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# GENDER EQUALITY IN ENGINEERING THROUGH COMMUNICATION AND COMMITMENT (GEECCO)

## WORK PACKAGE 8: Support, Training and Facilitation

# ADDITIONAL RESOURCES (LIVING DOCUMENT)

**Project Acronym** | GEECCO

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## GEECCO – Gender Equality in Engineering through Communication and Commitment. In a Nutshell

Scientific and technological innovations are increasingly important in our knowledge-based economies. Today STEM (Science, Technology, Engineering, and Mathematics) is literally everywhere; it shapes our everyday experiences. With technologies we choose e.g. structures that influence over a very long time how people are going to work, communicate, travel, consume, and so forth. It is thus both a question of competitiveness and justice, to achieve gender equity within science and technology institutions, including policy and decision-making bodies.

GEECCO with its project lifetime from May 2017 to April 2021 aimed to establish tailor-made Gender Equality Plans (GEPs) in 4 European RPOs and to implement the gender dimension in 2 RFOs (funding schemes, programmes and review processes). All participating RPOs were located in the STEM (Science, Technology, Engineering, and Mathematics) field, where gender equality is still a serious problem and whose innovations are increasingly important in the knowledge-based economies.

GEECCO pursued the following objectives in order to enhance systemic institutional change towards gender equality in the STEM-field:

- (i) Setting up change framework and a tailor-made GEP for each participating RPO;
- (ii) Implementing gender criteria in the activities of RFOs;
- (iii) Setting up a self-reflective learning environment in and between all RPOs und RFOs to participate from existing experiences and match them with their specific needs and circumstances.
- (iv) Evaluate GEP implementation within the participating RPOs and RFOs with a quantitative evaluation using monitoring indicators and a qualitative monitoring to enhance and fine-tune implemented actions over the course of the project.

<http://www.geecco-project.eu/>

<https://www.tuwien.at/tu-wien/organisation/zentrale-bereiche/genderkompetenz/gender-in-der-forschung/geecco-resultate>

## Further resources developed by the GEECCO-project consortium

All public deliverables, resources and additional material can be downloaded on this website:

<https://www.tuwien.at/tu-wien/organisation/zentrale-bereiche/genderkompetenz/gender-in-der-forschung/geecco-resultate>

### **Public deliverables (in order of the related work packages)**

- Postorino, Maria Nadia; Marino, Concettina; Suraci, Federica; Enzenhofer, Bettina; Lusa, Amaia; Costa, Carme Martínez; Pulawska-Obiedowska, Sabina (2018): Gender Analysis of Decision-Making Processes and Bodies. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Postorino, Maria Nadia; Marino, Concettina; Suraci, Federica; Enzenhofer, Bettina; Lusa, Amaia; Costa, Carme Martínez; Pulawska-Obiedowska, Sabina (2018): Overview on Improvements and Procedures. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Bryniarska, Zofia; Żakowska, Lidia; Enzenhofer, Bettina; Postorino, Maria Nadia; Marino, Concettina; Lusa García, Amaia (2018): Current Status of Women Career Development. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Enzenhofer, Bettina; Lusa García, Amaia; Sarnè, Giuseppe; Żakowska, Lidia (2020): Overview on How to Increase Female Visibility. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Knoll, Bente; Renkin, Agnes (2018): Analysis of Current Data on Gender in Research and Teaching. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Ratzner, Brigitte; Burtscher, Sabrina; Lehmann, Tobias; Mort, Harrie; Pillinger, Anna (2020): Enhanced Gender Knowledge and New Content. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Ratzner, Brigitte; Enzenhofer, Bettina (2019): Integrating Gender Dimensions in the Content of Research and Innovation. An Exhibition. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).

- Lasinger, Donia; Nagl, Elisabeth; Dvořáčková, Jana; Kraus, Marcel (2019): Best Practice Examples of Gender Mainstreaming in Research Funding Organizations. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Dvořáčková, Jana; Navrátilová, Jolana; Nagl, Elisabeth; Lasinger, Donia (2020): Guideline for Jury Members, Reviewers and Research Funding Organizations' Employees. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Lasinger, Donia; Nagl, Elisabeth; Dvořáčková, Jana; Kraus, Marcel (2020): Overview and Assessment of Gender Criteria for Funding Programmes. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Kraus, Marcel; Dvořáčková, Jana; Lasinger, Donia (2021): List of Principles of Communication of Gender Criteria. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Mergaert, Lut; Allori, Agostina; Ratzler, Brigitte; Enzenhofer, Bettina; Lusa García, Amaia; Marino, Concettina; Zakowska, Lidia; Bryniarska, Zofia (2020): Tailor-made Gender Equality Plans (GEP version 3.0). GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Knoll, Bente (2021): Dos and Don'ts while Degendering the STEM Field. Learning Experiences of Four European Universities and Two European Research Funding Organisations. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Mergaert, Lut; Knoll, Bente; Renkin, Agnes (2021): Final Report on Supporting Activities. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Jorge, Irene (2021): Implementation of Dissemination Activities. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Jorge, Irene (2021): Engagement Activities. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Lipinsky, Anke; Schredl, Claudia: Final Evaluation Report. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).

## **Additional resources and literature reviews**

- Knoll, Bente; Renkin, Agnes; Mergaert, Lut (2020): Additional resources (living document). GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Burtscher, Sabrina (2019): Literature Review: Gender Research in Human Computer Interaction. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Pillinger, Anna (2019): Literature Review: Gender and Robotics. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Mort, Harrie (2019): A Review of Energy and Gender Research in the Global North. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Lehmann, Tobias (2020): Literature Review: Gender and Mobility. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).

## **Explanatory videos (available on Youtube)**

- Ratzer, Brigitte; Enzenhofer, Bettina (2019): Humans & Computers. Video produced under GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project). Available online at <https://www.youtube.com/watch?v=vrWx91RdmGo>, checked on 4/30/2021.
- Ratzer, Brigitte; Enzenhofer, Bettina (2019): Robots in our society. Video produced under GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project). Available online at <https://www.youtube.com/watch?v=bfXr29VAuwU>, checked on 4/30/2021.
- Ratzer, Brigitte; Enzenhofer, Bettina (2020): Energy for all. Video produced under GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project). Available online at <https://www.youtube.com/watch?v=tIwrgsNVfW8>, checked on 4/30/2021.
- Ratzer, Brigitte; Enzenhofer, Bettina (2021): Mobility for all. Video produced under GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project). Available online at <https://www.youtube.com/watch?v=oMIfoI5-14M>, checked on 4/30/2021.
- Ratzer, Brigitte; Enzenhofer, Bettina (2021): Inclusive design – why intersectionality matters. Video produced under GEECCO. Gender Equality in

WP8: Additional resources (living document)

Engineering through Communication and Commitment (a H2020 project). Available online at <https://www.youtube.com/watch?v=U4eRb1NM21A>, checked on 4/30/2021.

## **Evaluation and monitoring tutorials**

Anke Lipinski and Claudia Schredl, both from GESIS, developed five online evaluation and monitoring tutorials.

1. GEECCO Data Monitoring Tool
2. GEECCO Infographic: Gender Equality Approaches and Their Impact on GEP Implementation
3. GEECCO Infographic: SMART Gender Equality Objectives
4. GEECCO Explainer Video: Gender Equality Plans in Technical Universities and the Use of Logic Models
5. GEECCO Log Journal

These tutorials can be downloaded on this website:

<https://www.tuwien.at/tu-wien/organisation/zentrale-bereiche/genderkompetenz/gender-in-der-forschung/geecco-resultate>

## Document versions

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0.1	24.05.2017 12.10.2017	First Draft	Lut Mergaert, Bente Knoll
0.2	24.11.2017	Second Draft (inputs by Lut Mergaert included)	Bente Knoll
0.3	20.03.2018	References added, structure slightly modified, annexes added	Lut Mergaert
0.4	17.04.2018	Inputs included	Bente Knoll
1.0		Final Version	
1.1	27.08.2018	Updates included	Lut Mergaert
1.2	13.05.2019	Updates included	Bente Knoll
1.3	30.12.2020	Updates included	Bente Knoll

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## Aim of the document

This document provides additional resources, such as references to literature, best practices, web tools, and other sources relevant for the GEECCO Consortium. The document is conceptualized as a “living document” and will be updated on a regular basis. References to useful resources, instruments, etc. are accompanied by a very brief annotation.

In annex to this document, two additional ‘short guides’ have been included which were developed for the GEECCO partners, to facilitate the implementation of their tasks under this project and the setting up of their Gender Equality Plans.

## Glossaries and overview of definitions

- EIGE Gender Equality Glossary and Thesaurus: <http://eige.europa.eu/rdc/thesaurus>
- EIGE Concepts and definitions related to Gender Mainstreaming: <http://eige.europa.eu/gender-mainstreaming/concepts-and-definitions>
- Key terms and concepts related to the Gendered Innovations project: <http://genderedinnovations.stanford.edu/terms.html>

## Decision-making: processes and bodies (= WP4)

- 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. 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.
- Podcast (46’): Can good leadership solve academia's gender and diversity problems? Keynote by Frank Dobbin, Professor in sociology at Harvard University, and a panel discussion about barriers and solutions with Dobbin, sociologist Arnfinn Midtbøen, recruitment expert Dyveke Hamza of the law firm Haavind, and Professor Gabrielle Griffin of the Centre for Gender Research at Uppsala University: [http://kifinfo.no/en/2017/11/podcast-can-good-leadership-solve-academias-gender-and-diversity-problems?utm\\_source=Kilden%27s+newsletter+ENGLISH&utm\\_campaign=6b0422a643-EMAIL\\_CAMPAIGN\\_2017\\_12\\_04&utm\\_medium=email&utm\\_term=0\\_8e0566702b-6b0422a643-429056093](http://kifinfo.no/en/2017/11/podcast-can-good-leadership-solve-academias-gender-and-diversity-problems?utm_source=Kilden%27s+newsletter+ENGLISH&utm_campaign=6b0422a643-EMAIL_CAMPAIGN_2017_12_04&utm_medium=email&utm_term=0_8e0566702b-6b0422a643-429056093)
- <https://eige.europa.eu/gender-mainstreaming/good-practices/belgium/new-election-procedure-board-ghent-university>
- <https://eige.europa.eu/gender-mainstreaming/toolkits/gear/examples/elections-university-council>

## Recruitment, career development of female researchers and female staff members (= WP5)

- LERU (2018), Implicit Bias in academia: A challenge to the meritocratic principle and to women's careers – And what to do about it. URL: <https://www.leru.org/files/implicit-bias-in-academia-full-paper.pdf>
- LIBRA Recruitment Handbook - Guidelines for inclusive, transparent and unbiased recruitment processes; downloadable via: <http://www.eu-libra.eu/news/libra-recruitment-handbook-2nd-edition>
- Booklet: "More Women in Informatics Research and Education". This compact resource is published by the Informatics Europe Working Group "Women in Informatics Research and Education" and endorsed by the European Commission. It provides deans and department heads clear and simple best practices to increase the participation of women in their institutions, both as students and as employees. <http://www.informatics-europe.org/component/phocadownload/category/11-best-practice-booklets.html?download=36:more-women-in-informatics-research-and-education>
- Inspiring The Future - Redraw The Balance: a film <https://www.youtube.com/watch?v=qv8VZVP5csA&feature=share>
- She Figures 2015 investigates the level of progress made towards gender equality in research & innovation (R&I) in Europe. It is the main source of pan-European, comparable statistics on the representation of women and men amongst PhD graduates, researchers and academic decision-makers. The data also sheds light on differences in the experiences of women and men working in research – such as relative pay, working conditions and success in obtaining research funds. It also presents for the first time the situation of women and men in scientific publication and inventorships, as well as the inclusion of the gender dimension in scientific articles. [https://ec.europa.eu/research/swafs/pdf/pub\\_gender\\_equality/she\\_figures\\_2015-final.pdf](https://ec.europa.eu/research/swafs/pdf/pub_gender_equality/she_figures_2015-final.pdf)
- OECD statistics and country notes (2017): [http://www.oecd-ilibrary.org/education/education-at-a-glance-2017\\_eag-2017-en](http://www.oecd-ilibrary.org/education/education-at-a-glance-2017_eag-2017-en)
- Academic career paths, positions, conditions for access, salaries, etc. for different EU countries, by the European University Institute: <https://www.eui.eu/ProgrammesAndFellowships/AcademicCareersObservatory/AcademicCareersbyCountry>
- Nielsen, M. W. (2015). Limits to meritocracy? Gender in academic recruitment and promotion processes. *Science and Public Policy*, 43(3), 386-399. ([https://watermark.silverchair.com/scv052.pdf?token=AQECAHi208BE49Ooan9kkhW\\_Ercy7Dm3ZL\\_9Cf3qfKAc485yggAAAalwggGeBgkqhkiG9w0BBwagggGPMIIiBiwIBADCCAYQGSqGSiB3DQEHATAeBgIghkgBZQMEAS4wEQQM3qxLpD9OxZI9KJbJAgEQgIIBVZiPSjs8Jrqdv4mmrM-c5omdH0-rwS9Husy6BGoDOE3xGfPVHbRDM3qof\\_JqCjvEC1unGlc0aMwWEuCT0XRit4WzxqogY0fgt9zkQnzo2xf0716G7etG8-XikdUnF8qsp0z59Kxyp2SndM36B7qhRF6fuodCsdyn0i6alaPWnvSWQkl4pJO6ZnV\\_C5tHLUqPGUg4D2VAwEM-AIGxIDoQEh5-423STOKhpbUONsSkZnY4IqlbD-jIXIRMshPhQ-VnhXF81P44soISJO0PvCCN-](https://watermark.silverchair.com/scv052.pdf?token=AQECAHi208BE49Ooan9kkhW_Ercy7Dm3ZL_9Cf3qfKAc485yggAAAalwggGeBgkqhkiG9w0BBwagggGPMIIiBiwIBADCCAYQGSqGSiB3DQEHATAeBgIghkgBZQMEAS4wEQQM3qxLpD9OxZI9KJbJAgEQgIIBVZiPSjs8Jrqdv4mmrM-c5omdH0-rwS9Husy6BGoDOE3xGfPVHbRDM3qof_JqCjvEC1unGlc0aMwWEuCT0XRit4WzxqogY0fgt9zkQnzo2xf0716G7etG8-XikdUnF8qsp0z59Kxyp2SndM36B7qhRF6fuodCsdyn0i6alaPWnvSWQkl4pJO6ZnV_C5tHLUqPGUg4D2VAwEM-AIGxIDoQEh5-423STOKhpbUONsSkZnY4IqlbD-jIXIRMshPhQ-VnhXF81P44soISJO0PvCCN-))

[yTHmRge65DFiKMikENL-XhaARkzMI9YbGu5GYj5SUzfrB89KzKbc09GnFaJQabcsnrdSD\\_zvOyg4kSH\\_zlshxY6bN2mEYK7D-1Fvg1q9eP9S0dhrR9SO-Eie4-qQ2ACKYnzT9A5dSErtAv2GTGtK4AiDjLcUwMsRPZLM6fwecm3sB6EiNT](http://yTHmRge65DFiKMikENL-XhaARkzMI9YbGu5GYj5SUzfrB89KzKbc09GnFaJQabcsnrdSD_zvOyg4kSH_zlshxY6bN2mEYK7D-1Fvg1q9eP9S0dhrR9SO-Eie4-qQ2ACKYnzT9A5dSErtAv2GTGtK4AiDjLcUwMsRPZLM6fwecm3sB6EiNT)

- Nielsen, M. W. (2017). Reasons for leaving the academy: A case study on the 'opt out' phenomenon among younger female researchers. *Gender, Work & Organization*, 24(2), 134-155. ([http://wiseatlantic.ca/wp-content/uploads/2017/06/Nielsen-2017-Gender2c\\_Work\\_Organization.pdf](http://wiseatlantic.ca/wp-content/uploads/2017/06/Nielsen-2017-Gender2c_Work_Organization.pdf))
- Stoet, Gijsbert; Geary, David C. (2018): The Gender-Equality Paradox in Science, Technology, Engineering, and Mathematics Education. In *Psychol Sci* 29 (4), pp. 581–593. DOI: 10.1177/0956797617741719. The underrepresentation of girls and women in science, technology, engineering, and mathematics (STEM) fields is a continual concern for social scientists and policymakers. Using an international database on adolescent achievement in science, mathematics, and reading (N = 472,242), we showed that girls performed similarly to or better than boys in science in two of every three countries, and in nearly all countries, more girls appeared capable of college-level STEM study than had enrolled. Paradoxically, the sex differences in the magnitude of relative academic strengths and pursuit of STEM degrees rose with increases in national gender equality. The gap between boys' science achievement and girls' reading achievement relative to their mean academic performance was near universal. These sex differences in academic strengths and attitudes toward science correlated with the STEM graduation gap. A mediation analysis suggested that life-quality pressures in less gender-equal countries promote girls' and women's engagement with STEM subjects.

There are two Irish initiatives which may help you in creating a questionnaire and actions:

- ✓ From Trinity College Dublin: [http://www.integer-tools-for-action.eu/sites/www.integer-tools-for-action.eu/files/file\\_fields/2015/06/26/integersurveyquestionnaire2011.pdf](http://www.integer-tools-for-action.eu/sites/www.integer-tools-for-action.eu/files/file_fields/2015/06/26/integersurveyquestionnaire2011.pdf); you find more templates here: <http://www.integer-tools-for-action.eu/en/resources>
- ✓ And from University college cork: <https://www.ucc.ie/en/iss21/researchprojects/recentresearchprojects/glassceiling/>
- Book by Royal Society: Parent Carer Scientist: fostering diversity in science; online stories and a (downloadable) booklet about the lives of scientists: <https://royalsociety.org/topics-policy/diversity-in-science/parent-carer-scientist/>
- Tutorials for Change. Gender Schemas and Science Careers: 4 online modules (presentations, transcripts and annotated bibliographies) <http://www.hunter.cuny.edu/gendertutorial/index.html>
- Mergaert, Lut; Raeymaekers, Peter (2017): Researchers at Belgian universities What drives them? Which obstacles do they encounter? Report. Available online at <https://www.kbs-frb.be/en/Activities/Publications/2017/20171113PP>, checked on 4/17/2018. Researchers at Belgian universities - What drives them? Which obstacles do they encounter? How do researchers at Belgian universities view their role in society? What drives them? Which obstacles do they encounter? What factors determine the quality of their research? How do they handle ethics, questions of diversity and gender, open access and public engagement? A total of 1,720 researchers from all Belgian universities took part in the online survey. It is the first large-scale survey to ask academics in Belgium about these issues. The major conclusions are that researchers at Belgian universities don't

do it for the money, a flashy career, the honour, fame and glory or for a good pension. They are driven by curiosity, the desire to produce new knowledge, or the aspiration to respond to existing and future societal needs. In their everyday work, however, it is not easy to meet the expectations placed on them by the academic system and society. This report publishes the detailed results. Each time, we discuss the findings for the whole group and then we look at some striking differences between subgroups.

- An annotated bibliography of studies on gender bias in academia:  
<https://www.hastac.org/blogs/superadmin/2015/01/26/gender-bias-academe-annotated-bibliography-important-recent-studies>
- **“Bias in Review”** list of articles put together by the Gender in the Global Research Landscape community reference group on Mendeley:
  1. Bagues, M., Sylos-Labini, M. & Zinovyeva, N. Does the Gender Composition of Scientific Committees Matter? *Am. Econ. Rev.* **107**, 1207–1238 (2017).
  2. Boughton, S. Addressing bias in peer review. *BioMed Central blog* **March 18**, (2016).
  3. Camejo, A. Science and society: Together we can crush gender bias. *CrossTalk Blog* **April 27**, (2017).
  4. Cressey, D. Journals weigh up double-blind peer review. *Nature* **July 15**, (2014).
  5. Falk-Krzesinski, H. J. Implicit/Unconscious Bias in Peer Review References. *Reference List* (2017).
  6. Helmer, M., Schottdorf, M., Neef, A. & Battaglia, D. Gender bias in scholarly peer review. *eLife* **6**, (2017).
  7. Helmer, M., Schottdorf, M., Neef, A. & Battaglia, D. Gender bias in scholarly peer review. *Elife* 6:e21718 (2017). doi:10.7554/eLife.21718.001
  8. Hengel, E. Publishing while Female Gender Differences in Peer Review Scrutiny. in *Royal Economic Society’s Annual Conference* (2017). doi:10.1353/rhe.2004.0003
  9. Jappelli, T., Nappi, C. A. & Torrini, R. Gender effects in research evaluation. *Res. Policy* **46**, 911–924 (2017).
  10. Knezek, P. Implicit bias in astronomy. *Nat. Astron.* **1**, 151 (2017).
  11. Lee, C. J., Sugimoto, C. R., Zhang, G. & Cronin, B. Bias in Peer Review. *J. Am. Soc. Inf. Sci. Technol.* **64**, 2–17 (2013).
  12. Lerback, J. & Hanson, B. Journals invite too few women to referee. *Nature* **January 26**, 455–457 (2017).
  13. Litvina, L. & Maurer, A. C. As good as it gets? Peer review and its discontents. *Science in the News Blog* 1–9 (2017). at <<http://sitn.hms.harvard.edu/flash/2015/as-good-as-it-gets-peer-review-and-its-discontents/>>
  14. Makunga, N. Women scientists lag in academic publishing, and it matters. *The Conversation* **September**, (2017).
  15. Neuman, N. How can scientific publishers combat implicit gender bias? *CrossTalk Blog* 1–8 (2017). at <<http://crosstalk.cell.com/blog/how-can-scientific-publishers-combat-implicit-gender-bias>>
  16. Pinholster, G. Journals and funders confront implicit bias in peer review. *Science* (80-. ). **352**, 1067–1068 (2016).
  17. Richmond, G. To Advance Science, It’s Time to Tackle Bias. *Live Science* (2016). at <<http://www.livescience.com/55026-scientists-tackle-unconscious-bias.html>>

## WP8: Additional resources (living document)

18. Rimmer, A. Avoiding unconscious bias. *BMJ* **4366**, (2016).
  19. Ross, E. Gender bias distorts peer review across fields. *Nature* **March 21**, (2017).
  20. Sayer, E. Gender Bias and the Peer Review Process | Wiley. *Wiley Exchanges* **September**, (2016).
  21. Tricco, A. C. *et al.* Strategies to Prevent or Reduce Gender Bias in Peer Review of Research Grants: A Rapid Scoping Review. *PLoS One* e0169718 (2017).  
doi:10.1371/JOURNAL.PONE.0169718
- A toolkit on 'women of colour in the workplace'. A different, intersectional angle: [https://www.enar-eu.org/IMG/pdf/20112\\_equal\\_work\\_2018\\_lr.pdf](https://www.enar-eu.org/IMG/pdf/20112_equal_work_2018_lr.pdf)
  - Gender quota for authors in reading lists: <http://academicrightswatch.com/?p=2846>
  - Maria De Paola & Francesca Gioia & Vincenzo Scoppa, 2018. "Teamwork, Leadership And Gender," Working Papers201801, Università della Calabria, Dipartimento di Economia, Statistica e Finanza "Giovanni Anania" – DESF: <https://ideas.repec.org/p/iza/izadps/dp11861.html>
  - Robust study about the (possible) implementation of quotas, advantages and disadvantages: [http://eige.europa.eu/sites/default/files/exploring\\_quotas\\_academia.pdf](http://eige.europa.eu/sites/default/files/exploring_quotas_academia.pdf)

## Gender dimension in research and teaching (= WP6)

- [http://kjonnsforskning.no/sites/default/files/what\\_is\\_the\\_gender\\_dimension\\_roggkorsvik\\_kilden\\_genderresearch.no\\_.pdf](http://kjonnsforskning.no/sites/default/files/what_is_the_gender_dimension_roggkorsvik_kilden_genderresearch.no_.pdf)
- Research underpinning innovations and design of products for the benefit of all users: <https://www.volvocars.com/intl/why-volvo/human-innovation/future-of-driving/safety/cars-safe-for-all>
- Gender-neutral voice for AI: <https://www.fastcompany.com/90321378/the-worlds-first-genderless-ai-voice-is-here-listen-now>
- Yellow Window Management Consultants; Engender; Genderatwork (Eds.) (2011): Toolkit gender in EU-funded research. Luxembourg (EUR / European Commission). Available online at [https://www.ki.si/fileadmin/user\\_upload/KINA24840ENC\\_002.pdf](https://www.ki.si/fileadmin/user_upload/KINA24840ENC_002.pdf), checked on 5/28/2014.
- The Gendered Innovations project: 1) develops practical methods of sex and gender analysis for scientists and engineers and 2) provides case studies as concrete illustrations of how sex and gender analysis leads to innovation. <https://genderedinnovations.stanford.edu/> And here is a German translation by TU Wien: <http://www.geschlecht-und-innovation.at/>

## WP8: Additional resources (living document)

- Kisakürek, Basak and Baltic Gender (2018) Tools and Resources on Gender–Sensitive Teaching Methods in Higher Education., 12 pp.  
[http://oceanrep.geomar.de/41854/1/Baltic%20Gender\\_Online%20Material.pdf](http://oceanrep.geomar.de/41854/1/Baltic%20Gender_Online%20Material.pdf)
- The website “Toolbox Gender und Diversity in der Lehre”, developed by the Free University of Berlin (in German, but with translations to English) promotes gender and diversity conscious teaching in higher education, offering tools (starters kit, guidelines, resources) for practical implementation:  
<http://www.genderdiversitylehre.fu-berlin.de/en/toolbox>
- EGERA:  
[http://www.egera.eu/fileadmin/user\\_upload/Deliverables/D44\\_Collected\\_Good\\_Practices\\_in\\_Introducing\\_Gender\\_in\\_Curricula\\_78106.pdf](http://www.egera.eu/fileadmin/user_upload/Deliverables/D44_Collected_Good_Practices_in_Introducing_Gender_in_Curricula_78106.pdf)
- Elsevier (2017). *Gender in the global research landscape*. Brief overview of results:  
<https://www.elsevier.com/research-intelligence/campaigns/gender-17>; and report:  
[https://www.elsevier.com/\\_data/assets/pdf\\_file/0008/265661/ElsevierGenderReport\\_final\\_for-web.pdf](https://www.elsevier.com/_data/assets/pdf_file/0008/265661/ElsevierGenderReport_final_for-web.pdf)
- Knoll, Bente; Ratzer, Brigitte (2010): *Gender Studies in den Ingenieurwissenschaften*. Wien: Facultas wuv Universitätsverlag. **(German)**
- Knoll, Bente: *Gender Studies at Engineering Faculties in Austria*. In: 8th European Conference on Gender Equality in Higher Education. Available online at  
[https://gender2014.conf.tuwien.ac.at/fileadmin/t/gender2014/Full\\_Papers/Gender\\_Studies\\_at\\_Engineering\\_Faculties\\_in\\_Austria\\_BenteKNOLL.PDF](https://gender2014.conf.tuwien.ac.at/fileadmin/t/gender2014/Full_Papers/Gender_Studies_at_Engineering_Faculties_in_Austria_BenteKNOLL.PDF), checked on 10/12/2015.
- Article: “Technology inspired by feminist theory”, published by the Swedish Secretariat for Gender Research: <https://www.genus.se/en/newspost/teknik-utifran-feministisk-teori/>
- [Miriam E. David](http://eu.wiley.com/WileyCDA/WileyTitle/productCd-1509504265,subjectCd-ED05.html) (2016). *A Feminist Manifesto for Education*: Wiley.  
<http://eu.wiley.com/WileyCDA/WileyTitle/productCd-1509504265,subjectCd-ED05.html>
- ‘Unbias button’ for translations: <https://jwt-amsterdam.pr.co/171676-a-new-product-feature-to-break-gender-bias>

## Resources on diversity and inclusive teaching

Note that several of the below links include references to other resource materials:

- <https://ctal.udel.edu/resources-2/inclusive-teaching/>
- <https://www.uww.edu/learn/aboutdiversity/approachdiversity>
- Benefits and challenges of diversity in academic settings: [http://hr.fhda.edu/hiring-for-equity-training-materials/Benefits\\_Challenges-Of%20Diversity.pdf](http://hr.fhda.edu/hiring-for-equity-training-materials/Benefits_Challenges-Of%20Diversity.pdf)
- <https://web.uri.edu/teach/multicultural/>

## Gender Equality (GE) and Responsible Research and Innovation (RRI)

- Ravn, Tine; Nielsen, Mathias W.; Mejlgaard, Niels (2015): Metrics and indicators of Responsible Research and Innovation. Progress report D3.2; Monitoring the Evolution and Benefits of Responsible Research and Innovation (MoRRI). Available online at <https://www.rri-tools.eu/documents/10184/47609/MORRI-D3.2/aa871252-6b2c-42ae-a8d8-a8c442d1d557>, checked on 10/12/2017.
- Indicators for promoting and monitoring Responsible Research and Innovation Report from the Expert Group on Policy Indicators for Responsible Research and Innovation” → this policy report suggests specific GE indicators.  
[http://ec.europa.eu/research/swafs/pdf/pub\\_rri/rri\\_indicators\\_final\\_version.pdf](http://ec.europa.eu/research/swafs/pdf/pub_rri/rri_indicators_final_version.pdf)

## Cross-cutting topics

### Raising gender awareness – tackling unconscious bias

- **Libra video on unconscious bias:** ‘recruitment bias in research institutes’:  
<https://www.youtube.com/watch?v=g978T58gELO>
- Article that may be also useful to sensitise some students or colleagues, even if they are from technological / engineering fields: [https://www.theguardian.com/lifeandstyle/2019/feb/23/truth-world-built-for-men-car-crashes?CMP=share\\_btn\\_link](https://www.theguardian.com/lifeandstyle/2019/feb/23/truth-world-built-for-men-car-crashes?CMP=share_btn_link)
- **Gender Identity and Expression Policy for RCSI Staff and Students:** The Royal College of Surgeons in Ireland (RCSI) launched, in April 2018, a policy to promote equality, diversity and inclusion among staff and students, to ensure that students and staff feel supported at RCSI and that transphobia is prevented. Information on the policy can be accessed via: <http://www.rcsi.ie/index.jsp?p=100&n=110&a=11424>; the full policy text (with definitions, legal framework, institutional commitments and measures, ...) can be downloaded from: [http://www.rcsi.ie/files/about-us/20180425103621\\_Gender%20Identity%20and%20Expression.pdf](http://www.rcsi.ie/files/about-us/20180425103621_Gender%20Identity%20and%20Expression.pdf)
- The deadly truth about a world built for men – from stab vests to car crashes. In a popularized version, awareness-raising about the need for gender in research content: [https://www.theguardian.com/lifeandstyle/2019/feb/23/truth-world-built-for-men-car-crashes?CMP=share\\_btn\\_link](https://www.theguardian.com/lifeandstyle/2019/feb/23/truth-world-built-for-men-car-crashes?CMP=share_btn_link)
- **Between cooperation and competition: being a man at TU Wien:** And yet it is apparent that women are not only underrepresented among TU Wien students but also among those who work, research and teach there. History has clearly left its mark and TU Wien has not yet shed its male character. In an attempt to change this, it is worth taking a closer look at men at the TU Wien. What does it mean to be a “man” in a male institution like TU Wien? What do men experience among other men, and how can men contribute towards adjusting the gender ratio at TU Wien? A group of men working in a range of roles and fields at TU Wien tackled these issues in a workshop that took place in spring 2015. This discussion process led to a film project, “Masculinities at TU Wien—

## WP8: Additional resources (living document)

between cooperation and competition”, in which key insights into being a man at TU Wien were explored, together with five of the workshop participants.

Basic information in English:

[http://www.frauenspuren.at/fileadmin/t/frauenspuren/Dokumente\\_und\\_Zierbilder/Infoblatt-Maenner\\_17-03-03\\_web\\_englisch.pdf](http://www.frauenspuren.at/fileadmin/t/frauenspuren/Dokumente_und_Zierbilder/Infoblatt-Maenner_17-03-03_web_englisch.pdf)

Video (in German language): [http://www.frauenspuren.at/bild\\_und\\_ton/](http://www.frauenspuren.at/bild_und_ton/) and [https://www.youtube.com/watch?time\\_continue=61&v=YdSRDSpfCbU](https://www.youtube.com/watch?time_continue=61&v=YdSRDSpfCbU)

- Book by Royal Society: *Parent Carer Scientist: fostering diversity in science*; online stories and a (downloadable) booklet about the lives of scientists, aimed at breaking down stereotypes: <https://royalsociety.org/topics-policy/diversity-in-science/parent-carer-scientist/>
- Reference on implicit biases: [http://ec.europa.eu/research/swafs/pdf/pub\\_gender\\_equality/report\\_on\\_implicit\\_gender\\_biases\\_during\\_evaluations.pdf](http://ec.europa.eu/research/swafs/pdf/pub_gender_equality/report_on_implicit_gender_biases_during_evaluations.pdf)
- 1-2 hour online free course on unconscious bias. <https://www.edx.org/course/unconscious-bias-awareness-action-catalystx-ub1x>

## Sexism and Sexual violence

- Hassel, H., & Cole, K. (2017). *Surviving Sexism in Academia*: Routledge. <https://www.routledge.com/Surviving-Sexism-in-Academia-Strategies-for-Feminist-Leadership/Cole-Hassel/p/book/9781138696846> (US-oriented and -specific, but relevant)
- Elizabeth Quinlan, Andrea Quinlan, Curtis Fogel and Gail Taylor (Edts) (2017). *Sexual Violence at Canadian Universities. Activism, Institutional Responses, and Strategies for Change*: Wilfrid Laurier University Press. <https://www.wlupress.wlu.ca/Books/S/Sexual-Violence-at-Canadian-Universities>
- A practical guide for the twilight zone of sexual harassment: <https://periodbrussels.eu/guide/>
- A set of tip sheets on dealing with Violence against Woman and Girls: <https://cofemsocialchange.org/feminist-pocketbook/>
- Article by Frederik Bondestam, our advisor: [http://kjonnsforskning.no/en/2018/09/research-sexual-harassment-norway-close-behind-sweden?utm\\_source=Kilden%27s+newsletter+ENGLISH&utm\\_campaign=73aee16113-EMAIL\\_CAMPAIGN\\_2018\\_10\\_24\\_01\\_13&utm\\_medium=email&utm\\_term=0\\_8e0566702b-73aee16113-429056093](http://kjonnsforskning.no/en/2018/09/research-sexual-harassment-norway-close-behind-sweden?utm_source=Kilden%27s+newsletter+ENGLISH&utm_campaign=73aee16113-EMAIL_CAMPAIGN_2018_10_24_01_13&utm_medium=email&utm_term=0_8e0566702b-73aee16113-429056093)
- Sexual violence while studying abroad: <http://www.ingentaconnect.com/content/tpp/jgbv/2018/00000002/00000001/art00009#>
- Conference on harassment: <http://www.donnescienza.it/2018-wetooinscience/>

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- The last page of the document <http://www.bezpieczny-student.uj.edu.pl/documents/136167082/136938408/Standard+antydiskryminacyjny+ostateczny/f25b75e4-ab31-44d5-bbf6-ab3df277072a> is explaining in English the proposal of document elaborated in Poland by a group of experts in discrimination – as a starting point to prevent discrimination at university.
- Campaign from the university of Geneva (presented at the GEHE2018 conference): <https://unige.ch/rectorat/egalite/ancrage/harcelement/>). Among other measures (like workshops, a new course, an international summer school), they published postcards and a brochure “Don’t turn a blind eye” (available in EN and FR from the website): [https://unige.ch/rectorat/egalite/files/8915/1092/5892/GuideHarassment\\_UNIGE.pdf](https://unige.ch/rectorat/egalite/files/8915/1092/5892/GuideHarassment_UNIGE.pdf) The university of Geneva is willing to share its experiences with the campaign with other universities.
- <https://policypress.co.uk/the-concept-and-measurement-of-violence-against-women-and-men>

## Inclusive language and visual materials

- Guidelines for inclusive meetings: <https://static1.squarespace.com/static/582cce42bebafbc47a82b04/t/5ca0fe7d9b747a3d7dc7a71f/1554054781756/Formatted+Inclusive+Meeting+Guide-v5.pdf>
- [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.
- [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.
- **English and French:** Unesco (Ed.) (1999): Guidelines on Gender-Neutral Language. Available online at [https://www.vielefacetten.at/fileadmin/vielefacetten.at/uploads/docs/UNESCO\\_1999\\_Guidelines\\_on\\_Gender-Neutral\\_Language.pdf](https://www.vielefacetten.at/fileadmin/vielefacetten.at/uploads/docs/UNESCO_1999_Guidelines_on_Gender-Neutral_Language.pdf), checked on 1/31/2013.
- **German:** Overview on various guidelines: <https://www.vielefacetten.at/technik-ingenieurwissenschaften/themenfelder/geschlechtergerecht-formulieren/sprach-leitfaeden/>
- **German:** Online game and practical hints – especially in for the field technology and engineering: <https://www.vielefacetten.at/spiel/> and <https://www.vielefacetten.at/technik-ingenieurwissenschaften/themenfelder/>

## Resistances and strategies against resistances

- EIGE: <https://eige.europa.eu/gender-mainstreaming/toolkits/gender-institutional-transformation/dealing-resistance>

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- FESTA Handbook on resistance to gender equality in academia: <http://www.festa-europa.eu/public/handbook-resistance-gender-equality-academia> (here as pdf: <http://www.festa-europa.eu/sites/festa-europa.eu/files/FESTA%20D7.1%20Handbook%20on%20Resistance%20to%20Gender%20Equality%20in%20Academia.pdf> and as online tool: <http://www.resge.eu/> )
- Verge, T., Ferrer-Fons, M., & González, M. J. Resistance to mainstreaming gender into the higher education curriculum. *European Journal of Women's Studies* <http://journals.sagepub.com/doi/abs/10.1177/1350506816688237#articleCitationDownloadContainer>
- Powell, S., Ah-King, M., & Hussénus, A. (2017). 'Are we to become a gender university?' Facets of resistance to a gender equality project. *Gender, Work & Organization*, n/a-n/a. doi:10.1111/gwao.12204 [https://www.researchgate.net/publication/320644409\\_%27Are%20we%20to%20become%20a%20gender%20university%27%20Facets%20of%20resistance%20to%20a%20gender%20equality%20project](https://www.researchgate.net/publication/320644409_%27Are%20we%20to%20become%20a%20gender%20university%27%20Facets%20of%20resistance%20to%20a%20gender%20equality%20project)
- Schweiger, Sylvia; Stouten, Hendrik; Bleijenbergh, Inge L. (2018): A System Dynamics Model of Resistance to Organizational Change: The Role of Participatory Strategies: A system dynamics model of resistance to organizational change. In *Systems Research and Behavioral Science*. Available online at [https://www.researchgate.net/publication/324111834\\_A\\_System\\_Dynamics\\_Model\\_of\\_Resistance\\_to\\_Organizational\\_Change\\_The\\_Role\\_of\\_Participatory\\_Strategies\\_A\\_system\\_dynamics\\_model\\_of\\_resistance\\_to\\_organizational\\_change](https://www.researchgate.net/publication/324111834_A_System_Dynamics_Model_of_Resistance_to_Organizational_Change_The_Role_of_Participatory_Strategies_A_system_dynamics_model_of_resistance_to_organizational_change), checked on 4/16/2018.
- These manifestations can hardly be called 'unconscious bias', and clearly, it's no question of 'merit' either in Strickland's case: <https://www.vox.com/science-and-health/2018/10/2/17929366/nobel-prize-physics-donna-strickland>
- Academic article on resistance: <http://journals.sagepub.com/doi/abs/10.1177/1350508405055945>
- Sundari; Lewis (eds.) 2018, Gender based violence in university communities, and also see "Gender-based Violence, Stalking and Fear of Crime"

References that you may find interesting, addressing the particular situation of 'gender equality' and resistances against gender in CEE countries:

- The Future of the European Union - Feminist Perspectives from East-Central Europe (2017). ESZTER KOVÁTS (ED.) <http://library.fes.de/pdf-files/bueros/budapest/14210.pdf>
- Elżbieta Korolczuk and Agnieszka Graff, "Gender as "Ebola from Brussels": The Anticolonial Frame and the Rise of Illiberal Populism," *Signs: Journal of Women in Culture and Society* 43, no. 4 (Summer 2018): 797-821. <https://www.journals.uchicago.edu/doi/full/10.1086/696691>
- Graff, A., & Korolczuk, E. (2017). "Worse than communism and Nazism put together": War on gender in Poland. *Anti-gender Campaigns in Europe: Religious and Political Mobilizations against Equality*. [http://www.academia.edu/download/43199675/Worse\\_than\\_communism\\_and\\_nazism\\_put\\_tog.doc](http://www.academia.edu/download/43199675/Worse_than_communism_and_nazism_put_tog.doc)

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Advice paper on Implicit bias in academia: On 18 January 2018, the LERU presented its advice paper, entitled "Implicit bias in academia: a challenge to the meritocratic principle and to women's careers – and what to do about it" to the public.

- [Implicit bias in academia \(Full Paper\) \(PDF, 310 KB\)](#)
- [Implicit bias in academia \(Executive Summary\) \(PDF, 172 KB\)](#)
- [LERU Press release 18 January 2018](#)
- [Article on LERU advice paper in EuroScientist](#)

## Intersectionality in academia

- What Is Intersectionality and Why Is It Important? Building solidarity in the fight for social justice, by Anne Sisson Runyan, in *ACADEME*, November-December 2018, American Association of University Professors, <https://www.aaup.org/article/what-intersectionality-and-why-it-important#.Xjlsv2hKg2x>
- Why higher education requires an intersectional lens, by Anjali Thomas, 13 July 2018, in University World News, <https://www.universityworldnews.com/post.php?story=20180711100836157>: article with different examples of approaches relating to access and entry to university education
- Shelton, S. A., Flynn, J. E., & Grosland, T. J. (Eds.). (2018). *Feminism and intersectionality in academia: Women's narratives and experiences in higher education*. Springer. <https://www.palgrave.com/gp/book/9783319905891>. Abstract: This edited volume explores the diversities and complexities of women's experiences in higher education. Its emphasis on personal narratives provides a forum for topics not typically found in print, such as mental illness, marital difficulties, and gender identity. The intersectional narratives afford typically disenfranchised women opportunities to share experiences in ways that de-center standard academic writing, while simultaneously making these stories accessible to a range of readers, both inside and outside higher education.

Also interesting:

- Ahmed, Sara. (2016). *Living a feminist life*. Duke University Press. Abstract: In *Living a Feminist Life* Sara Ahmed shows how feminist theory is generated from everyday life and the ordinary experiences of being a feminist at home and at work. Building on legacies of feminist of color scholarship in particular, Ahmed offers a poetic and personal meditation on how feminists become estranged from worlds they critique—often by naming and calling attention to problems—and how feminists learn about worlds from their efforts to transform them. Ahmed also provides her most sustained commentary on the figure of the feminist killjoy introduced in her earlier work while showing how feminists create inventive solutions—such as forming support systems—to survive the shattering experiences of facing the walls of racism and sexism. The killjoy survival kit and killjoy manifesto, with which the book concludes, supply practical tools for how to live a feminist life, thereby strengthening the ties between the inventive creation of feminist theory and living a life that sustains it.
- For reviews of this book, see here: [https://www.researchgate.net/profile/Gabriela\\_Hinchcliffe\\_Voglio/publication/330523149\\_Living\\_a\\_Feminist\\_Life/links/5cb0524f92851c8d22e52f32/Living-a-Feminist-Life.pdf](https://www.researchgate.net/profile/Gabriela_Hinchcliffe_Voglio/publication/330523149_Living_a_Feminist_Life/links/5cb0524f92851c8d22e52f32/Living-a-Feminist-Life.pdf) and here <https://lareviewofbooks.org/article/facing-the-feminist-in-the-mirror-on-sara-ahmeds-living-a-feminist-life/>

## Gender Equality Plans (GEP)

- Mergaert, Lut; Arnaut, Catarina; Forest, Maxime e.a. (2016): Gender Equality in Academia and Research. GEAR tool. Edited by European Institute for Gender Equality. Available online at <http://eige.europa.eu/sites/default/files/documents/mh0716096enn.pdf>
- Giovanna Declich and Luciano d'Andrea with TRIGGER partners (2017). *Triggering institutional change towards gender equality in science. Final Guidelines of the TRIGGER project*. The guidelines present experiences and learnings from seven different structural change projects: EGERA, FESTA, GARCIA, GenderTime, GenisLab, GENOVATE, INTEGER and STAGES, and thus represent informative reading to everyone active in this field. <http://triggerproject.eu/wp-content/uploads/2018/01/TRIGGERING-PAGG-SINGOLE.pdf>
- Gender-Time Toolbox: How-To guidelines and Set of tools developed within the GenderTime project for implementing and monitoring future Gender Equality Action Plans in institutions interested in similar approaches <http://www.gendertime.org/Toolbox>

## Evaluation and monitoring a GEP (=WP10)

- Science Europe Working Group on Gender and Diversity (Ed.) (2017): Practical Guide to improving gender equality in research organisations. Science europe. Available online at [https://www.scienceurope.org/wp-content/uploads/2017/01/SE\\_Gender\\_Practical-Guide.pdf](https://www.scienceurope.org/wp-content/uploads/2017/01/SE_Gender_Practical-Guide.pdf), checked on 4/16/2018.
- Composite index (from Gender-Time): <http://www.gendertime.org/node/248>; Questionnaire: <http://www.gendertime.org/sites/default/files/UNIPD-GEI-Questionnaire.pdf> and book: A model for building a Gender Equality Index for academic institutions <http://www.padovauniversitypress.it/publications/9788869380983>
- Gender-Time Toolbox: How-To guidelines and Set of tools developed within the GenderTime project for implementing and monitoring future Gender Equality Action Plans in institutions interested in similar approaches <http://www.gendertime.org/Toolbox>
- Workshop report focussing gender biases during evaluations: Viera, Marta Artiles; Locane, Maija; Pépin, Anne; Willis-Mazzichi, Viviane: Implicit Gender Biases during Evaluations: How to Raise Awareness and Change Attitudes? Workshop Report, Brussels 30-31 May 2017. Edited by Gender Sector of Unit B7-Science with and for Society, Directorate-General for Research and Innovation. Available online at [https://ec.europa.eu/research/swafs/pdf/pub\\_gender\\_equality/report\\_on\\_implicit\\_gender\\_biases\\_during\\_evaluations.pdf](https://ec.europa.eu/research/swafs/pdf/pub_gender_equality/report_on_implicit_gender_biases_during_evaluations.pdf), checked on 4/17/2018.
- <https://academic.oup.com/spp/advance-article/doi/10.1093/scipol/scy059/5138293?guestAccessKey=4f511d38-5a8e-4896-b0f4-2053a435fd08>

## Miscellaneous

- Iris Bohnet. What works. Gender Equality by design: video <https://www.youtube.com/watch?v=niH9wfKsUlc> and book: What works. Gender Equality by Design: <http://www.hup.harvard.edu/catalog.php?isbn=9780674089037>
- Using restructuring to promote gender equality and diversity – a guide for the research sector (2018): published by the Norwegian KIF Committee, this is a practical tool for universities and university colleges to use in their restructuring efforts to ensure gender balance and diversity. Reader-friendly version: [http://kifinfo.no/sites/default/files/restructuring\\_guide\\_eng\\_web\\_2.pdf](http://kifinfo.no/sites/default/files/restructuring_guide_eng_web_2.pdf); Print-friendly version: [http://kifinfo.no/sites/default/files/restructuring\\_guide\\_eng\\_web2\\_0.pdf](http://kifinfo.no/sites/default/files/restructuring_guide_eng_web2_0.pdf)
- Taylor, G. D., Van Aken, E. M., & Smith-Jackson, T. L. (2007, July). Improving organizational culture using core values. In *19th International Conference on Production Research, Valparaiso, Chile* (Vol. 29). (<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.386.2652&rep=rep1&type=pdf>); This paper describes a structured approach and participatory design methodology for defining and using core values as an agent of positive organizational change. The authors discuss ways in which progress in adherence to stated core values can be measured and utilized for continuous improvement, positive climate, and job satisfaction. The results of applying this approach in an academic case environment are presented.
- Falcão Casaca, Sara and Lortie, Johanne (2017). Handbook on Gender and Organizational Change, International Training Centre of the International Labour Organization. [https://issuu.com/itcilo/docs/handbook\\_on\\_gender](https://issuu.com/itcilo/docs/handbook_on_gender)
- OECD. (2017). *The Pursuit of Gender Equality*: OECD Publishing, Paris. <http://www.oecd.org/gender/the-pursuit-of-gender-equality-9789264281318-en.htm>
- Flaherty, Colleen: Relying on Women, Not Rewarding Them. New study suggests female professors outperform men in terms of service - to their possible professional detriment. 12.04.2017. Available online at <https://www.insidehighered.com/news/2017/04/12/study-finds-female-professors-outperform-men-service-their-possible-professional>, checked on 4/17/2018.
- Study finds female professors experience more work demands and special favor requests, particularly from academically "entitled" students: [https://www.insidehighered.com/news/2018/01/10/study-finds-female-professors-experience-more-work-demands-and-special-favor?fbclid=IwAR2B2NjJb7brBY4o3YPf5qon1GNKeOzmwaEsWYq45D9WsiinIVptMQ6P\\_sE](https://www.insidehighered.com/news/2018/01/10/study-finds-female-professors-experience-more-work-demands-and-special-favor?fbclid=IwAR2B2NjJb7brBY4o3YPf5qon1GNKeOzmwaEsWYq45D9WsiinIVptMQ6P_sE)
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- A useful resource as there are examples also of existing practices: <http://www.donnescienza.it/2018-wetooinscience/>

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## Selection of our sister projects

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WP8: Additional resources (living document)

- EGERA - [Effective Gender Equality in Research and the Academia](#) (2014-01-01-2017-12-31)
- LIBRA (01/10/2015–31/03/2019); <http://www.eu-libra.eu/>
- PLOTINA (01/02/2016–31/01/2020); <http://www.plotina.eu/>
- GARCIA sister project: <https://www.taylorfrancis.com/books/9781351781428>
- EQUAL-IST TOOLKIT <https://equal-ist.eu/equal-ist-online-toolkit/>
- Gender Time project: Monitoring Handbook:  
[https://gupea.ub.gu.se/bitstream/2077/56065/1/gupea\\_2077\\_56065\\_1.pdf](https://gupea.ub.gu.se/bitstream/2077/56065/1/gupea_2077_56065_1.pdf)
- GEDII project: <https://www.gedii.eu/about/publications/>; literature review done by GEDII:  
[https://www.gedii.eu/wp-content/uploads/D1.1ConceptualFramework\\_31MAY2016.pdf](https://www.gedii.eu/wp-content/uploads/D1.1ConceptualFramework_31MAY2016.pdf)

## Annex 1: Short Guide on Developing Gender Trainings

### About this Short Guide

This Short Guide on Developing Gender Trainings (GT) aims at providing practical guidance to the research organisations in GEECCO who will develop and deliver gender trainings in their organisation. It is not meant to be prescriptive. Rather, it sets out the main lines along which a GT can be developed. The guide and suggestions provided therein are based on the experience gained by Yellow Window in developing and delivering one-day, physical gender trainings in research organisations (a.o. in the context of the training programmes on ‚gender in research‘ delivered on behalf of the European Commission under FP7). As such, the guide builds on a robust experience base. However, this does not mean that you cannot or should not experiment with innovative and/or alternative training approaches and techniques. Feel free to explore the possibilities and apply what you think will work best in your organisational setting.

The guide explains the steps to be followed in setting up, testing and delivering training sessions. It provides (in annex) an example of a training script (template) and exit questionnaire.

## Which training concepts? Which partners?

Within the context of GEECCO's Work Package 5 (*Implementing GEPs: Focussing on recruitment, career development of female researchers and female staff members*), each partner RPO will develop two training concepts. The table below provides the overview of who will develop which training concept, as agreed at the consortium meeting in Barcelona on 16-17 October 2017.

Training concept, as laid out in the Grant Agreement Part A	Partner
1. People involved in recruitment processes, such as members of search committees, middle and higher management, professors, HR-responsible and project-leaders doing staff recruiting: The trainings should inform all people involved in hiring procedures about implicit association bias and support a personal reflection of own biases for every man and woman involved in recruitment processes.	TUW
2. Management staff and human resources services at the RPO: special training to management representatives of universities, who are involved in human resources development, to increase their awareness and knowledge on gender equity practices	UNIRC
3. People being responsible for the promotion of young academics: With the concept of mentorship in mind there must be more awareness about the role of a mentor and the necessity for promoting young female researchers as well. This should bring more female academics in the position to advance in their career after the PhD.	UPC
4. Female researchers (early stage): Workshop on "Women and scientific career", networking	PK
5. Female advanced researchers: Workshop on "Women and scientific career", networking	PK
6. Female potentials: Coaching actions for women who have the will and/or potential to take management responsibilities.	TUW
7. All staff members: Internal communication and information actions targeted to women and men about general issues on Gender Equality and about existing programmes or initiatives that can help them for career development or worklife balance, such as social action, parental leave, paternity leaves etc.	UNIRC
8. All staff members: management of verbal/physical violence situations with identified contact persons.	UPC

## Some considerations when developing a gender training

Before starting to develop a gender training, some important questions need to be answered. Be aware that these questions come as a set. In other words, they should not be answered by starting with the first one and then working your way down the list. Rather, these questions and the answers to them should be considered together, to form a coherent whole.

- *Who is/are the target groups that the training will address?* → The targets and training topics being broadly defined (see table above), it is important to carefully delineate the group(s) you will design the training for. It is generally not commendable to mix people with very different levels of gender awareness / knowledge.
- *What are the learning objectives for the training?* Specify which outcomes you aim to reach with the training, keeping in mind the functions in the organisation and roles in the recruitment / selection / promotion / career management processes of your training target group(s). Be realistic and not overly ambitious. Consider the levels of awareness and knowledge that are already (or not) available in your group.
- *What should be the length of the training session?* Decide on the length of the session, bearing in mind the learning objectives as well as the profiles of your target group(s): how easily and how long can these people make themselves available for a training?

## What do you develop and prepare? How to do this?

Start with the *learning objectives* and ask yourself what content is needed in your training to achieve these objectives. Which **key messages and elements of theory** will you need to convey? Which **practical skills** do you want your audience to acquire? Remember it is important not to overload a training session. A 'golden rule' is not to aim for more than three key messages you want your audience to remember once the session is over. Make sure you convey these key messages explicitly, and you might repeat them in a conclusive session at the end.

**Outline the (draft) structure** of your training (cfr. 'outline' in the annex), ensuring a logical order, whereby insights are gradually built up. It is important not to take for granted that basic concepts are known. Usually it is beneficial to briefly remind participants at the start of the session of the meaning of concepts (e.g. sex vs gender; institutional change; gender equality plan; gender mainstreaming).

You can use the outline as the basis for developing your **training script**. The script lays out in detail the proceedings for the training, as well as materials that are needed. It is a working instrument for use by the trainer / workshop facilitator. It is NOT meant for dissemination or distribution among the training participants.

When developing the script, make sure to alternate training components (or 'modules') that aim at conveying theory (and that thus resemble 'lecturing') with practical exercises or discussions in small groups, followed by a plenary where views are exchanged. This approach fosters good dynamics, supports focus and promotes learning.

WP8: Additional resources (living document)

Keep each component of your training programme rather short (i.e. 20'-30'). Do avoid 'lecturing'; a training is not a university class.

Think about **hand-outs** that can support your key messages and which participants can consult again after the session to refresh their memories about important aspects or which they can use as a resource. Hand-outs can be existing (short) documents or purpose-made tools that you develop.

Next, make your **PowerPoint (or other format) presentation**, which will support the training and guide you and the participants through the session. Note that also for exercises, it can be useful to put the instructions on a slide and to project these.

Finally, develop a short **exit questionnaire** which the participants will be asked to complete at the end of the training day. Use the example questionnaire that is provided in the annex as a basis. The last section of the closed questions aims to assess to what extent the training objectives have been perceived.

### Suggestions and tips for successful trainings

Below are some elements that can make the difference between a successful and a disappointing training:

- Choose the date of the training carefully, bearing in mind festive and holiday periods, important deadlines and workload peaks of your target audience.
- Start communicating and promoting the training well ahead. Use the appropriate communication channels to invite the potential participants. Don't be afraid of using multiple channels and giving as much visibility as possible to the training. Think of channels as the intranet, newsletters, posters (e.g. in canteen, at main entrance, ...), flyers.
- Clearly communicate date, time, location, as well as instructions for registering for the session. Indicate who can be contacted in case of questions.
- Book a good room for the training: ideally with daylight, not noisy, with flexible set-up so that tables and chairs can be rearranged for practical exercises in small groups, with a size adapted to the number of people that will participate. Avoid auditoriums with fixed seats and theatre style set-up.
- A good number of participants in a dynamic, interactive session is around 20. With groups above 40 people, we do not consider it possible to organise interactive sessions. For such size of groups, a 'lecture-type' of session is more realistic.
- Foresee short breaks, of around 15'-20', every two hours. Do not make lunch breaks too long (we usefully foresee one hour); foresee a light lunch and ideally keep participants together, otherwise you might see the start of your afternoon session being delayed.

## What are the next steps?

After having developed your training script and materials, your training concept is ready to be **pilot tested**. We recommend you test your training with a small group of people who correspond to your intended target audience. Make it clear to them that the training you will deliver is a test version. Ask them to be attentive to possible improvements, so that after the session you can discuss with them how the training concept could possibly be amended to better correspond to the participants' needs and to increase the outcome potential.

Consider carefully the suggestions you received after the pilot session and **adapt the script and/or materials as needed**.

Now you can start the real '**rolling-out**' of the training concept. At the end of each session, you can ask the participants to complete the exit questionnaire. You can also suggest sending more extensive feedback by e-mail or to discuss the training experience at the occasion of a feedback session. It is good to maintain a self-reflective attitude and to continuously explore possible improvements.

## Want some inspiration?

- Don't forget you can find examples of awareness raising and training materials on the GEAR tool (in the action toolbox, under 'awareness-raising and competence development': <http://eige.europa.eu/gender-mainstreaming/toolkits/gear/action-toolbox>)
- Introduction to Gender Mainstreaming Universities, prepared for the Association of Commonwealth Universities by Maithree Wickramasinghe (PhD). This is a book with eight gender workshop programmes which has been uploaded on GEECCO's BSCW platform. You can access it via [http://geecco.zv.tuwien.ac.at/sec/bscw.cgi/7811?op=preview&back\\_url=5523](http://geecco.zv.tuwien.ac.at/sec/bscw.cgi/7811?op=preview&back_url=5523).

Subannex

**Draft of a structure / script for a one-day training**

<b>Time</b>	<b>Programme</b>	<b>Approach</b>	<b>Duration</b>	<b>Observations</b>
9.30 – 10.00	Introduction and expectations	Introduce trainers + Brief presentation of GEECCO project + Agenda of the day	5 min.	2 slides on GEECCO  1 slide with agenda
		Ask each person for a brief presentation (max. 1 min per person) and to share her/his expectations for the training  List expectations in a flipchart Make brief analysis. Park the list for later	20-25 min.	1 slide with instruction  If the number of participants is higher than 20, do not ask for an individual presentation.
10.00 – 11.10	Content Part 1		70 min.	
11.10 – 11.25	Break		15 min.	
11.25 – 11.55	Content Part 2		30 min.	
11.55 – 13.00	Interactive Session 1		65 min.	
13.00 – 14.00	Lunch		60 min.	
14.00 – 15.45	Interactive Session 2		105 min.	
15.45 – 16.00	Break		15 min.	
16.00 – 17.00	Content Part 3		60 min.	
17.00 – 17.15	Key lessons from the day Evaluation	Ask participants to write down the two main lessons from the day. If they feel comfortable, they are invited to share them.  Distribute exit questionnaire.	15 min.	

**Draft for an exit questionnaire**

**ONE DAY TRAINING ON #####**

Place, Date

**Exit questionnaire**

Your opinion matters. Thank you for giving us your feedback using the table below.

	Absolutely / very much	Quite	Rather not	Not at all
<b>A) Did you learn what you expected to learn in this course?</b>	0	0	0	0
<b>B) How satisfied are you with the following aspects of the training:</b>				
• Relevance for your work	0	0	0	0
• Relevance for your own professional career	0	0	0	0
• Contents of the training	0	0	0	0
• Length of the training	0	0	0	0
<b>C) How satisfied are you with the trainer:</b>				
• Knowledge of the subject	0	0	0	0
• Communication skills	0	0	0	0
• Relation with the group	0	0	0	0
• Support and advice offered to participants	0	0	0	0
<b>D) How satisfied are you with:</b>				
• The visual supports	0	0	0	0
• The documentation	0	0	0	0
• The balance between theory and practice	0	0	0	0
<b>E) Point out to what extent the training reached its objectives:</b>				
1.	0	0	0	0
2.	0	0	0	0
3.	0	0	0	0
4.	0	0	0	0
5.	0	0	0	0
6.	0	0	0	0
7.	0	0	0	0
8.	0	0	0	0
<b>F) Overall, how satisfied are you with this training?</b>	0	0	0	0

Please feel free to provide comments, especially if you have expressed a dissatisfaction above:

## Annex 2: Short Guide on Setting up a Gender Equality Plan

### About this Short Guide

This Short Guide on Setting up a Gender Equality Plan (GEP) aims at providing basic guidance to research organisations wishing to develop a Gender Equality Plan. It is not meant to be prescriptive. Rather, it sets out the main lines along which the GEP can be developed.

### What is a Gender Equality Plan?<sup>1</sup>

In the specific context of research organisations and higher education institutions, the European Commission considers a Gender Equality Plan as a set of actions aiming at:

- Conducting impact assessment / audits of procedures and practices to identify gender bias;
- Identifying and implementing innovative strategies to correct any bias;
- Setting targets and monitoring progress via indicators.

This set of actions, which can have different degrees of complexity, is meant to articulate a strategic view aimed at achieving gender equality. Initiatives such as adhering to a Charter or adopting general gender equality objectives do not constitute per se a gender equality strategy/plan, as these commitments have to materialise into a concrete set of steps and actions to be undertaken.

For the same reason, a broader diversity or anti-discrimination strategy and/or plan addressing gender among other issues, should not automatically equal to having a gender equality plan. Indeed, if such a strategy does not rely upon sufficient data on gender, and only addresses gender through a limited number of measures and indicators, it is unlikely that gender equality will actually be achieved.

The scope of a gender equality plan may strongly vary, depending on the type of organisation, the institutional context in which it is implemented, the disciplines addressed, or the type of gender biases and inequalities identified as part of the diagnosis.

The way gender biases and inequalities themselves are being addressed can also vary, along with the chosen approach and the availability of internal or external gender expertise. Recently, gender bias and inequalities have been increasingly addressed taking into account their intersection with other inequality grounds such as disability, age, sexual orientation, religion or ethnicity.

Addressing other inequalities intersecting with gender may offer efficient leverages for change and can also inspire comprehensive actions and strategies. Yet, it should also be taken into account that it also requires more analytical resources, data and a broader range of expertise than tackling gender separately from other inequality grounds.

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<sup>1</sup> Source: Mergaert, L.; Arnaut, C.; Forest, M. e.a. (2016): Gender Equality in Academia and Research. GEAR tool. Edited by European Institute for Gender Equality. Available online at <http://eige.europa.eu/sites/default/files/documents/mh0716096enn.pdf>

## Recommended Basic Features of Gender Equality Plans<sup>2</sup>

This section aggregates some basic features of successful gender equality plans in various higher education institutions. This list gathers components rather than presenting a strict structure of GEPs. However, the more elements demonstrated in detail, the more comprehensive and operational the Gender Equality Plan may appear.

I. Roles of core actors, corresponding rights and responsibilities as regards the overall process have to be defined

II. Description of the state of play: Strengths and weaknesses of the actual situation regarding gender equality of the institution or school/ institute should be presented. This might take the form of a SWOT-analysis describing strengths, weaknesses, opportunities and threats

III. Analysis of the current situation and analysis of deficits regarding equality with respect to the three GEECCO themes focusing on:

1. decision making processes and bodies
2. recruitment, career development of female researchers and female staff member and
3. the gender dimension in research and teaching

VI. Presentation of the GEP's structural ties in context of the organisation's profile and mission statement (gender equality objectives and their value/contribution relating to the organisation's profile, target population/beneficiaries, organisation's key activities, relation to overall mission statement)

V. Definition/elaboration of objectives (main and subordinate objectives for thematic fields)

VI. Presentation of activities as a whole; motivation for selecting specific measures and their relation to needs identified, complementarity of measures, references to used resources (gender programs, change tools, equality research), character of activities in terms of commitment

VII. Personnel and financial resources required for implementation of measures in respect of size, financial ability, capacity (expert knowledge and infrastructure support to reach objectives), specifics of scientific culture concerned (locally, nationally), and complexity of the unit/institution

VIII. Envisaged schedule of activities and process milestones/achievements, envisaged contribution to reach objectives

IX. Quality control management (strategies with regard to unmet objectives, documentation of activities, internal and external information and PR, success indicators, monitoring, capacity building, etc.)

X. Strategies with respect to sustainability

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<sup>2</sup> Based on work done under the EU-funded project INTEGER (<http://www.integer-tools-for-action.eu/en>)

## Proposed template

This section presents a template which can be considered as minimum standard for a GEP.

It is suggested to structure the Gender Equality Plan (GEP) according to the main strategic objectives, as put forward by the European Commission. In addition, a separate section can include actions of a cross-cutting nature.

For every strategic objective, the GEP identifies the key problems to be addressed, the goals and priorities for action which follow from these. Next, the actions that will be undertaken are listed, with the specification of 1) who is responsible, 2) when the action will take place, 3) which are the targets and indicators that allow verification of achievement, and 4) which are the required resources. As many lines as required can be added to list actions.

Note that while this document is made in MS Word, it may be practical to set up the actual GEP in MS Excel.

The specifications below refer to specific items in the template:

- (\*) Indicate here who will be responsible for preparing / running the action, as well as who should approve the action.
- (\*\*) Specify, quantitatively where possible, the results you want to achieve.
- (\*\*\*) Identify on the basis of which verifiable data your progress and results can be checked.
- (\*\*\*\*) Make the distinction between financial and other resources: time from xyz, and (if relevant) financial resources, (and if relevant also other resources, like e.g. external speakers / experts).

**GENDER EQUALITY PLAN FOR (RPO-NAME): MAIN PRIORITIES AND KEY PLANNED ACTIONS (TIMEFRAME)**

Thematic area: Gender in decision-making processes and bodies					
Main issue(s) / Problem(s)		<i>(Describe here the problems and weaknesses of the organisation in relation to decision-making, as identified in the preceding analysis/assessment phase.)</i>			
Goals / Priorities		<i>(Set out which are the main goals and the priorities to be addressed through actions for the concerned period.)</i>			
Planned actions	Responsibilities (*)	Timeline	Targets (**)	Indicators (***)	Resources required (****)

Thematic area: Recruitment, career development of female researchers and female staff members					
Main issue(s) / Problem(s)					
Goals / Priorities					
Planned actions	Responsibilities (*)	Timeline	Targets (**)	Indicators (***)	Resources required (****)

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<b>Thematic area: The gender dimension in research and teaching</b>					
<b>Main issue(s) / Problem(s)</b>					
<b>Goals / Priorities</b>					
<b>Planned actions</b>	<b>Responsibilities (*)</b>	<b>Timeline</b>	<b>Targets (**)</b>	<b>Indicators (***)</b>	<b>Resources required (****)</b>

<b>Thematic area: Cross-cutting issues (e.g. gender equality structures, stakeholder buy-in, gender-sensitive communications inside and outside of the university, the fight against sexism, and gender-based violence, ...)</b>					
<b>Main issue(s) / Problem(s)</b>					
<b>Goals / Priorities</b>					
<b>Planned actions</b>	<b>Responsibilities (*)</b>	<b>Timeline</b>	<b>Targets (**)</b>	<b>Indicators (***)</b>	<b>Resources required (****)</b>

## Things to keep in mind when starting

- As a principle, all stakeholders of a research organisation or higher education institution are mobilised for developing and implementing a Gender Equality Plan. Their involvement, which can be direct or more indirect depending on the stakeholder profile, will create a sense of belonging that will help overcoming obstacles and resistances throughout the process at all levels.
- For a GEP to be effective, it is important that a holistic approach is followed. This means that the different strategic objectives should be addressed through a variety of actions, instead of putting all focus on one strategic objective.
- There are some basic requirements and success factors for realising a Gender Equality Plan. A number of elements can be pointed out as supporting gender equality work in research organisations and higher education institutions. These are impact drivers for effective change. When these impact drivers are present in the organisation, the efforts towards gender equality are more likely to succeed. Do check here for impact drivers at organisational level and at process level: <http://eige.europa.eu/gender-mainstreaming/toolkits/gear/basic-requirements-and-success-factors-realising-gender-equality-plan>
- Relevant insights feature in the STAGES Guidelines<sup>3</sup>. They are based on the extensive experience gained by the STAGES partner organisations throughout the project lifetime. These insights provide valuable input for anyone interested in setting up and implementing a Gender Equality Plan in their research organisation or university. You can find them also on the GEAR tool, here: <http://eige.europa.eu/gender-mainstreaming/toolkits/gear/relevant-insights>
- Remember that you can find a lot of useful information, resources, descriptions of examples of actions, suggestions on how to overcome obstacles and much more on the GEAR tool at <http://eige.europa.eu/gender-mainstreaming/toolkits/gear> and on our internal BSCW platform.
- Additional resources which may be of relevance for your work on your GEP and change processes in your organisation are compiled in a separate document that can be found on our internal BSCW platform.

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<sup>3</sup> Source: Marina Cacace, 'Introduction', in Cacace, M., Balahur, D., Bleijenbergh, I., Falcinelli, D., Friedrich M., Kalpazidou Schmidt, E. (eds.), Structural Transformation to Achieve Gender Equality in Science. Guidelines, STAGES Project, 2015, pages vii-ix.