# ONLINE DISCUSSION ON EIGE's TOOL FOR DEVELOPING & IMPLEMENTING GENDER EQUALITY PLANS IN RESEARCH INSTITUTIONS

## Background note

18/04/2016

YELLOW WINDOW

# TABLE OF CONTENTS

# 1. EIGE'S WORK TO SUPPORT THE INTEGRATION OF GENDER EQUALITY IN RESEARCH AND HIGHER EDUCATION INSTITUTIONS

## 1.1. What has been done so far

As laid down in the Article 3 of its founding Regulation, EIGE is designated to "(…) develop, analyse and disseminate methodological tools in order to support the integration of gender equality into all Community policies and the resulting national policies and to support gender mainstreaming in all community institutions and bodies".[1]

As gender mainstreaming (GM) is the responsibility of the governments, and is implemented by the civil servants, EIGE's gender mainstreaming programme - introduced in 2010 - is targeted primarily at policy makers and implementers from EU Member States and EU Institutions. The aim of EIGE's work is to support better informed policy making and a more effective implementation of gender mainstreaming in the EU. As a secondary target group EIGE's gender mainstreaming programme also addresses gender experts, researchers and civil society representatives.

Since 2010, EIGE's gender mainstreaming programme was focused on the collection of information, including tools, methods and good practices for implementation of gender mainstreaming with the purpose to map the situation in the EU with regard to the effective use of GM in support of gender equality. This first mapping phase will be finalised in 2015, when the web page on GM (Gender Mainstreaming Platform) will be fully operational and all collected information will be made publicly accessible on-line.

The main focus of EIGE's gender mainstreaming work since 2014 has been on offering support to the administrations in Member States and European Union institutions in translating gender mainstreaming concepts into concrete actions. This objective is being pursued though development and dissemination of online practical materials on gender mainstreaming tailored to the needs of policy makers and implementers, to be placed on EIGE's online Gender Mainstreaming Platform. Currently, EIGE is finalising the technical solution for the Platform and processing relevant information on gender mainstreaming by sectors and gender mainstreaming tools and methods.

EIGE's focus on competence development for gender mainstreaming is a direct result of its work on gender equality training that has taken place in 2011-2014. EIGE's research on gender training in the EU suggested that one of the main reasons for a lack of gender mainstreaming success across the EU is often insufficient gender equality knowledge of responsible staff. Even where general gender equality awareness is present, gender mainstreaming skills still need to be improved to enable a more effective integration of gender concerns into all stages and all levels of policy making and implementation.

As a cross cutting issue and integral to every area of work, rather than a stand-alone matter, gender equality is closely intertwined with substantive policy sectors, particularly those revolving around social policy, justice, employment, education and economy. Gender mainstreaming has brought people to the centre of policy making across sectors; in return, it has provided gender equality policies with wider reach and impact. Sectorial policies benefit from gender mainstreaming as it enhances knowledge about inequality and different population needs, allowing for better targeted policy-making.

In 2014-2016, building on the previous achievements/results of the Gender Mainstreaming programme, EIGE focuses on the sectorial approach to gender equality with the aim to address gender in specific policies or areas (sectors) and to design practical online toolkits for public officials to help them to integrate gender into different policy areas.

Sectorial approach to gender mainstreaming takes into consideration that different policy areas require a variety of tools, tailored to their specific needs, for the most effective GM. The first such body of work focused on the research policy area and it is envisaged that the on-line tool on the integration of gender

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[1] Regulation (EC) No 1922/2006 of the European Parliament and the Council of 20 December 2006 on establishing a European Institute for Gender Equality, Article 3, (b); http://eige.europa.eu/content/document/establishing-regulation

equality into research institutions, developed in 2015 will be made accessible via the online GM Platform in 2016.

EIGE plans to share the results of this work with the Member States - gender mainstreaming infrastructures and ministries responsible for the selected sector and ultimately with the end-users – Research Performing Organisations and Universities - through a guided participatory process format, supported by tailor made online materials for their application and reflection.

## 1.2. An online tool to support research and higher education institutions in setting up, implementing, monitoring and evaluating gender equality plans

The main output of EIGE's project on the integration of gender equality in research and higher education institutions is an online tool. This tool is intended to be a learning instrument to help the user gaining new knowledge in an attractive way. The online tool aims at responding to the needs of research and higher education institutions. The tool was developed as to enhance gender equality competence of decision-makers, HR staff, researchers and academics, among other profiles, working in research and higher education institutions. With an aim of being practical and easy to use, the tool provides clear guidance by identifying and explaining the different steps of the process, including how to set up, implement, monitor and evaluate a Gender Equality Plan within a research and higher education institution.

Conceptual development

All the activities taking place throughout the project have been contributing to the development of the online tool, either as building blocks in terms of content or through insights obtained as regards the target groups' needs.

The content of the online tool includes theoretical information combined with practical guidance on how to set up, implement, monitor and evaluate Gender Equality Plans. Practical examples from a variety of contexts enrich the tool and references to existing tools and instruments are also provided. Other components of the tool include country-specific information for each EU Member State and the descriptions of selected good practices.

Content development

Yellow Window drafted the texts which were fed into the different components/modules of the online tool. The language is user-friendly and adapted to the future users' professional contexts. Any concepts that could be considered as 'jargon' are explained.

Technical development

Yellow Window is working together with a subcontractor for the tasks related to the technical development and testing of the online tool. The technical development process is being run in steps, following a schedule that allows multiple feedback cycles.

# 2. ONLINE DISCUSSION

The online discussion will take place on **28 April 2016**, at EuroGender's platform, **from 14.00 to 17.00 CEST**. The objectives and the agenda for the discussion are laid out below. Some of the issues guiding the discussion are also presented hereafter.

## 2.1. Objectives
This online discussion will aim at:

- Testing the user-friendliness of the online tool,

- Providing feedback on the learning value of the tool,

- Checking the completeness of the dimensions to be covered by the online tool,

- Providing further practical suggestions for the online tool.

## 2.2. Agenda

14.00 – 14.10: Welcome

14.10 – 15.00: User-friendliness of the online tool

15.00 – 15.45: Learning value of the tool

15.45 – 16.30: Dimensions to be covered by the online tool

16.30 – 17.00: Practical suggestions for the online tool

## 2.3. How to access the test version of the online tool?
Go to: http://www-s.eige.europa.eu/gender-mainstreaming/tools-methods/making-gender-equality-plan.

## 2.4. What is in there for me?
By participating in this online discussion, you will:

- Provide input to EIGE's and the European Commission's work on integrating gender equality in research
- Exchange experiences regarding the user-friendliness and learning value of such an online tool
- Contribute to the development and improvement of a practical online tool aimed at supporting research institutions in setting up, implementing, monitoring and evaluating gender equality plans

# 3. ACTION TOOLBOX

This section of the online tool is not completely available yet. As you will see, it has not been completely filled in to the lowest level. Each square represents one category and will contain a brief description, along with examples of measures that can be deployed and references to existing tools and resources whenever possible (a.o. from the EU-funded structural change projects).

As the text is not available in the test version of online tool yet, we are providing access to it below.

STRUCTURES TO SUPPORT GENDER EQUALITY WORK

*[Brief description (appears when putting cursor on the 'box')]*
*Dedicated organisational arrangements tasked with gender equality work (unit, office, network, service, …) tasked with gender equality*

*[Longer description (appears when clicking on the 'box')]*
*Structures to support gender equality work are dedicated organisational arrangements (unit, office, network, service, …) which are mandated to support structural change towards gender equality through their work.*
*Such structures can take a variety of forms: from Gender Equality Offices, over ombud services, to networks of gender equality 'antennas' in different organisational departments, and others. The examples provided below reflect the different forms and roles support structures can take.*

*Useful to know:*
- ➤ *Whatever structure is established, it is important that its mandate is endorsed by the top of the organisation.*
- ➤ *The closer structures are situated to the top of the organisation (e.g. reporting directly to the Dean or Rector), the more authority the structure can have and the more effectively it can work.*
- ➤ *Structures need adequate resources (human and financial) to work effectively.*

*Existing tools and resources:*
- • The guidelines produced within the framework of the EU-funded structural change STAGES project provide practical insights on establishing and supporting networks for gender equality in universities and research organisations. Check pages 46-48.
  http://www.projectstages.it/index.php/it/archivio-speed-it/item/284-the-stages-guidelines-available-online

*Examples:*

*GenderNet Freie Universität Berlin* (Germany) is a network structure aimed at facilitating and boosting communication and cooperation between actors in the areas of gender research and gender equality practice at different levels. This innovative, flexible structure brings together researchers, gender equality officers, actors in management and administration and members of committees and other relevant bodies. They jointly address current challenges and drive forward excellent gender research, inclusive gender equality practice, international dialogue and transnational cooperation.

The work within GenderNet Freie Universität Berlin is coordinated by a steering team ("Leitungsteam") consisting of key actors in university management, gender equality work and gender research of Freie Universität Berlin. Five project teams have been set up to each address one of the following current challenges through joint efforts: gender in research; internationalisation; gender in MINT subjects (mathematics, information sciences, natural sciences, and technology); diversity; and the institutional strategy. Learn more. [opens and provides further info]

The *Gender Balance Committee* of the Genomic Regulation Centre (CRG), a Spanish biomedical research institute of excellence, was established in 2013. Its mission is to promote equal opportunities for men and women at the CRG, alongside women's advancement in academia. The Committee aims at eliminating gender bias from the CRG recruitment process, attracting female scientists, and improving the work-family life balance for its employees. It is composed of members representing all areas of the institute and has regular meetings every two months. The practice is included in the previous CRG policy regarding gender equality and HR management excellence. The centre, for instance, received the "HR Excellence in Research" honour from the European Commission in 2013 – a recognition which entails the development of a Gender Equality Plan. Among other activities, in 2014, the Committee launched a mentoring programme geared towards young postdoctoral researchers, and, in 2015, a support grant providing extra financial support to CRG women scientists with family responsibilities. Altogether, the Gender Balance Committee contributes to strengthening gender institutional change at a leading research performing organisation. Learn more. [opens and provides further info]

The approach to *'Gender & Diversity Controlling'* that has been implemented at Goethe University Frankfurt (Germany) since 2010 features a standardised procedure steered at central level that grants the rather autonomous, diverse faculties ("Fachbereiche") freedom to design tailor-made initiatives. Its introduction traces back to the university's gender action plan ("Frauenförderplan 2009-2013").
The Gender & Diversity Controlling coordinator is in charge of steering the controlling procedures and of managing the compilation of gender and diversity statistics within the university.
Every two years, the faculties are obliged to report on the status quo related to gender (in)equalities and on their Gender and Diversity Action Plan (GEDAP). The process is steered by the Gender & Diversity Controlling coordinator who provides the faculties with data, tools and advice. Based on their own assessment and on the advice received from the coordinator, the faculties set up the action plan for the next two years. The Gender & Diversity Controlling coordinator and, subsequently, the University Senate's commission on gender equality and diversity assess the new action plan. Subsequently, the faculties are supposed to adjust the plan based on this feedback.
Gender & Diversity Controlling has become well-established and widely accepted across the university. Notably, the scope and quality of the Gender and Diversity Action Plans at faculty level have enhanced since Gender & Diversity Controlling was first set up. Learn more. [link to good practice on EIGE's website]

The role of *Gender Project Manager* is situated in the University College Dublin (UCD) (Ireland) at the Research and Innovation department. It is sponsored by the Vice President for Research, Innovation and Impact within the university. The role places a staff member into a university research department in order to drive forward gender equality within its research processes, activities and outputs. The role seeks to engage the research community at all levels in UCD on gender equality and to support their needs and the integration of a gender dimension in relation to research projects and funding applications. The role began in the framework of Horizon 2020 research funding requiring an emphasis on the gender dimension in research content, as well as the Irish Research Council specifying that all research applications must consider the sex/gender dimension of the project proposed. The role complements the diversity and equality objectives of the university as outlined in the UCD Strategy 2015-2020. This practice has a high replicability possibility into other universities and research institutions and appears unique in Ireland. This role is part-time at three days per week which began in June 2014 and will run for a minimum of three years. Learn more. [opens and provides further info]

> *WiSER (Centre for Women in Science and Engineering Research)* at Trinity College Dublin (TCD) (Ireland) was established following a funding call from Science Foundation Ireland in 2005 aimed at addressing the under-representation of women in science, engineering and technology. The Centre aims to recruit more women and girls into STEM careers and education; to enable highly skilled women researchers to remain in STEM careers; and to encourage and assist top-level researchers to return to work following a career break. WiSER's activities and practices are underpinned by the core value that scientific excellence is only achievable in an environment that supports, enables and sustains all outstanding researchers, regardless of gender. WiSER collects gender disaggregated statistics in TCD and reports on them annually to highlight gender gaps and to monitor progress. WiSER offers a range of practical professional development training to women academics and researchers working in STEM in TCD such as a mentoring programme, seminars which provide networking opportunities for women, WiSER academic writing group seminars and tips and information on how women can build their academic research profile via online tools and checklists and other supports. There is also information on work life balance and TCD policies and support for career breaks and flexible working. Funding for the Centre comes from the university (TCD). However, many of the WiSER activities have been funded through EU projects such as INTEGER. <u>Learn more</u>. [opens and provides further info]

## AWARENESS-RAISING AND COMPETENCE DEVELOPMENT

*[Brief description (appears when putting cursor on the 'box')]*
*Generating sensitivity for gender (in-)equality and developing competence to engage with gender equality issues.*

*[Longer description (appears when clicking on the 'box')]*
*Awareness-raising efforts aim at generating and stimulating sensitivity to issues related to gender (in-)equality, while (gender) competence development aims at strengthening people's knowledge and skills to engage with gender equality issues. In practice, the two types of efforts often overlap, as learning starts with awareness, but is a continuous process.*
*Awareness-raising and competence development can take many forms: from campaigns, over short introductory sessions for specific target groups, seminars, training, to lectures and dedicated courses or summer schools.*

*Useful to know:*
  ➢ *Make sure you choose the most effective form of awareness-raising or competence development initiative taking into account the needs of the target audience(s). For example, while a 3,5 hours introductory lecture for undergraduate students might be an adequate choice, people in leadership positions are likely to benefit more from participatory and interactive workshops in smaller groups.*
  ➢ *Carefully consider who the target audience is and whether the focus of your effort is to be on awareness-raising or on competence development. Tailor your approach accordingly.*
  ➢ *Think about the effects that you want to trigger through these awareness-raising and competence development efforts. How can these effects be monitored? Try to find indicators and ways to track the impacts of the efforts. Evidence of impact will provide you with strong advocacy arguments.*

*Existing tools and resources:*
  • Do you need to find a Gender Trainer to organise a training at your organisation? Search on Eurogender's Gender Trainer Directory. [http://eurogender.eige.europa.eu/gender-trainers]
  • EIGE's online tool on Gender Training [link to EIGE's online tool]
  • *Toolkit – Gender in EU-funded research.* This toolkit clearly explains and provides guidance on how to integrate gender in research. It addresses both the gender dimension of research content (with case examples from nine different scientific fields) and women's participation in research activities.

7

One-day training sessions, based on the toolkit, can be organised. http://www.yellowwindow.com/genderinresearch/index_downloads.html

- *EGERA leaflet*: a concise presentation of this EU-structural change project, aiming at raising awareness for the project and its goals among a broad public. It includes an overview of the main thematic areas to be addressed (work packages) and events. http://www.egera.eu/fileadmin/user_upload/EGERA-Flyer.pdf

- *Training materials on Improving Meeting Cultures* can be consulted in a report published by the FESTA consortium. The aim is to facilitate open and constructive communication, and to raise awareness of the subtle ways of giving and taking away voice, power and visibility. http://www.festa-europa.eu/sites/festa-europa.eu/files/6.1.1.%20Report%20Meeting%20Structures.pdf

- *Gendered Innovations: Harnessing the Creative Power of Gender Analysis for Discovery and Design*: a short video course (4':19'') given by Londa Schiebinger from Stanford University about the potential of sex and gender analysis for bringing forward innovations. https://www.youtube.com/watch?v=aoGqpvO27QQ

- *Short video case studies* about gendered innovations in particular fields of research, along with other instructional and informative videos, can be found at the Gendered Innovations website: http://genderedinnovations.stanford.edu/video_landing.html

- *"The Intervention Initiative toolkit"* (2015), developed by UWE (University of the West of England) for the prevention of sexual coercion and domestic abuse in university settings. http://www1.uwe.ac.uk/bl/research/interventioninitiative/thetoolkit.aspx

- *E-learning package on Gender Competent Leadership in Academia* developed by the EU-funded structural change project GENOVATE. This tool, which contains 4 sections, encourages (prospective) leaders to reflect on possible solutions according to their institutional needs. http://www.genovate.eu/modules/gender-competent-leadership/genovate.html#headingtaglink_1

- *"Are women a problem, do women have a problem or do women point out a problem?"* This presentation was prepared the coordinator of the EU-funded structural change project FESTA. It aims at raising awareness about the role of women in science. http://www.festa-europa.eu/sites/festa-europa.eu/files/public_docs/Presentation_MSalminenKarlsson_Are%20women%20a%20problem_Oct2012.pdf

- *"Women and technologies" towards EXPO 2015. Women and Technologies: a winning pair?*. Gianna Martinengo (from the association "Women and Technology", Milan, Italy) presented these slides at a public event organised by a partner organisation of the EU-funded structural change project FESTA in October 2012. The presentation was intended to give visibility and raise awareness of the great potential, creativity and participation of women in the world of technology. http://www.festa-europa.eu/sites/festa-europa.eu/files/public_docs/Presentation_GMartinengo_Women%20and%20Technologies_a%20winning%20pair_Oct2012.pdf

*Examples:*

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*Compulsory awareness-raising session for B.A. students*
The University Paris 7 Diderot (France) delivers a 3.5 hours compulsory awareness-raising session on gender equality for first grade students as they enter the university (2,700 students / year). It applies to all components and faculties but medicine (Law, Economics and Management, Social Sciences and Humanities, Literature and Arts, Sciences, Technology, Mathematics). The session is an integral part of the welcome programme of the university, which takes place in September and includes other events such as a forum of associations and a speech of the Dean. The session on gender equality is the only event having an academic content and for which attendance is compulsory. Between 70 % and 80 % of registered students have attended this session since it was put in place (approximately 2,000 students). The session is divided into three parts: 1) distribution of a questionnaire on gender inequalities; 2) a general introduction to gender and sexual identities; 3) broadcast of a conference by neurologist Catherine Vidal: *"Does our brain have a sex?"*. It is organised by the Gender Equality Service, established in 2010 as a central service of the university. While it does not primarily address gender in research and does not target researchers, this practice largely contributes to making gender equality culture an integral part of the institution's identity, bringing insights from research on gender and initiating the fight against gender bias and stereotypes at an early stage of the curricula of future researchers. Learn more. [opens and provides further info]

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*A practice to award and ensure greater visibility for women researchers*
The Women Researchers' Day at the "Alexandru Ioan Cuza" University of Iasi (Romania) was created as an initiative inside the frame of the EU-funded project "Structural transformations to achieve gender equality in science" (STAGES), at the "Alexandru Ioan Cuza" University of Iasi (UAIC) by the Centre for Social Management and Community Development. It is an on-going practice initiated and shaped as part of the set of practices for increasing the women's visibility, voice and recognition. It is a complex public event, consisting of several categories of actions. The main objectives are to provide women in research with role models and to create an international reach for the exchange of good practices, thus to contribute to the professional development of women researchers. The series is currently integrated in the EU level event "European Women Researchers Day". Learn more. [opens and provides further info]

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*School of project drafting and management for European projects for post-doctoral and early career researchers*
The School of project drafting and management for European projects for post-doctoral and early career researchers was one of the actions within the EU-funded STAGES project at the University of Milan (UMIL) (Italy). The action was designed in order to enhance women's participation to research and project funds. Indeed, at UMIL women had the same chance as men to obtain European funds but they tended to apply less than their male colleagues. These findings matched those highlighted in the She Figures report (2012), especially with regard to the specific field of Agricultural Sciences (She Figures, 2012, pp. 126-129). The School of drafting aimed at fostering their participations in calls. It started in September 2013 and ended in June 2014. Its programme was planned in cooperation with the Grant Office at the UMIL and it was divided into two parts. The first part, which started in October 2013 and ended in January 2014, aimed at providing participants with an overview of the aims and structure of Horizon 2020 and other European funding schemes (ERC, Marie Curie, etc.). This first part also provided information on the budgeting, management and financial reporting of European Projects and Grants, on the valorisation of the scientific results (evaluation and management of scientific outcomes, patents etc.) and on the gender perspective within European funding schemes. The second part of the programme aimed at supporting the participants in drafting of projects. At this stage, participants had to gather information about European calls and to possibly choose calls they can/would like to apply to in order to receive a more targeted support. Learn more. [opens and provides further info]

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*Gender Sensitive PhD Supervisor Toolkit*
As part of the activities organised within the EU-funded structural change project FESTA at Uppsala University (Sweden), a Gender Sensitive PhD Supervisory Toolkit has been developed. These activities are part of an objective to minimise the negative effect of gendered interactional patterns in academic environments on the career opportunities for women researchers. More specifically, the

activities target the supervisory relationships by addressing the socialisation of PhD students and by improving supervisory practices. This can be the case in male-dominated research environments, in which it may be relevant to help women at the beginning of their careers to find ways of surviving and competing. This will advance women's academic careers in two ways: 1) they will become more fully integrated in the community and therefore more motivated for an academic career and 2) the visibility of their specific value to the research community will be improved. During the Fall/Winter of 2014/2015, study circles on gender awareness in PhD supervision were organised for PhD-supervisors. These were aimed at ensuring equal opportunities for women and men at the beginning of their academic career. These activities have now become part of the Equal Opportunities Plan 2015-2017 for the Faculty of Science and Technology, adopted by the Board of the Disciplinary Domain/Faculty of Science and Technology 2015-01-20. Learn more. [opens and provides further info]

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*Overcoming bias in personnel selection procedures*
As part of the internal leadership training programme of the University of Graz, the gender equality office organises a bias sensitising workshop. This workshop aims at creating reflexivity about gender and other discrimination-related biases in personnel selection procedures, and at creating a general understanding that equality and quality are mutually reinforcing goals. The training takes place over two half-day sessions of five hours each, and is facilitated by external experts as well as gender equality experts from the university. In this workshop, participants gain knowledge about diversity issues, societal inequalities, and academic evaluation procedures. They also participate in a mock personnel selection procedure, as well as discussions on academic CVs, to initiate reflection about their own selection criteria, prejudice and biases. Learn more. [opens and provides further info]

**ENGAGING STAKEHOLDERS**

*[Brief description (appears when putting cursor on the 'box')]*
Building alliances and bringing on board stakeholders to engage in partnerships for gender equality work.

*[Longer description (appears when clicking on the 'box')]*
To structurally embed gender equality within the organisation, it is necessary that the widest possible circle of stakeholders is receptive to this change. In order to make gender equality work effective, it is therefore paramount to engage with these stakeholders, vertically as well as horizontally. Outreach work goes from the top to the bottom of the organisation, and across departments, schools and disciplines. Even alliances and outreach beyond the institution can help to strengthen and legitimate internal change.

> *Quote: "Everything can be successful or not, in one or any setting, depending on the negotiation process with the concerned stakeholders" (Marina Cacace, L'Assemblea delle Donne per lo Sviluppo e la Lotta all'Esclusione Sociale (ASDO), evaluator of the EU-funded STAGES project)*

*Useful to know:*
- *It is important to have the support and explicit backing from the top level of the organisation as from the start. Such support increases the perceived legitimacy of the actions.*
- *While work towards gender equality can start with a small group of motivated people, it is important to gradually and continuously reach out and widen the group of involved actors.*
- *Know your institution, talk with people, understand what existing structures do and can do, identify where potential allies are and where resistances can be encountered. Start by building strategic alliances and seek win-win situations.*
- *Creating a feeling of ownership is key to engaging stakeholders in the work towards structural change for gender equality.*
- *For engaging stakeholders, it is paramount that they know the gender equality objectives and the initiatives being taken. Therefore, internal communication and visibility are crucial.*

> ➢ *Internal legitimacy can be acquired by gaining external support through alliances with stakeholders outside the organisation. Think for example about research organisations with an outstanding reputation for gender equality, internationally recognised gender equality experts, or participation in an EU-funded structural change project.*

*Existing tools and resources:*
- The EU-funded structural change project INTEGER project developed a checklist with suggestions for engaging with key stakeholders. http://www.integer-tools-for-action.eu/sites/www.integer-tools-for-action.eu/files/file_fields/2015/06/25/howtoengagestakeholdersandovercomeobstacles.pdf
- A presentation by Evanthia K. Schmidt, Aarhus University (Denmark), about Engaging Leadership in gender equality initiatives (presented at the STAGES final conference on 3 December 2015). This presentation contains concrete suggestions learnt from the experience of the EU-funded structural change project STAGES on how to better involve leadership in gender equality.

*Example:*

> *National connections at Fraunhofer Gesellschaft: the National Committee*
> The National Committee of Fraunhofer Gesellschaft (Germany) included a qualified set of experts from all the most important research institutes in Germany (sharing similar features and concerns), plus Federal Government institutions and the media. The team responsible for implementing the EU-funded structural change STAGES project actively involved Committee members, with varied tasks, in the implementation of selected actions, well beyond the original function of the Committee in the dissemination and communication of the Action Plan at the National level. Partnerships are also emerging with the institutions some of the members represent, which is an important follow-up of the Action Plan, increasing the chances for sustainability of parts of it. The active involvement of the Committee also had a positive impact within Fraunhofer, facilitating the mobilisation and involvement of interested internal stakeholders. (source: STAGES Guidelines, 2015)

**ORGANISATIONAL CULTURE AND WORK-LIFE BALANCE**

*[Brief description (appears when putting cursor on the 'box')]*
The organisational culture and work-life balance are key factors that contribute to creating an enabling environment for both women and men to have fulfilling careers in the research sector.

*[Longer description (appears when clicking on the 'box')]*
This area covers all aspects that promote an enabling working environment in which both women and men can thrive, feel good in their jobs, enjoy equal opportunities to develop their careers and have fulfilling lives. This is a broad thematic area that covers issues such as:
- Gender-sensitive communication
- Childcare provisions
- Maternity / paternity / parental leave provisions

*Useful to know:*
- *Some mistakenly understand gender equality as a women's issue only. It is important to highlight that the whole institution benefits from a more open and respectful organisational culture. The well-being of all improves when there is a better balance between work, family and private life.*
- *Better organisational cultures help to attract <u>and</u> to retain the best talents.*
- *Changing the organisational culture does not happen through single interventions. Systematic efforts will be required until the desired change in values has been internalised by all involved in the organisation.*

*Existing tools and resources:*

- *Supporting reconciliation of work, family and private life – Good Practices* (2015). This publication of EIGE presents good practices, gaps and challenges in the work towards supporting the reconciliation of work, family and private life. http://eige.europa.eu/sites/default/files/documents/mh0214941enc_web.pdf
- Gender-sensitive communication:
  - *Guidelines for using gender-sensitive language in communication, research and administration*. This concise document provides practical suggestions to ensure that language and wording are not gender discriminatory. https://www.reutlingen-university.de/uploads/media/Guidelines_for_using_gender-sensitive_language.pdf
  - *Antwerp charter on gender-sensitive communication in and by academic institutions*. The organisations signing the charter undertake to promote respect for human dignity and social responsibility, eliminate all forms of discrimination and use gender-sensitive language at all times when communicating. The charter is one of the key outcomes of the EU-funded structural change EGERA project. http://www.czechglobe.cz/media/filer_public/df/e6/dfe6eec6-8abb-4884-b8e7-9f8c5a3d019f/antwerp_charter_on_gender-sensitive_communication_5.pdf
  - *Guidelines on gender-neutral language* (1999), published by UNESCO (in English and French), explains how language can be exclusive and stereotyping. It contains a list of non-neutral phrases and words as well as possible alternatives to these. http://unesdoc.unesco.org/images/0011/001149/114950mo.pdf
- Other:
  - *Training materials on Improving Meeting Cultures* can be consulted in a report published by the EU-funded structural change FESTA project consortium. The aim is to facilitate open and constructive communication, and to raise awareness of the subtle ways of giving and taking away voice, power and visibility. http://www.festa-europa.eu/sites/festa-europa.eu/files/6.1.1.%20Report%20Meeting%20Structures.pdf
  - *Mapping organisational work-life policies and practices* (2015), Sanja Cukut Krilić and Elisa Rapetti (eds.). This is a working paper (n. 4) developed in the context of the EU-funded structural change *GARCIA project.* http://garciaproject.eu/wp-content/uploads/2015/10/GARCIA_report_wp4.pdf
  - *Athena SWAN factsheet on organisational culture*, with 'quick win' suggestions that have been implemented by Athena SWAN award winners. http://www.ucl.ac.uk/hr/equalities/gender/External%20things/Factsheet%20-%20Culture.pdf
  - Imperial College London commissioned independent research to examine issues of gender equality and institutional culture, with a view to formulating advice on how to address sexism [http://www3.imperial.ac.uk/newsandeventspggrp/imperialcollege/newssummary/news_15-10-2015-16-20-33]. In the context of this research, staff and students are encouraged to contribute to the project by filling in a short survey. Here is the template with the questions. [link to pdf – downloaded on the server]

*Examples:*

*Teaching-free period when returning from parental leave*
Since 2012, one of the ways in which the University of Southern Denmark (SDU) has implemented measures addressing gender equality is by supporting work-life balance. With the implementation of internal guidelines regarding parental leave, SDU initiated two specific measurers: 1) while away on parental leave, the researchers are offered continuously academic updates and 2) when returning from parental leave, the researchers are offered to get a teaching-free period (if they were on leave for six months or more). The internal guidelines have helped establishing a supportive work-family culture within the organisation and providing more flexible career trajectories for young female researchers in particular. Learn more. [opens and provides further info]

*Family-leave without consequences for the academic career*
Hanken School of Economics (Finland) automatically extends temporary contracts of teaching and research personnel if they have been absent due to maternity, paternity and parental leave. The policy was included in the Human Resources instructions of the School in 2010, and it is also inscribed in its gender equality and non-discrimination plan. The policy was adopted in order to support long-span research work and ensure that research projects will be finalised, as well as to promote career advancement of women researchers. The practice also improves the reconciliation of work and family life for all workers on temporary contracts, but in particular for women, who in Finland take most of statutory leave. A recent survey by the Finnish Union of University Researchers and Teachers (2013) revealed that one fourth of university workers had not received a contract extension due to family leave. The present policy ensures staff members are treated equally in this matter. It has improved the career prospects of young women researchers at Hanken and their possibilities to combine research career with family. Researchers on temporary contracts are be able to finalise their projects after returning to work after parental leave, even if the projects had officially ended during their absence. Not losing research time and being able to return to a position after parental leave is crucial for career advancement in the highly competitive academic job market. From the perspective of reconciliation of work and family life, the policy makes taking parental leave more attractive to researchers – also for men.  Hanken's policy offers a contract extension for the length of the statutory leave (maternity leave three months, paternity leave two weeks and parental leave six months). Learn more. [opens and provides further info]

*Maternity Cover Fund and Return to Work policy*
In Queens University Belfast (QUB) (UK), all Schools have *return to work policies*, which are funded by the Schools and, where feasible, allow for either a six month teaching free period on return from maternity leave, or a greatly reduced teaching load. This policy began in Science, Engineering and Technology Schools in QUB and has since expanded. It began following on from a recommendation in the Women's Forum Report on Gender Imbalance at Queens (May 2000) and was implemented shortly thereafter. This policy aims to ensure that mothers-to-be can take their maternity leave without worrying about how their leave impacts on others, and that they have time to readjust to work on their return and focus on research activities without teaching pressures. This policy also extends to female and male staff taking adoption leave. These policies have received strong praise and positive feedback from academic staff within SET Schools in QUB.

A *Maternity Cover Fund* is also in place across the University and is comprised of money reclaimed through Statutory Pay Credits and a contribution from University funds. The fund provides assistance to Schools and Directorates to ensure that the essential work of all members of staff who take maternity leave is covered so that they can enjoy anxiety-free maternity leave. The Maternity Cover Funds are administered and managed centrally by the Personnel Office and claims can be made through an online application which is then reviewed by a Maternity Cover Fund Group. Replacement teaching costs are estimated at a faculty level and come out of Schools budgets. The Fund enables women across the university, not only academics, to take maternity leave without worry about work, and enables the manager/department head to apply for funds to employ substitutes to carry out the mother's work while she is on leave. The outcome of this Fund and policy is a 100 % maternity leave return rate for QUB since 2011. Learn more. [opens and provides further info]

**RECRUITMENT, SELECTION AND CAREER PROGRESSION SUPPORT**

*[Brief description (appears when putting cursor on the 'box')]*
*Recruitment, selection and career progression support measures aim at ensuring that women and men get equal chances to develop and advance their scientific careers.*

*[Longer description (appears when clicking on the 'box')]*
*Actions are needed to avoid and undo the systematic and structural discrimination of women along their career path in research. It is thus important to critically review the existing selection processes and procedures at all stages and to remedy biases where these occur.*

*Useful to know:*
- While it is generally accepted that 'merit' and 'excellence' are key criteria for the assessment of candidates for academic positions, these concepts are not gender-neutral.
- 'Unconscious' or 'implicit' bias unintentionally influences judgements and opinions about others. It is very important to be aware of your own biases. Likewise, it is highly relevant to organise training for those involved in selection processes to avoid implicit bias to interfere in the decision-making.
- Where existing processes fall short of satisfactorily remediating inequalities, *positive action measures can be mobilised temporarily. It is however commendable to carefully check the legislative framework before such measures are introduced.*
- While quotas are generally seen as effective in bringing forward an improved gender balance, quotas tend to evoke significant resistance. Carefully consider the pros and cons of introducing quotas, taking into account cultural specificities. Take a look at how quotas were introduced at the University of Ghent in Belgium. [link to the Good Practice case description]

*Quote: "To generate excellent research requires excellent researchers. This implies both attracting them, and recognising, fostering and promoting them. But throughout the EU, gender still plays and inappropriate role in selection. The more transparent the procedure, based on explicit criteria, the more successful women are likely to be. Excellent male candidates have nothing to fear from transparency!" (Teresa Rees, in 'Developing a Research Strategy at a Research Intensive University' in The Sage Handbook of Research Management, R. Dingwall and M. B. McDonnell (eds.), 2015)*

*Existing tools and resources:*
- A *Handbook on Gender Issues in Recruitment, Appointment and Promotion Processes* has been developed within the framework of the EU-funded structural change FESTA project. This handbook is intended to support practitioners who are involved in hiring processes and stakeholders who can influence regulations. It helps to create awareness of the biases that can influence appointment processes and criteria. http://www.festa-europa.eu/sites/festa-europa.eu/files/5.1.2.%20Gender%20Issues%20in%20Recruitment,%20Appointment%20and.pdf
- *E-learning package on Gender Competent Leadership in Academia* developed by the EU-funded project GENOVATE. Section 3 of this tool deals specifically with unconscious bias. It explains the mechanism at work, and presents case studies, tests, video statements, a glossary of relevant terms and a list with further reading suggestions. http://www.genovate.eu/modules/gender-competent-leadership/genovate4.html
- *Academic Careers and Gender Inequality: Leaky Pipeline and Interrelated Phenomena in Seven European Countries* (2015) is a working paper (n. 5) developed within the framework of the EU-funded structural change *GARCIA project. It demonstrates how* women´s career progress "evaporates" as they advance in their career (the so called "leaky pipeline" phenomenon). The

report also provides some recommendations based on the national cases studies. http://garciaproject.eu/wp-content/uploads/2015/12/GARCIA_working_paper_5.pdf

- *Assessing excellence* (2014). This paper, drafted by Flavia Zucco within the framework of the EU-funded structural change project GENIS-LAB, reviews critically the concept of excellence and its underlying criteria, showing how it leads to the structural discrimination of women. http://www.genislab-fp7.eu/images/Review%20Assessing%20Excellence.pdf

- *Excellence in university academic staff evaluation: a problematic reality?* (2015). This is a paper of Pat O'Connor and Clare O'Hagan, drawing on work undertaken within the EU-funded structural change project FESTA. The paper was published in the journal 'Studies in Higher Education'. http://www.festa-europa.eu/sites/festa-europa.eu/files/O'Connor%20and%20O'Hagan%20Excellence%20Studies%20in%20Higher%20Ed.pdf

- *Constructing excellence: the gap between formal and actual selection criteria for early career academics* is a working paper (n. 2) developed within the framework of the EU-funded structural change *GARCIA project. It examines the notion of excellence by comparing formal and actually applied selection criteria.* http://garciaproject.eu/wp-content/uploads/2015/06/GARCIA_report_wp2D1.pdf

- Several '*unconscious bias tests*' can be found on the Internet. One test that is frequently referred to is the one of 'Project Implicit': https://implicit.harvard.edu/implicit/takeatest.html. This is also the test which Facebook staff are invited to take before attending the *training on Managing Unconscious Bias*. The video modules of this training are online at: https://managingbias.fb.com/

- The article *Student evaluations of teaching (mostly) do not measure teaching effectiveness* (2016) by Boring et al. reveals gender bias in the evaluation of male and female professors by students. https://www.scienceopen.com/document_file/25ff22be-8a1b-4c97-9d88-084c8d98187a/ScienceOpen/3507_XE6680747344554310733.pdf

- The report *Exploring Quotas in Academia* (2015), published by EMBO and the Robert Bosch Stiftung (Germany), discusses the use made of quotas, their potential benefits and potential harms. It also presents options for the implementation of specific types of quotas. http://www.embo.org/documents/science_policy/exploring_quotas.pdf

- Van den Brink, M. and Benschop, Y. (2011) 'Slaying the Seven-Headed Dragon: The Quest for Gender Change in Academia' *Gender, Work & Organization* , Volume 19, Issue 1, pp. 71-92, January 2012. This academic article is based on an empirical study from The Netherlands and discusses practices that should bring about gender equality, showing how these interact with gender inequality practices. https://www.researchgate.net/profile/Marieke_Van_den_Brink/publication/216897590_Slaying_the_seven-headed_dragon_the_quest_for_gender_change/links/0469e8ce5718ac3e7c8bda72.pdf

*Examples:*

> *Women represented in all rounds of applications - requesting at least one applicant of either sex before a vacant post can be filled*
> Different specific initiatives have recently been implemented at the University of Copenhagen (UCHP) (Denmark) related to processes of announcement of vacant positions, recruitment and assessment of applications. For instance, UCHP is now requesting at least one applicant of either sex before a vacant post can be filled and, similarly, there has to be at least one person of each sex in all appointment and review committees. UCHP has also begun to reassess the way position vacancies are announced, and they have introduced the use of search committees, which are to look carefully for promising candidates (inter)nationally, prior to the filling of research positions. Learn more.
> [opens and provides further info]

*Age limit extension in calls by the Hungarian Academy of Sciences for female researchers with children under 10*
In March 2009, the Hungarian Academy of Sciences (HAS) accepted an equal opportunities framework programme (Presidential decision no. 13/2009. II. 24). One element of the framework programme is the extension of age limits for female researchers who have children under the age of 10. This means that all calls of the HAS (scholarships, fellowships and grants) with an age limit, the age limit is extended by two years after each child under the age of 10 for female and male researchers who certify that they stayed with the child(ren) on parental leave. The Academy also extended the scope of the programme to single parents as well. Learn more. [opens and provides further info]

*Stimulating personal development to improve current and future positions of women academics*
Radboud University (Netherlands) started in September 2010 with a mentoring programme for women academic and administrative staff. After a positive evaluation, it was decided to continue this programme, but exclusively for women academics. The programme organises mentor groups for talented scientists to gain more insight into their current work position and what activities and skills are necessary for them to grow. There is room for about 35 female participants. Evaluation of the programme has shown that the mobility of scientists can be improved by mentoring, e.g. many received important grants and improved their position. The aim of the programme is to provide practical support and advice for women talents (particularly post-docs, assistant and associate professors), who want to develop their academic careers. The mentoring trajectory is custom made: mentees choose their own mentor (men or women preferably from another faculty or department). In a series of interviews it will often be the mentee who determines the themes and topics to discuss. The mentor can help the mentee with: their personal and professional development, gaining a better understanding of the organisation, establishing useful contacts and gaining new access to networks. On average, mentees have five to six meetings with their mentor per trajectory, which maximally takes up to one year. In addition to the mentoring programme, a career coach can be contacted within the Human Resources department. Approaching a coach is based on the outcomes or specific needs of the mentoring programme. The goal of coaching is to deepen the themes from the meetings with the mentor even further. The programme includes several workshops and peer-reviews with colleagues. For example, there are workshops on networking, negotiating or personal branding. Learn more. [opens and provides further info]

*Participatory approach towards development of Career Development Plan at Trnava University*
In 2013, Trnava University developed a Gender Equality Plan as part of project proposal of EU-funded structural change GENOVATE project. This Plan contained a measure aiming at developing a Career Development Plan (CDP) for the university research employees. The project team opted for a participatory approach in developing a CDP, which consisted of: mapping the existing situation in two university's faculties, collecting sex-disaggregated data on research and education employees, interviewing the HR Department of the Rectorate and Personnel Administrators of both faculties, carrying out surveys among research employees and several questionnaires on gender equality distributed within awareness raising activities. On the basis of collected information, the proposal for a Career Development Plan was developed. The inclusion of surveys, questionnaires and discussions into the process of developing policies served not only as an example of evidence based policy-making, but also contributed to raising awareness on gender equality and the policy itself, and to create a sense of ownership within the two faculties. Learn more. [opens and provides further info]

> *High-profile tenure-track positions for top female scientists*
> Delft University of Technology is aiming to substantially increase the number of top female scientists. To help accelerate this, Delft Technology Fellowship (initiated in 2010) offers high-profile, tenure-track positions to top female scientists in research fields in which the university is active. The current situation is that 12 % of the current full professors are female. The goal is to increase this percentage up to 20 % in 2020. The 5-year Fellowships are awarded to outstanding female scientists from any country and from any of the existing disciplines in the university, who are currently not employed by Delft University of Technology. The fellowships are awarded at the Assistant, Associate or full Professor levels. As fellow women will be offered the unique chance to establish their own research programme of international repute, including a generous start-up funding (assistant professor 100.000 Euro, associate professor 200.000 Euro and full professor 300.000 Euro). Candidates can write their own research proposal (not restricted by specific available positions). An informal mentoring scheme is available for fellows to get to know the university and the Dutch (research) environment. Also, fellows participate in a university wide introduction programme and in the Personal Development Programme. Following a positive evaluation at the end of (a maximum of) five years, the fellow is awarded tenure. Having been awarded tenure, the fellow will be following the regular career path for scientists at Delft University of Technology. Should the fellow in the fourth year of the tenure track not achieved the expected goals for that period, the fellow is offered career advice to help explore employment opportunities elsewhere. Learn more. [opens and provides further info]

## LEADERSHIP AND DECISION-MAKING

*[Brief description (appears when putting cursor on the 'box')]*
The leadership of the institution and its decision-making bodies need to be gender balanced for the organisation to truly live up to its values. Decision-making itself has to be gender-sensitive.

*[Longer description (appears when clicking on the 'box')]*
Women and men should have equal access to and a balanced participation in leadership and (formal and informal) decision-making structures. Gender-sensitive (or gender-responsive) decision-making takes into account gender differences and aims at promoting gender equality.

*Useful to know:*
- Women are sometimes reluctant to apply for decision-making positions, especially in male-dominated contexts. This can be explained by a variety of factors. The still very masculine image of science, the way informal networks continue to function in selection processes and the fact that the bulk of high level positions remain occupied by men are just some of the elements that convey the message that there is no place for women at the top.
- Establishing open, cooperative working relations and a culture of respect contribute to building a working environment in which everybody can have confidence. At the same time, it is worth supporting and encouraging women to apply for decision-making positions all along their career trajectories.
- When the top of the organisation explicitly supports gender equality, legitimacy is given to the issue and all can feel safe raising gender matters when decisions need to be taken.

*Existing tools and resources:*
- *Charter for More Women in Management - University of Copenhagen baseline report.* http://mangfoldighed.ku.dk/english/pdf/Charter_for_More_Women_in_Management_-_University_of_Copenhagen_baseline_report.pdf
- *Methodologies and measures for analysing informal decision-making and communication processes* (2015) is a report produced in the context of the EU-funded FESTA project. It looks into transparency and inclusivity in the informal decision-making and communication processes, and

formulates suggestions to foster a more active participation of women in all the decision-making and communication processes. http://www.festa-europa.eu/sites/festa-europa.eu/files/4.2..pdf.

- *Gendering Decision Making and Communications Processes* (2015). This **report, developed** in the context of the EU-funded FESTA project, shows how power works in organisations and provides r**ecommendations for more transparency in decision-making processes to progress gender equality.** http://www.festa-europa.eu/sites/festa-europa.eu/files/4.1.1.%20Gendering%20Decision%20Making%20and%20Communications%20Processes.pdf

- *E-learning package on Gender Competent Leadership in Academia* developed by the EU-funded GENOVATE project. Section 4 of this tool ("How to overcome the barriers") illustrates strategies and interventions to promote gender and diversity competent leadership. http://www.genovate.eu/modules/gender-competent-leadership/genovate5.html

*Examples:*

> *Election procedure for the Board of Ghent University*
> In 2014, Ghent University (Belgium) changed its procedures for the election of its highest decision-making body, the Board of Governors (*Raad van Bestuur*) by requesting a 40/60 % gender-balanced representation of its members. As soon as the new procedure was implemented for the first time, it has instantly changed the university's male-dominated board: gender balance was achieved for the first time in the university's history. In the new procedure, faculties are required to have at least one male and one female candidate for the elections. If the elections have an unbalanced gender outcome (not respecting the minimum 40/60 gender balance) the candidate with the least votes from the overrepresented sex (compared to other faculties) has to give way to the faculty's candidate of the other sex with the highest number of votes. Learn more. [link to respective promising practice]

> *Gender-integrated Leadership Programme (AKKA)*
> In 2004, Lund University (Sweden) launched a gender-integrated leadership programme (AKKA). Within this programme, leadership is understood as something that can be learnt and developed, and that focuses on the individual´s competences, and not on personal characteristics. The AKKA programme aims at raising gender knowledge and awareness, and providing methods and tools for structural change in order to achieve sustainable gender equality. From 2004 to 2014, five AKKA programmes have been offered for 150 senior scholars in Lund University (Sweden) (of which 37 were men). The programme runs over a year with monthly meetings. Throughout the years, AKKA has increased the number of women in leading positions, contributed to an enhanced visibility of women as potential leaders, increased willingness of both women and men to assume leadership positions, raised gender awareness among female and male academic leaders, promoted networking and collaboration within the university, raised the knowledge about the university's politics and activities, developed tools to deal with resistance to gender issues and for change management, contributed to highlight discrimination, and developed concrete change projects. Learn more. [link to respective promising practice]

> *Elections for the Council of Siauliai University*
> The EU-funded structural change INTEGER project has taken on a pioneering role at Siauliai University (SU) and in Lithuania as a whole. This project was fundamental to promote institutional transformation in a higher education institution. During the project's implementation, the Council elections were planned to take place. Considering the striking underrepresentation of women in the university's Council, the SU Council Election Tactics and Strategy Plan were developed within INTEGER in order to encourage a gender-balanced representation of the Council. Several activities were undertaken in order to empower female candidates to run in the university's Council elections, such as: communication with the highest management staff at SU through formal meetings; consultation with the university lawyer about the possible ways of making women's representation in the Council's election; participation in the preparation of the election regulations; search for women candidates from SU representatives according to criteria such as loyalty to the university and commitment to implement gender equality at the university. As a result of these initiatives, the number of women to the Council significantly increased from 0 % in 2011 to 36.3 % in 2014. Learn more. [link to respective promising practice]

## COMBATTING SEXUAL AND GENDER-BASED HARASSMENT

*[Brief description (appears when putting cursor on the 'box')]*
The fields of research and higher education are not immune to sexual and gender-based harassment. Actions are needed to put an end to this behaviour.

*[Longer description (appears when clicking on the 'box')]*
Providing information regarding sexual and gender-based harassment, offering attention and support to victims and witnesses of misconduct, with a commitment to putting an end to such behaviour.

*Useful to know:*

- *Sexual and gender-based harassment is a problem that tends to be underestimated in research organisations and universities. However, recent analyses and reviews, undertaken among others in the context of EU-funded structural change projects, have revealed the pressing need for action against this problem.*
- *Institutions may find it sufficient to treat sexual harassment under existing policies and procedures. Increasingly, however, institutions consider it necessary to set up dedicated structures and/or to issue specific procedures and instruments. In any case, the institution must make clear that it does not tolerate abuses.*
- *Educational programmes about sexual and gender-based harassment may prove useful in preventing its occurrence.*

*Existing tools and resources:*

- *"Guidelines on dealing with sexual harassment", developed by SciencePo (Paris) in the context of the EU-funded project EGERA* http://www.sciencespo.fr/com/SciencesPo_Guidelines_on_dealing_with_sexual_harassment.pdf
- *"Guidelines for the prevention of Sexual Harassment, Harassment on the grounds of Sex and Psychological Harassment" (2015). This concise guide was developed by the Polytechnic University of Madrid in the context of the EU-funded structural change TRIGGER project.* https://triggerprojectupm.files.wordpress.com/2014/10/guia_acosodiscriminacion20150428_review_eng.pdf
- *"Preventing and responding to gender based violence - Guidance for SOAS students and staff"* (2015), from the SOAS University of London. This document presents awareness-raising and prevention initiatives as well as guidance for victims and those supporting victims. https://www.soas.ac.uk/equalitydiversity/gender-based-violence/file107475.pdf

- *"The Intervention Initiative toolkit"* (2015), developed by UWE (University of the West of England) for the prevention of sexual coercion and domestic abuse in university settings. http://www1.uwe.ac.uk/bl/research/interventioninitiative/thetoolkit.aspx

*Example:*

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*Protocol for preventing and tackling sexual harassment and gender-based violence*
Fighting sexual harassment ranked among the priorities of the Gender Equality Plan adopted by the university Sciences Po (Paris, France) as part of the EU-funded structural change EGERA project. A comprehensive protocol was designed to monitor, report and take action about potential cases. This protocol targets all categories of users, including students, teaching staff, researchers and other staff. It aims at building an atmosphere based on mutual respect, to prevent any illegal behaviour and to offer victims or witnesses of gender-based violence or harassment a safe environment to report, ensuring the privacy of what they communicate. A monitoring unit consisting of 11 staff was established, who are in direct contact with the different categories of users of the university and the gender equality officers. The members of this unit receive training on a yearly basis. It also includes the dissemination, both in French and English, of guidelines on sexual harassment, as well as a dedicated hotline and mail address, permanently displayed on the internal information system of Sciences Po. Learn more. [opens and provides further info]

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**INTEGRATING GENDER IN RESEARCH AND EDUCATION CONTENT**

*[Brief description (appears when putting cursor on the 'box')]*
Making research and education gender-sensitive by integrating the gender dimension and eliminating gender bias.

*[Longer description (appears when clicking on the 'box')]*
Our knowledge is the basis on which future generations will build their societies. It is therefore crucial that the knowledge which is created through research and transferred through education is free of gender bias. As education forms our future scientists, young people need to be taught about gender equality and trained to perform gender-sensitive research.

*Useful to know:*
- Integrating gender in the research content requires the consideration of sex and gender aspects throughout all stages of the research cycle: from the definition of research questions and hypotheses, over the selection of research methods and the running of research activities, to the analysis and reporting of results.
- STEM (Science, Technology, Engineering and Mathematics) research topics often appear as gender-neutral. In such cases, the following questions can be asked about aspects that are not gender-neutral: who decides on the research agenda; whose interests and needs are served with the research; who will be users of the knowledge that is to be produced; who can benefit in which way from the research? It is always relevant to produce research that has a high societal value and can provide answers to societal needs.
- Teachers' and lecturers' interactions with students are unconsciously influenced by gender stereotypes. Young people also hold stereotypical beliefs about women's and men's 'natural' abilities. Countering such stereotypes provides for more freedom and a wider spectrum of career choices.

*Existing tools and resources:*

- *Toolkit – Gender in EU-funded research.* This toolkit clearly explains and provides guidance on how to integrate gender in research. It addresses both the gender dimension of research content (with case examples from nine different scientific fields) and women's participation in research activities. One-day training sessions, based on the toolkit, can be organised. http://www.yellowwindow.com/genderinresearch/index_downloads.html

- *Gendered Innovations.* A website providing recommendations, examples, case studies and tools for sex and gender analysis in research content for various scientific fields. http://ec.europa.eu/research/swafs/gendered-innovations/index_en.cfm?pg=home

- *Toolkit for Integrating Gender-Sensitive Approach into Research and Teaching* (Jovana Mihajlović Trbovc and Ana Hofman (2015) *GARCIA working papers n. 6*, University of Trento). http://garciaproject.eu/wp-content/uploads/2015/12/GARCIA_working_paper_6.pdf

- *One size fits all? Enhancing gender awareness in teaching.* A publication from the EU-funded TWIST (Towards Women in Science and Technology) project. http://www.the-twist-project.eu/media/dyn/TWIST-Onze_size_fits_all.pdf

- *A syllabus bank for higher education courses on gender and politics*, collected by the Standing Group on Gender and Politics of the European Consortium for Political Research. http://www.ecpg.eu/syllabus-bank.html

- The *Gender Bias Learning* website is a rich resource for teaching about gender bias patterns, reviewing knowledge of gender bias patterns, and teaching strategies for managing gender bias. http://www.genderbiasbingo.com/web-based-teaching-and-training/#.VpTIaPkrKUk

*Example:*

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*Gender lectureship: a model for mainstreaming in higher education*
Following the rationale that gender mainstreaming is possible within every subject, in 2005, Linköping University (Sweden) created gender lectureships in order to assist its faculties on how to mainstream gender equality. The gender lectureships are established by the Vice-Chancellor and aim at actively contributing to mainstreaming gender within the content of study programmes and courses, and at developing pedagogical models for gender sensitive teaching and gender equality in higher education. Education must be provided in such a way that women's and men's experiences and knowledge are developed in a gender sensitive way. This is important to counteract unequal power relations between women and men. During the last decade, gender lectureships have been contributing to continuously work on gender mainstreaming at Linköping University. In practical terms, the gender lectureships provide resources, competences and sustainability to gender mainstreaming work. It is a programme that continuously addresses gender issues within the structure of the university. It aims to ensure that gender is mainstreamed in all study programmes, including at PhD level. Learn more. [opens and provides further info]

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**ANALYTICAL MEASURES, MONITORING AND EVALUATION**

*[Brief description (appears when putting cursor on the 'box')]*
Collecting, assessing, reviewing, analysing numbers, data, procedures and practices, to enable optimal planning and implementation of gender equality work.

*[Longer description (appears when clicking on the 'box')]*
A Gender Equality Plan or any other gender equality ad-hoc initiatives need to be grounded in evidence. For that reason, the first step is to understand the state-of-play of gender equality in the higher education or research institution. Such an initial assessment usually includes a statistical analysis of sex-disaggregated data, a documentary analysis of national legal and policy documents, along with the organisation's strategic and operational documents. The analysis of the gender equality state-of-play of the university will provide pertinent insights to decide on the measures or actions required to progress gender equality (see

here: 'How to analyse and assess the state-of-play in the institution' [link to this section]). Then, it is important to follow up the implementation of such measures or actions in order to monitor the progress, as well as to improve measures or actions along the way. Finally, once measures or actions are concluded, it is pertinent to evaluate them in order to learn relevant lessons for future initiatives (see here: 'How to monitor progress and evaluate a Gender Equality Plan' [link to this section]).

*Useful to know:*
- While baseline data and information are necessary as input for tailoring a context-sensitive Gender Equality Plan, it is good not to spend too much time just collecting and analysing information. If necessary, complementary analytical efforts can still be undertaken when concrete activities have started already.
- The best way to capture the status of gender (in-)equality in the organisation and to assess progress is by underline the use of quantitative indicators with qualitative ones (hyperlink to relevant part in Step 4.). Gender-sensitive and gender-specific indicators are key to measure gender-related changes over time. They can be quantitative (e.g. number of female and male researchers), or qualitative (usually used to capture/assess people's experiences, opinions, attitudes, behaviours and feelings). While quantitative indicators can provide statistical evidence of what has changed, qualitative analyses allow assessing the quality of change and help understanding why certain patterns have occurred.
- Monitoring efforts not only allow to measure the impact of initiatives and the progress made towards gender equality, they also enable to identify what can be done better. Monitoring is thus important for learning: to take on board the lessons from the practice and to improve what is done.

*Existing tools and resources:*
- The EU-funded structural change project INTEGER developed a number of ready-to-use templates, to be used as tools, to support universities and research organisations in the assessment of their Gender Equality Plans. http://www.integer-tools-for-action.eu/en/resource/assessment-toolkit
- The EU-funded structural change project STAGES provides in its guidelines some insightful recommendations to collect data and monitor gender equality. Check pages 29-33 for more information. http://www.projectstages.it/index.php/it/archivio-speed-it/item/284-the-stages-guidelines-available-online
- The EU-funded structural change project FESTA [http://www.festa-europa.eu/public/deliverable-321-tollkit-towards-raising-organizational-awareness] developed a toolkit aimed at providing practical insights, examples and tools to collect and understand statistics (including indicators), and to translate these figures into awareness.
- The EU-funded structural change project GenisLab provides detailed instructions to carry out a Participatory Gender Audit (PGA). A PGA is an action-research methodology that helps 'mapping' an organisation from a gender equality perspective. This methodology combines an objective observation of facts and data with a more in-depth and qualitative reflection on individual and collective rules, behaviours, and beliefs, as well as their impact on gender equality. Download the complete GenisLab guidelines and tools for institutional change and read pages 29 to 55 [http://www.genislab-fp7.eu/images/guidelines-EN.pdf].

*Examples:*

*Knowing the institution: UCT Prague Institutional survey*
In line with recommendations for implementation of structural change, the gender equality implementation process must build on "knowing the institution". For this purpose an initial comprehensive institutional analysis was performed at the University of Chemistry and Technology Prague (UCT Prague) (Czech Republic). This analysis included 1) statistical data collection and analysis, 2) questionnaire survey of working conditions of both academic and administrative staff, work-life

balance, mobility, research and teaching evaluation, 3) individual and group interviews, 4) documentary analysis, 5) media analysis, and 6) analysis of legislative framework in the Czech Republic from a gender perspective. The research design and instrument were developed and the analyses performed by an external gender expert partner, the National Contact Centre for Gender and Science at the Institute of Sociology. These analyses served to identify bottlenecks and issues to be tackled through the Gender Equality Plan (GEP), and will be periodically repeated, to guide upcoming GEP implementation and actions and to guide institutional development at UCT Prague. Following the statistical data collection, the internal monitoring system was amended to include the variable "sex" to facilitate monitoring in the future. Learn more. [opens and provides further info]

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*Gender Equality Report: Monitoring progress towards gender equality in the university*
University of Beira Interior (UBI) was the first university in Portugal to set up a gender equality plan. The pioneer work of UBI in this field is well-known in the country. A thorough initial assessment (2010-2011) of the gender equality state-of-play of the university preceded the development of the Gender Equality Plan. UBI's Plan established as a measure the elaboration of sex-disaggregated statistics about teaching and non-teaching staff, and students. Since 2012, Gender Equality Reports have been prepared on an annual basis to monitor the progress towards gender equality in the university. These reports are publicly accessible and build on the initial assessment carried out early in the process of setting up UBI's gender equality plan. The analysis provided in the reports considers the gender balance in terms of disciplines taught and on decision-making and leadership positions, the gender pay gap, the use of measures to reconcile professional and personal life (like flexible working hours), a gender analysis of the utilisation of leaves, and information about the number of students disaggregated by sex and faculty. Learn more. [link to respective good practice]

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*Gender Report*
The "Bilancio di Genere" (referred hereafter as Gender Report) of the University of Ferrara (Italy) is an action implemented by the Unique Guarantee Committee for Equal Opportunities in Public Administrations for workers' wellbeing and against discrimination (CUG) and the Equal Opportunities Committees (CPO) since 2011. It is divided in four parts: 1) In the first (and most important) part it monitors the participation of women in the organisation among students, professors, clerical workers and all decision-making bodies; 2) It describes equal opportunities bodies in the organisation; 3) It describes the Positive Action Plan of the University (PAP) and its objectives; 4) It monitors what actions of the PAP have been realised. The Gender Report was firstly introduced by the first PAP (2011-2013) of the University of Ferrara as part of the Social Responsibility Budget of the University. It is now part of the second PAP (2014-2016) as a monitoring action. The Gender Report of the University of Ferrara is considered a milestone in the Italian academic system. It uses quantitative methodologies to collect data on career trajectories following the European Union's 'She Figures' indicators. The Gender Report is written in cooperation with the Statistical Office of the Italian Ministry of Education, University and Research (MIUR) and for the first time it has produced longitudinal data on the presence of women inside a university. Since 2011, each year, the Gender Report is made available online on the website of the 'Equality and Diversity' unit of the University of Ferrara. The 'Equality and Diversity' unit of the University of Ferrara received 183.000 Euro from the Department of Equal Opportunities (DPO) of the Italian Presidency of the Council of Ministers in order to create a model of Gender Report – in the form of guidelines – and to propose to all Italian Universities, Public Administrations and Public Corporations to apply this model, with the aim to harmonise data and collect national indicators. Learn more. [opens and provides further info]

**INCENTIVES TO PROMOTE GENDER EQUALITY**

*[Brief description (appears when putting cursor on the 'box')]*
Inciting actors to integrate gender equality in their work by rewarding good initiatives.

*[Longer description (appears when clicking on the 'box')]*
Both rewards and sanctions can push forward change towards gender equality by stimulating the desired behaviour among actors. Rewarding positive contributions has the potential to enhance the working relations and the organisational atmosphere.

*Useful to know:*

- Give proper visibility to the incentives to promote gender equality. Make sure the target audience of these incentives is aware of their existence. Provide information on when and how to apply.
- Define gender-sensitive and gender-specific criteria to apply to the incentive.
- Be transparent about the selection process.

*Existing tools and resources:*

- The EU-funded GENDER-NET project produced a report which analyses existing awards to promote gender equality structural change. This report assesses the impact of national and regional award schemes aimed at creating greater gender equality, and their ability to stimulate gender equality and enact structural change with regard to gender equality in research institutions. http://www.gender-net.eu/IMG/pdf/D2-7_-_Analysis_report_on_existing_gender_equality_awards_and_corresponding_stimulatory_initiatives_ECU_.pdf

*Examples:*

> *Encouraging gender equality activities at the grass root level across the university*
> Between 2002 and 2011, the University of Helsinki (Finland) made funding available for small-scale gender equality projects across the university. The funding increased grass-roots engagement in gender equality work, helped to identify and address the specific problems and needs of different faculties and departments, and created permanent networks and good practices. Over the course of 10 years, gender equality projects were implemented at all levels: in faculties, departments and units. A broad range of disciplines from almost all faculties was represented, including gender studies, veterinary medicine, theology, mathematics, political sciences, law, educational science, biosciences and physics. In most cases, the initiative came from staff or students, and the project was planned together with the leadership. The projects included gender equality trainings, initiatives to integrate a gender dimension into teaching content in different disciplines, and gender impact assessments of on-going reforms. Several faculties and departments conducted in-depth studies to assess their respective gender equality situations and identify ways to improve it. Hands-on gender equality projects in male-dominated disciplines, such as mathematics and physics, took steps to improve the position of women students and researchers. In some cases, follow-up funding to make use of the knowledge and tools developed in previous projects was applied and granted. The results of the projects were presented to the whole university in annual gender equality seminars that provided visibility and a possibility to exchange experiences. The concrete results (e.g. studies, tools, reports) were made available in the intranet of the university as good practice to be learnt from and made use of. Learn more. [opens and provides further info]

> *Introducing a gender perspective in research and teaching*
> Since 2010, a gender perspective award is being organised on an annual basis by the University of Santiago de Compostela (USC) (Spain). The award aims to recognise and make visible existing research projects and teaching practices that stand out for integrating a gender dimension. Six prizes are awarded annually: three for teaching achievements (excluding gender-specific courses) and three for research projects in any field (which integrate a gender dimension in hypothesis formulation, research design, methodology, research processes or the dissemination and publication of results). The award is fostering synergies with other initiatives undertaken by the university such as gender training and conferences. The award is remarkably bringing more visibility to gender issues in research and teaching. Furthermore, synergies were activated with other parallel initiatives (such as conferences and trainings) on which awardees have the possibility to share their research findings or how they managed to introduce a gender perspective in their teaching activity (including obstacles and resistances faced and how these were overcome). [link to respective good practice]