

FIRST UNIVERSITAT DE VALÈNCIA
DIVERSITIES PLAN
2024_2027



diversitats

diversitats

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VNIVERSITAT
ID VALÈNCIA

Vicerectorat d'Igualtat,
Diversitat i Politiques inclusives



GENERALITAT
VALENCIANA

Vicepresidencia Primera y
Consejería de Servicios Sociales,
Igualdad y Vivienda

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01

PREAMBLE

In recent years our diverse and pluralistic society has made progress in the recognition of effective equal rights for all.

As a public university, the University of Valencia is a reflection of society. Throughout its more than five centuries of history our University has been characterised by its role in advancing Valencian society thanks to its contributions to world-leading scientific ideas and developments.

Throughout the twentieth century and as a public university, the UV was also a pioneer in facilitating the entry of women into higher education and their integration into the labour market.

To continue the journey towards effective equality for all, our University, which puts people at the very heart of its institution, has developed this First Diversity Plan.

The starting point for this Plan are the guiding principles of equality, non-discrimination, an intersectional perspective, and the prevention and fight against discriminatory violence.

Structured around 43 specific actions divided into five key areas of focus, this Plan will be developed over four years.

We wish to thank everyone who has made this work possible and to acknowledge all members of UV'S Diversities Committee and Advisory Council for student LGBTIQ+ initiatives.

Only through a better-educated and more-informed society can we help to create a non-discriminatory society in which everyone is treated equally.

We are committed to continuing our policies of raising awareness and visibility and providing support and guidance to help create a better world in which everyone has effective equal rights within the diversity of our society.

Mavi Mestre.

Rector of the University of Valencia

02

PRESENTATION

The principal objective of this Plan is to guarantee equal treatment and equal opportunities for all members of our University community irrespective of their racial or ethnic origin, religion, type of family, gender identity or expression, sexual development or affective-sexual orientation.

This document is the result of the consensus and collaboration of many individuals. It comprises measurable and realistic actions, specific aims, strategies and practices, and an effective monitoring and evaluation system. We wish to acknowledge the commitment of all those who have participated in its preparation and promotion, and in particular the work of Elena Martínez, ruth m. mestre and Helena Raussell.

As our statutes demonstrate, the principles of equality and non-discrimination are also values of this institution. However, important asymmetries remain when it comes to University access and students' right to education. For this reason affirmative action measures are needed to help build a more inclusive university.

I am confident that our University community will be committed to enabling this Plan to serve as an instrument for making the University of Valencia a space for equality that is free of any form of violence.

Sylvia Martínez Gallego

Vice-Rector for Equality, Diversity and Inclusive Policies



03

INTRODUCTION

The University has to generate social transformation and aspire to be an engine for inclusive policies and practices.

As a higher education institution immersed in society, its actions must be inspired by ethical and legal imperatives of equity, principles of equal opportunity and non-discrimination, and the education of citizens committed to social justice and diversity.

At the University of Valencia (hereinafter, UV), our traditional approach to promoting equality and non-discrimination in University policies has been sectoral via a range of services that focus on specific axes of inequality, such as gender, sexual orientation and disability. For example:

- Equality policies are promoted by the Equality Unit.
- Inclusion policies for those with disabilities are promoted by UVdiscapacitat.
- Diversity policies are promoted by *diversitats*¹.

Since the drafting of this Plan, all these policies are now promoted by the Office of the Vice-Rector for Equality, Diversity and Inclusive Policies, which was set up in 2022¹.

DIVERSITY POLICIES

University policies on affective-sexual, gender, family, ethnocultural and religious diversity are promoted by *diversitats*, UV's equality-in-diversity initiative.

This initiative was launched in 2017 as a student-oriented support programme of UV's Student Information and Promotion Service (Sedi) resulting from a collaboration agreement between UV and the Generalitat Valenciana (regional government of the Valencian

¹ In tribute to writer and anti-racist and feminist activist, bell hooks, *diversitats* is written in lowercase and in plural form to break from conventional rules and hierarchy and encourage plurality. *diversitats* is currently run by the Equality Unit.

Community) through the Vice-Presidency and the Department of Equality and Inclusive Policies. After the 2018 elections and creation of the Office of the Vice-Rector for Equality, Diversity and Sustainability, the initiative acquired a new dimension that extended to the whole University community.

In 2019, the ***Protocol for Attention to Identity and Gender Expression of the University of Valencia*** was approved. In art. 4.1, this Protocol established that the University should design and implement an equality-in-diversity plan that would define specific objectives, formulate strategies and practices, and incorporate effective monitoring and evaluation systems.

To lay the groundwork for this First Diversities Plan, in the same year initial efforts were made to assess the state of diversity among the student body, but progress on this assessment was halted by the COVID-19 pandemic.

The first phase of the study addressed the experiences of LGBT, Roma, Afro-descendant and hijab-wearing students². A second phase addressed those of students from Latin America and Eastern Europe, third-cycle students, PTGAS (technical, management, administrative and service staff), and PDI (teaching and research staff)³.

2. Mut MontalvÀ, Elena; Torres Pérez, Francisco José; Pérez Alonso, Yaiza; and Giner Monfort, Jordi (2021). *Diagnosi sobre diversitats LGBT i etnoculturals entre l'estudiantat de la Universitat de València*. Primera Fase. Universitat de València: <https://hdl.handle.net/10550/85857>

3. Mut MontalvÀ, Elena; Torres Pérez, Francisco José; Pérez Alonso, Yaiza; and Giner Monfort, Jordi (2023). *Diagnosi sobre diversitat LGBT i etnoculturals entre l'estudiantat de la Universitat de València*. Segona Fase. Universitat de València. <https://hdl.handle.net/10550/85856>

Academic year 2020/2021 saw the creation of the Diversities Committee, which was tasked with designing and monitoring the University's inclusive policies. Working groups were launched and the participatory process for preparing this Plan was begun (you can find a description of this process in the annex if you would like more information about it).

In July 2021, the ***Protocol of the University of Valencia for Action and Response to Gender-Based Sexual Harassment and Other Discriminatory Harassment*** was approved as a comprehensive and streamlined instrument aimed at combatting all forms of harassment.

Academic year 2021/2022 saw the first phase in the preparation of this Plan and April 2022 saw the creation of the new Office of the Vice-Rector for Equality, Diversity and Inclusive Policies. The new team reviewed the document to adapt it to the new guidelines and reorganisation of University policies. Since September 2022, *diversitats* has been functionally integrated within the organisational structure of UV's Equality Unit.

In November 2022, the Advisory Council for student LGBTBIQ+ initiatives was created by order of the rector. This Council meets regularly to organise activities, initiatives and campaigns aimed at supporting our student community.

04

FRAMEWORK OF REFERENCE

The development of diversity, gender equality and disability policies has concentrated on individual sectors rather than adopting a unified legislative framework.

However, references to intersectionality appear subtly and in multiple forms across regional and international legislation that addresses gender equality, disability or sexual diversity.

In the context of this Plan it is appropriate to review the most important legislative references that regulate matters relating to affective-sexual, gender, family, ethno-cultural, and religious diversity. This review is complemented by other studies, strategies and plans, etc., that, though not legislative in nature, are relevant to this field.

INTERNATIONAL ARENA

- The Universal Declaration of Human Rights, adopted on 10 December 1948 by the United Nations General Assembly.
- The International Convention on the Elimination of All Forms of Racial Discrimination, adopted by the United Nations in 1965.
- The World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance (Durban, 2001), where the Durban Declaration and Programme of Action, which enshrines international commitment, was adopted.
- The Yogyakarta Principles (Indonesia, 2007), a global charter for LGBT rights, which was revised in 2017 to include new rights and principles. Of particular relevance are principle 3, which relates to the recognition of legal personality and the right to self-determination, and principle 16, which refers to the right to education without discrimination.

- The International Decade for People of African Descent (2014-2024), which was proclaimed by the United Nations on 18 November 2014.
- Reports of the Office of the United Nations High Commissioner for Human Rights, which is the main UN entity in the field of human rights.

EUROPEAN ARENA

At the European level, most legislative and operational developments are devised and implemented by the Council of Europe and the European Commission, which have deployed a whole series of instruments (directives, recommendations, studies and strategies, etc.) aimed at supporting inclusive policies.

- Since 1999, the EU has been empowered to act in cases of discrimination on grounds of sexual orientation. It has adopted legislation and measures aimed at extending the legal and social protection of LGBTI people. Directive 2000/78 /EC, for example, prohibits discrimination in the workplace on the grounds of religion, beliefs, age, disability or sexual orientation, while directive 2006/54/EC extends the scope of this Directive to include discrimination on the grounds of gender identity.
- Other European directives to bear in mind are those on equal treatment and non-discrimination, such as Directive 2000/43/EC, which refers to application of the principle of equal treatment of individuals regardless of their racial or ethnic origin, and Directive 2012/29/EU, which establishes minimum standards in relation to the rights, support and protection of victims of crime.

- Every year, the European Commission publishes a progress report on implementation of the List of Actions to Promote LGBTI Equality (2015-2019). These actions comprehensively address all areas relevant to LGBTI people, such as non-discrimination, education, employment, health, and hate speech, etc.
- The EU also conducts studies and research in this area, including the Eurobarometers on discrimination in the EU, reports on the Roma population, and wide-ranging surveys on LGBT people in the EU (2012 and 2020) administered by the EU Agency for Fundamental Rights (FRA).
- In matters relating to equality and non-discrimination, the EU has introduced a whole range of programmes, policies and sectoral plans that incorporate intersectionality as a cross-disciplinary principle to guide the strategies of the 'Union of Equality'. These include the LGBTIQ Equality Strategy (2020-2025), the EU Action Plan against Racism (2020-2025), and the EU Roma Strategic Framework for Equality, Inclusion and Participation (2020-2030).
- Also important to highlight are the recommendations of the Council of Europe, including the Recommendation of 12 March 2021 on the equality, inclusion and participation of the Roma population, which established the requirement for member states to develop national strategic frameworks for including the Roma population in their general social inclusion policies in order to improve their situation.

NATIONAL ARENA

- Law 13/2005, of 1 July, which amended the Civil Code in matters relating to the right to enter into marriage.

- Law 3/2007, of March 15, which regulates changes to the recorded mention of a person's sex in official civil records.
- Comprehensive Strategy against Racism, Racial Discrimination, Xenophobia and Related Intolerance (2011-2014).
- National Strategy for the Social Inclusion of the Roma Population in Spain (2012-2020).
- Guidance Protocol for the Inclusion of Roma History and Culture in the School Curriculum and Teaching Practice (2019). This publication is one of the actions promoted by the Education Group of the State Council of the Roma People, which involved the participation of the Spanish Ministry of Education and Vocational Training.
- For the first time, in 2020, two directorates-general were created within the Ministry of Equality to specifically address diversity policies. These were the Directorate-General for Sexual Diversity and LGBTI Rights and the Directorate-General for Equal Treatment and Ethnocultural Diversity. Among their functions is the development of regulations such as the future law on the rights of LGBTI people. Their most relevant publications include an informative guide for LGTB people in response to the crisis caused by the covid-19 epidemic and a preliminary study on the African and Afro-descendant population in Spain (2021).
- Law 15/2022, of 12 July, a comprehensive instrument for addressing the issues of equality and non-discrimination.
- Law 3/2022, of 24 February, on university coexistence.

- Law 4/2023, of 28 February, which aims to ensure the real and effective equality of trans people and guarantee the rights of the LGBTI community.
- Organic Law 2/2023, of 22 March, on the University System.
- The Ministry of Social Rights, Consumption and Agenda 2030 is in charge of the General Directorate of Family Diversity and Social Services, which is responsible for protecting and supporting families and their diversity and for preventing situations in which families may face needs or challenges.
- In February 2024 the Spanish Council of Ministers approved a draft bill to recognise the diverse family situations in Spain, enhance social protection for families, and ensure the right to work-and-family-life balance.

REGIONAL ARENA

- Instruction, of 15 December 2016, of the Director General for Educational Policy, establishing a protocol for ensuring the right to gender identity, gender expression and intersexuality.
- Law 8/2017, of 7 April, of the Government of the Valencian Community, to recognise the right to gender identity and expression in the Valencian Community.
- Decree 19/2018, of 9 March, of the Council, to regulate recognition of single-parent family status in the Valencian Community.
- Law 23/2018, of 29 November, of the Government of the Valencian Community, on the equality of LGBTI people.

- Valencian Strategy for the Equality and Inclusion of the Roma People (2018-2023).
- Valencian Strategy on Equal Treatment, Non-Discrimination and the Prevention of Hate Crimes (2019-2024).
- Valencian Strategy on Migration (2021-2026).
- In October 2022, the Plenary Session of the Council of the Government of the Valencian Community passed a draft law on family diversity and support for families that guarantees access for diverse family structures to numerous rights in several areas and recognises the diversity of families as vital settings for socialisation and coexistence.

LOCAL ARENA

- DIVERSITAS Plan, a municipal plan for sexual and gender diversity in Valencia (2022).
- COMVA Plan, a municipal coexistence plan against discrimination and hate in the city of Valencia (2022).



05

GUIDING PRINCIPLES

This First Diversities Plan aims to become established as a framework for action in relation to diversity activities at the University of Valencia in the next few years.

It seeks to contribute to the reduction of inequalities based on racial or ethnic origin, religion, family model, gender identity or expression, sexual development or sexual orientation that still exist in our University. Its main objective is to combat the most serious inequalities that exist in relation to citizens' entitlement to education and University access.

In this first stage we focused especially on **students** to respond to the challenges and needs we detected during the diagnosis and participatory process. In a second phase, after a detailed examination of the situation in relation to PTGAS and PDI, we will specifically address the issue of diversity in the University as a place of work and develop a detailed initiative aimed at promoting diversity in all our teaching and research activities¹.

Another distinctive feature of this Plan is our commitment to **participation**. Members of the UV community have played a direct role in its preparation and they are expected to also be involved during the implementation and monitoring stages under supervision of the Diversities Committee. This principle of participative involvement is also reflected in our promotion of associations and student organisations that are working in this field, the creation of University structures and spaces that enable participation, and the importance we attach to inter-institutional networking.

1. If you would like further information about this aspect, please consult the ADIM LGTB+ Guide, which gathers the main results from the 'ADIM. Advancing the Management of LGBT Diversity in the Public and Private Sector' European project (which is available at: <https://adimlgbt.eu/>).

Other guiding principles reflect a wide range of values and criteria that underlie the affirmative actions to be implemented:

- **The principle of equality and non-discrimination**, which implies the absence of discrimination based on racial or ethnic origin, religion, family model, gender identity or expression, sexual development or sexual orientation.
- **The intersectional perspective**, which considers the way in which the axes of inequality interact with each other. It takes into account issues such as class, ethnicity, sexual orientation, disability, gender and family model. The relationship between the various forms of inequality should not be seen as the sum of individual parts but as a combination that creates specific identities.
- **The prevention of discriminatory violence and the fight to combat it**. Violence and discriminatory behaviour cannot be combatted if preventive measures are not taken since the causes of these forms of behaviour are structural. Therefore, this Plan not only provides anti-discrimination tools but also tackles these issues by raising awareness and providing training.



06

LINES OF ACTION

The duration of this first Plan will be four years (2024-2027).

The main aim of this Plan is to guarantee equal treatment and equal opportunities for all members of the University community through the implementation of 43 actions.

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ACTIONS: 7

TOTAL ACTIONS: 43

LINE 1

AN INCLUSIVE UNIVERSITY, INCLUSIVE CAMPUSES



GENERAL OBJECTIVES:

- To implement strategies and actions for generating an inclusive culture built on recognition of and respect for diversity.
- To educate the University community in matters of diversity.

SPECIFIC OBJECTIVE:

Axis 1. Sensitisation:

To sensitise the University community on issues of diversity.

Axis 2. Visibilisation:

- To make diversity visible within the University community.

Axis 3. Education and training

- To train PTGAS and PDI in matters of equality in diversity so they may demonstrate the importance of these issues in their day-to-day work.
- To train the student body in matters of equality and non-discrimination.

AXIS 1. SENSITISATION _____

1.1.1. Participate in UV welcome activities.

UNIT RESPONSIBLE: *diversitats* and Sedi.

PROOF OF IMPLEMENTATION:

- Welcome programme of events and activities.
- Documentation (such as emails and proposal for activities, etc.) generated through coordination with services and centres involved.
- Promotional or distribution material and resources (information pack; see action 2.2.2).

INDICATORS:

- Number of events organised.
- Number of information packs distributed.
- Students' assessments of the utility of the information pack.

FUNDING: Internal resources.

YEARS: 1, 2, 3 and 4.

1.1.2. Consolidate the celebration of important dates (such as Roma People's Day, Pride Month, Trans October, and the International Day of Families).

UNIT RESPONSIBLE: *diversitats*.

PROOF OF IMPLEMENTATION:

- Programme of events and activities.
- Annual activity report.
- Press releases, photographs, posters, applications, dissemination materials for social networks, OPIS (illuminated advertising objects), etc.

INDICATORS:

- Number of publications, news items, press releases, etc. on the organised events.
- Number of activities held by campus and in total.
- Number of participants in the events by campus and in total.
- Participants' assessments of the activities.
- Level of awareness shown by the University community about these dates and the activities organised by *diversitats* to celebrate them.

FUNDING: Internal resources.

YEARS: 1, 2, 3 and 4.

1.1.3. Create ‘Diversity Week’ with a range of diversity-related socio-cultural activities organised especially for students.

UNIT RESPONSIBLE: *diversitats*.

PROOF OF IMPLEMENTATION:

- Programación de actividades.
- Memoria anual de actividades.
- Notas de prensa, fotografías, cartelería, aplicaciones y cualquier otro tipo de material de difusión para redes sociales, OPIS, etc.

INDICATORS:

- Número de publicaciones, noticias, notas de prensa, etc. sobre los actos organizados.
- Número de actividades realizadas por campus y total.
- Número de personas participantes en los actos por campus y total.
- Valoración de las personas participantes en las actividades.
- Grado de conocimiento de la “Semana de la diversidad” por parte de la comunidad universitaria.

FUNDING: Internal resources.

YEARS: 2, 3 and 4.

1.1.4. Announce an annual call for grants to finance socio-cultural activities on issues of equality in diversity that involve the University community and are held in University facilities and spaces.

UNIT RESPONSIBLE: *diversitats*.

PROOF OF IMPLEMENTATION:

- Documentation (such as terms of the call, reports and emails, etc.) generated by this annual call for grants.
- Resolution of the terms of the annual call for grants.
- Resolution of the projects selected in the annual call for grants.
- Projects and activities carried out within the framework of the annual call for grants.

INDICATORS:

- Allocation of the funds.
- Number of projects presented per year.
- Number of projects funded.
- Assessment by members of the University community who participated in the call.

FUNDING: Internal resources.

YEARS: 1, 2, 3 and 4.

AXIS 2. VISIBILISATION _____

1.2.1. Publish a University calendar with important dates in matters of equality, diversity and inclusive policies and disseminate information from University services working in this field.

UNIT RESPONSIBLE: Office of the vice-rector with responsibility for diversity, the Web and Marketing Unit (UWM), and UVcomunicació.

PROOF OF IMPLEMENTATION:

- A calendar detailing important dates for the services provided by the office of the vice-rector.
- Emails exchanged between the various services.
- Minutes of meetings.
- Document outlining the strategy for distributing the calendar.

INDICATORS:

- Number of printed calendars.
- Number of services that contributed to preparation of the calendar.
- Number and types of important dates included in the calendar.
- Level of awareness shown by the University community about the existence of the calendar.
- Assessment of the utility of the calendar as an instrument for creating a more inclusive University.

FUNDING: Office of the vice-rector responsible for diversity issues, and UV.

YEARS: 2, 3, 4.

1.2.2. Name new communal or everyday campus spaces or spaces on campus that facilitate social interaction (such as libraries, refectories and quads, etc.) after important people or dates in matters of diversity.

UNIT RESPONSIBLE: *diversitats, Web and Marketing Unit (UWM), and UVcomunicació.*

PROOF OF IMPLEMENTATION:

- Newly named spaces.
- Dissemination material (news items, press releases, posters, references in paper format or on the web, etc.).
- Physical labelling of spaces (plaques, signs, stickers, etc.).
- Emails exchanged between the services or centres involved.

INDICATORS:

- Number of newly named spaces.
- Number of elements where the new name is clearly displayed.
- Level of awareness shown by the University community about the new names of the spaces and their significance.
- Assessment of these changes by the University community.

FUNDING: Internal resources and UV.

YEARS: 2, 4.

1.2.3. Reward centres, services, people or projects that perform outstanding inclusive actions on UV campuses.

UNIT RESPONSIBLE: *diversitats*.

PROOF OF IMPLEMENTATION:

- Awards presented
- List of centres, services, people or projects that have performed outstanding inclusive actions, by campus.
- Record of the reports, emails, commendations, awards, accolades, best practices, etc.

INDICATORS:

- Number of applications received
- Number of schools, faculties, services, people or projects that have performed outstanding inclusive actions, by campus.
- Level of awareness shown by the University community about these awards.
- Assessment by recipients of the awards.

FUNDING: Internal resources.

YEARS: 1, 3.

AXIS 3. EDUCATION AND TRAINING _____

1.3.1. Diseñar e implementar con el Servicio de Formación Permanente e Innovación Educativa (SPFIE) un plan de formación para el personal a fin de hacer efectiva la igualdad que promueve este plan.

UNIT RESPONSIBLE: *diversitats and SFPIE.*

PROOF OF IMPLEMENTATION:

- Document detailing the strategic plan for training PDI and PTGAS in matters of diversity.
- Emails exchanged between the services responsible for the programme.
- Minutes of meetings and agreements reached.
- Documentation from SFPIE training programmes.

INDICATORS:

- Average number of emails exchanged.
- Number of meetings held.
- Number of hours of diversity training held per year.
- Number of PDI and PTGAS members who attended the courses on diversity.

FUNDING: Internal resources and UV.

YEARS: 2.

1.3.2. Include a course specifically on diversity for PTGAS and PDI in every SFPIE Continuing Education Plan.

UNIT RESPONSIBLE:

Office of the vice-rector responsible for diversity and SFPIE

PROOF OF IMPLEMENTATION:

- SFPIE's Continuing Education Plan.
- Programme of the specific course on diversity for PTGA and PDI in the Continuing Education Plan.
- Emails exchanged between the services responsible.

INDICATORS:

- Number of participants on the course.
- Waiting list for those wishing to enrol on the course.
- Assessment by the course participants.

FUNDING: UV

YEARS: 2, 3 and 4.

1.3.3. Include diversity in the training programmes organised by the Student Information and Promotion Service (Sedi).

UNIT RESPONSIBLE: *diversitats* and Sedi.

PROOF OF IMPLEMENTATION:

- The programmes, types and contents of training activities such as the Entreiguals student mentoring programmes, the training of student representatives, and the University volunteering programme.

INDICATORS:

- Number of participants in each activity.
- Number of hours spent on training activities in diversity issues as part of the training activities organised by Sedi.
- Students' assessment of the training activities in diversity issues in which they have participated

FUNDING: Internal resources and UV.

YEARS: 1, 2, 3 and 4.

1.3.4. Provide specific training programmes for internship students and volunteers participating in the espais multicolor (multi-coloured spaces) project.

UNIT RESPONSIBLE: *diversitats*.

PROOF OF IMPLEMENTATION:

- Document with the result of the selection process for internship students.
- Reports on student internships.
- Range of training programmes available for internship students and volunteers involved in the multi-coloured spaces project.

INDICATORS:

- Number of internship students.
- Number of training activities specifically for internship students and volunteers.
- Number of hours of training activities specifically for internship students and volunteers.

FUNDING: Internal resources.

YEARS: 1, 2, 3 and 4.

SUMMARY OF LINE 1. INCLUSIVE UNIVERSITY, INCLUSIVE CAMPUSES

Axis 1. Sensitisation

1.1.1. _____

Participate in UV welcome activities.

1.1.2. _____

Consolidate the celebration of important dates (such as Roma People's Day, Pride Month, Trans October, and the International Day of Families).

1.1.3. _____

Create 'Diversity Week' with a range of diversity-related socio-cultural activities organised especially for students.

1.1.4. _____

Announce an annual call for grants to finance socio-cultural activities on issues of equality in diversity that involve the University community and are held in University facilities and spaces.

Axis 2. Visibilisation

1.2.1. _____

Publish a University calendar with important dates in matters of equality, diversity and inclusive policies and disseminate information from University services working in this field.

1.2.2. _____

Name new communal or everyday campus spaces or spaces on campus that facilitate social interaction (such as libraries, refectories and quads, etc.) after important people or dates in matters of diversity.

1.2.3. _____

Reward centres, services, people or projects that perform outstanding inclusive actions on UV campuses.

Axis 3. Education and training

1.3.1. _____

In collaboration with the Lifelong Learning and Educational Innovation Service (SFPIE), design and implement a training programme for PDI and PTGAS to make the equality promoted by this Plan effective.

1.3.2. _____

Include a course specifically on diversity for PTGAS and PDI in every SFPIE Continuing Education Plan.

1.3.3. _____

Include diversity in the training programmes organised by the Student Information and Promotion Service (Sedi).

1.3.4. _____

Provide specific training programmes for internship students and volunteers participating in the espais multicolor (multi-coloured spaces) project.

LINE 2

ANTI-DISCRIMINATION POLICY



GENERAL OBJECTIVES:

- To ensure equality through policies and action protocols aimed at resolving instances of discrimination based on racial or ethnic origin, religion, family model, gender identity or expression, sexual development, or sexual orientation.
- To prevent, detect and contribute to eradicating violence and discriminatory harassment in the University environment.
- To identify areas where intervention is required to ensure equality in diversity.

SPECIFIC OBJECTIVES:

Axis 1. Support and guidance.

- To provide care, support and follow-up services for particular cases.
- To create safe spaces where any member of the University community can be heard or receive support.

Axis 2. Anti-discrimination tools.

- To encourage best practices that promote equality and non-discrimination.
- To combat the most widespread, everyday microaggressions in the University environment.

Axis 3. Diagnosis.

- To transform the structures and procedures responsible for ensuring equality and non-discrimination in all University settings.
- To conduct studies or research associated with achieving or promoting equality in diversity.
- To identify and remove obstacles.

AXIS 1. SUPPORT AND GUIDANCE _____

2.1.1. Provide care and support in accordance with the action protocols and other instruments that may be developed.

UNIT RESPONSIBLE: *diversitats*.

PROOF OF IMPLEMENTATION:

- Record of the name change requests and actions taken.
- Record of the consultations, care and support provided.
- Documentation (such as reports, emails and files) generated by the care, support and follow-up provided.

INDICATORS:

- Number of people who have received support.
- Number of name change requests.
- Number of consultations, support services or guidance actions provided.
- Number of interventions and the types of precautionary measures taken.
- Number of actions developed.
- Individuals' assessment of the support and guidance received.

FUNDING: Internal resources.

YEARS: 1, 2, 3 and 4.

2.1.2. Provide a specific service for welcoming, supporting and monitoring the academic progress and development of students, especially those from non-EU countries.

UNIT RESPONSIBLE: *diversitats*, the Student Service, the International Relations Service, Sedi, and the Delegate of the Rector for Academic Careers.

PROOF OF IMPLEMENTATION:

- Specific service for welcoming, supporting and monitoring non-EU foreign students.
- Documentation for disseminating information about this service.
- Record of the students assisted and types of consultations provided.
- Documentation (such as reports and emails, etc.) generated by the consultations.
- Welcoming sessions for foreign master's and doctoral students.

INDICATORS:

- Number of people assisted.
- Number of enquiries received.
- Number of hours of assistance provided per year.
- Number of welcoming sessions for foreign master's and doctoral studies.
- Number of participants at the orientation sessions.
- Assessments from the foreign students receiving support from this service.

FUNDING: Internal resources. and UV.

YEARS: 3 and 4.

2.1.3. Bring the support and guidance initiatives to campuses via the ‘multi-coloured spaces’ project.

UNIT RESPONSIBLE: *diversitats*, in collaboration with Sedi and the Libraries Service.

PROOF OF IMPLEMENTATION:

- Informational banners on the Libraries Service website.
- Informational posters on the Libraries Service website.
- Record of the physical spaces enabled in the libraries.
- Registration of students assisted and types of consultations provided.
- Documentation (such as reports and emails, etc.) generated by the consultations

INDICATORS:

- Number of support activities carried out via the ‘multi-coloured spaces’ project.
- Number of enquiries received via email or through ‘multi-coloured spaces’ social media channels.
- Number of hours of support provided per year.
- Number of volunteers.
- Assessment of the support provided.

FUNDING: Internal resources.

YEARS: 1, 2, 3 and 4.

2.1.4. Consider creating the role of diversity coordinator.

UNIT RESPONSIBLE: *diversitats* and University schools and faculties.

PROOF OF IMPLEMENTATION:

- List of coordinators.
- Record of the support provided or enquiries received.

INDICATORS:

- Level of awareness shown by the University community about the diversity coordinator.
- Number of support services provided or inquiries received.

FUNDING: Internal resources.

YEARS: 2, 3 and 4.

AXIS 2 ANTI-DISCRIMINATION TOOLS_____

2.2.1. Implement protocols and inform PDI and PTGAS about name change procedures and the actions to perform when confronted with situations of discrimination.

UNIT RESPONSIBLE: *diversitats* and the school, faculty or service (Computer Service (SIUV), Ombuds Office, etc.) involved.

PROOF OF IMPLEMENTATION:

- Record of the consultations, support and guidance provided.
- Documentation (such as reports, emails and files) generated by the care, support and follow-up provided.
- Documentation (such as emails, minutes of meetings and agreements, etc.) generated through coordination between the services involved.

INDICATORS:

- Number of consultations, support services or guidance actions provided.
- Number of meetings with other services.
- Number of actions carried out.
- Assessment by the PDI and PTGAS of the schools, faculties and services involved.

FUNDING: Internal resources. and UV.

YEARS: 1, 2, 3 and 4.

2.2.2. Publish an information pack on the service and diversity-related resources available for members of the University community.

UNIT RESPONSIBLE: *diversitats.* and the Web and Marketing Unit (UWM).

PROOF OF IMPLEMENTATION:

- Strategic document for disseminating the information pack.
- Information pack materials.

INDICATORS:

- Number and types of documents created and incorporated into the information pack on diversity.
- Number of information packs distributed.
- Students' assessment of the utility of the information pack on diversity.
- Assessment by PDI and PTGAS regarding the utility of the information pack.

FUNDING: Internal resources and UV.

YEARS: 2.

AXIS 3. DIAGNOSIS _____

2.3.1. Consider adapting administrative documents and procedures, such as teacher-assessment surveys and enrolment forms, and include a third option (non-binary gender).

UNIT RESPONSIBLE: *diversitats* and the Computer Service.

PROOF OF IMPLEMENTATION:

- Forms and administrative procedures adapted to include the non-binary gender option.

INDICATORS:

- Number of forms and administrative procedures that include the third option.

FUNDING: Internal resources and UV.

YEARS: 3 and 4.

2.3.2. Ensure that the toilets and changing rooms on campus are accessible and inclusive for all.

UNIT RESPONSIBLE:

Office of the vice-rector responsible for diversity, the Technical Unit, and the Technical and Maintenance Service.

PROOF OF IMPLEMENTATION:

- Conception of restrooms and locker rooms from a perspective that promotes inclusion, sustainability, accessibility and design for all (mixed restrooms, individual cubicles in locker rooms, improvements in accessibility, safety and hygiene, sustainable products, etc.).

INDICATORS:

- Number of inclusive restrooms and locker rooms per campus.
- Assessment of this inclusion by the University community.

FUNDING:

Office of the vice-rector responsible for diversity issues, and UV.

YEARS: 2 and 3.

2.3.3. Conduct a study to determine the current situation of PTGAS and PDI regarding diversity at UV and ascertain how diversity issues are addressed in research and teaching.

UNIT RESPONSIBLE: *diversitats*.

PROOF OF IMPLEMENTATION:

- Diagnostic study.

INDICATORS:

- Publication of the study.
- Number of copies printed (if applicable).
- Number of people who participated in the study.

FUNDING: Internal resources.

YEARS: 4.

SUMMARY OF LINE 2. ANTI-DISCRIMINATION POLICY

Axis 1. Support and guidance

2.1.1 _____

Provide care and support in accordance with the action protocols and other instruments that may be developed.

2.1.2 _____

Provide a specific service for welcoming, supporting and monitoring the academic progress and development of students, especially those from non-EU countries.

2.1.3 _____

Bring the support and guidance initiatives to campuses via the 'multi-coloured spaces' project.

2.1.4 _____

Consider creating the role of diversity coordinator.

Axis 2. Anti-discrimination tools

2.2.1 _____

Implement protocols and inform PDI and PTGAS about name change procedures and the actions to perform when confronted with situations of discrimination.

2.2.2. _____

Publish an information pack on the service and diversity-related resources available for members of the University community.

Axis 3. Diagnosis

2.3.1. _____

Consider adapting administrative documents and procedures, such as teacher-assessment surveys and enrolment forms, and include a third option (non-binary gender).

2.3.2. _____

Ensure that the toilets and changing rooms on campus are accessible and inclusive for all.

2.3.3. _____

Conduct a study to determine the current situation of PTGAS and PDI regarding diversity at UV and ascertain how diversity issues are addressed in research and teaching.

LINE 3

TEACHING AND RESEARCH



MAIN OBJECTIVE:

- To integrate an intersectional perspective on diversity across the University's teaching and research activities.

SPECIFIC OBJECTIVES:

Axis 1. Teaching.

- To promote the inclusion of diversity content in teaching activities.
- To provide tools that help PDI avoid reproducing discriminatory attitudes in the classroom and resolve conflicts arising from racist or LGBTI-phobic attitudes.

Axis 2. Research

- To promote research on diversity with an intersectional perspective.
- To make visible and support research projects on diversity conducted by members of the University community.
- To encourage, recognise and support the transfer of students' research outcomes.

AXIS 1. TEACHING _____

3.1.1. Deliver a module on equality policies, diversity and inclusive policies as part of the FIPU programme (initial training for University teaching staff).

UNIT RESPONSIBLE: Office of the vice-rector responsible for diversity and Lifelong Learning and Educational Innovation Service (SFPIE).

PROOF OF IMPLEMENTATION:

- Specific FIPU module on equality, diversity and inclusive policies.
- Course syllabus.

INDICATORS:

- Number of course participants.
- Waiting list for those wishing to enrol on the course.
- Assessment by the course participants.

FUNDING:

Office of the vice-rector responsible for diversity issues, and UV.

YEARS: 1, 2, 3 and 4.

3.1.2. Draw up a checklist to enhance the inclusion of diversity content in calls for proposals for SFPIE educational innovation projects.

UNIT RESPONSIBLE: *diversitats* and SFPIE.

PROOF OF IMPLEMENTATION:

- Checklist.
- Resolutions of calls for grants for developing SFPIE educational innovation projects.
- Diversity content included in the project evaluation criteria for calls for proposals.
- Documents to support the inclusion of diversity content in projects.
- Revised and modified institutional communications that incorporate diversity.

INDICATORS:

- Number of documents that support the inclusion of diversity content in projects.
- Number of times the checklist is downloaded.

FUNDING: Internal resource and UV.

YEARS: 3 and 4.

AXIS 2. RESEARCH _____

3.2.1. Draw up a checklist to promote diversity content in research funding calls issued by the Research Service.

UNIT RESPONSIBLE: *diversitats* and the Research Service.

PROOF OF IMPLEMENTATION:

- Checklist.
- Resolutions on the calls for research funding.
- Diversity content included in the criteria for calls for funding.
- Documents to support the inclusion of diversity content in research projects.

INDICATORS:

- Points available according to the criteria for calls for funding for diversity content in relation to the total scale when evaluating research proposals.
- Number of grants awarded for research with diversity content per year.
- Number of times the checklist is downloaded.

FUNDING: Internal resources.

YEARS: 3 and 4.

3.2.2. Create a concept map and database of the University's researchers and research groups that are working on diversity issues.

UNIT RESPONSIBLE: The Research Service.

PROOF OF IMPLEMENTATION:

- Concept map and database of researchers and research groups working on diversity issues.
- Requests to be included in the database.

INDICATORS:

- Concept map and database of researchers and research groups working on diversity issues.
- Number of requests to be included in the database.
- Number of researchers and research groups working on diversity issues.

FUNDING: UV esources.

YEARS: 2, 3 and 4.

3.2.3. Make diversity research visible in the databases of the University.

UNIT RESPONSIBLE: Libraries Service.

PROOF OF IMPLEMENTATION:

- Keywords in diversity issues.
- Doctoral theses on diversity accessible from TROBES.
- Doctoral theses on diversity defended at UV.

INDICATORS:

- Number of doctoral theses on diversity defended at UV.

FUNDING: Resources. UV.

YEARS: 2, 3 and 4.

3.2.4. Hold annual awards for the best Final Degree Projects, best Final Master's Projects and best doctoral theses on equality in diversity.

AGENTE RESPONSABLE: *diversitats*.

PROOF OF IMPLEMENTATION:

- Awards presented.
- Record of the works submitted and rewarded.

INDICATORS::

- Number of works submitted.
- Level of awareness shown by the University community about these awards.
- Assessment of this action by recipients of the awards.

FUNDING: Internal resources.

YEARS: 1, 2, 3 and 4.

SUMMARY OF LINE 3. TEACHING AND RESEARCH

Axis 1. Teaching

3.1.1. _____

Deliver a module on equality policies, diversity and inclusive policies as part of the FIPU programme (initial training for University teaching staff).

3.1.2. _____

Draw up a checklist to enhance the inclusion of diversity content in calls for proposals for SFPIE educational innovation projects.

Axis 2. Research

3.2.1 _____

Draw up a checklist to promote diversity content in research funding calls issued by the Research Service.

3.2.2 _____

Create a concept map and database of the University's researchers and research groups that are working on diversity issues..

3.2.3 _____

Make diversity research visible in the databases of the University.

3.2.4 _____

Hold annual awards for the best Final Degree Projects, best Final Master's Projects and best doctoral theses on equality in diversity.



LINE 4

PARTICIPATION, NETWORKING AND SOCIETY



GENERAL OBJECTIVES:

- To promote associationism.
- To create structures and spaces for participating in diversity issues in the University environment.
- To consolidate and strengthen networking with other institutions and entities.

SPECIFIC OBJECTIVES:

Axis 1. Participation

- To continue to strengthen associationism and promote the active participation of diverse groups in the socio-cultural and representative spheres, especially of groups that are racialised or come from different ethnocultural origins.
- To promote spaces for participation, relationship-building and exchange between members of the University community who work on or have an interest in issues related to diversity.

Axis 2. Networking

- To maintain our leadership role and continue networking with other public universities.
- To promote new projects in collaboration with other institutions.

Axis 3. Society

- To make the University visible as an inclusive space for diversity and establish coordination actions with access centres.
- To provide information for members of the University community taking part in internships or participating in mobility programmes so that they are aware of their rights regarding equality and non-discrimination and are able to exercise them.
- To create alliances with civil society, associations and entities working in the field of diversity.

AXIS 1. PARTICIPATION _____

4.1.1. Promote and energise student-led diversity-related initiatives and provide support to aid the formation of groups of University students working in this area..

UNIT RESPONSIBLE *diversitats*, Student Delegation and Sedi.

PROOF OF IMPLEMENTATION:

- Legally constituted student groups working in this field.
- Activities or projects run by student groups working in this field with the support of *diversitats*.
- Documentation (such as emails and WhatsApp messages, etc.) generated through monitoring and engaging student groups.
- Record of the consultations and support actions provided.
- Documentation (such as emails, requests, minutes and lists, etc.) generated through consultations.
- Documentation generated by coordinating with the services, schools and faculties involved in requests or demands from student groups.

INDICATORS:

- Number of support actions and consultations provided.
- Number of meetings held.
- Number of legally constituted student groups working in this area.
- Number of activities or projects run by groups of students working in this field with the support of *diversitats*.
- Students' assessments of the advice and support actions provided.

FUNDING: Internal resources.

YEARS: 1, 2, 3 and 4.

4.1.2. Strengthen and consolidate the Club d'Amics i Amigues de diversitats (Friends of diversitats Club) ¹.

UNIT RESPONSIBLE *diversitats*.

PROOF OF IMPLEMENTATION:

- List of members of the Club d'Amics i Amigues de *diversitats*.
- Actions to provide information about the Club and its activities.
- Documentation (emails) generated by actions to provide information about the Club and its activities.
- Annual evaluation survey.

INDICATORS:

- Number of people subscribed to the mailing list.
- Percentage of new subscriptions per year.
- Profiles of subscribers (students, PTGAS and PDI).
- Number of actions taken to provide information about the Club and its activities per year.
- Subscribers' assessment of their level of interest as well as the Club's potential and limitations.

FUNDING: Internal resources.

YEARS: 1, 2, 3 and 4.

1. The Club d'Amics i Amigues de *diversitats* is a mailing list managed by *diversitats* that regularly provides information about activities organised for members of the university community involved in or with an interest in diversity issues at the University. If you would like to join this list, write to diversitats@uv.es.

AXIS 2. NETWORKING

4.2.1. Consolidate our networking with regional public institutions via participation in committees or working groups.

UNIT RESPONSIBLE: *diversitats*.

PROOF OF IMPLEMENTATION:

- List of the committees or working groups.
- List of the collaborating entities or institutions.
- Documentation (calls, agendas, minutes, emails, etc.) resulting from coordination or participation in activities or work sessions with other entities or institutions.
- Inter-institutional activities in which *diversitats* participates.
- Annual activity report.
- Posters and other dissemination materials in which *diversitats* appears as a collaborating entity in inter-institutional activities.
- Certificates of attendance or participation in inter-institutional activities.

INDICATORS:

- Number of committees or working groups.
- Role played by *diversitats* in each committee or working group.
- Number and types of collaborating entities or institutions.
- Number of annual networking meetings with collaborating entities or institutions.
- Number of inter-institutional activities in which *diversitats* participates.
- Number of posters and other dissemination materials in which *diversitats* appears as a collaborating entity in inter-institutional activities.
- Number of certificates issued to diversity staff members for attending or participating in inter-institutional activities.

FUNDING: Internal resources.

YEARS: 1, 2, 3 and 4.

4.2.2. Network with other public universities via the Network of Universities for Diversity (RUD) and the Network of Valencian Public Universities for Equality and Diversity, participate in their meetings and organise joint activities.

UNIT RESPONSIBLE: *diversitats*.

PROOF OF IMPLEMENTATION:

- List of networks in which *diversitats* is a member.
- List of collaborating entities or institutions.
- Documentation (such as calls, agendas, minutes and emails, etc.) resulting from coordinating or participating in activities or work sessions with other entities or institutions.
- Inter-institutional activities in which *diversitats* participates.
- Annual activity report.
- Posters and other dissemination materials in which *diversitats* appears as a collaborating entity in inter-institutional activities.
- Certificates of attendance or participation in inter-institutional activities.

INDICATORS:

- Number of networks in which *diversitats* is a member.
- Role played by *diversitats* in each network.
- Number and types of collaborating entities or institutions.
- Number of annual networking meetings with collaborating entities or institutions.
- Number of inter-institutional activities in which *diversitats* participates.
- Number of posters and other dissemination materials in which *diversitats* appears as a collaborating entity in inter-institutional activities.
- Number of certificates issued to *diversitats* staff members for attending or participating in inter-institutional activities.

FUNDING: Internal resources.

YEARS: 1, 2, 3 and 4.

4.2.3. Continue collaborating and participating in projects and external funding calls, such as the FORTHEM project.

UNIT RESPONSIBLE: *diversitats*.

PROOF OF IMPLEMENTATION:

- List of projects and calls in which *diversitats* participates.
- Documentation (such as calls, agendas, minutes and emails, etc.) resulting from coordinating or participating in activities or work sessions with other entities or institutions.
- Inter-institutional activities in which *diversitats* participates.
- Annual activity report.
- Posters and other dissemination materials in which *diversitats* appears as a collaborating entity in inter-institutional activities.
- Certificates of attendance or participation in inter-institutional activities.

INDICATORS:

- Number and types of projects and calls in which *diversitats* participates.
- Role played by *diversitats* in each project or call.
- Number of annual work meetings with collaborating entities or institutions.
- Number of inter-institutional activities in which *diversitats* participates.
- Number of posters and other dissemination materials in which *diversitats* appears as a collaborating entity in inter-institutional activities.
- Number of certificates issued to *diversitats* staff members for attending or participating in inter-institutional activities.

FUNDING: Internal resources.

YEARS: 1, 2, 3 and 4.

4.2.4. Find new ways of collaborating with institutions such as the Spanish Ministry of Equality, departments of the Government of the Valencian Community, the Diputació (provincial government of Valencia), town councils, the OAVD (office for victims of crime), Orienta, and ONDIS (non-discrimination office) to foster new projects and initiatives.

UNIT RESPONSIBLE: *diversitats*.

PROOF OF IMPLEMENTATION:

- New consolidated relationships, initiatives and projects through agreements, contracts or action protocols.
- Agreements, contracts or action protocols.
- Meetings with other entities and institutions.
- Documentation (such as calls, agendas, minutes, emails and protocols) resulting from coordinating or participating in events, meetings or work sessions with other entities or institutions.

INDICATORS:

- Number of agreements, contracts or action protocols signed with other institutions and entities.
- Number of projects in which *diversitats* participates with new entities and institutions.
- Number and types of networking activities conducted in collaboration with new institutions and entities.
- Number of events in which *diversitats* participates with new institutions and entities.
- Number of meetings with new institutions and entities.

FUNDING: Internal resources.

YEARS: 1, 2, 3 and 4.

AXIS 3. SOCIETY _____

4.3.1. Work collaboratively to find ways to encourage University access for under-represented groups.

UNIT RESPONSIBLE: *diversitats*, Sedi, Delegación de la Rectora para Trayectorias Académicas y Delegación de la Rectora para el Plan de Incorporación a la UV.

PROOF OF IMPLEMENTATION:

- Committees or work meetings and documentation generated.
- Information and dissemination activities about the service and available resources.
- Conference programmes.
- Contents of the informative sessions.
- Schedules of guided tours.
- Information contained in the University Calendar.
- Information contained in the Student Guide.
- Documentation such as emails, PowerPoint presentations, photographs and videos generated as a result of coordinating and participating in information activities.
- Consultations resulting from information and dissemination activities about the service and its resources.

INDICATORS:

- Number of committees created or work meetings held.
- Number of information and dissemination activities about the service and its resources.
- Number of professional advisors participating in the sessions.
- Number of students who attended the informative sessions or guided tours.
- Number of agendas distributed.
- Number of guides distributed.
- Number of enquiries made or resulting from the information and dissemination activities about the service and its resources.

FUNDING: Internal resources and UV.

YEARS: 1, 2, 3 and 4.

4.3.2. Inform members of the University community taking part in internships or participating in mobility programmes about their rights and the resources available to them for diversity-related issues and also inform the management services involved.

UNIT RESPONSIBLE: *diversitats, ADEIT (UV University-enterprise foundation), the International Relations Service and the Human Resources Service.*

PROOF OF IMPLEMENTATION:

- Meetings held with management services, schools and faculties.
- Documentation such as emails, minutes and agreements resulting from coordinating with services, schools and faculties.
- Informational materials about the service and its resources (information pack; see action 2.2.2).

INDICATORS:

- Number of meetings held.
- Number of information packs distributed.
- Assessment of the utility of the information pack perceived by members of the University community.

FUNDING: Internal resources and UV.

YEARS: 3 and 4.

4.3.3. Promote new ways of collaborating with third-sector entities through signed agreements.

UNIT RESPONSIBLE: *diversitats*.

PROOF OF IMPLEMENTATION:

- New consolidated relationships, initiatives and projects through agreements, contracts or action protocols.
- Agreements, contracts or action protocols.
- Meetings with other entities and institutions.
- Documentation (such as calls, agendas, minutes, emails and protocols) resulting from coordinating or participating in meetings or work sessions with other entities or institutions.

INDICATORS:

- Number of agreements, contracts or action protocols signed with local associations and entities working on diversity-related issues.
- Number of projects in which *diversitats* participates with new associations and entities.
- Number and types of networking activities conducted in collaboration with new associations and entities.
- Number of meetings held with new local associations and entities working on diversity-related issues.

FUNDING: Internal resources.

YEARS: 1, 2, 3 and 4.

4.3.4. Help to organise activities intended especially for the University community planned by associations and local entities that focus on diversity-related issues and with which a collaboration agreement has been reached, and disseminate information about those activities.

UNIT RESPONSIBLE: *diversitats*.

PROOF OF IMPLEMENTATION:

- List of collaborating local associations and entities working on diversity-related issues.
- Documentation (such as calls, agendas, minutes and emails) resulting from coordinating or participating in activities or work sessions with these associations and entities.
- Inter-institutional activities in which *diversitats* participates.
- Annual activity report.
- Posters and other dissemination materials in which *diversitats* appears as a collaborating entity in inter-institutional activities.
- Certificates of attendance or participation in inter-institutional activities.

INDICATORS:

- Number and types of collaborating entities or associations.
- Number of annual networking meetings with other collaborating entities or associations.
- Number of inter-institutional activities in which *diversitats* participates.
- Number of projects in which *diversitats* participates with local associations and entities.
- Number of posters and other dissemination materials in which *diversitats* appears as a collaborating entity in inter-institutional activities.
- Number of certificates issued to *diversitats* staff members for attending or participating in inter-institutional activities.

FUNDING: Internal resources.

YEARS: 1, 2, 3 and 4.

SUMMARY OF LINE 4. PARTICIPATION, NETWORKING AND SOCIETY

Axis 1. Participation

4.1.1. _____

Promote and energise student-led diversity-related initiatives and provide support to aid the formation of groups of University students working in this area.

4.1.2. _____

Strengthen and consolidate the Club *d'Amics i Amigues de diversitats* (Friends of *diversitats* Club)

Axis 2. Networking

4.2.1. _____

Consolidate our networking with regional public institutions via participation in committees or working groups.

4.2.2. _____

Network with other public universities via the Network of Universities for Diversity (RUD) and the Network of Valencian Public Universities for Equality and Diversity, participate in their meetings and organise joint activities.

4.2.3. _____

Continue collaborating and participating in projects and external funding calls, such as the FORTHEM project.

4.2.4. _____

Find new ways of collaborating with institutions such as the Spanish Ministry of Equality, departments of the Government of the Valencian Community, the Diputació (provincial government of Valencia), town councils, the OAVD (office for victims of crime), Orienta, and ONDIS (non-discrimination office) to foster new projects and initiatives.

Axis 3. Society

4.3.1. _____

Work collaboratively to find ways to encourage University access for under-represented groups.

4.3.2. _____

Inform members of the University community taking part in internships or participating in mobility programmes about their rights and the resources available to them for diversity-related issues and also inform the management services involved.

4.3.3. _____

Promote new ways of collaborating with third-sector entities through signed agreements.

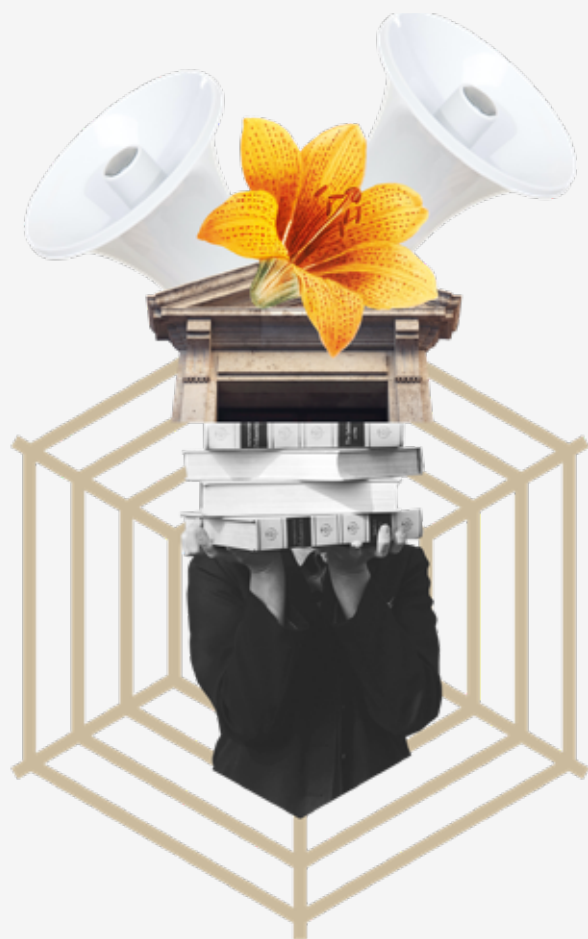
4.3.4. _____

Help to organise activities intended especially for the University community planned by associations and local entities that focus on diversity-related issues and with which a collaboration agreement has been reached, and disseminate information about those activities.



LINE 5

INSTITUTIONAL COMMITMENT AND TRANSVERSALITY



GENERAL OBJECTIVES:

- To ensure the right to equality in education and employment for the whole University community without discrimination based on racial or ethnic origin, religion, family model, gender identity or expression, sexual development or sexual orientation.
- To consolidate and further advance the University of Valencia's commitment to diversity.

SPECIFIC OBJECTIVE:

Axis 1. Consolidation of the service.

- To continue providing support in diversity-related issues.

Axis 2. Coordination and transversality

- To establish mechanisms for coordinating with other University actors such as services, schools, faculties and committees.
- To track and monitor the implementation of inclusive policies.
- To check that the actions of the Diversities Plan are being implemented and its objectives are being reached.

AXIS 1. CONSOLIDATION OF THE SERVICE _____

5.1.1. Draw up a service charter for the services provided to the University community.

UNIT RESPONSIBLE: *diversitats*.

PROOF OF IMPLEMENTATION:

- Service Charter.
- Publication of the Service Charter on the new *diversitats* website.
- Delivery of the Service Charter to the University's schools and faculties.
- Distribution of the Service Charter to the University community.

INDICATORS:

- Number of services informed.
- Number of schools and faculties informed.
- Number of visits to the section of the *diversitats* website where the document is hosted.
- Number of publications on *diversitats* social networks with information about the services provided.
- Number of enquiries about the services provided.

FUNDING: Internal resources.

YEARS: 2.

5.1.2. Take part in representation and collaborative activities in inter-university networks and public institutions.

UNIT RESPONSIBLE: *diversitats*.

PROOF OF IMPLEMENTATION:

- Minutes, photographs, videos and press releases, etc., of the acts and events in which *diversitats* staff members participate.
- Certificates of attendance at acts and events in which *diversitats* staff members participate.

INDICATORS:

- Number of institutional events, seminars and conferences, etc., in which *diversitats* staff members participate.
- Number of committees or networks in which *diversitats* staff members participate.
- Number and types of networking activities and meetings.
- Number of inter-university networks in which *diversitats* participates.
- Number of projects in which *diversitats* participates.
- Number of events and activities in which *diversitats* participates in relation to the activity of university networks as a whole.

FUNDING: Internal resources.

YEARS: 1, 2, 3 and 4.

5.1.3. Perform tasks assigned within the framework established by University protocols and committees.

UNIT RESPONSIBLE: *diversitats*.

PROOF OF IMPLEMENTATION:

- Minutes of meetings in which *diversitats* staff members participate.
- Calls, agendas and emails exchanged between the services.

INDICATORS:

- Number of meetings in which *diversitats* staff members participate.
- Number of University committees or working groups in which *diversitats* staff members participate.
- Number of projects in which *diversitats* staff members participate.
- Number and types of networking activities and meetings held.
- Number of events and activities in which *diversitats* staff members participate in relation to the activity of university networks as a whole.

FUNDING: Internal resources.

YEARS: 1, 2, 3 and 4.

AXIS 2. COORDINATION AND TRANSVERSALITY _____

5.2.1. Hold meetings with each service involved in executing the Plan to coordinate the work required and answer any questions.

UNIT RESPONSIBLE: *diversitats*.

PROOF OF IMPLEMENTATION:

- Documentation (such as agendas, minutes and notification emails) resulting from organising these meetings and the results of the working sessions.

INDICATORS:

- Number of annual meetings held with each service involved in the Plan.
- Number of agreements reached at each meeting and a description of each agreement.
- Number of projects arising as a result of this coordination.
- Assessment by each service of its relationship with *diversitats* and the lines of work that have resulted from implementation of the First Diversities Plan.

FUNDING: Internal resources.

YEARS: 1, 2, 3 and 4.

5.2.2. Promote and coordinate the work of the Diversities Committee.

UNIT RESPONSIBLE: *diversitats*.

PROOF OF IMPLEMENTATION:

- Documentation (such as agendas, minutes and notification emails) resulting from organising these meetings and the results of the working sessions.

INDICATORS:

- Number of meetings held per year.
- Number of agreements reached at each meeting and a description of each agreement.
- Assessment by the members of the Diversities Committee of the relationship and the lines of work developed in the First Diversities Plan.
- Assessment by members of the Diversities Committee of the relationship with *diversitats* and the lines of work that have resulted from the implementation of the First Diversities Plan.

FUNDING: Internal resources.

YEARS: 1, 2, 3 and 4.

5.2.3. Promote the execution of joint activities with other University areas and services, especially the office of the vice-rector responsible for equality and diversity.

UNIT RESPONSIBLE: Office of the vice-rector responsible for diversity issues.

PROOF OF IMPLEMENTATION:

- Documentation (such as calls, agendas, minutes and emails) resulting from organising the meetings and the results of the working sessions.
- Joint activities carried out with other University areas and services.
- Reports of the activities, including photographs and news items.

INDICATORS:

- Number of meetings held per year.
- Number of projects and activities carried out jointly between the various services of the office of the vice-rector responsible for diversity issues.
- Number of projects and activities carried out jointly between other University areas or services.
- Assessment of the impact of intersectional work and activities carried out by the other services.

FUNDING: Office of the vice-rector responsible for diversity issues.

YEARS: 1, 2, 3 and 4.

5.2.4. As part of the annual evaluation of the Plan, draft an annual report of the activities and follow-up procedures undertaken to assess the extent to which the actions have been implemented.

UNIT RESPONSIBLE: *diversitats*.

PROOF OF IMPLEMENTATION:

- Annual activity report.
- Documentation (such as records, reports, emails and databases) generated by data systematisation, and degree of compliance with the proposed actions.

INDICATORS:

- Publication of the annual activity report.
- Number of actions completed per year.
- Percentage compliance with the proposed actions.

FUNDING: Internal resources.

YEARS: 1, 2, 3 and 4.

SUMMARY OF LINE 5.

INSTITUTIONAL COMMITMENT AND TRANSVERSALITY

Axis 1. Consolidation of the service

5.1.1. _____

Draw up a service charter for the services provided to the University community.

5.1.2. _____

Take part in representation and collaborative activities in inter-university networks and public institutions.

5.1.3. _____

Perform tasks assigned within the framework established by University protocols and committees.

Axis 2. Coordination and transversality

5.2.1. _____

Hold meetings with each service involved in executing the Plan to coordinate the work required and answer any questions.

5.2.2. _____

Promote and coordinate the work of the Diversities Committee.

5.2.3. _____

Promote the execution of joint activities with other University areas and services, especially the office of the vice-rector responsible for equality and diversity.

5.2.4. _____

As part of the annual evaluation of the Plan, draft an annual report of the activities and follow-up procedures undertaken to assess the extent to which the actions have been implemented.

07

MONITORING AND EVALUATION

Evaluation enables us to measure the effectiveness of the interventions introduced to implement this Plan.

The office of the vice-rector with competence in diversity-related issues is responsible for implementing this Plan in coordination, via the Diversities Committee, with the other offices of the vice-rector and services involved. Each year a report of the actions undertaken will be prepared and a comprehensive assessment will be conducted at the end of the Plan's active period.

MONITORING AND EVALUATION

Evaluation enables us to measure the effectiveness of the interventions introduced to implement this Plan. This evaluation must examine the degree of compliance with the objectives outlined in the strategic document and respond to a range of questions to determine not only the extent to which the Plan has been implemented but also the effectiveness and true impact of the interventions introduced.

To perform this evaluation, the actions described in this document will be monitored annually and their impact will be assessed at the end of the Plan's four-year active period (2024-2027).

PARTICIPANTS IN THE PROCESS

The key participants in the Plan's implementation and follow-up activities will be involved in the monitoring and evaluation process:

- The office of the vice-rector with competence in diversity issues.
- The UV Diversities Committee, which is responsible for designing inclusive policies, advising the office of the vice-rector with competence in diversity issues, implementing the activities outlined in the Diversities Plan, and supervising the progress of those activities.

- The UV Advisory Council for student LGBTIQ+ initiatives, whose mission is to promote a more egalitarian and inclusive University by leading activities and encouraging dialogue between students and the Board of Directors.
- University student organisations that promote and are engaged in activities related to affective-sexual, gender, family, ethnocultural or religious diversity.

MONITORING

To monitor the progress of this Plan, descriptions of the activities conducted and the main results obtained will be systematised. To enable this systematisation, record sheets will be completed after each programme, project or activity is implemented.

The record sheets will be delivered to those responsible for the action to be completed by those who carry out the activity and monitor its progress. The information collected in these record sheets will be included in the annual activity report.

To facilitate the monitoring and evaluation process and ascertain the extent to which the Plan is implemented, a performance scale will be used to express the degree to which each planned action has been carried out. Specialised *diversitats* staff will be responsible for assigning these compliance levels according to the scale below.

This scale comprises three performance levels for each action specified in this document. These are: 'not commenced', 'commenced', and 'completed'.

- **'Not commenced'** means that an action has not begun when the analysis is conducted but its implementation is expected to begin during the Plan's active period.

- **‘Commenced’** means that an action has begun but has not yet been completed.
- **‘Completed’** means that an action has been accomplished and is now considered closed.

EVALUATION OF THE PLAN

This Plan will be evaluated at the end of its active period. This evaluation must provide the information required for designing a new plan of action, if required. Evaluation of the Plan is the responsibility of specialised *diversitats* staff in coordination with UV's Diversities Committee and Advisory Council for student LGTBIQ+ initiatives.

ANNEX

THE PARTICIPATORY PROCESS



A participatory process involving the whole University community was undertaken to prepare a Plan that would include a participatory, consensus-based design to embrace all actors involved in the University environment, i.e. PDI, PTGAS and students.

The aims of this participatory process were threefold: collect proposals on LGBT and ethnocultural diversities from PDI, PTGAS and students; develop a participatory and consensus-based University policy on diversity; and involve the whole University community in the design of institutional policies.

This participatory process began on 1 March 2021 with the institutional presentation of the online process and ended when the modifications to the draft Plan were incorporated following its public presentation.

The participatory process was structured around four key areas:

- Equality and recognition policies.
- Anti-discriminatory institutional policies.
- Participation and society.
- Institutional commitment, coordination and transversality.

This process included eight participatory workshops, each of which lasted roughly two hours. Two sessions were held for each of the four key areas, one in the afternoon (Tuesdays at 3.30 p.m.) and one in the morning (Fridays at 9.30 a.m.). This strategy of duplicating the workshops enabled all groups to participate in the process. Each participatory workshop followed the same structure:

- A brief presentation was made of the key areas and fields of action and examples were provided of the objectives and potential interventions.
- The participants were divided into three groups: PTGAS, PDI and students. Each group was given two consecutive tasks,

one diagnostic (to identify needs and problems) and one proactive (to propose actions aimed at addressing the needs and solving the problems). Forming these three groups was intended to encourage participation by all and avoid asymmetrical relationships in the participatory process. However, in some workshops where participation was low, only two groups were formed, one comprising PTGAS and PDI and one comprising students.

- The needs and problems identified by the groups and the actions proposed for addressing or solving them were pooled to arrive at a consensus among the participating PTGAS, PDI and students. This information and the proposals agreed collectively were extracted from each workshop.

The restrictions imposed by the COVID-19 pandemic conditioned the design, participation and operation of this participatory process, which was conducted entirely online.

DISSEMINATION

Information about the participatory process was disseminated entirely online via UVnotícies, the UVinformació newsletter, the *diversitats* website, and *diversitats* email. *diversitats* consolidated this dissemination process by distributing personalised weekly invitations to join the Club d'Amics i Amigues.

INFORMATIVE MEETING WITH STUDENT REPRESENTATIVES

To accompany the participatory process, on 21 April 2021 an online information session was held with student representatives to inform them of the procedure. Participating in this meeting were Manuel González, delegate of the rector for Students; Professor Yaiza Pérez, who is responsible for leading the participatory process; and Sela Andreu, a *diversitats* staff member who is specialised in diversity issues.

PUBLIC PRESENTATION

The Plan was presented to the public from 2 to 14 February 2022 on the *diversitats* website, where comments, objections and suggestions could be submitted by completing an online form. During this period many commendations were received and just one objection was made. This objection was submitted by Alicia Villar, delegate of the rector for Academic Trajectories, and Ferranda Martí, head of Sedi (and member of the Diversities Committee), whose concern related to actions 2.1.2 and 3.3.1. Their request to explicitly mention a reference to students' academic careers was accepted and this reference was subsequently incorporated into the wording of the document.

FEEDBACK

The Plan was first presented to the Diversities Committee on 17 February 2022 in an online session via Blackboard Collaborate. At this session the participatory process for drafting the Plan, the objection received during the period of public presentation, and the key areas and main actions were presented. The Plan then returned to the public sphere for a feedback session where the key areas, main actions and strategy for prioritising the actions that emerged from the participatory process were presented.

REVIEW OF THE PLAN

After the elections in March 2022, the new team revised the document to adapt it to the new guidelines and reorganisation of University policies. During the first semester of academic year 2022-2023, the revised text of the Plan was renegotiated with the deans of the faculties and the student representatives.

On 14 March 2023, the new wording of the document was presented to the UV Advisory Council for student LGBTBIQ+ initiatives and on 5 May 2023 it was presented to the UV Diversities Committee.

The revised text was presented to the University community from 5 to 14 October 2023, when two more objections were received: one from Domingo Salazar, a researcher in the Department of Prehistory, Archaeology and Ancient History, and one from Amparo Mañés, a senior PTGAS staff member. Their objections were studied by the Diversities Committee, which met on 12 April 2024, and it was agreed to include their proposals in the final document.

APPROVAL OF THE PLAN BY THE GOVERNING COUNCIL

The Plan was finally approved at a meeting of the Diversities Committee held on 12 April 2024. At this meeting the final version of the document was accepted and sent to the UV Governing Council, where it was discussed and accepted.

The Plan was approved at a meeting of the UV Governing Council held on 28 May 2024 (ACGUV 155/2024). This approval by the Governing Council brought to an end an intense participatory process that had involved the whole University community.

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