



university of
 groningen

Gender Equality Plan

September 2021

The European Commission is making institutional gender equality plans a precondition for securing funding from Horizon Europe, the framework programme for research and innovation. The precondition is part of the plans drawn up by the European Commission for promoting gender equality (Gender Equality Strategy 2020-2025, Gender Equality in the European Research Area). This is the reason why the University of Groningen is publishing this Gender Equality Plan, in addition to the broader [Diversity and Inclusion Action Plan](#) and [HR Excellence in Research Logo](#). Our goal is to actively promote gender equality within the University, in the understanding that gender is always linked to other social categories, such as ethnicity, ability, age, sexual orientation, and social class.

The UG aims to be a university where students and staff members feel respected and at home, regardless of any visible or invisible differences in background, experiences, perspectives, characteristics, and identity. We believe that diversity among students and staff members enriches the academic debate and helps to improve the quality of our teaching and research. Together, we want to create a stimulating study and work environment based on respect for diversity in the broadest sense of the word, and where students and staff members feel connected with the UG community. We aim to achieve a change of culture towards more inclusion by raising awareness of the added value of diversity. Diversity, inclusion, and justice are important core values for the UG and they are our joint responsibility.

Our core values define the culture of the University of Groningen; they guide how we reach decisions and how our staff, students, and stakeholders work together. Our core values encompass academic freedom, integrity, inclusivity, sustainability, and openness. Diversity and inclusion are important aspects of academic success, which is why we greatly value the perspectives and contributions of all our staff and students. Every individual in our academic community matters, which is why we can count on such a high level of engagement. The [University's Strategic Plan](#) and policy are broadly supported because we promote constant interaction between staff, students, and the consultative participation bodies; everyone feels part of the University.

With this Gender Equality Plan, the Board of the University of Groningen wishes to emphasize the importance of gender equality in academia. In the next pages, you will find an overview of the measures that we have already taken, and will continue to take or develop, per category: organization, figures, institutions, and knowledge. This will be part of the broader task of the Chief Diversity & Inclusion Officer and the D&I Office in the coming years (2021-2026). In this way, we hope to positively contribute to gender equality, diversity, and inclusion in academia.

The Board of the University of Groningen,

Professor Jouke de Vries
President



Organization

Public statement and document	The UG Gender Equality Plan can be found on the Diversity and Inclusion website
Objectives	<p>The overall goal of the UG's Diversity & Inclusion policy is to ensure that students and staff feel at home and experience a sense of belonging. Only in this way can D&I help individuals and the organization as a whole to reach their full potential.</p> <p><u>Focus points for 2021-2026</u></p> <ol style="list-style-type: none"> 1. We will communicate that the visibility and urgency of the theme of diversity and inclusion is a precondition for academic success and is part of the UG's Strategic Plan. 2. We will raise awareness of the added value of diversity and the existence of privilege and bias to achieve a change in culture towards more inclusion. 3. We will pursue an active diversity and inclusion policy to help create equal opportunities for everyone; we will involve and consult the various stakeholders. 4. We will carry out a baseline measurement and monitor the effectiveness of the D&I policy and actions by introducing a monitoring system or by using an existing one.
Specific allocation of resources/budget and positions	Resources are being allocated for staff positions (D&I office) dedicated to gender equality, diversity, and inclusion. For other staff members, a portion of their working hours are being set aside to work on gender equality, diversity, and inclusion.
Mixed (advisory) team	D&I team (in development)
Data collection, monitoring, and evaluation	Data on sex or gender of staff and management is available via dashboards. We

	report on progress and results via annual evaluations. The results for each faculty and service unit are then discussed with the Board of the University; further agreements will be made in this regard.
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Figures

Gender equality in management and decision-making roles/Gender quota	Female professor monitor: the UG target is 33% female professors by 2025. Data dashboards on female academics and women in leadership positions are a recurring topic in the annual agreements between the Board of the University and faculties, and between LNVH and the Board of the University.
Creating positions especially for women/ preferential policy	Rosalind Franklin Fellowship and Aletta Jacobs chairs
Monitoring career progress	Research on and monitoring of the gender balance: pay gap, in-, through-, and outflow in tenure track, and leadership positions.
Creation of role models (for staff and students)	First female Rector Magnificus Cisca Wijmenga , female deans (3 out of 11) and managing directors (9 out of 16; 11 faculties and 5 service units), female Dean of Graduate Studies , Rosalind Franklin Fellows , and Aletta Jacobs chairs
Allocation of positions and tasks	Pay gap survey, COVID-19 wellbeing surveys, regular staff surveys, student and alumni surveys. The results of these surveys should be used to develop further policy.
Nominations for awards, prizes, committees, and scholarships	<ul style="list-style-type: none"> - Talent Development Office: Talent development for researchers - GUF prizes for excellent students (student of the year, per faculty) - Nomination of students (of a non-Western origin) for ECHO awards - Aletta Jacobs Prize and lecture (International Women's Day, 8 March)
Representation in internal and external communications	<ul style="list-style-type: none"> - Diversity Day - At least one University-wide D&I event per year (to be further developed)

	<ul style="list-style-type: none"> - D&I website with communications about Diversity & Inclusion within the UG - Gender and Equality Plan (to be continuously updated)
Mentoring and sponsorship programmes	Mentoring programme for staff, also for specific target groups like Rosalind Franklin Fellows, Aletta Jacobs chairs, and young support and academic staff

Institutions

<p>Recruitment and selection <i>(Charter for Researchers and Code of Conduct for the Recruitment of Researchers)</i></p>	<p>The Recruitment Guide describes how to increase transparency in the recruitment process, how to reduce unconscious bias, and how to increase the diversity of candidates and therefore of our staff.</p> <p>EC HR Excellence in Research Logo The UG is implementing the 40 principles of the Charter for Researchers and the Code of Conduct for the Recruitment of Researchers. In 2015, the UG was awarded the HR award. The UG is working on continuously improving professional aspects such as recruitment, social security, and the working environment, and training and development for researchers.</p>
<p>Recognition and rewards (DORA)/Changing the norm of 'the ideal academic'/Diverse career paths</p>	<p>Engage all Talent: Towards a new balance in the recognition of and rewards for academics. Open science</p>
<p>Work-life balance/Organizational policy (dual-career policy)</p>	<p>The UG is aware that a manageable workload, people's well-being and work-life balance are key factors in sustaining this dedication. The workload has become increasingly high for all university staff in the Netherlands and it threatens the well-being of many staff. The manageability of workload pressure is a strategic aim for UG. Therefore, UG will incrementally increase workload-reducing funds annually. At the moment the following measures are already being taken (Strategic Plan):</p> <ul style="list-style-type: none"> • We will continue to execute and improve the action plans that were formulated in 2017 together with the local discussion bodies (het Lokaal Overleg), University Council, faculty

	<p>boards and managements of the various university services. All our action plans are based on the outcomes of employee surveys and financed by the workload means fund. The different actions are being regularly monitored and evaluated as data from new surveys become available. Depending on the evaluation outcomes, the action plans will be adapted and new measures will be taken, where necessary in consultation with the faculty boards and participation bodies;</p> <ul style="list-style-type: none"> • In 2021 a university-wide evaluation will be conducted to determine the effectiveness of the actions taken so far and will also cover the additional effects of the COVID-19 measures. This should result in a new action plan for the coming years. A special working group, “Lessen the work, has been set up to advise on improvement measures and best and worst practices; • During the COVID-19 pandemic we instigated the Education 1 action plan to alleviate the workload of online teaching by appointing embedded experts and teaching assistants. The follow-up plan, Education 2, aims to further decrease the extra workload from online education with direct hands-on support for teachers; • Other measures that are being continued include the Balans programme and good accessibility to professional help to tackle health and vitality problems. Moreover, as workload is a multi-faceted problem, the measures that we take to ensure a sustainable and safe working environment, to increase career opportunities, and to improve leadership will also support workload reduction. <p>- Dual-Career Support for partners of new academic staff</p>
<p>Inclusive leadership development/Focus on gender in leadership programmes</p>	<ul style="list-style-type: none"> - Inclusive leadership training for managers (compulsory for faculty/university board members, facultative for others) - Leadership programme for Aletta Jacobs chairs and young support and academic staff - Active bystander training
<p>Preventing an individualistic and competitive</p>	<ul style="list-style-type: none"> - Recognition and rewards; Engage all Talent,

<p>culture ('chilly climate') and micro-aggressions</p>	<p>Integrity Policy and Code of Conduct on Integrity - Ombudsperson and confidential advisor - Training on dealing with aggressive and unacceptable behaviour</p>
<p>Gender bias training</p>	<p>- Unconscious bias training for faculty boards and staff members participating in recruitment processes (compulsory at some faculties) - Active bystander training</p>
<p>Support networks/Diversity networks/Student associations</p>	<p>- UG networks and interest groups - Participation in national and international university networks (LNVH, LANDO, The Guild Coimbra Group, ENLIGHT, including student networks) and wider networks (member of 'Diversiteit in Bedrijf' Charter)</p>
<p>Assessment of the physical environment</p>	<p>Advisory Committee for Students with a Performance Disability (ACF) and Participation Act project manager, gender neutral and disabled toilets, reviewing the design of the Senate Room.</p>
<p>Measures against gender-related violence and sexual harassment</p>	<p>Integrity policy and Code of Conduct on Integrity</p>

Knowledge

Integration of diversity dimensions in research	At a number of faculties, research is conducted on D&I topics, including at the PhD level, and diversity is an important criterion in hiring research staff.
Integration of diversity dimensions in teaching	- Teaching Academy Groningen , Community of expertise on inclusion and diversity - University Teaching Qualification , including a facultative D&I module
Curriculum check	On a regular basis, a curriculum check is performed (per degree programme) by the board of examiners and/or programme committee, in some cases with specific attention to D&I. This is a point to be further developed.