.

7. The presence of an HR dashboard makes it easier for us to produce forecasts and adjust our policies

Our people are our capital. By recording data and sources of information on recruitment, selection, career planning and the retention of talented staff (including academic staff) in the form a dashboard, we are better able to use such data for the purpose of strategic forecasting, observing trends and making policy adjustments in order to achieve our targets. The dashboard includes performance indicators for diversity (including gender diversity) and inclusion.

8. Equality, diversity and inclusion form part of our course on effective leadership

The Effective Leadership programme is designed to enhance participants' knowledge and skills, and ensure they are better informed about the Erasmus MC organisation as a whole, the role played by managers and the importance of paying personal attention to staff. The programme consists of a number of modules and takes a year to fully complete. Issues such as gender equality, implicit bias and the composition of selection committees feature in the module entitled 'Recruiting, selecting and welcoming a new member of staff'. By incorporating gender awareness in our definition of effective leadership, we give our managers an opportunity to have a positive influence over their staff on this particular issue.

9. *We pay our staff in accordance with the post to which they have been appointed (equal pay)*

There is no pay discrimination at Erasmus MC. We pay our staff in accordance with the post to which they have been appointed, without discriminating on the basis of sex, belief or culture, for example. Most job grades and the level of pay applying to each grade are set out in a job evaluation system known as FUWAVAZ (which stands for 'Job Evaluation System of the Association of Teaching Hospitals'). At the same time, we feel that there is a need to find out whether the principle of equal pay is consistently applied in practice, and to ask ourselves whether further research is needed on this topic.

10. *We use research data and an exit tool to retain talented members of staff*

Data on the outflow of staff, the reasons for their departure, and their career expectations help us to identify opportunities for removing barriers to career planning, social safety and our ED&I policy. This type of information enables to take carefully targeted action to safeguard the objectiveness of our recruitment, selection and development procedures, and to retain talented members of our academic staff.

Exit tool

We use a standard questionnaire to ask former members of staff why they left Erasmus MC and what they are planning to do in the future. This exit tool is distributed by deRotterdamseZorg,¹⁴ an alliance of 32 care organisations and teaching institutes in the Rotterdam region, including Erasmus MC. The aim of the alliance is to foster a healthy regional labour market in the care and welfare sector.

HR research into the retention of talented staff

The HR department undertakes research on an ongoing basis in order to identify potential improvements that could be made and action that could be taken to help us to retain highly talented members of our medical and academic staff. The reasons for deciding to leave the organisation are one of the aspects taken into consideration. The research findings are used as a basis for formulating a plan of action for retaining talented staff.

11. *We have created 446 jobs for people with an occupational impairment by 2025.*

In accordance with our commitment to social engagement and inclusion, we seek to comply with our obligations under the Participation Act.¹⁵ We are making good progress towards our target of creating over 400 long-term jobs for people whose occupational impairment has placed them at a distance from the labour market. We work in close collaboration with the Rijnmond Area Employers Service Point, an organisation that seeks to assist employers in the Rotterdam region in fulfilling their obligations under the Participation Act.

Background

The Dutch parliament enacted a law known as the 'Participation Act' in 2015. This is intended to help people with an occupational impairment in finding a job. One of the measures in the Act is an obligation to ensure that, by 2025, people with an occupational impairment account for just over 3% of the total workforce (as measured in FTEs) employed in the public sector. As far as we are concerned, this means that we need to create over 440 jobs for candidates from this target group by 2025.

¹⁴ <https://derotterdamsezorg.nl/project/exit-onderzoek/>

¹⁵ <https://www.rijksoverheid.nl/onderwerpen/participatiewet>

In order to reach this target in a series of steps, a multidisciplinary team consisting of a number of account managers, an intermediary, an occupational consultant and a job coach from Erasmus MC is working in close consultation with the Rijnmond Area Employers Service Point.

Results

The main results produced by this approach to date have been a sharp reduction in the level of turnover among this target group (i.e. a 12% turnover rate at Erasmus MC in 2020, compared with the national average of 52.5%), the creation of 109 jobs in 2020, and investment in training courses for supervisors as a means of safeguarding the long-term future of these jobs.¹⁶ Other staff can attend these courses free of charge.

Job targets (number of jobs to be created under the Participation Act) for 2020-2025 (cumulative figures):¹⁷

Erasmus MC	2020	2021	2022	2023	2024	2025
	344.1	371.9	401.2	431.9	446.6	446.6

12. *We analyse our own cultural diversity.*

Even though Erasmus MC is located in one of the most culturally diverse cities in Europe, we do not have access to sufficiently valid data on the cultural diversity of our own organisation. Our participation in the Cultural Diversity Barometer published by Statistics Netherlands¹⁸ will give us access to the data we need, without there being any possibility of linking the figures in question to individuals. We will be able to use this data to take more carefully targeted measures to enhance our own cultural diversity and thus achieve our objectives for inclusive patient care and corporate social responsibility.

13. *We also wish to achieve gender equality for men*

Our plans for equality and diversity are about more than just improving the position of women and people with an occupational impairment. While men have traditionally formed a majority in certain managerial posts, they are a minority in most other job categories. This is true not just of Erasmus MC, but of all the Dutch university medical centres. The same applies to medical students: a large majority of our medical students are women and the picture is precisely the same at other Dutch universities offering medical degrees.¹⁹ We wish to redress the balance by ensuring that our recruitment and selection procedures are gender-neutral, and by explicitly targeting men in our labour market campaigns.

¹⁶ Further information: <https://www.ikbenharrie.nl/>

¹⁷ One job is equivalent to a 25.5 hour working week (definition given in the Job Deal Act).

¹⁸ <https://www.cbs.nl/barometerculturelediversiteit>

¹⁹ Source: Statistics Netherlands | Statline
(<https://opendata.cbs.nl/statline/#/CBS/nl/dataset/83538NED/table?dl=8560>)

Integration of the gender dimension into research and teaching content

The only effective way of incorporating diversity (and gender diversity in particular) and inclusion into research and teaching is by adopting an integrated approach. This means, for example, that any changes made to the curriculum must be accompanied by culture changes at other levels, which means in turn guaranteeing an inclusive training climate (for example, by running courses for teaching staff) and inclusive patient care. The equality, diversity and inclusion project for Erasmus MC doctors²⁰ builds on partnerships with other stakeholders acting as sounding boards. The main parties involved here are students (in the shape of the Student Committee on Diversity and Inclusion) and our own Faculty Diversity Officer. Close links with students are essential in order to ensure that courses in ED&I are both safe and instructive for students and can help to ensure that they feel at home at Erasmus MC.

Our targets:

14. We give core teaching staff an opportunity to attend an ED&I course

Lecturers and those responsible for supervising junior doctors attend a course in how to make their teaching and supervisory activities (involving more than 4,000 students) more inclusive. Inclusive teaching means that all our students – in all their diversity – feel safe and valued. We have run the course for teachers as a voluntary course since the 2019-2020 academic year and it has now been attended by some 70 lecturers in total. We will gradually invite all our 100 core teaching staff to attend the course. The evaluation forms completed by the participants make clear that they regard the course as making an extremely valuable contribution to their day-to-day teaching practices. Our Education Department will be looking into the options for integrating ED&I issues (in the form of this course) into the curriculum for the Basic Teaching Qualification (all lecturers with an annual teaching workload of more than 40 hours are required to be in possession of the Basic Teaching Qualification).

15. Our PhD students and researchers are able to attend a workshop on 'Gender in Research'

We have designed a workshop on 'Gender in Research' that we offer to our students and academic staff through our Graduate School⁵. The four-hour workshop examines ways and means of incorporating gender and sex differences in the various stages of the research process, with a special focus on choices in relation to design, methodology and analysis. Our PhD students and researchers can, if they wish, acquire more in-depth knowledge of the subject by taking part in a five-day course, also entitled 'Gender in Research', organised by the Netherlands Institute for Health Sciences (NIHES). The course, which is part of the Erasmus Summer Programme, examines the above topics in greater detail and also looks at issues such as the composition of teams, publications, and gender-sensitive implementation.

Aims of the workshop on 'Gender in Research':

- Making participants aware of how to take account of sex and gender during each stage of the research process.

²⁰ The introduction of a new system of student grants and loans has enabled the Ministry of Education, Culture and Science to make funds available for the universities to invest in a tangible improvement in the quality of their teaching. These investments are channelled through projects centring on topics from the Higher Education Quality Agenda. The latter which forms part of the agreement (entitled 'Investing in the Quality of Education: Quality Targets for 2019-2024) reached between the Ministry of Education, Culture and Science, the associations of Dutch universities and two Dutch student associations. See also: <https://www.eur.nl/en/erasmusmc/about-us/higher-education-quality-and-innovation-agenda/background>

- Forming an international network of talented researchers who can inspire each other and form partnerships (on these issues).
- Provide information on the role played by grant providers in spreading and enhancing knowledge of sex and gender in medical research.

16. *We offer our researchers a tutorial and masterclass entitled 'Sex & Gender in Research Proposals – a must for success'*

Our Research and Development Office has designed a range of masterclasses and tutorials as a means of helping researchers to identify and develop research projects, many of which receive third-party funding. A masterclass and tutorial entitled 'Sex & gender in research proposals – a must for success' is offered free of charge to all research staff who are planning to apply for external funding for a research project.

17. *Inclusive healthcare forms part of all our medical degree courses*

All our current and future students and trainee doctors must be able to acquire skills and knowledge in relation to inclusive healthcare. The term 'inclusive healthcare' means that our doctors are capable of reflecting on care-related issues of diversity and inclusion, and of dealing respectfully and professionally with the human diversity of the healthcare sector, and of our patient population in particular. The aim of our efforts is to ensure that we train doctors who are fully prepared for their future roles at the heart of a diverse society.

Against this background, we designed an educational programme under the heading of 'Equality, Diversity and Inclusion for Erasmus MC-trained doctors' (for the bachelor's degree course in medicine) in 2020. This programme was funded from the Higher Education Quality Agenda budget and is planned to run until 1 July 2021. One of the components of the programme is an 'ED&I growth diagram' for medical degrees.

We are also working in partnership with the Student Committee on Diversity and Inclusion to foster a more inclusive learning climate for bachelor's degree students. In order to achieve the ED&I attainment targets set for Erasmus MC-trained doctors, we have decided to include new, small classes and limited forms of testing in master's degree courses, as part of clinical training. These components will form part of the curriculum for a project entitled 'The Erasmus-MC trained doctor in 2030'. This project involves the gradual renewal of the curricula for both bachelor's and master's degrees, with a view to ensuring that the doctors we train are prepared for the big changes taking place in the healthcare sector. Given the need to respond to the changing face of society and to ensure that our students acquire the competences they need to operate successfully in tomorrow's world, social engagement, technology and academic skills will form core elements of the new curriculum.

Educational programme

In order to ensure that the results of the Higher Education Quality Agenda project have a lasting impact, we designed an educational programme under the heading of 'Equality, diversity and Inclusion for Erasmus MC-trained doctors' in 2020. The programme sets attainment targets for bachelor's and master's degrees in medicine at Erasmus MC. These ensure, in respect of our medical degrees:

- In relation to clinical decisions based on biomedical knowledge: that our curricula take account of biomedical differences between groups of people and that students learn to communicate properly with each individual patient, without discrimination on any grounds whatsoever.

- In relation to professional training: that students are taught to reflect on their own prejudices, standards and values, as well as on those of others.
- In relation to clinical and professional skills: that students learn to view and deal with patients professionally as people in the broadest sense of the word.
- In relation to academic training: that Erasmus MC-trained doctors learn to view the world around them in a broad-minded, open and curious manner.
- That the curricula of our medical degrees contribute to all the attainment targets set under the heading of 'social responsibility'.

Measures against gender-based violence, including sexual harassment

A safe, inclusive working climate is a prerequisite if people are to make maximum use of all their talents. Conversely, a working climate that feels unsafe prevents people from progressing in their careers. It goes without saying that we should offer all our staff and students a pleasant and socially safe climate in which to work and study.

Our targets:

18. We have set up a range of bodies to handle complaints, problems and conflicts of a social nature on a confidential and anonymous basis.

The extent to which our staff and students feel socially safe is a reflection of our organisational culture. It must be possible to report and discuss complaints, problems and conflicts in a number of different ways. The various channels for this include an ombudsman, confidential counsellors, a mediator and a complaints committee. Members of staff are free to contact any of the above in order to report problems they have encountered relating to undesirable conduct in the broadest sense of the word (including bullying, aggression, violence, intimidation, sexual harassment, gender-related intimidation, and discrimination). Our guiding principles of confidentiality, respect for different viewpoints and the obligation for those involved to use their best endeavours to find a solution are set out in the Regulations on Conflict Resolution. The impartiality of the ombudsman, and his or her right to investigate complaints, are set out in the Regulations on the Office of the Ombudsman. Our students can also make use of the facilities offered by Erasmus University Rotterdam.

More data

We do not currently have access to sufficient data that we can use to evaluate or adjust our policy on social safety, and to enhance the effectiveness of the bodies referred to above. For this reason, we are planning to investigate which data we need for this purpose and how we can obtain the data in question. Our guiding principle is that it should be common practice at Erasmus MC for any instances of unequal treatment, sexual harassment or discrimination to be reported, and that staff and students should be free to discuss social safety as an issue.

19. Our internal and external communication media pay systematic attention to equality, diversity and inclusion

We use various means to highlight our desire to create a culture of equality, gender diversity and inclusion and believe that it is important to do this on a systematic basis. We use our communication media as catalysts to raise awareness among all members of our organisation of the importance of social safety and of the tools we use to achieve social safety. Our ultimate aim is that ED&I should form part and part of all our communication activities.

G. Amounts budgeted (where relevant)

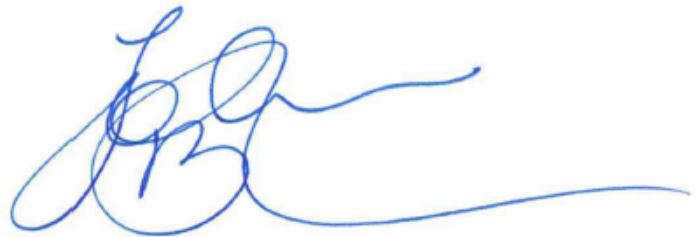
	Amount budgeted
General ED&I training budget	€ 50,000,- annually
Cultural Diversity Barometer (Statistics Netherlands)	€ 2,800,-
HR Policy Adviser on Diversity and Inclusion	Fulltime, 36 hours/ week
Cultural change program in relation to ED&I	€ 20,000,- annually
Dashboard ED&I	€ 20,000,-

This "Equality Diversity and Inclusion Plan Erasmus MC University Medical Center Rotterdam" is approved by the Board of Directors of the Erasmus MC University Medical Center Rotterdam on April 6, 2021.

Signed on behalf of the Board of Directors



Professor Ernst J. Kuipers MD Phd
Chair Board of Directors



Dr J. Boonstra MD Phd
Member Board of Directors