

Gender Equality Action Plan

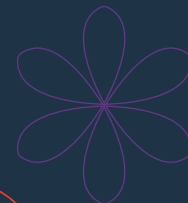
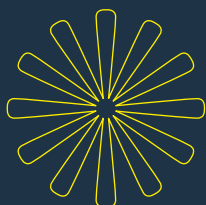
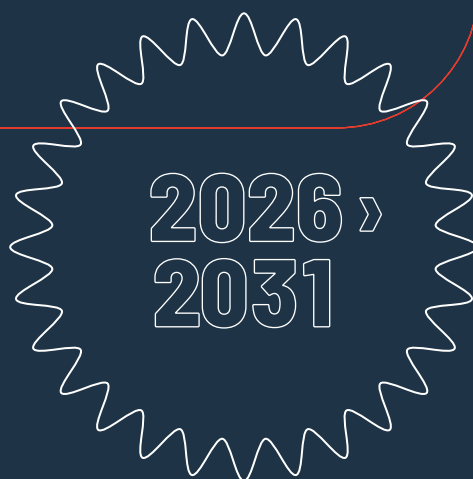
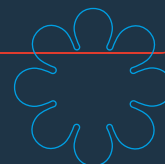
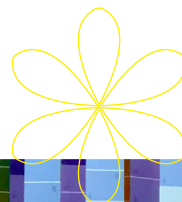
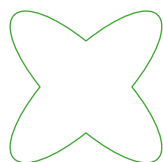


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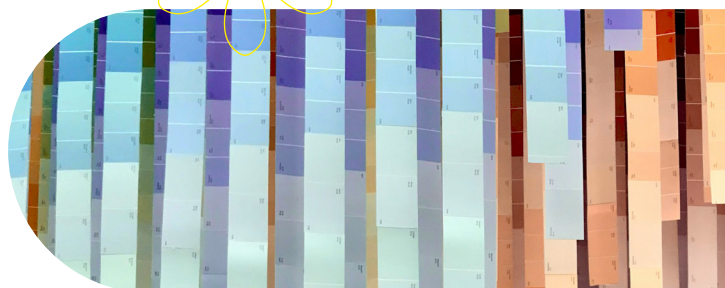
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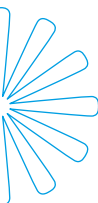
Gender Equality Action Plan



I. Statement of Commitment



The University of Luxembourg reaffirms its commitment to gender equality as a cornerstone of institutional excellence and research integrity. For the first time in its history, in 2025, the University counts 30% of women among its professors, a milestone that reflects steady institutional progress toward balanced representation.

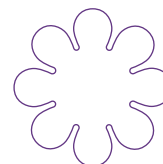


The present Gender Equality Action Plan (GEAP) 2026–2031 builds on the achievements of 2020–2025 and addresses persisting asymmetries in representation, workload, and perceptions of fairness identified in the 2025 Gender Equality Survey. Anchored in the European Research Area and Horizon Europe frameworks, the plan treats gender equality not merely as compliance but as a strategic driver of equity and academic quality.

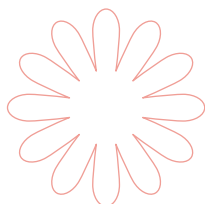


The key enablers of the GEAP 2026–2031 include the sustained work of the Gender Equality Office and Gender Equality Committee, the allocation of dedicated financial and human resources, and the active support of the Rector, Vice-Rectors, Deans, and Directors of Interdisciplinary Centres.

The GEAP 2026–2031 also reaffirms the University's broader commitment to diversity and belonging, ensuring a respectful environment for all, regardless of gender identity, sexual orientation, or family situation.



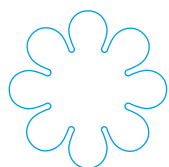
This plan is elaborated by Gender Equality Office and Gender Equality Committee, in collaboration with the Student Delegation and Staff Delegation. It is approved by the Rector and the Management Team (i.e., Vice-Rectors, Deans and IC directors).





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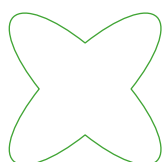


II. Context and Main Results of the 2025 Gender Equality Survey in 2025

The 2025 Gender Equality Survey was launched on 30 April 2025 and closed on 8 June 2025. Its findings reveal notable progress in staff perceptions, promotion encouragement, and awareness of gender issues, yet inequalities persist in leadership representation and reporting confidence. These results demonstrate that the University has moved from policy introduction to evidence-based management, where gender indicators inform strategic decisions.

Compared with the results of the 2020 Survey, overall perceptions of gender equality at the university improved by 9%, and the gender gap in promotion encouragement among academic staff has fully closed. However, awareness about gender equality initiatives remains moderate, particularly among men, and confidence in reporting mechanisms still needs strengthening. Women perceptions of male advantage in administrative task allocation and student-care duties has increased. Finally, men take parental leave less often, reflecting persistent cultural and social expectations around care and professional presence.

The next phase of activities aims to redistribute invisible workloads and strengthen trust, visibility, and accountability through data and leadership engagement, while promoting a culture of belonging that also values the experiences of LGBTQIA+ staff and students.



overall perceptions of gender equality

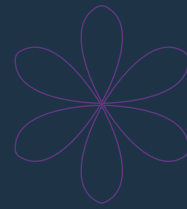
at the university improved by

+9%

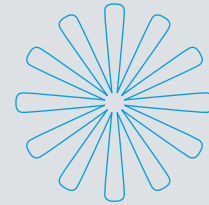
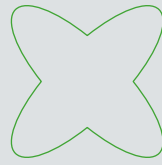


2025 Gender Survey

Key Figures



- 1.** Overall perception of gender equality improved by 9% , from 3.01 > 3.29/5 (2020–2025).
- 2.** The gender gap closed in perceptions of promotion encouragement among academic staff because women's perceptions about encouragement to promotion increased from 18% > 32.3% .
- 3.** Knowledge of available support contacts improved, with the gender gap fully closed by 2025, due to increased awareness among female staff
- 4.** No significant gender difference in encouragement for leadership roles.
- 5.** Between 2020 and 2025, in a scale of 1 to 5, academic women showed significant improvement in their perceptions that the quality of their work (av. score from 3.2 to 3.6), their teaching and outreach (av. score from 2.9 to 3.3), and their committee involvement (av. score from 2.7 to 3.4) are valued in career progression.
- 6.** Confidence in reporting harassment to different University contact points remains moderate. Confidence is highest (3.7 out of 5) when reporting to the line manager, although some gender differences persist. Confidence in reporting to Gender Equality Representatives shows no gender differences.
- 7.** The average awareness of gender equality initiatives is 2.4/5, with lower scores among men.
- 8.** From 2020 to 2025, academic women increasingly perceived gendered gaps in favour of men, with the share of women reporting that men are less burdened by administrative tasks rising by 21 pp, by 11 pp for student-care duties, and by 10.8 pp for confidence in reporting harassment.
- 9.** Representation to senior positions and access to formal circles of influence were identified as the areas with the largest and most persistent perceived male advantage both among academic and administrative staff.
- 10.** Men continue to refrain more often from taking parental leave (10.9% for men vs. 4.4% for women).



III. Strategic Objectives 2026–2031

The 2026–2031 GEAP has five strategic objectives, as shown in Figure 1, designed to consolidate progress while addressing remaining challenges. To implement these objectives, we foresee an overall list of 15 concrete actions presented in Table Action Plan Activities 2026–2031.

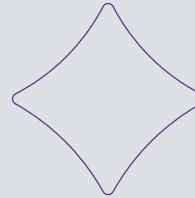
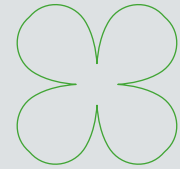
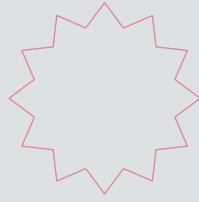
The strategic objectives are:

1. Enhance data-driven awareness and communication;
2. Promote equitable career progression, recruitment and leadership;
3. Foster an inclusive organisational culture and work-life balance;
4. Advance gender balance in workload allocation;
5. Support research and methods on gender equality.

Figure 1: Strategic Objectives of the GEAP 2026–2031



← ← TO FOSTER GENDER EQUALITY AT THE UNIVERSITY OF LUXEMBOURG → →



1

Enhance data-driven awareness and communication

The University will strengthen the visibility, accessibility, and understanding of gender inequalities and corresponding initiatives to its employees and students. Awareness is not a communication exercise but a driver of institutional culture change. Communication efforts will emphasize transparency, gender disaggregated data dissemination, and engagement with all academic and administrative units.



4

Advance gender balance in workload allocation

Persistent gendered patterns in task distribution and representation will be addressed through systematically monitoring committee composition and workload allocation. The goal is to ensure fair participation in governance roles and equitable visibility and recognition. Using existing platform, the University will gather data to guarantee gender sensitive workload for academic and administrative staff.



2

Promote equitable career progression, recruitment and leadership

The GEAP seeks to further advance parity in career progression and to guarantee equitable access to leadership roles. Building on the closing of the promotion gap observed in the 2025 survey, the next phase will reinforce mentorship, sponsorship, and leadership development schemes. The purpose is to further reduce structural barriers that may lead to limited access to decision-making spaces.



5

Support research and methods on gender equality

The University will develop field-specific case-studies that clarify what it means to introduce a gender perspective across different disciplines. These examples will serve as practical resources that researchers can draw on and adapt to their own projects and methodological choices. To support this effort, training activities, data infrastructure, and collaboration with national and international partners will be further developed to ensure effective and sustained support.

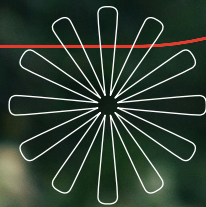


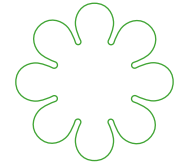
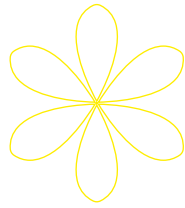
3

Foster an inclusive organisational culture and work-life balance

Equality relies on trust in institutional mechanisms and on a shared perception of fairness and safety. The University will continue to improve reporting procedures, strengthen follow-up, and foster an environment in which respect is non-negotiable. Well-being at work also depends on balancing professional and personal responsibilities. The University will work with external partners to establish a childcare facility for its employees and students. The aim is to normalise parental leave uptake among men and promote flexible arrangements that help reconcile work and private life.

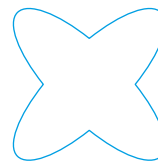
Anchored in the European Research Area and Horizon Europe frameworks, the Gender Equality Action Plan (GEAP) 2026–2031 treats gender equality not merely as compliance but as a strategic driver of equity and academic quality.





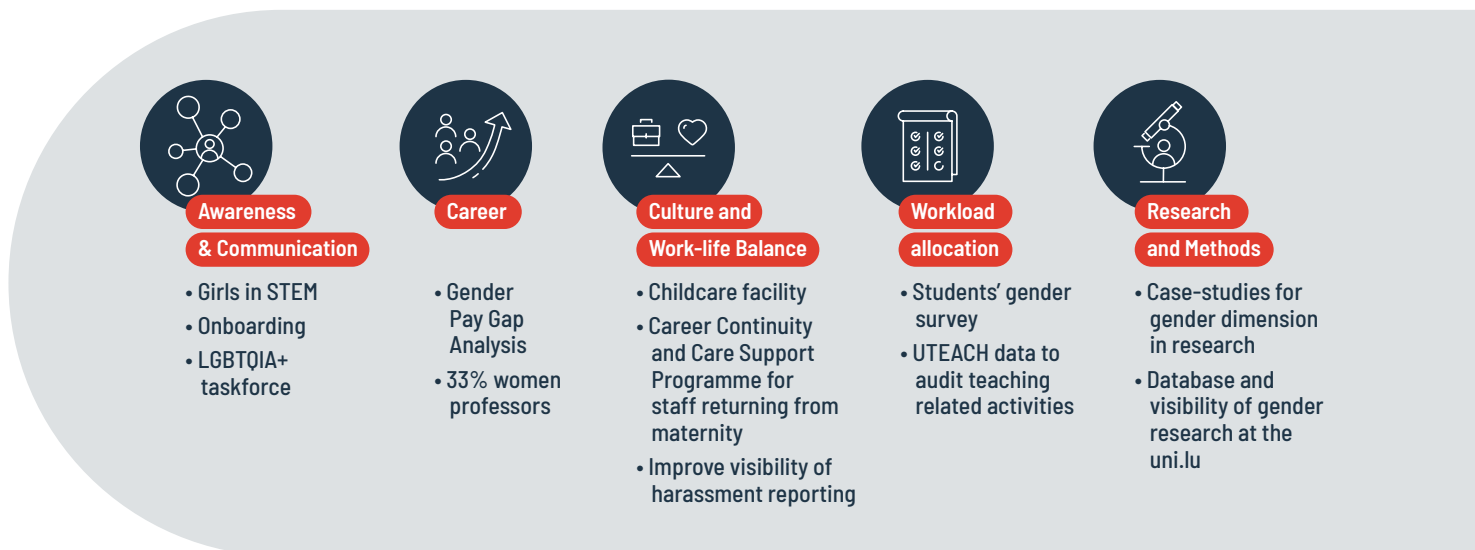
IV. Action Plan Activities

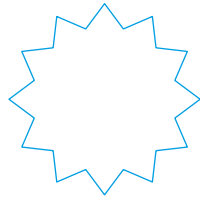
The full list of 15 actions to be implemented between 2026 and 2031 is presented in the table: Action Plan Activities. The actions are organised under the corresponding Strategic Objectives or Focus Areas, ensuring a coherent approach across awareness, career development, inclusion, decision-making, and work-life balance.



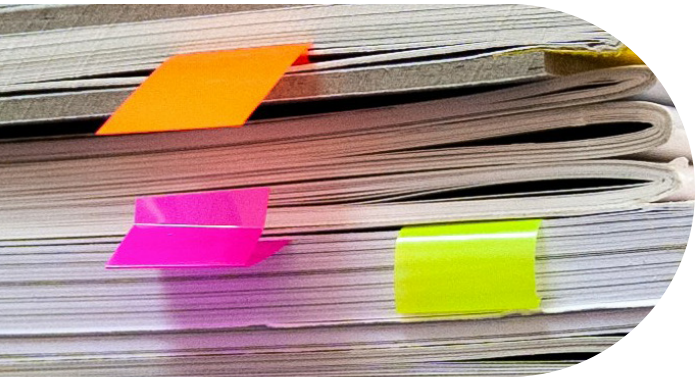
The visual summarises the key actions at a glance:

Figure 2: 2026–2031 Key Measures at a Glance





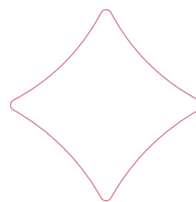
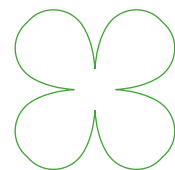
V. Monitoring, Evaluation, and Reporting



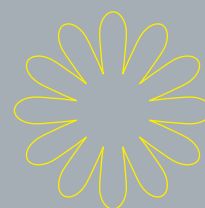
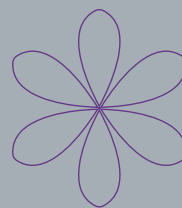
The Gender Equality Office and the Gender Equality Committee will conduct annual monitoring to track the implementation of actions and measure progress.

A mid-term evaluation in 2028, including a follow-up survey in 2031, will assess the impact of the measures undertaken during the GEAP 2026-2031.

Each year, a progress report will be presented to the Rectorate and the Gender Equality Committee by the Gender Equality Delegate. To ensure transparency and accountability, the results will be disseminated to faculties and ICs via their representatives in the Gender Equality Committee.



VI. Dedicated Resources and Accountability



Human resources dedicated to the implementation and monitoring of the GEAP 2026-2031 are:

- Gender Equality Delegate,
- Gender Equality Office,
- Gender Equality Committee and faculty equality representatives.

Financial resources are the annual dedicated central budget for gender equality, supplemented by faculty contributions.

Accountability: The Gender Equality Delegate oversees the delivery of this plan, supported by the Rector's Office.

15 GEAP ACTIVITIES 2026-2031

Objective 1. Enhance data-driven awareness and communication

Planned Action	Rationale / Baseline	Milestones	Timeline	Responsible Units
1. Enhance awareness and visibility of gender equality at uni.lu through the regular publication of gender statistics and an updated onboarding process for employees and students.	Awareness average 2.4/5 in 2025 Survey; lower among men.	Joint communication plan and dedicated events calendar.	2026-2028	Gender Office, Comm, HR, Staff Delegation
2. Strengthen outreach and engagement activities to encourage girls and young women to pursue studies in STEM fields	Persistent underrepresentation of women in STEM disciplines.	Annual campaign and events (e.g. open days, mentoring, school visits).	2026-2031	Gender Office, Comm, FSTM, SnT, LCSB, VR for outreach
3. Strengthen further the LGBTQIA+ Task Force to promote a more inclusive university culture (e.g. inclusive language workshops, Ateliers at the Welcome Week, and lectures for students).	Limited visibility and engagement on LGBTQIA+ topics; need for broader inclusion beyond gender.	Joint communication plan developed; visibility campaigns implemented.	2026-2031	Gender Office, Comm, VRA, ULCC

Objective 2. Promote equitable career progression, recruitment and leadership

4. Ensure that women represent at least 33% of professors by 2031, leveraging the Anne Beffort positions as well as other recruitment and promotion instruments, including structured information and guidance for accompanying partners on career opportunities in Luxembourg.	30% of professors at UL are women	33% by 2029	2026-2031	UL
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15 GEAP ACTIVITIES 2026-2031

Objective 2. Promote equitable career progression, recruitment and leadership

Planned Action	Rationale / Baseline	Milestones	Timeline	Responsible Units
5. Consolidate existing programs like Advance, Marie Speyer Grants and collaborate with the new leadership academy to develop leadership programs for different target groups, including gender bias trainings.	Leadership gap persists. Among academic staff, very limited number of women head of departments or deans. Among the administrative and technical teams, where women constitute the majority, they are not often in leadership positions	Number of participants	2028-2030	Gender Office, RSD, ULCC
6. Develop a comprehensive Gender Pay Gap Analysis across staff categories and career stages to identify potential disparities and inform corrective measures.	Check whether asymmetries in leadership perceptions identified in the 2025 Gender Survey are accompanied by a gender pay gap.	Development of the model to be applied on the data	2027	HR, OSIR, Office of Professorial Affairs, Gender Office

Objective 3. Foster an inclusive organisational culture and work-life balance

7. Improve visibility of harassment reporting procedures via different instruments (campaign, improved website, onboarding)	Improve awareness of procedures and channels.	Updated reporting portal	2026-2027	HR, Comms, GEC, Inclusion office, Staff Delegation
8. Establish evidence-based training resources on allyship, targeted to all audiences, in particular men.	Evidence shows that engaging men as allies fosters sustainable cultural change and accelerates progress towards gender equity and inclusion. Current participation of men in equality initiatives remains limited.	Curriculum developed; pilot sessions delivered; feedback integrated; annual implementation.	2028-2031	Gender Equality Office, ULCC, Doctoral Schools
9. Introduce the option for employees and PhD students to use their preferred name across all internal communication tools, directories, and learning platforms.	The preferred option is currently available for students only. Extending it to employees and PhD students promotes an inclusive and respectful environment.	Updated internal procedures and communication guidelines	2026-2028	IT, HR
10. Develop a childcare facility for university employees and students, in collaboration with the Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse.	Support new parents and incoming staff with childcare facility.	The agreement with all stakeholders is reached	2030-2031	Gender Office, Rectorate

15 GEAP ACTIVITIES 2026-2031



Objective 3. Foster an inclusive organisational culture and work-life balance

Planned Action	Rationale / Baseline	Milestones	Timeline	Responsible Units
11. Establish a Career Continuity and Care Support Programme to facilitate career continuity for staff returning from parental, sick, or other long-term leaves (e.g. offer a Maternity Research Booster Grant for a year for academic women to cover travel with childcare; help with grant writing, hiring a researcher that substitutes them at the lab, etc)	As reported by the Ombuds of the University Employees returning from parental, sick, or other long leave often face reintegration challenges affecting career continuity and well-being.	Reintegration procedure developed; guidance material created; HR and GEO support channels established.	2026-2028	Financial burden of the Maternity Research Booster Grant is on Faculties and ICs.
12. Strengthen a gender-sensitive and inclusive approach to student safety in social and associative life.	Promote safety, prevention of gender-based and sexual violence, and inclusive event practices. Guidance and tools for student associations, targeted capacity-building for organisers of large-scale events, and collaboration with relevant internal and external partners to ensure access to specialised expertise where needed.	Tools in place	2026-2031	Gender Office, Student Life services, relevant institutional partners



Objective 4. Advance gender balance in workload allocation

13. Audit workload distribution and teaching allocation using data like UTEACH and other internal data to identify and correct gendered asymmetries in administrative and pedagogical duties.	In the Gender Survey 2025, persistent gendered patterns in task distribution and representation were identified.	Annual faculty-level reports; actions implemented.	2026-2031	BED, VRA, Gender Equality Office
14. Conduct a gender audit of students to understand asymmetries in care, mentoring, and supervision demands ("student-care burden").	Women report higher involvement in student-care duties; we need to assess the demand side of this asymmetry.	Audit completed; findings inform faculty workload and mentoring policies.	2028	VRA, Gender Office



Objective 5. Research and methods on gender equality

15. Strengthen the capacity to develop concrete examples and case studies that help researchers identify when and how gender considerations may matter for their research, in line with EU and IAS funding schemes. In parallel, collect, organise, and make visible the substantial body of gender-related research already produced across faculties and centres.	While some researchers already integrate gender aspects in their projects, these remain isolated cases. The Gendered Innovations project at Stanford University offers an internationally recognised framework that can be adapted to Uni.lu needs.	Examples /case studies identified.	2028-2031	VRR, RSD, IAS, Gender Office
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