



WUR Gender⁺Equality Plan, 2024-2028



Wageningen, 8 March 2024

Prepared by Gender-SMART core team

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Preface

This document presents the new Gender⁺ Equality Plan of the two legal entities Wageningen University and Wageningen Research, together forming the organisation Wageningen University & Research. It is a framework plan for the period 2024-2028, to be accompanied by annual working plans and progress reports, including monitoring and evaluation procedures regarding its progress.

The plan is developed and formulated in line with the standards that are developed by the EU. It strongly builds upon earlier work at Wageningen University & Research on advancing gender equality, diversity & inclusion, on social safety, as well as on gender & diversity education and research. It is a further step in addressing biases and inequalities in education and research, governance and leadership, recruitment and career support, social safety and work-life balance.

The responsibility for the implementation of the framework plan as well as the annual working plans are delegated by the Executive Board to the Deans of Education and of Research and the Corporate director HRM. A working group consisting of staff from the various relevant domains is mandated with the execution.

Wageningen University & Research considers diversity and inclusion important cornerstones of its policies and practices in research, education, impact and operations. With this plan and its implementation, we ensure the further development of a Gender⁺-SMART WUR.

On behalf of the Executive Board of Wageningen University and Research,

Prof. dr. ir. Arthur Mol,
Rector Magnificus Wageningen University and
Vice president of Wageningen Research

Executive summary

Gender+ Equality Plan as driver for change

Gender equality is a fundamental value of the European Union and is one of the UN's sustainable development goals (SDGs) and a cross-cutting theme. We use gender+ to emphasize heterogeneity among persons of diverse genders. This favours an intersectional approach by acknowledging the gender dimension as intrinsically intersecting with other social dimensions of inequality such as age, class, race/ethnicity, religion, sexual orientation, health, or civic status.

The EU announced for its new research programme Horizon Europe that no institution can receive funding without having a signed and published Gender Equality Plan (GEP) and most calls include in its excellence criteria how gender, preferably as intersectional, is addressed in research project contents. (see EU [brochure](#) and [website](#))

Whilst there has been demonstrable progress toward gender+ equality in Research & Innovation in Europe and at WUR, there is still significant work to do. At WUR we profited from the 4 year EU [Gender-SMART project](#) (2019-2022) that meant to support in such a structural change and developed a GEP '[Towards a Gender+ SMART WUR](#)' that by now requires updating.

The new WUR Gender+ Equality Plan (2024-2028) and key areas

The new WUR Gender+ Equality Plan (G+EP) (2024-2028) builds on the accomplishments and synergies achieved. The new Plan frames how to further developing, integrating and consolidating solid and sustainable WUR Gender+ Equality policies, procedures, routines and practices as an integrative part of WUR's daily and strategic operational processes and functioning and especially focuses on building capacity of its staff and students to act.

The 7 key dimensions of the WUR Plan of the Gender-SMART project time got newly integrated into WUR's organisational structure (see Fig. 1).

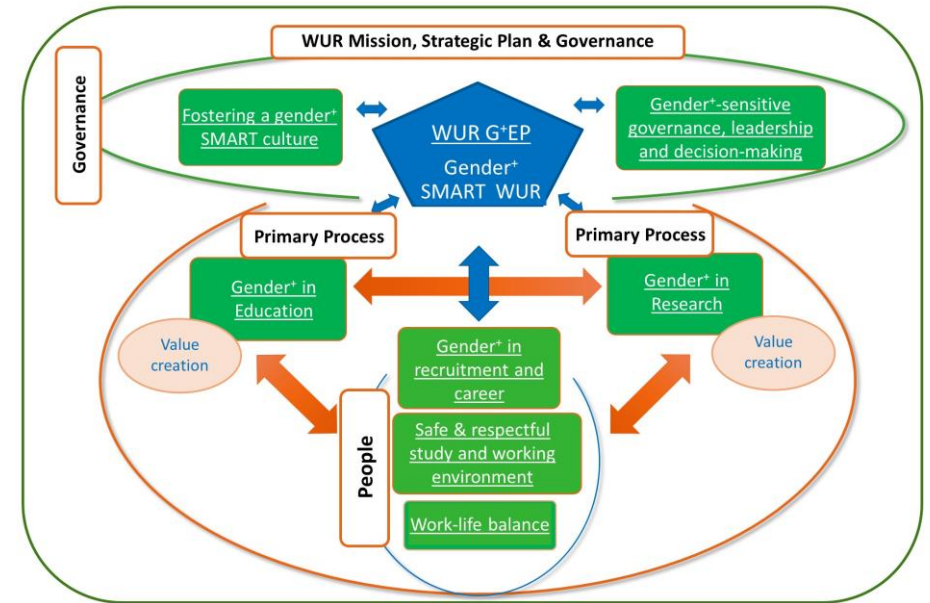


Figure 1: The identified 7 G+EP dimensions of 'Towards a Gender+ SMART WUR', 2020-2022 positioned within the WUR organisational structure.

These focus on:

1. **WUR Governance**, its mission, policies, and management
2. **WUR Primary processes of Education and Research**, and
3. **WUR People**; its community of students and staff.

Long-term goals and annual plans

The new G+EP keeps the long-term objectives defined in the last plan while adding the below ones:

- Consolidation of what has been newly introduced and achieved
- Increased visibility, cohesion, and sustainability
- WUR regie and working group as focal point

The long-term goals that frame the new G+EP are listed on page 5.

Every year a OGSM (Objectives, Goals, Strategy, Measures) schedule will be made to serve as annual workplan. Yearly, a progress report will be produced and shared as part of the Monitoring and Evaluation (M&E) procedure.

G⁺EP governance and resources

The new G⁺EP clarifies and operationalises a tailor-made governance of its implementation. It seeks to sustainably combine forces, optimize cohesion, and safeguard key responsibilities, accountabilities and the availability of expertise.

The goal is working towards a governance that can sustain the inclusion of gender⁺ aspects within WUR towards a Gender⁺-SMART WUR for the long-term, and monitor and adjust upcoming G⁺EPs in the future. To achieve this:

- The G⁺EPs will be integrated in the WUR Strategic Plans.
- The Rector Magnificus is accountable and mandates the responsibility to the Regie group Gender⁺ Integration, Diversity & Inclusion.
- This Regie group consists of the Dean of Research (DoR), Dean of Education (DoE), Director Corporate HR (C-HR). They supply sufficient capacity and budget for the execution of the G⁺EP tasks.
- The Working group Gender⁺ Integration, Diversity & Inclusion will be established as the overall WUR focal point with all pillars and the 7 dimensions being represented. This working group will include the mandated staff who are tasked with the Gender⁺ Integration, Diversity & Inclusion policies and activities as agreed in the G⁺EP, including their input for the annual year plan (OGSM) and yearly progress report.
- The regie- and working group will sustainably bundle governance, visibility, and easy accessibility to G⁺EP activities and trainings that support the gender⁺ integration in education and research, and the current D&I, Social Safety and DARE programming. The 7 identified gender⁺ dimensions will be cohesively addressed to ensure an integrative approach.

- Yearly work plans and progress reports including M&E procedures help structure its progress.

The G⁺EP implementation requires that mandated staff and the Regie group gain formal mandate and resources to establish a sustainable and visible working structure.

G⁺EP OBJECTIVE 2024-28

Optimized reduction of gender⁺ bias and advancement of gender⁺ equality in WUR's organisational functioning and mission for social impact (SDGs) in its policies, routines & procedures, and practices.



Sustainable capacity to include a gender⁺ integrated approach to complex organisational & societal change processes at WUR to achieve more effective and fair social impact (SDGs), collaborations, and recruitment & careers in line with international-EU standards.

I. WUR Primary processes:

A. Gender⁺ integration in education

1. WUR education policy and curriculum with visibly improved gender⁺ integration
2. WUR community is aware of and supports gender⁺ integration in education system

B. Gender⁺ integration in research

1. WUR research policy has included gender⁺ integration
2. WUR researchers acknowledge and engage with the impact of gender⁺ in research
3. A pool of researchers with expertise and interest in gender⁺ integration will lead & guide integration

II. WUR Governance

A. Strategic management: mission, policy documents, routines & procedures

1. WUR policies and procedures ensure advancing equality on all gender⁺ dimensions
2. WUR gender⁺ policies and procedures are included in WUR Strategic Plans
3. WUR communications and events reflect a gender⁺-sensitive approach
4. Increased understanding & fostering of integrative gender⁺ policies by WUR managers

B. WUR governance, leadership and decision-making

1. More proportionate gender⁺ representation in key WUR boards, councils & committees
2. Policy support and practice of gender⁺-sensitive leadership and communication styles in decision-making
3. Practices redressing unconscious gender⁺ bias in WUR decision-making processes

III. WUR People

A. HRM recruitment, selection and career progression

1. WUR leadership and HRM foster gender⁺ equal opportunities for all WUR employees
2. WUR recruitment & career procedures redress gender⁺ bias and barriers as standard
3. Increase gender⁺ parity, especially in higher positions, across SG and WU/WR

B. Safe and respectful international working & learning environment

1. An open and respectful culture in which social safety is discussed and promoted in a gender⁺ -sensitive way
2. People (staff, students, leaders and bystanders) are competent to actively take their responsibility to ensure a safe and respectful environment (structure)
3. People in the support system effectively collaborate on incidents and improving policies and structures

C. Work-life balance (WLB)

1. A WUR work culture in which individual WLB is discussed, valued, and promoted in a gender⁺ -sensitive way
2. WUR leadership actively fosters a gender⁺-sensitive WLB environment and culture
3. WUR ensures fair and flexible career paths for all in a gender⁺ -sensitive way



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Abbreviations

BAC	Appointment Advisory Committee/Benoeming Advies Commissie
CPI	Change Performance Indicator
CSR	Corporate Social Responsibility
D&I	Diversity & Inclusion
DoE	Dean of Education
DoR	Dean Of Research
EB	Executive Board
EU	European Union
EIGE	European Institute for Gender Equality
Fte	Full-time Equivalent
GBV	Gender-based violence
G⁽⁺⁾EP	Gender ⁽⁺⁾ Equality Plan
HRM	Human Resources Management
M&E	Monitoring and Evaluation
OGSM	Objectives, Goals, Strategies and Measures
RRI/R&I	Responsible Research and Innovation/ Research & Innovation
SDGs	UN Sustainable Development Goals
TT	Tenure Track
WLB	Work-life balance
WMB	Wageningen Management Board
WP	Work package
WR	Wageningen Research
WU	Wageningen University
WUR	Wageningen University & Research



1. Introduction

A WUR Gender⁺ Equality Plan as part of the WUR mission

Gender⁺ Equality Plan as driver for change

Gender equality is a fundamental value of the European Union and is one of the UN's sustainable development goals (SDGs) and a cross-cutting theme. Gender⁺ is used to emphasize heterogeneity among persons of diverse genders. It favours an intersectional approach by acknowledging the gender dimension as intrinsically intersecting with other social dimensions of inequality such as age, class, race/ethnicity, religion, sexual orientation, health or civic status.

The EU articulates the importance of advancing Gender Equality by stating that it:

- improves the quality and impact of research and innovation (R&I) by ensuring it is reflective of and relevant to the whole of society;
- creates better working environments that enable good quality research and learning, and maximises the potential and talents of all staff and students;
- attracts and retains talent by ensuring that all staff can be confident that their abilities will be valued and recognised fairly and appropriately.

Gender equality goals require a structural approach to change and a concerted effort across the whole R&I system, entailing a joint commitment, and including funders and (inter)national and EU authorities.

The EU announced for its new research programme Horizon Europe that no institution can receive funding any longer without having a signed and published Gender Equality Plan (GEP) and most calls include in its excellence criteria how gender, preferably as intersectional, is addressed in research project contents. (see EU [brochure](#) and [website](#))

Whilst there has been demonstrable progress toward gender⁺ equality in Research & Innovation in Europe and at WUR, there is still significant work to do. At WUR we profited from the 4 year EU [Gender-SMART project](#) (2019-2022) that

meant to support in such a structural change and developed a GEP '[Towards a Gender⁺ SMART WUR](#)' that by now requires updating. The data collected, workshops, pilots and lessons learned throughout this project time displayed considerable progress as well as challenges to further foster and elaborate to reach consolidation and continuation of sustainable change.

Wageningen University & Research (WUR)

Wageningen University & Research (WUR) is active in the domain of food production, nutrition, and environment. Its mission and strategy are firmly rooted in society and it wholeheartedly embraces the UN SDGs. Scientific integrity and responsibility are central to its research and partnerships. Among WUR's goals are developing knowledge in collaboration with partners and fostering active dissemination of knowledge in society. WUR articulates its ability of combining life and social sciences as well as joining forces of specialised research institutes and the university.

WUR is invested in creating an inclusive culture within its organisation. It has focused on becoming a more inclusive employer, securing social safety for both students and employees, and WUR lecturers and researchers pioneer to include gender⁺ and (in)equality aspects. It expanded from diversity to inclusion and gender⁺ during the Gender-SMART project time. This wider approach beyond targeting women only had the positive effect that various initiatives started to cooperate and learn from each other how to more systemically reflecting, recognizing, and acting upon normalized bias, routines and practices.

The new WUR Gender⁺ Equality Plan, 2024-2028

The new WUR Gender⁺ Equality Plan (G⁺EP) (2024-2028) builds on the ongoing and activating accomplishments and synergies. It aims to maximize them in favour of WUR's impact globally and the WUR community itself. The new Plan frames how to further developing and consolidating solid and sustainable WUR

G+EP policies, procedures, routines and practices as an integrative part of WUR's daily and strategic operational processes and functioning.

An important start has been made by marking that "[You can only change something if you're aware of your own blind spots](#)". Having reached considerable awareness, the new G+EP focus on moving from awareness to capacity to act! Especially through peer-learning and co-creating it aims to develop further understanding and skills to significant 'how-to's' to foster a Gender+ SMART WUR. It encourages and challenges the WUR community to collectively support and work towards further gender+ integration.

Integration into WUR Strategic Planning

Within WUR policies and management of change

The new G+EP is drafted tailor-made for WUR and to lead in further investing in combining forces. It aims to connect to:

- WUR's core policies such as documented in [Values](#); [Strategic Plan](#), and [Governance principles](#);
- WUR's mindset: approach of win-win above zero-sum, aiming at inclusive change by which all gain;
- Current and ongoing WUR initiatives, activities and policies that are in the making and foster co-creation and participation by the WUR community;
- WUR stakeholders who point at SDGs and social impact to achieve a sustainable WUR supported by solid M&E procedures.

A 'regie' group of the director and deans of the three WUR pillars of HRM, Education and Research will implement the new WUR G+EP with delegated responsibility from the Executive Board. They can extend the group with levels of staff to support dedicated and mandated staff which form a Working Group from these three WUR pillars plus communication services, liaison offices, and the care

system. Yearly work plans and progress reports including M&E procedures helps structure its progress.

A dedicated cross-cutting WUR Center of Expertise will be set up stepwise as WUR focal point to foster governance, visibility and easy accessibility to learn of and engage with the G+EP integrative activities. It will also serve as an entry point for trainings and activities initiated by the current D&I, Social Safety and DARE staff and for further exchange and development of integrative approaches in research and teaching by WUR scholars.

WUR building blocks

Since WUR's building blocks or history of gender+ policies define future options, opportunities, and possible resistances, we bring them to mind in Annex 1. In short, these are:

- [Gender-SMART project](#) under EU-Horizon 2020, GA no 824546, 1 Jan. 2019-31 Dec. 2022. It served as overarching, cross-cutting and cooperating space to advance change processes at WUR, such as operationalised in [Diversity & Inclusion](#); [CPI 8 Mobility, diversity and rejuvenation](#)¹ (a.o., reducing gender disparities among professors); [Intranet Teams D&I](#), [Social Safety](#), [Intranet Teams Social Safety](#), [Ombudsperson](#); [Ombudsperson](#); [Recognition & Reward](#); [DARE](#), [Wageningen Young Academy](#), [Grant Office](#), [Horizon Europe – WUR Grant Office Intranet](#), [WUR council](#), in an integrative manner with pillars of Education, Research, HRM and social care system, and liaison and value creation offices.
- Gender Action Plans by WUR HRM (2013; 2017)
- WUR 2000s: accidental reports and working groups without direct follow-up
- WUR 1990s: affirmative action and finalization specific policies
- WUR 1970s: Gender and HRM Policies
- WU 1970s: Gender+ expertise in research and education

¹ Links in [blue](#) are linking to the internet; in [green](#) to WUR intranet accessible to staff only.

Integration within EU requirements

To meet the requirement of the EU to gain research funding, a G⁺EP has to fulfil the following criteria:

- Publicly accessible as document signed by the Executive Board
- Dedicated resources
- Continuous data-collection, regular reporting and M&E procedures (by tasked persons) and guided in coherence through an overarching focal point
- Training and capacity building activities
- For now, thematically covering the below areas:

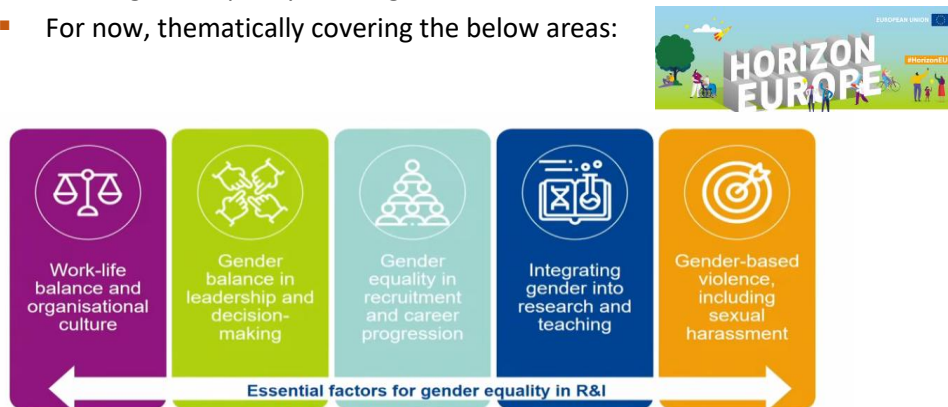


Figure 2. Listed GEP content areas by EU.

Structure of this G⁺EP as interactive document

This G⁺EP document is an interactive document. Therefore, it starts with a page with symbols one can click to be linked to the separate parts. All parts are closed with the below symbol one can click to bring the reader back to the landing page.



The content list can also be used, especially for more detailed links through the document per paragraph.

This G⁺EP document starts with a preface by the Rector Magnificus Prof.dr.ir. Arthur Mol and an executive summary.

The core document offers a more detailed presentation of the new WUR Gender⁺ Equality Plan, 2024-2028. It first provides an explanation of how it is based in former initiatives and is embedded in EU, national and WUR policies. It then describes the operationalization of the implementation within the WUR structure. This includes the outcomes, objectives and impacts to reach per pillar and list relevant indicators for monitoring. The governance and resources of its implementation are addressed next. This core part is completed with a list of abbreviations next to the content page, and a list of relevant references and resources as well as a glossary at the end.

Where relevant in the text, we inserted links to websites and documents. Links in [blue](#) are referring to internet pages; links in [green](#) are referring to WUR intranet pages and therefore only accessible to staff.

Lastly, as Annexes are included:

- an overview of WUR's building blocks for its gender⁺ policies and practices of the past.
- highlights of WUR activities during its participation in the EU-project Gender-SMART, 1 Jan. 2019- 31 Dec. 2022.
- reflection on lesson learned that supported the process of defining the new Gender⁺ Equality Plan, 2024-2028
- WUR Gender⁺ statistics, 2018-2023

2. The new G⁺EP, 2024-2028: WUR key areas

From 'Towards a Gender⁺ SMART WUR' to WUR G⁺EP

'Towards a Gender⁺ SMART WUR' is the WUR plan developed under the EU Gender-SMART project time to connect, consolidate, and professionalize efforts to advance gender⁺ awareness and integration in the WUR primary processes of Education and Research and its facilitating services. The dimensions and actions were developed as tailor-made to WUR, evidence-based on four extensive audit reports and in co-creation and consultation with WUR stakeholders (see Fig.3).

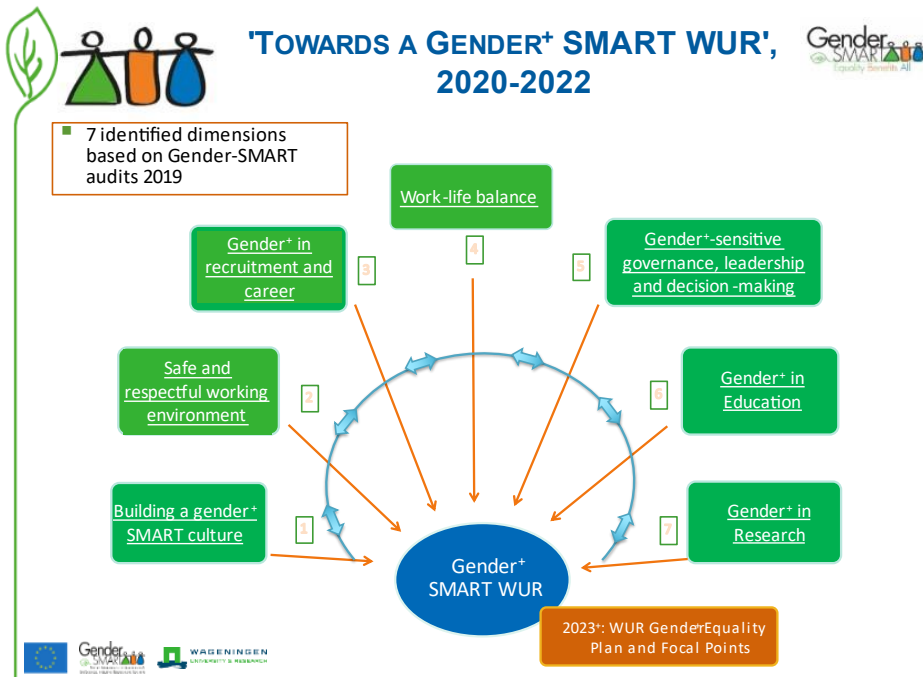


Figure 3. The identified 7 Dimensions of 'Towards a Gender⁺ SMART WUR', 2020-2022.

For each dimension we determined the long-term impacts, main goals, outcomes, and groups of activities & output with specific actions.

The activities and actions were designed within the three WUR pillars of Education, Research and HRM, and with WUR supportive services such as Corporate HRM-D&I, Grant Office, Study Advisors, Wageningen Graduate School, WUR Care system and WUR Library. Wageningen Young Academy, WUR council and the WUR Committee Recognition and Reward were regularly consulted with. All these supported, bridged, or coordinated existing initiatives or started new ones in co-creation with colleagues.

The [WUR Gender-SMART core team](#) was supported by the [WUR Gender-SMART Steering group](#), installed by the Rector. External contacts within the consortium, EU-wide, national, and the CGIAR GENDER Platform served as inspirational sounding boards. The developed Plan gained consent of the Executive Board on 24 Aug. 2020, and was later sustained by [official statements for WU](#) and [WR](#).

After the announcement of the new research programme Horizon Europe in September 2021 including the EU requirement of a GEP for eligibility, it was agreed to draft a post-project GEP in line with the EU requirements.

Positioning the G⁺EP dimensions into the WUR structure

The WUR G⁺EP 2024-2028 required a repositioning of the earlier identified 7 key dimensions to advance a Gender⁺-SMART WUR. Instead of a 'van'-structure that shows them separate but interconnected, the new G⁺EP integrates them into the WUR's organisational structure (see Fig. 4), as focussing on:

1. **WUR Governance**, its mission, policies, and management
2. **WUR Primary processes of Education and Research** and value creation, and
3. **WUR People**; its community of students and staff

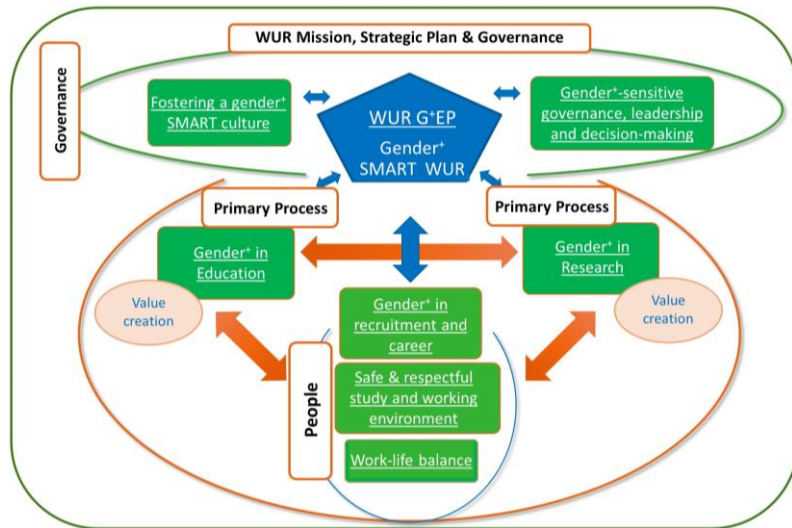


Figure 4. The identified 7 G+EP dimensions of 'Towards a Gender+ SMART WUR', 2020-2022 positioned within the WUR organisational structure.

The circular graph (Fig. 5) illustrates their interconnections and allows to indicate the immediate stakeholders and various focal teams:

G+EP Plan 2024-2028: Long-term goals and annual plans

The new G+EP keeps the long-term objectives as defined in the last plan while adding the below ones to secure consolidation, cohesion, and sustainability:

- Consolidation of what has been newly introduced and achieved
- Increased visibility, cohesion, and sustainability
- WUR Regie and Working group

Every year a OGSM (Objectives, Goals, Strategy, Measures) schedule will be made that operationalises the overall objectives and mid-term goals and outcomes for all seven dimensions. These workplans will be elaborated in due time.

Yearly progress report will be produced and shared as part of the Monitoring and Evaluation (M&E) procedure.

The long-term objectives and key areas are listed below. Specifics per key area follow in the next sections.

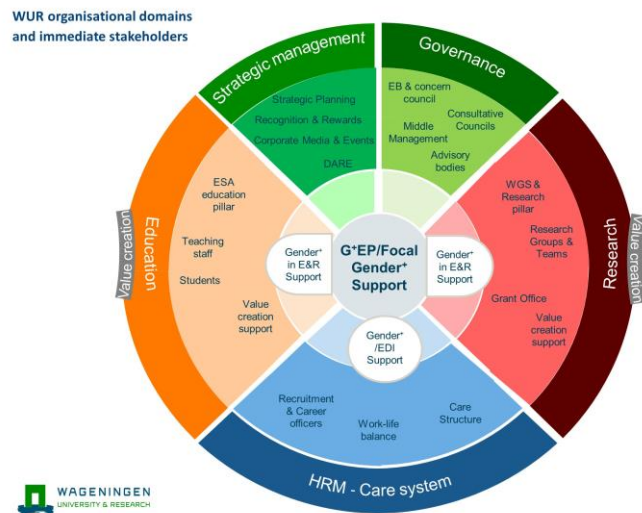
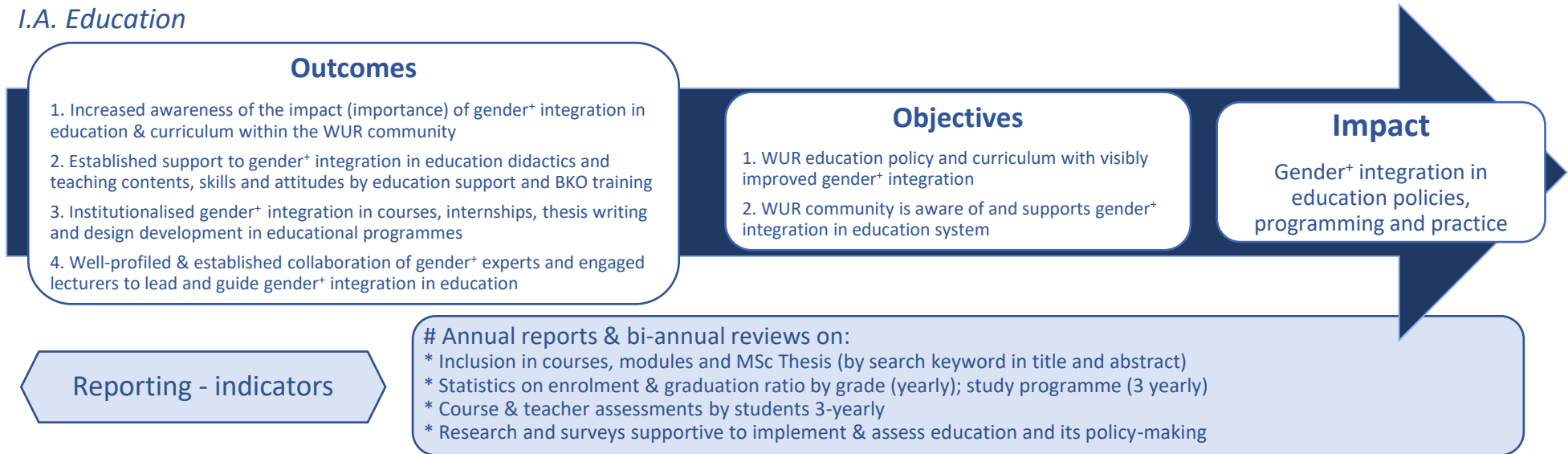


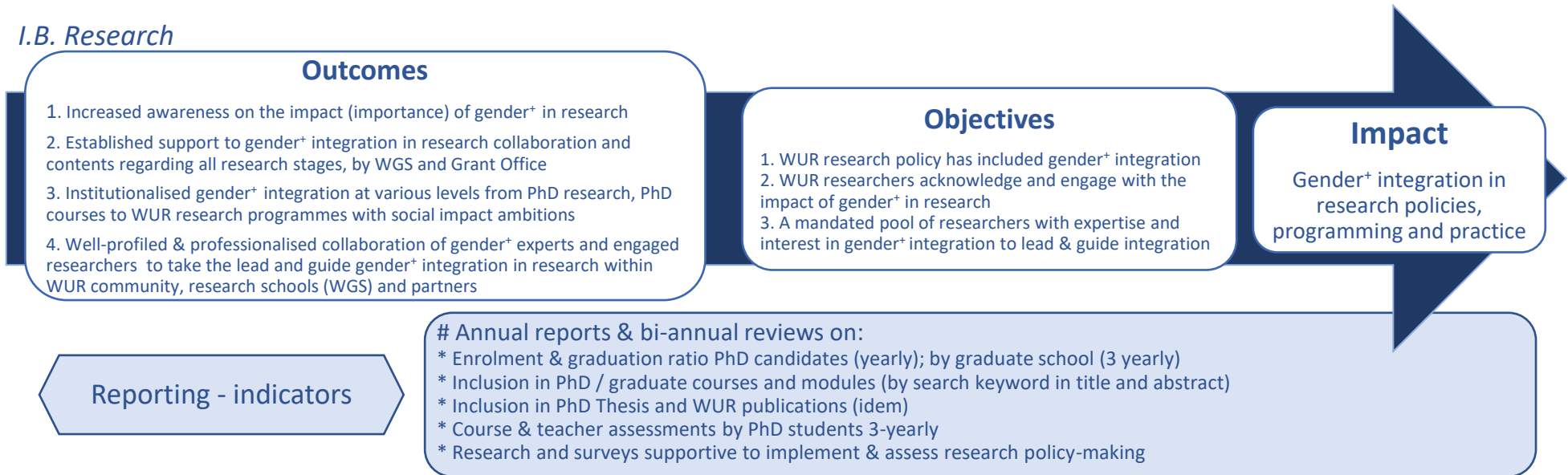
Figure 5. The GEP dimensions within the WUR organisational structure and their immediate stakeholders.

I. WUR Primary Processes: Education & Research

I.A. Education

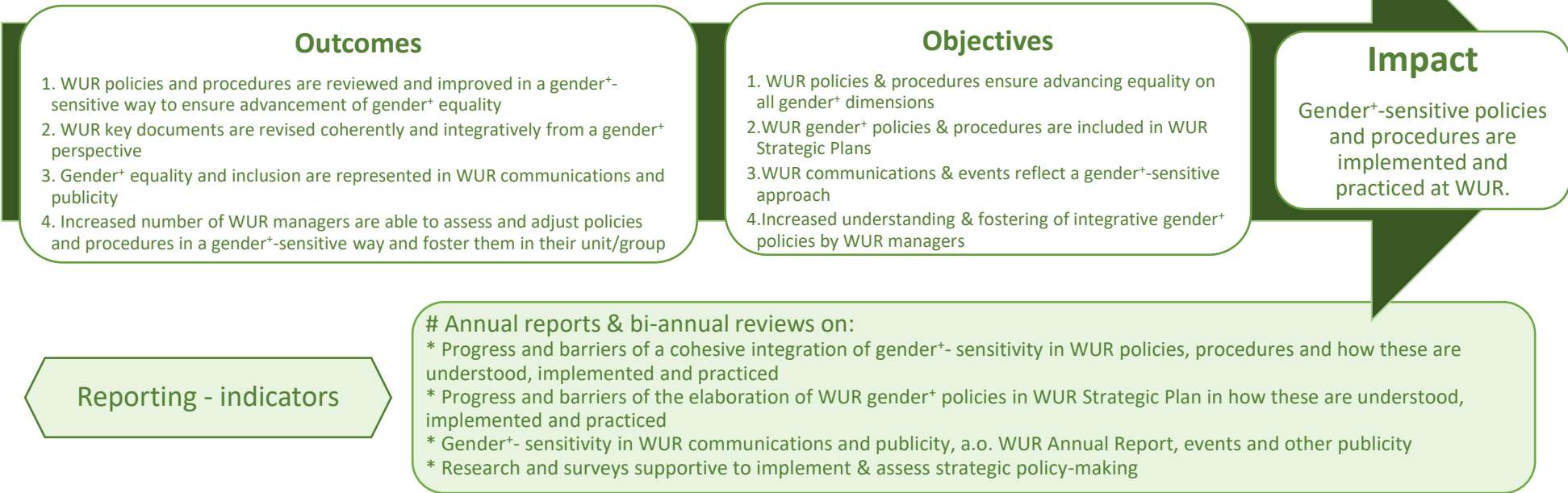


I.B. Research



II. WUR Governance

II.A. Strategic management: mission, policy documents, routines & procedures



II.B. Governance, leadership and decision-making



Reporting - indicators

Decreasing disparities through bi-annual reviews on:

- * Members of key WUR boards, councils and committees by gender, generation, position, nationality category, SG, WU/WUR
- * Increased satisfaction on management in Employee Monitor

Outcomes of co-creation and follow-up workshops on progress and barriers in:

- * gender⁺-sensitive recruitment and selection for governing, advisory & consultative bodies
- * gender⁺-sensitive leadership styles and internal communication within these bodies
- * active engagement with gender⁺ policies

III. WUR People

III.A. HRM recruitment, selection, and career progression

Outcomes

1. Increased gender⁺ equality among applicants, interviewees in appointments and career promotions (esp. for positions and fields with high disparity)
2. Increased application of gender⁺-sensitive guidelines and protocol for BAC procedures, including nomination reports
3. Up-to-date knowledge on gender⁺ salary-career gaps and follow-up actions
4. Equipped HRM staff who can effectively provide gender⁺ career support for employees
5. Increased gender⁺-sensitive reporting of core HRM personnel data in WUR Annual Social Report

Objectives

1. WUR leadership and HRM implement and foster gender⁺ equal opportunities for all WUR employees
2. WUR recruitment & career procedures redress gender⁺ bias and barriers as standard
3. Increase gender⁺ parity, especially in higher positions, across SG and WU/WR

Impact

Fair and equal opportunities for all employees by practicing standardized gender⁺-sensitivity in WUR recruitment and career procedures

Reporting - indicators

Decreasing disparities in HRM statistics to be monitored through bi-annually cross-analysis by gender, age category, nationality category, per Science Group, WU/WR, for:

- * scales AND Hay position (scientific-supportive staff)
- * contract (permanent-temporary)
- * career progression (to be developed),
- * duration of absence by sickness and types of leaves
- * salary-allowances

Gradually reaching selected KPIs in WUR Social Annual Report

Gradually reaching CPIs for gender⁺ balance among all SGs, concerning

- * professors under haycode professors 2 and 1 (HL2 and 1)
- * (sub-)toppositions as decided
- * other categories as to be decided

Increasing familiarity and capacity among HRM staff to effectively advise on gender⁺-sensitive recruitment, selection, appointment & career support policies and procedures

III.B. Safe and respectful international working and learning environment

Outcomes

1. Equipped WUR staff in leadership positions to promote a gender+ safe and respectful international working & learning environment in their units
2. Established sound reporting, correcting, and care system to maximise an open, gender+ safe and respectful international working & learning environment
3. Increased awareness and capacity among WUR staff and students who feel increasingly confident to report and actively support an open, gender+ safe and respectful international working & learning environment

Objectives

1. An open and respectful culture in which social safety is discussed and promoted in a gender+ -sensitive way
2. People (staff, students, leaders and bystanders) are competent to actively take their responsibility to ensure a safe and respectful environment (structure)
3. People in the support system effectively collaborate on incidents and improving policies and structures

Impact

Safe and respectful working & learning culture is created and secured through fostering inclusive behaviour and correcting undesirable behaviour

Reporting - indicators

- # Growing satisfaction as WUR employee in WUR Employee Monitor
- # Growing numbers of WUR community equipped to foster such a culture, e.g.,
 - * WUR staff and students trained in 'Bias awareness' and 'From bystander to ally'
 - * WUR leadership trained and/or supported on leadership in social safety (a.o. by OSW support)
- # Decreased harassment score in Employee Monitor
- # Increase in cases of reporting to Ombudsperson
- # Growing positive evaluation of social safety measures

III.C. Work-life balance (WLB)

Outcomes

1. Increased consideration within WUR community of gender+ challenges and opportunities around WLB, esp. around housing, leave, career strategies
2. WUR leadership, management and HRM promote, discuss and assess gender+ aspects of WUR WLB measures with the WUR-community
3. Established set of options for flexible gender+ career paths that promote, foster and maintain healthy WLB and fair career support
4. WUR regulations on career assessment are revised in a gender+-sensitive way and integrated in relevant documents

Objectives

1. A WUR work culture in which individual WLB is discussed, valued, and promoted in a gender+ -sensitive way
2. WUR leadership actively fosters a gender+-sensitive WLB environment and culture
3. WUR ensures fair and flexible career paths for all in a gender+ -sensitive way

Impact

A healthy Work-Life Balance (WLB) supports all WUR employees in a gender+-sensitive way

Reporting - indicators

- # Gender+ assessment in design, monitoring and feedback on WLB measures
- # Gender+-sensitive design, assessment and monitoring of fair and flexible career paths regarding new R&R measures and assessment of specific life-related leaves

G⁺EP governance and resources

The new G⁺EP clarifies and operationalises a tailor-made governance of its implementation. It seeks to sustainably combine forces, optimize cohesion, and safeguard key responsibilities, accountabilities and the availability of expertise.

The goal is working towards a governance that can sustain the inclusion of gender⁺ aspects within WUR towards a Gender⁺-SMART WUR for the long-term, and monitor and adjust upcoming G⁺EPs in the future. To achieve this:

- The G⁺EPs will be integrated in the WUR Strategic Plans.
- The Rector Magnificus is accountable and mandates the responsibility to the Regie group Gender⁺ Integration, Diversity & Inclusion.
- This Regie group consists of the Dean of Research (DoR), Dean of Education (DoE), Director Corporate HR (C-HR). They supply sufficient capacity and budget for the execution of the G⁺EP tasks.
- The Working group Gender⁺ Integration, Diversity & Inclusion will be established as the overall WUR focal point with all pillars and the 7 dimensions being represented. This working group will include the mandated staff who are tasked with the Gender⁺ Integration, Diversity & Inclusion policies and activities as agreed in the G⁺EP and giving input for the annual year plan (OGSM) and yearly progress report.
- The regie- and working group will sustainably bundle governance, visibility, and easy accessibility to G⁺EP activities and trainings that support the gender⁺ integration in education and research, and the current D&I, Social Safety and DARE programming. The 7 identified gender⁺ dimensions will be cohesively addressed to ensure an integrative approach.
- Yearly work plans and progress reports including M&E procedures help structure its progress.

The G⁺EP implementation requires that mandated staff and the Regie group gain formal mandate and resources to establish a sustainable and visible working structure.



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[WUR Grant Office Intranet-Horizon Europe-Gender Issues](#), [WUR council](#), Gender & diversity Studies (under reconstruction)

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Glossary

SEX refers to the biologically determined characteristics. Sex is globally understood as the classification of living beings as male, female, or intersex. GENDER refers to the social construction of women and men, of femininity and masculinity, which varies in time and place, and between cultures. (EC 2014)

GENDER RELATIONS refers to ways a society defines rights, responsibilities and the identities of men and women in relation to one another. Gender relations are based on power and negotiations, and gender roles are closely linked, influencing the definition and development of one another. (FAO 2012)

GENDER NORMS refer to the gender dimensions of social norms, or the societal expectations of how men and women ought to behave in their everyday affairs. Social norms also structure social interactions and determine in significant ways the distribution of the benefits of social life (Knight and Ensminger 1998).

GENDER⁺ or INTERSECTIONALITY acknowledges the heterogeneity among women, among men and among non-binary genders by examining the gender dimension as intersecting with other social dimensions to which hierarchical social values are attached as to gender. Examples are age/generation, class/wealth, race/ethnicity, locality (e.g., urban/rural), religion, civic status, sexual orientation, health status. Identities, relations, and institutional structures often reflect the value loaded attributions and internalisations to these dimensions.

GENDER EQUALITY refers to the situation where individuals of all sexes are free to develop their personal abilities and make choices without limitations imposed by strict gender roles or norms. Behaviours, aspirations and needs of women and men are considered, valued and favoured equally (based on EC 2014)

GENDER EQUITY articulates that women and men have different needs and power and that these differences should be identified and addressed in a manner that rectifies the imbalances between the sexes. This may include equal treatment, or treatment that is different but equivalent in terms of rights, benefits, obligations, and opportunities. Though often used interchangeably, especially policy makers

stress that equality and equity are two distinct concepts. Therefore, the term should be used with caution to ensure it is not masking a reluctance to speak more openly about discrimination and inequality (EIGE website glossary).

EQUAL OPPORTUNITY indicates the absence of barriers to economic, political, and social participation on the grounds of any social dimensions. Such barriers are often indirect, difficult to discern and caused by structural phenomena and social representations that have proved particularly resistant to change. It is to be distinguished from equal treatment, which merely implies avoiding direct discrimination. (based on EC 2014)

GENDER-SENSITIVE and GENDER-RESPONSIVE refer to approaches that encompass the understanding and consideration of socio-cultural dimensions underlying sex-based discrimination (gender-sensitivity), as well as taking actions to advance gender equality (gender-responsiveness). (EIGE 2019). Some differentiate on whether it is addressed how to overcome gender biases and reduce gender inequalities more in-depth or structurally. (e.g., EIGE ↔ UNESCO)

GENDER MAINSTREAMING refers to the systematic integration of equal opportunities for women and men into the organization and its culture and into all programmes, policies and practices; into ways of seeing and doing. (EC, 2000)

SOCIAL SAFETY in learning and working environments refers to the situation in which people do not feel threatened by the behaviour of others and can be confident that they can express a different opinion or insights without being insulted, humiliated, intimidated, or silenced. It enables people to better learn from one another, together explore new options and being less afraid of making mistakes. Social safety is considered a prerequisite for individuals and groups to work, learn, feel belonging and perform together effectively. (Comp. [KNAW 2022](#))

MONITORING and EVALUATION refers to the assessment of programmatic implementation of agreed schedules and the use of inputs, infrastructure, and services, as well as the relevance, performance, efficiency, and impact (expected and unexpected) in relation to stated objectives (based on World Bank 2012)



ANNEX 1: WUR building blocks - short history³

WU 1970s: Gender and HRM Policies

Wageningen University started as one of the first higher education institutions in the Netherlands with specific policies to support women employees in the late 1970s as noted in the [WU women's history](#) (van der Burg & Bos-Boers 2003, esp. ch.3.3)⁴. A special committee was set up in 1981, with a specific officer appointed in 1986. Besides improvements in secondary labour conditions such as around maternal leave and childcare provision, also specific professional development courses, part-time work options, confidential counsellors, and inclusive didactics were introduced to support a good working and learning environment for both men and women. Nevertheless, such focus was left in the 1990s with the result that there was no specific officer appointed anymore from 1996 onwards. Affirmative action got often sabotaged, and HRM related actions were not shouldered by firm policies anymore. Initiatives from mainly women staff members, alumnae and gender studies staff kept the attention going by individual effort and small-scale cooperation but with little mainstreaming effect.

After new policy measures around gender balance and gender research in de EU and NL, WUR supported accidental meetings and reporting. The history book was supported and paid by WUR Executive Board (Rector Prof.dr ir Bert Speelman); all employees were given a copy. It fuelled some interesting seminars with growing influence, but this stopped when interested HRM directors changed job and left WUR. The Dutch Law on Equal Representation and the yearly visits of the Dutch National Network of Women Professors (LNVH) resulted in some awareness of low levels of women chairholders and sex-disaggregated reporting in the WUR Annual Reports. Ultimately, the HRM report *Onderzoek naar doorstroom en uitstroom van vrouwen bij Wageningen UR (Research on career progression and leaving of WUR women) (2005)* by Nienke Vellema en Alet Leemans, and a WUR

³ Links in [blue](#) are referring to internet pages; links in [green](#) are referring to WUR intranet pages and therefore only accessible to staff.

council (COR and SSC) note *Towards more women in academic and management positions in Wageningen UR* (April 2006) led to including the improvement of the WUR gender balance into the Strategic Plan of 2007-2010. Accordingly, a Working Group was installed in 2007 under the lead of Animal Sciences (ASG) director Martin Scholten, who presented the advisory report to the Executive Board "[Meer vrouwen naar topfuncties in Wageningen UR!](#)" (*More women to top positions at WUR*) in March 2008. The group was continued for several years without clear policies enacted. New initiatives by women who brought in an NWO Aspasia premium, [the WU Women Alumnae Network \(VWI\)](#), and a collective of WUR professors finally led to effects. Interesting highlights were the 2008 '[High Tea for Diversity](#)' organised by the Storm-van der Chijs Fund and the 2013-2014 *series 'Grab your chance'* by the women engineers alumnae VWI including the [Speech by Professor Simone E. Buitendijk](#), deputy rector of Leiden University (17 Jan. 2014) '*Global challenges and gender balance*'.



Gender Action Plans at WUR HRM (2013; 2017)

These efforts finally led to the Gender Balance Initiative and resulted in an [Action Plan for gender balance](#) (better known as Gender Action Plan) in 2013. It started in 2014 with a part-time appointment of a gender action plan implementation manager at Corporate HRM. She organised activities and meetings for all faculty

⁴ Burg, M. van der, and M. Bos-Boers (2003). [Vrouwen, Wageningen en de Wereld. Wetenschap, studie en loopbaan, 1918-2003](#) (Women, Wageningen and the World. Science, study and career, 1918-2003). Uitgeverij Verloren.

and HRM staff such as around awareness trainings, a mentoring program for women, and a book with positive role models [Inspiring women at WUR](#) (2016) of women faculty. It certainly brought renewed focus and new measures, especially in secondary labour conditions, bias in selection and promotion procedures, and decentral planning between departments and HRM director on the topic. It also entailed a committed target for 25% women chair holders to reach in 2020. A WUR policy on diversity and inclusion was set up at the same time as was committed to in the strategic plan 2015-2018. In 2017 a follow up was approved in the [Gender Action Plan 2.0](#) with more supportive recruitment and career activities as included in HRM policy shown in a [Gender Balance Infographic](#).

WU 1970s: Gender⁺ expertise in research and education

Together with the specific support policies for women staff, Wageningen University employed an extraordinary professorship in women's studies in 1979 of 0.2 Fte for 5 years, financed by the University Fund, and soon after for also two lecturers for 0.5 Fte each, one for the social sciences, the other for the natural sciences (van der Burg & Bos-Boers 2003, esp. [ch.3.2](#)). Young researchers and students from various chairgroups regularly gathered as informal groups around farm women studies and around women and development. Several research and outreach projects were set up. More temporary women's or gender studies professorships followed until a regular chair holding professorship 'Gender in Agriculture' was established in 1995. Nevertheless, this professorship was soon discontinued in a huge reorganisation process of 1998-2000. By then, 3 Fte Associate Professorships (UHDs) Gender Studies were kept and distributed over four chair groups in 2000. Their mandate was to integrate gender studies into the various WUR disciplines and thematic fields. Though, decentralization of central means required their transfer to the decentral level in 2006 which was never facilitated. As a consequence, gender studies staff started to leave and in 2012 only one person was left without any well-functioning embeddedness. A commission to Bettina Bock to report possible options for gender studies in 2014-2016 finally led to no central support until participation in the EU project Gender-SMART project for structural change was implemented per Jan. 2019.

Gender-SMART: gender⁺ integration in 7 identified dimensions (2019-2022)



The EU [Gender-SMART](#) initiative (1 Jan 2019- 31 Dec 2022) started very timely at WUR as opportunity to build on and extend beyond incidental activities towards more robust academic dialogue and exchange to foster further learning and boosting quality in both gender⁺ integration and gender⁺ studies expertise. The Gender-SMART consortium also included partners for gender⁺ capacity building and monitoring to guide all partners' progress. At WUR, the participation in the EU Gender-SMART project seemed to have released and strengthened latent forces. After its [launch](#) at WUR, more activities were organised while initiators got in touch with Gender-SMART for support. More staff also added a reference to gender in their WUR profiles and course descriptions than before.

In this new environment the WUR tailor-made Gender Equality Plan, called '[Towards a Gender⁺ SMART WUR](#)' was compiled over 7 dimensions as mentioned before, from HRM to Education & Research. It was approved by The Executive Board in Aug. 2020. In addition, the debates spurring from the USA events and worldwide protest as part of the Black Lives Matter movement also resulted in new initiatives at WUR. The Gender-SMART core team highly participated with institutional support, input and broker to the [DARE project](#). Other groups of activities were co-operated with through the project core team and Steering Group (see [website](#)) and can be traced through the WUR webpages [Gender-SMART](#), [Inclusion](#), [WUR as Inclusive Employer](#), [Social Safety](#) and WUR Teams [Diversity & Inclusion](#), [Social Safety](#); [Grant Office](#), and WUR contributions within the [Gender-SMART consortium](#) context. Special mention deserves the series on *Inspirational women at WUR* for which the name was changed after three years into [Inspiring people](#) after including a portrait of a supportive [male professor](#) for the first time, and the [Gender-SMART briefs](#) and [deliverables](#).



ANNEX 2: Highlights WUR Gender-SMART 2019-2022⁵

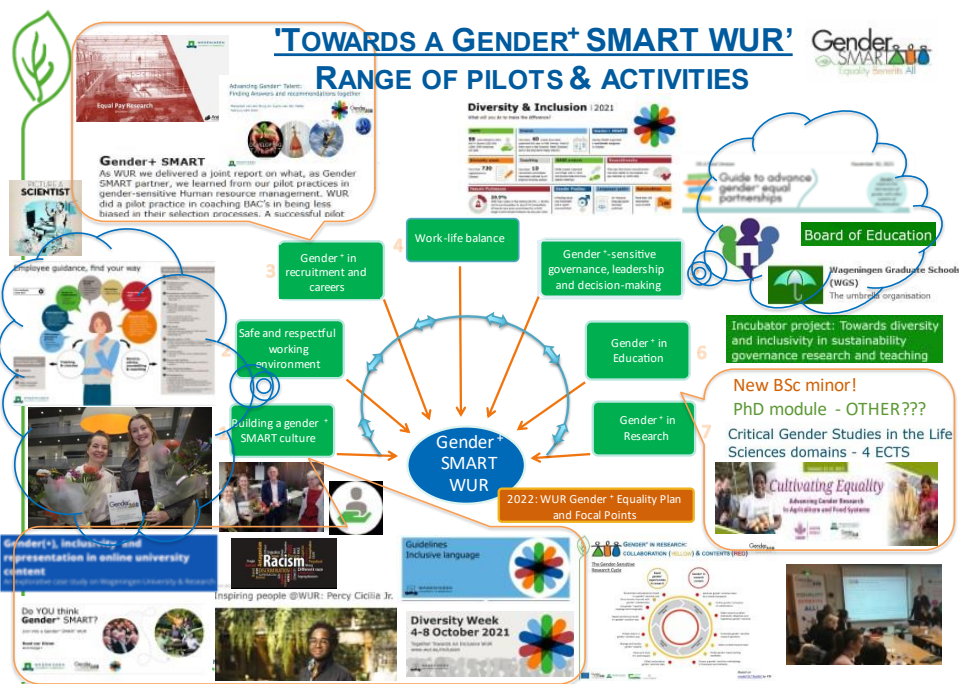


Figure 6. A collection of activities connected to 'Towards a Gender+ SMART WUR', 2020-2022

Regarding research:

- The online global scientific conference [Cultivating Equality: Advancing Gender Research in Agriculture and Food Systems](#), 12-15 Oct. 2021 was initiated by the WUR Gender-SMART team in cooperation with the CGIAR GENDER Platform. A 4-day programme of around 55 parallel sessions and 4 plenaries of 1,5 hours each advanced worldwide networking, partnerships, capacity strengthening and exchange on scientific gaps, approaches and angles for the future, from an intersectional and inter/transdisciplinary perspective. From

the 1600 registered scholars, funders, (I)NGOs and grassroot organisations 600 participated. The [full conference report](#) includes a content review, links to all session recordings and materials, participation data and lessons learned. All materials are accessible in a [repository](#). A special focus on Europe was elaborated in the [Gender-SMART Brief Issue 1](#).



- **Information sessions and advice for proposals writers** were offered through the WUR Grant Office which overarches all liaison and tender offices with services around funding opportunities at WUR departments. In 2021, two sessions of 30 min were given within a longer session of 2 hours. In August 2022, another session was offered to all officers of the science groups. The latter session was combined with a gender+ integration analysis of 14 to WUR granted EU proposals (see also [Gender-SMART Brief Issue 2](#)), for which the Principal Investigators (PIs) had provided a copy of their project Grant Agreement and EU evaluator review. All information has been shared with the participants and partly published on the [Grant-Office intranet website](#).
- **The Gender-SMART consortium WP 6 workshop Gender+ Integration in Research, 14-15 Nov. 2022, Wageningen**, was organised by WUR. The 2-day workshop was combined with a gender PhD defence at Wageningen University. Most participating researchers had not been in the core team of the partners but participated in various trainings and conferences. Because they had various disciplinary backgrounds and levels of gender+ in research,

⁵ Links in [blue](#) are referring to internet pages; links in [green](#) are referring to WUR intranet pages and therefore only accessible to staff

the workshop offered intensive peer-exchanges which was eagerly taken up. Each part entailed a short introductory overview and explanation of the theme to be addressed. One day was devoted to the operationalisation of the gender⁺-sensitive research-cycle for research design by applying the [Guiding checklist Gender⁺ in research collaboration and contents](#), and on mixed-methods to enabling to move beyond gender-blind approaches. The second day touched on the positionality of researchers and how to navigate beyond reinforcing normalised bias. The workshop led to the preparedness for post-project cooperation and to work towards a European pool of researchers with expertise in the field in which others can join as well. Such concerted effort makes sense to accelerate the development of supportive examples, modules and other materials and to advise grant proposal writers in the field who turn for advice or collaboration when integrating gender into research project proposals.

- **The enrolment and success rates for PhD candidates** were analysed by the overarching office of the graduate schools WGS on request of DARE and Gender-SMART. A cross analysis intersecting gender, continent, and type of contract, of PhD candidates who started between 2010 and 2020, showed in general small differences by gender regarding enrolment, success rate or type of contract. Women had on average a higher enrolment and success rate than men. They outnumbered men in enrolment figures 2010-2020 in employment and scholarship contracts, especially Dutch women over Dutch men. Men outnumbered women in enrolment figures of sandwich PhD candidates. This was mainly due to the striking exception found for the sandwich PhD candidates from the African continent: 50% lower enrolment of women. For the success or completion rate, women PhD candidates in employee and sandwich contracts scored slightly better in years than men; the latter group of women also in numbers. Success rate by years and numbers was about the same for men and women in PhD scholarship contracts while among external PhD candidates there were more women graduating but at a slower pace. The intention is to finetune and include the analysis and monitoring of such figures in the new post-project WUR G⁺EP.

Regarding teaching:

- The **PhD course ‘Critical Gender Studies in Life Sciences Domains’** started for the third time in Febr. 2022 and is for Febr. 2023 extended to also MSc students. It is now part of the standard courses that are recommended to and selected by a wider group of PhD students. Making it more visible and available to more students will add to its sustainability. **To complement this course with a more hands-on one** is under development. It will build on the WUR Gender-SMART experiences with lectures, conferences and the consortium WP 6 workshop of 14-15 November 2022 organised by WUR.
- The **BSc Learning trajectory labelled as Responsible Research** included a **module for Diversity and Inequality** was approved by the Board of Education in 2019 but elaboration was postponed due to Covid-19 time constraints. Gender-SMART has been consulted in the first steps. Further development will be followed in the new post-project G⁺EP.
- A new **BSc minor Gender and Diversity for Sustainable Worlds** got granted in 2022 and will be added to the thematic minors from 2023-2024 up until 2028-2029. The Board of Education assessed it as truly relevant and innovative, as well as interesting for a broad range of our students. This new minor will have the new course *Responsibilities for Equality and Sustainability* funded by the minor budget and the not yet compensated course *Gender and Diversity for Transnational Worlds* will be safeguarded by the minor budget.
- The number of BSc and MSc courses displaying some **Gender integration in the course descriptions**, was assessed **for 2018 and 2022**. In 2018 twelve courses mentioned gender in its description beyond the two gender courses which increased to twenty-two in 2022. Other courses that mentioned (in)equality but no gender increased from 16 to 26, and at last ones mentioning equity increased from 7 to 11. Each course was only counted once. This does not imply that other courses do not address gender or (in)equalities. In discussions and interviews it came up that also students raise gender questions in courses by themselves and can work on gender aspects when doing their assignments or elaborate them in their thesis.

HRM – D&I

- New WUR approved **change performance indicators** (CPIs) were prepared by the WUR team when solicited by the Association for Cooperation of the Dutch Universities (VSNU). A new target is set for 30% women professors in 2025 despite not having reached the 25% in 2020 as targeted (see also Dutch monitor 2021). The new yearly [Dutch academia 'LNVH' monitor of Dec 2022](#), based on 2021 figures, was shared and commented on the [intranet](#) in December 2022 with regret that WUR had still minus 25% women professors. Rector Magnificus Arthur Mol agrees that it meant to work even harder: *“We deliberately set an ambitious target at the time to accelerate our diversity and send the message to our organisation that we are transitioning much too slowly. The good news is that the percentage of women associate and assistant professors continues to rise.”* The WUR Magazine Resource published an [article](#) with explanations for the various types of professors being included or not and recalculated for up to Nov. 2022 (see below).

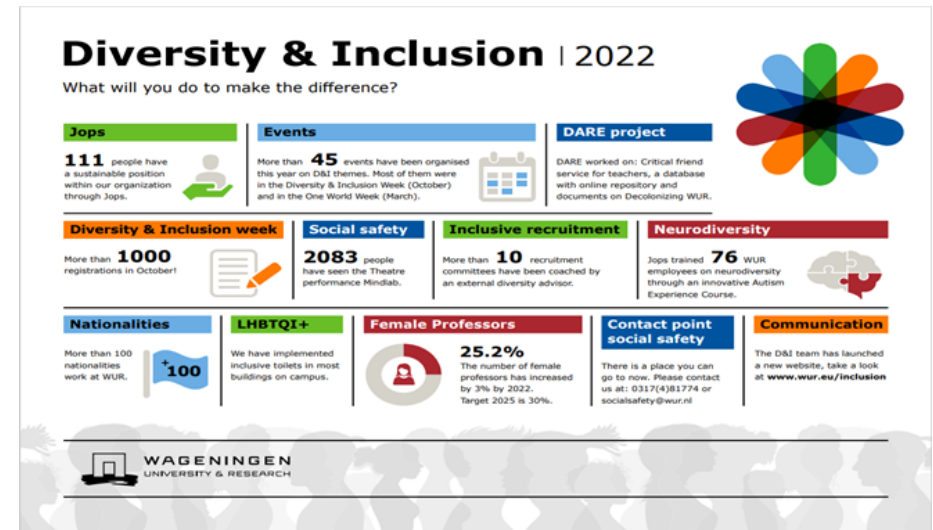
Female professors at WUR

	start of 2020	July 2022	November 2022
Chair holders	16% 15 out of 94	20.6% 18 out of 87	20.9% 19 out of 91
Personal professors	24.2% 16 out of 66	24.7% 18 out of 73	27.5% 19 out of 69
Special professors	7.8% 5 out of 64	15.5% 9 out of 58	12% 6 out of 50
Total number of women	36	45	44

According to the HRM Dashboard we started 2023 with having reached the 2020 target of 25% for all professors, as announce on the WUR [intranet](#).

- The WUR CPI 8 on Increased mobility, diversity, and rejuvenation** of WUR staff is prolonged as part of the WUR Strategic Plan. It requires continuous accurate operationalisation including regular monitoring and evaluation, supported by the WUR D&I team. Except for the CPI for women professors, other CPIs are under development.

- During the Gender-SMART project time a variety of courses, trainings and workshops were organised. (see [Diversity & Inclusion](#); [Intranet Teams D&I](#).)



- The newly introduced **HR Dashboard** enables to instantly view HR figures to sort per position, entity and across time, will support regular monitoring.
- WUR's Gender-SMART pilot on HRM measures focused on the **procedures followed in Appointment Advisory Committees (for selection of chairholders), in Dutch: BACs (Benoemings-Advies Commissies)**. Upon the decision of the rector to **include a mandatory paragraph on diversity in each nomination report**, he supported the pilot to offer an external coach with gender expertise to each Committee up to ten, to together review common routines and guide onto gender-sensitive alternatives. The work with the first 8 committees was shared and incorporated in a series of training workshops by the gender coach, separately with AAC/BAC secretaries, HRM officers, and AAC/BAC members, in June 2021. The aim was to enhance capacity for future AAC/BACs and selection in general. A small exit questionnaire was held among the members who participated; they appreciated the work done very much (80%) and came up with several suggestions such as mandatory bias training and continuation of such coaching in also other AAC/BACs (for hiring

of or promotion to associate or personal professorship) as indicated in the [Gender-SMART 4.3 report](#). The latter actually happened as paid by the decentral management level in ca. 5 cases for chairholders and ca. 5 cases for other positions or promotions, including a director.

- 19 January 2023 was the workshop ‘**Reducing Bias in BACs; lessons learnt and ways forward**’ with an introduction by the coach Carolin Ossenkop to share the findings of the pilot with the wider WUR community and to discuss and co-create follow up activities as way forward in the post-project GEP. Materials were shared with instructions how to use best in selection, assessment, and promotion procedures. Later on, a compilation with instruction has been made available for internal use.
- The [Recognition & Reward](#) committee secured attention for gender+ aspects by securing Gender-SMART participation in its co-creation process.

Campaigns and WUR-wide activities

- The debates spurring from the USA events and worldwide protest as part of the **Black Lives Matter movement** also resulted in new initiatives at WUR in which Gender-SMART highly participated with institutional support, input and broker to the [DARE project](#).
- [Diversity Week Oct. 2021](#) with theme: "Together towards an inclusive WUR", organised for the first time, was highly successful. We discussed topics such as Neuro diversity, LGBTQIA+, a safe working environment, gender diversity, inclusivity, stereotyping, and racism. Gender-SMART organised one session on building a safe and respectful culture, and two showing the Film ‘[Picture a Scientist](#)’ with discussion afterwards. The Diversity Week reached 700 participants, more than the target of 500. On average, visitors gave Diversity week an 8.3 rating (see report on intranet [here](#), intro videoclip [here](#))
- In 2022, two groups gained the Gender-SMART Award for their group effort to foster a safe and respectful WUR culture: [the working group ‘Gender and Fieldwork’](#) on 24 Febr. (see picture aside) and the [diversity group of WCSG groups \(FNP, ENP, PAP and LAW\)](#)



- The series interviews with ‘**Inspiring women**’ has been continued and changed in 2021 into [Inspiring people](#) after having included a portrait of a supportive [male professor](#) for the first time. Some were published on the intranet as was the interview with the [DARE project coordinator](#).
- WUR info-casting campaign ‘Do YOU think Gender-SMART?’** WUR Gender-SMART with D&I, specific themes of the WUR GEP, with a link, see [here](#) and at the [WUR Gender-SMART site](#).



- Diversity & Inclusion Week Oct. 2022** (internet announcement, see [here](#) and [here](#)) included cultural and gender diversity, neurodiversity, and social safety. Participants could learn about giftedness, combating racism and harassment, and participate in the Autism Experience Circuit. During the interactive lecture Brown Eyes Blue Eyes, participants could experience exclusion themselves. Joris Luyendijk presented his much-discussed book about privilege. The week ended with a humorous theatre show. It had 900 participants (see review [here](#)); the lecture of Joris Luyendijk is reported about in the WUR Magazine Resource, 10 Oct. 2022, see [here](#).

Gender-SMART focused on harassment and creating a safe work environment (see below).

ACKNOWLEDGING HARASSMENT
A SAFE & RESPECTFUL WUR

Gender-SMART
Friday
7 October | In-person only
09.30-12.00 | Impulse Speakercorner
Short presentations & Interactive panel

WUR is no exception in harassment in academia.

Join into discussing ways forward with experts and WUR leaders based on recent WUR and KNAW research and initiatives.

Info

Presentations: Towards WUR acknowledgement of harassment
Types of harassment and what we can learn at WUR; two recent surveys and other info
Dawn Cheong, PhD candidate RSO, SSG-WUR
Mae Lyn Neulman, Research intern Gender-SMART / RUN

Panel: Towards a safe and respectful WUR
Laura Menenti, Head of Bureau Government Commissioner on Sexual Transgressive Behaviour and Violence, CANCELLED
Joyce van der Velde, Programme manager Social Safety, member Group Integrity & Gender-SMART, WUR
Jacqueline Schoone, Ombudsperson within WUR
Menno van Manen, Director Operations, Animal Sciences, WUR, substituted by **Bram de Vos**, Director of Environmental Sciences, WUR

Info & Organisation: Margreet van der Burg, WUR Gender-SMART, in cooperation with Working Group Social Safety; Gender.SMART@wur.nl / Margreet.vanderBurg@wur.nl

[Info and Registration](#)



Diversity & Inclusion week
3-7 October 2022

- Social Safety policy** was implemented in 2022 which included a programme with intensified activities as reported in the infographic next to this page. Its programme leader is part of the Gender-SMART core team and co-project coordinator of DARE. See also the renewed [website](#), [intranet Teamsite](#)

Social Safety at Wageningen University & Research

Mindlab

- 20 MINDLAB Performances
- 523 Views video
- Total number of participants: 2,083
- 420 submitted ideas cards
- 1 Toolkit intranet group

Other Activities Social Safety Programme 2022 | 2023

- 6 Posters & narrowcastings
- 1 Contact Point
- 2 Posters, narrowcastings & application cards
- 6 Advertisements in Resource
- 1 Information sheet
- 1 Intranet group
- 1 Toolkit intranet group
- 6 Advertisements in Resource
- 1 Information sheet
- 1 Intranet group
- 1 Toolkit intranet group

To be continued

- Code of conduct Social Safety (under construction)
- Training, workshops: training bystanders, training leadership, different forms of team intervention
- Social Safety for students: for example: safe(r) challenges, Safespace (during this spring), training and support
- SAFE SPACE - Time Out Café van Stichting Time Out

- After a successful month with 20 times the Theatre play, called Mindlab, with reflection afterwards, for all staff and PhD students, in November 2023 the Social Safety programme launched the campaign ‘[Looking Out for Each Other](#)’ to further develop and implement actions to strengthen and accelerate the integrated approach to social safety. See below and [poster campaign](#)



- A fine example of internal engagement is the blog [Social safety is looking out for one another](#), by FNP chairgroup secretary Keen-mun Poon.

Baseline and Policy supportive Research

- Participation in national survey on the **influence of COVID-19 on m/f scientific career development**. The report Bol, T, B. Derks, L. Poorthuis (2021), [The impact of the COVID-19 pandemic first lockdown period on the work and well-being of academics in the Netherlands](#), was presented to the Dutch Royal Academy of the Sciences (KNAW) and discussed there during a symposium on 2 December 2021. 6000 Dutch researchers participated and among the findings (p 6-7) were that 40% experienced time loss, especially who had caring duties, and in particular women with young children. The recommendations entailed amongst others to adjust criteria for promotion and career development, in line with developments around the enrolled Dutch Recognition and Rewards initiative by avoiding one-size-fits all approaches and promoting tailor made solutions; and clear and transparent communication. Another one was to monitor effects of the pandemic systematically especially considering 'vulnerable' groups.
- In a WUR pilot its **gender pay gap** was investigated and resulted in an overview of all scientific positions except for PhD contracts at the university part (WU) for 2019, published as [Equal Pay Research](#), 29 June 2021. Gender disparities were found on higher level positions mostly related to additional work or tasks, sometimes by merit-related allowances. Intentions to extend of investigation to other positions and for WR will be followed up later.
- The WUR analysis of 16 recent EU proposals granted to WUR as coordinator in the [Gender-SMART Brief Issue 2](#) showed that only one project provided room to such an approach but lacked in reserving enough budget to realise. The research cycle as such is included in the EU miscellaneous part of the [open access document D 6.4](#) and the [Grant Office Teams intranet site](#). Recommendation is to include in the guideline document / proposals:
 - 0 Include gender+ expertise from the early stage of inception
 - 0 Establish a gender+ committee engaging with the project (not as 'police')
 - 0 Formalise reporting at annual meetings and Period Reporting
 - 0 Include time and budget for meetings, trainings, reporting and M&E
 - 0 Safeguard inclusion of budget; e.g., set percentage to gender+ integration
- Another WUR pilot for Gender-SMART WP 5 addressed **gender+-sensitive governance and leadership styles** in relation to representation and decision-making. Three co-creation workshops with the WUR council, the Board of Education and the board of Wageningen Graduate Schools (WGS) gave insight in specific and general aspects, see the 2022 [Gender-SMART Brief Issue 3](#). Creative use of pools of candidates, jargon/abbreviations, English language, feed-back loops, too full agenda/time pressure in meetings, were among the shared recommendations.
- Two students did their Master thesis in engagement with Gender-SMART, on **WUR online communication** and one on **harassment in out-of-office or -class research environments**.
 - 0 Noelle Dielissen analysed with communication creators and officers their insights on diversity and inclusion aspects and the application in their work. She also analysed WUR online media content. Her findings and recommendations can be found in her 2022 [thesis](#) and [ppt](#) of her presentation for the SMTC group. It became clear that many communication creators and officers did not realise that WUR policies as D&I also deserved media attention next to scientific contents. Another remark addressed how to represent policies in relation to realities. In the online pictures she noticed that distance to people was often created by the use of grey colours, showing buildings or equipment from below and without people around.
 - 0 Mae Lynn Meulman did a WUR policy analysis and survey that was supported by ESA, WGS and several study programmes. She shared her findings in the Diversity Week 2022 and with the cooperating study programme coordinators. Besides her [thesis](#) she made an [infographic](#) with main findings and recommendations. Advisable is to discuss for an internship and thesis contract what to do and who to turn to in case of harassment, preferably aligning this with the partner institution.
- Participation and advice for other activities such as ESA Covid-teachers and student questionnaires, Recognition and Reward, Employee Monitor can be found with them.



ANNEX 3: From 'Towards a Gender+ SMART WUR' to WUR Gender+ Equality Plan, 2024-2028⁶

GEP 'Towards a Gender+ SMART WUR', 2019-2022

'Towards a Gender+ SMART WUR' is the plan developed under the EU Gender-SMART project time to connect, consolidate, and professionalize efforts to advance gender+ awareness and integration in the primary processes of Education and Research of WUR and its facilitating services. The dimensions and actions were developed as tailor-made to WUR, evidence-based on 4 audit reports and in co-creation and consultation with WUR stakeholders.

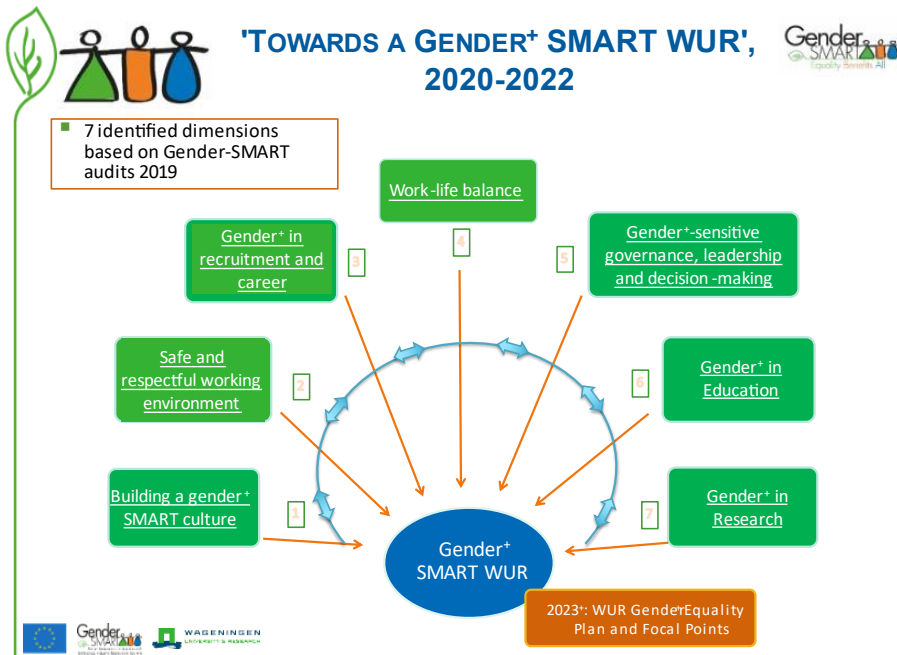


Figure 7. The identified 7 Dimensions of 'Towards a Gender+ SMART WUR', 2020-2022.

⁶ Links in [blue](#) are referring to internet pages; links in [green](#) are referring to WUR intranet pages and therefore only accessible to staff.

For each dimension we determined the long-term impacts, main goals, outcomes, and groups of activities & output with specific actions.

The activities and actions were designed within the three WUR pillars of Education, Research and HRM, and with WUR supportive services such as Corporate HRM-D&I, Grant Office, Study Advisors, Wageningen Graduate School, WUR Care system and WUR Library. These supported, bridged, or coordinated existing initiatives or started new ones in co-creation with colleagues.

The [WUR Gender-SMART core team](#) was supported by the [WUR Gender-SMART Steering group](#), installed by the Rector. External contacts within the consortium, EU-wide, national, and the CGIAR GENDER Platform served as inspirational sounding boards. The developed Plan gained consent of the Executive Board on 24 Aug. 2020, and was later sustained by [official statements for WU](#) and [WR](#).

When the requirement of a GEP for eligibility for EU research programme Horizon Europe was announced in September 2021, it was agreed to draft a post-project GEP in line with the EU requirements.

Main lessons learned

At the end of the Gender-SMART project time, we can look back on many successful activities and conclude as lessons learned:

- The Plan 'Towards a Gender+ SMART WUR' (2019-2022) was very timely; we experienced lots of support and openness for collaboration
- The transition from awareness → ability & comfortability how to act upon / change is an important next step to take
- Wide-spread confusion about the meaning of terminologies did and does exist; it is important to engage people with what gender+ integration entails and how it differs from only addressing women, HRM, or gender identities
- We experienced the importance of having direct access to gender+ expertise

As important ways forward we indicated:

- Visible focal points plus M&E and reporting procedures to strengthen commitment
- Streamlining in WUR policies, procedures, and documents as daily routine
- Sustainable ways to proceed as reflected in support and budget

Defining the new WUR G⁺EP, 2024-2028

Objectives for the new WUR G⁺EP, 2024-2028

The new G⁺EP is designed to continue working on the main objectives of the last plan and articulates to secure consolidation, cohesion, and sustainability through:

- Reduction of gender⁺ bias and of the marginalization of disadvantaged groups within WUR and through its social impact (SDGs)
- Acceleration of the inclusion of gender⁺ diverse groups within WUR and its outreach activities and research
- Consolidation of what has been newly introduced and achieved
 - from identified gaps to pilots and from pilots to implementation
 - by advancing integration within the main objectives WUR and policies
 - by increasing the capacity of WUR community through internalized understanding and 'know-how' to act in practice
- Increased visibility, cohesion, and sustainability
 - in communication, cooperation & cohesion over pillars, SGs and WU-WR
 - by integration in vested responsibilities, procedures, routines, practices, and entities
 - by monitoring and rewarding cooperation, visibility, and accessibility
 - by advancing sustainable integration and institutionalisation
 - by adequate resources for integration, expertise & M&E procedures
- Establishment of a WUR structure with visible focal point

- To govern, bundle, professionalize and expand dialogue, workshops & training, education and research support activities, including the coordination of annual planning, reporting & M&E

Principles for the new WUR G⁺EP, 2024-2028

- Alignment to the (inter)national / EU / Dutch and WUR policies:
- Integration in organisational WUR policies, activities, and initiatives:
 - Integration in Strategic Planning processes and new Strategic Plan
 - Integration into WUR policy commitments to [UN SDGs](#), [Sustainability and Corporate Social Responsibility \(CSR\)](#), and Responsible Research Innovation and Integrity
 - Engagement across pillars, WU/WR, science groups and positions
 - Inclusion of working cultures in partnerships and collaborations
 - Governance agreements on mandates as key to further implementation
 - Workplan agreements regarding meetings, progress reports, monitoring and evaluation procedures, and adjustments
- Investment in sustainability, responsibility, and accountability
 - integrated support, accountability & adequate earmarked budget
 - integration and allocation of monitoring tasks and procedures:
 - ✓ ongoing data collection, processing/cross-analysis & reporting
 - ✓ yearly annual progress report
 - ✓ two or three yearly more extensive assessment
 - ✓ governance and decision-making procedures
 - Integration guided by expertise
 - Secure and expand on D&I activities
 - Secure capacity building on integration in education and research contents as daily routine.

G⁺EP indicators in WUR statistics

Gender⁺ analysis of HRM personnel data / statistics

- HRM statistics: cross analysis by gender, age category, nationality category per Science Group, WU/WR, for:
 - ✓ Scales AND Hay position (wp-supportive staff),
 - ✓ Contract (permanent-temporary AND < 0.8 Fte - > 0.8 Fte)
 - ✓ Career progression,
 - ✓ Duration of absence by sickness, specific types of leaves
 - ✓ Salary allowances

Gender⁺ analysis of data/statistics on students of all levels

- ESA and WGS statistics: cross analysis by gender, nationality category, age category, per grade and Study Programme / Graduate School, for
 - ✓ Enrolment as new students
 - ✓ Previous type of education before enrolment
 - ✓ Graduation ratio
 - ✓ Study duration
 - ✓ Type of PhD contract

Gender⁺ analysis of courses, teaching & supervision of all levels

- ESA and WGS analysis of contents of courses based on keywords in title and abstract such as gender⁽⁺⁾, (in)equality, (in)equity, feminism, (anti-)racism.
- ESA and WGS cross-analysis of the evaluation questionnaires by gender of students and gender of teachers-supervisors

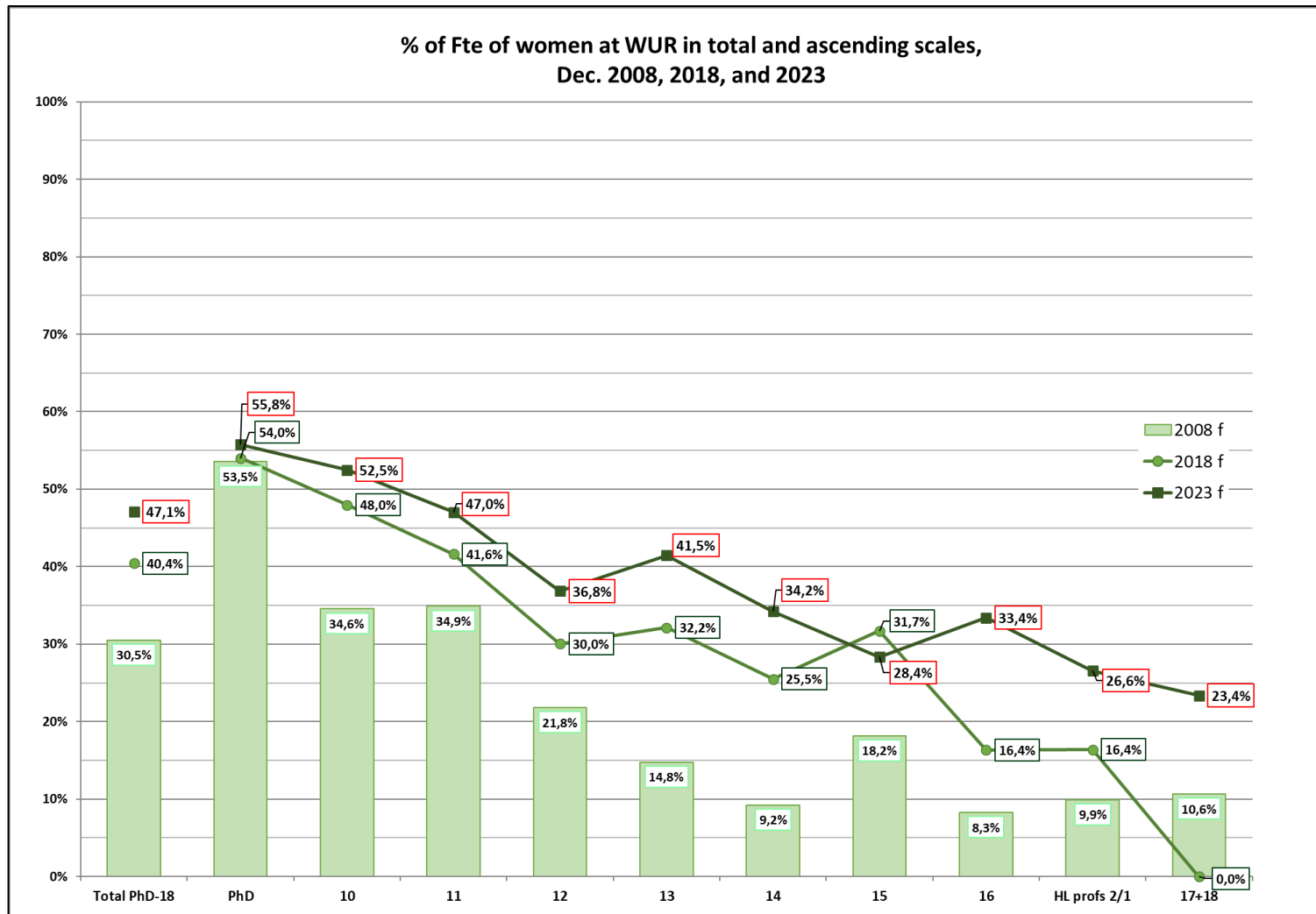
Gender⁺ analysis of WUR thesis (PhD, MSc) and publications

- Library statistics, contents based on keywords in title and abstract such as gender⁽⁺⁾, (in)equality, (in)equity, feminism, (anti-)racism in WUR Thesis and WUR publications

- Library statistics, authorship based on gender, career category, nationality category, international collaboration categories, per Science Group, WU/WR, as far as possible in WUR Thesis and WUR publications.

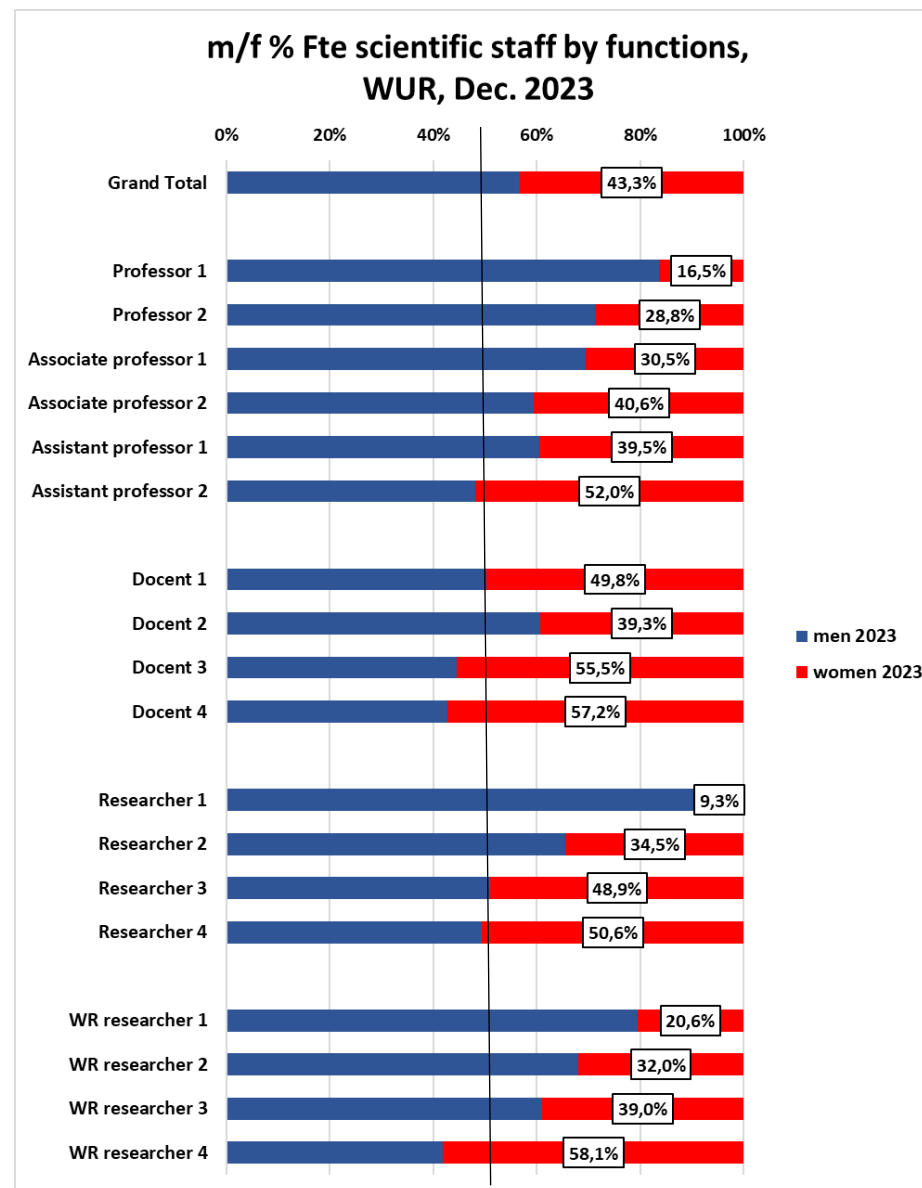
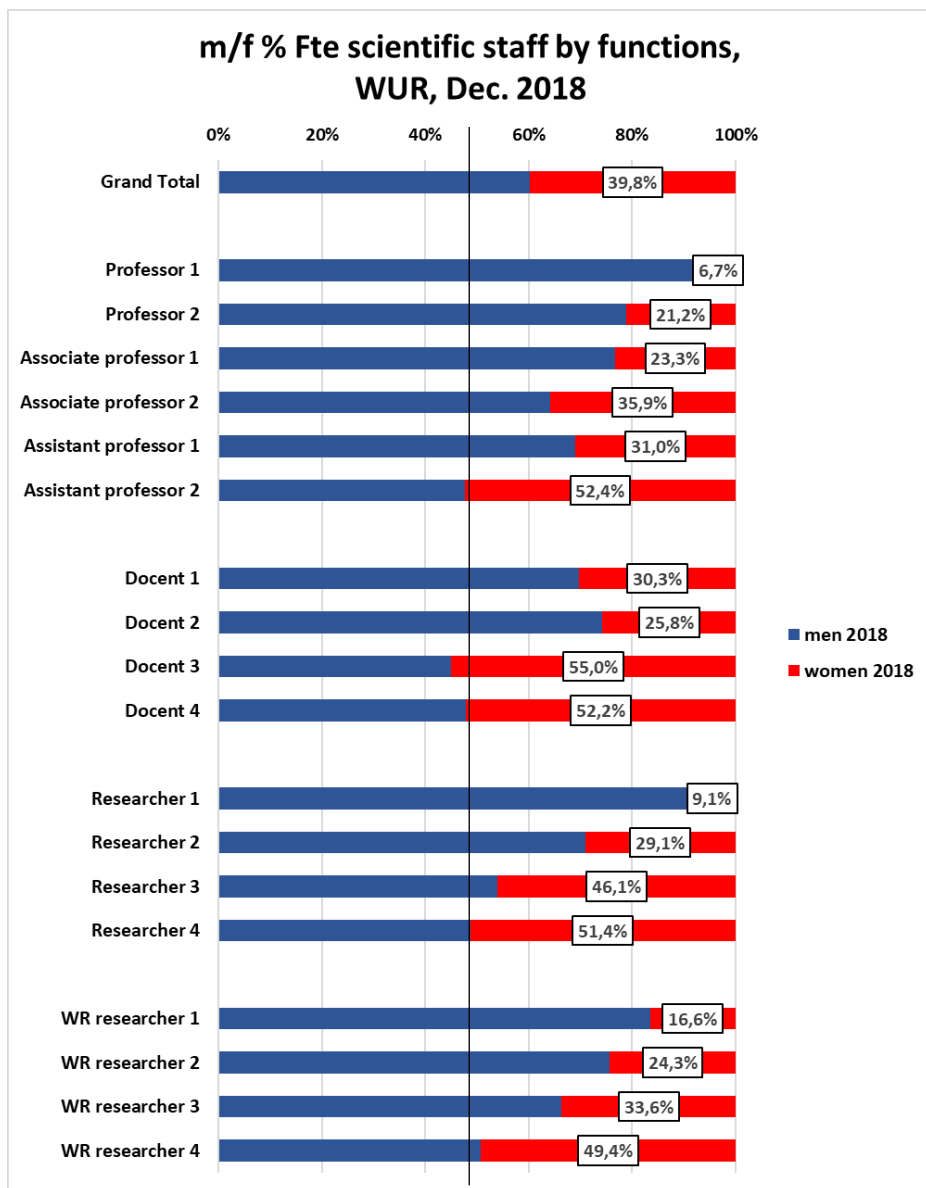


ANNEX 4: WUR Gender+ statistics, 2018-2023



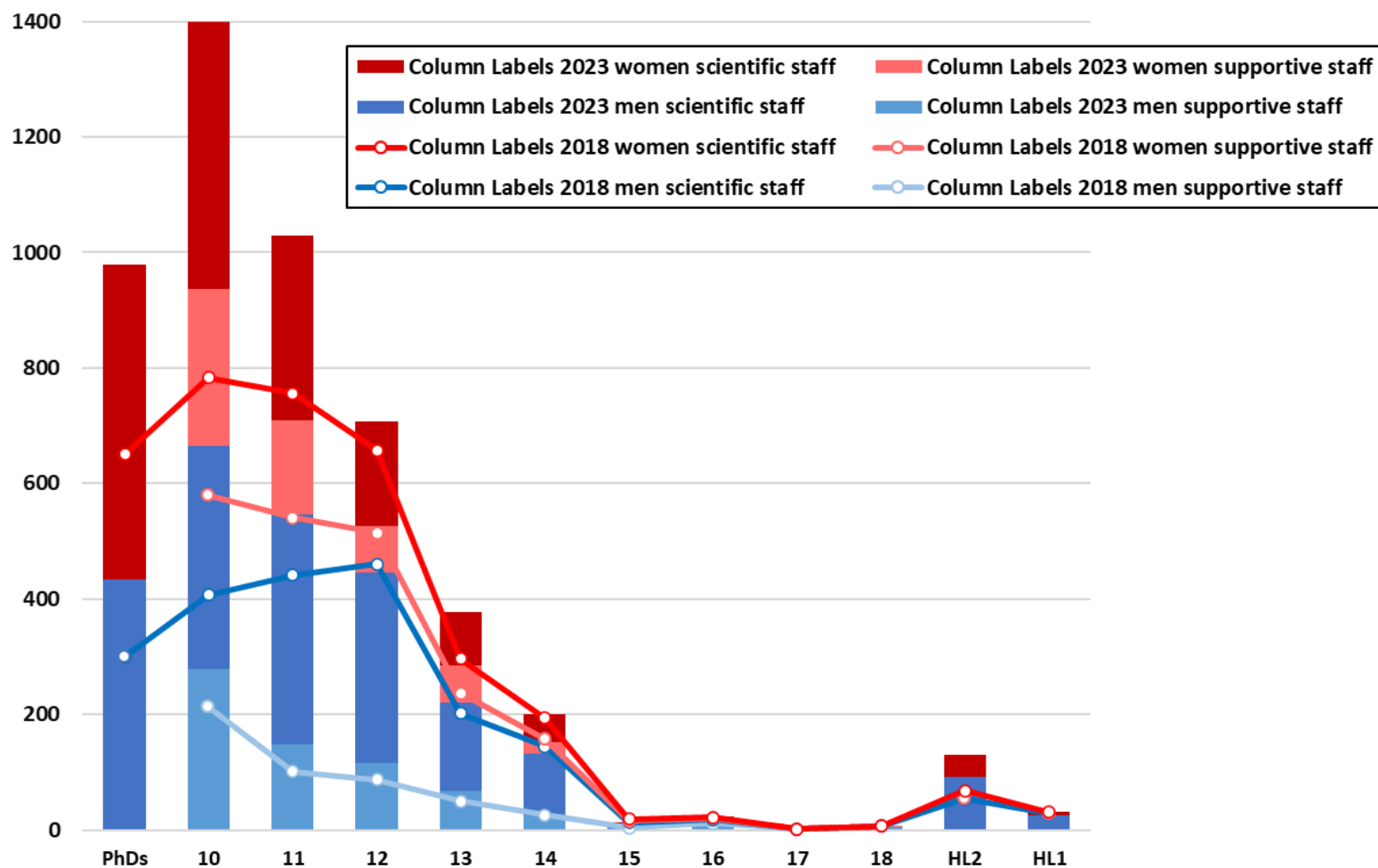
The graph shows an overall increasing gender balance over 15 years, with latest 5 year Gender-SMART period a growing % of women Fte in higher scales. Exception is a decrease in scale 15 that may be compensated by the growth in scale 16. Most steady is % women PhD students > 50%.

The PhD students as biggest group, define the overall % most: 2008: 540 Fte = 10,5 % ≥ scale 10; 2018: 650 Fte = 8,6 % and 2023: ca 980 Fte = 19,6 % ≥ scale 10.



The graphs underline the growth of gender balance, esp. in higher ranks of functions with exception of researcher 1; it is gradual growth over ranks 4-1 except of Docent 2; main task is now to keep on tracking career progression; warning is to prevent women's instream into docent while lagging in progressing in other positions

Supportive and scientific staff in Fte, per scale, by gender, WUR,
Dec. 2018 and 2023

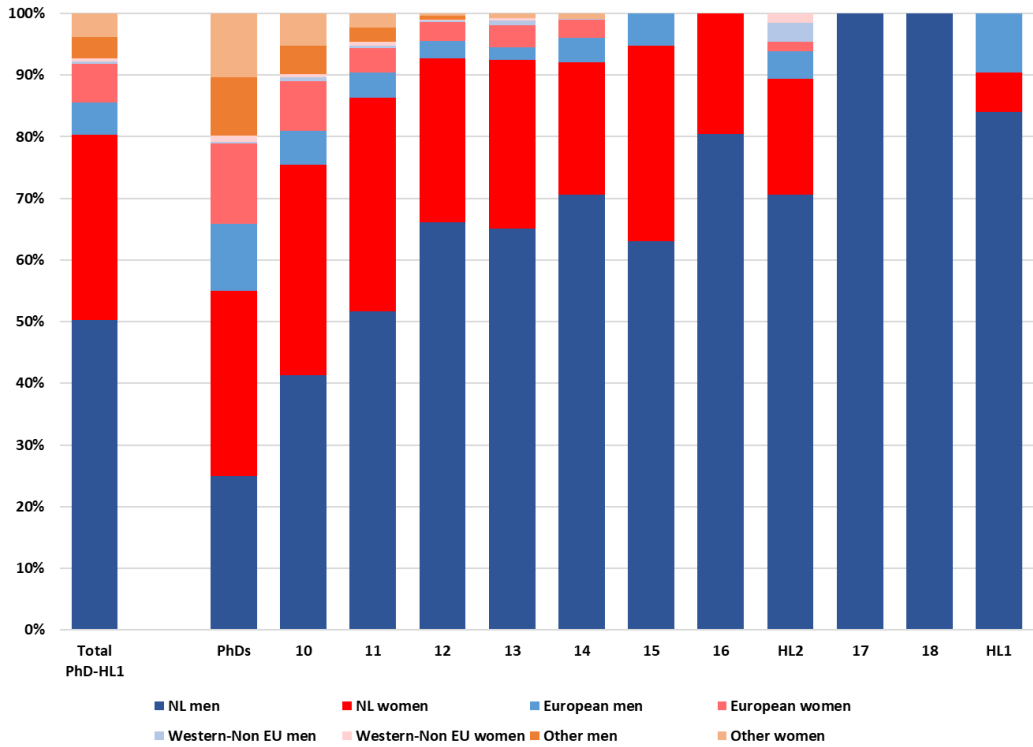


This graph shows a considerable increase of staff, esp. in PhDs and scale 10 and 11.

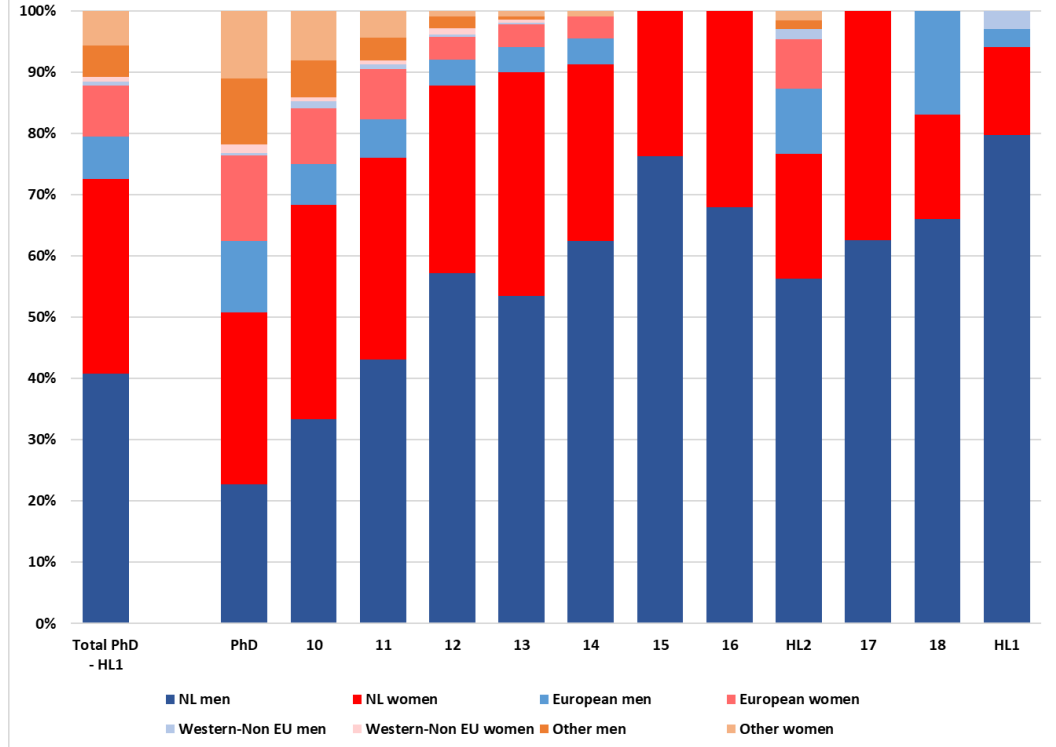
Proportionate gender balance is mostly reached for supportive staff unless scale 12 for women.

For women it is around $\geq 50\%$ scientific staff for PhDs and scale 10, in higher scales we see a growing gap.

% M/F Fte, per scale and nationality group, WUR, 2018



% M/F Fte, per scale and nationality group, WUR, May 2023



The graphs show for 2023 a higher % of non-Dutch PhDs and staff; just a bit more among PhDs, more on the other scales except of scale 15,16 and 17.

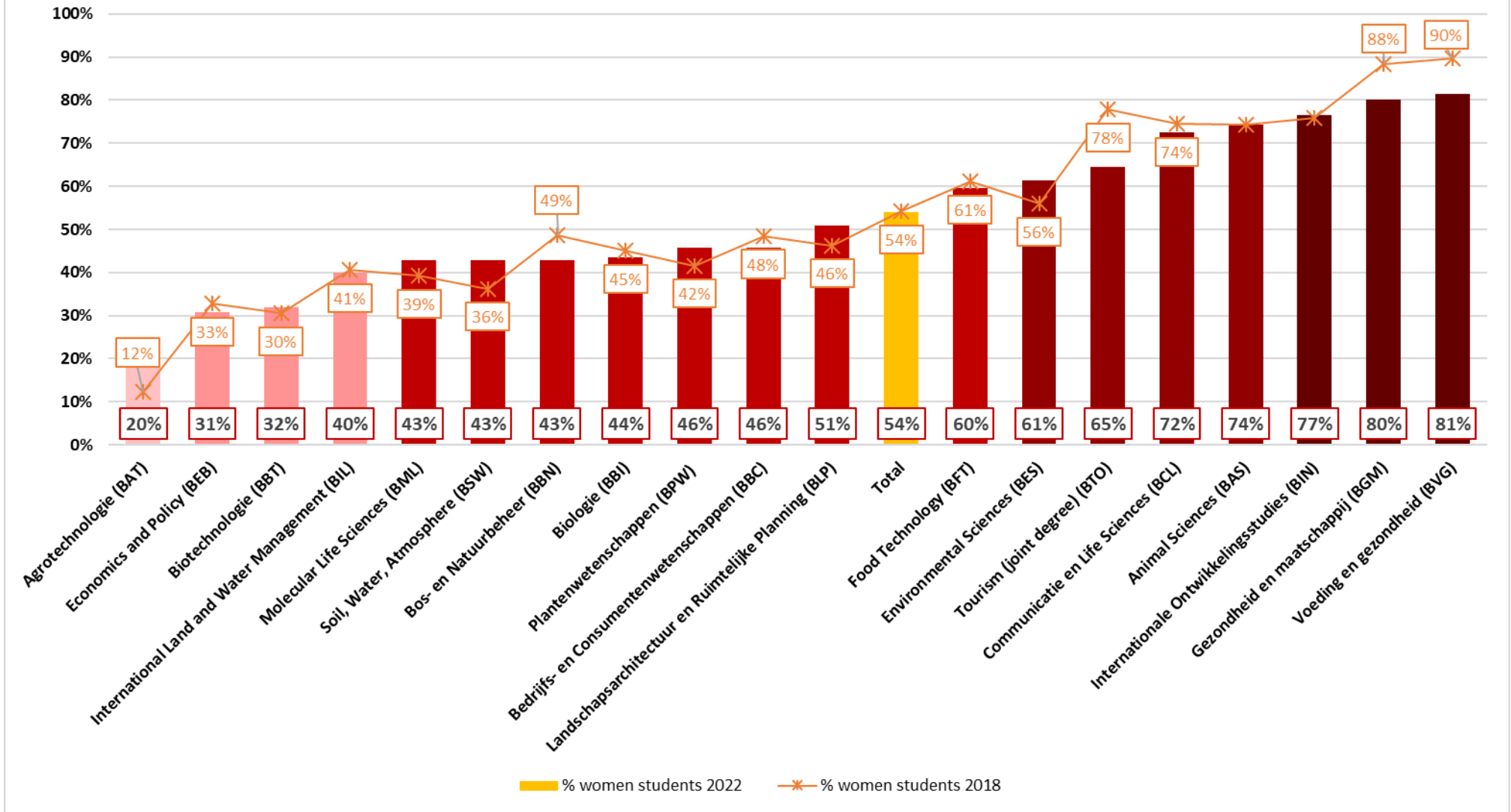
Remarkable is the increase among Professor (HL) 2; we see quite a decrease of % Dutch men and increase of % European and newly professors of non-western nationalities.

Up to scale 12 we see an increase in staff of non-western nationalities, stagnation at scale 13 and 14. The lower scales show an overall gender balance among staff of non-western nationalities. Among European (except NL) staff we see higher F%, especially stemming from lower scaler while absent for > scale 17.

* Please note that HRM data can only be differentiated by background through the nationality for staff. Nationalities were divided over 4 groups:

1. Netherlands (NL),
2. European countries except NL,
3. Western countries like Northern Americas, Australia, New-Zealand, and
4. African, Asian and Mid- and South American countries.

% women students in BSc Study Programmes Wageningen University, Oct. 2022 and 2018



% women students in MSc Study Programmes Wageningen University, Oct. 2022 and 2018

