



First Equity, Diversity and Inclusion Plan

Miguel Hernández University of Elche 2020-2024



Coordinated by:

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Department of Equality

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1. INSTITUTIONAL PRESENTATION

The Statutes of our university include two issues that this plan intends to provide a holistic and firm answer to: the integration (i.e., inclusion) of people with disabilities in all fields, and the non-discrimination of people belonging to the university community. In this sense, the plan analyses the current situation on addressing diversity in our university community around three axes of work: equality among men and women in a transversal way (without prejudice of the actions included in the specific Equality Plan of the UMH), diversity and disability.

The **First Equity, Diversity and Inclusion Plan of the UMH (2020-2024)** intends to be a living document that promotes qualitative progress for the inclusive policies of our university, with its implementation coinciding with the 10th anniversary of the creation of the Department of Equality, in February 2009. Since then, progress has been made and measures have been implemented not only **in favour of effective equality among men and women**, as reflected in the First Equality Plan (2015-2020), which will be continued with the Second Plan (2021-2025), but also to **recognise diversity** with actions such as approving the Protocol for transsexual, transgender and intersexual people to change their name (2017); in the **support of disability**, reflected in the approval of the Regulation for the Integration of People with Disabilities of the UMH in 2007, and the subsequent creation of the Support Service for Students with Disabilities (ATED, in Spanish); and jointly with the launch of the Centre for the Support and Visibility of Equality and Diversity of the UMH (2018).

Although policies on the issue of equality have a clear target of intervention and regulatory framework, diversity policies – the second axis of work – are of an intersectional nature despite taking into account the right to equality and to non-discrimination, safeguarding dignity and people's right to moral integrity and privacy, which are included in international laws on human rights and article 14 of our constitution; or the recently-approved Spanish Law 8/2017, of 7 April, of the Generalitat Valenciana (government of the Valencian Community), a comprehensive law for the recognition of the right to identity and gender expression in the Valencian Community. We talk about diversity when we refer to the affective-sexual, gender, ethnic-cultural, religious, family, linguistic or functional plurality that constitutes the collective identity of the UMH community. In this sense, the recent participation of the UMH in the ADIM project, a European project led by the Spanish Institute for Women's Affairs for equal opportunities with the goal of improving the implementation of good diversity and inclusion practice in the public and private sectors, has made it possible to foresee needs that had not been clearly identified heretofore. This DIVERSITY, in capital letters, is a hallmark of the progress of current societies, and the university community



cannot be detached from it. In a community made up of teaching staff, research staff, administration and service staff, students and external workers or people who are visiting or using our campuses and services, respect towards individual (and group) differences must be an institutional position towards the society that the UMH is a reflection of. This intersectionality has been one of the main challenges in producing this Plan, which has attempted to gather the concerns, needs and sensitivities of different groups.

The Plan's third axis of work is disability. Aware of the social debate on the group at hand, which is occasionally referred to as Functional Diversity, the UMH addresses it in the framework of the Convention on the Rights of Persons with Disabilities of the United Nations, ratified in Spain in 2008. This Plan intends to be an incentive to move forward with the tenets of said regulation for the integration of students with disabilities of the UMH from 2007, progressing towards more inclusive and proactive policies without forgetting the seed planted in the Statutes of our university: equal opportunities for all the people who comprise it. In this sense, being INCLUSIVE involves planning ahead for the needs of the PEOPLE, answering emerging challenges such as the universal design for learning.

The Plan is also aligned with the commitment of the UMH to the Agenda 2030 and the Sustainable Development Goals (SDG). As is well known, the SDG represent a new universal pact, a global social agreement where all societies must undertake the necessary transformations, adapted to their reality, to achieve a common future of prosperity and sustainability. More specifically, and as a higher education institution, the Plan is connected to SDG #4, which aspires to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

This Plan was created thanks to the agreement signed for 2019 between the UMH and the Department of Equality and Inclusive Policies of the Generalitat Valenciana. Thanks to the Surt Foundation, the entity responsible for the fieldwork and for the technical development of the report, the UMH has a document with two dimensions of great strategic and social value. On one hand, it provides an accurate diagnosis of the current situation of the UMH on this topic, thanks to a participative and interactive process that included gathering evidence and indicators, interviewing key agents and collecting questionnaires answered by the university community. On the other hand, it suggests an action plan along four strategic lines, each with their corresponding goals: L1. Commitment to equality in diversity and inclusion; L2. Inclusive communication; L3. Action against discrimination and violence; and L4. Equity, diversity and inclusion in teaching and research.



I wish to thank the entire team of people who took part in this Plan, as well as everyone in the university community. Without their help and participation, the Plan could not have been produced or implemented effectively.

Juan José Ruiz Martínez
Rector of the UMH



2. INTRODUCTION

¿Are university spaces free of misogynist or LGBTI-phobic violence? ¿Do people with any type of functional diversity feel safe and respected in these spaces? ¿Are the toilets and changing rooms of the university facilities prepared so that non-binary people or those who are undergoing a gender transition feel comfortable? ¿What physical and mental barriers do people with other corporealities and mobilities encounter? ¿Do the university's statements fight against invisibility and address diversity from an open perspective and without repeating stereotypes? ¿Are the teaching contents adapted and accessible for people with disabilities? ¿What is the level of inclusion of gender perspective in the curricula and in research?

The addition of equity in university is key for several reasons: it favours the creation of an inclusive university, it generates an equitable, respectful and safe working and learning environment, it promotes teaching and research that help raise awareness on existing discrimination and open new cultural frameworks, and it promotes a free and inclusive university community.

In order to obtain a **document to define the strategies to promote equity¹ in the institution's way of operating**, the Miguel Hernández University (Vice-rectorate for Inclusion, Sustainability and Sports and Vice-rectorate for Culture), suggests creating the ***First Equity, Diversity and Inclusion Plan***. A Plan that draws from the will for university equality and support for diversity policies to adopt a **broad view that takes into account the various forms of discrimination** or axes of oppression. More specifically, the Plan intends to **address the axes of gender** (without prejudice of the Equality Plan of the UMH as the transversal and intersectional axis), **LGBTI and disability**.

On a conceptual level, the goal is to stress that **policies on gender equality, LGBTI policies and policies for the inclusion of disability and other groups share the same goal: to eradicate structural inequalities**. For example, in the specific case of gender policies, or for effective equality between men and women, Lucas Platero says that in feminist circles there is currently “a crucial debate on the **intersection of criticism of heteronormativity and regulation on able bodies**” (Platero, 2013)². In this sense, ableism is a political concept that denotes a social structure based on the belief that some abilities are more valuable than others, and therefore, that some bodies are better than others. Meanwhile, Platero also adds that ableism emerges from a

¹ The terms *equality* and *equity* are used throughout this document, because even though *equity* refers to an *effective* or real equality, current regulation uses the word *equality*. Therefore, this is the term used when talking about policies.

² Platero, Raquel (Lucas) (2013). “Críticas al capacitismo heteronormativo: queer crips”. In Solá, Miriam y Elena, Urko (coomp.). *Transfeminimos. Epistemes, fricciones y flujos*. Txalaparta, Tafalla.



“medicalised view of the normal body and a beauty standard that is at the heart of our capitalistic societies, that leans on heteronormativity and the western values of what is acceptable, which in turn include a racist and class-based view of the body” (2013). **The sex-gender system cannot be understood without taking into account heteronormativity.** Meanwhile, both gender and sexual diversity are **also connected to functional diversity.** Similarly, sexual diversity and functional diversity are depicted through the current sex-gender system.

Despite the intersectional perspective being highly developed on a theoretical level, **there is very limited practical experience designing and implementing intersectional equality policies.** Most equality plans produced at several Spanish universities over these last decades tend to address gender as the main or sole axis of inequality, and very rarely pay attention to other inequalities. Expanding the definition of equality policies entails suggesting that different axes of discrimination are connected to each other, **and being committed to this intersection not only on a theoretical level, but also when designing, planning and implementing university policies.**

However, the addition of LGBTI diversity and including disability is just the first step. The scope could (and should) continue expanding to other axes such as class, origin, race, culture or religion. These are even more neglected in university equality policies, but in principle are not part of this Plan's intentions. However, they should be a part of university policy agendas on this issue. Because the people who comprise the university community face sexism, LGBTI-phobia and ableism, but also class discrimination, racism or Islamophobia. People, and their social interactions, are much more complex than their gender, or even their sexual orientation or identity. But the reality is that, in general, services are not prepared and there are no methodological instruments with this approach, nor enough technical and economic resources to appropriately address this degree of complexity.

Furthermore, the addition of a more comprehensive view in equality policies and the creation of plans or another type of document that include different axes of discrimination **is a political and methodological challenge.** A political challenge because of finding the way to address the needs and favour the opportunities of the people without creating new hierarchies. In this case, **ensuring that gender specificities,** the specificities of the LGBTI community or people with disabilities **are not diluted** or underrepresented.

At the same time, it is a methodological challenge because it involves creating a document – a plan that includes three axes of oppression and three perspectives – through which to compile and standardise a series of guidelines needed to overcome these inequalities in an intersectional way with specific actions. And it is also a methodological challenge because it is **an innovative exercise:** as we will see in the legal framework section, there are practically **no intersectional legislative**



benchmarks or experience with plans that include the perspective of equality in diversity, and therefore, the sex-gender viewpoint regarding LGBTI diversity and the inclusion of disability. But it is also a very important challenge, as these three viewpoints are more effective when they cross each other. A response must be provided to the complexity of the social reality and its intersections.

Ultimately, the university must be a space for everyone. To **guarantee the rights of all people to enjoy a university** that is fully inclusive, changes must be implemented and innovative policies that are truly transformative must be developed. The idea is to contribute to create fairer and more equitable universities (and societies). The task is substantial, but urgent in order not to leave anybody out. We can only take on the challenges and be prepared to answer them.



3. CONCEPTUAL FRAMEWORK

As was mentioned in the introduction, this Plan draws from the will to expand the scope of university equality policies to also add **sexual and gender diversity** and to include **disability**. Therefore, this section provides, on one hand, the theoretical framework from which to conceptualise gender equality and LGBTI policies, and on the other, the conceptual framework for functional diversity or disability policies.

3.1. The sex-gender system and mandatory heteronormativity

The sex-gender system cannot be understood without taking into account heteronormativity, while sexual diversity is expressed by the current sex-gender system. This gender order pigeonholes people in rigid guidelines that limit what being a “man” or “woman” means in a given society (regarding their wishes, behaviours, attitudes, abilities, etc.). The models of femininity and masculinity make the available hegemonic options binary, opposed and hierarchically arranged. Through this hierarchy, masculinity holds a spot of greater cultural and social recognition compared to femininity, which makes **men and women have an unequal access to both rights and resources** (economic, political or symbolic).

The sex-gender system also creates structural exclusions towards people with a non-normative gender. **This system rests on the basis of heteronormativity, which regulates how resources and jobs are organised.** No productive system has the ability to reproduce itself, which means a sexual division of work, which is based on nuclear families and heteronormativity, is required to do so.

Thus, **the sex-gender system is a patriarchal and heterosexist system:** the axis of gender discrimination and exclusion (the hierarchical order between men and women) meets the axis of discriminating and excluding sexuality (which punishes people who deviate from the imposed rules regarding sexual orientation). This leads to the emergence of acts of discrimination towards LGBTI people which are rooted in culture, beliefs, political and social institutions and economic systems.

The viewpoint is broader and more complex from the paradigm of sexual and gender diversity: **sexual and gender norms affect all citizens.** Similarly, the visibility and promotion of sexual and gender liberties does not exclusively benefit LGBTI people specifically, as it contributes to create a fairer and more egalitarian society for everyone.

3.2. The outlook on the rights of people with disabilities

Current approaches on disability, based on the perspective of human rights, break with the more traditional method which was a more biologicistic, welfare-orientated and individualistic approach to disability. According to the rights



model, **disability is just another social fact and a universal reality**. Disability is understood not as an attribute that differentiates one part of the population from another, but as an **intrinsic feature of human nature**. Therefore, people with disabilities have the same rights and liberties as any other person and must have the right to exercise them on equal terms and without any type of discrimination.

However, the social reality reveals the persistence of a series of physical, social and cultural barriers. From the perspective of rights, these **barriers and limitations are not understood as individual problems, but as social inequalities** derived from an uneven social order that affects different spheres of life of people with disabilities: family, educational and work environment, housing, leisure, sexual-affective relationships, etc.

In the Anglo-Saxon world, the term **ableism**³ is used to describe said social order. It is a political concept that makes it possible to define a **social structure based on the belief that some abilities are more valuable than others**, and therefore, that some bodies are better than others. In Spain, during the Foro de Vida Independiente (Independent Life Forum, 2005), Javier Romañach Cabrero coined the concept of **functional diversity** in order to break with this ableist paradigm and give way to an **idea of disability linked to human diversity**, which advocates for a society that is inclusive and has been created and designed to address the needs of everyone (Palacios y Romañach, 2008)⁴. The term functional diversity emphasises how this ableist social order divides bodies in a binary way, putting them opposite one another and creating a hierarchy: “normal” and “abnormal”, “able-bodied” and “disabled”.

Therefore, the concept of functional diversity is closely connected to critical activism and *queer-crip*⁵ alliances, as it reveals the need to **question the structure of a “normal body”**, which favours some bodies over others. Said structure

³ Ableism is a term that makes it possible to point out the creation of stereotypes, prejudices and negative attitudes towards disabled people. The term ableism also makes it possible to stress that discrimination towards people with disabilities is structural and not an individual or private matter removed from the action of government policies.

⁴ Palacios, A. and Romanach, J. (2008). El modelo de la diversidad: una nueva visión de la bioética desde la perspectiva de las personas con diversidad funcional (discapacidad). *Intersticios. Revista sociológica de pensamiento Crítico*, Vol. 2 (2). Available at: <https://www.intersticios.es/article/view/2712/2122>

⁵ According to García-Santesmases (2017), when talking about the queer-crip alliances, we are referring to a process of convergence between the Independent Living Movement and transfeminism that reveals the existence of synergies between both activist groups, which had only converged sporadically up to this point. According to the author, some results of this new alliance are: “the creation of postpornography queer-crip videos and the tools for dissident self-representation that have allowed them to show themselves as sexual individuals that are desiring and desirable, and critical with the physical standards set by desirability, gender and able-bodiedness.” García-Santesmases Fernández, A. (2017). *Cuerpos (im) pertinentes: Un análisis queer-crip de las posibilidades de subversión desde la diversidad funcional*. Available at: <https://www.tdx.cat/handle/10803/402146#page=1>



denotes as deviant, pathological or abnormal not only people with disabilities, but anyone who does not fit the social standards of what a “normal body” or “able body” must be: bodies that are fat, old, racialised or disabled. In this sense, the functional diversity perspective makes it possible to go beyond disability and point out issues with **heteronormative sexuality and gender**, giving way to new frameworks of life and relationships that are broader and more inclusive towards all people’s differences.

An interesting debate is currently active among social entities and groups more closely tied to independent activism **on whether it is appropriate to use the terms “disability” and “functional diversity”**. In fact, some organisations such as the CERMI⁶, would rather use the concept disability, as **functional diversity can be confusing and increase the group’s lack of visibility or legal uncertainty**. In the same line, the flexibility and range of a concept such as functional diversity may also **make it harder to produce positive action policies** that alleviate existing discriminations and contribute to make equal opportunities and treatment effective for people with disabilities, in all spheres and fields of their lives.

Furthermore, it must be noted that approaches on the issue of disability from a rights perspective sometimes **also consider existing gender inequalities among people with disabilities**. Organisations such as the CERMI Mujeres foundation⁷ denounce the specific inequalities that women with disabilities face, which include: higher rates of illiteracy, lower levels of education, less work activity, filling jobs that are rated lower and paid worse, greater economic and social dependency and greater isolation and incidence of gender violence. In fact, according to the Macro-survey on Gender-based Violence (2011), the rate of women who suffer gender-based violence is greater among women with disabilities. The gap is greater as the severity of the disability increases, as is the violence suffered. All this highlights the importance of an intersectional perspective when developing equality, diversity and inclusion policies.

Lastly, in line with the human rights approaches, the **universal design theory** aims to guarantee that the products and surroundings designed can be used by the most vast and diverse population possible. Thus, including the perspective of disability or functional diversity entails that the institutional, academic, social and community contexts are designed by adding the differences between all people in an active way, advocating for inclusion and equal opportunities.

⁶ The Spanish Committee of Representatives of People with Disabilities “CERMI” is a platform that represents, defends and acts for citizens with disabilities, whose mission is to move forward in recognising their rights and full citizenship with equal opportunities.

⁷ The CERMI Mujeres foundation is a non-profit organisation whose goal is to ensure that both women and girls with disabilities, as well as the women who assist them, can enjoy their fundamental rights and liberties.



4. LEGAL FRAMEWORK

The goal of this section is to provide an introduction to the regulatory framework of both the gender equality and LGBTI diversity policies and the inclusion of disability. Given the complexity and heterogeneity of the regulation applicable to the three axes of analysis addressed by this Plan, the current legal framework stands out in two sections: the one on the axis of gender and LGBTI equality and the one on the axis of functional diversity or disability. In the same line, the chapter focuses on the Plan's essential fields of action: the fields of education and work. To do so, the most relevant international, national and regional regulatory documents in this regard are laid out, finishing with some observations on their intersectional applicability.

4.1. Gender equality and LGBTI diversity

The regulation on **gender equality** is characterised by a **comprehensive and lengthy evolution**, from the late 80s until today, which has been conducted at varying levels of the general government thanks to the constant advocacy of the women and feminist movements and their ability to contribute to the various pieces of legislation. Meanwhile, **legislation on LGBTI rights**, despite the efforts of sexual liberation movements, is much **more recent** and less developed. Regarding the LGBTI community on a legal level, **full equal rights have not yet been achieved**.

Regarding women's rights, on an international level, the UN has had a pivotal role by holding the various **World Conferences on Women** (since 1975) and developing key structures such as the Committee on the Elimination of Discrimination Against Women (CEDAW), since 1979. A key turning point of gender equality policies on an international level was the **Fourth World Conference on Women held in Beijing in 1995**, where the Platform for Action was unanimously approved and **gender mainstreaming** was added as a mechanism of action⁸.

Regarding sexual and gender diversity, the idea of respecting the human rights of LGBTI people was laid out in a specific way in the **Yogyarkarta Principles of 2006**. The Yogyarkarta principles apply international laws on human rights to the topics of sexual orientation, identity and gender expression. In this sense, they are pioneers in stating the violations of transsexual people's rights.

On a national level, regarding women's rights, the reference law is **Spanish Organic Law 3/2007 for effective equality between men and women**. This law forces the

⁸ Gender mainstreaming entails a significant change in the development of equality policies because, as defined by the Council of Europe, it means integrating gender as a variable that must be taken into account in all the actions of a company, regardless of the field or contents, in order to assign visibility and provide answers to the differential needs of men and women.



education system to include in their quality principles the removal of obstacles that hinder effective equality between men and women and to promote full equality between both. To integrate said principle of equality, it includes a series of specific actions⁹. In the field of higher education, it requires promoting education and research on the meaning and scope of equality between men and women by creating specific postgraduate studies, conducting specialised studies and research on the issue and its inclusion in the relevant study plans.

However, there is currently **no national law on the issue of LGBTI rights**, nor any law that guarantees the full protection and advancement of the **rights of transsexual people**. As there is a lack of national regulation, the situation varies between regions. Therefore, the existence of different regional legislation leads to a situation of significant territorial asymmetries depending on the region.

Regarding regional gender equality policies, the preamble of **Spanish Law 9/2003, of the Valencian Community, for Equality between Men and Women** highlights the relevance of the measures in the **field of work** as a necessary step towards equality. Equality in salaries, working conditions, access to jobs, social security, career advancement and reconciling work and family life are the basic pillars that hold up chapter 3 on equality in the field of work (art. 13-24).

Another aspect of the regional text that is relevant for the Plan is education. In this sense, the law includes **coeducation**, understood as a teaching model based on training on equality between sexes, rejecting all types of discrimination and ensuring academic and professional guidance free of gender biases (art. 5). For the university community specifically, it includes promoting subjects and teaching projects that include gender perspective (art. 9)¹⁰.

⁹Art. 24.2. The education authorities will undertake the following actions for this purpose within the scope of their areas of responsibility:

- a Paying special attention to the principle of equality between men and women in syllabi and all educational stages.
- b Removing or rejecting sexist behaviours and contents as well as stereotypes that entail discrimination between men and women, especially taking it into account in text books and educational material.
- c Integrating the study and implementation of the principle of equality in courses and programmes for the initial and permanent training of teaching staff.
- d Promoting a balanced presence of men and women in the oversight and governing bodies of educational institutions.
- e Cooperating with all other education authorities to develop projects and programmes aimed at promoting knowledge and the dissemination, among people in the education community, of the principles of coeducation and effective equality between men and women.
- f Establishing educational measures aimed at recognising and teaching the role of women throughout history.

¹⁰ It is worth mentioning that in 2018 the Department of Education, Research, Culture and Sport of the Generalitat Valenciana approved the Master Plan on Coeducation. You can find it here: <http://www.ceice.gva.es/documents/161634256/165603089/Plan+Director+de+Coeducaci%C3%B3n/a53bc1f6-e22b-4210-89aa-5e34230c4e08>. Date consulted: 11/12/2019.



In the same line, **Spanish Law 23/2018, of the Generalitat, on Equality for LGBTI people** includes measures in relevant fields for the Plan. In the field of education, regulated in chapter 3, there are informative, training and support measures for universities. Specifically, it includes the obligation to pay attention to, protect and support the students, teaching staff and administrative and service staff that may be targeted by discrimination due to sexual orientation, gender identity, gender expression, sexual development or family unit, in order to ensure that all the people who comprise the university community may exercise their fundamental rights (art. 25). Likewise, it includes support for studies and research projects that specialise in the reality of the LGBTI community. Meanwhile, in the field of work, chapter 4 includes several policies that promote equality and non-discrimination.

In essence, it can be said that on the issue of gender and LGBTI policies there is a **complex and heterogeneous body of law** with specific laws to, on one hand, promote equality between men and women, and on the other, tackle discriminations against members of the LGBTI community. The absence of a shared legal framework and **the reality of an uneven regulatory evolution** is one of the **main hindrances** in developing university equality policies that address the inequalities and violence suffered by women as well as those that affect people who do not follow sexual and gender norms.

4.2. The inclusion of disability

The regulatory framework on the issue of disability has experienced several conceptual changes and an extensive legislative output on an international, national and local level. This paradigm shift came to fruition in the first legal regulation of reference on an international level. **The Convention on the rights of persons with disabilities** was approved by the General Assembly of the UN in 2006, ratified by Spain on 3 December 2007, and came into effect on 3 May 2008. This legislative instrument is the first to reflect the paradigm shift on the concept of disability, not just because of its innovative contents, but because once it has been ratified by a member state, it forces said state to implement a human rights approach. Regarding the most relevant fields for the Plan, this document **recognises the right to an education for people with disabilities that is free of discrimination and based on equal opportunities** (art. 24). Likewise, in the field of work, it encourages the member states to recognise the right of people with disabilities to **work on equal terms by way of an inclusive work market and environment**.

This new model is also reflected in national and regional regulatory elements. Firstly, **Spanish Royal Decree 1/2013, of 29 November**, which approved the rewritten text of the **General law on the rights of people with disabilities and their social inclusion**, recognises the right of people with disabilities to an inclusive education. The text also includes the right of people with disabilities to request an extension of university calls when the disability severely impacts their ability to



adjust to the general calls established in accordance with the relevant conditions. Furthermore, the tests must adjust to the characteristics of the person with functional diversity.

In this sense, additional provision 24 of the **Organic universities act of 2001** specifically regulates the rights of people with disabilities in universities. These rights include, among others: equal opportunities for the students and other members of the university community; no direct or indirect discrimination in the access, admission and permanence requirements, or when performing the duties associated to their degrees¹¹.

On a regional level there are numerous regulatory documents. For the purposes of this Plan, the most relevant ones are:

¹¹ It is also worth mentioning Spanish Royal Decree 1791/2010, of 30 December, which approves the University Student's Statute, which specifically mentions the rights of people with disabilities in the following articles: Art.4. Non-discrimination, Art. 15. Access and admission of students with disabilities, Art. 18. National and international mobility of students with disabilities, Art. 22. Tutoring sessions for students with disabilities. Art. 24. External academic internships (point 4), Art. 26. Students with disabilities and Art. 65. Student support services.



Regional regulation

Statute of Autonomy of the Valencian Community		SPANISH LAW 11/2003, of 10 April, of the Generalitat, on the Statute of People with Disabilities		Spanish Law 4/2012, of 15 October, of the Generalitat, which approves the Charter of Social Rights of the Valencian Community
General Scope	Field of Labour	Field of Education	General Scope and Educational Field	
Art. 13 To ensure the non-discrimination and rights of people with disabilities and their families regarding equal opportunities, integration and universal accessibility in any field of public, social, educational or economic life.	Art. 21 The right of people with disabilities to a freely chosen or accepted job in a work market and environment that are open, inclusive and accessible for people with disabilities, on the basis of non-discrimination and equal treatment and opportunities.	Art. 18 The right of people with disabilities or functional diversity to a public, inclusive and quality education, as well as to lifelong training, without discrimination and on the basis of equal opportunities.	Chapter IV Specific for people with disabilities Art. 42 The rights of people with disabilities on the issue of education (effective inclusion, identification and support, having access to human resources and guidance).	

Table 1. Regional regulatory documents. Own elaboration.



Despite the existence of this legal framework on the issue of rights for people with disabilities, the structures, reasoning and ways of operating of the university can act as obstacles or facilitators for performing any activity and cause inequalities for people with disabilities. To be able to reverse or minimise these inequalities, the **UMH announced the goal to integrate people with disabilities in all fields in the regulation of its own Statute (art.2)**¹²

Lastly, it can be said that the **separate legal treatment of these three axes (gender, LGBTI and disability) entail a significant hindrance** when conducting an intersectional approach. The regulation itself prevents a joint approach, as it addresses the inequalities separately, with different regulatory bodies. As said compartmentalised interpretation is incompatible with the varied realities of the individuals and their experiences with inequality, this Plan aims to **provide a cross-application of the legal framework shown** in an effort to provide an answer to the complexity of social reality and its intersections.

¹² Decree 208/2004, of 8 October, of the Council of the Generalitat, which approves the Statutes of the Miguel Hernández University of Elche.



5. GOALS AND METHODOLOGY OF THE EQUITY, DIVERSITY AND INCLUSION PLAN

In all organisations there are unequal balances of power based on axes such as gender, sexuality, functional diversity, race, origin, culture or language, which are shaped by formal and informal structures. In other words, the inequalities replicate through assigned policies, procedures and activities (formal structures); but also through the group of rules, imaginaries, discourse and spontaneous relationships (informal structures) that emerge between the members of the organisation and which had not been established or foreseen by its management.

5.1. Goals of the Plan

The **main goal of the First Equity, Diversity and Inclusion Plan of the UMH** is to establish an integrated and systematic group of strategies and actions that facilitate the **promotion of equality and the inclusion of diversity** in the institution's way of operating, as well as to address potential inequalities and discrimination for the entire university community.

The following **specific goals** are set from this general goal:

SG1. To produce a diagnosis to **analyse and bring visibility to the inequalities** that exist in the university community and the opportunities to implement strategies and actions to overcome them.

SG2. To design, on the basis of the diagnosis performed, an action plan with a **holistic and systematic proposal of strategies and actions** focused on promoting equity and diversity in the university community.

SG3. To establish a **system to monitor and assess** the actions and measures and thus promote equity and diversity.

5.2. Methodology and creation process of the Plan

The creation process of the Plan was based on four phases:

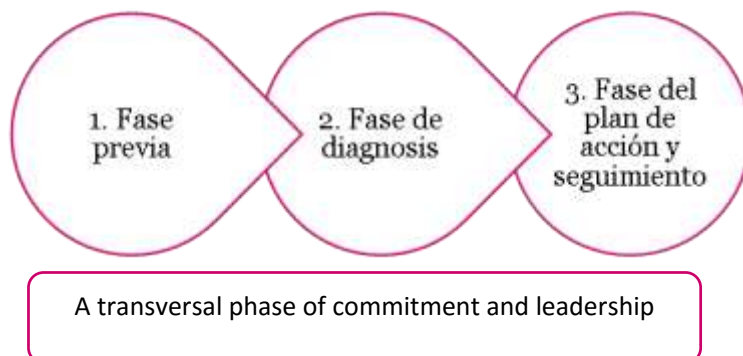


Figure 1. Phases of the Plan creation process. Own elaboration.



The goal of the **preliminary phase** is to perform an initial approach to the situation of the university by analysing the organisational structure linked to the Plan's development, the level of awareness of the organisation regarding equity, inclusion and diversity, and the leaders responsible for monitoring the Plan.

The **diagnosis phase** intends to perform a detailed analysis of the situation of equity and diversity in the university community in the fields analysed, which are the following:

- commitment to diversity, equity and inclusion;
- inclusive communication;
- discrimination and violence;
- teaching and research.

Regarding the **action and monitoring phase of the Plan**, the goal is to establish a holistic and systematic set of measures focused on promoting and ensuring equity and diversity in the university community, on the basis of the needs detected in the previous phase; as well as to establish a system to implement said measures while the Plan is in force.

Lastly, the goal of the **commitment and leadership phase**, of a transversal nature in the Plan's creation process, and understood as a key phase for its appropriate development, is to promote and increase the visibility of the commitment to equality and diversity of the people involved in the Plan, and more specifically, of those in charge of monitoring it.

Creating each of these phases has been done based on the following methodologies:

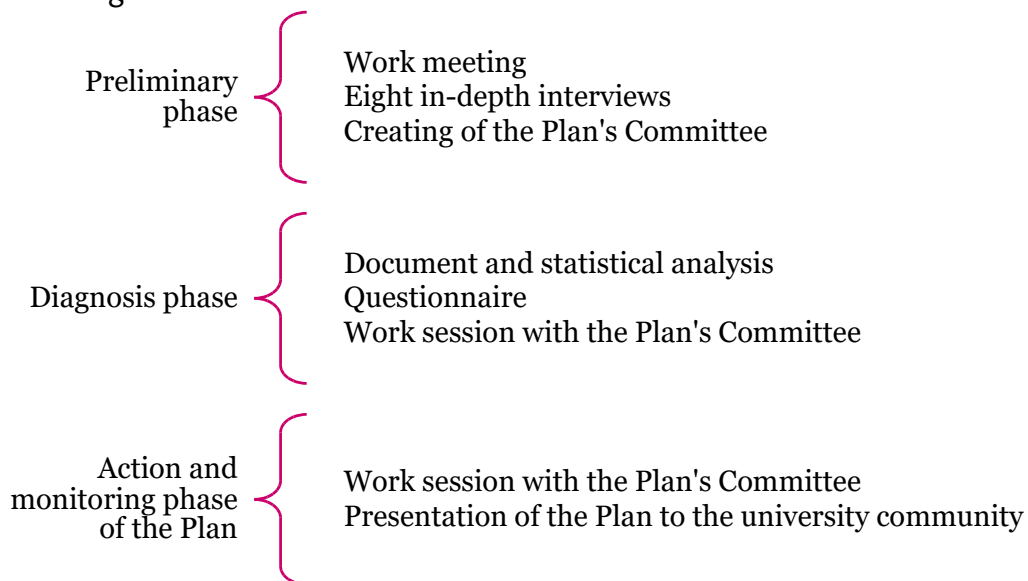


Figure 2. Methodologies used in each Plan creation phase. Own elaboration.



The questionnaire used in the diagnosis phase was aimed at the Teaching and Research staff (PDI), the Services and Administration Staff (PAS) and the students of the UMH. The goal was to obtain information on the perceptions and opinions of the university community regarding gender equality, LGBTI diversity and disability. The anonymous document included closed and semi-open questions on different elements to analyse the diagnosis.

A total **221 questionnaires** were received (**24 from people who study at the UMH and 197 from people who work or carry out research**),¹³ 123 of which were women, 94 men, one non-binary person and three who did not specify a gender identity¹⁴.

As shown by the table below, regarding the questionnaires filled out by people who **work** at the university, **109 were provided by women and 84 by men** (56% women and 44% men). Regarding students, 14 were filled out by women and 10 by men (58% women and 42% men).

Gender identity according to their connection to the UMH

	PAS and PDI staff		Students		Total
	N	%	N	%	
Women	109	56%	14	58%	123 (57%)
Men	84	44%	10	42%	94 (43%)
Total	193 (89%)		24 (11%)		217 (100%)

*This table does not include people whose gender identity is non-binary or who answered NR.
Table 2. Gender identity of people who answered the questionnaire, according to their connection to the university. Own elaboration.

A majority of people who answered the questionnaire are over 41 years of age. In the case of women, the age range with the most answers was from 41 to 50 (43%), followed by people over 50 (25%). However, in the case of men, there were more answers in the over-50 range (38%), followed by the range between 31 and 40 (29%).

13 Due to the scarce participation of the students, the data relative to them was only included in the diagnosis in a qualitative way. Therefore, the quantitative part included in the fields of analysis only correspond to the information provided by people who have a working relationship with the university.

14 Due to the low representativeness of answers submitted by people with a non-binary gender and in order to preserve their anonymity, these results have not been used to analyse questions that required gender segregation.



Regarding sexual and gender diversity, of the total number of people who took part in the questionnaire, **12% identify as LGBTI** (11% are women and 14% men). Women were mostly aged 21-30 (46%), whereas in men, their ages rose to 41-50 (54%).

Meanwhile, of the total number of people surveyed, **6% say they have some type of disability or functional diversity** (5% of the women and 9% of the men). Regarding age, half the women with a disability surveyed were aged 41-50, followed by 33% who were in the 21-30 range. In the case of men, the ages were more diverse. However, a majority was over 31, with the most common range being 41-50 (38%).



6. ANALYSIS

6.1. Commitment to equality, diversity and inclusion

The Miguel Hernández University of Elche was created in 1996. Despite its short history, it has a **noteworthy trajectory** on the issue of equality, diversity and inclusion. The **Department of Equality** was created in **2009** as the main structure in charge of promoting policies of equality between men and women. In **2001**, in order to answer the regulatory development and the new needs derived from the implementation of equality policies in the university sector, the **first Regulation of the Department of Equality** of the UMH was approved in a board of governors, which the Department of Equality sent to the Rectorship.

In **2018**, the UMH takes a qualitative leap in the development and scope of equality policies by inaugurating the **Centre for the Support and Visibility of Equality and Diversity (PAVID)**, which is governed by the Vice-rectorate for Culture and University Extension. Creating this service gives LGBTI policies their own space, and places **the UMH as one of the pioneering universities in defending and promoting sexual and gender liberties**, as verified by the study carried out by the ADIM¹⁵.

Regarding the development of **policies for the inclusion of disability**, the UMH's trajectory is just as significant. An example of this is the approval, in **2007**, of the **Regulation for the Integration of People with Disabilities**, which establishes the creation of a **specific Support Service for Students with Disabilities (ATED)**. This department is affiliated to the Study Management Service and is directly dependent on the Vice-rectorate for Inclusion, Sustainability and Sports.

On a regional level, the UMH is part of the **Unidisval Network**, in charge of reaching common stances on disability. In turn, the **Network of Support Services for People with Disabilities at University (SAPDU)** has become the national network of reference to provide support for people with functional diversity or disability, publishing guidebooks and guidance documents that make it possible to share action and support improvements in the academic realm. It is worth noting that the SAPDU addresses policies assigned by the CRUE Student Matters diversity and disability work group.

6.1.1 Structure and responsibilities

¹⁵ Data taken from internal reports provided by the Miguel Hernández University. The reports were produced in the framework of the ADIM (Advancing with the Management of LGBT Diversity in the Public and Private Sectors) project, which included developing a comparative study of five Spanish universities on institutional policies and internal climate regarding the acceptance of LGBT diversity.



In 2011, with the approval of the new regulation, the **Department of Equality became dependent on the Rectorship**, thus taking a spot in the highest governing body of the university. The regulation supplements and reinforces the tasks and structure of the Department, **comprised by the Management team and the Committee of Equality**. In turn, a specific body was created in 2018 to address sexual and affective diversity: the **Department of Diversity**, as can be seen in the organisational chart below. This new structure reflects the commitment of the university to expand the promotion of equality to include sexual and gender diversity.

Organisational chart

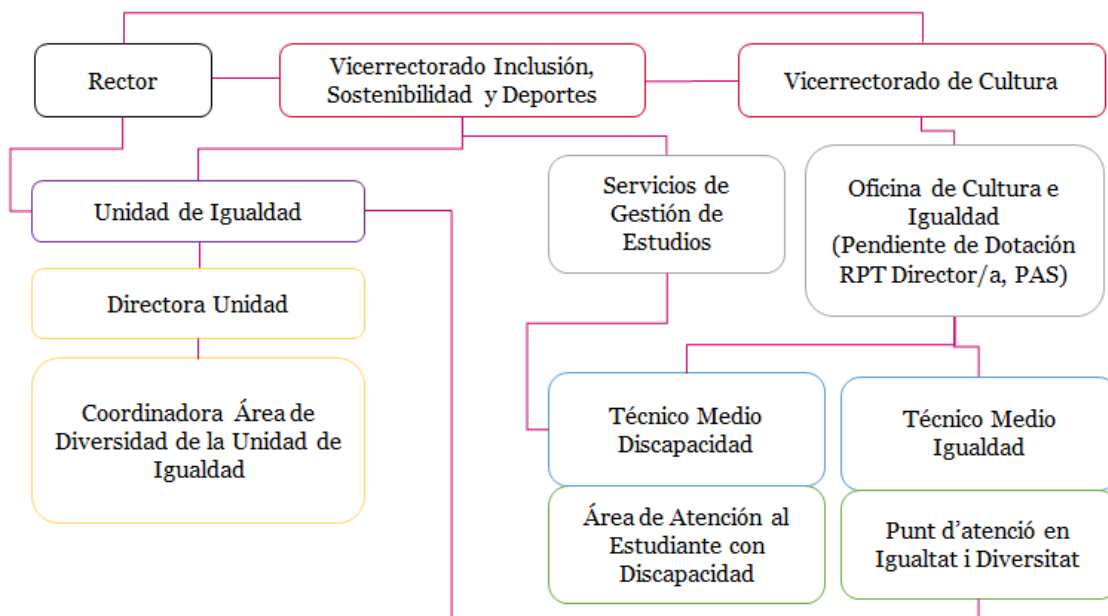


Figure 3. Organisational chart of resources connected to equity, diversity and inclusion of the Miguel Hernández University. Own production from data provided by the Miguel Hernández University.

Analysing the current organisational chart of the policies and resources for equality, diversity and inclusion, and with the goal of optimising resources while favouring intersectionality, a recommendation was made to study the possibility of unifying gender equality, LGBTI diversity and disability inclusion policies in a single organic support structure.

Below you will find the structure and tasks of the current existing bodies of the Department of Equality:



- **Management.** In charge of driving, managing and coordinating the necessary actions to promote equality throughout the university community.
- **Committee of Equality**¹⁶. Has the task of ensuring permanent dialogue and participation of the university community, as well as providing support to the department's management team to produce guidelines that guide the university's activities on the issue of equality.
- **Coordinator of the Department of Diversity.** In charge of providing support to the Department of Equality, and their functions are directly related to those of management.
- **Mid-level technician.** Affiliated to the Office for Culture and Equality, and main and **sole technical position** within the Department of Equality. In charge of the **administrative and management tasks** as well as **implementing and monitoring the policies** on gender equality and LGBTI, especially the First Plan of Equality between Men and Women of the UMH and the various protocols; of raising awareness and prevention, and the communication and revitalisation of the department's activities and actions. Simultaneously, it is also in charge of providing **direct support for the university community** on issues of gender equality, discrimination and violence, and of the Centre for the *support and visibility of equality and diversity*.

Thus, although the UMH has a clear political commitment to promoting equality and diversity, during the fieldwork there was certain **concern over the lack of technical muscle to develop these policies**. Mainly, the addition of sexual and gender diversity policies to the Department of Equality reveals an increase in tasks that has not been accompanied by an increase in human resources on a technical level.

Regarding the **field of disability**, the university has a **Support Service for Students with Disabilities (ATED)**, which is affiliated to the Study Management Service and depends on the Vice-rectorate for Inclusion, Sustainability and Sports. The tasks of the ATED include offering students with disabilities comprehensive accompaniment in the different academic phases and periods, providing support for the access and duration of their studies, as well as job opportunities and labour insertion. Furthermore, it has the ability to provide support and advice to the teaching staff, and is responsible for representing the interests of students with disabilities and specific needs of educational support on an institutional level.

¹⁶ The Committee of Equality is comprised by a president and a vice-president (positions held by the Rector and the director of the Department of Equality, respectively) and five members: Three assigned among the teaching and research staff, one among the students and another among the administration and services staff.



Furthermore, as a **strong point**, it is worth noting that the ATED has its own **mid-level technician**, who centralises the different actions conducted by the department, thus ensuring the quality of the support offered and reducing the saturation of the equality and diversity services.

Among other measures that intend to guarantee real and effective equal opportunities, the ATED service offers and manages **education grants for people with disabilities, both the university's own and external ones**¹⁷, to carry out external academic internships with local entities and companies, which are offered by way of agreements with the CRUE or the ONCE Foundation.

In the case of master and doctoral degree studies, it is worth noting that an agreement was made to **reserve a percentage of the spots** on offer (5%) for people with disabilities **in 2017**.

During the fieldwork, the staff learnt that both students and teaching staff are satisfied with the university's commitment to **recruit people with disabilities** for cleaning and photocopying jobs, for example. This satisfaction is due to the perception that internal policies such as the one mentioned contribute to the inclusion, normalisation and coexistence of people with disabilities in the daily life of the university.

Meanwhile, the ATED standardises and publishes job offers that reach the university and is thus committed to promoting satisfactory labour insertion in collaboration with the Occupational Observatory of the UMH.

6.1.2 Economic resources

Regarding economic resources, the annual **budget** assigned to the Department of Equality **has increased significantly** in the past five years. This is valued positively as it once again indicates the university's **policy-based commitment** to this matter.

As is shown on the table below, during the first three years of the period studied (**2016-2018**) there is a **notable budget increase**, which then stabilises in 2018. This increase is due to the fact that in 2016 the budgeted amount only included the operation expenses of the Department of Equality. In **2017** these items were

¹⁷ An example of the university's own grant is the call named: *Beques especials a estudiants amb discapacitat i estudiant col.laborador per a la inclusió d'estudiantat amb discapacitat (Special grants for students with disabilities and students collaborating with the inclusion of students with disabilities)*. Other external grants available on the website of the ATED are: CRUE-ONCE grants for students with disabilities to perform internships, grants for students with disabilities of the Adecco foundation, Universia foundation grants, "Oportunidad al Talento" grants from the ONCE foundation and others, which can be viewed on the university's website.



expanded, being awarded a larger budget for equality training and promoting activities and specific department management actions. Lastly, in **2018**, a budget item was included for the *Premios Plan de Igualdad entre Mujeres y Hombres UMH (UMH Plan of Equality between Men and Women Awards)*, as well as the operation expenses of the department, the equality training and promotion activities and the First Plan of Equality between Men and Women, which was already featured in the previous period. **Thus, in 2019 the budget stayed the same as in 2018: €20,170.** The budget was increased for **2020**, up to **€24,770**. This figure does not include the income from agreements with the Generalitat Valenciana for the promotion of activities related to equality (€30,000).

Annual budgets of the Department of Equality 2016-2020

Allocation	2016	2017	2018	2019	2020
Department of Equality	€5,000	€11,400	€20,170	€20,170	€24,770 (pending confirmation)

Table 3. Annual budgets of the Department of Equality (2016-2019). Own production based on data provided by the Miguel Hernandez University and taken from the statement of expenditure – Organic Classification II.

In addition to these budgets, it is worth mentioning the IMIO public subsidies¹⁸ for the *Master's degree in cultural studies and visual arts (feminist and CUIR/QUEER)* of the UMH. In **2017 and 2018**, the total sum of this subsidy reached **€10,000**, and then **€15,000** in 2019.

In turn, in **2017**, the university also received a public subsidy to carry out the *First International Congress on gender-based violence: Trafficking in women, girls and boys for sexual exploitation purposes. Raising awareness and progress on the integral support of trafficking victims*, which cost **€5,891**.

Regarding **diversity**, the UMH has a **Collaboration agreement** with the Generalitat by way of the Vice-presidency and the Department of Equality and Inclusive Policies, to promote activities on the issue of equality in diversity. The goal of said agreement is to foster activities that promote equality in sexual, family, ethnic, cultural, religious or any other type of diversity as well as non-discrimination and to combat violence.

In this sense, for **2017 and 2018**, the agreement included the funding of eligible activities with a maximum sum of **€20,000**. For **2019**, this amount increased to **€30,000**, which marks a firm commitment to defending and promoting the values

¹⁸ The IMIO (Women's Institute for Equal Opportunities) subsidies are public subsidies assigned to conduct postgraduate studies on gender and activities in the university sphere related to equal opportunities between men and women.



of diversity as a way to bring together and socially enhance the university community.

Lastly, the budget allocated to disability in 2019 was €8,640, an amount that remains stable in 2020.

Regarding grants for students with disabilities and collaborating students, the final amount received in 2019 was €30,000, and it is yet to be confirmed whether the same amount is available for 2020.

In summary, below you will find all the relevant information as it pertains to the aforementioned budgets of equality, diversity and disability:

Total budget per year 2016-2020

Allocation	2016	2017	2018	2019	2020
Department of Equality	€5,000	€11,400	€20,170	€20,170	€24,770*
Other public subsidies ¹⁹	-	€15,891	€10,000	€15,000	€15,000
Diversity	-	€20,000	€20,000	€30,000	€30,000 for the planned diversity agreement (pending signature)
Disability	-	-	-	€38,640	€38,640
Total	€5,000	€47,291	€50,170	€103,810	€108,410

Table 4. Total budget for equality, diversity and disability (2016-2020). Own production based on data provided by the Miguel Hernandez University and taken from the digital version.

6.1.3 Documents

The *Statute of the UMH*, approved in 2003, awards specific importance to promoting gender equality, the integration of disability and non-discrimination. This commitment can be seen in the articles, which include items such as: department representation and a balanced presence of women and men in the governing bodies (Article 17. Bis), equal opportunities for all students (Article 50, 72, 97 and 104) and the promotion of active measures to exercise and encourage non-discrimination (Article 1, 2, 72 and 73).

¹⁹ The “other public subsidies” concept refers to the subsidies awarded during the 2017-2020 period for the Master’s degree in cultural studies and visual arts (feminist and CUIR/QUEER perspectives) and to organise the First International Congress on gender-based violence in 2017. Trafficking in women, girls and boys for sexual exploitation purposes. Raising awareness and progress on full support for trafficking victims.



Regarding people with disabilities, the University Statute includes promoting integration (Article 2.e), equal opportunities (72.2.b and 72.3) and non-discrimination due to disability (Article 73.j). It also recognises and promotes the rights of people with disabilities, which are already included in the *Statute of People with Disabilities* of the Generalitat Valenciana, approved in 2003 and revised in 2018 (Spanish Law 9/2018, of 24 April, of the Generalitat, that modifies Spanish Law 11/2003, of 10 April, of the Generalitat, on the statute of people with disabilities). Thus, it is **very positive that the main document to regulate the values and goals of the university already includes promoting equal opportunities as a priority mission**, not only between men and women, but also including the axes of diversity and disability.

Secondly, also noteworthy is the existence of the *First Plan of Equality between Men and Women of the UMH* (2017-2020). Among the goals of the Plan are two key strategies to eradicate gender inequalities: using **positive actions** that include specific and temporary measures to eradicate the inequalities between men and women and integrating **gender perspective in all departments, areas and spheres or actions of the university**. It is worth mentioning that this document does not explicitly include the axis of sexuality and gender identity nor functional diversity or disability.

Regarding the contents of the *First Plan of Equality between Men and Women*, although in the field of gender equality it includes a comprehensive diagnosis in terms of equality and representativeness on an internal level, it does not include **an analysis of the wage gap of the university's workforce**.

Furthermore, during the fieldwork, we noticed certain **concerns regarding the implementation of said Plan**. The lack of technical muscle at the Department of Equality and the different levels of awareness and training both within the Committee of Equality and among all teaching and administrative staff, may be hindering the implementation of the actions laid out in the action plan.

Meanwhile, two different protocols were approved in **2015**. The *Protocol for prevention and action against situations of sexual harassment, harassment based on sex or sexual orientation*, which includes sexual orientation but does not mention gender identity or disability.

As regards defending the rights of transsexual people, it is also worth mentioning the *Protocol for transsexual, transgender or intersexual people to change their name*. This protocol was approved in **2017** and its goal is to recognise and guarantee the right to identity and gender expression of the entire university community.



6.1.4 Transversality

The addition of gender and LGBTI perspectives, as well as functional diversity or disability, in the operation and the actions of the various departments, services and units that comprise the university is a key element. **The goal is for these policies to not just be a single specific structure, but to permeate all spheres and levels.** The starting point of transversality must be the political commitment of the management team, which must become political guidance and **turn into technical requirements and resources** (Gelambí, 2016)²⁰. Thus, there must be a commitment from a place of power that assigns value to equality, diversity and disability policies within the university.

In this line, the UMH has a significant **policy commitment**, which is the main **strong point** to ensure that the equality, diversity and inclusion policies are implemented effectively. Furthermore, the **assignment of own economic resources** for the different axes also becomes one of the strong points of the university to ensure the implementation of the promoted actions and strategies.

Thus, as an **example of coordination and monitoring**, the UMH has the **Monitoring Committee**, created as a result of the First Plan of Equality between Men and Women. This committee is comprised by the people who make up the Committee of Equality of the UMH, one representative of each union with representation at the UMH and an expert on equality. The goal is to generate a space to assess and monitor the various actions suggested in the Plan, perform the relevant reports and ensure that these reach the Rectorship. But it does not include mechanisms for transversality, beyond this Committee, that connect the entire university community.

In fact, as a **weak spot**, we must add that during the fieldwork we realised, with some exceptions, that it is still the **Department of Equality who centralises the main actions on gender and LGBTI equality**, especially as regards implementing the First Plan of Equality. This reveals the need to **formalise a transversal operating system** that promotes the addition of gender and LGBTI perspectives beyond the actions conducted by the Department of Equality. In the same line, we suggest the possibility of **formalising a figure of reference** in the different faculties and schools, as well as in the various services and departments. This figure would be in charge of promoting and expanding actions on equality, diversity and the inclusion of disability beyond the Department of Equality.

Furthermore, as will be explained in section 6.4. Teaching and research, approval on a national level of **teaching plans without gender perspective** and the existence

20 Gelambí, M. (2016). *Guia pràctica per la realització de polítiques transversals de gènere en l'àmbit municipal*. Diputació de Barcelona.



among the PDI of **uneven levels of training on gender, diversity and disability** at the various faculties and schools, all hinder the transversality of these perspectives in the studies taught at the university. This leaves this issue up to the **motivation, training or specific experience of each teacher**. Thus, **raising awareness and training both PDI and PAS** becomes one of the **main challenges**²¹.

6.1.5 Visibility and awareness actions

In order to give visibility and raise awareness on **gender equality** among the university community, some of the actions, exhibitions and gatherings organised by the Department of Equality, along with other internal and external university bodies, are²²:

Year 2019:

- Fourth Conference on Gender-based Violence: trafficking in women and girls for sexual exploitation purposes. Research and actions for prevention – 17 October 2019.
- Tenth Conference on Public Equality Policies: peace and safety agendas for women in the new world order – 26 March 2019.
- Fourth Short Movie Competition “Equality in one minute” – 16 March 2019.
- Third “Science has a Woman's name” Conference – 11 March 2019.
- #UMH8M VIRTUAL DEMONSTRATION – 5 March 2019 to 12 March 2019.
- Second Edition of the Course on SDG: “The need for gender equality to transform our world” – 20 March 2019 to 8 April 2019.
- [Questionnaire on Masculinity: Survey of male students of public Valencian universities](#) – 13 February 2019 to 28 February 2019.
- Other events as part of the campaigns of 11 February (International Day of Women and Girls in Science), 8 March (International Women's Day) and 25 November (International Day for the Elimination of Violence Against Women).

Previous ones:

21 Despite this, it is worth noting that the UMH has conducted several training sessions, including:

- Adding gender perspective in research for the teaching staff;
- Addressing equality, the use of inclusive language and understanding misogynistic violence for the administrative and service staff and, on some occasions, in open access for the students.

Furthermore, there are internal training sessions on functional diversity regarding the effective inclusion of students with disabilities, so that the teaching staff knows how to adapt their contents and educational practices, or on the creation of guidelines to boost and naturalise the differentiated support given to students with disabilities.

22 Those on violence and discrimination are listed in section 6.3.4. Visibility and awareness actions.



- Third Short Movie Competition “Equality in one minute” – 03 May 2018 to 15 May 2018.
- Third Flash fiction and tweets against misogynistic violence competition – 10 November 2017 to 19 November 2017.
- [Third conference against gender-based violence. Trafficking in women, girls and boys for sexual exploitation purposes](#) – 4 May 2016.
- [Third Gathering of Public University Equality Departments](#) – 13 September 2013.

As regards promoting the normalisation and inclusion of people with **functional diversity or disability**, some of the most recent actions conducted and which the UMH has collaborated with or organised, are:

Year 2019:

- Exchange of youths with intellectual disabilities from Italy, in the framework of the Erasmus Plus programme – 5 April 2019.
- Third National congress on Entrepreneurship, Employment and Disability: “Progressing towards full labour inclusion” – 4 and 5 April 2019.
- Seventh Interdisciplinary Conference on Rare Diseases – 23 February 2019.
- Second Edition of the Course on Universal Accessibility. 28 November 2019.
- Seminar on “Cognitive accessibility and easy read: a tool to promote diversity and non-discrimination”. 12 December 2019.

Previous ones:

- Conferences: The removal of architectonic and urban barriers as a social challenge. Everyone will benefit, everyone is responsible – 18 October 2018.

Furthermore, the **Student Delegation of the UMH** also carries out the **commemoration of international days** such as the International LGBT Pride Day (28 June) or International Woman’s Day (8 March). Regarding this last example, in 2019 there was a campaign to give visibility to role models who challenge the masculinisation or feminisation of certain branches of knowledge (female engineers or male nurses, for example). In this line, the university has conducted campaigns alongside the **Association of Female Engineering Students**, attending local high schools to provide positive role models who challenge the stereotypes associated with engineering.



6.1.6 Reasonable accessibility, adaptations and adjustments

Regarding the **accessibility** of academic contents, ATED offers support to the teaching staff to adapt contents and materials²³. As regards **protocols and guidebooks** to improve accessibility and facilitate the adaptations of ATED's own ones, we can highlight the following documents:

On one hand there is the Guidebook for the **Mobility of People with Low Vision in the University**. This provides a procedure for the UMH to follow regarding issues on physical mobility, channels to access information or adapting materials and resources, among others; with the goal of helping people with this type of disability adapt.

Even so, for people with other types of functional specificities there is also the possibility to adapt spaces and materials by filling out the *Formulario de solicitud de adaptaciones (Adaptation application form)*. With this application, the ATED manages the adaptations in line with the *Guidebook of university adaptations* (SAPDU national network) and details the necessary adaptations depending on the type of disability that the student has²⁴, following the Guidebook of Support for Disability at the University (Universia foundation)²⁵.

Lastly, the Service of Support for Students with Disabilities of the Public Universities in the Valencian Community also developed an *Action protocol to regulate university access by way of the PAU* (university entrance exams) of students with disabilities and specific needs of educational support, signed on 15 February 2013 and updated in November 2019.

Given the educational methodology and the university's facilities, suitable adaptations or adjustments usually target in-person tests and oral and/or written classes, for the purpose of **meeting specific needs** that people with disabilities may have, regardless of the cause. This item generates benefits, as it makes it possible to achieve equal opportunity in the access, monitoring and participation of all students. Despite this, the fieldwork revealed a perception that said adaptations are not always conducted suitably due to the **unequal level of awareness of the teaching staff**, the lack of knowledge on the documents or specific guidelines to perform said adaptation and the additional work it entails for the teaching team.

23 You can view the service here: <https://atenciondiscapacidad.umh.es/> Date consulted: 30/10/2019.

24 You can find it here:

https://www.crue.org/Documentos%20compartidos/Sectoriales/Asuntos%20Estudiantiles/Guia%20de%20adaptaciones_DIGITAL.pdf Date consulted: 30/10/2019

25 You can find it here: <https://www.fundacionuniversia.net/guia-de-atencion-a-la-discapacidad-2018/> Date consulted: 30/10/2019



In this sense, students with disabilities refer to the fact that teaching materials are not always created taking their needs into account. When taking exams, they say it is common to find there are **no adapted exams**, which entails a delay or change to carry out the test, and therefore, a situation of inequality with respect to the other students.

Specifically, they expressly call for the teaching team to receive internal training to ensure that all people in the university community know the adaptations and services that exist for people with disabilities. In this sense, there have been **training courses for the teaching staff** to raise awareness on the various adaptations that students may need and require in each situation²⁶.

6.1.7 Perceptions

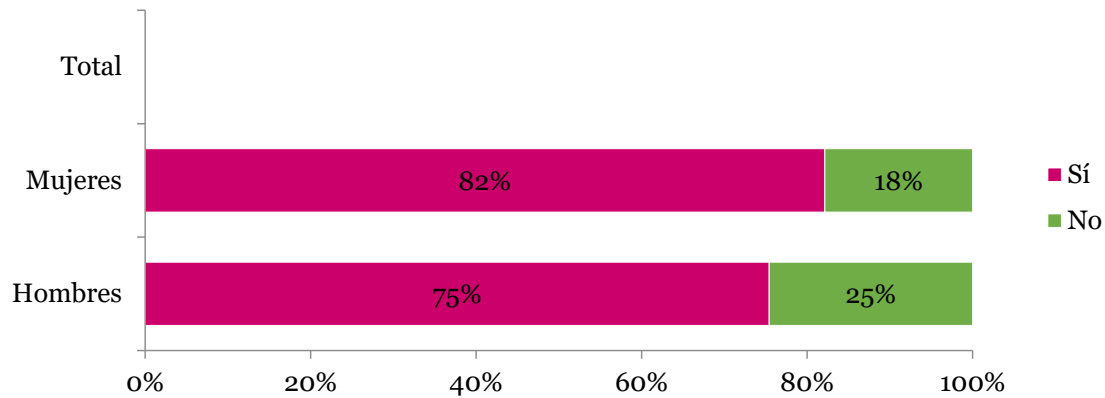
Firstly, as a **strong point**, it is worth noting the aforementioned ADIM study, which highlights that the UMH has the most positive response regarding the **presence of LGBTI role models with positions of responsibility** at the university, with 35% of people polled answering affirmatively (10 percentage points higher than the average among universities that took part in the study – 25%).

The workers surveyed express that the UMH understands gender equity and inclusion as **values it is committed to on an institutional level**. Specifically, 79% of them say so. Even so, this leaves 21% of respondents who do not agree with this statement. As can be seen below, when analysing the answers by gender, the positive perception is greater among women than men, although the difference is not significant.

²⁶ In this sense, it is worth highlighting the “Strategies for the effective inclusion of students with different capabilities” training action aimed at the university’s teaching staff.



Would you say that gender equity and inclusion are values that the UMH is committed to as an institution?



Graph 1. Answers provided by the workforce on equity and inclusion as values that the UMH is committed to, by gender. Own elaboration.

Meanwhile, some people stressed the existence of a **lack of parity in management positions** or positions of greater responsibility, such as Chairs or Honorary Doctors, which hinders the redistribution and recognition of women in positions of greater responsibility and prestige at the university.

The results of the questionnaire on the **accessibility** of the facilities shows a high percentage of answers, both among men and women (65% and 47% respectively), that consider that the university facilities are accessible for the various corporealities.

Despite this, and based on the qualitative information gathered, there are still challenges that hinder access. In this sense, some of the challenges mentioned that limit the access of people with different corporealities are:

- **Difficulty accessing buildings and classrooms**, including: lifts out of order or far away, pavement without ramps or steep ramps, heavy doors, high handles and classrooms/laboratories that have not been adapted. The fieldwork revealed examples that need improved accessibility: the Torreblanca, Hélike or Vinalopó buildings in the Elche campus. The cafeteria is also mentioned as a non-adapted space, as it has a high counter that hinders access.
- **Binary bathrooms and changing rooms, in some cases without universal accessibility conditions**: narrow showers, soap and hand dryers that are too high, bathrooms that are not adapted to the needs of people in wheelchairs or the non-existence of unisex bathrooms or changing rooms.
- **A lack of technical and teaching management and accompaniment**, which makes it difficult to solve the needs of people with specific needs.



Thus, **revising the university facilities** becomes a necessary challenge to improve the access and participation of students, specifically of people with disabilities.

6.2. Inclusive communication

Inclusive communication is a **key axis** in the promotion of equity, diversity and inclusion. On one hand, it is a channel that makes it possible to convey and strengthen social norms (represented by sexist stereotypes, xenophobia, ableism and LGBTI-phobia, among others). But at the same time, it can be an instrument for change, as long as there is a communication strategy that is aware of existing discriminations and inequalities and aims to convey a **transformative message**.

Furthermore, communication is one of the key channels to **give visibility** to the realities that are often forgotten, and to tend to the specificities of each individual. For example, in the case of sexual and gender diversity, lesbian and bisexual women have historically been made invisible (hetero-patriarchal context), whereas young and middle-aged gay men have had more visibility. On the other hand, the social imaginary of transsexual women is strongly impacted by cissexist stereotypes.

Regarding functional diversity, campaigns often lack an emancipatory and empowering mentality, which also make realities such as those of people with mental disorders invisible.

In this sense, **it is essential for the communication strategy to be multifocal**, accounting for the intersectional perspective in a way that gives visibility to **diverse realities** that can be crossed by several axes of oppression or discrimination.

6.2.1 Available channels of communication

Regarding communication with the university's students and workforce, the UMH has several **websites** from where to disseminate information on actions and programmes available on the subject of gender, LGBTI and disability. These include the **website of the Department of Equality**²⁷, the **website of ATED**²⁸ and the **website of Radio UMH**²⁹. The Miguel Hernández University also has **Twitter** and **Facebook** accounts, with a specific profile for each mentioned website, thus facilitating the dissemination and communication of the actions performed.

27 On the following link: <https://igualdad.umh.es/ca> Consulted on October 2019.

28 On the following link: <https://atenciondiscapacidad.umh.es/> Consulted on October 2019.

29 On the following link: <https://radio.umh.es/presentacion/> Consulted on October 2019.



Furthermore, there is an **official digital notice board** where available subsidies, grants and aids are published, as well as information on university elections, issues related to employment at the UMH and more.

In order to overcome the digital barrier of these dissemination channels, there is also an **official physical notice board** where matters of interest to the university community are published analogically (such as events, aids, etc.), located at the ground floor of the **Rectorado y Consejo Social (Rectorship and Social Council) building**. There is also an **official gazette**, which publishes resolutions and agreements of interest to the university community.

6.2.2 Actions undertaken

Regarding actions related to inclusive communication undertaken by the UMH, it is worth noting the existence of the *Egalitarian language* campaign, which conveys a series of recommendations to perform inclusive communication that avoids androcentrism³⁰. Furthermore, the UMH has conducted **summer and winter courses** aimed at the university community. All this reveals that the university has conducted several actions to promote and facilitate the use of inclusive language.

Although the UMH **does not have its own inclusive language guidebook**, it is a member of the **Xarxa Vives d'Universitats network**³¹, and the fieldwork revealed that communications made to the university community are generally **inclusive**, both regarding the language and computer graphics. Likewise, the people surveyed revealed the need for an improvement in communication, voicing the need to train staff connected to the university, not only regarding *what is said* (non-sexist language, for example), but *how it is said* (for example, the colour scale used for *Power Point* presentations) to favour its easy reading by people with visual difficulties, or to include easy reading guidelines for people with intellectual disabilities or reading and writing disorders. In this sense, it would be suitable to produce material on inclusive communication that takes into account the diversity of those who comprise the university community.

Also noteworthy is the *Iguals pero diferents (Equal but different)* programme produced since the 2012/2013 school year and broadcast by Radio UMH. This programme, coordinated by the management team of the Department of Equality,

30 The campaign can be found on: <http://igualdad.umh.es/igualdad-en-la-radio/campana-lenguaje-no-sexista/>
Consulted on September 2019.

31 The Xarxa Vives d'Universitats network is a non-profit institution that conducts, among others, the Gender Equality programme, which offers several tools for inclusive communication. You can find it here: <https://www.vives.org/programes/igualtat-genera/> Date consulted: 11/12/2019.



intends to raise awareness and stimulate reflection on current issues related to equity³², mainly regarding gender and the LGBTI community, through debates.

In relation to the programmes developed in collaboration with Radio UMH, also noteworthy is the *El pirulí* programme, which addresses topical issues and which specifically addressed the reality of members of the LGBTI community on two occasions: with the programmes *Violencia y acoso contra el colectivo LGTBI (Violence and harassment against the LGBTI community)* and *Antonio Ávalo, feminismo y LGTBI (Antonio Ávalo, feminism and LGBTI)*. Both aired in 2018.

Lastly, Radio UMH also conducted the *Edición limitada (Limited edition)* programme, which included gender perspective and sexual and gender diversity. Examples of these are the radio programmes on the LGBT movement and their demands, or on gender stereotypes³³. In 2019 we also started a programme on sport for people with disabilities called “Deporte para todos” (Sport for all).

The UMH, as stated in section 6.1.5. Visibility and awareness actions, also conducted campaigns to raise awareness on specific dates such as 8 March, International Women’s Day, or 25 November, International Day for the Elimination of Violence against Women. Even so, the fieldwork reveals that **these campaigns must be further advertised**, as they do not always reach the students. It was revealed, for example, that they end up being more like institutional acts rather than awareness campaigns aimed at the entire university community.

Lastly, the technical staff that took part in the fieldwork talks about the urgency of **giving greater dissemination** to all the existing services, protocols, guidebooks, etc., as students do not always have enough information on the services and protocols that the university makes available to them (as is the case with the Protocol of prevention and action against situations of sexual harassment, harassment based on sex or based on sexual orientation of the UMH³⁴). Meanwhile, respondents said that sometimes the teaching staff does not have comprehensive knowledge of existing protocols or regulation (such as the Regulation for the integration of

32 A full explanation on the programme can be found here: <http://igualdad.umh.es/igualdad-en-la-radio/programa-iguales-pero-diferentes/> Consulted on September 2019.

33 For more information: <http://radio.umh.es/category/programas-radio-umh-2012-2013/programas-difusion-podcast/las-chicas-del-micro/> Consulted on September 2019.

34 You can view the protocol on the following link: http://igualdad.umh.es/files/2015/05/8027_PROTOCOLO-ACOSO-SEXUAL-UMH.pdf Consulted on September 2019.



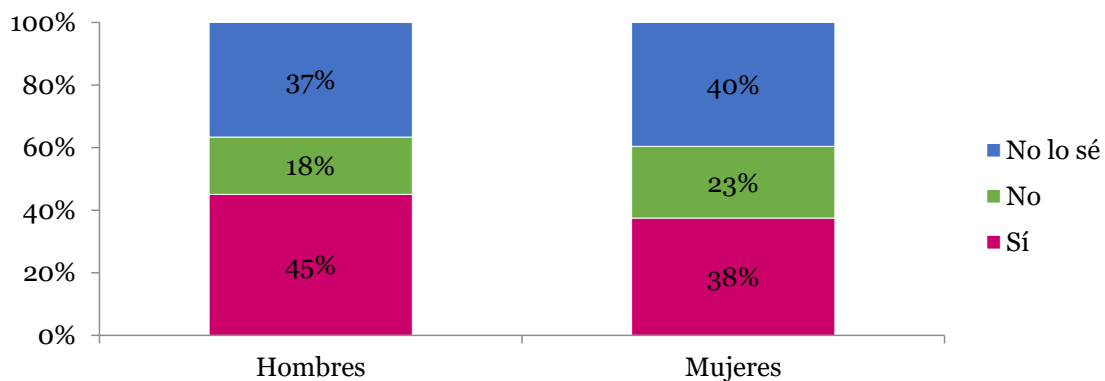
people with disabilities at the UMH³⁵) which, added to the **few spaces of coordination** among teachers, can leave students in a vulnerable situation³⁶.

6.2.3 Perceptions

Regarding workers, the results of the ADIM study show an **uneven knowledge on the programmes or actions promoted** by the university, with the most well-known actions being those linked to gender equity and disability (80%), followed at a distance by those on sexual diversity (47%).

Regarding **signalling and institutional communication**, the fieldwork revealed that 45% of men and 38% of women consider it to be inclusive, whereas 18% of men and 23% of women believe it is not.

Do you believe the signalling and institutional community is sufficiently inclusive in terms of gender, LGBTI, disability and cultural or ethnic diversity?



Graph 2. Answers provided by the workforce on signalling and inclusive institutional communication, by gender. Own elaboration.

Some items noted as issues to be improved are:

- **The persistence of gender stereotypes on the pictograms of bathroom doors.** These signs continue representing traditional clothing patterns (women with skirts and men with trousers) and are not inclusive on a cultural, gender diversity or functional diversity level.
- **The use of non-inclusive language** (where the generic masculine is predominant) in the university's internal and external communications.

35 You can view the regulation on the following link:

https://universite.umh.es/boumh/docs/2342_NORMATIVA%20INTEGRACION%20DE%20DISCAPACITADOS%20EN%20UMH.pdf Consulted on September 2019.

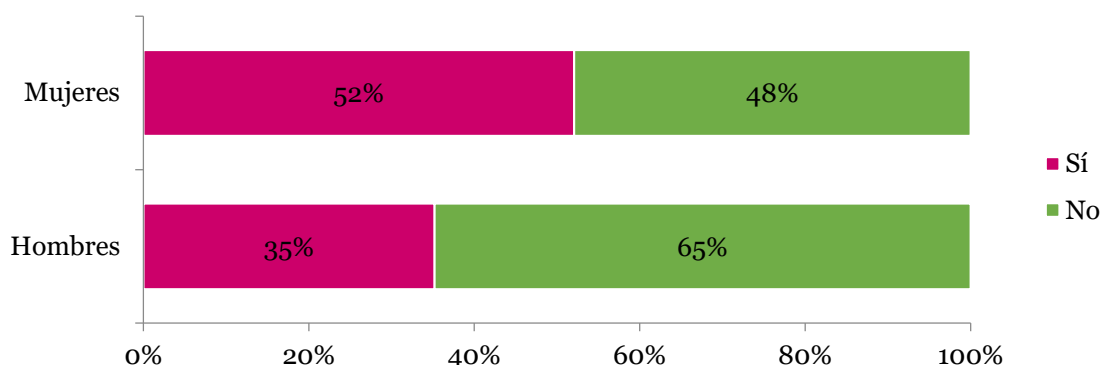
36 As an example, a respondent talked about the case of a person with a physical disability who had to take an exam, but the teacher in charge of the session was unaware of the student's disability. Therefore, the classroom was not adapted and the student had to complete the exam at the teacher's table.



- **The lack of visibility** of LGBTI or racialised people, or those with functional diversity, in campus advertisements and communications.
- **The limitations in audio-visual and sonic communications**, as the entirety of the audio-visual contents shared by the university lack subtitles and there are no sonic elements that make the information accessible for people with hearing disorders.
- The presence of **menus or catering services without duly detailed nutritional information**, which makes it difficult for people with specific food needs (such as coeliac people, among others) to eat the food in the canteen.

Regarding knowledge on **actions and services that the university makes available to promote gender equity**, in general the data from surveys show it to be lacking. Thus, among people who work at the university, 65% of men say they do not know any specific action or service carried out by the UMH. Among women the percentage is lower: 48%³⁷.

Do you know of any action and/or service for the promotion of equity between men and women conducted by the UMH?



Graph 3. Answers provided by the workforce on their knowledge of actions to promote gender equity, by gender. Own elaboration.

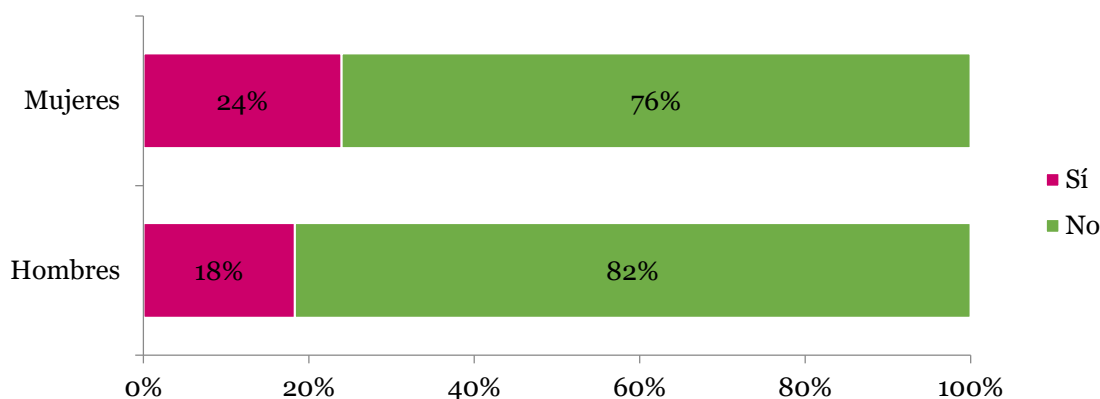
Regarding **actions to promote sexual and affective diversity**, the percentage of female workers who ignore specific actions conducted by the university is greater than in the previous case. Specifically, **78% of respondents say they do not know of any service or action focused on sexual and affective diversity**, with the

³⁷ Regarding the most well-known services or actions, both UMH students and professionals highlight the Department of Equality as an instrument that makes it possible to promote equity between men and women. Also highlighted, albeit to a lesser extent, are the conferences on the use of inclusive language, the week of women in science, the creation of the Department of Diversity, the Office of Culture and Equality, the Centre for the Support and Visibility of Equality and Diversity and the boost provided by the Plan of Equality.



percentage being very similar between men and women (82% and 76% respectively)³⁸.

Do you know of any action and/or service for the promotion of LGBTI diversity developed by the UMH?



Graph 4. Answers provided by the workforce on their knowledge of actions to promote sexual and affective diversity at the UMH, by gender. Own elaboration.

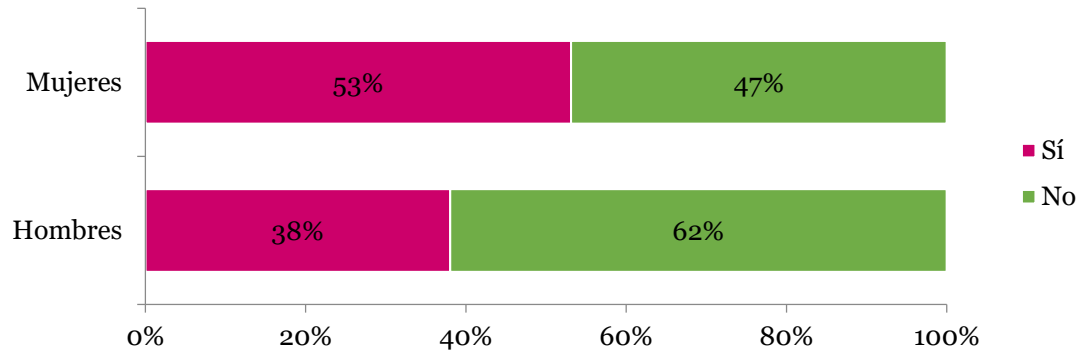
Lastly, regarding **disability or functional diversity**, the surveys show similar percentages between people who say they know of specific services and actions and those who do not, with the latter being 53% of the total³⁹.

38 Those who say they know of a specific service or action to promote sexual and affective diversity highlight the Centre for the Support and Visibility of Equality and Diversity. Meanwhile, they also mention the Department of Equality and the Vice-rectorate for Inclusion, Sustainability and Sports, which promotes several workshops. Lastly, albeit to a lesser extent, they reference the Protocol for transsexual, transgender and intersexual people to change their name and the study conducted by the ADIM project.

39 Among the people (workers or students) who say they know of specific actions, there is certain consensus in considering the ATED department as the main service for the inclusion of disability and functional diversity offered by the university. There were also answers that address labour inclusion as the main action in the field of disability, specifically mentioning the work of the Chair of Disability and Employability TEMPE-APSA as a resource for research and training for the labour inclusion of people with disabilities. Other actions mentioned include the progressive adaptation of signalling, the recruitment of staff with disabilities, agreements with social entities that work to achieve labour inclusion, spots reserved for public examinations at the university, the adaptation and improvement of accessibility in infrastructures and resources, and the projects, courses and conferences promoted by the ATED.



Do you know of any action and/or service for the inclusion of disability developed by the UMH?



Graph 5. Answers provided by the workforce on their knowledge of actions to promote the inclusion of disability at the UMH, by gender. Own elaboration.

Regarding **communication strategies**, the surveys show that only 28% of women and 37% of men consider them to be good. Despite this, the percentage of people who believe that the communication is not good is not much greater: 34% of women and 25% of men.

Among the answers received by workers and students who believe the communication needs to improve, some elements used to exemplify this perception are:

- The scarcity of **effective channels** to receive and issue information that make it possible to make access to the various actions promoted by the UMH more universal.
- The **low visibility** and advertising given to the programmes, services and resources available at the university.
- The **low use of the LGBTI acronym by the Department of Equality**, which makes it more difficult to see this space as a resource of reference for sexual and affective diversity.
- **The non-existence of transversal communication strategies for the entire campus** that allow the information to reach the different members of the university community, including a lack of involvement of the body of teachers.
- Difficulties adapting the information provided to the various profiles that comprise the university community, sometimes making it **unappealing**.



6.3. Discrimination and violence

The results of a survey from the *European Union Agency For Fundamental Rights (FRA)*⁴⁰ in 2013 reveal that women and non-normative people in terms of gender expression or identity or sexual preference suffer the most discrimination.

In a university setting, this does not only happen with students but with the staff that works there. According to Barbara Biglia and Sara Cagliero (2019)⁴¹ **this violence affects the entire university community**, whether indirect or institutional violence and discrimination.

But there are numerous studies that say there are different forms of discrimination in a university setting. Examples include the studies by Bardina and Murillo (2013)⁴² and Penna (2015)⁴³, with the latter revealing the existence of high levels of homophobia in universities, with “people who are male, of catholic religion or conservative political ideologies being those who most favour the continuation of a hostile climate” (Biglia and Cagliero, 2019: 6).

Furthermore, one in four LGBTI university students, in a report issued by Bachmann and Gooch in 2018⁴⁴ in the United Kingdom, say they do not feel safe reporting violence or discrimination they have suffered to university staff.

In addition, according to Biglia and Cagliero (2019), **the cases of violence increase when dealing with people with disabilities, of colour or Asian**. They also add that many of these episodes of harassment take place at **public spaces** in universities (Ellis, 2009⁴⁵).

In this sense, a **comprehensive approach to violence** is essential, as is restructuring the university bodies in charge of this task because, as Biglia and Cagliero (2019:13)

40 You can find it here: https://fra.europa.eu/sites/default/files/memo-fra-s-eu-lgbt-survey_es.pdf

41 Biglia, Barbara and Cagliero, Sara (2019). Abordajes y ‘respuestas’ de las universidades catalanas frente a las violencias LGTBIQ+fóbicas. Universitat Rovira i Virgili. ISSN: 0211-3481. Available at: <https://doi.org/10.5565/rev/qpsicologia.1532>

42 Bardina Martín, Yolanda & Murillo Quintilla, Maria (2013). Percepción de la violencia de género en el entorno universitario. El caso del alumnado de Lleida. Lleida: Edicions Universitat de Lleida. You can find it here: <https://repositori.udl.cat/bitstream/handle/10459.1/46895/estudis1.pdf?sequence=1&isAllowed=y>

43 Penna, Melani (2015). Homofobia en las aulas universitarias. Un metaanálisis. REDU: Revista de docencia universitaria. 13(1), 181-202. You can find it here: <https://doi.org/10.4995/redu.2015.6445>

44 Bachmann, Chaka and Gooch, Becca (2018). *Lgbt in Britain*. University report. London: Stonewall. You can find it here: https://www.stonewall.org.uk/sites/default/files/lgbt_in_britain_universities_report.pdf

45 Ellis, Sonja J. (2009). Diversity and inclusivity at university: a survey of the experiences of lesbian, gay, bisexual and trans (LGBT) students in the UK. *Higher Education: The International Journal of Higher Education and Educational Planning*, 57(6), 723-739. You can find it here: <https://doi.org/10.1007/s10734-008-9172-y>



point out, “it requires interaction and communication between the different university departments and the ability to put policies in place from an intersectional approach”.

The UMH has a **long history** as regards tackling violence, which has materialised in specific resources and documents, as well as actions to raise awareness.

The **Statutes of the UMH**, approved in decree 208/2004, of 8 October, of the Council of the Generalitat, state in Article 72. Student rights, the following:

“All students of the UMH, by virtue of current legislation, will have the following rights:

- *[...] To equal opportunity, respect for their privacy, their own image and non-discrimination due to age, sex, race, nationality, disability, language, religion, beliefs, opinions, sexual orientation, gender identity or any other personal or social condition or circumstance in accessing the university, entering the centres, staying at the university and exercising their academic rights.”*

6.3.1 Resources and tools

As has been mentioned, the UMH has a ***Protocol of prevention and action before situations of sexual harassment, harassment based on sex or based on sexual orientation*** approved on 27 May 2015.

The main goal of this Protocol is “to promote and transmit values, as well as fully training and helping the people who comprise the university community grow, showing a commitment to real and effective equality and non-discrimination regarding people’s fundamental rights”.

In other words, the Protocol of the UMH has a **dual role**. On one hand, it establishes the necessary measures to address situations of harassment and send them to the corresponding entity. On the other, it attempts to perform a preventive action based on awareness and training that makes it possible to detect sexual harassment or harassment based on sex or sexual orientation faster.

The body in charge of implementing said Protocol is the **Committee of Action against Situations of Harassment (CASA)**, comprised by:

- The director of the Department of Equality, or professional staff on the issue of equality that the former delegates this task to, who shall be the president.
- The person of the Service of Prevention in charge of the field of Applied Ergonomics and Psychosociology, who shall be the secretary.
- A specialised jurist who is a member of the university community.



In addition, there are **other positions** who must be a part of the CASA, which will depend on each case (if the complainant is a student, teaching staff, administration and services staff...).

When initiating the Protocol, **the Department of Equality will be in charge of monitoring and accompanying** the complainants, as well as sending their cases to the relevant agencies where necessary.

To spread the word on the Protocol among the students, its existence is communicated to them at the beginning of their first year. However, the fieldwork shows that this is not enough to learn about it in depth.

Furthermore, the Department of Equality is also in charge of the mentioned **Centre for the Support and Visibility of Equality and Diversity (PAVID)** located at the Altabix building (Elche campus). This service was inaugurated in 2018 under the motto “En la igualdad está la diferencia” (The difference lies in equality), in the framework of the fight to eradicate misogynistic violence, and specifically, the International Day for the Elimination of Violence against Women. It is a pioneering space on the issue of university LGBTI policies that offers information, counselling and mediation on the issue of equity and affective, sexual and gender diversity to the entire university community. In line with the Protocol, this resource also has the purpose of “educating and raising awareness on matters of equality and gender, affective-sexual, ethnic and functional diversity”.



Image 1. Poster of the Area for Support and Visibility of Equality and Diversity for the University Community of the UMH. Provided by the Miguel Hernández University. Designed by Juan Mercader and Pedro Luis Martínez, 2018.

Although this Centre takes into account several realities, there is a specific body since 2007 for people with disabilities: the **Support Service for Students with Disabilities (ATED)**. Its main task, as explained in section 6.1. Commitment to



equality, diversity and inclusion, is to ensure equal opportunities for students with disabilities, which includes preventing any type of discrimination or violence.



Image 2. Logo of the Support Service for Students with Disabilities of the Miguel Hernández University. Provided by the Miguel Hernández University.

It is worth mentioning that during the fieldwork it was suggested that the goal is to be able to provide **integral assistance**. In other words, **to unify the services on equality, diversity and inclusion** in a single programme so that everyone who is part of the UMH receives assistance and the university can offer a service based on an intersectional perspective, providing specialised staff for each of the mentioned axes.

6.3.2 Types of complaints

Regarding the cases tended to by the Department of Equality of the UMH, there are **different types of complains**⁴⁶.

In first place, the department tends to calls for information linked to **situations of misogynistic violence**, mainly incidents related to situations of **sexual harassment or harassment based on sex** in the context of the university community. In most cases, women seek information to know whether the way they are being treated can be considered harassment and what to do.

A second type of calls for support and counselling is submitted by women of the university community, mainly **students who are in a situation of misogynistic violence, but the aggressor does not belong to the university**. In these cases, as established by the Protocol, the department offers initial care and, if deemed necessary, the complainants are then sent to a resource or specialised service outside the university, with the appropriate subsequent follow-ups.

⁴⁶ Beyond complaints related to assistance for misogynistic violence, many students turn to the Department of Equality for counselling on a feminist perspective to conduct bachelor or master degree dissertations. In these cases, they are advised to talk to teachers who work from a feminist perspective and can advise them in a specialised way. In the same line, it also tends to queries on the outlook of sexual and gender diversity by members of the university community who require information to add said perspective to the projects or actions they are working on.



Lastly, a third type of complaints come from the **teaching staff who**, in an informal way, **have detected situations of misogynistic violence** and need **specialised information and counselling** to be able to monitor the situation appropriately, or to send the people involved to the Department of Equality if necessary. The main point revealed is that, when asking for help, students will feel more comfortable with a teacher or colleague who they already know or who they have a previously established connection with.

With the goal of improving **this existing system which in some respects works in an informal way**, the fieldwork revealed the need to strengthen the transversality of gender perspective beyond the Department of Equality. In this sense, the university community suggested the possibility of **formalising a figure of reference on the issue of misogynistic violence** in the various faculties and schools. Another proposal is a volunteer programme aimed at the entire university community, **the Antenas de igualdad (Antennas of equality) programme**, which would make it possible to train transversal figures of reference on the issue of equity and violence, and which would facilitate calls for help and the access to information, assistance and accompaniment by complainants.

At ATED the **most common inquiries** are, in first place, the request for reasonable **adaptations and adjustments**, either by newly arrived students or students who revise or expand adaptations/adjustments implemented in prior academic years when registering for new subjects, using new teaching or internship spaces or conducting academic internships for external entities. Another type of inquiries are requests for **information** on internal and/or external grants, tending to incidents on the issue of accessibility or borrowing support products from catalogues agreed on with third parties. Furthermore, the ATED acts as an **intermediary** with the centres, departments and teaching staff to communicate and guarantee the implementation of the adaptations/adjustments, as well as to determine the convenience, and follow-up where necessary, of individual tutoring plans.

6.3.3 Visibility and awareness actions

The Miguel Hernández University has conducted several actions to raise awareness in the framework of addressing discrimination and violence since 2015, as mentioned in section 6.1. Commitment to equality, diversity and inclusion. As part of the events on 25 November, the university carries out actions to give visibility and raise awareness on misogynistic violence, as well as developing the aforementioned institutional acts and radio programmes.



In 2015, the UMH collaborated with the **Be Brave Festival**,⁴⁷ promoted by the town halls of Algorfa, Jacarilla, Redován and San Miguel de Salinas. Its goal was to address gender-based violence through art and was aimed at young people.

The first edition of the **Flash fiction and tweets against misogynistic violence competition** took place that same year. A competition that is part of the **UMH against misogynistic violence** campaign, promoted by the Department of Equality of the UMH in cooperation with the Vice-rectorate for Culture and University Extension. Its goal was (and is) to raise awareness among the university community and the general population through participatory methodologies. The second edition of the competition took place in 2016, and continued in succession until this year, the fifth edition.



Image 3. Poster: “The UMH against misogynistic violence 25N. 2015”. Provided by the Miguel Hernández University.



Image 4. Poster: “The UMH against misogynistic violence 25N. 2019”. Provided by the Miguel Hernández University.

The journalism seminar with gender perspective entitled **#PorTodas** took place in 2018, a project framed in the supplement of lamarea.com aimed at informing about misogynistic violence⁴⁸.

In 2019 the university joined the “violet night”, lighting buildings such as the Rectorship and the Social Council violet to show its support of the “feminist emergency” initiative.

47 For more information, visit www.bebravefestival.com

48 For more information: <https://www.goteo.org/project/portodas>



Regarding LGBTI-phobic violence, the UMH produced a **video**⁴⁹ in 2019 as part of the International Day Against Homophobia, Transphobia and Biphobia in order to show its aversion to this type of violence.

Regarding discrimination and violence towards people with disabilities, the UMH has chosen to resort to actions that reveal daily difficulties, as well as the unequal opportunities endured by people with diverse functionalities. This has been done by conducting, for example, walks around the campus blindfolded or in a wheelchair.

And regarding disability and functional diversity, the ATED represents the UMH in meeting forums along with other universities, companies or entities that promote the inclusion of the group of interest at the university. Furthermore, there is information on ATED at the welcome conferences for new students. There have also been interviews conducted at Radio UMH to continue spreading information on the services provided by ATED.

6.3.4 Perceptions

Regarding the **classroom atmosphere**, students say they have sometimes felt infantilised and reified in an academic setting, as well as being targeted by sexist comments and jokes from their classmates. The same happens with LGBTI people who have taken part in the fieldwork. They say that, although they have not been targeted by explicit violence, they have heard LGBTI-phobic comments and jokes.

Meanwhile, regarding specific cases of **discrimination and harassment based on gender, sexual-affective diversity, disability and/or cultural diversity**, surveys generally reveal that this “never” or “almost never” happens. Despite this, there are differences depending on the specific axis of inequality mentioned, which is why they must be addressed separately.

Firstly, regarding cases of discrimination and harassment **based on gender**, 43% of men consider they *never* happen, followed by 43% who *almost never* notice them. Thus, just 15% of men say that cases of discrimination or harassment based on gender happen *sometimes*.

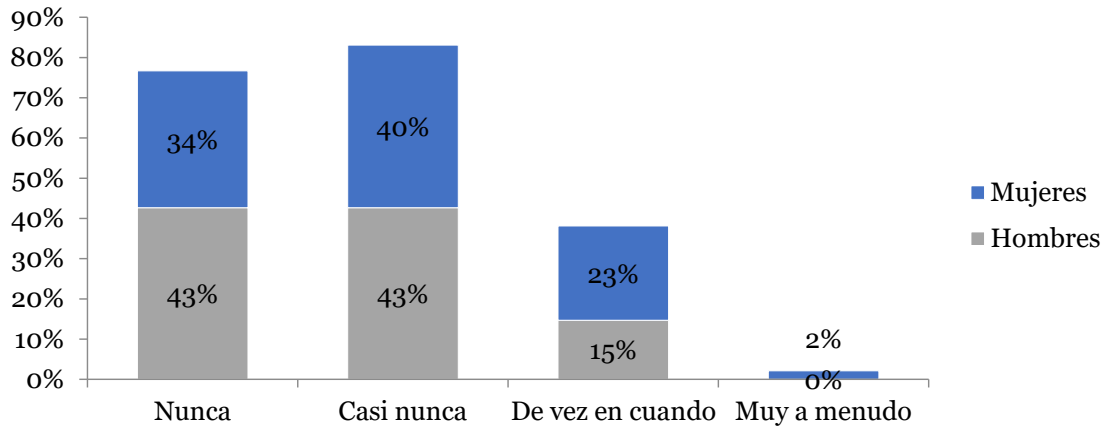
Meanwhile, the number of women who *sometimes* perceive cases of discrimination or harassment due to gender is higher: 23%. In fact, 2% perceive them *very often*. The *never* and *almost never* options were chosen in 34% and 40% of cases, respectively⁵⁰.

49 It can be seen here: <https://www.youtube.com/watch?v=U05ukeyQzZU>

50 Among the types of cases considered to happen most often are making sexist jokes (both among teachers and students) and the unequal assessment and treatment of the capabilities of men and women. According to the people surveyed, these items affect the university atmosphere as well as the positions held by women. Other



Would you say that at the UMH there are cases of discrimination/harassment based on gender...



Graph 6. Answers provided by the workforce on their perception of discrimination or harassment based on gender, by gender and frequency. Own elaboration.

Regarding cases of discrimination and harassment **based on sexual and affective diversity**, 47% of men consider they *never* happen, followed by 47% who *almost never* notice them. Thus, just 6% of men say that cases of LGBTI-phobic discrimination happen *sometimes*.

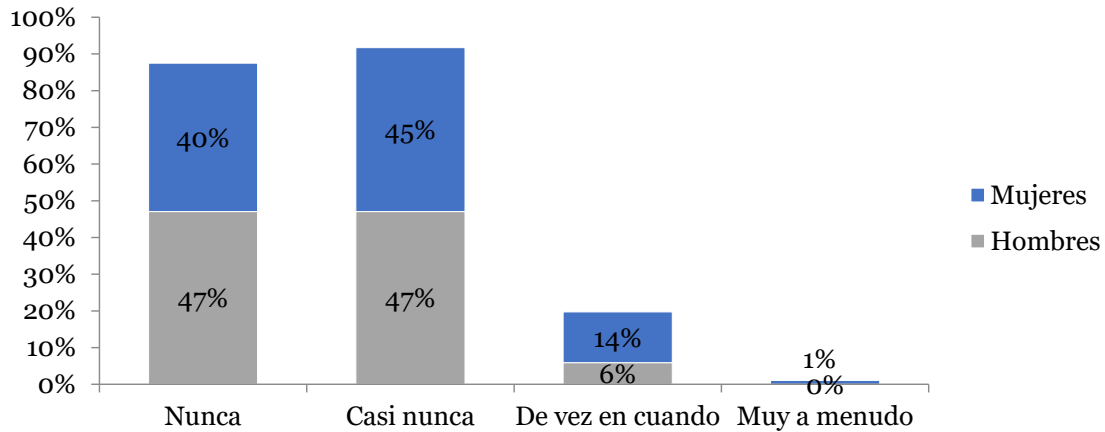
Meanwhile, the number of women who *sometimes* perceive cases of LGBTI-phobic discrimination or harassment is higher: 14%. The *never* and *almost never* options were chosen in 40% and 45% of cases, respectively⁵¹.

situations mentioned regarding situations of discrimination or harassment due to gender are the gender gap, frequent mansplaining and the infantilisation and reifying of women.

⁵¹ Among the types of situations of discrimination, the people polled believe stereotypical comments (both by students and teachers) and LGBTI-phobic jokes are the most common. Furthermore, regarding sexual orientation there are other types of discrimination, such as pressure to “come out the closet” or the discomfort or lack of a climate of confidence among the workforce to be able to share (if they so desire) these aspects of their private life without fear of any consequences or situations that may take place. Likewise, they also mention the occasional use of insults as a strategy for career advancement.



Would you say that LGBTI-phobic discriminations take place at the UMH...



Graph 7. Answers provided by the workforce on LGBTI-phobic discrimination, by gender and frequency. Own elaboration.

If we look at the same issue but just account for people who define themselves as LGBTI, the perception of discrimination increases. Thus, 57% of men believe these cases *almost never* happen, followed by 29% who say *sometimes*. In the case of women, 56% say *almost never*, followed by 22% who say *sometimes*.

Regarding the discrimination of people with **disability or functional diversity**, surveys generally show that this “never” or “almost never” happens.

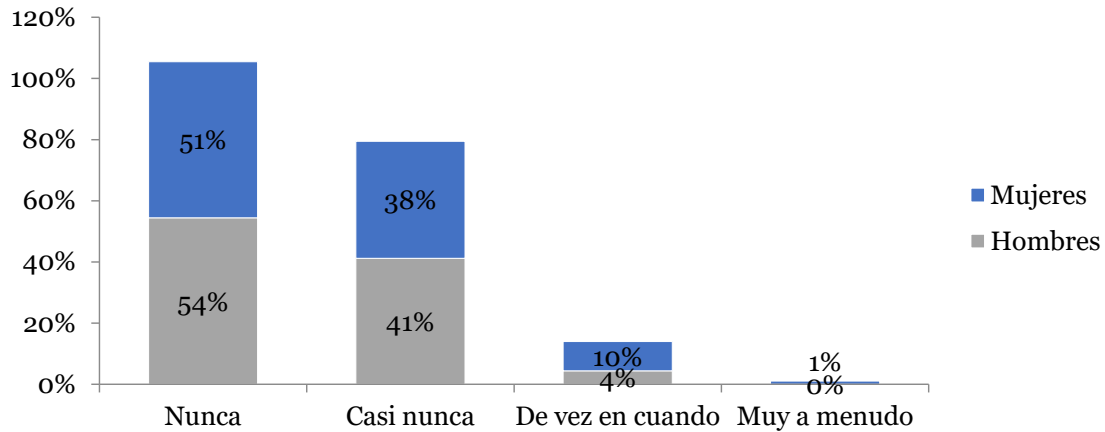
In the case of men, 54% believe these cases “never” happen, followed by 41% who “almost never” notice them. Thus, just 4% of men say that cases of discrimination or harassment due to disability or functional diversity happen *sometimes*.

The number of women who *sometimes* notice these cases is higher: 10%. The *never* and *almost never* options were chosen in 51% and 38% of cases, respectively⁵².

⁵² Among the types of cases that are considered to happen the most often, the most noteworthy are the non-adapting of spaces and the lack of accessibility, as has already been mentioned. Furthermore, the study reveals the existence of undervaluation of the capabilities of people with functional diversity, albeit less often.



Would you say that discriminations towards people with disabilities at the UMH happen...

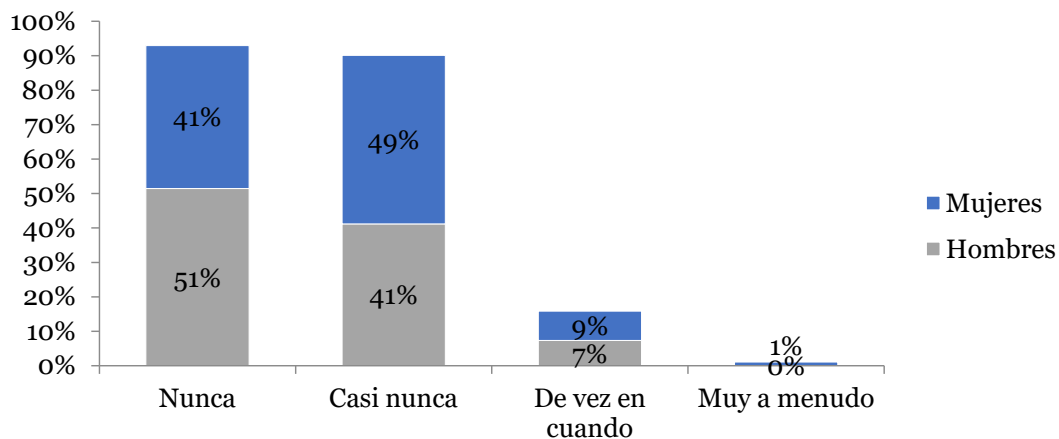


Graph 8. Answers provided by the workforce on the discrimination of people with disabilities or functional diversity, by gender and frequency. Own elaboration.

However, despite the figures revealed by the survey, the people who took part in the fieldwork say that beyond space limitations (architectural barriers, for example), they have felt that their classmates did not help them follow the classes. In one case, a student has sometimes chosen to leave the class because the ambient noise of their classmates did not allow them to understand the teacher's explanations. Another example in this same line is the undervaluation of their capabilities or being teased due to their disability.

Lastly, regarding situations of discrimination based on origin, race or religion, there is a high percentage of people who believe these situations *never* or *almost never* happen. Thus, 51% of men and 41% of women believe this *never* happens, followed by 41% and 49% who say *almost never*. Only 7% of men and 9% of women believe it *sometimes* take place.

Would you say that discriminations due to place of origin, religion or race at the UMH happen...





Graph 9. Answers provided by the workforce on the perception of discrimination due to origin, religion or race, by gender and frequency. Own elaboration.

The most common cases of discrimination due to origin, religion and race seen in the surveys is continued racist comments or taunts. Respondents also mention hearing certain hate speeches based on prejudices and/or stigmas which can in some cases lead to exclusion or hinder student integration in the university community.

6.4. Teaching and research

Ensuring teaching and research that is inclusive with the different realities requires **an analysis and revision of the teaching contents and lines of research**, as well as the effort, **training and awareness** of teachers and researchers.

As will be explained in section 4.1. Gender equality and LGBTI diversity of the regulatory framework, **the various national and regional laws on equality make it necessary to include and promote gender studies in the field of higher education**. For example, Spanish Law 3/2007, regarding higher education, makes it obligatory to include gender perspective in the quality principles, as well as the study plans, when required by the ANECA. Furthermore, Spanish Law 1/2004 establishes a clear imperative mandate for universities (art. 4.7) to include training, teaching and research on gender equality and non-discrimination in all academic fields. Therefore, there is no doubt that universities must include gender perspective when creating their study plans. However, it is also true that successive governments have not produced, through the corresponding royal decrees, the necessary guidelines for universities to fulfil this mandate.

Regarding teaching, the **National Agency for Quality Assessment and Accreditation of Spain (ANECA)** oversees the assessment of university documents – study plans, accreditation, etc. –, the teaching staff and the institutions. It therefore creates a framework within which Spanish educational institutes must carry out their (in this case) teaching activity. Even so, and despite existing legislation, ANECA **has not yet decided** to ensure that validated study plans include gender perspective, not to mention an intersectional perspective.

Beyond the arrangements and regulations of ANECA, and even current legislation on higher education and equity between men and women, universities have a certain margin of self-government to produce their study plans. However, among the teaching staff of most Spanish universities there is **a highly unequal level of training on gender perspective, in the field of gender and LGBTI studies and the feminist theory**. In most universities there is teaching staff that specialises on this issue, performing gender or LGBTI research as members of research groups or bodies of reference in this field, or teaching subjects on gender, who coexist with a group with barely any training (who, in some cases, can even be reluctant to this



field of knowledge) and who therefore do not include this type of content in their teaching activity.

In fact, as it pertains to the UMH, some people who took part in the fieldwork noticed that even though the teaching staff generally **has the willingness and good will** to include new contents in their classes, there are **shortcomings when developing teaching contents with gender perspective** or **when revising the androcentric contents** of subjects and study plans. Therefore, it is key to carry out **awareness and training actions** aimed at the teaching staff to prevent the inclusion of gender perspective from being relegated to **an individual commitment rather than an institutional one**.

On one hand, regarding the **postgraduate degrees** offered by the UMH within the field of gender studies, there is the *University Master's Degree in Equality and Gender in the Public and Private Spheres* which is performed together with the Jaume I university and with the cooperation of the University of Alicante and the Isonomia foundation. There is also the *University Master's Degree in Cultural Studies and Visual Arts (Feminist and Queer Perspectives)*⁵³, which “focuses on reflecting, criticising and experimenting with the identity construction of social and political individuals (sex, gender, sexuality, class, nationality or ethnicity)”.

Within the **non-specific postgraduate offering on gender studies**, some university master's degrees such as *Research on New Trends in Anthropology*, *Research in Primary Health Care* and *Project and Research in Art* include specific subjects on gender. There are also **specific subjects on disability assistance** in degrees such as Occupational therapy, Science Degree in Physical Therapy and Sport or Physical therapy. Contents on how to work with people with pathologies are also included in the medicine and psychology degrees, and how to implement measures for the assistance of diversity in the University Master's Degree in Training for Teachers of Secondary Education and Baccalaureate, Vocational Training and Language Studies.

Meanwhile, the UMH has increased its educational offer with *Winter courses*, *Summer courses* and *Guest university extension courses*. Due to their topics and contents, these courses are supplementary for university subjects and provide perspectives that are not addressed during the school year. In this sense, there have been several training actions on gender and issues such as armed conflicts, communication, stereotypes, inclusive language, sexual violence, etc. Related to the field of disability are the *Development of adaptive abilities for people with intellectual disabilities as the basis for intervention* and *Introduction to disability law* courses, or the two editions (2017 and 2018) of the course on *Strategies for*

53 For more information: <http://mueca.edx.umh.es/> Date consulted: 30/10/2019.



the effective inclusion of students with disabilities, aimed at the teaching staff of the UMH.

Thirdly, regarding **educational innovation projects in non-university fields** we have the **OSMOSIS programme**, an initiative of the Vice-rectorate for Research and Innovation and the Vice-rectorate for Planning, aimed at non-university teachers to promote innovation projects in their centres of reference. The following projects stand out in this sense:

- 2018/07 *Towards a queer school model: diverse identities and genders*. Its goal is to push back against the misogynistic discourse in the education system through training courses created by the UMH for students in their last year of secondary education or during their baccalaureate, who will turn into educators for students in earlier secondary education years.
- 2018/24 *Improving accessibility*. This course sets out to raise awareness among students of different centres and levels of education on universal design and the rights of people with disabilities through the learning and service methodology.
- 2018/29 *Europe and women* suggests an education based on values in favour of equity, analysing the role of women throughout history in Europe.
- 2018/49 *Implicarte (become involved): Arts as a tool for social transformation*. This is a training and socio-cultural project that intends to develop the personal, professional and social abilities of professional profiles linked to Community Services through art and social awareness.
- 2018/04 *Self-sufficiency support for students with autism spectrum disorders*. This course has helped physical education teachers of the San Fernando primary and elementary school of Elche to conduct specific and inclusive activities for students with autism spectrum disorders.

Lastly, it is worth noting that the fieldwork revealed the need to perform Braille and sign language courses in addition to the ones that are already on offer. One of these courses that must be mentioned is the **Course for people with borderline intellectual functioning**, which intends to offer training for people who, due to their intellectual capacity, have not been able to access university.

Regarding research, the following **Research groups** focused on gender and sexuality or disability studies as their field of knowledge stand out:

- Economy, culture and gender (Department of Social and Human Sciences).
- Figures of excess and politics of the body (Department of Art).
- Strategies for the labour insertion of people with borderline intellectual functioning (Department of Legal Science).

- Physical activity, inclusive sport and evidence-based classification in Paralympic sport (Department of Sport Science).

It is also worth noting the role of the **TEMPE-APSA Chair of Disability and Employability**, available since 2017, whose goal is “to promote research and training in the field of disability with the purpose of encouraging the labour insertion of people with functional diversity”⁵⁴. Meanwhile, the “**Francisco Carreño Castilla**” **Chair on University Accessibility and Inclusive Surroundings**, with the patronage of the Asisa foundation since 2015, has the goal of training, researching, developing and transferring knowledge in the field of inclusive surroundings and universal accessibility by conducting training actions, research actions and organising seminars, conferences or other dissemination activities.

We must also note some **publications** made by the research staff of the UMH, which embrace a broad view on diversity. Here are some examples. The first ones include gender perspective and sexual diversity, while the last example focuses on disability and sport:



Image 5. Front page of the publication directed by Tatiana Sentamans “Un amor revolucionari” (A revolutionary love) (2018). ISBN: 978-84-09-00734-9. Provided by the Miguel Hernández University.

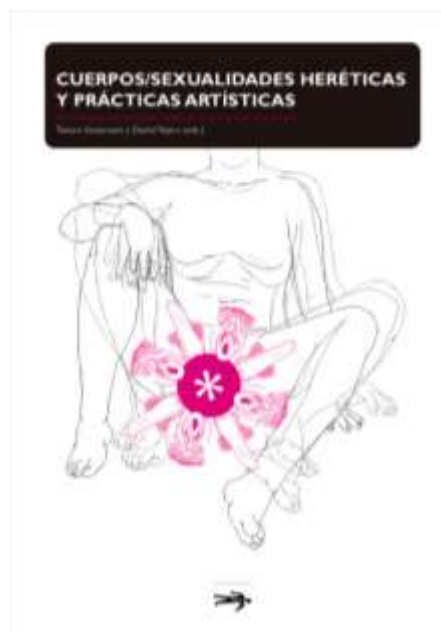


Image 6. Front page of the “Cuerpos/Sexualidades heréticas y Prácticas Artísticas” (Heretic bodies/sexualities and artistic practices) project of Tatiana Sentamans and Daniel Tejero. ISBN: 978-84-613-9627-6. Provided by the Miguel Hernández University.

⁵⁴ For more information: <http://www.catedratempeapsa.es/catedra/> Date consulted: 30/10/2019.



Image 7. Front page of the “Estrategias pedagógicas y prácticas artísticas desde la diversidad sexual” (Pedagogical strategies and artistic practices from the perspective of sexual diversity), by the FIDEX research group. Provided by the Miguel Hernández University.

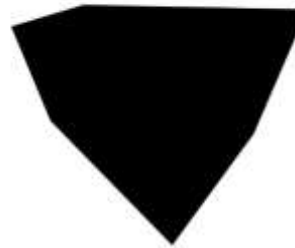


Image 8. Front page of “Visualidades Diversales” (Diverse Viewpoints), by Tatiana Sentamans and Javi Moreno. Provided by the Miguel Hernández University.



Image 9. Front page of the CulturalLAB book (2019), by Tatiana Sentamans and Álex Molto. ISBN: 978-84-09-06790-9. Provided by the Miguel Hernández University.



Image 10. Front page of the “Pedagogías feministas” (feminist pedagogies) publication.



Image 11. Front page of the “Práctica Deportiva de Universitarios con Discapacidad” (Sports practice of university students with disabilities) publication: “Barreras, Factores Facilitadores y Empleabilidad” (Barriers, facilitating factors and employability), directed by Raúl Reina, Alba Roldán, Alicia Candela and Álvaro Carrillo de Albornoz. ISBN: 978-84-88934-39-0. Provided by the Miguel Hernández University.



Image 12. Front page of the “Inserción laboral de personas con discapacidad y capacidad intelectual límite” (Labour insertion of people with disabilities and borderline intellectual functioning) publication. “Diagnóstico y propuestas” (Diagnosis and proposals), directed by Fco. Javier Fernández Orrico. ISBN: 978-84-91523-72-7. Provided by the Miguel Hernández University.

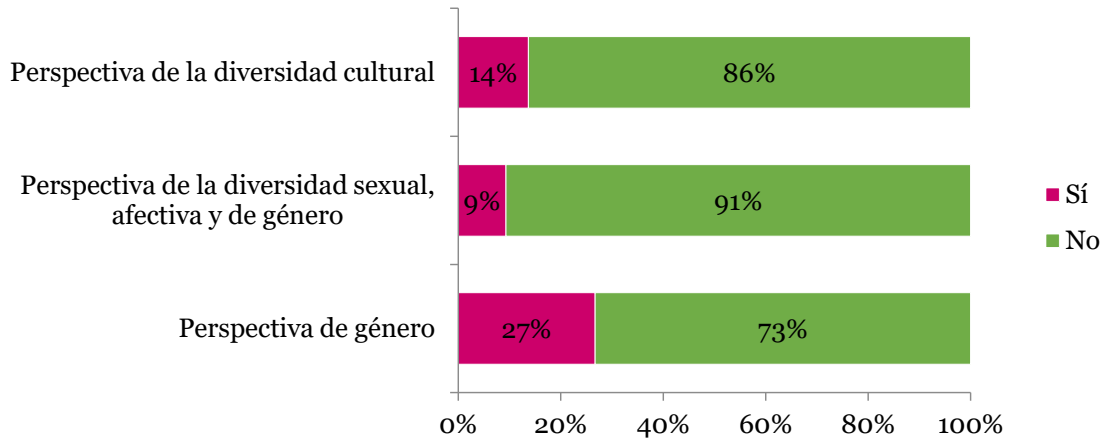
6.4.1 Perceptions

If we analyse the existing perception on the inclusion of gender perspective and sexual-affective, gender and cultural diversity at the workplace, the percentage of people who respond affirmatively is very low.

Thus, 91% believe the perspective of sexual, affective and gender perspective is not included, higher than the 86% who believe the same about cultural diversity. Lastly, 73% of the PAS and PDI staff surveyed say they also do not see the gender perspective included at their workplace.



Which of the following are specifically included at your workplace?



Graph 10. Answers provided by the workforce regarding the inclusion of gender perspective and sexual-affective, gender and cultural diversity, by gender. Own elaboration.

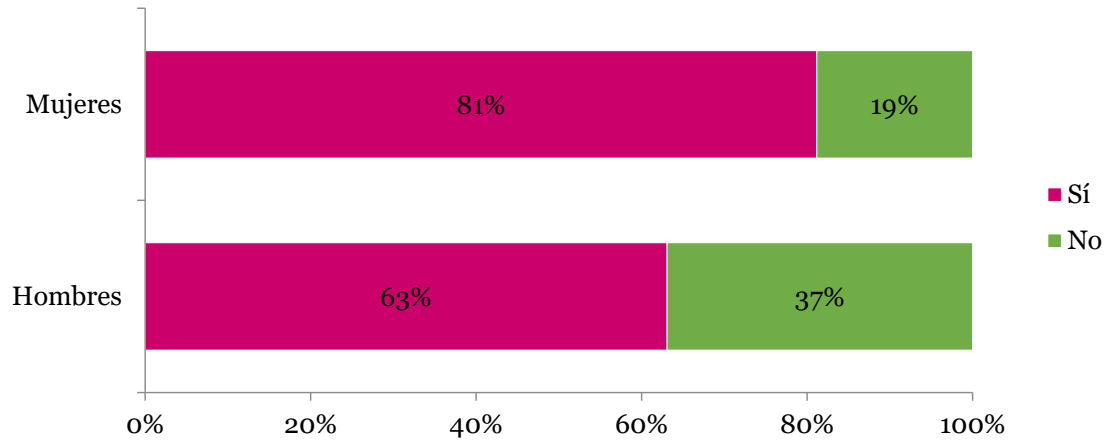
Some of the **ways** mentioned by the people polled who expressed that these perspectives should be explicitly **included** are:

- Promoting the use of inclusive and non-sexist language, both in teaching materials and in the internal and external communication of the university.
- Boosting gender parity in the different sectors and positions of the university, considering in some situations the use of positive actions that revert existing situations of inequality.
- Organising activities that include reconciling working and domestic or care life.
- Including these three perspectives in the teaching subjects and plans to the extent possible.
- Promoting and valuing the multiculturalism that exists on campus and integrating these lessons in the contents of the subjects.
- Performing internal and external training sessions on gender, sexual and affective diversity, functional diversity and cultural diversity.

In this sense, 81% of women and 61% of men believe it is important to have the tools to include these perspectives in their daily professional practices.



Do you believe it is important to have the tools to include these perspectives in your work?



Graph 11. Answers provided by the workforce on the importance of having tools to include gender perspective and sexual, affective, gender and culture diversity perspective, by gender. Own elaboration.

The following reasons stand out among the percentage of people who do not believe it is important to include these perspectives in their professional practices:

- To consider the absence of situations of discrimination or inequality that substantiate the need to make these perspectives transversal in all the university's practices, tasks or actions. In these cases, we suggest making their inclusion voluntary.
- To consider that there is no direct relationship with certain jobs or that, on occasions, the difficulty to implement them would hinder their success.
- To consider that some of the measures generated were inadequate, such as positive discrimination in certain sectors where women are less represented.



7. ACTION AND MONITORING PLAN

Based on the results of the diagnosis, below is a systematised proposal of strategic goals and lines of action that comprise the action plan of the *First Plan of Equity, Diversity and Inclusion* of the UMH.

The plan has been promoted by the Vice-rectorate for Culture, the Vice-rectorate for Inclusion, Sustainability and Sports and by the Department of Equality of the UMH. The Vice-rectorate for Inclusion, Sustainability and Sports will be the body in charge of its implementation in coordination with the bodies, units and services with responsibilities in each action, as one of the main goals of the plan is to make progress in the transversal nature of the policies on gender and LGBTI equality and the inclusion of disability. Therefore, deploying the action plan required the involvement of the different bodies and structures that comprise the university structure: faculties, centres, schools, services, units, departments, research groups, etc. In short, it is the responsibility of the entire organisation to implement, monitor and evaluate the Plan to ensure that gender and LGBTI equality, as well as the inclusion of disability, are a priority, and that the necessary resources are assigned so they can be developed.

7.1. Strategic lines of the action plan

The action plan is based on the same fields or strategic lines as the diagnosis was divided into. Specifically, the strategic lines included are:

- L1. Commitment to equality in diversity
- L2. Inclusive communication
- L3. Action against discrimination and violence
- L4. Equity, diversity and inclusion in teaching and research

For **each strategic line** there are **objectives** that define the specific goals to achieve in each field. At the same time, to clearly guide the action of the institution, the goals have different **proposals of action** that are supplemented with possible **indicators**, a rough **scheduling** and the **agents responsible**. Regarding monitoring and evaluation, the implementation of each strategic line must be planned annually, defining the specific actions to conduct, the assigned budget, the structure, responsibilities, etc.

It is also important to emphasise that the indicators shown are a suggestion to facilitate the processes to monitor and evaluate the degree of compliance of the measures established. In no case is it mandatory to provide data on the entire list of indicators, as they have to adapt to the possibilities of the various bodies and structures, which is why the relevant data must be gathered progressively.



L1. Commitment to equality in diversity

This strategic line stems from two basic needs. Firstly, the need to place gender equality (as an intersectional axis), LGBTI and the inclusion of disability as a priority in the institution's agenda to guarantee the rights of the entire university community and foster a fairer and more equitable university.

Although the track record of the UMH regarding equality and the inclusion of disability is lengthy and shows clear will on the issue of LGBTI diversity, it is worth reinforcing the structure and range of these policies to the entire university institution.

Secondly is the commitment to transversality of gender and LGBTI perspective and the inclusion of disability. This commitment entails a paradigm shift that materialises in the co-responsibility of all the bodies and structures that comprise the university institution (faculties, centres, schools, services, units, departments, groups, etc.).





Objective 1. To consolidate and make progress in the commitment of the UMH to equality, LGBTI diversity and the inclusion of disability.

Objective 2. To reconsider the organic structure of the departments and staff assigned to the equality and diversity policies of the UMH, to make it more integrated, collaborative and efficient.

Objective 3. To mainstream the gender perspective, LGBTI diversity and the inclusion of disability, both in the internal operation of the institution and in the actions aimed at the entire university community.



Objective 1. To consolidate the commitment of the UMH with LGBTI diversity and the inclusion of disability.

Lines of action	 Indicator proposal	 Schedule	 Persons responsible 
<p>Adapting the Monitoring Committee of the Equality Plan to the needs on the issue of diversity and the inclusion of disability.</p>	<ul style="list-style-type: none"> ▪ A rectoral resolution that names a Monitoring Committee for the Equity, Diversity and Inclusion Plan that includes, but is not limited to, representatives of UMH staff, students, Vice-Rector and middle management positions with responsibilities on the subject, as well as technical staff from the services with responsibilities in diversity and disability. ▪ To clarify the tasks of the Monitoring Committee of the Plan and establish synergies with its counterpart of the Equality Plan of the UMH. 	<p>2020</p>	<p>Rector, on the motion of the Vice-Rector for Inclusion, Sustainability and Sports. Monitoring Committee of the Plan</p>
<p>Approval of the First Equity, Diversity and Inclusion Plan of the UMH through the relevant governing body; in this case, the governing board.</p>	<ul style="list-style-type: none"> ▪ Including the approval of the Plan in the agenda of the corresponding governing board meeting. ▪ Existence of the minutes of the meeting that include the agreement for the approval of the Plan. ▪ Publishing the agreement for the approval of the Plan in the BOUMH. ▪ Communicating it to the university community and the people connected to the UMH. 	<p>2020</p>	<p>Governing board Vice-rectorate for Inclusion, Sustainability and Sports</p>







<p>Consolidation of the budget for the promotion of equality, LGBTI diversity and the inclusion of disability.</p>	<ul style="list-style-type: none"> Percentage increase of the annual budget assigned to promote the equality of LGBTI diversity and the inclusion of disability. 	<p>Permanent</p>	<p>Budget and Heritage Management Service Management</p>
<p>Maintaining and reinforcing the technical resources of the Department of Equality, the Department of Diversity and the Support Service for Students with Disabilities (ATED).</p>	<ul style="list-style-type: none"> The existence of stable and specialised technical staff at the Department of Equality, the Department of Diversity and at the Support Service for Students with Disabilities (ATED). To create a technical position specialised on LGBTI equality, diversity and interculturality. 	<p>2022-2024 Permanent</p>	<p>Department of Administrative and Services Staff Management</p>
<p>To develop a system for the implementation, monitoring and evaluation of the First Equity, Diversity and Inclusion Plan of the UMH.</p>	<ul style="list-style-type: none"> The existence of a budget item assigned for implementing the Plan. The existence of a Monitoring Committee for the Plan. The existence of an operative document that compiles the specific responsibilities regarding the implementation and monitoring of each action. The existence of an annual planning document. The existence of annual assessment reports. 	<p>2020-2024 Permanent</p>	<p>Monitoring Committee of the Plan</p>







<p>The continuity and expansion of the visibility and awareness actions on gender inequalities, heteronormativity and ableism aimed at the university community from an intersectional perspective.</p>	<ul style="list-style-type: none"> ▪ Number of annual awareness actions for the university community. ▪ Material produced to raise awareness. ▪ Number and profile of the people who take part in each action. ▪ Assessment of the actions on behalf of the people who take part. 	<p>2020-2024 Permanent</p>	<p>Monitoring Committee of the Plan</p>
<p>Link the Equity, Diversity and Inclusion Plan to actions connected to the Sustainable Development Goals and the 2030 Agenda of the United Nations.</p>	<ul style="list-style-type: none"> ▪ Integrating the Plan in the actions of the Monitoring Committee as it pertains to the Sustainable Development Goals at the UMH. ▪ Establishing the Sustainable Development Goals that are closely tied to the Plan, such as #4 (Quality Education), #5 (Gender Equality), #10 (Reduced Inequalities), #16 (Peace, Justice and Strong Institutions) and #17 (Partnerships to achieve the Goal). 	<p>2020 Permanent</p>	<p>Monitoring Committee of the Sustainable Development Goals of the UMH. Monitoring Committee of the Plan</p>



Objective 2. To reconsider the organic structure of the departments and staff assigned to the equality and diversity policies of the UMH, to make it more integrated, collaborative and efficient.

Lines of action	 Indicator proposal	 Schedule	 Persons responsible 
To unify the structure of the equality, diversity and inclusion of disability policies of the UMH.	<ul style="list-style-type: none"> The existence of a joint structure that places, both on a political and technical level, the policies on gender equality, LGBTI diversity and disability inclusion in a single department or unit. 	2020	Governing board Vice-rectorate for Inclusion, Sustainability and Sports

Objective 3. To mainstream gender equality, LGBTI diversity and the inclusion of disability, both in the internal operation of the institution and in the actions aimed at the entire university community.

Lines of action	 Indicator proposal	 Schedule	 Persons responsible 
Including the perspective on equality in diversity (in line with the perspective on gender) when producing the UMH budgets, in collaboration with the Service of Budget and	<ul style="list-style-type: none"> Number of training sessions on budgets with a diversity and gender equality perspective. Number of staff members trained, broken down by gender. Percentage increase in the budgets that have been 	2022-2024	Budget and Heritage Management Service Management



Heritage Management.	reviewed from the diversity and gender equality perspective.	2020-2024	Management and Human Resource Management
Consolidation and expansion of basic training actions and ones specialised on inclusion, sexual-affective and gender diversity and disability aimed at PAS and PDI.	<ul style="list-style-type: none"> ▪ Number of basic training sessions segregated by theme aimed at PAS. ▪ Number of specialised training sessions segregated by theme aimed at PAS. ▪ Number of basic training sessions segregated by theme aimed at PDI. ▪ Number of specialised training sessions segregated by theme aimed at PDI. ▪ Number of staff members trained, broken down by gender. ▪ Training assessment by the attendees and the person in charge of the training. 	2020-2024	Management and Human Resource Management
Performing training actions on inclusion, sexual-affective and gender diversity and disability for single-member government positions and bodies to ensure the responsibility and suitability of their speeches on the issue.	<ul style="list-style-type: none"> ▪ Number of training sessions performed. ▪ Total number of people trained and percentage of people trained compared to the total amount of people with leadership positions, broken down by gender. ▪ Training assessment by the attendees and the person in charge of the training. 	2020-2024	<p>Vice-rectorate for Students and Coordination</p> <p>Vice-rectorate for Teaching Staff</p> <p>Vice-rectorate for Inclusion, Sustainability and Sports</p>



<p>Formalisation of a figure of reference or <i>Antenna of Equality</i> for each type of structure at the UMH (faculty, centre, school, service, unit, department, research group, etc.) that makes it possible to expand the actions on gender and LGBTI equality and the inclusion of disability beyond the current Department of Equality and ATED.</p>	<ul style="list-style-type: none"> ▪ Document that formalises the appointment of persons of reference, as well as their tasks and the frequency of the coordination meetings they will hold. ▪ Performing specific training actions for persons of reference of each structure at the UMH. 	<p>2021-2022</p>	<p>Monitoring Committee of the Plan</p> <p>Vice-rectorate for Students and Coordination</p> <p>Vice-rectorate for Teaching Staff</p>
<p>Continuing and expanding internal training actions aimed at PAS and PDI on the adaptations that students with disabilities may need.</p>	<ul style="list-style-type: none"> ▪ Number of training sessions aimed at PAS. ▪ Number of training sessions aimed at PDI. ▪ Number of staff members trained broken down by profile (PAS, PDI, etc.) and segregated by gender. ▪ Training assessment by the attendees and the person in charge of the training. 	<p>2020-2024</p>	<p>Management and Human Resource Management (??)</p> <p>Vice-rectorate for Inclusion, Sustainability and Sports</p>



<p>To assess the possibility of performing a diagnosis of universal accessibility in all the infrastructures, equipment, services and surroundings of the UMH, specifically looking at physical barriers or otherwise that generate a lack of communicative elements, signalling, appropriate adaptation to the hearing and visual fields, and the accessibility of the resources offered.</p>	<ul style="list-style-type: none"> ▪ Performing the diagnosis. ▪ The existence of a plan of action, schedule and indicators. ▪ The existence of an allocated budget. 	<p>2022-2024</p>	<p>Monitoring Committee of the Plan</p> <p>Vice-rectorate for Infrastructure</p> <p>Vice-rectorate for Inclusion, Sustainability and Sports</p>
<p>Give continuity and expand the awareness actions (mainly on equity, sexual-affective and/or gender diversity and disability) aimed at students, ensuring they maintain continuity in time and do not only take place on international days.</p>	<ul style="list-style-type: none"> ▪ Number of conferences, campaigns or other awareness actions performed, by topic. 	<p>2021-2024 Permanent</p>	<p>Monitoring Committee of the Plan</p>



L2. Inclusive communication

Inclusive communication is key in promoting equity, diversity and inclusion. On one hand, it is a channel that makes it possible to convey and/or strengthen stereotypes and social values (represented by sexist stereotypes, xenophobia, ableism and LGBTI-phobia, among others). But at the same time, it can be an instrument for change, as long as there is a communication strategy that is aware of existing discriminations and inequalities and aims to convey a positive message that is transformative and free from stereotypes. Therefore, it is essential for the university's communication strategy to be coherent and to reflect the commitment of the institution to defend equity and diversity.

Objective 1. To guarantee inclusive and diverse institutional communication (in terms of gender, sexuality, disability, ethnicity, culture, religion, etc.) both internally and externally.

Objective 2. To strengthen the communication and the dissemination of the services and actions to promote equity, diversity and the inclusion of disability, in order to improve the knowledge of the university community on existing resources.



Objective 1. To guarantee inclusive and diverse institutional communication with gender perspective (in terms of gender, sexuality, disability, ethnicity, culture, religion, etc.) both internally and externally.

Lines of action	Indicator proposal	Schedule	Persons responsible
<p>Promoting the visibility of sexual, gender, ethnic/cultural diversity and the inclusion of disability in the contents of the communications and the internal and external advertising of the UMH, paying special attention to the images and graphical representations.</p>	<ul style="list-style-type: none"> Number of training actions on inclusive communication delivered to people in charge of the internal and external communication of the UMH. Number of staff members trained on inclusive communication. Assessment by the trained persons and the person in charge of the training. Assessment of the communications by the university community. 	<p>2020-2024</p>	<p>Monitoring Committee of the Plan Vice-rectorate for Students and Coordination Office of Communication</p>
<p>To improve the use of inclusive language in the recruitment conditions, resolutions and calls, as well as any other institutional documentation of the UMH.</p>	<ul style="list-style-type: none"> Linguistic revision of the recruitment conditions, resolutions, calls, etc. Percentage of modified documents compared to the total number of documents that needed modifications. 	<p>2022-2024</p>	<p>Monitoring Committee of the Plan Recruitment service</p>







<p>Revising the pictograms of the different university facilities, especially showers and changing rooms, to avoid repeating gender stereotypes and to encourage them to be inclusive with sexual, functional, ethnic, cultural and other types of diversity.</p>	<ul style="list-style-type: none"> ▪ To study the level of inclusiveness of the pictograms at university facilities, including corrective actions where necessary. 	<p>2021-2023</p>	<p>Monitoring Committee of the Plan</p>
<p>Revision of the signalling of the UMH facilities and surroundings so that the information on signs, graphic symbols and typographic compositions is inclusive, diverse and encourages empowerment.</p>	<ul style="list-style-type: none"> ▪ To study the level of inclusiveness of the signalling at university facilities and the university surroundings, including corrective actions where necessary. 	<p>2021-2023</p>	<p>Monitoring Committee of the Plan Vice-rectorate for Inclusion, Sustainability and Sports Vice-rectorate for Infrastructure</p>
<p>The inclusion of subtitles and audio descriptions in the audio-visual contents of all university communications to ensure accessibility for people with hearing or visual diversity.</p>	<ul style="list-style-type: none"> ▪ Number of contents that include subtitles and audio descriptions. 	<p>2022-2024 Permanent</p>	<p>Vice-rectorate for Inclusion, Sustainability and Sports Office of Communication Service of Innovation and Technological Planning</p>



<p>To improve the nutritional information of products and supplies (set menu, catering, menu, etc.) offered by the cafeteria-canteen service of the UMH to facilitate the access of people with specific needs (coeliac people, vegetarians or vegans, halal food, etc.).</p>	<ul style="list-style-type: none"> ▪ The inclusion of full nutritional information on the products and supplies of the cafeteria-canteen service of the UMH. ▪ Percentage of products and supplies with full nutritional value of the total products and supplies offered. 	<p>2020-2024 Permanent</p>	<p>Infrastructure service</p>
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Objective 2. To strengthen the communication and the dissemination of the services, instruments and actions to promote equity, diversity and the inclusion of disability to improve the knowledge of the university community on existing resources

Lines of action		Indicator proposal		Schedule		Persons responsible	
<p>To improve and expand the dissemination among the teaching staff of the regulation, specific resources and adaptations required by students with disabilities.</p>		<ul style="list-style-type: none"> ▪ To disseminate the Regulation for the inclusion of people with disabilities of the UMH among the PDI. ▪ To disseminate the existing resources among the PDI. 		<p>2020-2021</p>		<p>Management and Human Resource Management</p>	



<p>To perform a specific communication campaign aimed at the entire university community on the dissemination of the <i>Protocol for the prevention and action before situations of sexual harassment or harassment based on sex or based on sexual orientation</i> (2015) and the <i>Protocol for transsexual, transgender and intersexual people to change their name</i> (2017).</p>	<ul style="list-style-type: none"> ▪ Performing the campaign. ▪ Impact of the campaign in the media outlets and social networks of the UMH. ▪ Impact of the campaign in media outlets external to the UMH. 	<p>2020</p>	<p>Office of Communication Department of Equality</p>
<p>To improve and strengthen the communication of visibility and awareness campaigns on specific dates (1 March, 28 June or 3 December, among many others) so they are appealing and they reach and engage the students.</p>	<ul style="list-style-type: none"> ▪ Number of communications on the campaigns performed. ▪ Number of interactions received from the communications issued through virtual platforms. 	<p>2020-2024 Permanent</p>	<p>Office of Communication Department of Equality ATED</p>



L3. Action against discrimination and violence

Women and people with a non-normative gender or sexuality are more susceptible of suffering situations of abuse, discrimination or violence in the university environment. This vulnerability also increases in the case of people with functional diversity, migrants or racialised individuals, or those who belong to ethnic or religious communities and minorities.





Furthermore, there are daily behaviours that are not socially considered discriminatory or violent, but which create discomfort among the people affected and their surroundings, degrading the atmosphere and hindering co-existence. For example, the use of terms such as fags, tomboys or trannies, comments or taunts on the aesthetic appearance or culture and customs of migrated or racialised people, unwanted insistent comments and proposals with sexual content, comments on the physical appearance or bodies of people who do not fit beauty standards, etc.

Action against any type of violence or discrimination due to sex, gender, sexual orientation, identity or gender expression or functional, cultural, ethnic or religious diversity, is one of the main strategic lines of the Plan. The goal is to guarantee the right of all people to enjoy a respectful and safe university environment, free from misogynistic, LGBTI-phobic, ableist, racist, class-based and all other types of discrimination and violence. It is also a matter of improving the protection and support of victims of discrimination or violence. In this sense, it is the responsibility of the UMH to develop integral strategies of prevention and intervention that promote cultural change, as well as to eliminate any attitude or action that recreates discrimination in a direct or indirect way, or which can favour or hide behaviours of harassment.

Objective 1. To promote the right of all people to enjoy a university environment free of discrimination and violence.

Objective 2. To strengthen and expand the instruments and services to address violence and discrimination in the university community, as well as to improve the protection of rights and to support the victims.



Objective 1. To promote the right of all people to enjoy a university environment free of discrimination and violence			
Lines of action 	Indicator proposal 	Schedule 	Persons responsible 
To provide continuity and sensitivity and prevention actions against any type of violence on specific dates such as 17 May, the International Day Against Homophobia.	<ul style="list-style-type: none"> Number of communications issued on the campaigns. Number of interactions received from the communications issued through virtual platforms. 	2020-2024 Permanent	Vice-rectorate for Inclusion, Sustainability and Sports Department of Equality Office of Communication
To develop a specific campaign of awareness against comments, jokes and misogynistic, LGBTI-phobic, ableist, fatphobic, racist and similar attitudes in the university environment.	<ul style="list-style-type: none"> The existence of a specific campaign. Number of dissemination actions conducted in connection to the campaign. 	2021	Office of Communication Centre for the Support and Visibility of Equality and Diversity
Developing the “Agentes contra las Violencias” (Agents against Violence) voluntary programme ⁵⁵ .	<ul style="list-style-type: none"> The existence of the Volunteer Programme. Number of existing figures of 	2022-2024 Permanent	Department of Equality Development Cooperation and

⁵⁵ This is a programme aimed at the entire university community to train transversal figures of reference on the issue of prevention and to address misogynistic violence and violence against







reference and percentage increase by year.

Volunteerism

- Annual percentage increase of queries received and assistance provided on gender-based violence.

Objective 2. To strengthen and expand the instruments and services to address violence and discrimination in the university community, as well as to improve the protection of rights and to support the victims.

Lines of action 	Indicator proposal 	Schedule 	Persons responsible 
<p>To assess the possibility of providing comprehensive assistance by unifying the services on gender equality, LGBTI diversity and the inclusion of disability in a single resource so that the entire UMH university population is supported from an intersectional</p>	<ul style="list-style-type: none"> ▪ Coordination meetings to analyse the viability of the proposal. ▪ Where relevant, to produce a project that establishes how the service operates and is implemented. 	<p>2020 (If approved, it must be implemented in 2021-2023 and remain)</p>	<p>Vice-rectorate for Inclusion, Sustainability and Sports Management Monitoring Committee of the Plan</p>

LGBTI or disabled people.

This action has a dual goal. On one hand, to improve the involvement and participation of the university community in the fight against gender-based violence. And this way, to amplify the impact of prevention actions. On the other, to improve the way of approaching these issues, facilitating the call for help and access to information, support and accompaniment of affected people or victims.



perspective.

operational).

<p>To include harassment based on gender expression or identity in the <i>Protocol of prevention and action before situations of sexual harassment or harassment based on sex or sexual orientation</i> from 2015.</p>	<ul style="list-style-type: none"> ▪ To revise and modify the Protocol. ▪ Number of communication actions to disseminate the new Protocol. ▪ Number of training actions performed for people involved in deploying the Protocol. 	<p>2020</p>	<p>Monitoring Committee of the Plan Department of Equality</p>
<p>To improve the access of the entire university population to the Centre for the Support and Visibility of Equality and Diversity by developing forms of support that do not entail being there in person. For example, telephone or online support (via e-mail or instant messaging) to thus favour access in campuses or infrastructures where the physical space of the Centre is not available.</p>	<ul style="list-style-type: none"> ▪ Remote forms established to access the Centre for Support and Visibility. ▪ Number of queries and assistance actions performed through the virtual platform. ▪ Annual percentage increase of both virtual and in-person assistance and queries. 	<p>2021</p>	<p>Infrastructure service Computer Infrastructure service</p>



L4. Equity, diversity and inclusion in teaching and research

To include the gender and sexual and functional diversity perspective in teaching and research requires the commitment of different agents to revise teaching contents, research lines and daily practices.

Beyond the existence of regulation that stipulates the enforceability of an inclusive teaching or research action, this action is necessary to promote a transfer of knowledge that takes the structural inequalities present in the various fields of study into account, thus generating necessary changes in all of them. In this sense, it requires a holistic approach to transform the teaching narratives, generally based on androcentrism, cis-heterocentrism and ableism.

Objective 1. To include the intersectional perspective in university studies.

Objective 2. To promote research on equity, sexual-affective and gender diversity and the inclusion of disability.



Objective 1. To include the intersectional perspective in university studies

Lines of action	Indicator proposal	Schedule	Persons responsible
<p>To revise the teaching guides and plans of study to see how many explicitly include sexual-affective, gender and functional diversity.</p>	<ul style="list-style-type: none"> Perform the study. Number of guides and plans revised of the total amount. Report on the results. 	<p>2021-2022</p>	<p>Monitoring Committee of the Plan Vice-rectorate for Studies</p>
<p>To perform a campaign to increase the visibility of existing training offers with an intersectional, gender, sexual diversity, gender diversity and/or disability perspective.</p>	<ul style="list-style-type: none"> Perform the visibility campaign. Number of interactions received on social media. 	<p>2021-2022</p>	<p>Office of Communication Monitoring Committee of the Plan</p>
<p>To promote the explicit inclusion of the sexual-affective and functional diversity perspective in the official documentation connected to teaching, as well as the teaching guides and plans of study on all levels (bachelor's degree, master's degree,</p>	<ul style="list-style-type: none"> Number of documents that have had the gender, sexual-affective diversity and functional diversity perspective added of the total amount after the study. 	<p>2021-2022</p>	<p>Monitoring Committee of the Plan Vice-rectorate for Studies University departments</p>



postgraduate studies...).

To perform training actions aimed at the academic and professional tutors to favour inclusive assistance following equity, diversity and inclusion criteria.

- Number of training actions performed.
- Number of attendees to the training actions, by gender.
- Assessments of the attendees and the person in charge of the training.

2022

Vice-rectorate for Teaching Staff
Monitoring Committee of the Plan
University departments

Specific training for the teaching staff to ensure the appropriate adaptation of the teaching materials used, as well as to ensure the awareness of the teaching staff, favouring safe and comfortable surroundings for the students.

- Number of training actions performed.
- Number of attendees to the training actions, by gender.
- Assessments of the attendees and the person in charge of the training.

2022

Vice-rectorate for Teaching Staff
Monitoring Committee of the Plan



Objective 2. To promote research on gender equity, sexual-affective and gender diversity and the inclusion of diversity.

Lines of action	Indicator proposal	Schedule	Persons responsible
To increase the visibility of research on equity, diversity and inclusion performed by different research teams of the UMH.	<ul style="list-style-type: none"> A list of studies on equity, diversity and inclusion. Their percentage of the total amount of publications. 	2020-2024 Permanent	Vice-rectorate for Research
To revise and expand the document database of the university libraries on the issues of equity, diversity and inclusion.	<ul style="list-style-type: none"> Expand the document database. An annual increase of available resources on equity, diversity and inclusion. 	2023-2024	Library service Monitoring Committee of the Plan



8. APPROVAL AND MONITORING COMMITTEE OF THE PLAN

8.1. Monitoring and assessment of the Equity, Diversity and Inclusion Plan of the UMH

Assessing the implementation and monitoring the actions proposed in this Plan will be performed by a Monitoring Committee comprised by the Committee of Diversity and Inclusion of the UMH, who may use the resources of the Committee of Equality of the UMH due to the cross-sectional nature of the policies and actions that are to be promoted and implemented.

The structure of the Diversity and Inclusion Committee of the UMH will be stipulated by a Rectoral resolution on the motion of the Vice-Rector with responsibilities on the matters of inclusion, equality and diversity. The Committee will be comprised by one representative of each union with representation at the UMH, an expert in LGBTI diversity, an expert on disability, an expert on inclusive policies and a student representative. The Committee will be presided by the Vice-Rector with responsibilities as delegated by the Rector on the issues of inclusion, diversity and disability, and middle management staff with responsibilities on the issues addressed by the Plan will also be part of it.

Said Committee will perform a follow-up report half-way through and at the end of the Plan. Said reports will be submitted to the Rector and they will be appropriately published. The UMH will enable a budget item every year to support the needs requested by the functional area with responsibilities on inclusion, diversity and disability, in order to provide sufficient resources to develop the actions linked to the execution, monitoring and assessment of the Equity, Diversity and Inclusion Plan of the UMH, in the context of the approved budget availability. Likewise, the UMH commits to enable a structure capable of taking on the challenges presented by this Plan.

8.2. Approval and publication of the Equity, Diversity and Inclusion Plan of the UMH

This Equity, Diversity and Inclusion Plan will take effect upon being approved by the governing board and published in the Official Gazette of the UMH, and will remain valid until the next one is approved.



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