

EXTENDED GENDER & DIVERSITY ROADMAP 2018–2021



## INTRODUCTION

Tilburg University values a culture of openness and inclusion. We unite people from many nationalities and backgrounds and embrace the range of perspectives this brings.

At the same time, we realize that our campus does not—yet—show a fair representation of women and diverse groups at all levels. Measuring diversity from student to top, student composition shows proportionate heterogeneity. Top positions, like the academic rank of professor, are still fairly homogeneous. We will strongly focus on inclusion and equal opportunities for all. Student diversity serves as an example for faculty.

Creating a diverse and inclusive climate where people can fulfil both their own and Tilburg University's ambitions requires a joint effort. The outspoken strong commitment of the Executive Board, Deans, and Directors is crucial for the multifaceted process towards equality, diversity and inclusion.

The Strategy 2018–2021 emphasizes that diversity & inclusion are one of the pillars for a thriving and future-proof university. To make this more tangible, we have created the Gender & Diversity Roadmap 2018–2021 which contains information about where we stand and offers pathways to diversify our community. The content is based on research, best practices from universities, Group Model Building sessions with stakeholders from the Schools, and the outcome of small group sessions on diversity with HR, staff and students. With the further help of data and insights from behavioral sciences, we can design and implement diverse talent management.

### *Reader's guide*

The Roadmap starts with a retrospect. What have we reached in the former strategic period? This serves as a starting point for formulating new goals.

The four programs of Tilburg University's diversity policy are:

1. Gender Equality
2. International, Ethnic and Cultural Diversity
3. Participation Act
4. Opportunities for Refugees

All are affiliated with corporate social responsibility. In the following chapters, the focus areas of each program are highlighted. Gender policy is further divided into four pillars:

- I. Recruitment & Promotion
- II. Training
- III. Visibility
- IV. Work-Life Balance

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## RETROSPECT. WHAT DID WE REACH BETWEEN 2014 AND 2017?

### Gender policy

#### *Commitment*

The Gender Equality Roadmap 2014–2017 has created an increase in commitment and support for gender equality and gender policy. Organizational responsibility has been created; the topic has been set on the agendas by the Executive Board; key performance indicators have been added to the KPI dashboard; Deans, Directors and HR advisors have incorporated gender balance in forecasting and recruitment.

#### *Philip Eijlander Diversity Program*

The most prominent initiative is the Philip Eijlander Diversity Program (PEDP): a collective project that highlights the ambition, quality and performance of women scientists. The PEDP increases the proportion of women in higher academic ranks by creating extra positions on the levels of full professor (*HGL*), associate professor (*UHD*) and assistant professor (*UD*). Distinctive talent is recruited both internally and externally, as well as internationally and nationally.

Two rounds have been initiated. The PEDP I attracted 11 laureates who are introduced on the [fellows webpage](#). For PEDP II, 9 positions have been made available. The job interviews and appointments are scheduled for 2018.

The extra PEDP positions and chairs advance the research agendas and impact themes of the Schools and have a strong signaling function: the fellows function as role models and show our students and young scientists that a top position at Tilburg University is within reach for both men and women.

Other issues that have been successfully addressed:

- Diminishing closed circuits for recruitment & promotion that advantages people with the best academic networks. All talent available should get equal opportunities to apply.
- A more diverse composition of selection committees to reflect the desired (gender) diversity.
- Incorporating the module ‘Gender Awareness’ in the Academic Leadership Program.

However, when looking at the goals set for 2014 to 2017, it can be observed that not all targets have been accomplished.

<b>Targets representation of women</b>	<b>Achieved</b>	<b>Detail</b>
1 Executive Board member	Yes	Per February 2018
25% Deans and Directors	Yes	Significant fluctuation
KPI 25% HGL	No	18.9 %
KPI 40% UHD	No	27.4 %
30% Appointment committee members	Partly	Improved, but not monitored
Reduction of salary disparity	No	Delay in research on the wage gap

It is clear that extra effort is needed to reach a critical mass of female scientists at all levels. It is expected that no extra measures are needed to sustain a gender egalitarian workforce when women are well represented at all levels.

### *Group Model Building*

To stimulate diversity within teams, the Schools' stakeholders have formulated a shared vision on the advancement of equality of women and people with diverse backgrounds using the Group Model Building method (Bleijenbergh, 2015). In initial sessions, obstacles in processes related to inflow, through-flow, and outflow within a School are mapped.

Subsequently, with the help of stock-flow models, solutions are sought to prevent bias and promote equal career opportunities. In these sessions, the Dean, Director, Heads of Departments (HoD), HR advisors and academics had a prominent place. Due to this intensive collaboration, a support base is immediately created among the stakeholders. All five Schools participated in Group Model Building: TiSEM, TSB and TSHD in 2016, TST in 2017 and TLS in 2018. Ideas and plans are classified into four pillars and addressed in this Roadmap: Recruitment & Promotion, Training, Visibility, and Work-Life Balance.

### **International, ethnic and cultural diversity**

This program has not yet been formally addressed. We are going to start with an exploration and with increasing awareness.

### **Participation Act**

There is an accorded Action Plan (2017) to implement the mandatory targets set by the Dutch Ministry of Social Affairs and Employment (*Ministerie van Sociale Zaken en Werkgelegenheid*) for creating customized jobs for people with reduced work capacity. Tilburg University has reached the Job Agreement targets of 2015 (5.5 jobs) and 2017 (18 participation jobs). We did not reach the in between 2016 target of 12 jobs, but did manage to continue to make upward progress.

### **Opportunities for refugees**

Tilburg University is actively involved in Scholars at Risk, an organization that offers protection to scholars who suffer from grave threats to their life, liberty and well-being. In 2014, a Computer Science scholar from Rwanda was hosted by TSHD. Since his stay, he held visiting posts in Sweden and Norway and secured his own research funding. From 2016 to 2017, the TLS department of European and International Public Law hosted a scholar from Congo who worked on his PhD proposal. The Scholars at Risk organization has mediated for him for a follow-up assignment in Belgium.

Scholars at Risk was one of the three charitable organizations that employees could donate to for the Christmas Charity Campaign in 2017. This resulted in 100 generous contributions for refugees.

## GENDER & DIVERSITY GOALS 2018–2021

*We are committed to gender equality and inclusion. In the coming years, we will focus strongly on inclusion and the creation of equal opportunities for all of our staff and students.*  
Strategic Plan 2018–2021

### Goals Tilburg University

- 33% of the Board of Governors, Executive Board, Deans and Directors are women.
- 33% of the selection committee members are women.
- 50% of the nominees for longlists, honorary doctorates, awards, events, etc. are women.
- Promotions of female UD 2, UHD 2 and HGL 2 to UD 1, UHD 1 and HGL level 1 positions.

### Customized goals per School regarding

School	Targets women HGL	Targets women UHD
TLS	25%	40%
TSB	35%	50%
TiSEM	15%	15%
TSHD	45%	45%
TST	22%	33%

### General gender equality goals

- Implement transparent and inclusive recruitment and promotion procedures.
- Increase the inflow & through-flow of qualified women.
- Offer extended tenure track contract to provide for pregnancy and parental leave.
- Pro-actively promote a more equal uptake of parental leave by men and women.
- More focus on a safe workplace by tackling harassment through training.
- Close the gender wage gap.

### General diversity goals

- Increase diverse staff composition at the level of HoDs and supervisors.
- Train and assign designated gender & diversity experts in selection committees.
- Execution of the Participation Act.
- Active involvement with refugee projects: Scholars at Risk, Internships, More2Win.

### Ingredients for success

1. There is intrinsic and dedicated commitment at the top.
2. Each School has set own targets for gender equality for the strategic period 2018–2021. Targets are based on present staff composition, forecasting, benchmark with the faculties of Dutch universities, and Group Model Building reports.
3. DAVWG funding from the University Labor Representation Board for innovational policies.
4. Schools are accountable for their results. The Deans report to the Executive Board on progress and on deviations from the plans.
5. Policies, initiatives, projects and successes are communicated at all levels.

# 1 GENDER EQUALITY 2018–2021

## 1.1 Data on Gender Inequality

### *Overall, international*

Progress towards economic independence is usually gauged by the employment rate, but also by the number of paid working hours, which better reflects work intensity. In the EU, men spend 39 hours in paid work and 10 hours in unpaid work. Women spend 33 hours in paid work and 22 in unpaid work per week, doing the lion's share of the housework and care. The Netherlands show an even less favorable pattern: men work 36 paid and 15 unpaid hours, women work 26 paid and 29 unpaid hours. **This results in Dutch women facing the biggest overall gender gap in the EU.**

Although women gain qualifications, their subsequent careers are often more interrupted, they receive lower pay, and their careers are flatter. Consequently, they earn less during their life cycle and receive 42% less pensions. How come? Part of the pay gap can be explained by direct discrimination. Men are rewarded for working long hours, for less interrupted careers and for greater geographical mobility (European Commission, 2015, 2017). In all countries, the glass ceiling, while showing cracks, remains intact across all sectors.

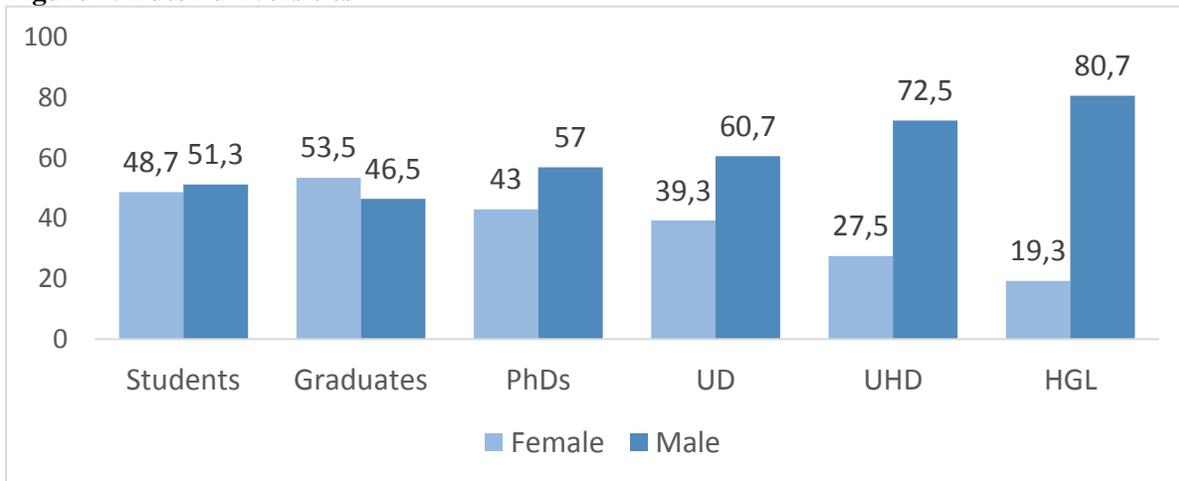
An examination of data at MIT revealed gender differences in salary, office space, resources, awards, opportunities, and responses to outside offers. Women faculty were treated significantly worse than their equally accomplished male colleagues. MIT was unaware of unequal treatment of faculty and is well underway correcting differences (Bohnet, 2016).

### *Academia, the Netherlands*

Gender equality is a key topic at many institutions. Universities have appointed diversity officers and have set targets to increase representation of women in academia. The European Commission holds gender & diversity policy as a precondition for receiving EU grants like H2020. Review committees include diversity in their Standard Evaluation Protocol for the assessment of scientific education and research. The KNAW has attracted extra female members. The NWO uses various funding instruments to encourage the influx and promotion of female talent, such as Aspasia.

Dutch academia, however, has not yet managed to repair the leaky pipeline. This is the phenomenon of a systematic decrease of the representation of women with each career step. The accompanying graph from the Dutch Network of Women Professors (LNVH) is based on data from Dutch universities in 2016. What do we see? On the one hand, a majority of graduate girls diminishes into a minority of female full professors, and, on the other hand, a minority of male graduates evolves into a large majority of male full professors. Although women form 53.5% of the graduate students, they represent only 19.3% of the full professors. This means we do not fully benefit from the available talent.

**Figure 1: Dutch universities**



Source: LNVH, 1-10-2016, percentages calculated based on persons.

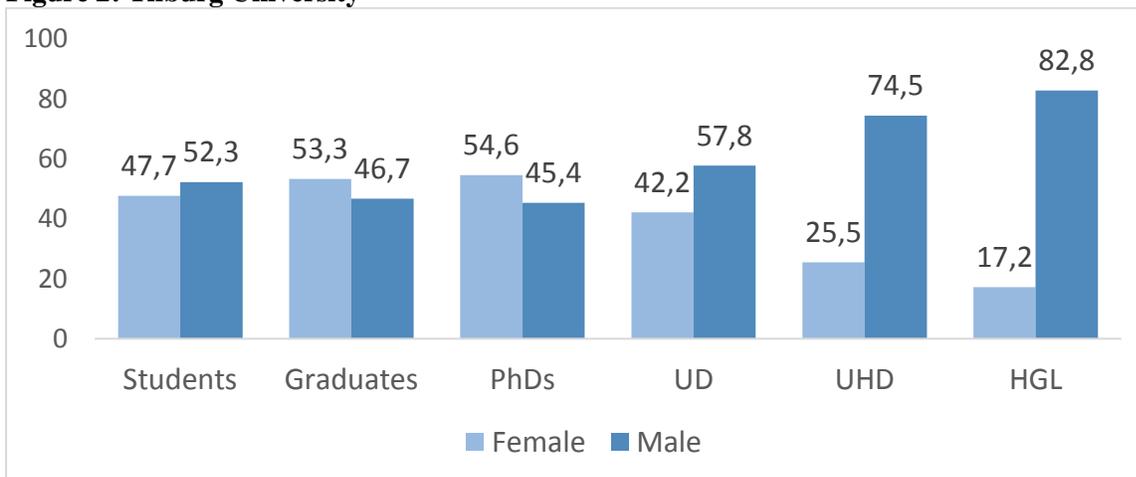
This discrepancy needs to be corrected and time only will not solve this. We would have seen a larger share of women in top positions if time had been the main correcting factor. The LNVH has calculated progress based on the average increase of 0.8% female full professors a year: it would take until 2051 to solve the gender gap in academia. The reasons for the slow progress towards gender equality are manifold and articulated in this Roadmap. Gender bias, a lack of female role models and the definition of quality within the male discourse are main causes.

*Tilburg University, academic staff*

Figure 2 shows that there is still a long way ahead for Tilburg University to reach an equal male-female ratio in all positions. When comparing Dutch universities with the ratios at Tilburg University, the same year of reference is used, i.e. December 2016.

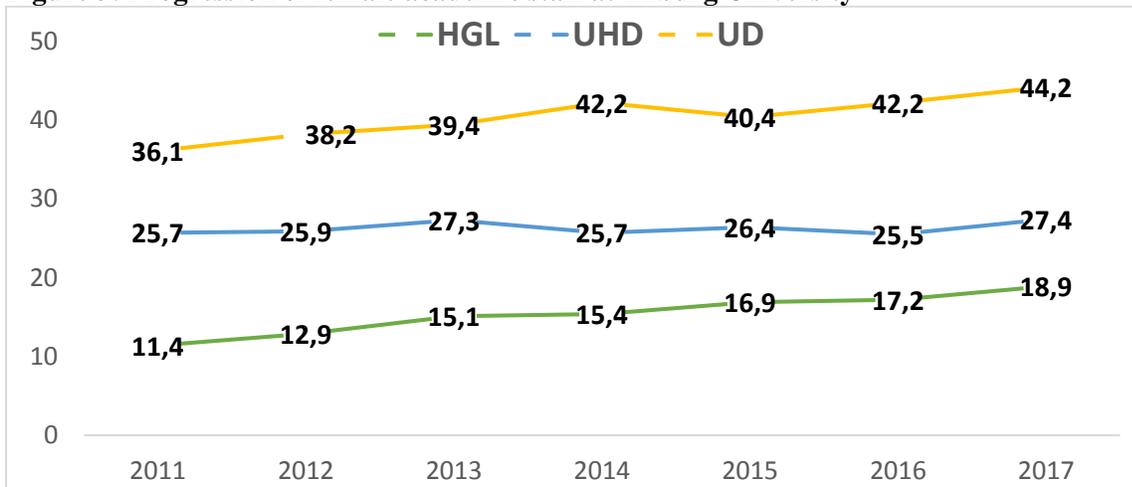
The representation of women among students and among the various positions in academia largely reflect the situation in the Netherlands. Tilburg University has a larger proportion of female PhD candidates, but a smaller ratio of women professors.

**Figure 2: Tilburg University**



Source: SuccessFactors, 31-12-2016, percentages calculated based on persons. Percentages calculated based on FTE show a comparable picture.

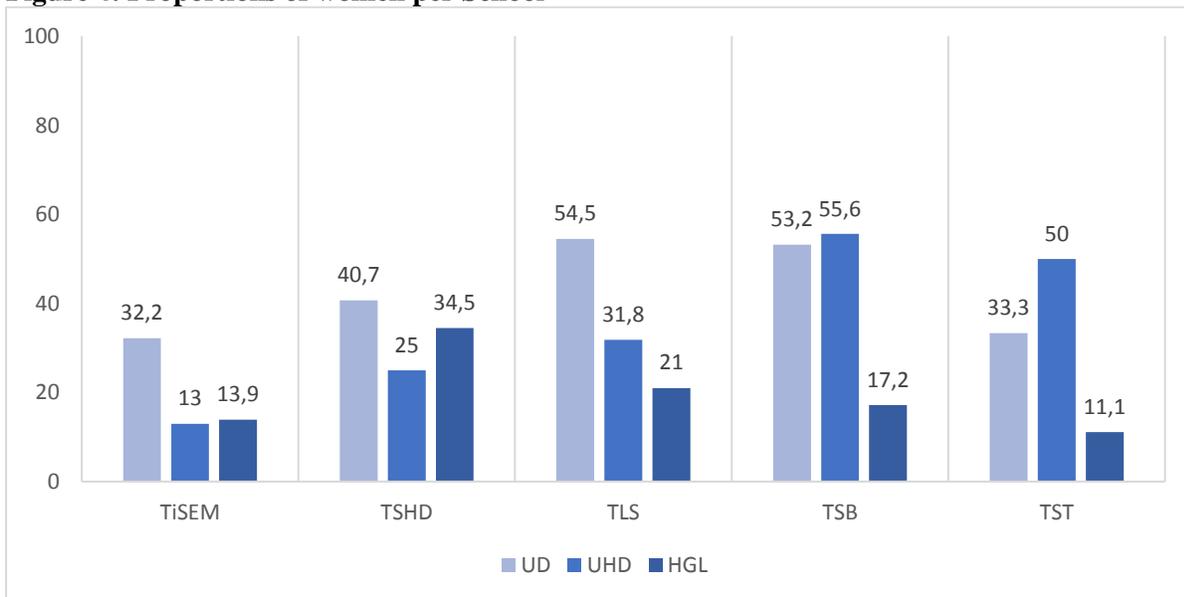
**Figure 3: Progression of female academic staff at Tilburg University**



Source: SuccessFactors, 31-12-2017, percentages calculated based on persons.

An annual increase of approximately 1% female full professors has occurred over the years at Tilburg University. At the end of 2017, this resulted in a share of 18,9% of female full professors. Thanks to the Philip Eijlander Diversity Program, the period 2016 to 2017 shows an above average increase of 1.7% of full professors and 1.9% of associate professors.

**Figure 4: Proportions of women per School**



Source: SuccessFactors, 31-12-2017, percentages calculated based on persons.

The number of female scholars rises steadily but slowly. Figure 3 depicts the progression of 7 years. From 2011 to 2017, we see 7.5% more full professors, 1.7% more associate professors, and 8% more assistant professors. This means that organization-wide, there are sufficient women in the pipeline to flow through to the senior positions of associate and full professors. This is indeed the case for TSHD, TLS and TSB, as can be seen in figure 4. TSHD has invested considerably in the Philip Eijlander Diversity Program and has a ratio of over 1/3 female full professors. TiSEM makes use of the tenure track system. The Philip Eijlander fellows have been

included in the assistant professor percentage of 32%. The School of Economics is concerned about the low inflow of women. Already at the phase of Research Masters, female students are underrepresented in several study programs. TST has rather small numbers, which makes staff composition more fragile. The 11% consists of only one female full professor who holds a Philip Eijlander Diversity chair. A second PEDP full professor appointment is expected. TSB employs over 50% female associate and assistant professors, but a meagre 17% female full professors. TLS is the only School with the classic leaky pipeline from assistant tot full professor. The Law School finished its Group Model Building in the spring of 2018, and is working on policies to improve inflow and in particular through-flow of qualified women.

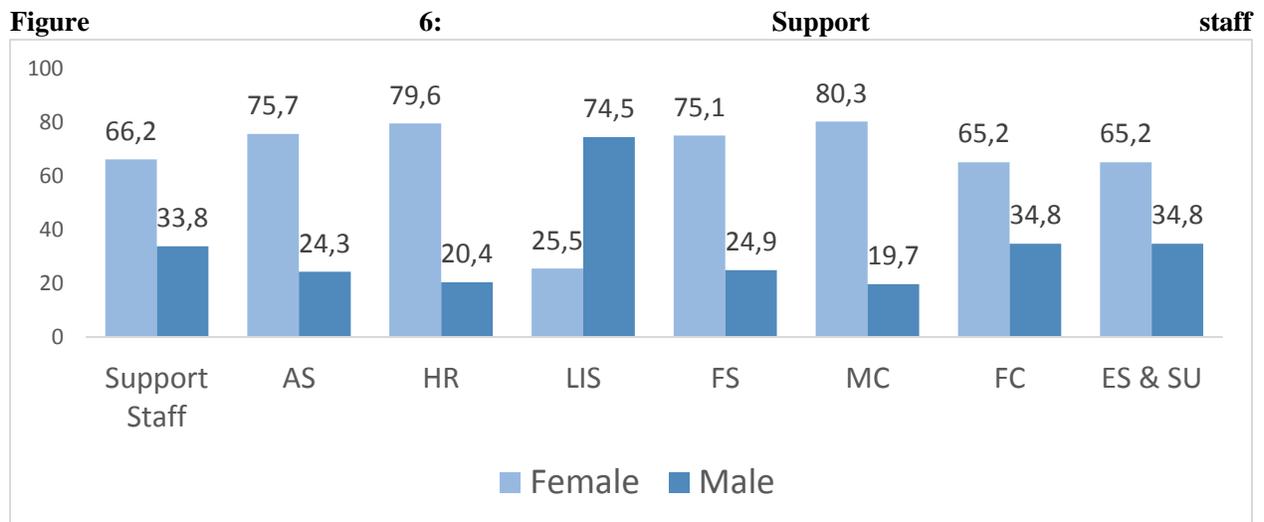
Women are not only underrepresented *in* higher positions, they are also underrepresented *within* the higher level “1” of the full, associate and assistant positions, compared to level “2”, as revealed in figure 5. A better representation of women at level 1 positions is therefore a focus point.

**Figure 5: Distribution of positions in level 1 and 2, representation of women in percentages.**

HGL total	18.9 %	UHD total	27.4 %	UD total	44.2 %
HGL 1	7.9 %	UHD 1	16.7 %	UD 1	36.8 %
HGL 2	28 %	UHD 2	34.4 %	UD 2	49.2 %

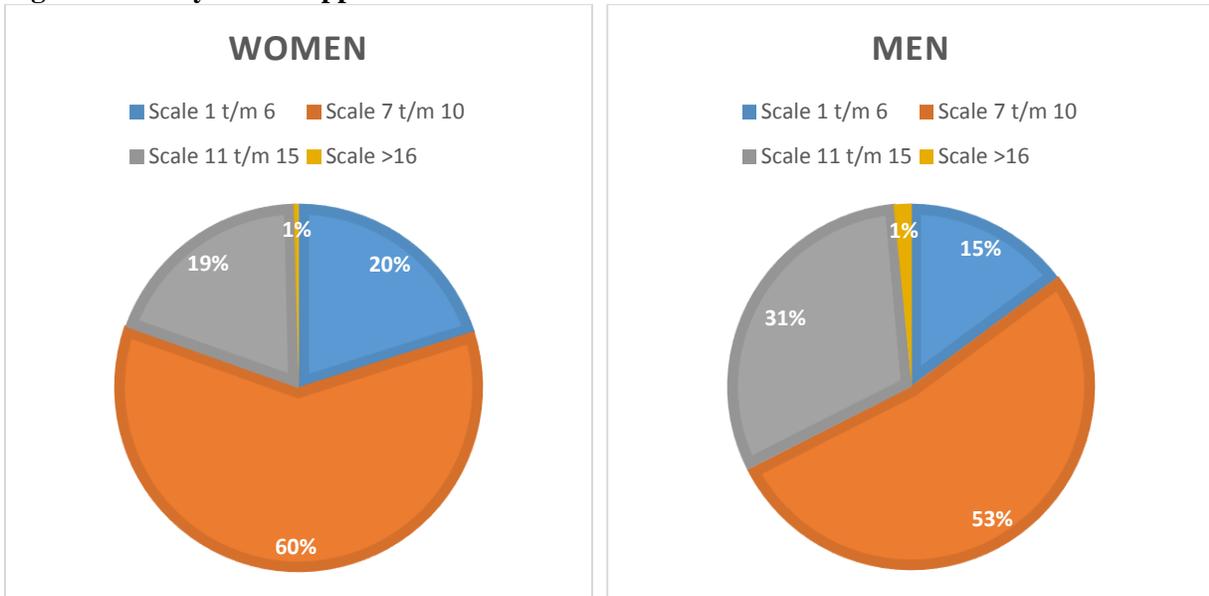
Source: SuccessFactors, 31-12-2017, percentages calculated based on persons.

*Tilburg University support staff*  
 With 66% women in support staff, the figure below gives the impression that inequality leans to the other side. However, the male-female ratio in the Divisions is rather stereotypical when looking at the type of jobs: female secretaries, male technical staff, predominantly female HR personnel, and male audiovisual experts. This traditional pattern has a negative effect: the pie charts in figure 7 show that women are more represented in the lower salary scales than men, and men are more represented in the higher salary scales. Therefore, support staff does not have a well-balanced workforce.



Source: SuccessFactors, 31-12-2017, percentages calculated based on persons.

**Figure 7: Salary scales support staff**



Source: SuccessFactors, 31-12-2017, percentages calculated based on persons.

<b>Support Staff</b>	<b>women in numbers</b>	<b>women</b>	<b>men in numbers</b>	<b>men</b>
Scale 1 t/m 6	112	20 %	41	15 %
Scale 7 t/m 10	336	60 %	146	53 %
Scale 11 t/m 15	107	19 %	86	31 %
Scale >16	2	1 %	4	1 %

## 1.2 4 Reasons for gender policy

### 1. *Historical perspective*

Worldwide, women have been in subordinate positions since time immemorial. In recent history, we see women successfully claiming rights. Appendix I displays the most significant developments in the Netherlands over the past 100 years. This shows that although equality seems self-evident to many, it is, in fact, quite recent. The subordinate position women faced for so long has an immense effect on how we still perceive one another. Having lived in patriarch societies for centuries with well-defined gender roles makes it hard to change ingrained patterns.

Research from Daniel Kahneman reveals that with each impression our brain *automatically* reacts with stereotyped and intuitive thoughts, which he calls system 1. This can be controlled by the *conscious* but lazy system 2 if more effort is invested (Kahneman, 2011). For example, when we are treated unfairly, we directly feel anger. This is the unstoppable system 1 response. Since we have learned that this impulse is not beneficial, we will mostly react in a more controlled way, system 2, in order to increase the chances of being treated well.

The above illustrates that from the societal to the neurological level a reform towards new norms and values can be made, but it takes time and effort to change perceptions. This explains why women do not yet get equal opportunities in all situations.

### 2. *Economic incentive*

On average, girls at universities complete their studies at a higher pace and with higher grades than boys. However, as we saw, when climbing the career ladder, women fall behind, which leaves talent unused.



*“Excluding women simply makes no economic sense – and including women can be a tremendous boon to the 21<sup>st</sup> century global economy.”*

Christine Lagarde

### 3. *Quality incentive*

An argument often heard is that one should always focus on quality. This makes sense, of course, as no one would want to settle for less. However, the definition and interpretation of quality may have been set from a perspective that is not neutral. When quality is based on a certain tradition, or has been set by a homogeneous group, then it will to some extent reflect their knowledge, experience and preferences. This is called the anchoring effect. A conservative committee may have a different view on which qualities are desirable in a candidate during a job interview than a progressive committee. When a candidate, a curriculum, a research paper, etc. deviates from this anchor, even though he or she excels in different areas, it will be harder to see the diverging qualities. Assigning meaning to “quality” needs careful consideration and communication to all concerned.

A clear example of the surplus value of redefining scope and quality can be found within Health and Well-Being. Scientists like Jenny Slatman, Paula Mommersteeg and Nina Kupper add value to (the validation of) medical research, simply by adding women to their focus groups. Until recent, test persons were foremost men. The symptoms of men however, can differ from the symptoms of women, for instance in case of a heart attack. The consequence was that too many women with a stroke were not given the urgent care needed. So by redefining scope and quality, science and its impact can be advanced.

#### 4. *Principle of justice*

Tilburg University's founding father Martinus Cobbenhagen constituted our learning community on Christian and humanist traditions. During his long career, he was guided by and proclaimed a strong ethical orientation. Apart from doing the smart thing, striving for (gender) equality, diversity and inclusion is also the right thing to do. We adhere to the principles of fairness and justice when people are offered the same opportunities.

### 1.3 4 Obstacles towards gender equality, 1 case

#### 1. *Denial*

The denial of gender discrimination is a barrier to advancement. Decision makers and employers have the tendency to view their workplace as gender equalitarian. A significant share of women is also convinced that emancipation is an instrument of the past. They are unaware of the gender pay gap and the biases that may disadvantage women in several career-defining moments. (Harzing, 2015). Communicating the reasons for gender policy is therefore essential.

#### 2. *Defense*

It is logical that men show a defense of the status quo. They have worked long and hard to make a career and may not cheer when the rules of the game that advantaged them change, for instance by diminishing promotion opportunities via closed circuits like the old boys' network. Increasing the fraction of one gender in a team means decreasing the chances of the other gender—unless one can make the team bigger. With the university's ambition to grow, the extra positions offer opportunities for diversity & inclusion. This needs concise and transparent orchestration.

#### 3. *Masculine discourse*

Even though the Schools' research agendas focus on areas that both men and women excel in—Empowering the Resilient Society, Enhancing Health and Well-Being, and Creating Value from Data—a masculine discourse still exists. This means that qualities that are typically attributed to men are considered more worthy. Men still fit the mental image we have of the prototypical genius scientist. The profiling of female role models (addressed in the chapter on visibility) can counterbalance stereotypes.

#### 4. *Implicit Bias*

Implicit bias refers to often unconscious and automatic features of prejudiced judgment and social behavior. As soon as we learn the sex of a person, gender biases are automatically activated, leading to unintentional and implicit discrimination. Bias affects counter stereotypical individuals

across gender, race, class, ethnicity, and nationality. Men in counter stereotypical roles experience the same bias-informed dynamics as women with one important exception: their likability is not affected. Simulations show that even a tiny bias in performance evaluations can lead to huge disparities in representation at the highest levels.



*"There is implicit positive discrimination for men. They are unconsciously and unintentionally favored. If you don't interfere, this mechanism continues to exist."*

Prof. Henriette Prast

In addition to perceiving others in a stereotypical way, we also apply stereotypes to ourselves: self-serving bias. People are quite ready to see biases in others, but they overlook the very same biases in themselves.

<b>Forms of biases</b>	
Favoritism	Preference for the dominant group.
In-group	In-group members are more likely to get the benefit of the doubt.
Out-group	'Others' are presumed less competent, even if performance is identical.
Confirmation bias	When people search for and assess information, they tend to favor evidence that confirms their existing beliefs and ignore arguments that refute their ideas.
Halo effect	The overall impression of a person influences how we think about specific traits. When the impression of a person is positive, the evaluation of that persons specific traits tends to be positive as well without further critical observation.

### *Solution*

Bias can hardly be eradicated, for it comes from automatic thought, as Daniel Kahneman illustrated. It affects everyone for the mind is stubborn. We should of course make people aware of the workings of bias and the negative effects it has, in order to activate what Kahneman calls system 2: conscious thought. However, since bias cannot be switched off, it is wise to redesign processes in such a way that biased minds still get things right. The 10 steps in the recruitment

process are a clear example of organizational design. When making policy for equal pay, process design can also prevent the unintended bias that causes the gender pay gap.

DE-BIASING TECHNIQUES
Training in statistical reasoning helps to inhibit the formation of inaccurate stereotypes. (see the chapter on training: Process Design Training)
Immediate feedback when falling prey for bias. (see the chapter on training: Gender & Diversity Expert Training)
Emphatic perspective-taking.



*“We have to introduce diversity at the level of data scientists, because all Artificial Intelligence programs exhibit racial and gender biases.”*

Prof. Lokke Moerel

### **Case: Student Evaluation of Teaching (SET)**

Research results (Mengel, 2017; Boring, 2017; Wagner, 2016) based on SET at Maastricht University, a French university and Erasmus University Rotterdam indicate that women instructors systematically receive lower teaching evaluations than their male colleagues, even after adjusting for effects such as the subject content, the composition of the student population, age, quality & impact of publications, and position (course leader or other teacher). The gender bias increases when the course requires math and statistical skills. Students also give lower scores to women than men for the same level of teaching effectiveness: students perform equally well on final exams.

Teacher evaluations are often part of hiring, tenure and promotion decisions and thus have an impact on career progression:

1. When evaluated for contract renewals, promotions, pay rises, and new jobs, women with equal teaching capabilities will appear to be worse off compared to their male colleagues.
2. Negative feedback in the form of teacher evaluations is likely to cause women to spend more time on education, which reduces the time available for research and publication records. This may hinder women’s chances for promotions.

To improve teaching, there are options—found in research and coming from academics from TSHD, TLS, TSB and TiSEM—to increase the value of course evaluations and decrease gender bias. The student’s goal is: did you achieve your learning goal? The lecturer’s goal is: how can I improve the course?

TOOLKIT STUDENT EVALUATION OF TEACHING	
Course	Reserve the final 30 minutes of a course for awareness of the dynamics of (gender) bias and for filling out the evaluation form. A recommended tool is the <a href="#">Harvard Implicit Association Test</a>
Threshold	Install a threshold of, for instance, a minimum of 10 students or 50% of the evaluation forms filled out to get more reliable results. Exclude unexplainable strong deviations to prevent “teacher screw ups”.
Peer review	Combine SET with peer review including student committees. Evaluations in the form of oral peer feedback allow for more constructive critique by experienced colleagues.
Students	Eliminate numerical grading of lecturers in favor of using students’ qualitative feedback: What would you keep about this course? What would you not keep? What helped you learn effectively? What caused you problems in learning?
Portfolio	Instead of using quantitative SETs for promotion and UTQs, ask lecturers to make a case for the strength of their teaching, using qualitative information of various kinds (peer feedback, student qualitative feedback, etc.) and reflect on this information.
Monitor	In case Tilburg University continues to use the existing SET system, it is suggested to monitor the gender of students filling out the evaluation forms.

## 1.4 GENDER POLICY PILLAR I RECRUITMENT AND PROMOTION

Transparent and inclusive procedures are crucial for accurate decision making in recruitment and promotion. The Schools and the HR advisors wish to better measure inflow and through-flow in order to improve scouting and retaining talent. Monitoring already starts with student composition, the first breeding ground for talent.

### *Creating Value from Data*

To find out why not enough women are appointed for particular top positions, it is relevant to know where obstacles arise. This can be done by *monitoring the ratio male-female* in every step of the recruitment process:

- ❖ Composition selection committee
- ❖ Number of application letters/data job markets. At present this step is not recorded.
- ❖ Longlist: 50-50 male-female distribution (justification in case of deviation)
- ❖ Shortlist
- ❖ First round job interviews
- ❖ Second round job interviews
- ❖ Optional: teaching assignment, outcome assessment.
- ❖ Appointment of a male or female candidate

When the above is mapped out per School and per Department on a regular basis, it will become clear where to make adjustments when the outcome is out of balance, i.e. differs from the set targets for the representation of women. Make Departments and units accountable and give them leeway to make progress.

**Organizing neutral and transparent processes can be done on many levels. In the following 10 steps, gender aspects and gender bias are taken into account for the recruitment and promotion procedure.**

#### *1. Scope*

The scope of a chair or a position matters profoundly. Men tend to opt for specialized research topics whilst women more often prefer a broader range of research. People with diverse backgrounds will likely have diverse perspectives to offer to research areas. When there is a vacancy for an existing chair or position, the scope should therefore be considered carefully, taking into account that diversity increases the quality of a team—they score higher on collective intelligence—and its output.

#### *2. Language*

Vacancy texts need gender sensitive formulation. Initiating a reading group with UHDs and HGLs with different backgrounds to screen concept vacancy texts can be useful. The members can point out elements that provoke a gendered reaction. It is also helpful to make a statement like “*Tilburg University fosters diversity and inclusion*” in all job advertisements, like several Departments already do.

*Feminine terms*: committed, compassionate, interpersonal, understanding, cooperative, connected, supportive, loyal, responsible, conscientious, social.

*Masculine terms:* individualistic, competitive, ambitious, assertive, active, leader, decisive, analytic, determined, challenging, adventurous, lead, independent, autonomy, confident, superior.

In addition, be aware of the language in communication received. Letters of recommendation for example, may contain gender-biased language. Letters for female scientists run the risk of being shorter, focus on character instead of accomplishments, raise doubt (faint praise, unexplained comments), and refer to education instead of research.

### 3. *Skills*

In general, men feel confident to apply for a job when they possess part of the required competences. Women often only feel addressed when they master all competences. This means they respond less often and need more encouragement to apply for a position.

Also, some competences, like competitiveness and assertiveness are typically attributed to men, and overlooked or not appreciated in women by the selection committee. The candidates themselves may also respond according to these stereotypes, resulting in more men applying than women, who find the profile less attractive and suitable. This phenomenon is known as “belonging”. Women consider other factors when screening jobs, in particular cultural fit, organizational values, and managerial style. The criteria for a vacant position need to appeal and be meaningful to both men and women. It helps when only key competences are communicated when recruiting so that more candidates are confident to apply.

The Schools are working towards

- balancing qualitative and quantitative criteria when evaluating candidates, employees and output. An example of the latter is to not merely count the number of publications and assess the journals published in, but ask a candidate to select his/her three to five best research publications. The quality of these articles can be compared with the publications of the other candidates. This is already common practice in the USA.
- taking into account lecturing, valorization, managerial tasks, and community citizenship besides research when considering candidates and when calculating output.

### 4. *What makes the right candidate?*

When search committees are open minded about less regular career paths, for instance less time spent abroad, women and people with diverse backgrounds get a better chance to show cast their relevant expertise.

It is also crucial to measure effective career time in relation to output, and not the standard full time. Especially tenured staff feel great pressure to perform fulltime even when they work 0.8 FTE. This problem is recognized by the Deans and Directors and a point of concern to work on.

### 5. *Search Committees*

Deans, HoDs, supervisors and headhunters are advised to keep a list of excellent female researchers, both internal and external, and update this on regular basis. Make sure to know what their work entails. This prevents the often-heard argument that talented women are not available or cannot be found. The same can be done for academics with a diverse backgrounds. The lists will turn out to be valuable for vacant positions, the periodical forecasting, talent scans,

recommending female talent for training and leadership programs, inviting speakers for events, for nominations, etc.

#### 6. *Selection and Promotion Committee*

People have a natural inclination for in-group preferences: family, class, colleagues, nationality, gender, etc. A homogeneously composed group will subsequently tend to choose someone who resembles the group. Until recently, most selection committees were all male and they were—unconsciously—inclined to appraise male candidates higher compared to female applicants.

Research repeatedly shows that the qualities and skills of women are overlooked or examined more critically. Experiments prove that women are unjustly disadvantaged when they send in an application letter, are interviewed, apply for a grant, submit a research publication, ask for a promotion, etc. When an application letter is sent by John, he has significantly more chance to receive an invitation for a job interview than when *the exact same letter* is sent by Joyce, let alone by Jemila. The mechanism that causes this judgement is called implicit bias. Making use of abstract criteria like talent and potential gives way to bias. Abstract wordings should be made explicit so that both the committee and the candidates know exactly what is expected.

The selection committees determine the outcome of the selection, promotion and evaluation process. It is, therefore, central that committees are carefully composed and well equipped to make the right decisions. In the previous strategic period, there was a positive development in the composition of committees. In most cases, women are now part of the committees: be it the Dean, a full professor, a student or an external member.

There are three concerns:

1. We still see that more men than women are appointed for top positions. This may indicate that committees do not yet use transparent selection procedures when selecting a candidate. As mentioned in the chapter ‘4 reasons for gender policy’, defining quality and fit needs careful attunement.
2. Until there is a critical mass of female professors in a Department, membership of committees creates extra work pressure for the few female professors present. The alternative of inviting external members is not always considered suitable.
3. There is no proper monitoring of the composition of committees yet.

Fair decision making by committees can be reached on two levels. These steps are contributions by TSB, TSHD and TLS:

1	<p><b>Diversify the formation of the committee</b>            33% of the appointment and promotion committee needs to be of the same sex. If this cannot be reached with members from inside the Department, then external members should be invited.</p>
2	<p><b>Designate a gender &amp; diversity authority / expert</b>            He or she, the Dean or a committed professor, is responsible for addressing unjust, stereotypical and bias behavior in committees during the recruitment or promotion procedure. At German universities the participation of a <i>Gleichstellungsbeauftragter</i> in evaluation committees is obligatory.</p>

### 7. Interviews

The Toolkits help in structuring the procedure towards a transparent decision. These models are practiced at the Harvard Kennedy School (Bohnet, 2016).

	TOOLKIT FOR STRUCTURED INTERVIEWS
<b>Prepare</b>	<ul style="list-style-type: none"> <li>- Determine the number of interviewers and their demographics.</li> <li>- Determine questions.</li> <li>- Define quality and fit (see page 12,13).</li> <li>- When possible hire (junior faculty) in batches to make comparisons of searches, performance criteria and evaluations possible. Also, variety is more likely to emerge when people make multiple decisions simultaneously, rather than sequentially.</li> </ul>
<b>Select</b>	<ul style="list-style-type: none"> <li>- A diverse list of candidates who are eligible for promotion.</li> <li>- A 50-50 male-female quota for the long list.</li> </ul>
<b>During</b>	<ul style="list-style-type: none"> <li>- Conduct structured interviews: ask the same questions in the same order by the same person.</li> <li>- Apply a neutral and exact scoring system: a point allocation agreed upon in advance for: motivation letter, CV, the 3 to 5 best research publications, citations, lecturing, grants, assignment, reference letters, interview questions 1 to 10.</li> <li>- Score answers to each question immediately.</li> <li>- The outcome of the scoring needs to be clear and justifiable.</li> <li>- Be aware of framing effects: anchoring, representativeness, and halo.</li> <li>- Do we oversee the qualities of unconventional candidates? What can they add to the team?</li> <li>- Is there an inclusion argument? Check the data.</li> <li>- A work sample test has overall good predictive power to measure the skills required to perform the job.</li> </ul>
<b>After</b>	<ul style="list-style-type: none"> <li>- Feedback from the gender &amp; diversity authority / expert.</li> <li>- Do not only look at total scores, but make sure to diversify the characteristics you seek. A team does not only require (egocentric) star performers, but also complementary team roles. Likewise, diversifying by social, cultural and ethnic background improves interaction dynamics.</li> <li>- Compare answers to questions across candidates, one question at a time.</li> <li>- Use pre-assigned weights for each question to calculate total score.</li> <li>- Submit your scores to the lead evaluator.</li> <li>- Meet as a group to discuss controversial cases. Consider discussions in two sub-groups for important hires to decrease the influence of the persons with the most authority and thus increase equal input from the committee members.</li> </ul>

	TOOLKIT FOR PROMOTIONS
1	Register who asks for a promotion. Invite others to speak up or initiate negotiations. In general, women ask less often for a promotion or a raise. Track meticulously what people ask for. It is very difficult to avoid being affected by the demands put on the table. Anchor not on the demand, but on work experience & results (in relation to FTE) and internal comparators.
2	Invite counterparts to ask for what they want without promising delivery. Be as transparent as possible about what is negotiable.
3	Monitor the School's compensation packages, promotion rates, pay rises and other relevant data by gender and other characteristics to make sure there is no inadvertent discrimination against a particular category of people.
4	Evaluate comparatively and promote in batches.

*8. Fringe benefits*

Some Departments need to attract talent in a highly competitive market. Since many universities have set goals for gender diversity, they all aim for the same female top candidates. Besides a competitive salary, fringe benefits are a powerful asset: generous holiday entitlements, a year-end bonus, participation in the pension fund, health care, spouse policy, 30% tax facility, options model, etc. Some of the arrangements are part of gender policy, like the research support after pregnancy scheme. The promotion video “Working at Tilburg University” portrays unique selling points.

*9. Salary and remuneration*

Worldwide, the gender wage gap is a persistent feature. Several countries have introduced mandatory public accountability for equal pay. Organizations are to account for salaries for men and women in their Annual Report.

On behalf of the Executive Board, Tilburg University has conducted research by measuring the pay gap and by making an inventory of the causes (Van Engen, 2018). This will serve as input for policies for abolishing discrepancies in remunerations. Both a work group (with Deans, Directors, members of the University Labor Representation Board, HR advisors) and a steering group (with relevant expertise) will be involved to pursue policy.

*10. Outflow*

We have examined the outflow of full, associate and assistant professors from 2014 to medio 2017 and conclude that there is no remarkable difference between men and women leaving the organization. As the representation of female associate professors rises only very slowly, prevention of outflow is needed to increase both the ratios of associate and full professors.

## 1.5 GENDER POLICY PILLAR II TRAINING

A package of trainings for the forthcoming period will be developed in cooperation with the policy officer Training at Tilburg University.

### *1. Recruitment Process Design Training*

In order to successfully implement neutral and gender equalitarian procedures for optimal and fair decision making in recruitment and promotion, Recruitment Process Design Training is to be developed and offered to HR and members of selection committees. This includes monitoring through data. Transparant processes help to prevent bias. TiSEM is doing a pilot.

### *2. Gender & Diversity Expert Training*

Best practices show positive influence of a gender authority / expert within selection committees, for instance an involved dean or professor. The expert pays attention to equal treatment of candidates, addresses bias and stereotyping, or even unacceptable behavior. The training focuses on gender and diversity mechanisms and on how to deal with resistance.

### *3. Cross-cultural Competences and Intercultural Communication Training*

Both TLS and TSB are interested in trainings for supervisors, committee members, and gender & diversity authorities that develop gender and cultural sensitivity (Meyer, 2014) and stir diverse talent recognition. In particular, working with people with diverse backgrounds requires customized leadership and communication styles that focus on cross-cultural competences and intercultural communication.

The report of the confidential counsellors shows that improper behavior is mainly experienced by women, and is shown by both men and women. In our diversity policy we want to focus on growing awareness for the fact that within interactions some women and people with diverse backgrounds are treated differently because of these characteristics. This especially effects international staff and students, so they may more likely feel treated unfairly because of cultural differences. One of the solutions is offering training. In addition to training for supervisors and BAC members, it therefore makes sense to also offer staff tools for intercultural skills.

### *4. Active Bystander Training*

At present, ensuring a safe workplace is a main topic, addressed by society as a whole, by media, the VSNU and LNVH. A safe workplace needs to be set in motion in the workplace and needs warranting on an institutional level.

The Active Bystander Training program empowers staff to challenge poor behavior, and brings about cultural change by making conscious use of psychological and language patterns that help safeguard boundaries. Interventions by colleagues oppose the “normalization” of unacceptable interactions like bullying, sexual harassment and intimidation. The training offers strategies and techniques on how and when to intervene.

Separate trainings can be offered to staff and supervisors. We would like to arrange this in cooperation with HR advisers, Heads of Departments and supervisors. The LNVH recommends the highly experienced trainer Scott Scolder.

### 5. *Mentoring and Sponsoring Program*

Mentoring has an especially positive impact on making an organization more diverse. Senior staff and managers who sponsor women and people from diverse groups come to believe, through their increased contact, that their protégés deserve the opportunity they have been working for.

TLS intends to organize mentor and mentee matches by involving the Departmental Board and the School Board. TSB states that mentorship is a major success factor and wishes to organize support for talented women, including the Philip Eijlander Diversity fellows. The Division Communication & Marketing suggests a more informal approach, like a buddy system. Through informal meetings and conversations junior staff can learn from senior staff. For instance how to lean in, how to make career steps, how to overcome obstacles, with whom to connect for valuable information, etc. Gender policy can offer guidelines.

### 6. *Career Strategy Program*

Tilburg University offers a coaching program to female senior researchers, UDs and UHDs that focuses on career strategy, goal setting, building leadership capacity, visibility, networking, profiling, gender dynamics, and work-life balance. Every round has room for around 25 trainees. The training is developed in close collaboration with trainer Linda van der Wal.

The evaluation of 2018 shows that candidates are successfully undertaking concrete career steps regarding promotions and securing grants with the help of coaching sessions and the knowledge from the training. The program is largely funded with NWO Aspasia grants of which € 50.000 is allocated to gender policy.

<b>Career Strategy Program</b>	
Individual program, throughout the year	<ul style="list-style-type: none"> <li>- Baseline measure with personal career assessment</li> <li>- Intake conversation</li> <li>- Individual coaching sessions</li> <li>- Reflection summer assignment</li> <li>- E-modules on time management</li> <li>- Future forward conversation</li> </ul>
Joint kick-off session	<ul style="list-style-type: none"> <li>- Career perspective</li> <li>- Determine your learning goals</li> <li>- Networking with fellow participants</li> </ul>
Grow Your Career, small group sessions	<ul style="list-style-type: none"> <li>- Mobilizing support</li> <li>- Visibility and profiling</li> <li>- Leadership</li> </ul>
Joint closing session	<ul style="list-style-type: none"> <li>- Media training</li> <li>- Increasing your impact</li> <li>- Lessons learned</li> </ul>

## 1.6 GENDER POLICY PILLAR III VISIBILITY

When talent remains unseen, it is unlikely to succeed. The following 3 paragraphs in this chapter on communication, role models and projects cover a range of topics that increase the visibility of women.

### **Communication**

#### *Share accomplishments*

An easy way to stimulate gender equality is by making women's accomplishments visible. Jointly, the Schools, the Impact team, and Communication & Marketing can accentuate remarkable achievements like bringing in grants, pushing science forward with innovative research, making an impact on society via valorization, teaching students through excellent lecturing.

This has a triple effect:

1. It increases the confidence of the women concerned.
2. It stimulates female colleagues when they see that ambitious goals are attainable.
3. It serves as an example for students who need role models to envision their own futures.

The Group Model Building reports of the Schools offer hands-on guidelines to expand the visibility of women in academia.

TOOLKIT TO EXPAND THE VISIBILITY OF WOMEN
Ask women for assignments that ensure visibility and recognition.
Determine who is or is going to be eligible to apply for grants like ERC, Veni, Vidi, etc. Encourage and support women in submitting an application, in cooperation with Grant Support.
Offer advice on where to best submit research publications. Which journals are best from a progressive career perspective?
Invite female role models for official academic events like the Opening of the Academic Year and the Dies Natalis.
When organizing a seminar, colloquium or conference, ensure that a significant part of the invited speakers are women.
Do not accept all-male lists. Organize mutual correction.
Tip female researchers for opportunities to present themselves at congresses abroad.
Rotate the chairmanship of (departmental) meetings.
Share encouraging stories.

## Role models

### *Focused on women*

Our female students need role models to see that a career in science is also possible for them. When they are surrounded by images that illustrate the top is a male bulwark, they may get the impression, consciously or unconsciously, that a top function is not a feasible ambition for them. Full professorship is the academic top position. By the end of 2017, fewer than 1 in 5 professors are female. The Executive Board, the Schools, the Divisions, Communication & Marketing, and the university newspaper *Univers* are developing a stronger focus on showcasing the performance and achievements of female researchers, lecturers and change makers. This needs continuous attention.

### *Focused on men*

Men can also be important role models and help bring about *culture change* by setting an example by counterbalancing stereotype images of male behavior. This could be a Head of Department taking parental leave; the Dean going home at 17:30 and not sending e-mails in the evening; a supervisor “congratulating” a colleague with an all-male list (for instance a nomination list for an honorary doctorate that contains only male candidates); the IT management team scouting for female talent to join their predominantly male workforce.

### *Focused on decision makers*

Role models should be made visible in science, but also in decision-making positions, for it is there where policies are made and where *culture change* can be triggered. In 2017, Tilburg University celebrated its 90<sup>th</sup> anniversary. All these years, only two women sat on the Executive Board. Yvonne van Rooy was President from 1997–2004 and it took until 2018 before Paulina Snijders was appointed as Vice-Chair and member of the Executive Board. A more positive trend has also arisen. A significant number of Managing Directors in both the Schools and Divisions are female. Alertness to attracting women for top positions remains of utmost importance.



Dutch boardrooms show an equally slow evolution. Every year, Mijntje Lückcrath, professor of Corporate Governance at TIAS, publishes the Female Board Index. The 2018 index is again rather disappointing: out of the 90 listed companies, only 5 meet the statutory target of 30% of women on the Executive Boards and the Supervisory Boards (Luckerath-Rovers, 2018).

### *Nominations*

A domain where women are strikingly underrepresented is the honorary doctorates. Exceptional scientific accomplishments or community services can be rewarded with an honorary degree, awarded during the Tilburg University Dies Natalis. From 1947 to 2018, 55 honorary doctorates have been awarded of which only 6 to woman. It is strongly recommended that nomination lists contain a 50-50 rate of men and women.

The same discrepancy marks the laureates of the E. du Perron Prize, an initiative of TSHD, Kunstloc Foundation Brabant, and Tilburg municipality. The prize is bestowed upon people who

or institutions that, like Du Perron in his time, signal and break through borders that hinder mutual understanding between different population groups. In the past 15 years, the prize has been awarded to women only twice. An explanation can be found in the fact that women have been nominated around three times less often. So again, an equal chance for men and women to win an award is only possible when an equal number of men and women are nominated by a jury—that is diverse itself.

Fortunately, there are awards for which the accomplishments of women are well praised, such as the PhD Thesis Award and the international UNHCR Research Award.

## **Projects**

### *Gender Unlimited Festival*

With students, staff and guests, Tilburg University celebrates International Women's Day on or around March 8. The Gender Unlimited Festival aims to increase the awareness of the importance of gender equality and diversity in the broadest sense and to add visibility to corresponding themes such as *Connecting to Diversity*, *Quality Includes Diversity* and *Sustainability in Career and Care*. The events are organized in cooperation with Academic Forum and with student associations like Asset, Cicero and Vitruvian.

### *TIDE, Tilburg University Network for Inclusion, Diversity and Equality*

Women in academia enjoy less free time than men do. Building beneficial relationships often occurs during after-work activities that women, carrying a heavier domestic workload, participate in less often. As men spend fewer hours caring, men benefit more than women do from formal and informal networks where direct and indirect job and promotion opportunities arise.

Evaluations from the Career Strategy Program show there is a demand for a network and a need for the purposes the board has set. The network foremost wants to equip staff with tools that can advance their horizontal and vertical career development by exchanging knowledge, experience, networks and contacts. Being inclusive, it is open for women and men; for academic and support staff; and for people with diverse backgrounds. The meetings have a substantive and social component. The President of the Executive Board, Deans and Directors underline the added value of a long-term network.

### *Portraits*

Most university buildings have portraits series with men on the wall. Most buildings are also named after esteemed men. Does it matter? Yes. Both students' and staff' attitudes are affected by surrounding images. Correcting this sort of design of gender equality is the very definition of low-hanging fruit.

In many areas, the university takes initiatives for a lively campus where diversity, inclusion and equality are lived values. Together with the Art Committee, we wish to initiate a distinctive woodcut portrait collection of talented female academics like the Philip Eijlander Diversity fellows. We envision an equivalent of the representative portraits of our all-male rector magnifici.

## 1.7 GENDER POLICY PILLAR IV WORK-LIFE BALANCE

Tilburg University undertakes extensive measures to support work-life balance. Adding value by providing means for balanced work-life practices of its employees has proven to result in more engagement and motivation and in increased quality and productivity (Beauregard, 2009). Offering favorable working conditions helps in the recruiting and the retention of talent.

### Work-life arrangements

#### *Flexibility*

When there is a clear agreement on the responsibilities and output of work, employees are granted flexible working patterns and hours. In general, women self-select more often into occupations that allow for flexibility (Goldin, 2014).

A discrepancy exists, however, between policy and practice regarding flexibility in the way work is organized. Board members state that Tilburg University offers flexibility and confirm a career can be realized within a 4-day workweek. Staff acknowledges there is flexibility in the way work is organized. But, in practice, most academics are expected to deliver at least 100% output, whatever the contract, working hours per week, leave arrangements, or phase in the life cycle they are going through.

This leads to unwanted effects: significant work pressure, parents who do not take parental leave for they fear backlash, women who postpone motherhood for they are concerned with tenure chances, and women having fewer children than they wish for (CPB, 2005). It is of utmost importance that our culture is professional and stimulates excellence. However, everyone goes through rush hour periods. This means criteria for appraisal and promotion need fine-tuning and customization.

- Approach: in cooperation with the program Academic Career Policy.

#### *Culture change*

Acknowledging significant work pressure, the Schools have addressed the importance of balancing work-life responsibilities. It is important that supervisors allow men and women to be both ambitious and take on care responsibilities. This needs to be embedded in our daily culture. As a minimum, it should be discussed in the annual Result & Development interviews.

- Approach: linkage with the program Work Pressure.

### Career-care arrangements

Tilburg University has several valuable measures to support work-life balance. After the overview, only the ones that need extra attention are discussed.

Pregnancy and maternity leave	At least 16 weeks of fully paid leave. When expecting multiple babies, 4 extra weeks of leave are available.
Partner leave	Until 2019, fathers and partners receive 2 days of paid leave and 3 optional days of unpaid leave for a newborn.
Parental leave	Men and women can take parental leave for each child younger than 8 years. Parental leave consists of 26 times the number of weekly working hours with continued

	payment of 62.5% of salary for a period of 13 times the weekly working hours.
Research support after pregnancy leave	The female UD or UHD is exempted from lecturing duties for a period of 4 months in order to focus on compensating for the missed research and publication time during maternity leave. A maximum of € 12.500 is made available for the department to make arrangements.
Family care leave	In case of a seriously ill partner, parent or child, an employee can request care leave. Per 12 consecutive months, a max of twice the working hours per week can be taken off, with continued payment of 70% of the salary.
Long term family care leave	In consultation with the supervisor.

### *Parental Leave*

At Tilburg University, we see an unequal uptake of parental leave, which means that the scheme does not yet foster equality. In the period 2016 to November 2017, around 85% of the mothers made use of parental leave as opposed to around 45% of the fathers (since we do not register who becomes a father, statistics from CBS have been used to estimate the number of employees who become a father).

Men often do not make sufficient use of their leave rights because they think it will conflict with their career opportunities. Open communication and top-down stimulation of Tilburg University's gender equality policy may effectuate a climate in which excellent performance in work and warmhearted parenting co-exist. To bridge the gap in uptake, fathers need pro-active encouragement from supervisors and role models to make more use of parental leave.

### *Risk*

Supervisors who perceive women as the primary caregiver may take gender as an indicator for ambition. Women are then perceived as less ambitious and as a result, run the risk to miss out on opportunities for extra responsibilities and tasks that are relevant for getting promoted. Again, an open-minded conversation on career plans and care tasks is necessary to make sure employer and employee are one the same page regarding these topics.

### *Tenure track contract*

Following the example of two Dutch universities, we offer a longer tenure track contract to create sufficient flexibility to balance career & care. Academics plan the objectives within the original time frame, together with their supervisor. Extra time is reserved for objectively determinable circumstances like pregnancies and paternity leave.

For women:

- 4 months for maternity leave.
- the duration of the statutory leave for having children through adoption / foster care.
- the duration of the leave when taking parental leave.
- When applicable: the period of illness in connection with pregnancy and/or childbirth.

For men:

- the duration of the statutory leave for having children through adoption / foster care.
- the duration of the leave when taking parental leave.
- the duration of the statutory (additional) birth leave or paternity leave, once legally in force and actually taken.

If the above situations occur in the first 4 years of the contract, the assessment moment will not take place after 4 years but after 4 years plus the above period.

### *Scheduling*

Most Schools and Divisions take care responsibilities into account and plan meetings between 10:00 and 16:00 o'clock to allow employees to get their children to and from daycare. Of course, the schedulers also need to be aware of lecturers with care responsibilities.

- Approach: in cooperation with the education support team of Academic Support

### *Paternity Leave*

In a time when the dual career-care model is dominant, it is no longer self-evident that all emancipating incentives should be reserved for women. In reaching for equality, both men and women need to be offered provisions and opportunities to fulfill their ambitions. The present national and university leave policies focus strongly on women. This can reinforce traditional gender roles: the exclusive absence of the female employee leads to significant disadvantages in her career path. It also confirms the conventional idea of men being the breadwinner (Ray, 2010).

The Netherlands offer only two days leave for fathers after childbirth, causing our country to rank at the very low end of parental related leave. The consequence is that we do not have a culture that allows fathers to spend time with the newborn, even though it is known that fathers who become involved with their children immediately after birth are likely to remain involved in the future: it strengthens the relation with both the mother and the child. (Cabrera, 2008, Olah, 2001). Another important incentive is that children who grow up in families where care responsibilities are shared are less likely to develop traditional role patterns themselves.

### Introduction Act Extra Birth Leave (*Wet Invoering Extra Geboorteverlof / WIEG*)

Per 1 January 2019, partner leave will be extended from 2 to 5 fully paid days for fathers and partners. This leave is to be taken within 4 weeks after childbirth. Adoption and foster care leave for parents will be extended from four to six weeks.

Per 1 July 2020, fathers and partners are also offered 5 weeks of childbirth leave whilst retaining 70% of the salary. The leave is expected to be taken within 6 months after childbirth.

## 2 DIVERSITY: INTERNATIONAL, ETHNIC AND CULTURAL

*From an international perspective, the current requirements of academic disciplines and the job market play a role in the design of our educational programs. Students must be able to work on complex global problems in international teams consisting of people from a variety of cultural backgrounds and disciplines. To this end, students are trained in cross-cultural skills. In addition to learning the classics in their fields, they acquire state-of-the-art knowledge disseminated by an international community of scientists. This is why we are eager to receive academics and students from abroad and also to offer students an opportunity to spend time abroad during their studies. Our alumni are global citizens who bring a broad, international perspective to their work that is valuable regardless of the size and location of the organization that employs them.*

*We have an open and diversified culture of excellence which is based on trust, connection, inclusion, and joint responsibility for the university as a whole. We unite people of all nationalities and backgrounds who work together to achieve our common goals. We embrace this diversity and stimulate integration. In the coming years, we will focus strongly on inclusion and the creation of equal opportunities for all of our staff and students.*

Strategic Plan 2018-2021

### 2.1 International diversity

A diverse campus makes Tilburg University attractive for (future) students and staff, a prerequisite if we are to grow. Recruiting has an increasing international focus. When walking on campus, one hears many conversations being conducted in English. However, the mingling of Dutch and international people is not yet optimal. Dutch seem relatively unaware of sometimes not including Non-Dutch fellows into groups, projects and social contacts. On the other hand, some internationals, especially students, tend to stick together and mix little with other collectives. Our goal therefore is to stimulate inclusion.

### 2.2 Dutch ethnic diversity

Ethnic diversity involves minority groups in society who face social and economic disadvantages, often due to a migrant background. Basic features like name, skin color, belief, or accent can be discriminated against or can cause negative bias. This may or may not be intentional. The effect remains the same: it leads to unequal opportunities.

Inequality already starts in primary school where teachers are inclined to stimulate the pupils they think have the most potential. This is influenced by the—implied—status of the parents. Children from a doctor are assumed to be intelligent. On the other hand, children from parents with a migrant history are more often expected to have less talent for learning. Even when these kids score as well on the Cito test, the teacher generally has more confidence in advising children with “successful” parents to attend higher education and is more hesitant in the case of children with ethnic backgrounds.

This pattern repeats itself in the following learning trajectories. The underrating of people with diverse backgrounds and the risk averse behavior continues on the labor market. We should

therefore look at options to offer students and staff with a culturally diverse background or with an ethnic background opportunities to have access to and succeed at Tilburg University.

### *Dutch ethnic diversity*

The proportions of ethnic diversity in the Netherlands and in Tilburg closely resemble one another: 77% of the population is native; 9 to 10% has a Western background and 13 to 14% has a non-Western background. Our student population (source: Datawarehouse) roughly fits this pattern:

- 80% of the students are native
  - └ 20% of the Dutch students have a migrant background
    - └ 35% from Western descent
    - └ 65% from non-Western descent
- 20% of the students are international
  - └ 70% from Western descent
  - └ 30% from non-Western descent

*Western descent* relates to a person with a migration background in one of the countries in Europe (except Turkey), North America, Oceania, Indonesia and Japan.

*Non-Western descent* relates to a person with a migration background in one of the countries in Africa, Latin America, Asia (except Indonesia and Japan) or Turkey.

The figures show that around 23% of the inhabitants of Tilburg and around 20% of our Dutch students have a migrant background. Taking into account that our target group needs to be qualified to register for higher education, it can be concluded that our student population is diverse, also when comparing the proportions of students for the country of provenance.

Unfortunately, when discussing the topic diversity, conversation partners on campus clearly state that staff is not as diverse as students. Our campus is predominantly white. The international orientation of the Schools increases, but may need a sharper eye for Dutch non-dominant groups. The employees in the Divisions are almost entirely Dutch and white. Furthermore, they show a rather stereotypical labor division.

## **2.3 Cultural diversity**

Cultural diversity is about the variety within societies. It values the plurality of identities and interprets differences as an invitation to share ideas.

Having a different background may cause a different approach to work related matters. For instance, when asking Americans and Russians to write down for 1 minute words that they associate with ‘participation’, and in a second test with ‘work’, there was little overlap. The data from this study (Anbari, 2010) suggest that Russians and Europeans look for meaning in context or larger categories whereas Americans look for meaning in specifics and applications. The different ways—in particular between Western and non-Western cultures—of value differences and establishing meaning also leads to differences in approaches, policies, and practices. Cultural differences can either be a source of creativity and enlarged perspectives or they can be a source

of difficulties and miscommunication. This greatly depends on the levels of flexible leadership and cross-cultural communication competencies. The chapter on training provides information on the planned Cross-cultural Competencies and Intercultural Communication Training to facilitate making use of the advantages of cultural diversity.

*Celebrating the plurality of identities. Workplace Pride membership*

For a large organization, being open and considering difference as a strength, is the next step from merely being tolerant. Membership of Workplace Pride, an organisation that defends the rights of LGBTs, can contribute to this. By becoming a member Tilburg University—like Leiden University and Delft University —advocates the idea of an inclusive workplace. Workplace Pride also opens a network of international high-impact companies, such as Shell, IBM and EY. They not only pursue business ambitions, but also government policies for equal rights in the countries where they operate.

*Respecting the plurality of identities. A safe workplace*

Pieter Duisenberg, chairman of the VSNU, pointed out an extraordinary effect of having a more diverse staff, when asked about the relevance of the #MeToo movement for universities. A heterogeneous staff and inclusive culture leaves less room for dominant and intimidating behavior, and decreases the chance for inappropriate and cross-boundary incidents and thus undesired outflow. This line of reasoning is confirmed by Athena's Angel prof. Naomi Ellemers. A safe workplace is of course a core condition for the functioning and well-being of both individuals and teams and requires an open culture that is ensured at an institutional level.

All the training programs in this Roadmap add to a safe workplace: Recruitment Process Design Training reduces effects of biased behavior and increases equality, as does the training Cross-cultural Competencies and Intercultural Communication; including diversity in Mentoring Programs increases knowledge of and experience with people with different backgrounds; the Active Bystander Training directly handles unacceptable behavior.

## **2.4 4 Reasons for diversity**

### *1. Belonging*

Student composition can—like with gender diversity—serve as an example for staff composition. When looking at diversity, paying attention to whether people with diverse backgrounds feel they belong in a team should be a focus point for supervisors and colleagues, for this is all but self-evident. When one's name (NRC, 2018), physical appearance, language or culture differs from other team members, one is seen and feels like “the other”. “Otherness” disappears when there is sufficient diversity. In more balanced groups stereotypes lose their importance and minority members are regarded as individuals rather than token representatives. Depending on team sizes, three in absolute numbers are required to move individuals from being haunted by the dynamics of social categorization and for the organization to seize the benefits of diversity.

### *2. Meritocracy*

The egalitarian and meritocratic view is based on the assumptions that everybody is the same and that quality is based on talent and hard work. Both success and failure can then be ascribed to the individual. This does not take into account however, that not all people receive the same

opportunities, even more so that some are favored and some are discriminated against. Working on offering equal opportunities is therefore indispensable.

### *3. Performance: the economic & qualitative incentive*

Diverse teams need more time to get adjusted to one another. This means that projects undertaken by them have a slower start than projects by homogeneous teams. After this initial phase, the diverse teams will speed up and outperform the more uniform team. This is because they have several valuable backgrounds at their disposal, a broader range of perspectives, and a surplus of knowledge. Discussing and combining these fruitful elements leads to more innovative research programs and smarter solutions that have greater societal relevance. Furthermore, a diverse campus makes Tilburg University an attractive employer, which is a prerequisite if we are to grow.

### *4. Diversity as a funding criteria*

The European Commission holds gender & diversity policy as a precondition for receiving EU grants like H2020. When the composition of a research team lacks diversity, this may well lead to a rejection of the funding request.

## **2.5 7 Leads for diversity & inclusion**

A lot of thresholds, topics and opportunities that have been addressed in the chapter on gender policy also apply to cultural and ethnic diversity. These will therefore not be repeated. However, women make up half of the population. People, men and women, with diverse backgrounds may face extra obstacles for they often belong to a minority, which increases the chance of being treated as an out-group individual and of encountering discrimination. For this strategic period we can start with creating awareness on several levels.

### *1. Grow Awareness*

At the level of Departments and Division units, the supervisors and managing directors have a clear view on staff composition. To create awareness and take diversity into account, units should formulate their own goals and put diversity on their agenda. Emphasizing the diversity goals during management meetings, but also when forecasting, when forming a committee, when nominating, when profiling, etc., cultural and ethnic diversity can actively be taken into account.

Per School and per Department, a great difference in international and ethnic origin can be seen. Certain research groups at TSB work solely with Dutch focus groups and therefore have little or no international staff. They can of course set targets for Dutch ethnic diversity. Other research groups such as the Tilburg Institute for Law Technology, and Society have a fairly international staff orientation. They could also consider including Dutch diversity.

### *2. Increase (gender) diversity on the level of HoD, supervisor, MT*

Heads of Department, supervisors and Management Teams have direct influence on employees, i.e., on their careers and their well-being. If we are to initiate a change of culture, then it is essential to actively involve these central figures in the transition for:

- i) a diverse composition on the level of supervisors
- ii) supervisors to create awareness for the added value of diversity within their teams

### 3. Stakeholders

Leadership	Diversity being one of the objectives in the Strategy, the Executive Board, the Deans and Directors have a joined vision on diversity.
HoDs & Supervisors	Awareness for inclusion, also in communication style.
Designated gender & diversity experts	These can be committed Deans and professors who have the authority to correct unjust, stereotypical and/or biased behavior.
HR	Talking into account and addressing cultural and ethnic diversity.
Sounding Board Group	Establishing a diverse sounding board group to both learn what matters most and to activate plans and policies.
Policymaker diversity	The Policymaker Diversity & Inclusion is involved as a linking pin to ensure a connected coherent whole.

### 4. Inclusive participation in Councils

Tilburg University has a well-structured framework for student and employee participation. At the central level, there is the University Council consisting of staff and students. At decentralized levels, there are School and Service Councils. Most councils lack cultural and ethnic diversity. The same goes for student associations. It is a shared responsibility of both the current members and people with diverse backgrounds to create more inclusive boards. This can be done by repeatedly pro-actively encouraging and inviting people to participate.

### 5. Cross-cultural Competences and Intercultural Communication Training

See the chapter on Training, page 22.

### 6. Opportunities

\* A mentor program has both a positive social effect and may increase career progression. Support can be offered by a senior or via peer support.

\* Invite scientists with a migration background for a visiting professor position

\* Join in exchange programs. This does not affect the formation, but it improves the scientist's curriculum and it expands the academic network of the Department.

\* Membership Workplace Pride

## 7. Education

Our world is globalized and, with over a 100 nationalities, the diversity of students is a fact. It should be no more than logical that course materials and reading lists reflect the world's diversity. This is not altogether self-evident, however. In particular, the Bachelor's programs offer introductory courses that include "a history of economic theory", "a history of philosophy", etc. Until well into the 20<sup>th</sup> century, history was defined and written exclusively by white Western men. The effect is that brilliance and progression is associated with Western civilization and with white men.

Is this consciously compensated when more contemporary topics are being addressed? Are non-Western perspectives taken into account? What epistemic frameworks are favored in a particular discipline? Can students with diverse backgrounds relate to the examples used to explain theory? Asking lecturers to make diversity scans of education programs helps to answer these questions. A positive example is the course Global Management of Social Issues.



*"Not everyone with equal capacities  
is given equal opportunities."*

Minister Ingrid van Engelshoven

### 3 PARTICIPATION ACT

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*We are committed to being a good employer for people with different work capacities and a good university for students with limitations, by offering additional assistance when needed and including all in our community.*

Strategic Plan 2018-2012

#### *Vision*

Tilburg University lives up to “Understanding Society” by acknowledging that not all citizens can adapt to the growing complexity of society. We pursue good employership for people with reduced work capacity by creating customized jobs. With extra guidance, we offer them opportunities to participate in our community.

By complying with the Participation Act, we contribute to a more diverse workforce and make corporate social responsibility (CSR) concrete. The government scheme was established for people who are unable to earn the minimum wage on their own, as well as for people with reduced work capacity who can earn a minimum wage with facilitating aid.

The majority of this group received little education. For them, we will look for suitable work in the Divisions. As an educational institution, we also want to provide opportunities for highly educated workers with an occupational disability who may require extra support or specific facilities or who may have lower productivity levels compared to colleagues. For them we will mediate to find valuable work in the Schools.

#### *How*

The table below shows several ways of **how** to create participation jobs.

<b>Work Packages</b>	<b>Goal</b>
Present participation jobs at TiU	Roll out more widely in the organization
Input Schools and Divisions	Activate and initiate (ideas for) participation jobs
Job analyses / function creation	Redesign work processes to lower work pressure
Job carving	Redesign task composition
<i>Functieboek Participatiebanen</i>	Best practices from Dutch universities
Outsourced jobs	Contains relevant jobs for the target group

In order to create opportunities and generate support, a Participation Act work group encourages initiatives for creating participation jobs. The managing directors adhere to a participating leadership style, i.e. practice what you preach.

#### *Business case*

The employees who are recruited for the Participation Act have—on average—a wage value between 80% and 85%. Keeping in mind the financial allowances, substantial compensations and (future) bonuses available for the target group, it becomes clear that the execution of the Participation Act is not merely charity, but makes a good business case.

### *Action Plan*

Tilburg University implements an Action Plan for the implementation of the Participation Act.

- We build expertise by assigning the project to the HR Center of Expertise. This lowers work pressure for HR colleagues and increases benefits from available subsidies.
- We know all the participation employees and can thus acquire knowledge regarding their specific needs. This allows us to improve the program and decrease outflow.
- The rules of the game, set by the Ministry of Social Affairs and Employment, change regularly. We are keen to respond with flexibility and appropriate solutions.

## 4 REFUGEE PROJECTS

*As an active member of the worldwide Scholars at Risk network, we help to protect scholars facing grave threats to their lives, liberty and wellbeing. We do so by arranging temporary research and teaching positions, so that they can pursue an academic career in safety.*  
Strategy 2018–2021

What do Albert Einstein, the Dalai Lama, Vladimir Nabokov and Hannah Arendt have in common? They were refugees. Many students and employees feel involved with the numerous people who made a horrid journey to escape the war zone their home became. Some of the refugees found shelter in this region. As many other organizations, Tilburg University takes initiatives to make the new citizens feel at home and to help them find their way in Dutch society. This concise chapter highlights projects that offer help and increase intercultural exchange.

### **Internships for Refugees**

Together with the municipality, we organize internships and create work experience places for refugees who wish to restart their lives in the Tilburg region. The trainees can practice the Dutch language and get experience in their fields of expertise. Our target group consists of people with a higher education background. Learning and working at a well-known Dutch organization is valuable and increases opportunities. The curriculum vitae and LinkedIn profile require experience and relevant references in the country of arrival, besides experience in the country of origin. We aim for approximately 6 internships a year.

### **More2Win**

In cooperation with the social enterprise More2Win we mediate for sustainable jobs for refugees with a 5 year permit who are ready for the job market. The municipality makes available a subsidy.

### **Scholars at Risk**

*“Scholars at Risk gave me a hopeful life again.”*

Scholars at Risk offers protection to scholars who suffer from grave threats to their lives, liberty and well-being. Tilburg University has been actively involved with Scholars at Risk since the introduction by Ruud Lubbers in 2009. We offer help by providing a temporary paid appointment in a safe work environment, with guidance from a professor from the Department involved. The scholar participates in the scientific discourse and gets opportunities to publish and to participate in symposia. The main goal is to help improve the scholar’s curriculum—that has suffered from a lack of academic freedom in the home country—so that he or she can resume an academic career.

**1917–1919**

In 1917, an amendment of the constitution was made for the right to stand as a candidate for election for women. In 1919, the right for women to vote passed legislation.

**1955**

It was the norm for women to be given notice of dismissal the day after their wedding, because they would become housewives and mothers. The motion Tendeloo put an end to this, and ensured that women could continue to work and earn their own money.

**1956**

A married woman could not buy a car or house, open a bank account or perform other legal acts without her husbands written permission. Until 1956, married women were incapacitated to act.

**1964**

The birth control pill became available.

**1971**

The phrase “the man is the head of the ~family~” was removed from the law book, making spouses equal.

**1975**

Already in 1951, the International Labor Organization drew up a convention on equal pay for men and women for work of equal value. The Netherlands ratified this in 1975.

**1980**

The EU urged the Netherlands to enact the Equal Treatment of Men and Women Act. The law stipulates that no distinction should be made between employment, working conditions, education and social security.

**1984**

After a long political struggle, abortion was legalized.

**1991**

Rape within marriage becomes punishable by law. The law was made sex-neutral, so that the abuse of a man could also fall under it.

**2017**

Dutch women have the biggest overall gender gap in the EU. At this rate of change, it will take another century to close the overall gender gap based on earning, employment, working hours and pension.

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