



# Gender Equality Plan

December 2021

Name and signature of signatory for the Executive Board  
Mieke van den Berg



Date of signing: 10 December 2021

Responsible for the Gender Equality Plan: the Communications & Human Resources department, Jacqueline Frederick & the Education Policy and Legal Affairs department, Bart Muusse in collaboration with the Diversity & Inclusion Task Force, under the leadership of Dr. Machteld de Jong, professor of Diversity Issues.

Inholland University of Applied Sciences, December 2021

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## Section 1 - Introduction

Inholland University of Applied Sciences (Inholland) sees diversity as a strength that can be utilised by acknowledging and creating acceptance for different backgrounds and encouraging social cohesion and collaboration. Our definition of the term 'diversity' includes gender. The present Gender Equality Plan (GEP) has been drawn up with the Inholland diversity and inclusion ambitions in mind. This GEP is based on a phased approach, which started with the preparation of the document itself and will continue with the elaboration of this plan and its inclusion, in more concrete terms, in Inholland diversity and inclusion policy. This GEP also ensures Inholland's compliance with the European Commission (EC) requirement for higher educational institutions to have a gender equality plan in place when applying for grants from the Horizon Europe programme for research and innovation. Inholland regularly submits applications for EU grants.

After describing the context, who we are and what our vision is (Section 2), this GEP specifies the process via which gender equality is taking shape (Section 3) and describes Inholland's thematic interpretation of process requirements (Section 4).

### Context

Attention for diversity, inclusion and gender equality, including attention from the Board, is also expressed in Inholland's Personal & Accessible core value. Degree programmes, researchers, staff and management have all set to work on this in recent years: within the Community of Practice, via the Diversity Charter, with student ambassadors, fed by research from the Diversity Issues research group and in a number of internal and external networks. This is the way forward. Diversity is not just the responsibility of the ministry, the Executive Board, a particular programme or the HR department. Inclusion benefits everyone and requires joint action. Hence the focus on collectivity.

Given the broad-based responsibility to diversity outlined above, Inholland has adopted an intersectional approach in recent years. Gender is always linked to other categories, such as ethnicity, social class, disability or sexual orientation. Therefore,

policy on gender equality is also being implemented via measures that target social categories other than gender. The aim is for gender equality measures to focus on diversity within the group of women in question here. This GEP discusses these measures, amongst others, which also contribute to gender equality.

In the years ahead, Inholland will take steps to give further shape to inclusion and, therefore, gender equality. Although consideration is already being given to diversity and inclusion, and Inholland is already achieving objectives (40% of staff in scale 13 are now female, for example), the context of the social debate is becoming more polarised, which may cause hesitation to act on this theme.

The main objective is to work towards the creation of a strong community that promotes inclusion, equality and collaboration. This environment will enable gender equality to develop. Thematic interpretation of the plan will be effected on the basis of the following themes:

1. work-life balance and the culture of the organisation;
2. gender equality in leadership, decision-making, recruitment and career development;
3. integration of the gender dimension into research and education content;
4. measures against gender-related violence, including sexual harassment.

## Section 2 - Who we are

Through its higher professional degree programmes and applied research, Inholland contributes to a sustainable, healthy and creative society, from a broad perspective that puts people first. In the cities and surrounding areas of the Randstad conurbation, we work in conjunction with professional practitioners, authorities and community partners. We take a personal and accessible approach, based on the conviction that success and adversity are the catalysts of professional and personal development, both for us and for our students. The population and student base in the big cities in which Inholland operates is becoming ever more diverse. Inholland wants to harness the strength of this diversity and is developing it as part of an ongoing process



alongside gender equality. This means there is much more to be done than just implement this plan.

### **Focus areas**

The institution has three focus areas that set the direction for our education and research: 1. 'Sustainable solutions', which relates to the creation of a sustainable and circular economy; 2. 'Creative future', which involves the search for new forms of value creation and business models in the creative industry and other sectors; and 3. 'The healthy society', which covers the transition to empowerment and self-help in the field of healthcare and welfare. In 2022, we will refine these focus areas as part of Inholland's strategy process.

### **Organisation**

We have campuses in eight urban regions, all of which have much in common, but each with their own idiosyncrasies. Our university of applied sciences has organised its teaching and research activities into six faculties:

1. Agriculture, Food & Life Sciences;
2. Business, Finance & Law;
3. Creative Business;
4. Health, Well-Being and Sport;
5. Education & Innovation;
6. Engineering, Design & Information Technology.

Inholland is applying innovation in its research groups. Inholland has 73 CROHO licences and offers Bachelor's, Master's and Associate degrees. There are 7 research groups, under the leadership of 44 professors and associate professors. Post-Bachelor education is provided by the Inholland Academy.

### **Students and staff in figures**

Inholland has approximately 28,600 students and just over 2,600 members of staff. There is a good balance of males and females in the various positions. The age structure of the staff base is not equally distributed, as there are more older members of staff. The number of staff with a disability is known because of the quota agreement.

Inholland does not voluntarily register the backgrounds of its staff. This means that it does not record any information about the sexual orientation or cultural, ethnic or religious backgrounds of its staff. However, it is still possible to conclude that (in the big cities in particular) the staff base does not reflect the diversity of the student base or the diversity of the population in the Randstad region. There are also signs that young staff and staff with a non-Western cultural background leave faster (Strategic Staffing Plan (SSP) 2016-2022).

### **Inholland in the heart of the Randstad region**

Inholland is based in the Randstad region. Many of our students come from this region and will work here in the future. The region is characterised by its super-diverse nature and diverse cultural frameworks, none of which are dominant. However, there is an absence of connections between the various groups, and so a segmentation process is also taking place. People are increasingly withdrawing into their own social environments, which has consequences for how they interact with others. These developments have consequences for Inholland too, despite the diverse compositions of the student and staff populations at the various locations. Therefore, it is vital for Inholland to identify educational frameworks that enable it to cope with superdiversity and segmentation. An example is the concept of inclusive education and related concepts like inclusive learning, the inclusive school and an inclusive learning community.

### **Vision on diversity and inclusion**

As an employer, it is important to Inholland to reflect society and our student population. As an educational institution, we are a role model to our students, so we always strive to achieve diversity and inclusion. As an employer, 'diversity' means that our organisation should reflect society when it comes to differences in gender, age, sexual preference, cultural and religious background and physical ability. To us, inclusion means being allowed to be who you are, feeling appreciated and having the freedom to be yourself in your work environment. We want to create a work environment in which people are able to say what they want to say (always with respect for others of course), have different opinions and rely on equal opportunities for everyone.



Diversity is being achieved at Inholland on the basis of the following four policy lines:

### **1. Educational vision**

The 'We are diverse' Educational Compass is one of the starting points for our educational vision. It represents our wish to create acceptance for and, wherever possible, benefit from the diversity present at Inholland (in terms of gender, orientation, religious belief, political colour, culture and other characteristics): a variety of perspectives helps to resolve issues. We also prepare professionals for careers in a diverse society in which they will need to be able to cope with the differences that exist between individuals; Inholland is a good testing ground for this, showing them who we are and how we incorporate this into our programmes. This requires an appreciation of diversity in the profession, because our students will encounter this when they become professionals themselves. However, we also seek to identify what connects us, by focusing on what we have in common and working and studying well together. This requires inclusive and differentiated education that is tailored to our target groups, with Inholland as the place where everyone comes together. With this in mind, we ask our professionals to be aware of diversity, seize opportunities and embrace challenges, in situations where this energises them but also in tense situations. This is how diversity becomes a strength.

### **2. Research; the Diversity Issues research group**

Dr. Machteld de Jong has been appointed professor of Diversity Issues. Her evidence-based research group focuses on improving equal opportunities for young people in education. It covers a number of areas, including what works in Dutch education - and in the education provided at Inholland - and what does not. Her research group does research on the social environments of young people too and ensures that the outcomes are incorporated into the education provided. The research group also helps programmes formulate diversity policy and researches how inclusion can be achieved in organisations. The Community of Practice (CoP) for Diversity forms part of the research group as well, as does the national Diversity Network. Finally, the research group regularly publishes articles on diversity and inclusion and makes internal and external substantive contributions on these subjects. Other research groups (Dynamics of the City, Youth and Society, Empowerment and Professionalisation in the Social



Domain, Pedagogical Task and Study Success) also consider diversity in their research work and connect their outcomes with the education provided.

### **3. Academic climate; social safety**

An inclusive academic climate provides the basis for an environment in which Inholland students and staff are able to study and work safely. We continually strive to achieve strong social cohesion. Policy on social safety is available and safeguarded and is evaluated and updated on a regular basis. Our focus is on implementing this policy.

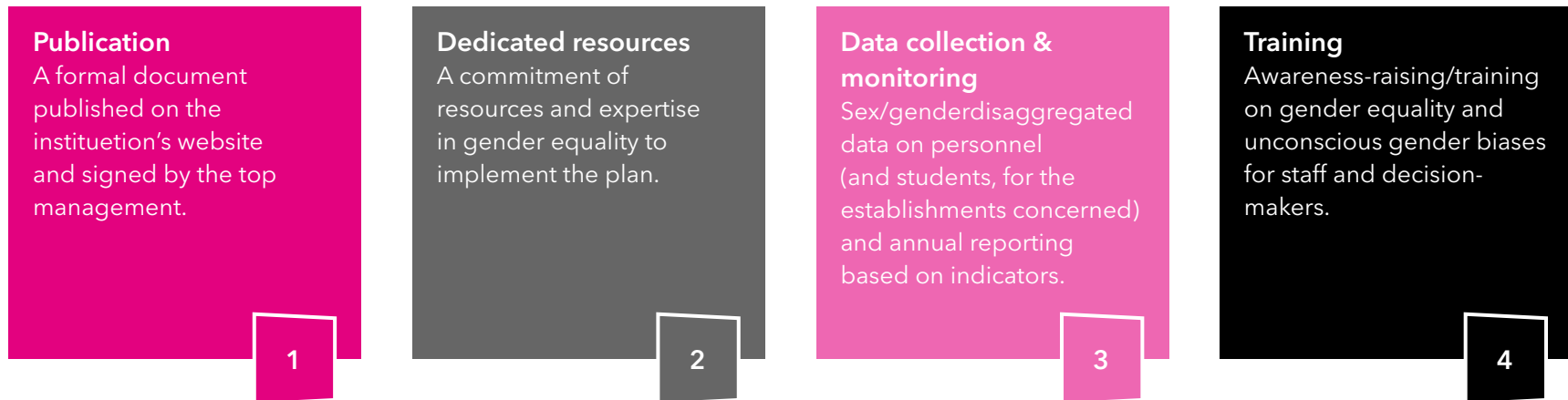
### **4. Our staff; the Strategic Staffing Plan**

Diversity and inclusion are part of the Strategic Staffing Plan (SSP), the ambition of which is to make Inholland a university of applied sciences that provides inclusive education. The most important objective of the SSP as regards the diversity focus area is to promote a more diverse staff base. Teams are key to our SSP, because the strength of an individual team lies in its combined qualities and talents. By working together, we are able to capitalise on each other's strengths and be more than just the sum of our parts. This presupposes that teams are diverse and that managers seek to create diverse teams and, based on their insight into the talents present in a team, focus on developing, retaining and/or improving the diversity of their team in terms of knowledge, skill, gender, background, etc. Our culture is characterised by our personal and accessible approach. This ties in seamlessly with our wish to be inclusive and ensure that students and colleagues feel at home at Inholland, so that we are able to recruit the right people and retain them.



## **Section 3 - Safeguarding the process**

It will only be possible to realise gender equality if a clear process is in place to this end. Here at Inholland, this is being achieved via four themes, which are based on the themes formulated by the European Commission (EC) in collaboration with a wide range of national and institutional stakeholders in the field of research. The lines of approach in question are shown below in the form of four building blocks:



## Safeguarding the process at Inholland

1

### Publication

The Executive Board adopted the document on date. It was signed by Mieke van den Berg, the Diversity portfolio holder in the Executive Board.

This GEP was published on the Inholland's external website ([Over Inholland-Governance](#)) and can be found on the intranet.

2

### Resources

Inholland has formulated a vision on diversity and inclusion, which is being implemented on the basis of four themes: education, research, academic climate and staff.

At a central level, expertise has been reserved for the development of policy, and capacity is available in the Human Resource Management, Information Services &

Technology and Education Policy & Legal Affairs departments. Central project and other funds are available for the development and implementation of policy.

Faculties and departments are incorporating gender equality in their plans. Funds from faculty and professionalisation budgets are being reserved for development purposes.

A Diversity Charter action plan has been prepared.

The Inholland Diversity Issues research group is focusing on improving equal opportunities for young people in education. The outcomes are being incorporated into the education provided at Inholland.

Representatives from departments and faculties come together in the Diversity and Inclusion Task Force. The objective is to develop joint policy and coordinate activities.

When staff are confronted with undesirable conduct and/or discrimination, etc., they can turn to the Inholland confidential advisers.

3

### **Data**

Inholland registers the gender (male/female), position, scale, age, appointment size and highest level of education (teaching staff) of staff in its personnel system. Monitoring takes place in the HR department, and the public has access to information about the progress being achieved with gender quality in management positions, for example, via the annual Inholland report.

Data at the faculty and department level is accessible via Power BI, making it possible for managers to base their decisions on ratios.

A staff satisfaction survey is organised every two years. The level of inclusion (safety, the possibility to be yourself, equal opportunities) forms part of the survey too.

## Training

Professionalisation is one of Inholland's spearheads. Each member of staff has a number of professionalisation hours (a minimum of 40 hours per year, Collective Agreement for Dutch Universities of Applied Sciences), and teams have professionalisation budgets (3% of the wage sum). Decisions on how to use time and funds are determined in consultation with the manager in question.

Countless activities, interventions and learning interventions are possible, and gender is on the agenda too.

Staff can benefit from these activities and interventions. In some cases, so can students - for example, network meetings for female managers, International Women's Day, the young professionals network, the platform for the LGBTI community, the Community of Practice led by the research group, the Inclusivity Pathway Training, the learning community for students with a disability (Leernetwerk studeren met een functiebeperking) and webinars on social safety.

We communicate our vision internally and externally via an calendar containing the most important public holidays and in publications and articles, blogs and videos. Our communication of the Inholland vision is always inclusive.

## Section 4 - Thematic interpretation of process requirements

Besides having a clear process in place, it is important to ensure that efforts to achieve gender quality have a substantial basis. Inholland has chosen four themes and formulated a number of specific actions and objectives. How Inholland acts on these themes is described below. The themes are elaborated on and made concrete in Inholland's Diversity and Inclusion policy.

### Work-life balance and organisational culture

Naturally, Inholland implements the agreements made in the Collective Agreement for

Dutch Universities of Applied Sciences and attaches great value to all its staff having a good work-life balance and to creating an inclusive work environment for women. It pursues an active policy on both at the following four levels: organisation, teams, managers and individual members of staff.

Staff are supported with the challenges they face as part of the 'work and well-being' theme. The 'home and well-being' working group offers individual assistance (to both staff and managers) every two to three weeks via Vitaal Thuis ('home and well-being') (Iris). The assistance provided varies from training and coaching to online mindfulness training, facilities and payments for a home workplace or sports membership. Additional activities are organised at all the locations too.

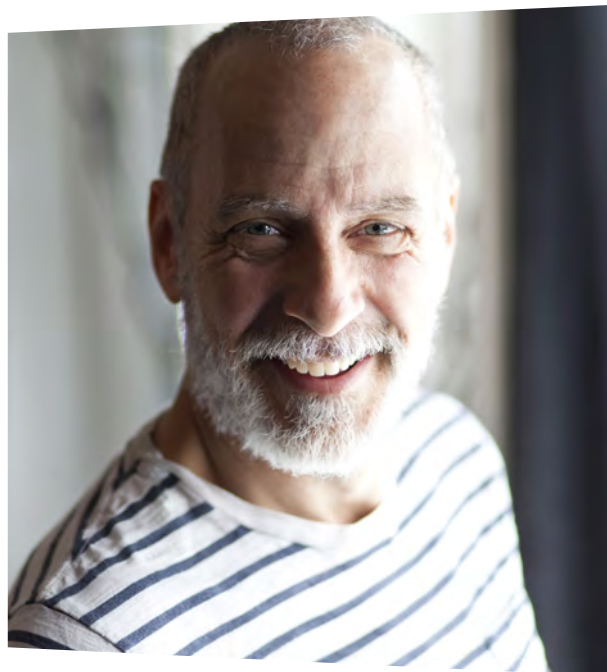
Objective: the 2020 staff satisfaction survey shows that work pressure is a recurring theme. An in-depth hazard identification & risk assessment on psychosocial work stress will take place in November 2021. Happiness officers are now being trained to spread sustainable happiness at work throughout Inholland. These staff could contribute to the achievement of happiness at work, as opposed to work pressure, from within the team (personal & accessible). We hope to promote happiness at work within Inholland via a knowledge network.

### Gender equality in organisation management, decision-making, recruitment and career development

Diversity and inclusion are part of the SSP, the ambition of which is to make Inholland a university of applied sciences that provides inclusive education. The most important objective of the SSP as regards the theme of diversity is to promote a more diverse staff base. The table below shows the proportion of males to females in the most important job groups at Inholland.

	Female	Male
<b>Inholland (2618 members of staff)</b>	61%	38%
Executive Board and management	54%	46%
<b>Education &amp; Research</b>		
Professors and associate professors	42%	58%
Teaching staff, lecturers/researchers	59%	41%

Reference date: August 2021





The number of male and female staff varies from one faculty to another. There is a bigger over-representation of female staff in faculties for professions in which women are over-represented. The only faculties in which there continues to be a slight under-representation of females are the technical faculties.

Conclusion: the proportion of males to females in the various positions is sufficiently in balance. Based on the intersectional approach proposed by the EC, we see that - in contrast to the student base (particularly in the big cities) - the staff base is predominantly made up of ethnically Dutch individuals and does not reflect the diversity of society in the Randstad region. This is the most important challenge for Inholland.

Objective: to recruit more lecturers from non-Western cultural backgrounds. This objective is not subject to a KPI, given the lack of our own data at this stage. Preparations are currently being made for a baseline measurement. Data originate from the Cultural Barometer project of Statistics Netherlands (Centraal Bureau voor de Statistiek (CBS)), in which gender and cultural background is an item. The next step will be for faculties and departments to set standards.

Objective: for the labour-market policy team to continually develop appropriate inclusive communication and target-group-oriented recruitment strategies. In the short term, a number of training courses, master classes and webinars will be organised about subjects including 'selecting without prejudice' and 'conducting job interviews well'. The next step will be to develop objective selection methods (anonymous job applications and so-called nudging, for example) and implement them in work processes.

### **Participation jobs**

Since 2015, Inholland has been developing employment targets with a view to its social responsibility to give people with a disability the possibility of secure employment at Inholland. We now have 30 members of staff with participation jobs (12 female and 18 male), 18 of whom have permanent contracts (7 males and 11 females). The objective agreed within the Netherlands Association of Universities of

Applied Sciences is to provide 48 participation jobs (1 participation job = 25.5 hours) with effect from 1 January 2023. We are still in the process of filling eight vacancies.

### **Integration of the gender dimension in the content of research and education**

It is important to integrate the gender dimension in research and education, because it provides an additional perspective on education, research and organisational issues. After all, it is necessary to understand the extent to which education and research are clarified from a 'male and female' perspective and what the consequences of this are. The diverse staff base described in the SSP is essential if this integration is to be safeguarded.

The Diversity Issues research group is researching the gender dimension. One relevant research project is Bias in Organisations, which was carried out with Vrije Universiteit Amsterdam; published in November 2021. Outcomes of research by the Diversity Issues research group are widely shared, in the academic and public arenas and, of course, within Inholland - for example, during Education & Research Day and in inspiration sessions organised by the Community of Practice for Diversity.

Finally, Inholland is integrating the gender dimension into research and education by monitoring the process via which a university of applied sciences becomes diverse and inclusive. This involves a focus on organisational culture, organisational structure and establishing a connection with staff at Inholland.

### **Measures against gender-based violence, including sexual harassment**

From an organisational point of view, Inholland is addressing the theme of social safety at both a central (strategic) and local (tactical-operational) level. A socially safe learning and working climate can be defined as the extent to which students, lecturers and staff are free (and feel free) of crime, aggression and violence, including sexual harassment and discrimination. Also, there are a number of statutory obligations that impose a duty of care on employers to offer their employees a safe working environment and combat sexual harassment. Inholland takes this duty of care

seriously and has embedded the various measures in its standard regulations and guidelines. These regulations are the Collective Agreement for Dutch Universities of Applied Sciences, the Students' Charter, the confidential adviser regulations (regeling vertrouwenspersoon) and the integrity policy.

Preventive measures have been put in place too. Inholland is a reflection of society and is regularly confronted with its own/individual norms. It is and will continue to be difficult to call each other to account for undesirable conduct. For this reason, this theme is the subject of regular consideration. It is vital to make the dividing line between desirable and undesirable conduct a subject of discussion; this will ensure that everyone is always clear on this matter and make it possible for people to call each other to account about certain conduct. With this in mind, Inholland has signed Amnesty International's manifest against sexual violence. This emphasises the importance Inholland places on providing a framework for human rights by committing itself to protecting its educational community against sexual violence even more than it has done in the past.

Although sexual violence is a loaded subject, it is important to bring it to the attention of our students, teaching staff and teaching support staff. Current policy on undesirable conduct will be evaluated in the 2021-2022 academic year, in order to create as much support as possible and pursue policy that is appropriate for Inholland. The focus of the evaluation will also extend to student awareness and resilience - asking them about their perception of safety, for example. The outcomes of the evaluation will be used to target the implementation of this theme, which will include the provision of training courses.





