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Gender Equality Plan Radboud University

**Imprinting
change**



Content

Content	2
1 Gender Equality at Radboud University	3
1.1 Commitment to gender equality	3
1.2 Gender, Diversity, Equity and Inclusion	3
1.2.1 Concepts of Gender, Diversity, Equity and Inclusion	3
1.2.2 DEI Goals and ambitions	4
2 Current situation	6
2.1 Women in academic and support staff	6
2.2 Working climate	6
2.2.1. Internal evaluations	6
2.2.2 External evaluations	7
2.3 Remuneration	7
3 Existing and planned actions towards gender equality	8
3.1 Area 1 – Organizational culture and work-life balance	8
3.1.1. Existing activities	8
3.1.2. Future interventions and activities	9
3.2 Area 2 – Social Safety	11
3.2.1. Existing activities	11
3.2.2. Future interventions and activities	11
3.3 Area 3 – Leadership and Management	13
3.3.1 Existing activities	13
3.3.2 Future interventions and activities	13
3.4 Area 4 – Recruitment, selection and career progression	14
3.4.1 Existing activities	14
3.4.2 Future interventions and activities	15
3.5 Area 5 – Gender dimension in research and education	15
3.5.1 Existing activities	15
3.5.2 Future interventions and activities	16
4 Organizational infrastructure	19
4.1 Relevant stakeholders	19
4.2 Financial resources	19

1 Gender Equality at Radboud University

Radboud University recognizes its history of emancipatory activities and considerable efforts that have contributed to gender equality and diversity at various levels within the academic institution. The university also understands that there is the need and opportunity to do more. Therefore, the Gender Equality Plan (GEP) summarizes existing and planned interventions for gender equality at Radboud University for 2022-2025. The plan was developed in partnership with the Chief Diversity Officer and the department of Research & Impact, and is consequently aligned with the university's general strategy [A Significant Impact](#) and the [Diversity, Equity and Inclusion Plan 2021-2025](#). Being endorsed by the Executive Board, it is a living document allowing for feedback from a wider community at Radboud University, through a consultation process including relevant stakeholders as identified in Section 4 and regular progress reports in 2022-2025.

1.1 Commitment to gender equality

In line with its strategy [A Significant Impact](#), Radboud University aspires to contribute to a free and healthy world with equal opportunities to make a significant impact on a regional and an international level. The university stands committed to the promotion of diversity, equity and inclusion (DEI) and to finding ways to address inequities experienced by all marginalized groups, including those who are discriminated against because of their sex or gender. There has been commendable effort to improve the representation of women within the university, for instance the number of women in higher academic positions. Currently, the share of women full professors is 30.4% ([LNVH Women professors Monitor 2021](#)) and follows a trend of making Radboud University structurally occupy a top three position among Dutch universities. Radboud University has set a gender target of 36% of women full professors by 2025 and employs a variety of interventions that aim to contribute to increasing the number of women professors, among others. In addition, the [Donders Institute for Brain, Cognition and Behavior](#), the [Faculty of Science](#) and the [Radboud Social and Cultural Research \(RSCR\)](#) have formulated specific policies and measures for their respective institutes.

1.2 Gender, Diversity, Equity and Inclusion

1.2.1 Concepts of Gender, Diversity, Equity and Inclusion

This Radboud University Gender Equality Plan highlights the current state of affairs, existing interventions to support gender equality as well as its concrete plans to further improve gender equality. It is aligned with Radboud University's DEI plan and takes into account the following definitions of the concepts of gender, diversity, equity and inclusion:

GENDER refers to the socially constructed social attributes, opportunities, relationships, and expectations typically associated with, but certainly not limited to, identifying as a woman or a man. It is a system that operates in a social context to classify people, sometimes discriminatory, often based on their assigned sex. In many contexts this takes the form of a binary classification or either 'man' or 'woman'; in other contexts,

this includes a broader spectrum. It also refers to a core organizing principle in institutions and organizations causing differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities.

Gender is always interrelated to other social categories, such as ethnicity, functional impairment, age, sexual orientation, and social class (Crenshaw, 1990). An **intersectional approach** acknowledges these interrelations and how it informs, influences and promotes gender equality. To this end, Radboud University intends to incorporate a gender analysis and approach that recognizes intersectionality .

DIVERSITY is the range of characteristics that make up our identity and includes aspects such as nationality, religion, language, sex and gender identity, ability, ancestry, ethnicity, and many other identifiers. It speaks to diversity of persons and diversity of knowledge.

EQUITY refers to the creation of just outcomes for everyone through the differential allocation of resources, entitlements and accommodations to meet the complex varied needs or circumstances of individuals or groups. It is different from equality in that it recognizes unequal starting points and values differences, as equality focuses on equal opportunities, providing equal treatment and each person or group of people the same resources and opportunities.

INCLUSION is involving and empowering everyone as valued autonomous participants giving voice to the decision-making process.

1.2.2 DEI Goals and ambitions

The overall **DEI goal of the university** is to jointly promote a safe, inclusive, and equitable campus society that embraces and embodies diversity and the values of equity and inclusion and advocates for positive change, in alignment with the sustainable development goals¹. Its **DEI mission** is to lead, facilitate, mentor, stimulate and support all levels of the organization to achieve and embed diversity, equity, and inclusion into the organisational culture of the Radboud University community through collaboration and insightful programming. Moreover, Diversity, Equity and Inclusion are one of the seven main themes of the HR strategy for the coming years; social safety, in particular, has been prioritized as one of the three main HR-topics for 2023, in addition to leadership development and attracting new talented staff members.

In a coordinated effort, the university will facilitate structural and cultural change by working towards a better and safer work environment, following the fair and coherent process of attracting and retaining talented staff members, and enhancing the quality of research and teaching by including diversity in research and teaching curricula.

By means of the Gender Equality Plan, the Executive Board of Radboud University also supports the European Commission's aim to achieve gender equality in academic institutions throughout Europe; having a Gender Equality Plan is an eligibility criterion for certain categories of legal entities from EU countries associated to Horizon Europe. Therefore, it has been developed in compliance with [EU objectives for gender equality in research](#), [EU law on gender equality](#) and the [EU Gender Equality Strategy 2021-2025](#), as well as the [Dutch National Action Plan for Diversity and Inclusion](#) (by DIHOO) and [their guide for formulating a Gender Equality Action Plan](#). In addition, it is aligned with goals as mentioned in the [Emancipation Memo](#)

¹ These sustainable development goals are: SDG 5 (Gender Equality) and 10 (Reduced Inequalities). Moreover, improving gender equality also contributes to the SDG of Sustainability; it improves social sustainability and enhances long term sustainable careers (SDG 8). Indirectly, it also promotes good health and wellbeing of all individuals (SDG 3), enhances the quality of education (SDG 4), adds to sustainable cities and communities (SDG 11), and improves peace, justice and strong and inclusive institutions at all levels (SDG 16). <https://sdgs.un.org/goals>

from the Dutch Ministry of Education, Culture and Science and the national developments in the context of Recognition and Rewards within academia.

Radboud University has identified existing and future interventions in five areas of interventions, following EU recommendations:

Area 1: Organizational culture and work-life balance

Area 2: Social safety

Area 3: Leadership and management

Area 4: Recruitment, selection and career progression

Area 5: Gender dimension in research and education

In this second version of the Gender Equality Plan (May 2023), some sections are updated and complemented, various small text corrections have been made and feedback from different stakeholders has been integrated.

2 Current situation

This section presents an overview of data with regard to gender equality at Radboud University including the gender composition of (academic) staff, their experiences regarding the working climate and remuneration. The Gender Equality Plan will enable relevant continuous monitoring and progress evaluation as well as the collection and monitoring of data on working climate.

2.1 Women in academic and support staff

The data on the share of women and men among academic staff have been carefully monitored and evaluated within the past decades and have been published in the university's internal documents and annual reports. The figures on women in the positions of assistant, associate and full professors are monitored every three months on university and faculty level, accompanied by recommendations for policies and interventions. These data and interventions required are subsequently discussed by the Executive Board and Board of Deans.

In 2020, Radboud University had more than 24,000 students and 5,603 staff members (in terms of full-time equivalent, fte), of whom 56% (3,152 fte) were academic staff and 44% (2,448 fte) were support staff (working in HR, Finance, Facilities, Academic Affairs etcetera).

In December 2020, the share of women among PhD candidates and assistant professors was 49.4% and 46.1% respectively. So, almost half of PhD candidates and assistant professors were women. The share of women among associate professors was 28.7% and the share of women among full professors exceeded 30% for the first time, namely 30.2% (excluding the Radboudumc University Medical Centre; [LNVH Women Professors Monitor 2021](#)). Radboud University has steadily occupied a position among the top three of Dutch universities with regard to the proportion of women professors, which is continuously growing.

However, acknowledging the need for further improvement, Radboud University has set a target figure of 36% women full professors by 2025 (including Radboudumc University Medical Centre).

2.2 Working climate

The academic culture or working climate is an important component of both internal and external evaluations at Radboud University.

2.2.1. Internal evaluations

The biennial staff survey at Radboud University includes, among others, questions on the work-life balance, working conditions, feelings of loneliness, wellbeing, social support and social safety in the work environment. The results of the survey held in 2018 showed that in general, staff at Radboud University were very satisfied with their work and work environment, grading it with an average of 7.6 (on a 10-point scale). The survey results also indicated that scientific staff experienced a high work pressure, therefore, the university adopted a plan of action to reduce work pressure.

Remarkably, the results also demonstrated that 14.5% of the respondents experienced undesirable behavior. As a result, a follow-up analysis by the Executive Board was set-up showing that women experienced significantly more undesirable behavior in terms of gossiping, bullying, sexual intimidation and exclusion than men. The board introduced various interventions to address these issues throughout the university (see chapter 3, Area 2, existing activities). The Science Faculty also started a survey on academic culture, social safety and harassment among its students and staff in 2015. It has been held every two years since then and followed-up by actions, if the results pointed to the need for specific measures.

During the times of Covid-19, there have been additional, more [frequent personnel questionnaires in 2020 and 2021](#), measuring employees' well-being. In spring 2022, the regular staff survey will be disseminated again.

2.2.2 External evaluations

All research institutes at Radboud University have to conduct an external evaluation every six years. According to the [Strategy Evaluation Protocol 2021-2027](#) (SEP), the academic culture is being evaluated and encompasses openness, (social) safety and inclusion of the research environment and the research unit's policy on research integrity. In addition, it considers to which extent diversity is a concern and evaluates the actions and future plans of the research unit. The [assessment reports](#) by the evaluation committees are published.

2.3 Remuneration

Radboud University commissioned an internal research on differences in remuneration of men and women academic staff members in assistant professor, associate professor and full professor positions in 2017-2018. The research [results](#) showed that women full professors and associate professors earn less than their male counterparts, while women in assistant professor positions earn a little more than men in this position. The Executive Board stated that their starting point is that differences in remuneration between women and men are unacceptable and agreed with the Deans of the faculties to further analyze the data and take action, if required. Moreover, it was emphasized that in all decisions on remuneration (entrance and promotion), one should more strictly follow the guidelines regarding the criteria for remuneration and consult HR advisors. Decisions on remuneration and promotion should be transparent and fair.

The existing and planned activities for each of the five areas of interventions that aim to contribute to improving gender equality will be elaborated in the next chapter.

3 Existing and planned actions towards gender equality

Radboud University aims to improve gender equality in the organizational structure and culture, the composition of staff, and the knowledge production and dissemination. The Gender Equality Plan (GEP) focuses on five areas of interventions that are aligned with the five goals of Radboud University's Diversity, Equity and Inclusion (DEI) plan, as well as following the priority areas as formulated by the EU GEAR tool and advisory committee for a Diverse and Inclusive in Higher Education in the Netherlands (DIHOQ). Each of the following sections presents a summary of already existing actions and elaborates on the future interventions planned for 2022-2025. The planned interventions include clear indicators for coherent monitoring, revision and updates, if needed, in consultations with wider groups of stakeholders. Progress reports on the implementation of the GEP will be provided on a yearly basis.

Area 1: Organizational culture and work-life balance

Area 2: Social safety

Area 3: Leadership and management

Area 4: Recruitment, selection and career progression

Area 5: Gender dimension in research and education

3.1 Area 1 – Organizational culture and work-life balance

3.1.1. Existing activities

Radboud University provides various [arrangements](#) regarding [work-life balance](#) covering: flexible work and caregiver's leave, paid pregnancy and partly paid parental and partner's (WIEG) leave, funds for replacement and compensation during periods of leave for women academics, provision of childcare on campus and nursing rooms in every building on campus. If extraordinary circumstances, such as maternity leave, parental leave and caregiver's leave, have led to a delay in a (post)doctoral program, the end date of the employee's contract will be postponed. The periods of these special circumstances are also often taken into account in eligibility criteria for prizes and funds for women academics, for example in the Mohrmann program.

For employees coming from abroad, the [global staff services](#) includes a Lifeport Welcome Center which serves as a meeting and a first central contact point, where they can ask questions related to working at Radboud University and living in the Netherlands. Moreover, the [dual career support office](#) guides them in making arrangements for the move, housing, childcare and school for children (if applicable), and finding a job for their partner (if applicable), among others.

In 2021, a joint HR/DEI and Green Office campaign focused on decreasing the **work pressure** and promoting **well-being**, as well as the **Vitality Week** and different workshops are being organized. It involved targeted interventions for staff, i.e. participating in team sporting activities and a **share your story series** inviting students and staff to connect more during the Covid-times to minimize loneliness and depression and promote bonding. The Executive Board issued columns that focused on the need for self-care and taking the time to relieve work-related stress. The overall message was to encourage putting mental health first and being aware that Covid-19 was affecting each one differently.

Different faculties and departments are paying attention to **gender sensitive communication**, for instance on gender-registration forms or in **vacancy texts**. For example, the Faculty of Science has broadened the gender registration options to include multiple gender categories, steering away from binaries and including the option to choose not to reveal gender. The Diversity committee of the Donders Institute conducted an inclusion survey with inclusive gender domains. Importantly, in 2021 different researchers at Radboud University working on several new Horizon2020 and other European projects contributed to the research on gender on work-life balance, using selected institutes at Radboud University as a case study².

In order to raise awareness among junior scholars of many different backgrounds and sharing experiences and best practices, PhD candidates can also enroll in a PhD course on Diversity and Inclusion.

Radboud University also facilitates two employee networks for women academics by providing secretarial support and budgets for organizing events. The **Radboud Women Professors Network (RNVH)** is a network for all women professors at Radboud University and Radboudumc University Medical Center, that organizes quarterly meetings and a yearly event called Women in the Spotlight on International Women's Day (March 8). **The Halkes Women+ Faculty Network** is a network for all women+ academics in the positions from PhD candidate until associate professor.

3.1.2. Future interventions and activities

The main goal of planned activities within area one is further improving organizational culture and work-life balance. It aims at raising awareness about gender equity and promoting an inclusive and healthy work environment that respects and nurtures the wellbeing of staff and students and actively addresses work-life balance. All these activities taken together will promote an accessible, inclusive, safe, sustainable, and vibrant campus.

The planned interventions within this area include:

- 1 Collecting and monitoring data on gender and organizational work culture;
- 2 Promoting knowledge and awareness on gender, diversity and a positive work culture;
- 3 Revising HR documents using a gender-based approach to address work-life balance;
- 4 Developing additional work-life initiatives in the workplace.

1) Collecting and monitoring gender data on organizational work culture.

Radboud University will continue to collect data on gender to assess the current situation and monitor progress on a regular (yearly or quarterly) basis:

- The (gender) composition of staff population (support staff and academic staff);
- The (gender) composition of the student population;

² Research projects GEARING-roles and G-versity and an interdisciplinary research consortium on work-life, including a project about family planning and the effects of Covid-19 and gender at the Science faculty and the Nijmegen School of Management.

- Remuneration study (gender pay-gap, both quantitative and qualitative) [2021-2023];
- The composition of manuscript committees³;
- Analysis of the gender composition of the new appointments of full professors;
- Staff survey, including questions on social safety and inclusion.

2) Promoting knowledge and awareness on gender, diversity and a positive work culture

- A series of workshops and guided training: offline and online training modules on promoting gender equality, inclusive language and behaviors, work-life balance and combatting gender stereotypes, for:
 - HR vacancy directors, in order to increase their knowledge and enable them to support inclusive recruitment processes [2 workshops in 2022];
 - (HR) policy advisors on gender equality, in order to increase their knowledge and enable them to incorporate it in relevant policy documents [4 workshops in 2022];
 - All staff members (research/ teaching/ support staff) on gender equality and DEI concepts, and contributing to inclusive work environments (including work-life balance) and incorporating DEI in your work activities. [4 workshops in 2022 and 2023].
- Signing and aligning with Charters for gender equality and diversity, ensuring compliance with global and national standards, among others: [SER Diversity Charter](#) [signed in November 2021]
- Sharing and promoting best practices amongst staff and students, community, and global partners in order to have a platform for voices by:
 - Facilitating staff and student in setting up networks (e.g., staff and/ or students with international background, disabilities, or mental health issues) in order to create safe spaces to share stories and experiences (e.g. in field work or with sexual violence) [2021-2023].
 - Updating the DEI best practices websites on internal Radboud University websites where internal, national and international best practices on improving gender equality can be shared and applied by stakeholders within the university (i.e., a DEI Toolbox) [2022-2023].
 - Providing DEI awareness-raising tools and resources, via the networks in which Radboud University participates (e.g. access to network members, webinars, lectures, and knowledge from other organizations via Diversity Charter) [ongoing].
- Organizing events on (inter)national women's day, Coming out day, Anti-Racism week etc. [yearly].
- Partnering with Departments Heads, Deans, members of networks on gender-related matters and supporting them in their efforts and interventions towards gender equity, allowing the departments to identify their specific needs and questions [ongoing].
- Creating prizes/ grants/ awards for DEI initiatives by (teams of) staff members [2022-2023].
- Promoting the use of inclusive language in the university's internal and external communication and reports by creating a guide and workshops for communication professionals [2022-2023].
- Promoting visibility of women academics, e.g. via a 'wall of fame' of winners of the Radboud women professors' network prizes [2022-2023].

3) Revising HR documents using a gender-based approach to address work-life balance

- Recommendations for revised criteria for [Radboud University's grants, funds and prizes](#) for research/ teaching/ support staff members, taking into account periods of leave, periods of doing 'other' work than academic work (political, private organization, voluntary work etc.) and including all gender categories. [2023]
- Continuing support for junior academic researchers (women/ men) in combining work and care through funds for fellowships/ promotion [2023].

³ As of 1st of September 2021 there is a new doctoral regulation in place, including that the requirement that the manuscript committee should have a balanced and, if possible, diverse composition.

- Creating DEI policy evaluation tools that serve as a guideline for policies; any policy officer should be able to include DEI related issues in writing their policies [2022].
- Recommendations for amending existing policy documents on work-life regulations to reflect appropriate DEI guidelines, language and terminologies [2023].
- Supporting inclusive facilities through consultations regarding barriers to equity and inclusion, for example gender-inclusive toilets and signs [2022].

4) *Developing work-life initiatives in the workplace.*

- Regular campaigning to increase awareness of existing provisions, policies and processes regarding work life balance e.g. through social media, newsletters etc.. [July/ August 2021-2022]
- Developing new well-being programs aimed at boosting staff morale and providing relief [July/ August 2021-2022]
- Giving positive visibility to staff members and their work-life balance and countering stereotypes, e.g. including men taking parental/ WIEG leave. [July/ August 2021-2022]

3.2 Area 2 – Social Safety

3.2.1. Existing activities

In addition to making Radboud University an attractive workplace for employees based on its organizational regulations, the university focuses on improving social safety for everyone on campus. Radboud University [Complaints Regulations regarding Undesirable Behaviour](#) is in place since early 2020 and together with other Dutch Universities, Radboud University published the [Social Safety statement](#) emphasizing that it does not tolerate any type of undesirable conduct, including (sexual) harassment, aggression, bullying or discrimination. This message is communicated at all administrative levels, from the executive board to the work floor of research and education. In addition, the number and position of the confidential advisors has been increased from two to ten in 2021 and they received training.

The rights and procedures were updated and improved and their work is discussed yearly with the student and staff representatives in a confidential meeting. Two confidential advisors are dedicated solely to PhD candidates to address the increase in complaints from this group. In the restrooms in the Huygens Building (Faculty of Science), staff and students find posters with links to more information about the confidential advisors to increase their visibility. The university also started a trajectory in order to encourage cultural change, which will result in a [new code of conduct](#) for the whole university and will introduce training modules and events.

3.2.2. Future interventions and activities

Radboud University is committed to creating a safe, inclusive, healthy environment where individuals can thrive. Therefore, the main goals of planned activities within this second area of intervention are continuous improvement of social safety, combatting harassment, discrimination, and gender based violence.

Tailored activities to promote an inviting, physically, psychologically, and socially safe, vibrant campus space include:

- 1 Facilitating safe and inclusive spaces on campus;
- 2 Recommendations for new **policies** that address discrimination, social safety, and gender violence;
- 3 Continuing an efficient complaints process and supporting confidential advisors;

4 Raising awareness about social and psychological safety, gender-based discrimination and violence through **training**.

1) *Facilitating safe and inclusive spaces on campus*⁴.

- Providing workshops on DEI [LGBTQI+, gender power imbalance and courageous conversations], in which participants collaborate to make the campus one where everyone belongs and can engage openly to promote the well-being, social safety and sense of belonging of staff and students [A Workshop Series – Four sessions per year 2021-2025].
- Providing input to facilities on, for example signage inclusive toilets, inclusive naming of streets and buildings, ethical sourcing of goods, and posters [ongoing].

2) *Recommendations for new policies that address discrimination, social safety, and gender violence.*

- Developing policies that address marginalization and discrimination: LGBTQI+, inclusive toilets, discrimination, harassment, social safety and sexual violence [December 2022-2023].
- Informing revisions to Code of Conduct, from a gender and DEI perspective [December 2022].
- Revising forms for different kind of purposes in order to create a more efficient accessibility and accommodations process (e.g., navigation for visually or audiotively impaired persons, forms for transitioning for transgender persons) [December 2022].
- Creating DEI tools such as *Rules of Engagement*, *How to be an Ally* and *Privilege Check* [2021].

3) *Continuing an efficient complaints process and supporting confidential advisors.*

- Training and providing confidential advisors with tools to address issues from a gender and DEI perspective and by applying a restorative justice approach for conflict resolution; a process where all parties involved co-decide on the outcomes of conflict [December 2022].
- Setting up a collaborative feedback system that allows for transparency in the complaints and feedback process, so that staff and students can feel heard and validated; e.g., participatory conflict resolution circles for staff and students that empowers them [2023].
- Supporting accessibility & accommodations in order to empower the complaints system by creating a seamless accessibility program: mental health, LGBTQI+, differently -abled, distance labor market [ongoing].
- Installing a new Ombudsperson, who is responsible for signalling undesirable patterns (of social unsafety, for example), provide advice, maintain contacts with all stakeholders, conduct research and can play a moderating role, if desirable [2022-2023].

4) *Raising awareness about social and psychological safety, gender-based discrimination and violence through **training**.*

- Launching an online (and offline) DEI module around sexual violence, harassment and discrimination that addresses bystander training, safe talk, trauma and resilience and consent [2022]: equip leadership and staff to act upon issues of unsafety and harassment within their own community, among others.
- Forming affinity groups and social safe space networks, e.g. gender discrimination, LGBTQ+ networks [ongoing].
- Organizing workshops on international, inclusive and safe classrooms for teaching staff (i.e. disseminate the *inclusive classroom project*) [2022].

⁴ The notion of safe spaces refers to the creation of safety for assenting and dissenting dynamic to occur in a respectful manner that allows persons in the space to be able to sit with discomfort and engage in difficult dialogue knowing that one's views will be listened to with compassion, honored and respected. It can also refer to spaces provided by being in affinity groups.

3.3 Area 3 – Leadership and Management

3.3.1 Existing activities

Radboud University has set a **target figure** for the number of women in full professor positions (36% in 2025). In addition, the university aims to strengthen the leadership skills and knowledge on diversity, equity and inclusion in practice by conducting studies that direct follow-up initiatives, like advanced **modules on anti-bias training for leadership**. The **mentoring program** (for women and men) applies a so called bi-focal approach, focusing on the learning process of both mentees and mentors on diversity issues and inclusion, among others.

3.3.2 Future interventions and activities

The planned activities within the third area of intervention address leadership and management by:

- 1 Monitoring and increasing the number of women in (academic) leadership positions;
- 2 Providing inclusive leadership resources to leaders at all levels of the organization;
- 3 Creating and supporting role modelling;
- 4 Facilitating an upgrade on knowledge and skills with regard to diversity, equity and inclusion, including gender.

1) Monitor and increase the number of women in (academic) leadership positions

- Annually collecting and monitoring data for the following aspects to create insight and raise awareness:
 - The number of women and men in full professor positions and the associate professor positions (the talent pool).
 - The number of women and men in decision making and leadership positions (e.g., Executive Board, Deans and vice deans, Heads of Divisions, managing directors etc.) on central and decentral level.
- Annually setting and monitoring target figures regarding the representation of women in each faculty/ institution/ division:
 - Number of women in full professor positions
 - Number of women in leadership positions (support and academic staff)

2) Providing inclusive leadership resources to leaders at all levels of the organization.

- Facilitating inclusive leadership mechanisms, such as co-development of DEI anti-bias theatre workshop with Radboudumc as an intervention tool and integrative change strategy with a strong focus on gender bias, intersectionality and social safety . Target group: anybody who is managing or coordinating a team or leading a project [April – July 2022 – Ongoing].
- Continue providing a module in the academic leadership course “Courage, Openness, Connection” in order to counter unsafe environments and promote behavioral changes towards inclusive leadership [November 2021- August 2022 and ongoing].
- Creating an accessible network in which inclusive leadership is exposed to diverse stakeholders (multiple and diverse cultures and narratives from various contexts) and stimulated to interact with people from various backgrounds, opinions and views [ongoing].

3) Creating and supporting role modelling

- Launching DEI ambassador programs for staff members who are trained on diversity, equity and inclusion (including gender) related issues in a series of workshops and will be able to serve as a

- knowledge gain in their department, unit, or committee. They are also enabled to create new policies, guidelines and tools [7Workshops February – June 2021].
- Share best practices, experiences, challenges, gains of inclusive leadership and women in leadership positions [ongoing].

4) *Facilitating an upgrade on knowledge and skills with regard to diversity, equity and inclusion, including gender.*

- Conducting the study on remuneration (gender pay gap) and translating the results into adequate policies and interventions [2021-2023].
- Appointing a(n action) researcher at the HR department to conduct research on different gender equality, DEI and career related topics within Radboud University (e.g. barriers and enablers to promotion, exit interviews etc.)[2022].
- Providing recommendations to include questions on gender and DEI (working climate, feeling included etc.) in staff survey that is being conducted every two years. Monitor results and feed results back to faculties and support follow-up [February 2022].
- Analyzing the inflow, flow through and outflow of women in all academic positions every year.

3.4 Area 4 – Recruitment, selection and career progression

3.4.1 Existing activities

Radboud University has obtained the HR EU logo demonstrating that the university meets the principles set out in the Commission Recommendation on the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers. According to the Open Transparent and Merit (OTM) based Recruitment at Radboud University is performing well in terms of clear procedures and practices for all types of positions and targeting underrepresented groups in particular.

The university follows its [recruitment and selection guide](#) and experiments with different types of [training modules](#) to teach members of selection committees on gender and diversity and [inclusive selection procedures](#). For example, a pilot on inclusive selection is being held at the faculties of Law and Arts. At the Faculty of Science, [training](#) for hiring and selection committees is now mandatory for all internal committee members when hiring assistant, associate or full professors. It includes performing structured hiring processes as well as bias training (e.g. gender neutral advertisements texts).

Additionally, the university has a specific [career program for academic leadership](#), a [mentoring program](#), [career coaching](#), as well as the [digital learning environment gROW](#), offering various workshops, courses, e-learning modules to support careers. The mentoring program follows a transformative approach; this bifocal approach also focuses on activating mentors in becoming aware of and changing unequal everyday routines and interactions in organizations by involving them in mutual learning processes with mentees and workshops.

The Christine [Mohrmann fund](#) provides temporary resources for stimulating and accelerating the appointment or promotion of women associate and full professors or supporting fellowships in the form of tenure or career tracks for women at Radboud University. In addition, the Executive Board has awarded the [Christine Mohrmann Stipends \(5,000 euros\) since 1990](#) to encourage women PhD candidates to stay in academia after completing their theses. The Radboud Women Professors Network (RNVH) bi-annually awards four women academics at Radboud University and Radboudumc a [Women Professors Network](#)

[Award \(1,000 euros\)](#). The Faculty of Science also hosts a fellowship program which enables hiring a number of women every two years, previously on tenure track level and currently on full professor level.

3.4.2 Future interventions and activities

In addition to continuing the current programs, the goal of future interventions within the fourth area is creating gender equality in recruitment, selection and career progression by:

- 1 Recommending amendments for HR selection and recruitment tools;
- 2 Providing training modules on inclusive recruitment and selection.

1) Recommendations for amendments to HR selection and recruitment tools that address unconscious gender bias and lead to a more transparent and fair process

- Continuously revising recruitment & selection instruments in order to comply with global and national standards.
- Providing recommendations to amending existing recruitment and selection documents using a gender-based approach to reflect appropriate gender guidelines, language and terminologies [June 2022 – July 2023]
- Providing recommendations to making stricter use of defined guidelines and grading and promotion criteria in all grading and promotion decisions regarding equal pay in order to prevent and reduce differences in remuneration [June 2022 – July 2023].

2) Providing training modules on inclusive recruitment and selection for HR and selection committee members

- Creating an inclusive recruitment and selection training (offline and/ or online) for selection committees (e.g., following the [NWO videos on inclusive assessments](#), complemented with offline training module) [Development September 2021-March 2022; 6 training sessions March- December 2022].
- Introducing an inclusive recruitment and selection training (offline, online or a video) for all HR advisors [Development September 2021-March 2022; 4 training sessions March - December 2022].

3.5 Area 5 – Gender dimension in research and education

3.5.1 Existing activities

[Radboud University Network Gender and Diversity Studies](#) (Radboud GDS) plays a crucial role in connecting researchers from different disciplinary backgrounds, perspectives and methods. Its aim is to enable cooperation in understanding complex contemporary social issues in which an intersectional perspective is emphasized. The network is being funded by the university to organize a yearly event on International Women's Day.

In addition to gaining knowledge, the Radboud GDS also stimulates the development of new and the continuation of current (interdisciplinary) educational curricula. Radboud University offers a number of [courses, master specializations, summer schools and PhD courses in which gender, diversity, equity and inclusion are an integral part of the curriculum](#). Master specializations encompass, among others, Diversities in youth care (pedagogical science), Gender equality, diversity and inclusion in management (business administration), and Gender equality, diversity and inclusion in politics (political sciences). The graduate program includes an interdisciplinary PhD seminar and a PhD course addressing gender and

research methodologies in social sciences. A new master specialization on gender and intersectionality is currently developed.

In addition to versatile research groups that are focusing on gender, diversity and inclusion in their respective academic fields, Radboud University is involved in **two large European research projects on gender equality**: GEARING Roles (H2020 project) evaluates GEP design and implementation within six European research institutes and G-Versity is a European training network on gender and diversity.

3.5.2 Future interventions and activities

The goal of the activities planned within area five is continuing to promote long-lasting commitment for gender dimension in research and education by:

- 1 Promoting interdisciplinary collaboration among various faculties on DEI and gender;
- 2 Adopting a gender equity framework in targeted teaching;
- 3 Adopting a gender equity framework in targeted research.

1) Promoting interdisciplinary collaboration among various faculties on DEI and gender.

Promoting an inclusive, interdisciplinary, collaborative, global teaching, learning and research experience in all faculties by:

- setting up a DEI Steering Committee [January-December 2022];
- continuing secretarial and financial support and facilities for collaboration between faculties through the Radboud Gender & Diversity Studies network [ongoing].

2) Adopting a gender equity framework in targeted teaching for more diverse and inclusive curricula.

- Providing recommendations on gendered curriculum content to include and reflect varied bodies of knowledge [2022].
- Creating a workshop for teaching staff on how to promote a gendered curriculum in order to reflect a more varied body of knowledge [Seven workshops – one per Faculty [2022].

3) Adopting a gender equity framework in targeted research projects for more diverse and inclusive research.

- Supporting researchers and consortia in including the gender dimension in (inter)national research grant proposals, i.e., in developing a paragraph in which applicants should reflect on the gender dimension in the research proposal, following the requirements in Horizon Europe and other funding programs.
- Raising awareness and increasing knowledge around inclusive research by offering workshops about including gender and diversity into research, showing best practices and relevant examples [Seven workshops – one per Faculty meeting April – September 2022].
- Support and facilitate interdisciplinary gender equality research projects throughout Radboud University.

RADBOD UNIVERSITY - GENDER EQUALITY PLAN (GEP) 2022-2025

**The GEP is aligned with the Diversity, Equity and Inclusion (DEI) ambition of Radboud University:
To jointly promote a safe, inclusive and equitable campus society that embraces diversity and the values of social justice, and advocates for positive change, in alignment with the sustainable development goals.**

GEP GOALS	INTERVENTIONS	OUTCOMES	TIMELINE [2021-2023]
<p>Area 1</p> <p>Organizational culture and work-life balance</p>	<ol style="list-style-type: none"> Collect and monitor data on DEI and organizational work culture. Promote knowledge and awareness of gender diversity and a positive work culture. Revise HR documents using gender-based approach to address work-life balance. Develop work-life balance initiatives in the workplace. 	<ol style="list-style-type: none"> Data on composition of staff, remuneration, composition of students, composition of committees. Workshops, guided training for (HR) policy advisors and all staff members on DEI and gender concepts, inclusive work culture and work-life balance; signed charters; shared best practices; events; partnering. Revised HR documents and criteria; support for junior (women/ men) academic researchers; DEI policy evaluation tools; amended documents reflecting DEI guidelines, language and terminology; inclusive facilities. Campaign to raise awareness of work-life regulations and options. 	<ol style="list-style-type: none"> Ongoing data collection; Remuneration Research 2021-2023. Four workshops for both HR and staff per year; Diversity Charter signed November 2021; ongoing shared best practices; International Women's Day - March 2022; Purple Friday Dec. 10, 2021 – Ongoing; Roze Week July 2022; Diversity Day Symposium October 2022; creating prizes DEI 2022-2023; promoting inclusive language and visibility 2022-2023. Revised selection and recruitment documents November 2022 July – August 2021/22
<p>Area 2</p> <p>Social safety</p>	<ol style="list-style-type: none"> Facilitate safe and inclusive spaces on campus. Recommendations for new policies that address discrimination, social safety, gender violence. Continue an efficient complaints process and supporting confidential advisors. 	<ol style="list-style-type: none"> DEI Workshops and Courageous Conversation Workshops; providing input to facilities. New LGBTQI+, discrimination, harassment, social safety, mental health, well-being, gender policies, e.g. all-gender washroom policy; informing revisions of code of conduct; revising intake forms; create DEI tools. Training confidential advisors to address issues from DEI perspective and apply restorative justice approach for conflict resolution; setting up a collaborative feedback system; 	<ol style="list-style-type: none"> Series of four Courageous Conversations Workshops March, June, September and December 2021/22 Collate policy recommendations students and staff August 2021 – February 2022. Revised Policies December 2022. Revising forms 2022/2023 December 2022

	4. Raise awareness about social and psychological safety, gender-based discrimination and violence.	4. Modules on social safety Online Bystander, Harassment and Consent Training ; creating affinity groups .	4. March 2022 Ongoing
Area 3 Leadership and management	1. Monitor and promote the increase of the number of women in (academic) leadership positions . 2. Provide inclusive leadership and resources to leaders at all levels of the organization. 3. Create and support role modelling .	1. Collection and monitoring of data on number of women in leadership; setting and monitoring target figures (at central and faculty level). 2. DEI Anti-Bias Theatre [with Radboud UMC]; inclusive leadership modules; 3. Launch DEI Ambassador Programs for staff .	November 2021 – 2023 January – March 2022 –Secure a DEI Researcher Four (4) DEI Antibias Theatre Workshops with Radboud UMC. April – July 2022 – Ongoing DEI Leadership Mentorship Program November 2021- August 2022 DEI Staff Ambassador Training Seven (7) Workshops February – June 2021
Area 4 Recruitment, selection and career progression	1. <i>Recommendations for amendments of HR selection and recruitment tools</i> . 2. Provide training on inclusive recruitment and selection for HR and selection committee members.	1. Compliance with global and national standards; amending recruitment & selection instruments ; strict use of guidelines in remuneration . 2. Introduce inclusive recruitment and selection training or video .	June 2022 – July 2023 Develop Programme – Sep 2021- March 2022; Roll out 6 Training Sessions March – December 2022;
Area 5 Gender dimension in research and education	1. Promote interdisciplinary collaboration among various faculties on DEI and gender. 2. Adopt a gender equity framework in targeted teaching ; 3. Adopt a gender equity framework in targeted research .	1. Gender & Diversity Studies network, DEI steering committee . 2. Training for teaching staff on gender-based approaches; 3. Support inclusion of gender dimension in research proposals.	January – December 2022 Seven Gender-Based workshops – 2022.

4 Organizational infrastructure

The organizational infrastructure with regard to gender equality and DEI at Radboud University ensures proper implementation of the future activities within the organization. It encompasses sufficient dedicated resources in terms of funding for gender equality positions or teams and/ or reserved time for others to work on gender equality.

4.1 Relevant stakeholders

Radboud University has a strong established network of various internal and external stakeholders involved in the development, implementation and evaluation of gender policies and interventions. This does not necessarily mean that all stakeholders always agree on the direction and actions proposed, but they do play an important role in the continuous dialogue about development and implementation of the GEP interventions. See the next page for an overview of relevant stakeholders that will be, among the wider Radboud University community, actively consulted in developing and updating this GEP throughout the period of implementation.

4.2 Financial resources

Radboud University allocates dedicated financial and human resources to ensure that the DEI plan and the GEP are promoted and sustained. Dedicated resources are crucial, not only to be able to implement the GEP activities, but also:

- to guarantee continuous attention to gender equity in academia;
- to develop and implement new necessary actions in the future;
- to keep up-to-date with new insights in the area and to use these insights for new policies;
- to form a network with other DEI officers and increase mutual learning;
- to join forces across faculties and divisions;
- and last but not least, to recognize that diversity policies require experts who have knowledge, skills, time and resources to meet these high demands.

Dedicated resources for the implementation of the GEP are included in the annual budget of the DEI office. Currently Radboud University has committed to the full-time permanent employment of the Chief Diversity Officer and the team of the DEI office and has approved the proposal submitted by the Chief Diversity Officer for the financial resources to secure staff for the DEI office in 2022. The DEI office has a dedicated annual budget of approximately 100,000 Euros for activities and interventions, excluding salary costs. The projected approved addition to the annual budget is 250,000 Euros for 2022 to accommodate employment of three diversity officers (0,8 fte). In addition, the Mohrmann fund secures the temporary funding for appointing women full professors and associate professors as well as fellowships for tenure or career tracks for women researchers and assistant professors. Finally, the women's networks (Halkes network and RNVH) both receive a yearly budget of 5,000 Euros for organizing their activities and secretarial support from the HR department.

Stakeholder(s)	Composition	Role in gender equality and DEI
Diversity, Equity and Inclusion (DEI) office	Chief Diversity Officer, supported by a DEI policy officer (HR) and a policy coordinator from Student Affairs, and three DEI officers by February 2022.	Inclusive partner and advisory team that offers guidance and guidelines for promoting DEI initiatives within Radboud University, the local community and global context. CDO: spearheads DEI initiatives of the university and reports directly to the President of the Executive Board.
(Top) Management	Executive Board (president (DEI portfolio holder), the rector magnificus and the vice-chair), the Directors of the different Divisions (e.g., HR, Finances and ICT) and Deans of Faculties	Support the embedding of gender and DEI within the university.
Gender & diversity committees at faculties	Gender and Diversity Committee at the Faculty of Science Diversity and Sustainable science committee at the Donders Institute for Brain, Cognition and Behaviour (since 2014)	Introduced an integrated plan of action to support gender equality in the faculty staff. Among others, they included more women in selection committees, provided a premium of 50K euros for support staff to continue research activities during maternity leave, formulated targets for the number of women researchers at the Faculty and provide anti-bias trainings for hiring and selection committees. In addition, the faculty appointed a policy officer for gender and diversity in 2016 (0,3 fte) and the chair of the committee (a woman full professor) has 0,2 fte of her appointment reserved for chairing the committee. Represented in the governing board and vice versa, to be able to develop bottom-up initiatives to support the institute in which diversity is stimulated, valued, and protected. All other faculties often times have specialized scholars who provide regular be it informal advice on DEI questions and issues, meeting and discussing issues in the steering group.
Support offices	HR department: policy officer for DEI (0.6 FTE) Research and Impact division, grant advisors, policy officers.	Responsible for the development and implementation of all DEI interventions related to (academic) staff members at a central level. Supporting the gender equality in research dimension for grant applications.
Diversity Networks	Radboud Women Professors Network (RNVH) (since 2001) Halkes Women+ Faculty Network Nijmegen (since 2012)	Two women's networks receive dedicated resources (secretarial support and a structural budget) and have yearly meetings with the Executive Board about relevant topics regarding women academics at Radboud University. Serves as a platform of women full professors from different disciplines within Radboud University and the Radboud University Medical Centre, with the aim to promote the position of women in academia. The network stimulates and facilitates the exchange of experiences, mutual support and serves the interests of women staff members. Facilitates meetings that bring women researchers and others together. Main aim: to contribute to the advancement of women faculty to the higher ranks of the university. Four pillars: 1) Facilitating contact between women, 2) Professional and

		personal development of women, 3) Empowerment of women scientists on all levels, and 4) The enhancement of an inclusive Radboud University work environment, that enables women to function optimally.
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Staff and students	Teaching staff and students , their legal representatives (e.g., the works council and student council), Radboud Gender and Diversity Studies Steering Group (at Faculty of Social Sciences)	Involved in developing and implementing interventions related to DEI, discussing and (dis)approving policies about relevant topics as gender representation, social safety, and work life policies. Radboud University also has many staff members throughout the faculties who conduct research and/ or teaching in the field of DEI. The G&D studies network cooperates with, among others, the research network (or, hotspot) on Gender and power in politics and management at the Nijmegen School of Management.
External stakeholders	<p>LANDO (Landelijk Overleg Diversity Officers)</p> <p>LNVH (Landelijk Netwerk Vrouwelijke Hoogleraren) HR platform</p> <p>Universiteiten van Nederland (Universities of The Netherlands), KNAW (National Academy of Arts and Science) and NWO (national research funding organisation).</p> <p>Partners in EU-funded projects on gender equality</p>	<p>National team of university diversity officers that engage in exchanging experiences, cooperate in collective lobbying activities and mutual learning.</p> <p>HR policy advisor is involved in the national platform of HR diversity professionals. The LNVH, among other activities, publishes the annual women professors monitor and yearly visits the Executive Board of Radboud University, positioning itself as a ‘critical ally’ in discussing the university’s policies and interventions with regard to gender equality.</p> <p>Cooperation on a national level on relevant gender equality and DEI issues.</p>

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