



WUR Gender⁺ Equality Plan (2024-2028)

Year Report on 2025 and Year Plan for 2026

30 March 2026

Year Report 2025 & Year Plan for 2026

What did we achieve in 2025, and what are the plans for 2026?

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Introduction-1

This document shares the results of the activities of the [WUR Gender+ Equality Plan, 2024-2028](#) as planned and taken up in 2025. For more background and detail on the basics and embeddedness of the Plan, please read more on [the website](#).

By providing a Year Progress Report, we take care of Monitoring, Evaluation & Learning (MEL) to support an effective and sustainable implementation. This report refers to the Year Plan of 2025 and provides reflections and concerns to address in 2026. It uses the PDCA cycle to systematically steer and assess actions in their ongoing sequence of to **P**lan, **D**o, **C**heck and **A**ct as is commonly used for MEL purposes at WUR.

This Progress Report also supports the visibility of the *WUR Gender+ Equality Plan 2024-2028* and can be referred to as documentation.



Introduction-2

New members in the Regie-Group and Working Group



In 2025, two members of the Regie Group stepped down from their position. Dean of Research Prof.ir. Wouter Hendriks was followed up by Prof.dr.ir. Edith Feskens in April. In August, Dean of Education Prof.dr.ir. Arnold Bregt was succeeded by prof.dr.ir. Dick de Ridder.

In May, the Working Group welcomed Alejandra Guijo Bermejo as overall coordinator and Esha Shah to advance the pillar of Education & Research. Additionally, two new Working Group members joined: Fleur Huijsman and Laura Witlox.

RegiegrouP:

Dean of Education, Dick de Ridder; Dean of Research, Edith Feskens; Director Corporate HR, Martijn Scheen.

Working Group:

Intersectional Gender Studies, Margreet van der Burg and Esha Shah; Diversity & Inclusion, Ina Lüttmann and Alejandra Guijo Bermejo; Social Safety, Joyce van der Velde; Vital & Health, Fleur Huijsman; Team Student Life, Well-Being & Inclusion, Laura Wilcox.

Coordinator: Alejandra Guijo Bermejo

Executive summary-1

What is important to know?

2025 was the first full year of strengthening collaborations and embedding the *WUR Gender+ Equality Plan 2024-2028*.

Regarding all WUR pillars addressed in the Plan, we achieved outcomes and targets successfully in many respects (see next page). After reflection on the results, we came to the following points for an outlook and plans for 2026.

In the 2026 actions it is considered key to continue the efforts to:

- Networking with stakeholders while repeating and creatively renewing the importance of the reasons, objectives and actions of the Plan, and support specifying how each can contribute;
- Especially widening engagement of middle management (e.g., professors/ chair holders/team leaders, HR heads, unit heads), men and students;
- Investing in and profiting from synergies among the various pillars;
- Strengthening ways for exchange, collaboration and visibility of staff addressing gender, intersectionality and decoloniality in teaching & research;
- Long-term impact initiatives and actions regarding culture change including fostering feed-back loops to profit from lessons learnt;
- Increasing gender+ parity across all staff positions.



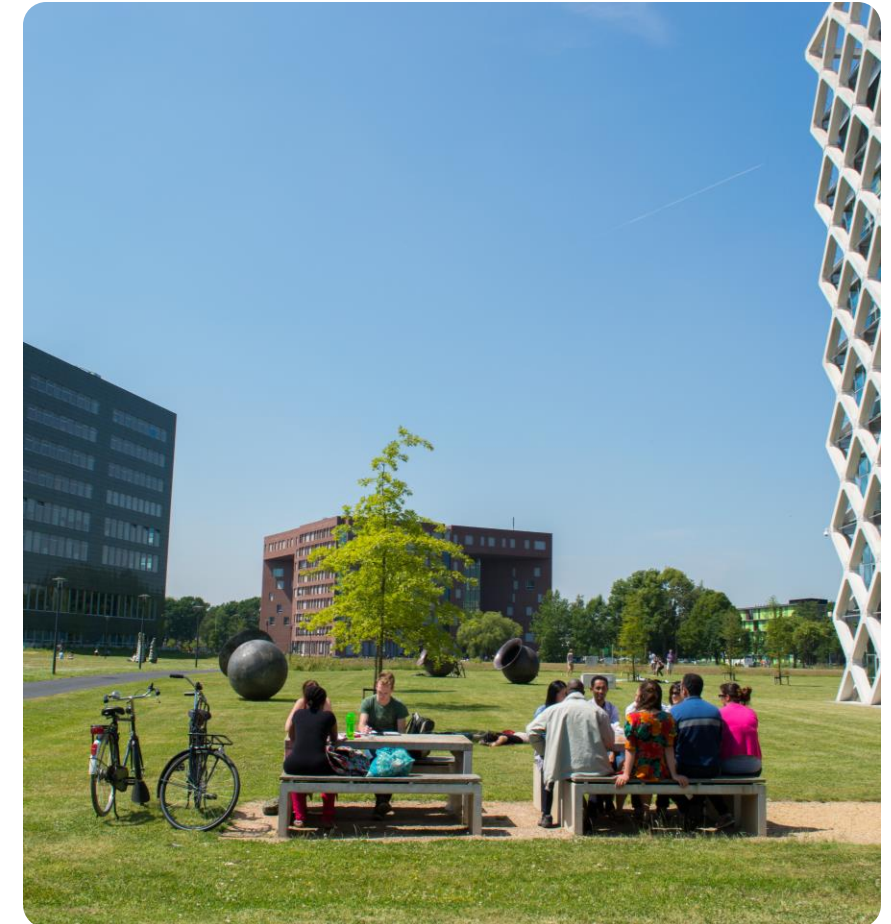
Executive summary-2

More specifically for the various WUR pillars, within Education and Research, we (co-) organised Capita Selecta and Webinars, held the PhD course *Inclusive Leadership in International Settings*, and secured the MSc course *Decolonizing Science and Technology* as restricted option course which was also awarded with the Excellent Education Prize 2025. Also, a new minor *Decolonizing Science and Development* was granted.

Internationally, we applied for and were granted an ELLS PhD summer school *Integration Intersectional Gender and Decolonial Approaches to AgroFood Research* and contributed to the ELLS EU proposal. Meanwhile, we engaged with other initiatives at WUR regarding gender, intersectionality, and decoloniality in teaching and research but did not yet establish regular exchange or collaboration within this group.

In 2025, no follow-up actions were taken yet on governance representation, leadership and decision-making.

For the WUR People pillar, *Bias Awareness Training* for ACF panel members was continued. The 30% target for female professors was reached in 2025 and a 40% target set for 2030. The current imbalance in personnel on Gender, Internationalisation and Participation by position was discussed with all Heads of HR. Additionally, activities and interventions for cultural change were offered to WUR staff and students to expand their understanding and practices fostering diversity, inclusion, work-life balance and social safety. Finally, the 10-phase plan *Dealing with Transgressive Behaviour* was published and implemented.



Overarching Actions

As overarching activities can be reported:

- Coordination since May 2025 by:
 - fostering the coherence and visibility of the WUR G⁺EP dimensions within WUR and externally
 - facilitating the collaboration between the Working Group and the Regie Group including the compilation for reporting and monitoring (PDCA cycle)
 - developing and running the central focal point for relevant information exchange (internal channels, website, and others).
- Sharing of WUR G⁺EP expertise by:
 - Presentation *WUR Gender⁺ Equality Plan as follow-up of Gender-SMART, Reflections and points for discussion*, in exchange webinar with EU Horizon Europe AGRIGEP project leaders, 26 Febr.
 - Closing remarks at international conference AGRIGEP: [*Rooting Sustainable Change: Inclusive Gender Equality Plans in Agriculture and Life Sciences Universities in Central and Eastern Europe*](#), Prague 25 Sept.
 - Integration of EDI/G⁺EP aspects in ELLS proposal of Erasmus+ Call: *Partnerships for Excellence – European Universities ERASMUS-EDU-2026-EUR-UNIV*, by organizing partner inclusion and participating in ELLS meetings



I. WUR Primary Process

A. Education

B. Research



Plan

What had we planned for 2025?

Ongoing actions regarding:

1. Consolidated and visible pool of core lecturers & researchers.
2. Capita Selecta / Webinar series including gender, intersectionality, and decoloniality.
3. Advisory service pilot for gender⁺ integration in (EU) research to proposal writers in collaboration with Grant Office.
4. Elaboration of advice on Gender⁺ in PhD courses for research proposal development.
5. WGS PhD course *Inclusive Leadership in International Settings* (1 ETCS).

New actions regarding:

1. Engagement of BSc, MSc and PhD students by extracurricular activities, thesis writing and thesis ring development, esp. supportive to connect intersectional gender and decolonial approaches and to support WUR policies.
2. Identify & propose potential development on gender⁺ integration (courses) with relevant stakeholders in:
 - a. Study Programmes and PhD programmes
 - b. Research programming
3. Develop collaboration with TLC-ESA.

Multi-year actions regarding:

1. Check on E&R Indicators mentioned in overall Plan.

Do

What did we actually do last year?

Ongoing actions:

1. Due to the website being under construction, changes to the people page were discouraged; consolidation not yet discussed with group.
2. Capita Selecta / Webinar series: (co-)organised and communicated with ongoing series.
3. Pilot: Grant Office could not hold to their commitment this year due to practical reasons; instead, an option for individual support requests was announced which was used by 2 proposal writers.
4. Gender+ in PhD courses for research proposal development: through ELLS an international PhD summer school *Integrating Intersectional Gender and Decolonial Approaches in Agri-food Research* was granted and elaborated.
5. WIMEK/WGS PhD course *Inclusive Leadership in International Settings* (1 ETCS): 10 PhD students (4f/6m; 9 nationalities) followed the course, evaluated it as very valuable and recommended to continue offering.

New actions:

Strengthened engagement of BSc, MSc and PhD students in extracurricular activities and thesis writing but not yet in thesis ring development.

1. Gender+ integration (courses) in:
 - a. Study Programmes and PhD programmes by meetings and proposals for minor and courses
 - b. Research Programming by application ELLS summerschool
2. Started collaboration with TLC-ESA by exchange options and arrangements for collaboration in 2026

Multi-year actions regarding:

1. Collect data and check on E&R Indicators mentioned in overall Plan.

Check-1

Where do we stand? What results did we achieve?

Ongoing actions:

1. Website [Intersectional Gender Studies](#) had been closed down; needs reparations and an update especially on Research and Teaching Staff.
2. Capita Selecta / Webinars including gender, intersectionality, and decoloniality: (co-)organised and communicated with ongoing series
 - *Feminism and Agro-ecology*, 24 April
 - Podcast: [The history of Dutch Farm Women](#), Boerengroep Digging Deeper: ep. 9
 - Podcast: [Het dorpse feminisme](#) (in Dutch), podcast Drents Archief; contribution to [deel 2. De plattelandsvrouwen](#)
3. Advisory service pilot of for gender⁺ integration in (EU) research proposals: Grant Office committed to advance in 2026.
4. Gender⁺ in PhD courses for research proposal development: the international PhD summerschool *Integration Intersectional Gender and Decolonial Approaches to Agri-food Research* needs to be further elaborated.
5. WIMEK/WGS PhD course *Inclusive Leadership in International Settings* (1 ETCS) was recommended to repeat.

New actions:

1. Strengthened engagement of BSc, MSc and PhD students by extracurricular activities and thesis writing to be continued; thesis ring development to be followed up.
2. Gender⁺ integration (courses) in Study Programmes and PhD programmes:
 - CPT33506 *Decolonizing Science and Technology* as restricted option in MSc study programme International Land and Water Management (MIL), see [intro Resource](#), and awarded with Excellent Education Prize 2025,
 - BSc Minor [Decolonizing Science and Development](#) granted.

Check-2

Where do we stand? What results did we achieve?

3. Collaboration with TLC-ESA: started and first agreed to provide an introductory workshop for TLC and include elements already developed to further develop according to initial plans.
4. Not yet elaborated is the identification and proposal development on gender⁺ integration in research programming with relevant stakeholders.
5. Extra: expansion of national and international networks and advisory functions:
 - Collaboration with ELLS partners
 - Member Advisory Board of [T@CKLE](#): Transdisciplinary @nalysis and Cocreation of Knowledge to Lead Efforts against Online and Offline Sexually Transgressive Behaviour and Sexual Violence, member of advisory board, Granted Proposal for Call NWA-Seksueel Grensoverschrijdend Gedrag en Seksueel Geweld (SGOG-SG)
 - External expert to [PPMI](#), Granted proposal to tender FWC EIGE/2025/OPER/06, Lots 2 on the design, set-up and management of [EIGE](#)'s new EU-level Gender Mainstreaming Helpdesk to support on gender mainstreaming to EU institutions and all 27 Member States. External experts will play a key role once specific requests are admitted by EIGE.

Regarding multi-year actions:

1. Checked Indicators: see pages under [Statistics](#).

Act

Looking at PDC - what actions to take in 2026?

Ongoing actions regarding:

1. Repair and update webpage [Intersectional Gender Studies](#) – esp. visibility of Research and Teaching Staff and start consolidation as group.
2. Visibility as co-organizers Capita Selecta / Webinar series including gender⁺ and decoloniality.
3. Effectuate postponed pilot for advisory service to proposal writers with Grant Office.
4. Gender⁺ in PhD courses for research proposal development to be further developed including the international PhD summerschool *Integration Intersectional Gender and Decolonial Approaches to Agri-food Research* through ELLS.
5. Proposal for Gender⁺ in PhD courses for research proposal development.
6. WGS PhD course *Inclusive Leadership in International Settings* (1 ETCS): continue, also for diverse groups of learners.
7. Engagement of BSc, MSc and PhD students by extracurricular activities, thesis writing and thesis ring development, esp. supportive to connect intersectional gender and decolonial approaches and WUR policies.
8. Extend on gender⁺ integration (courses) in Study programmes and PhD programmes with relevant stakeholders.
9. Further elaborate collaboration with TLC-ESA.
10. Develop international activities within ELLS by building EDI working group as Subject Area/Support Team.
11. Identify & propose potential development on gender⁺ integration in research programming with relevant stakeholders.

Regarding multi-year actions:

1. Follow-up on Reflections on Checked Indicators: Inform and assess with ESA, Study Programmes, and WGS.

II. WUR Governance

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

B. Governance, leadership
and decision making



Plan

What had we planned for 2025?

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

1. WUR gender⁺ policies & procedures are included in WUR Strategic Plan.
2. WUR communications reflect a gender⁺ sensitive approach.
3. Increased understanding and fostering of integrative gender⁺ policies by WUR managers.

B. Governance: representation, leadership and decision making

1. Provide follow-up on earlier workshops on gender⁺ representation and gender⁺ sensitive leadership, decision-making and communication styles within key WUR boards, councils & committees.
2. Foster proportionate gender⁺ representation in key WUR boards, councils & committees.
3. Extend policy support and practice of gender⁺ sensitive leadership and communication styles in decision-making.
4. Stimulate practices redressing unconscious gender⁺ bias in WUR decision-making processes.

Do

What did we actually do last year?

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

1. The WUR Strategic Plan 2025–2028, [Shape responsible change](#) was approved and published. The identified prerequisites for the organisation are *integrity, independence, transparency, social safety and diversity & inclusion*. It states that the Diversity & Inclusion activities and programmes such as the WUR Gender + Equality Plan are instruments that safeguard those prerequisites. Additionally, the new Vision for Education [Responsible Change Makers for Science and Society](#) emphasized in its second direction *Towards an inspiring learning community*, how the diverse population of staff and students 'fuels the learning community and its aims'.
2. The WUR Intranet was replaced by Viva Engage Communities, Connections, and the Support Portal; all information from WUR G+EP was transferred to those channels. The [WUR Gender+ Equality Plan, 2024-2028](#) got a new website.

B. Governance: representation, leadership and decision-making

1. No actions were taken yet to follow up on earlier workshops on gender+ representation and gender+ sensitive leadership, decision-making and communication styles within key WUR boards, councils & committees.
2. No actions were taken yet to foster proportionate gender+ representation in key WUR boards, councils & committees.
3. No actions were taken yet to extend policy support and practice of gender+ sensitive leadership and communication styles in decision-making.
4. No concrete actions were taken up yet to stimulate practices redressing unconscious gender+ bias in WUR decision-making processes.

Check

Where do we stand? What results did we achieve?

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

1. The [Strategic Plan](#) and [Vision for Education](#) do not explicitly reference to gender⁺ aspects in relation to social impact of research and educating young professionals. For instance, SDG 5 *Gender Equality* or SDG 10 *Reduced Inequalities* were not mentioned. It remains a point of concern whether the content-focused part of the WUR G⁺EP is well understood if not highlighted in overall policy documents despite of recommendations given.
2. The engagement in the WUR G⁺EP [Viva Engage Community](#) is slow. This could be due to the fact that was created only in Oct 2025, but also that there is not that much interaction or information shared by others. The website [WUR Gender⁺ Equality Plan, 2024-2028](#) needs some changes to be aligned with the new WUR style.

B. Governance: representation, leadership and decision making

1. There were no concrete actions yet to follow up on earlier workshops on gender⁺ representation and gender⁺ sensitive leadership, decision-making and communication styles within key WUR boards, councils & committees.
2. There were no concrete actions to foster proportionate gender⁺ representation in key WUR boards, councils & committees.
3. There were no concrete actions to extend on gender⁺ sensitive leadership and communication styles in decision-making.
4. There were no concrete actions to stimulate unconscious gender⁺ bias in WUR decision-making processes.

Act

Looking at PDC - what actions to take in 2026?

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

1. Widening engagement of middle management (e.g., professors/ chair holders/team leaders, HR heads, unit heads).
2. Strengthening WUR G⁺EP visual communication by creating graphics, a consistent communication style, and improved document layouts. With Traffic and Communication teams we will develop materials to be more appealing, accessible, and that reach a wider audience.

B. Governance: representation, leadership and decision-making

1. Approach the [WUR Central and Decentral Participatory Councils](#), Board of Education and Board of WGS to check in on their piloted changes to increase gender⁺ representation, and gender⁺ sensitive leadership, decision-making and communication styles.
2. Reach out to the appropriate teams, as CoE Learning and Development, to advance collaboration on inclusive leadership and communication styles.
3. Offer additional trainings on unconscious gender⁺ bias for specific groups that have influence in decision-making at WUR.

III. WUR People

A. HRM recruitment, selection, and career progression

B. Safe and respectful (international) working and learning environment

C. Work-life balance (WLB)



Plan

What had we planned for 2025?

A. HRM recruitment, selection, and career progression

1. Continuation and testing of *Bias Awareness Training* for ACF-BAC panel members.
2. Increase of gender parity and share of international staff, especially in higher positions, across SG and WU/WR.
3. Supportive research on pay gap, career progression & stagnation - first for scientific staff.
4. Continuation & expansion of internal engagement & communication (cultural change programme, D&I News, [Inspiring people @WUR](#)).
5. Follow up on impact analysis on gender inclusive personnel system and communications.

B. Safe and respectful (international) working and learning environment

1. Implement the follow-up programme Social Safety 2024-26, especially *Active Bystander Training* for all students and staff, Integration of Dialogue results in trainings and campaigns, and Social safety skill trainings for leadership & HR staff.
2. Inclusion of refined harassment questions for next Employee Monitor.
3. Increase of people reporting or acting otherwise after experiencing undesirable behaviour.
4. Team Student Life, Wellbeing and Inclusion translated the needs and experiences of students into concrete actions and awareness initiatives for Pride Month.

C. Work-life balance (WLB)

1. Providing information for parenting and informal care.
2. Providing Information on work and (peri) menopause or menstruation discomfort.

What did we actually do last year?

A. HRM recruitment, selection, and career progression

1. The cHR Learning & Development team finalised the *Bias Awareness Training* for ACF panel members together with an external DEI expert. % Male/Female (m/f) and internationalisation of staff were monitored; meanwhile BAC coaching (esp. for chairholders) continued and recruitment helped with vacancies to specifically target women and internationals.
2. The quantitative part for the career progression and stagnation research started.
3. Internal engagement on D&I activities for staff through different [interventions and events](#). The D&I [Engage channel](#) and new [website](#) were launched. Relevant information about the initiatives from D&I organised by HR and others are shared there. Three interviews were published for [Inspiring People @WUR](#): [Chizu Sato](#), [Rob Manders](#) and [Christa Testerink](#).
4. D&I and Social Safety held meetings with the Heads of HR of each Organisation Unit: CS+, ASG, ESG, PSG, AFSG, FB, and SSG to discuss the current situation on Gender, Internationalisation and Participation related to Jobs.

B. Safe and respectful international working and learning environment

1. The [Follow-Up Program Social Safety 2025 2026](#) was further implemented (culture, system and structure as interconnected and mutual supportive to safeguard social safety). The [10-phase plan Dealing with transgressive behaviour](#) was published and presented to specific groups: Mini symposia on collaboration within the help structure regarding social safety reports and sickness leave. Sessions on risks and policies during fieldwork or internships, May 2025. *Train-the-trainer sessions* (2) for HR BP to enable HR can organise these workshops low threshold in the teams.
2. Refined harassment questions for the Employee Monitor were suggested.
3. Increase of people reporting or acting otherwise after experiencing undesirable behaviour.
4. Student Life, Wellbeing and Inclusion organised the Pride Month with different [activities and events](#) on campus.

C. Work-life balance (WLB)

1. Informal care: three workshops on how to keep your own balance while caring for others were organised, one of them specifically for supervisors. Additionally, a start has been made on raising awareness and sharing information via the new WUR communication channels.

Check

Where do we stand? What results did we achieve?

A. HRM recruitment, selection, and career progression

1. Six *Bias Awareness Trainings* were given to chair holders as ACF panel members, facilitated by external expert and WUR R&R project leader. In November, the 30% target for female professors for 2025 was reached. Further structural and institutional efforts are necessary to advance parity for EU and non-EU staff. The representation for non-EU female and male staff remains significantly low: non-EU female staff 3,5% to 2,37% in scales 12 to 14; non-EU male staff 4,0% to 0,5% in scales 12 to 14. (See [Statistics 2](#))
2. Jasmina Rüger started the quantitative analysis of the career progression and stagnation research and will share the results in 2026.
3. Since October until December 2025, there were more than 10,000 views on post in the D&I [Engage channel](#). Regarding D&I (HR) [interventions and events](#), there is a need for a strategy that allows to measure long-term outcomes.
4. Meetings with the Heads of HR resulted in a better understanding of the current situation in their own organisation unit, its challenges and opportunities to seek for further collaboration.

B. Safe and respectful international working and learning environment

1. The social safety program is deepened: culture interventions are well underway for students and staff, regarding structure (leadership) actions are specified and can be applied fully. The trainings and workshops help in awareness raising and achieving the goal of active engagement. The workshops and trainings are followed up in the participating groups afterwards. Systemic issues of collaboration in the WUR help structure are addressed; figures are shared and better analysed. In total 489 persons participated (140 bystander, 160 general social safety, 87 leaders/manager 87, 102 support and help structure).
2. Most of the suggestions for harassment questions for the Employee Monitor were included.
3. The number of people who reached out to the help structure remained more or less equal. We are waiting for the results of the employee monitor to check if people took action after experiencing or witnessing undesirable behaviour.
4. The [Pride Month and related activities](#) fostered visibility, connection, and a more inclusive campus environment.

C. Work-life balance (WLB)

1. Informal care: the workshops on informal care were fully booked; employees and supervisors rated them with an 8. Additionally, the awareness post on informal care was seen 990 times. The informative article on the Support Portal stayed at 77 views.

Looking at PDC: what actions to take in 2026?

A. HRM recruitment, selection, and career progression

1. The *Bias Awareness Training* for ACF panel members will be continued. Target for 2030 is 40% female professors, a strategy to reach those goals will be developed. This can include to shift attention from % m/f managers only to inclusivity in backgrounds (e.g. also % non-European).
2. Quantitative career stagnation research will be concluded for female scientific staff and extended to support staff, followed by a qualitative research. It should pay specific attention to gender⁺ parity and experiences across [m/f Dutch, non-EU and EU staff](#).
3. D&I (HR) will continue the internal engagement through three strategic focus areas: *Equity across all gender identities, internationals from integration to inclusion, and neurodiversity and inclusive work practices*.
4. In January 2026, two sessions for HR colleagues and managers are planned to understand better the WUR G+EP with the session *What is the + in Gender+?* facilitated by [ECHO](#). Other sessions will be planned later on for different teams.

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

6. Culture: start pilot Social Playground. Structure: implementing 10-phase plan and discuss mandatory trainings. System: collaboration incentives like mini symposia and set up of the social safety desk. In 2026, we will keep on organising mini symposia and trainings and workshops. We will discuss again whether to make the training for managers mandatory. Additionally, social safety has to be structurally embedded in the organisation.
7. Analyse the results of the Employee Monitor 2026 and adjust plans if needed.
8. The Team Student, Life, Wellbeing and Inclusion will focus on further embedding LGBTQIA+ inclusion at WUR through the Pride and projects with facilities in All Gender toilets.

C. Work-life balance (WLB)

1. Continuing the workshops regarding informal care and guiding supervisors in work-life balance conversations with employees.
2. Women and work: factors that influence the well-being of working women, such as hormones, menopause, and pregnancy.

A woman in a white lab coat and gloves is adjusting a control panel in a greenhouse. The greenhouse is filled with hanging cucumbers and large green leaves. The background shows the structure of the greenhouse with blue lighting.

Overall reflection on 2025 and Outlook on 2026



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Overall reflection on 2025

The communication of the *WUR Gender+ Equality Plan 2024–2028* was challenging in 2025 due to changing WUR's internal and external channels.

For Education & Research, successful initiatives were taken to integrate gender+ in BSc, MSc and PhD (study) programming and proposal writing, both internally and internationally. Meanwhile, networking and engagement with WUR staff addressing gender, intersectionality, and decoloniality in their teaching and research was continued but did not yet reach more solid exchange, collaboration and visibility of them.

The visit to the Heads of HR of the different SGs is perceived positive for the strategic management and the embeddedness of the *WUR Gender+ Equality Plan 2024–2028* in HR routines and procedures. The lack of follow-up actions towards governance representation and decision-making highlights the need for a clear strategy with planning.

The actions taken towards reducing bias by trainings and changes in hiring procedures have been successful for having reached the set target of 30% female professors. These actions should not be exclusively targeting higher positions. Additionally, the events organised to support culture change are valuable and very welcomed. However, they do not necessarily have a long-term impact if not effectively reach more diverse audiences.

It is important to evaluate the results from this year and ensure that the actions for 2026 consider both the successes and the challenges. This will enable a strategic approach and a successful embedding.



Overall outlook on 2026-1

In 2026, it is important to strengthen the communication of the *WUR Gender⁺ Equality Plan 2024-2028* in line with the new WUR style. To achieve this, we seek close collaboration with the communication team to bring further a gender⁺ sensitive approach in all WUR communication channels, as well as keeping the WUR Gender⁺ Equality Plan 2024-2028 platforms up to date.

To keep on engaging WUR current managers, students and staff and WUR newcomers, we have to continue reaching out and networking while repeating and creatively renewing the importance of the reasons, objectives and actions of the plan, and specifying how each can contribute.

It is important to actively keep searching for synergy between the related domains and topics within the Plan and across WUR. That takes up time and effort but is necessary and rewarding. The structure is set, now the challenge is to keep working on and with it. For 2026, we selected several themes that overarch the domains and we will work on them together.

For 2026 specific domains, a clear strategy needs to be set for the implementation of more gender⁺ balanced representation, gender⁺-sensitive leadership, and reduced bias in WUR governance, and decision-making processes.



Overall outlook on 2026-2

In Education and Research, both internal and international opportunities are present to strengthen and consolidate separate efforts and successful courses and projects into integrative actions that foster visibility, availability, and integration of staff and work representing intersectional gender and decolonial expertise into education and research programming.

The following years are key to increase gender+ parity across all positions. Further actions will be taken with all Heads of HR and HRBPs to build shared understanding of intersectional perspectives. It is important strategically reach out to the departments to offer support on reducing biases in their hiring procedures.

Long-term impact initiatives and actions will be continued regarding culture change, as it has been done for Social Safety. Special effort will be given to find out how to more effectively reach audiences that are not typically involved in gender+ activities and projects, and accordingly adjust activities and communication.

The Regiegroep can play an important role in aligning all efforts and make sure that the consolidated message is repeated, especially on high management level.





Statistics

Statistics 1:
Education & Research

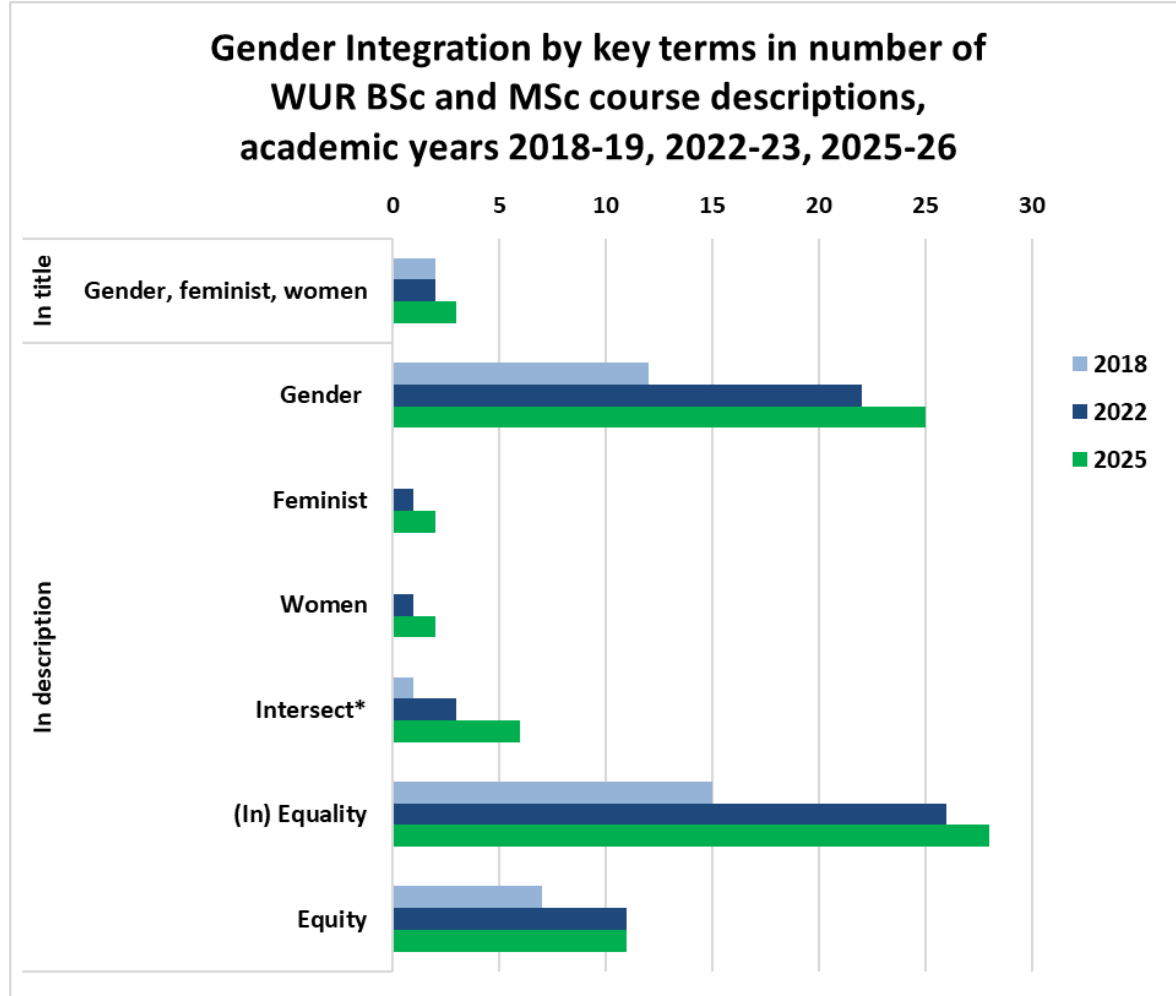
Statistics 2: WUR Staff



WAGENINGEN
UNIVERSITY & RESEARCH

Statistics 1

Gender integration in BSc and MSc course descriptions, WU, 2018, 2022, 2025



The analysis on key words in the short course descriptions was done for the academic years 2018/2019 and 2022/2023, and repeated again for 2025-2026. Each course was only counted once.

The table shows no real increase in dedicated courses (in title). Though, more course descriptions did mention gender and related terms in the course descriptions. The increase though slowed down during the last 3 years.

We can assume that the use of these terms has been more normalized and more consciously addressed, though we need further analysis of the courses to tell more.

Worth mentioning is that the minor 'Gender and diversity for sustainable worlds' is approved in 2022 and in 2025 a minor on Decoloniality

There are no dedicated Gender⁽⁺⁾ related study programmes.

This does not imply that other courses do not address gender or (in)equalities. From discussions and interviews it became clear that also students bring in gender questions into courses or are enabled to address gender aspects in their assignments.

Statistics 1

Gender Integration in WUR publications and MSc & PhD theses, 2016-2025

The various graphs show a rather constant % for publications and PhD theses with some extremes in 2017 and 2022 for PhD thesis.

MSc thesis mentioning gender, women or intersectionality in their titles or abstracts seem to have almost doubled. A more thorough study on how these terms are used and elaborated can tell more on the depth and quality of its elaboration whether it goes beyond variables or signalling more research is needed. Also we have to take into account that not all thesis were submitted.

PhD thesis have a rather unstable percentage but generally score higher in percentage than in WUR peer reviewed publications.

Gender/women or intersectional* in WUR publications (Scopus)	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
N peer reviewed articles*	3237	3173	3359	3445	3716	4212	3963	3847	4025	4180
N publications gender/women or intersectional*	117	140	122	137	141	138	167	186	170	168
Articles + reviews gender/women or intersectional *	93	119	112	124	128	130	151	151	151	152
% of N peer reviewed	2,9%	3,8%	3,3%	3,6%	3,4%	3,1%	3,8%	3,9%	3,8%	3,6%

Gender/women or intersectional* in WU PhD thesis	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
PhD Thesis in N	14	24	17	11	17	11	26	17	23	20
PhD Thesis in %	4,7%	8,2%	5,9%	3,8%	6,0%	3,7%	8,1%	4,7%	6,0%	6,5%
PhD Thesis total	296	294	286	293	282	294	320	359	384	307

Gender/women/inter-sectional* in WU MSc thesis	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
MSc Thesis	288	323	284	287	253	223	259	376	465	455
Total uploaded	552	596	520	512	416	342	402	732	957	831
*Total MSc Graduates	1851	2028	2055	1944	2318					

Statistics 1

Gender balance in study programmes, WU, 2025, 2022, 2018

The two graphs show quite some variety across programmes, esp BSc, and changes in % women students across the years.

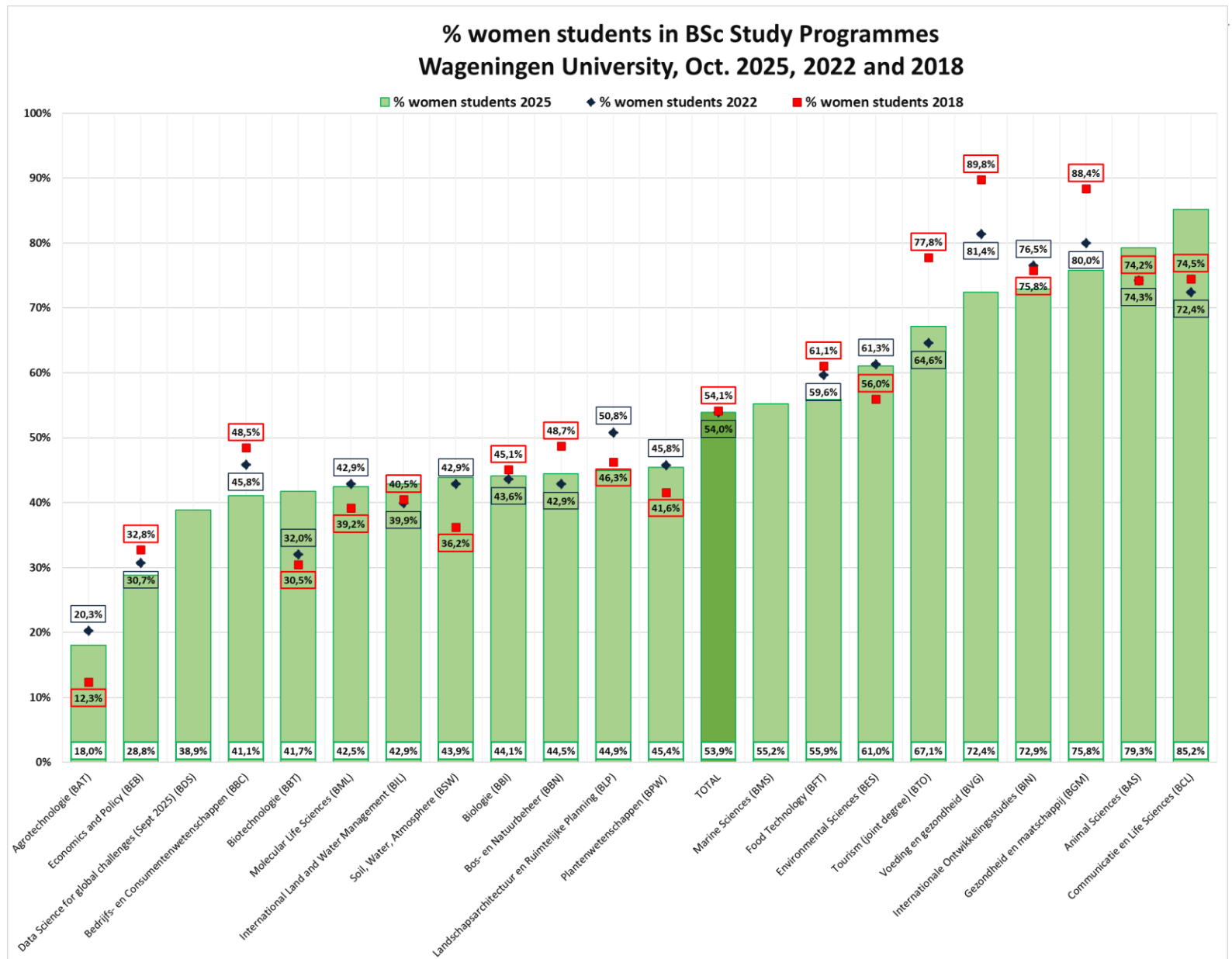
In BSc programmes, the total % of women students is more or less stable around 54%; % MSc women went down from 58 to 53%.

Programmes right from TOTAL show an increase in unbalance when 2025 coloured column reaches over the other signs; opposite for left.

To better balance:

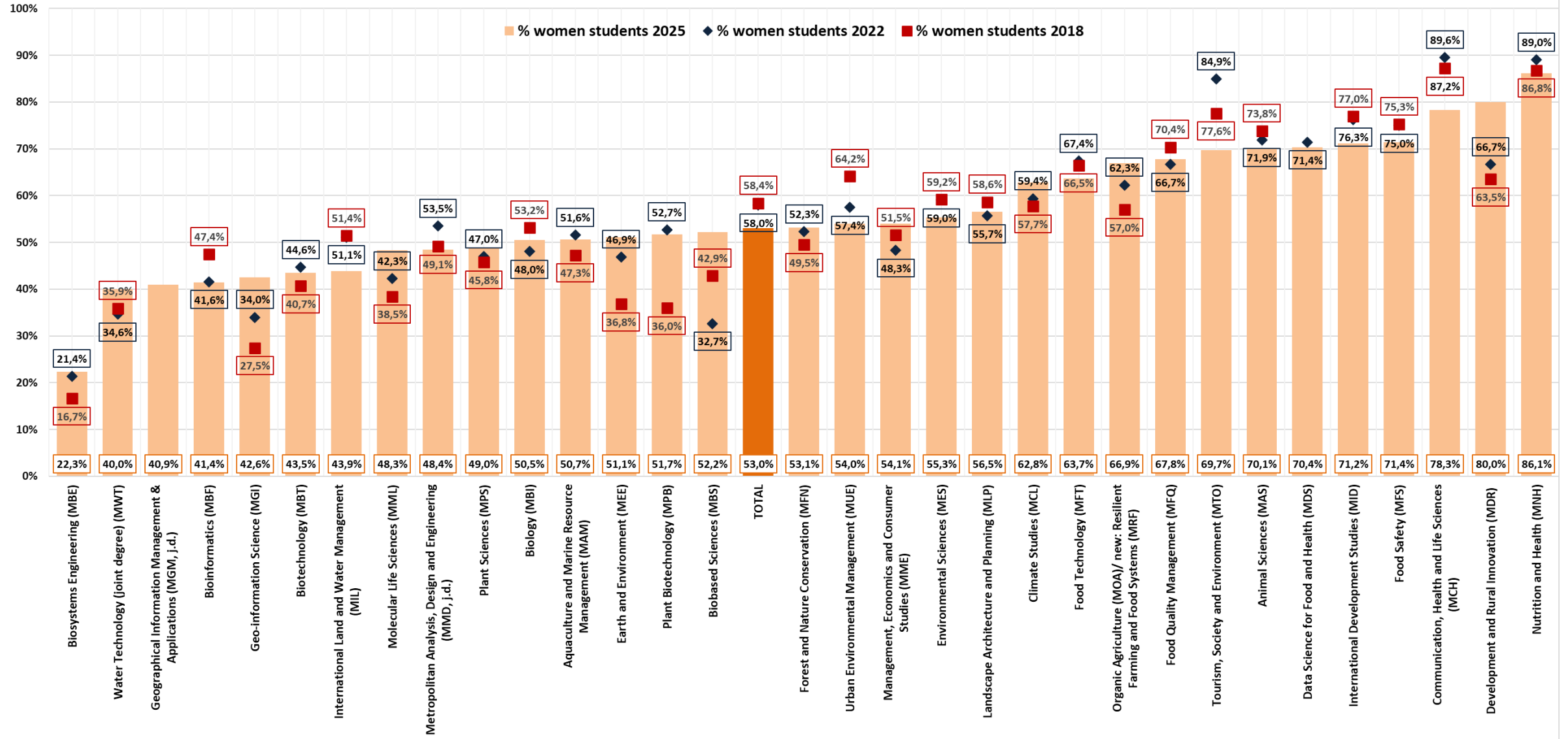
BSc <40% women: 3 studies, esp. BAT and BEB; <40% men: esp. BAS and BCL, then BMG, BIN, BVG, BTO (more societal)

MSc <40% women: MBE only; <40% men: 12 studies, < 30% for MNH, MDR, MCH (more societal).



Statistics 1

% women students in MSc Study Programmes Wageningen University, Oct. 2025, 2022 and 2018



Statistics 1

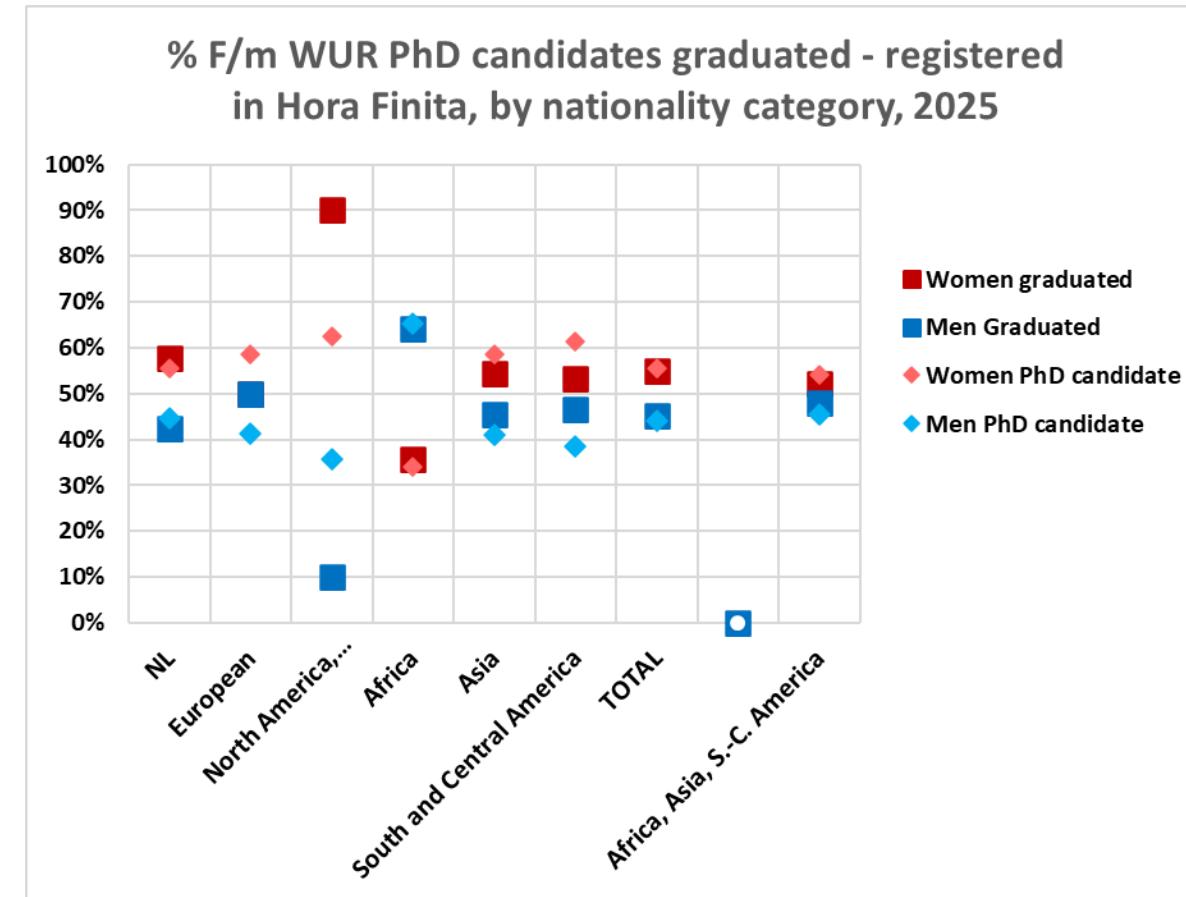
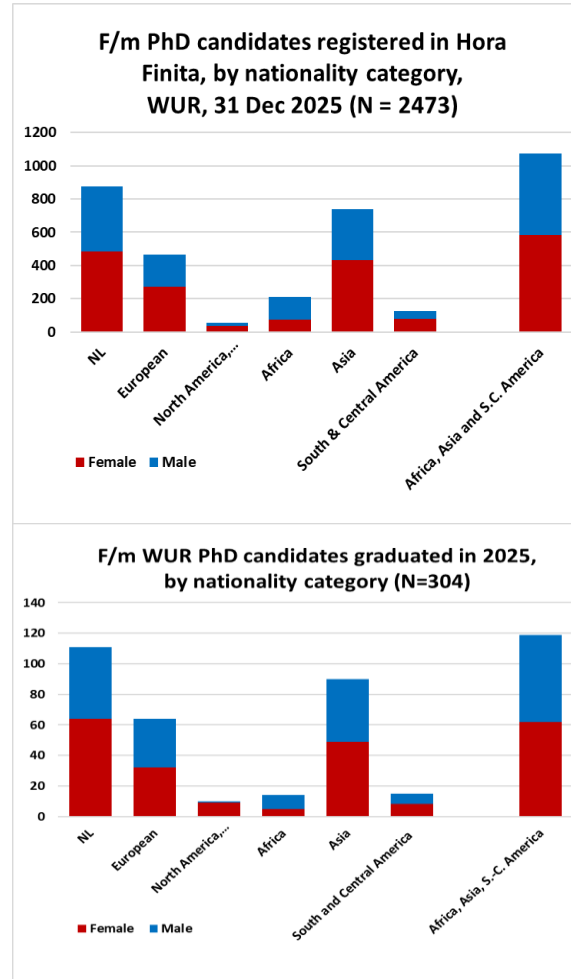
WUR PhD candidates in 2025 in Hora Finita and graduated in 2025

The analysis on PhD candidates is limited to 2025. These figures covered all registered PhD candidates, also without labour contracts.

35% of all PhD candidates are from NL, while students of outside of Europe & Northern America reached 43% with most of Asian nationalities (30%).

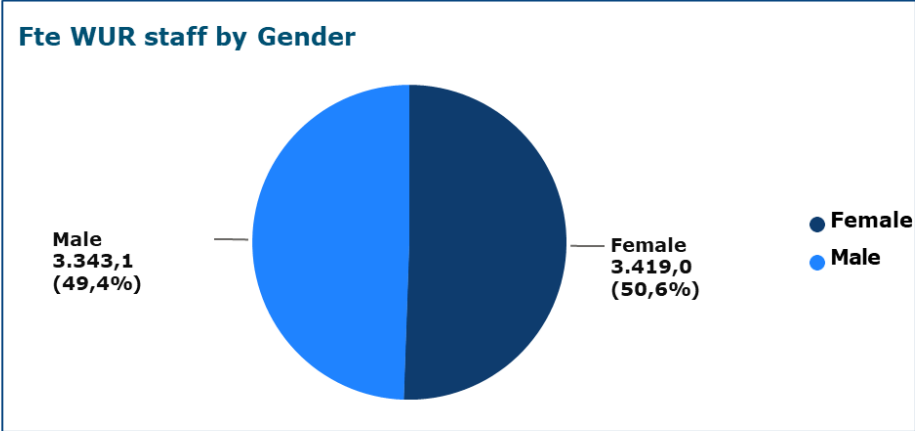
PhD Graduates more or less showed the same variety.

Remarkable is the gender balance of 40-50% men and 50-60% women unless for African nationalities. Even more for the category of Northern America, Australia and New Zealand nationalities but these concern only a small number of students.



Statistics 2 WUR Staff basics

Basics of WUR Staff, Dec. 2025



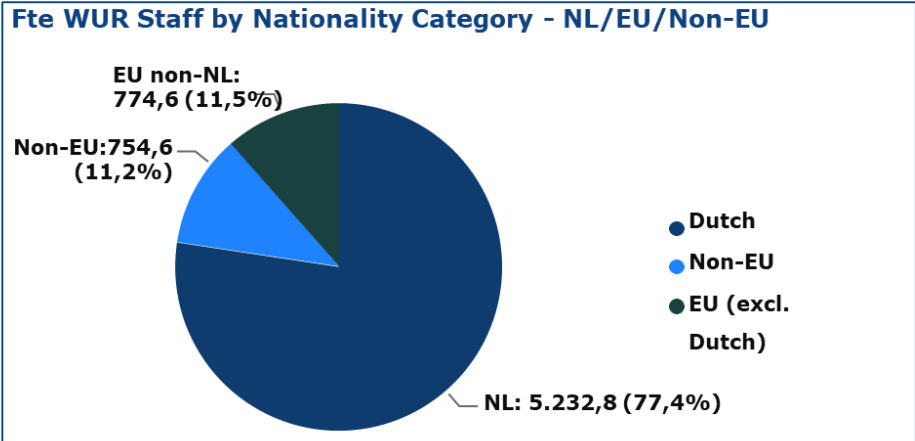
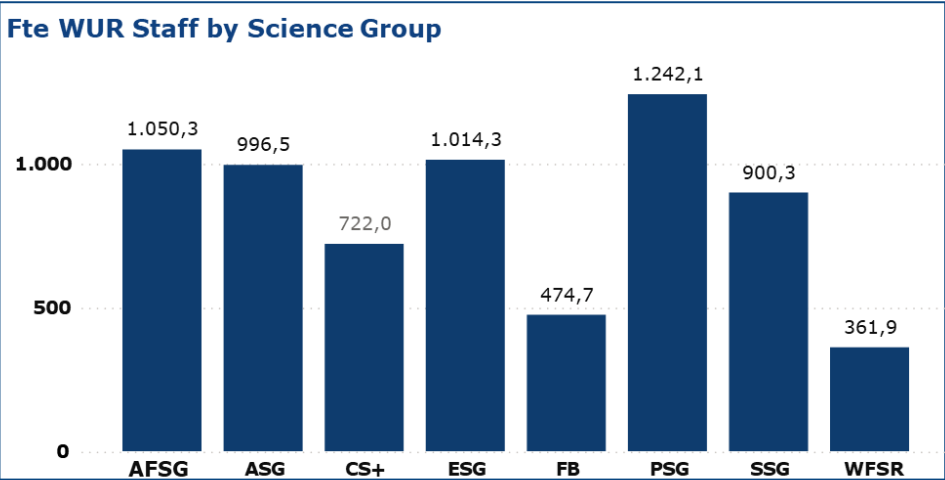
From all Fte staff half is registered female/male.

The staff of Dutch nationality is 77,4 %; of both EU (excl. Dutch) and non-EU are both ca 11%

CS+, FB and WFSR are the smallest units; these will not much influence average figures.

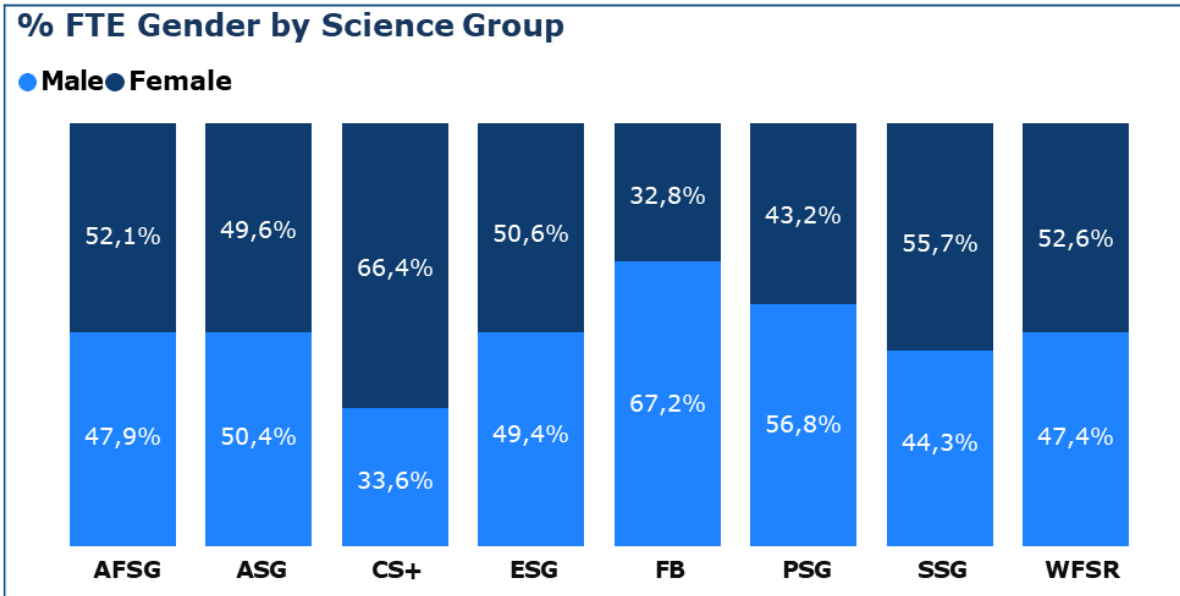
On average WUR staff works for 0,887 Fte.

The next slides will further detail.



Statistics 2: WUR Staff

Gender, Dec 2025

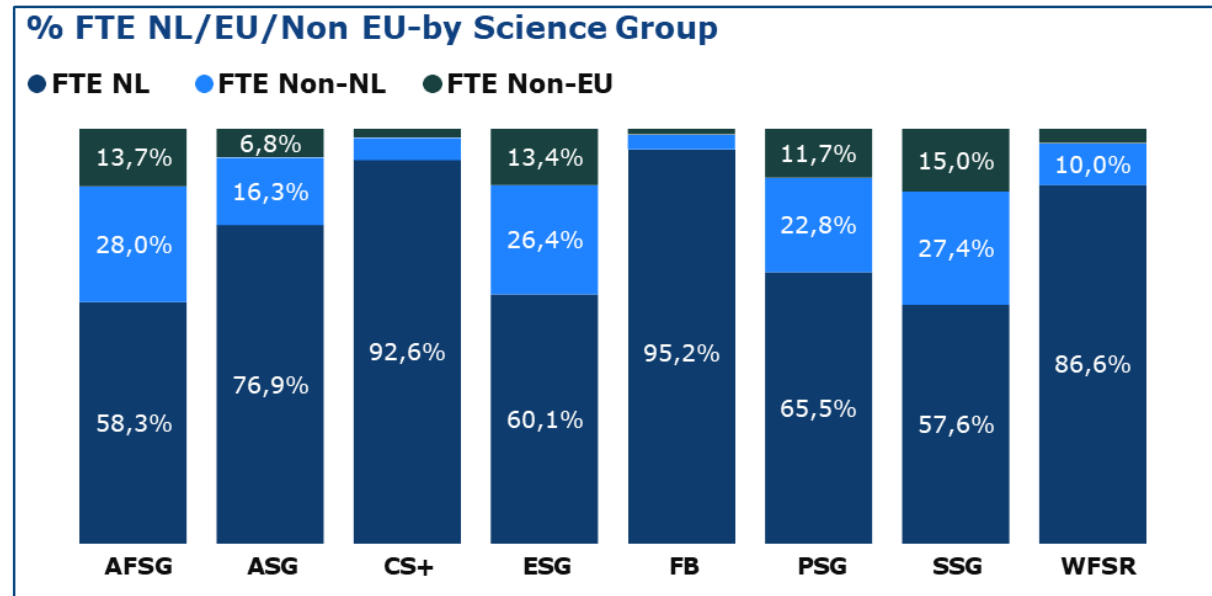


Gender: CS+ and FB mirror gender imbalance; from the others only PSG has <50% female (43,2%); SSG has highest female Fte (55,7%). To consider: it is not registered whether staff identify as non-binary.

Internationalisation: Dutch: CS+ and FB have highest % Fte Dutch staff (>90%); SSG and AFSG lowest (<60%); EU staff (non-NL): AFSG, ESG and SSG have ca 27% Fte EU staff; Non-EU staff: AFSG, ESG, PSG and SSG have between 11,7-15% Fte non-EU staff, CS+, FB, WFSR has hardly any (< 4%).

To consider: non-EU also includes USA and Australia, New Zealand; it is not registered when staff have a migrant or non-white background.

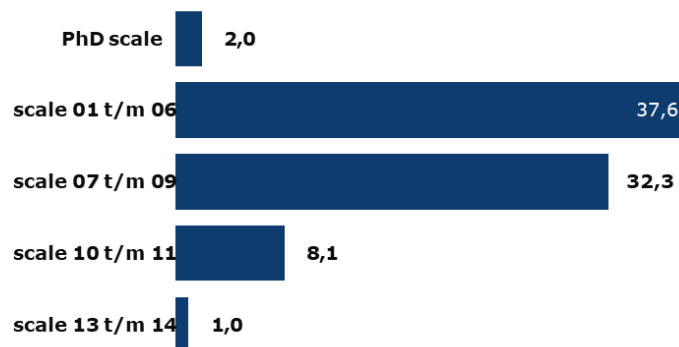
Internationalisation



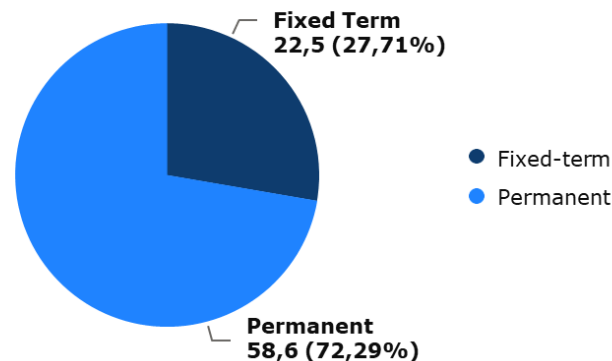
Statistics 2

WUR Jops - Participation Act, Dec. 2025

Participation Act - FTE per Scale



Participation Act - FTE Fixed term/Permanent



FTE Participation Act

81,1

Headcount Participation Act

119,0

% FTE of total FTE Participation act

1,2%

Participation Act FTE Non-Dutch

0,7

Participation Act FTE Scale 12+

1,0

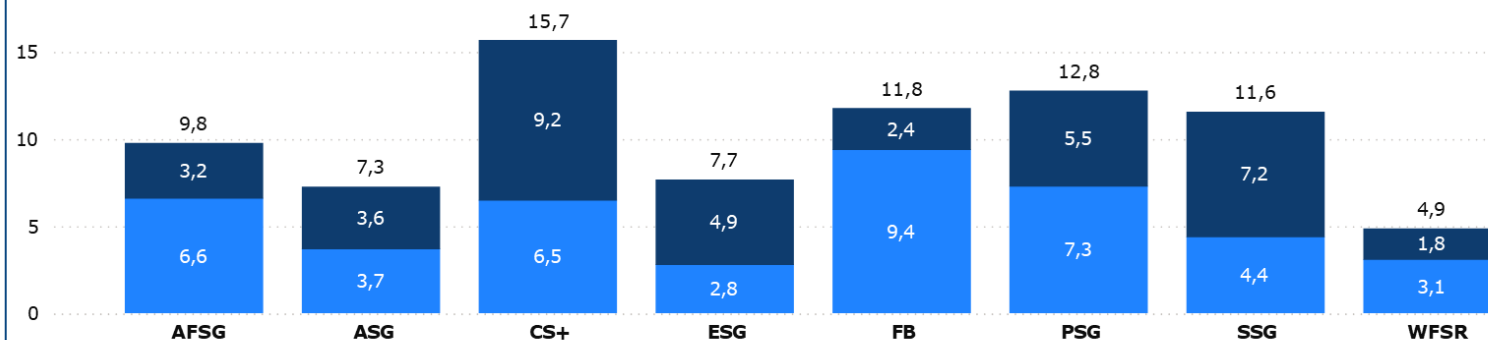
We lack figures to compare over time.

Progress can be achieved by focusing on increasing:

- % of total Fte
- in scales requiring a degree (≥ 10)
- permanent positions
- 46% Fte female staff but can be better divided over SGs

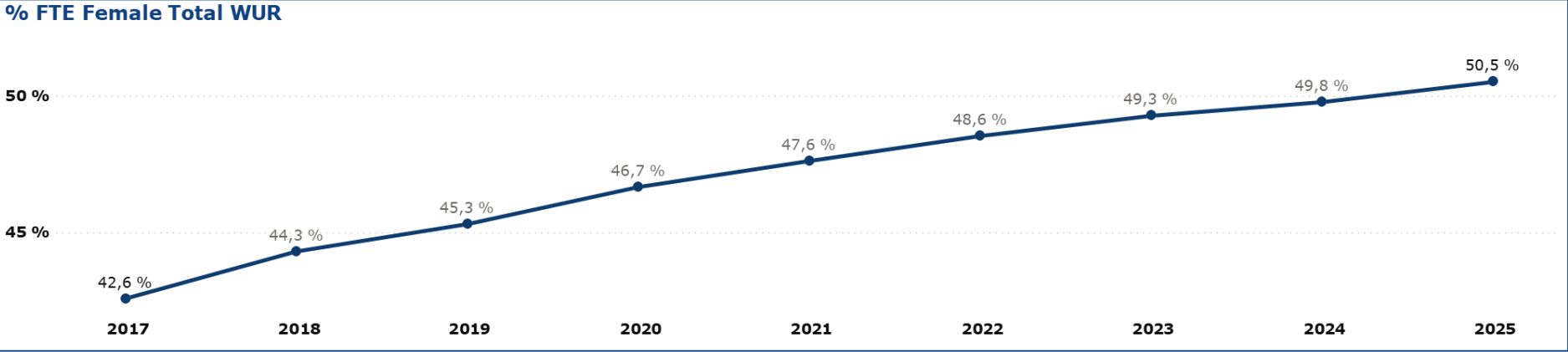
Participation Act -FTE per Science Group

● Male ● Female



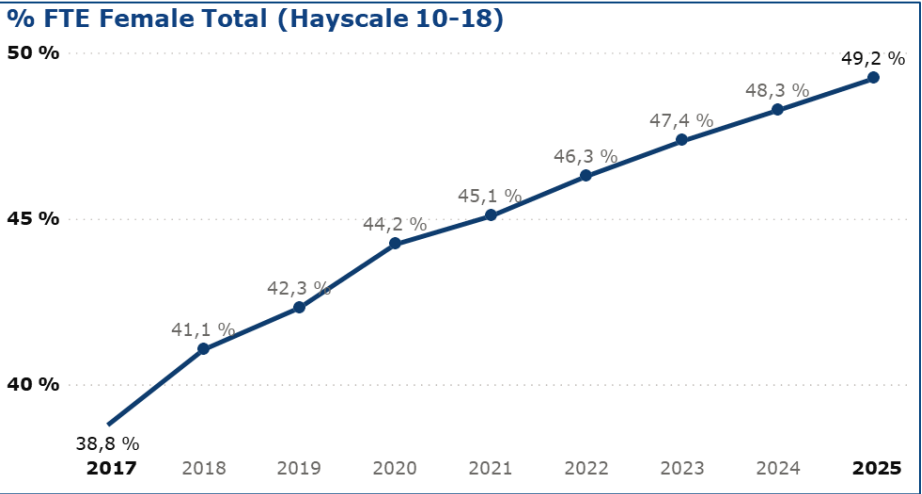
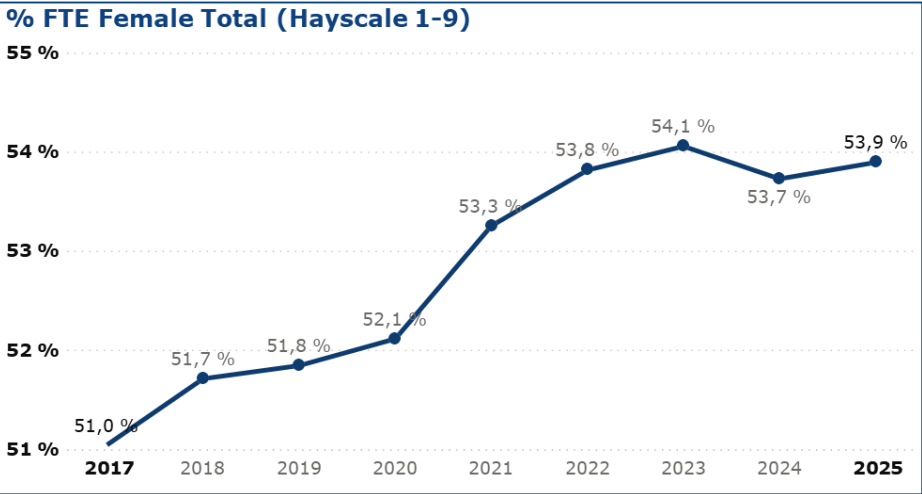
Statistics 2 Specifics on gender balance - trends

% Female FTE total and by Scale 1-9; 10-18, WUR, Dec 2017-2025



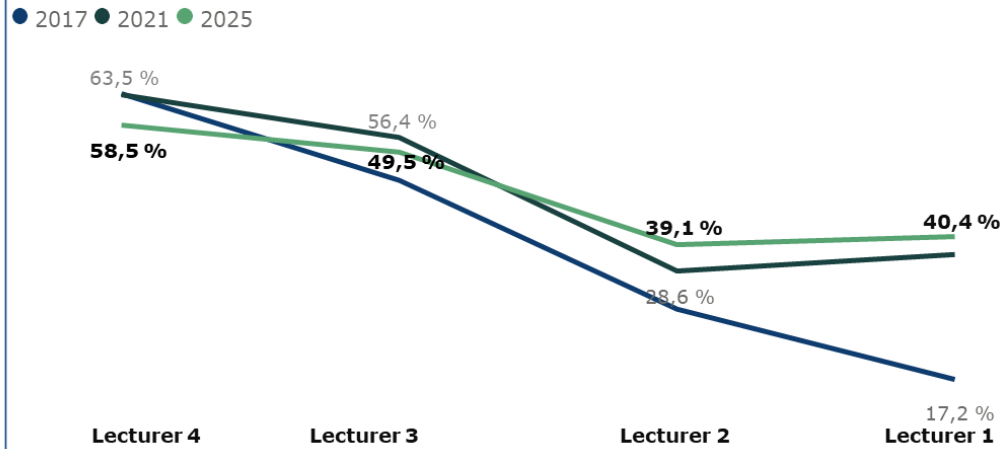
% Fte WUR female staff of total WUR progressed with ca 10% in 8 years up to gender balance.

This progress came mostly from scales requiring a degree while lower scales stabilized (between 51-53,9%).

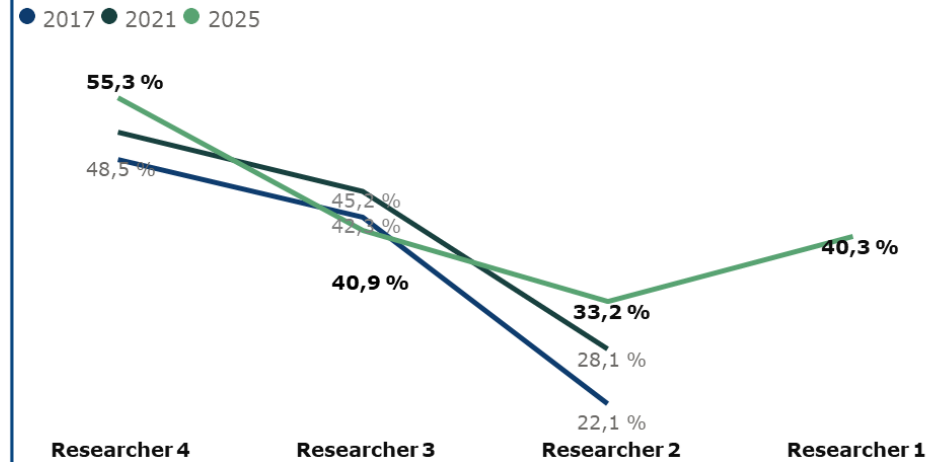


Statistics 2 % Female FTE – ACF, WU, Dec. 2017, 2021 and 2025

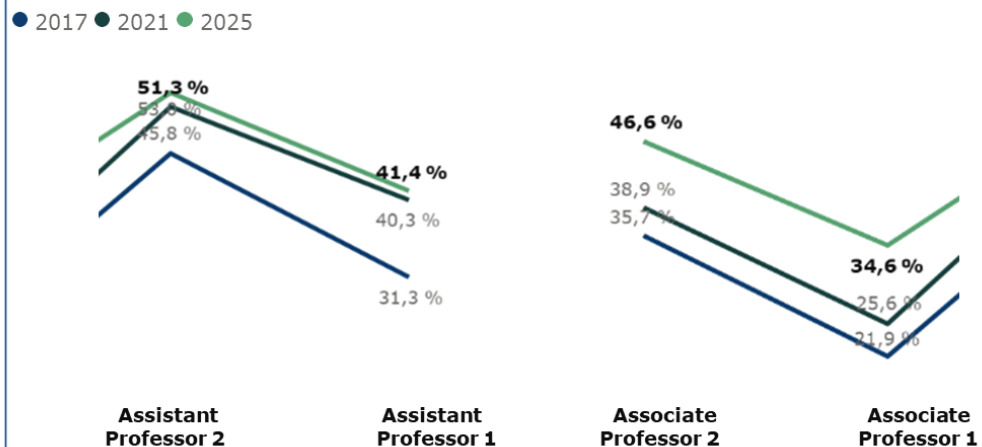
% FTE Female Scientific Personnel - Lecturer



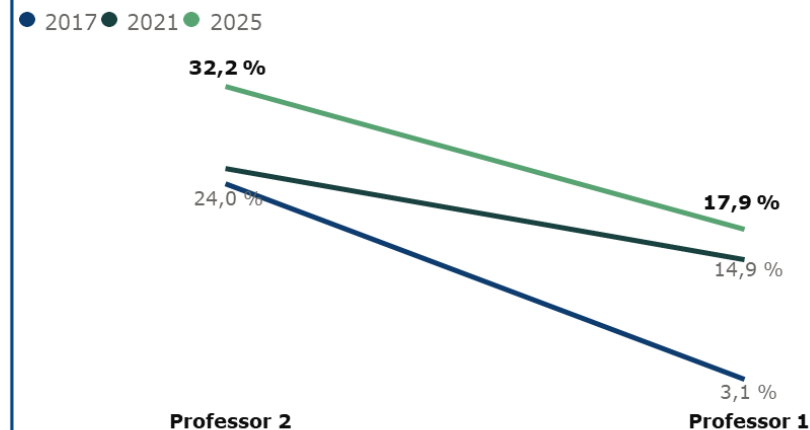
% FTE Female Scientific Personnel - Researcher



% FTE Female Scientific Personnel - Assistant & Associate Professor

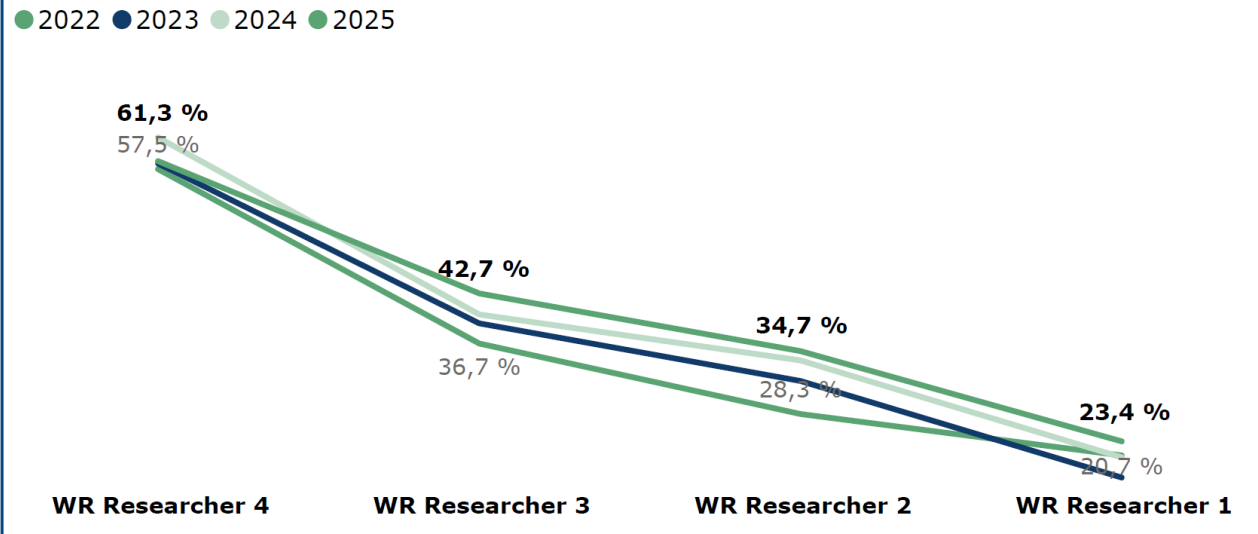


% FTE Female Scientific Personnel - Professor



Comments can
be found on
the next slide

% FTE Female WR Researcher, WR, Dec. 2022-2025



Reflection % Fte female scientific staff

Academic Career Framework is reflecting WU scientific positions: Lecturer, Researcher and Professor track.

- % Female Fte is overrepresented in scales 10 and 11 of all scientific positions, most in Lecturer, then in Researcher 4-3 and least in Assistant Professor 2 which reflects how women enter scientific positions.
- Noteworthy is the % decrease among Lecturers 4 and 3 across 8 years.
- To reach higher % Ftes female researchera 2, Associate Professors 1 and Professors, ongoing focus is needed, esp. for Professors 1.

Meaning: career progression for younger female staff and avoiding stagnation for mid-career staff needs more focus

- Gap between Assistant professor 2, 1 and Associate Professors is due to TT introduction when many mid-career persons have chosen for staying in their position; most by then were men. With aging this gap might slowly disappear though needs ongoing attention.

For % female WR researchers, increase in progression to WR Researcher 2 and esp 1 requires attention.

Statistics 2 Specifics on % m/f - nationality categories

% FTE M/f and Nationality Category, WUR, Dec 2025

Reflection % M/f nationalities

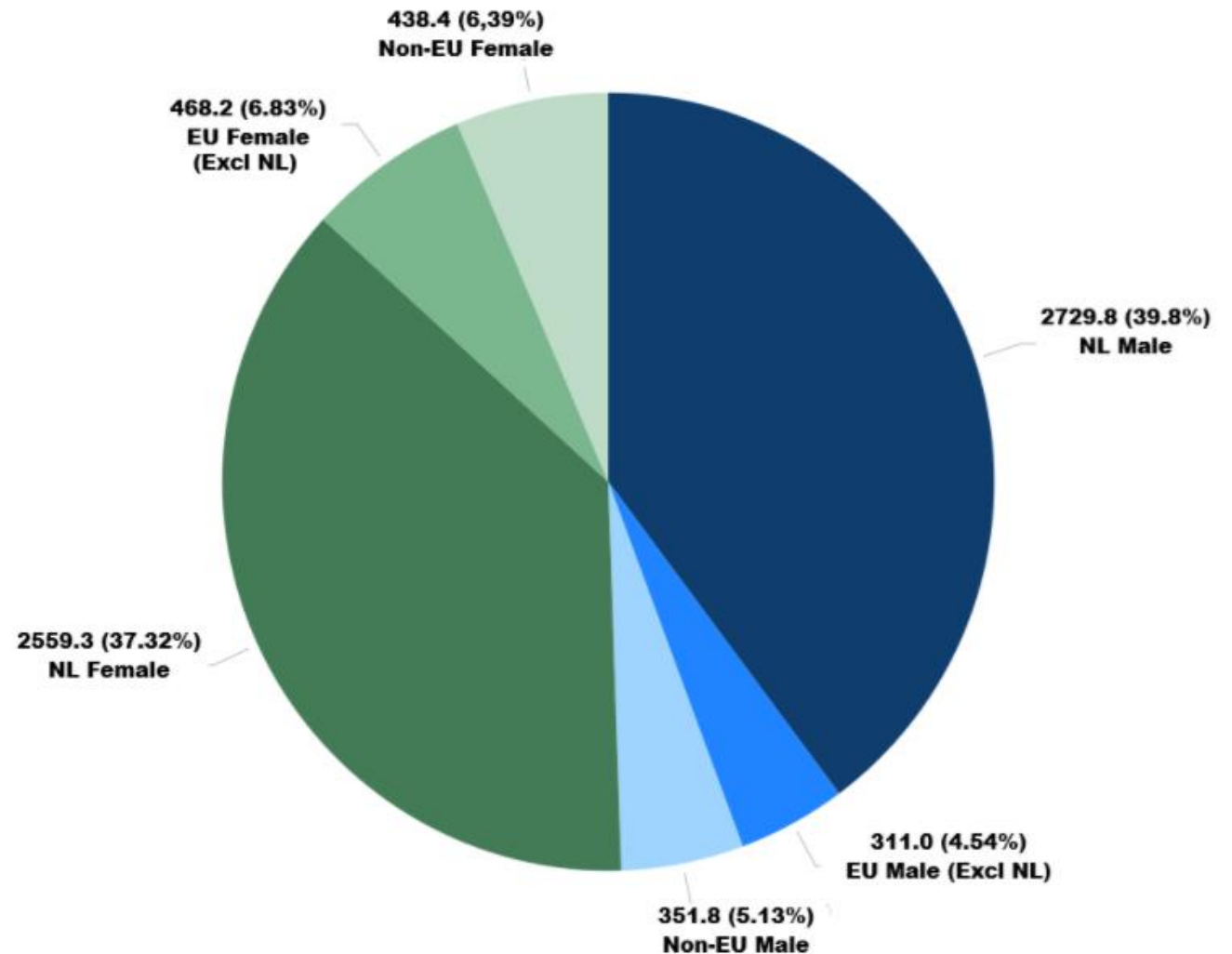
For all nationality categories of all WUR staff there is quite a gender balance.

The next slide shows that the non-Dutch staff is there as PhD candidates, followed by scale 10 and then with a gradual decrease to scale 14 and Professors 2. Meaning: the % non-Dutch staff mostly comes from PhD students and those scales requiring a degree (early and mid-career staff); not from lower scales and hardly in highest scales.

Therefore, entrance in lower scales and career progression of non-Dutch staff to higher positions requires further attention.

From the lower scale more % Fte female than male staff are of non-Dutch nationality.

For the higher positions the overall WUR gender imbalance is reflected among non-Dutch staff.



Statistics 2

% FTE Nationality Category and m/f, by scale 7-18 and Professors, WUR, Dec 2025

