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PLOTINA

Promoting gender balance and inclusion in research, innovation and training

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PLOTINA
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Deliverable 2.1

Collection and analysis of Actions already undertaken by RPOs partners and GEPs available of public domain in Europe and list of key individuals identified by each Partner and members of the Gender Audit Teams

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1. REVIEW OF PLOTINA PARTNER ACTIVITIES WHICH PROVIDE BACKGROUND TO THE WORK OF THE PLOTINA PROJECT

Aims of this document

1. To establish the starting landscape for the PLOTINA RPOs (research performing organisations) as a reference point for the audit processes and the gender equality plan of each RPO.
2. To provide an overview of the initiatives and actions that RPOs within the PLOTINA Consortium have already undertaken.
3. To provide a selection of existing gender equality actions/practices in Europe that fall within the remit of the PLOTINA objectives. These actions will provide useful ideas for the PLOTINA RPOs to consider when they develop their own Gender Action Plan.

About the PLOTINA Consortium

The overall objective of PLOTINA is to enable the development, implementation and assessment of self-tailored Gender Equality Plans (GEPs) with innovative and sustainable strategies for the Research Performing Organisations (RPOs) involved in the project. Actions can be introduced at departmental or insitutional level. This objective is based on the vision to foster excellence and the social value of innovations, by: stimulating a gender-aware culture; promoting career-development for particularly female, but also male researchers, to prevent the waste of talent; finally, ensuring diversification of views and methodologies in research and teaching. PLOTINA will contribute to increasing the number of female researchers, promoting their careers and integrating the gender dimension into the design, evaluation and implementation of research, to enhance its quality and relevance foster excellence and the social value of innovations. A key challenge for PLOTINA is to improve our systems and tools for measuring and evaluating activities within gender action plans so we can determine whether gender actions and programmes are worthwhile for the cost, the time and effort invested.
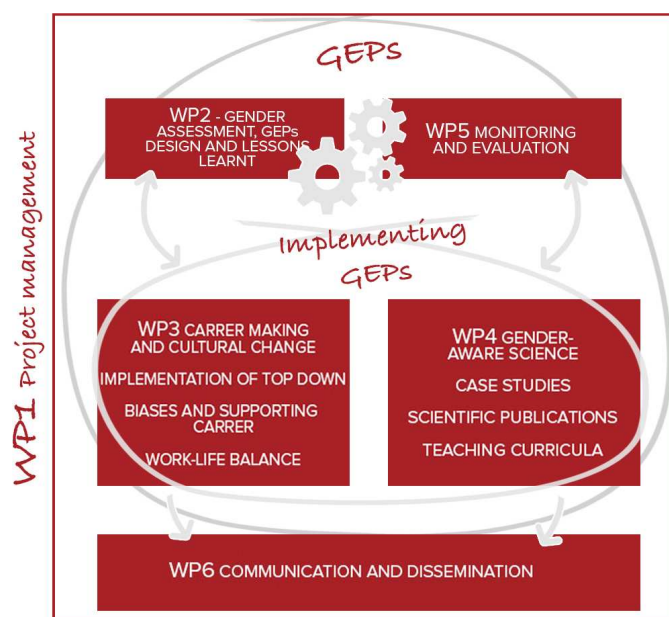
This project will lead to:

1. a Library of Actions and Good Practices for other European (RPOs) to adopt and use in the future;
2. a number of new Case studies of gendered research and training; and
3. indicators that will enable institutions to monitor and evaluate gender actions.

The PLOTINA Consortium is comprised of the following six Research Performing Organisations:

- University of Bologna, Italy (UNIBO)
- University of Warwick, United Kingdom
- National Institute of Chemistry, Slovenia (NIC)
- Mondragon University, Spain (MU)
- Lisboa School of Economics and Management, Portugal (ISEG)
- Ozyegin University, Turkey (OZU)

There are two big (Unibo, Warwick) and four small (NIC, Mondragon, Ozyegin and ISEG) organisations. Most of these organisations are multi-disciplinary, comprised of various departments and faculties. NIC is a national research institute specializing in Chemistry and elated fields while ISEG is the school of business and management but is part of the University of Lisboa. Irrespective of size and disciplinary focus, there are gender equality challenges in all the organisations. It should be highlighted that the ensuring the commitment of top leadership in each partner institution even at the initial stage of the PLOTINA proposal has been paramount.

The composition of Partners in PLOTINA will enable us to analyse whether and how the political 'context' of an RPO impacts on the actions and performance of institutions in term of gender equality, and we will be able to share and exchange practices and experiences from different national and institutional contexts.

In alignment with European data (She Figures 2012), the preliminary data from RPOs shows a continuous decrease in the proportion of women as they progress to more senior academic posts. In terms of participation of women in governing bodies, women are under-represented with less than 1/3 of women in these bodies in three PROs (Unibo, Ozyegin, Iseg). There is limited presence in senior leadership team in three RPOs: Ozyegin has a female Rector, Warwick has a female Provost and two female Pro-Vice Chancellors (similar to Vice-Rectors), and ISEG has a female Vice-President (equivalent to Vice-Dean).

Overview of existing actions within PLOTINA RPOs

One of the first deliverables of the PLOTINA project is to investigate our own institutions to get a better understanding of what we have done in relation to gender equality up to date. This is to enable us to reflect and identify advantages and disadvantages of these actions, challenges and what has been missing. Therefore, PLOTINA RPOs have been asked to fill in a form that will help this process (Annex I). This task will feed into the audit process and will inform the Gender Equality Plan (GEP) that PLOTINA RPOs have to undertake in the following months. This report is based on information provided by each partner in the Consortium. It will facilitate sharing information and practices

between the PLOTINA RPOs. This section is also informed by a preliminary comparative analysis of PLOTINA Partner RPOs which took place during the proposal stage.

Several policies already exist in the RPOs to promote equal opportunities in the workplace, often derived from national legislation. The Consortium partners come from countries where both maternity and paternity leave is allowed with only one exception (Turkey). Interestingly, in Portugal, if both parents work and would like the share the parental leave, they get a sharing bonus of extra 30 days, thus encouraging couples to share childcare. Most PLOTINA RPOs have mandatory requirements to report data on staff by gender to the Central Government.

In terms of organizational structures, some RPOs have established committees and networks to promote gender equality in departments or institutionally. Such structures do not exist in three RPOs: Ozyegin, NIC and ISEG.

UNIBO has two bodies:
1) Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work (GUC); and
2) Harassment Adviser who deals with harassment, mobbing (bullying) and discrimination and can deal with single case.
The first proposed actions is to promote equal opportunities and welfare conditions at work, offer training on equal opportunities, problems linked with harassment and mobbing, welfare at work, flexible working and work-life balance as well as monitoring the outcomes of implemented actions.

Warwick has two formal bodies:
1) Equality and Diversity Committee which advises and may make recommendations to the Finance and General Purposes Committee, the senate and the Council on issues relating to the promotion and monitoring of equality and diversity throughout the university;
2) The Athena SWAN Steering Group which reviews and develops strategies for the implementation of appropriate activities within the Athena SWAN agenda and to encourage career development of women in STEMM. There are also two networks: the Athena SWAN network and the Equality and Diversity Network (formally called Equal Opportunities Network). The Athena SWAN network is comprised of colleagues from all faculties who share information, challenges, and best practices across departments in relation to Athena SWAN applications. Each department is encouraged (but not required) to have an Equality and Diversity representative and to have a Departmental Staff Welfare Committee which feeds into the Equality and Diversity Network.

Mondragon University has a Gender equality team established at the Faculty of Business Studies and Engineering but there is no such team at the Faculty of humanities and Education.

These different structures in operation have enabled RPOs to implement a number of actions tailored to their organizational needs. Most RPOs have undertaken a review of internal documents and/or external communications to ensure that inclusive and gender-neutral language is used. However, this has been implemented in different ways: the Gender Equality team in Mondragon Business faculty designed a guide for inclusive and non sexist language, while UNIBO is implementing a similar action promoted by the CUG. Ozyegin university, on the Rector's initiative (it is not a formal policy),

includes junior faculty as observers at committee meetings (which are comprised of senior faculty members) for career development purposes. Mondragon Business Faculty has added the criterion of gender balance in the election of governing bodies (when a man and a woman receive the same votes, the woman is to be preferred). The University of Warwick requires staff participating in recruitment and promotion committees to attend online modules about diversity and recruitment and selection. Mondragon Engineering Faculty and the University of Warwick have established systems for collecting and monitoring data in terms of students and staff, with the latter having also a triennial staff survey investigating staff perceptions about the academic workplace. UNIBO has also conducted a few surveys in relation to various gender topics to make a diagnosis of current organizational issues. The overall picture shows that no specific actions undertaken by the majority of the RPO partners in order to support women in attaining key positions in the institutions or to support them in early stage career. Only Warwick has so far adopted specific actions devoted to supporting female researchers in their early stage career including providing support for junior researchers before, during and following maternity/adoption leave; raising awareness of the university promotion process; and offering transferrable skills training, such as, leadership, team working, and communication.

All the RPOs have organized various events to raise awareness about gender equality and gender issues in research careers, including, seminars, workshops and lectures on international women's day; a series of seminars on gender equality (UNIBO); a Marie Curie event (NIC); the Irene Joliot Conference; Inspiring Women Series; and Women in Science activities (Warwick). Additionally, a number of welfare services are offered free or at discounted rate by the RPOs (*e.g.* nurseries/kindergarten, psychological counselling, legal counselling, public transport, tax assistance, meal vouchers, medical services, summer schemes/camps for children). Furthermore, Telework and flexibility is allowed for academic/research staff in most RPOs, but, it is based on informal agreements between employees and the Head of department/laboratory. At Ozyegin there is very limited flexibility in terms of working from home. All RPOs apart from Ozyegin allow both maternity and paternity leave in compliance with national legislation. Ozyegin University offers maternity leave but it also provides informally a three day paid leave to male faculty upon having a baby. There are also provisions for different support facilities for parents with children: lactation rooms (Warwick, OZU) and a working parents' network for support during the transition from parental leave to work (Warwick). The University of Warwick also has introduced the scheme 'Warwick Academic Returners Fellowship', as to assist academic staff to buy out teaching and administration duties to focus on their research once they are back from parental leave.

Five of the PLOTINA RPOs are also Higher Education Institutions (HEIs) offering higher education degrees (UNIBO, Warwick, Ozyegin, Mondragon, ISEG), while NIC is a Research Performing Organisation without teaching activities targeted to students. In terms of specific degrees or teaching activities devoted to gender, the situation varies in the different RPOs. UNIBO and Warwick have specific degrees devoted to gender while all RPOs offer several teaching activities on gender issues within their degrees. As a result of PLOTINA, the Vice Rector for Research at UNIBO has committed to include sex/gender considerations in research topics (where relevant) as a requirement in the applications for internal research funding calls. There are varying levels of awareness of gendered issues on non-gender courses and modules.

Half of the partners have interdisciplinary research and teaching networks (Unibo, Ozyegin, Warwick)

where academics from different disciplines collaborate on gender issues for developing research projects or embedding gender in the curricula. All RPOs have conducted research projects in relation to gender but the number varies across the institutions.

Based on the RPOs responses, there are various challenges to be addressed in relation to gender equality such as limited awareness of staff (especially those who participate in decision making committees and hiring panels) about gender stereotypes and biases, lack of engagement with specific groups of the institution, diversity fatigue, time and workload pressure on staff involved with gender action plans, lack of data on career trends and impact of initiatives. Resistance and skepticism was reported from staff groups in half of the RPOs (OZU, Mondragon, ISEG) suggesting that a gender equality plan is not necessary. Various arguments were put forward to justify such opinions. For example, at ISEG, some staff reported that there is an equal pay policy and all employees in public universities at the same level get the same salary so there is no reason to undertake gender actions. At OZU, some academics believed that a gender equality plan would entail positive discrimination and contradict the principle of meritocracy.

Although this is a global trend, half of the RPOs (NIC, UNIBO and Warwick) raised the increasing tendency of organizations to use temporary and fixed term contracts for early career researchers which lead to uncertainty and affects negatively decisions regarding family formation. This is believed to influence women more than men who seem to be in such posts to a higher proportion than their male counterparts.

To sum up, the institutional reports show the heterogeneity of the institutions in the Consortium in relation to gender equality policies and practices. There are differences across the RPOs in relation to the structures, top down policies, raising awareness, career support and work-life balance issues. There were also similarities between RPOs especially in terms of the challenges that were coming across in their efforts to raise awareness of gender equality and involve colleagues in activities. The information systems varied across RPOs, but, there were common challenges in data collection, management and storing for all Partners. Several data were processed manually by the RPOs involved and not all relevant data and information is available for analysis. For example, some RPOs did not have systems in place to collect information about the number and profile of people (gender, staff/student status, age, *etc*.) who benefited from activities they implemented. They also had no mechanisms to collect feedback from the participants about the benefits and drawbacks of activities. However, all RPOs even those with this information could not comment on the long term impact that some of these activities had on careers, perceptions and behaviours related to gender equality. A key challenge for PLOTINA is to improve our systems and tools for measuring and evaluating activities within gender action plans, so we can determine whether gender actions and programmes are worthwhile for the cost, time and effort invested.

ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA (UNIBO), Italy

	Alma Mater Studiorum - Università di Bologna (UNIBO)	**IT**

Almost 1000 years old, the University of Bologna (UNIBO) has 11 Schools, 33 Departments and about 87.000 students and about 6,000 academic and administrative staff. It is organized in a multi-campus structure with 5 operating sites (Bologna, Cesena, Forlì, Ravenna and Rimini), and, since 1998, it also has a permanent headquarters in Buenos Aires. In 2014/15, 84.744 students chose the University of Bologna making it the most popular university in Italy. UNIBO has been awarded the use of the logo "HR Excellence in Research" and is among the top 5 Italian universities in the main International rankings.

Legislation, structures and top down policies

Structures in relation to equal opportunities and gender equality are in place at the University of Bologna. A national law (n.183/2010) raised the importance of committees of equal opportunities in Italian universities. Another national law 240/2010 was focused on transparency of policies and practices of universities as public institutions. The University of Bologna had already established a Committee of Equal Opportunities (CPO) 2004 but this was superseded – in response to both laws – in 2013 by the Guarantee Committee for Equal Opportunities, Employee Well-being and Non-Discrimination at Work (CUG) by Rector's Decree no. 916/2013. CUG combines the competences of the Committee for Equal Opportunities and the Anti-Mobbing Committee.[1] It is comprised of 8 members, 4 Staff Representatives and 4 University Representatives: 6 women, 2 men. The CUG proposes policies and practices, have consultative and monitoring functions and aims to promote a culture of equal opportunities, ensuring well-being and non-discrimination at work, within the competences laid down in article 14 of the University Statute. It has its own budget (from 5000 euro in both 2014 and 2015 to 15,000 euro in 2016).For more information on the CUG: http://www.unibo.it/it/ateneo/organizzazione/organi/cug/cug

In compliance with law 240/2010, the University statutes changed and approved by Rector's Decree no. 1203 in 2012 to enhance transparency of policies in relation to the students' training and research promotion. Two articles in the institutional decree that are related to gender equality policies were:
1) art. 2.6, called "Equal Opportunities", aiming to ensure compliance with the constitutional principle

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[1] The Anti-Mobbing (Bullying) Committee was established in 2007 and the *Code of Conduct for the prevention and protection of sexual and moral harassment* was approved.

of equal opportunities for access to studies, staff recruitment and career progressions, besides guaranteeing a gender balanced representation in the candidacies and in collegial organs;
2) art. 14, establishing the creation of the "Guarantee Committee for Equal Opportunities, Employee Well-being and Non-Discrimination at Work (CUG)".
Link: http://www.normateneo.unibo.it/Statuto.html

As part of the law 240/2010, University of Bologna approved in 2014 the *University Ethical Code of Behaviour* described the code of behaviour for state employees.
http://www.unibo.it/it/ateneo/chi-siamo/codice-etico-e-di-comportamento

New roles

In addition, functional roles were developed at the University of Bologna to coordinate and facilitate these policies and structures:

In 2013, a Harassment Adviser was established by Rector's Decree. The Adviser is an expert responsible to prevent, manage and effectively resolve cases of harassment, mobbing and discrimination. The Adviser works in collaboration with the CUG and serves any member of the University staff seeking support and advice in solving any work-place dynamics that are causing distress. The Adviser operates in full compliance with the statutory and contractual provisions governing the appointment, including the Code of Conduct for the prevention and protection of sexual and moral harassment (see art. 7). The Adviser remains in charge for 3 years. The criteria for appointing the Adviser are: previous experiences, human attitude and professional know-how (see art. 7).

In 2015, a Rector's delegate role for "Occupational Well-being" was developed. The Occupational Well-being Delegate proposes actions and projects to foster conditions of well-being to prevent psychological distress and harassment, policies promoting well-being at work and forms of flexitime and reconciliation of work and life. The functions depend mainly on the requirements of the Rector and the Vice-Rector in Human Resources. This year the Occupational Well-being Delegate is involved in the preparation of the Social Report including the drafting and the coordination of the actions of the PLOTINA project.

In 2015, also a Rector's delegate role for "Gender Equality" was created. The Gender Equality Delegate is in charge of monitoring and promoting any action aimed at removing obstacles and segregations mechanisms related with gender and sexual orientation. This role is intended to support initiatives and norms for equal opportunities between women and men in academia.

Colleagues from the PLOTINA UNIBO team participate in these structures.

Review of language in University communications

As a result of the CUG, a review of language used in all University communications is currently under progress, conducted by Language specialists (e.g. Department of Classical Philology and Italian Studies). This review will identify appropriate language to be utilised in University communications that would respect gender differences.

Raising awareness and career support

CUG has initiated a series of training seminars related to gender equality issues:

1. "Knowing mobbing (bullying) to prevent it", with six training meetings (2014-15). Aims: to increase knowledge of the phenomenon, its dynamics and consequences; to raise awareness around the University and provide tools to help building a peaceful working environment. Total number of participants: 314, 257 women, 57 men. 101 participants out of 314 answered the evaluation questionnaire provided by CUG. The majority of the participants (85-90%) reported satisfaction with the content of the seminar and considered that the seminar provided useful tools contributing to their daily practice.

2. "Beyond gender equality and diversity", with eight trainings meetings (2015-16). Aims: to explore how dynamics linked to gender can influence, even unknowingly, the organization and the performance of employment relations, at both micro and macro levels. These seminars include topics on equal opportunities; discussion and presentation of national and international actions and projects aiming to promote conditions and policies for well-being at work; strengthening the sense of belonging; the perception of professional gratification; prevention of distress in the work place; and disability. The following seminars have taken place: History of Feminism and Equal Opportunity; Gender Balance at UNIBO; Gender Visibility and Institutional Communication; and Gender Relations in the Workplace. This activity is still ongoing. The overall number of individuals registered is 144, mainly administrative staff, 119 women and 25 men. This number varies across the different seminars but it should be mentioned that the vast majority of participants are women (approx. 80-90%) from the administrative staff.

Work-life balance

In 2010, the Committee for Equal Opportunities conducted two surveys to explore the demand for childcare and career development. The study on childcare showed that there is a demand for subsidised on-site nursery facilities which would be available to administrative staff, professors and university students. This survey also collected data on numbers and age of children and aspects of work-life balance. The study on equal opportunities and career development at UNIBO demonstrated that there is limited representation of women in senior academic posts (e.g. professors). In addition, data on parental leave showed that in 2009, that the majority of the beneficiaries of parental leave were unsurprisingly women (205 out of 256) who were administrative staff.

Since 2002, a nursery has been established for university staff and students' children, in the Area of

Veterinary Medicine at Ozzano dell'Emilia (Bologna, Italy). This is the first case in Italy of a nursery school inside a University. The capacity of the nursery, called "Arca di Noè", is up to 18 children. Link: http://www.agricultureveterinarymedicine.unibo.it/en/school/facilities/nursery

However it was not until 2015 that the Rector of the University of Bologna is discussing with the Mayor of the city of Bologna to establish another on-site nursery for university staff. While the UNIBO's Board of Directors have considered this issue in the annual budget for 2016, the discussions are still in progress.

With the aim to minimise discrimination, the CUG is currently monitoring the assessment of University research realized every year by the University Research Evaluation Committee (VRA, responsible for coordinating and monitoring the research evaluation and quality assurance activities).

The CUG has proposed to the University Research Evaluation Board to consider corrective actions, as laid down in the criteria for National Scientific Qualification, linked to "maternity leave and other periods of leave laid down by the laws in force other than for study purposes", in order to establish a more balanced and fair mechanism for qualitative and quantitative evaluation. The purpose of this action is to prevent the adoption of internal evaluation methods that are more penalising and discriminating than those applied at national and international levels.

The CUG is also aiming at improving the working conditions "for all University staff, including those employed on temporary contracts in different areas of the University" (Art. 2 of the CUG Regulation). Often junior researchers and postdocs are on temporary one-year contracts and do not access to rights and services that other permanent employees receive (parental leave, pension, subsidised childcare).

Last but not least, CUG intends to propose University actions not only related to parenthood, but taking into consideration staff responsibilities for other family members (e.g. elderly parents, siblings, and partners).

Gender in research and teaching

UNIBO has undertaken a number of activities over the years to integrate sex/gender in teaching and research such as:

- An institutional prize on "Equal opportunities and health in the workplace against discrimination" for a master's degree thesis.
- An Advanced Training Course in '*Women, Politics and Institutions*', open to female and male (for a maximum of 40%) Bachelor and Master students, PhD students and young researchers, promoted by the UNIBO in collaboration with the Italian Ministry of Equal Opportunities. The course provides 10 university learning credits (CFU) to students. Sixty participants have attended this course, all women.
- Multidisciplinary course on gender studies open to Bachelor and Master students from all departments, named "Ethics and Politics in Gender Studies", co-organized with the Women Association Orlando and with the Italian Women's Library. Every year the course delivers

seminars on different topics on gender issues and provides 3 university learning credits (CFU) to students.

- Creation of a PhD position in Gender Studies, explained below.

Sex/gender analysis requirement in internal research funding

In 2016, the Vice-Rector for Research, in connection with the PLOTINA project, was committed to include gender/sex considerations in relation to the research topic (where appropriate), as requirement in the application process for the internal research funding programme (institutional funds for research) calls.

Research Network – Alma Gender IRT

A UNIBO research network called as the Alma Gender IRT with a focus on gender issues, has been recently established. This is a network of experts in the field of gender across different disciplines of the university, fostering interaction and collaboration on designing and implementing national and international research projects and training initiatives. The Alma Gender IRT is composed of 112 members (89 women and 23 men).

The Alma Gender IRT is promoting internal seminars to foster interdisciplinary dialogue on topic relevant for gender issues, for example a seminar on gender in Horizon 2020 calls (April 2016). This seminar was focused on the meaning of the expression "gender innovation" and on the correspondent funding opportunities.

The Alma Gender IRT is committed to the creation of a new Alma Gender website, to collect information about gender studies and publications conducted by the members of the network. This website will enable students to find research and teaching contents regarding gender across all the Departments, but also get information about events, seminars and conferences. The *Alma Gender IRT* is working well, as evidenced by its present activity on organization of training seminars and conferences, on teaching and research contents, and on the stakeholders search. Moreover, the commitment to the creation of a new Alma Gender website shows its continuity with previous actions. The previous website was not very useful because it did not have a clear process about the mapping of activities and there was not a specific person/office appointed for such purpose. Based on this experience, the new Alma Gender website is developed directly by researchers and Professors, which could easily choose to add the flag "gender" to their teaching programmes, publications and seminars/events, and thus become directly visible on the website.

Erasmus Mundus Master programme in Gender Studies - GEMMA

For the past 10 years (2006-2016), UNIBO is partner of the GEMMA project, an Erasmus Mundus Master Course in Gender Studies. GEMMA is a joint interdisciplinary programme that provides high quality academic education for students interested in areas of Women's Studies, Gender Studies and Equal Opportunities across Europe and beyond. Created as a result of efforts of several universities working together, the GEMMA Consortium is comprised of seven different institutions from six

European countries: University of Granada (coordinator), University of Bologna, Central European University (Budapest), University of Hull, University of Lódz, University of Oviedo and University of Utrecht. The majority of students in GEMMA have been women. As part of this course, students need to be mobile and they can choose a *combination of two universities among the seven participating European institutions*. The Home University is the university where the student starts the programme and completes the first year of study, while the Mobility University is the university where the student completes the compulsory mobility semester (third semester) in the second year of study. The core Cluster is composed by 3 core modules that are organised around the same three modules at all consortium universities (Feminist History; Feminist Theory; Feminist Methodology, 30 ECTS).

Centre for Studies on Gender and Education
In 2009, of a Centre for Studies on Gender and Education (CSGE) was established, which deals with interdisciplinary research on gender and education, namely with social dynamics related to educational processes and socialization from a Gender studies perspective. The center is the result of the collaboration among professors, scholars and researchers of the Department in various academic disciplines: Pedagogy, Sociology, Psychology, Anthropology, History, Philosophy, Physical and Natural Sciences. CSGE is engaged with various stakeholders such as, schools, cultural centers, local authorities for issues related to gender and education. Moreover, by connecting researchers and scholars in international networks, it promotes gender information on education; it also raises funds for further research in both local and national areas. Details on the CSGE Scientific coordinator and the staff are available at this link: http://csge.edu.unibo.it/staff

Survey "What gender of science?"
In 2016, a survey, named "What gender of science?", was conducted which was focused on women's presence and participation in scientific areas of the University, promoted by the Centre for Studies on Gender and Education (CSGE) within the Department of Educational Sciences, UNIBO. This was in collaboration with International Association for Women in Science, Technology and Engineering (WITEC), with the support and the collaboration of the PLOTINA project. This survey aims to analyse the areas of gender imbalance and strengthen the actions to raise awareness and cultural change. The research focuses on the scientific areas of UNIBO to analyse the gender gap, from the point of view of students and courses of study, as well as of Professors, PhD students and Postdocs. This is a mixed methods study and aims to investigate gender stereotypes for STEM disciplines and mechanisms that reinforce segregation in these fields. The survey is has just been closed and about 1,600 responses have been collected, mainly from students. The analysis of this survey data will inform the PLOTINA actions for the UNIBO team.

It could be reported that the AdDU – Association of Female Professor in the Academy, founded in 1992, is active within the University of Bologna. It is open to professors, research assistants and research fellows of all departments. Its aim is to promote discussion within a network of female researchers and professors.

Challenges

UNIBO is an old and large organization, it has traditional practices, roles and relationship systems that need to be considered for developing gender equality plan. A continuous challenge has been the collection of data in specific activities that have rolled out to understand the impact that these activities might have. For example, there was no data from the Support Desk against Gender Violence from the Committee for Equal Opportunity and no disaggregated data by sex on the survey for childcare and equal opportunities conducted in 2010. Actually the first publication of a Gender Report (data of 2015) and the fourth publication of the Social Responsibility Report (data of 2015) are requiring completely disaggregated data, definitively ameliorating the methods and the attitude of the Institution in doing this kind of analysis.

In 2014 the Publication of the Positive Action Plan (PAP), elaborated by CUG in 2014 and valid until 2017, has committed UNIBO to new challenges that, excluding those already mentioned, can be summarized as follow:
- Proposal of actions to improve the working conditions "for all University staff, including those employed on temporary contracts in different areas of the University" (Art. 2 of the CUG Regulation), to foster reconciliation of the time spent at work with personal time to improve the quality of life;
- Elaboration and dissemination of an annually updated *University Gender Report* (first public presentation: October 13th 2016);
- Approval and implementation of a Gender Equality Plan (GEP).

It should be specified that, during the identification of the PLOTINA key actors, the appointment of delegates in the departments has started. In the future, this network of delegates could monitor and ensure that workplace procedures and practices are gender neutral. This is one of the possible action that could be implemented by UNIBO, as planned in WP3.

Although the gender studies dimension in UNIBO is positively addressed, especially in teaching, in particular in the area of the humanities and social sciences, there is still limited representation of women in senior positions and decision making structures.

THE UNIVERSITY OF WARWICK (WARWICK), United Kingdom

WARWICK THE UNIVERSITY OF WARWICK	**University of Warwick (WARWICK)**	**UK**

The establishment of the University of Warwick was given approval by the government in 1961 and received its Royal Charter of Incorporation in 1965. The University has 29 academic departments and over 50 research centres and institutes, in four faculties: Arts, Medicine, Science and Social Sciences. The University of Warwick is comprised of approximately 6,000 academic and administrative staff and 25,000 undergraduate and postgraduate students. Around a third of the student body comes from overseas and over 120 countries are represented on the campus. The University of Warwick holds a Silver Athena SWAN institutional award which has been awarded to only seven higher education institutions in the UK up to 2016.

Legislation, structures and top down policies

In terms of legislation, the public sector equality duty (henceforth the 'equality duty') came into force on 5 April 2011, replacing the previous separate equality duties for race, disability and gender. The equality duty is supported by specific duties. In England these were commenced on 10 September 2011. English HEIs, and the Higher Education Funding Council for England (HEFCE), are covered by the equality duty and the specific duties.

This Public Sector Equality Duty (PSED) places a general duty on HEIs and colleges to: eliminate discrimination, harassment, victimisation, advance equality of opportunity and foster good relations.

The University of Warwick has undertaken a number of actions in relation to gender equality in the context of the national scheme of Athena SWAN (for more info see here http://www.ecu.ac.uk/equality-charters/athena-swan/). The Athena SWAN scheme provides institutional as well as departmental awards for research organisations. The University has been a member of the Athena SWAN Charter since 2009, and achieved Athena Silver institutional status in 2013. The University of Warwick and many departments in Sciences, Medicine and Engineering have submitted Athena SWAN applications in the past 10 years. Recently this scheme has been expanded to departments in Social Sciences and Arts and Humanities. The actions presented below are in the context of the Athena SWAN submissions of the University. Athena SWAN requires some basic data analysis and evidence of activity. It does not require any measure of effectiveness of any activity.

The University of Warwick has all the policies required by national legislation, these may be found at: http://www2.warwick.ac.uk/services/humanresources/newpolicies/

There are institutional structures and networks that have been established in relation to gender equality that have been pivotal in developing and sharing actions at institutional and departmental level.

1. There is an Equality & Diversity (E&D) Network where all staff are welcome to attend, each department is encouraged to have an E&D representative so that agenda items can be brought to the network meetings and information disseminated back to departments following the meeting. We also have an Equality and Diversity Committee, whose role is more formal and fits within the University governance structures. The network meets termly, normally two weeks prior to the committee meeting so all comments and suggestions can be fed back to the committee for discussion.

2. The Equality and Diversity Committee advises and may make recommendations to the Finance and General Purposes Committee, the Senate and the Council on matters relating to the promotion and monitoring of equality and diversity issues throughout the University.

3. There is an Athena SWAN Steering Group which aims to review and develop strategies for the implementation of appropriate activities within the Athena agenda and to encourage the career development of women in STEM within the University of Warwick. This body was created in 2010. This Group has been recently expanded including representatives from the faculty of social sciences and arts due to the interest of these departments to apply for an Athena SWAN award as well

4. The Athena Network Group is an informal group with representation from all faculties as well, as staff from HR, and the Learning and Development Centre (LDC). Membership of this group has increased significantly during 2014/15, once the announcement that the Athena Charter had been extended to Arts, Humanities and Social Sciences (AHSSBL) departments. Many of Warwick's AHSSBL departments have already started to familiarise themselves with the principles and requirements of Athena and to seek best practice demonstrated in STEM departments, and where appropriate, to replicate that best practice. The group meets monthly and up-dates departmental representatives on current initiatives, progress on Athena work, and encourages and supports departments with their Athena agenda.

In addition, a tri-ennial Staff survey (PULSE) is conducted at the University of Warwick to enable staff to share their views on what it is like to work at Warwick. It is a starting point for discussing the working environment of Warwick and it has the potential to lead to actions at local and university level that would improve the workplace. Since the PULSE survey has been conducted since 2009, it also provides the opportunity to understand what has improved and where future efforts might be concentrated. It is an online survey which is managed and run by an independent research company while the questions have been developed by a cross section of staff from across the University, including Trade Union representatives. Some questions have remained the same so we can retain trend data and benchmark against previous survey. Our survey has questions in common with surveys undertaken at comparable institutions. As part of the recent PULSE survey, questions about gender have been included so we would be able to use this information to explore these issues from a gender perspective. Data is also now available for different staff categories.

All members of recruitment and promotion panels are requested to have completed the online modules 'Recruitment and Selection' and 'Diversity in the Workplace'. Some departments are more proactive than others in requiring this.

Raising awareness and career support

Inspiring Women Series

The Inspiring Women Series is a series of talks/panels for staff by female alumni, friends and staff in various successful careers, who aim to inspire and encourage other women at Warwick, within the Academy and the Administration. A series of talks have taken place to date and included the following:

- Warwick alumna, Zara Hyde Peters, former Chief Executive Officer of the British Triathlon, who is now developing a career in the NHS (110 attendees)
- Sarah Ellis, Head of CSR, Sainsbury; Lisa Dodd-Mayne, Director for Sport and Active Community, Warwick Sport, Gillian McGrattan, HR Director, and Vicki Cooke, lay member of Council (113 attendees)
- Pauline Black – Walk the Walk – 27 Jan 2016 (65 attendees)
- Sharon Redrobe (CEO Twycross Zoo) – Walk the Walk – 24 Feb 2016 (42 attendees
- Mary McGrath, Anna Preston, Claire Lucas, Rebecca Cain – Who cares? The challenge of juggling career and care responsibilities – 11 April 2016 (approx. 50 attendees)

Women in science activity

Women in science is a bottom-up initiative led by PhD students. It grew out of a PhD team development course where some female students really enjoyed getting together and wanted to continue. Warwick Women In Science (WIS) exists to provide support, information and opportunity to promote all aspects of Women in Science, particularly early-career researchers. In addition, WIS aims to offer direct, practical help to the daily lives of women in science – be that providing support with career progression, providing networks to develop wider opportunities for collaboration or simply creating an increased sense of community – WIS is available and evolves to suit the demand of current PhD students and young postdoctoral researchers.

They organise yearly events to provide relevant support. For example, they have organised presentations on family friendly policies (including, maternity/adoption, paternity, parental leave, flexible working and career breaks), inspiring talks on science career development and discussions on unconscious bias. The network is open to everyone.

More information about this group can be found in the following link: http://www2.warwick.ac.uk/fac/sci/pioneers/events/womeninscience/

Demystifying the Promotion Process at Warwick

An annual event 'Demystifying the Promotion Process at Warwick' has been established since 2013 to provide academic-led inforation about what is needed for promotion at each academic career stage. The speakers at these events included Pro-Vice Chancellors, Chairs of Faculties and members of the

University Promotion Committee. HR monitor the attendees at these events to see if they apply and are successful for promotion the following year. To date four events have been held - April 2013 (41 attendees, 20 females and 21 males), 13 March 2014 (47 attendees, 23 females and 23 males), and 12 March 2015 (37 attendees, 14 female and 23 males) and 15 March 2016 (30 attendees, 17 female and 13 male). Of the attendees at the 2013 event, 8 members of staff applied for promotion, and 7 were successful (4 male and 3 female), for the 2014 event, 9 members of staff applied for promotion and 8 were successful (5 male and 3 female) and for the 2015 event, 4 members of staff applied for promotion, and 3 have been successful and the forth is currently pending. Feedback from the event has been excellent, with staff valuing the opportunity to speak with senior management on what issues to consider when working towards the promotion criteria. The event seems to be effective for those who attend. However, the recent PULSE survey (staff survey) indicates a poor level of understanding of the promotion process despite information being provided about this event.

Shadowing programme

The University of Warwick ran a pilot Shadowing Programme in 2014 inspired by a Shadowing Programme piloted at Monash University (University of Warwick has a strategic partnership with Monash University in Australia forming the Warwick University Alliance). In this programme, academic staff shadowed colleagues in leadership, including heads of departments, chair of faculties, PVC's, and the Provost. Those who took part in the programme found it a valuable experience, so it was run again in 2015. The programme involved 3 half days of shadowing with a pre- and post-meeting. This pilot scheme was launched in July 2014 with the aim of providing more senior academics (both men and women) with the opportunity to be shadowed by a junior academic. In 2014 there were 12 matches overall with a breakdown of male to female ratios: Junior male (2), Junior female (4), Senior male (3), Senior female (3). The process each year is dependent on individuals and it is still evolving. The value of the programme is recognised in Medicine, but less so in other faculties. The two cohorts on the programme have had different needs and the details of the programme have been adjusted to reflect this. For example, a finance session was run for this year's cohort and this cohort have been more interested in shadowing key university committees.

Joliot-Curie Conference

At departmental level, an initiative was undertaken by the Department of Chemistry which has been converted into a national activity. This conference aims to support postdoctoral chemists, especially women, as they plan for the next step in their careers. The University of Warwick and Imperial College jointly hosted the first of these one day conference series in 2012 at Warwick. In the beginning, the hosting institutions would cover meals and refreshments, while now these are currently provided by the Royal Society of Chemistry. Participants need to cover their travel and accommodation expenses.

Now in its fourth year, the Joliot-Curie Conference (renamed to reflect the contributions of Frédéric) is an annual event dedicated to addressing barriers to career progression in the chemical sciences. Due to the comparatively low progression of women up the academic career grade the conference targets issues of particular relevance to women, though it is open to both women and men. The latest Joliot Curie conference took place on 16–17 September 2015 in Cambridge, the next one is the 6–7

September 2016 in York. With an exciting programme of workshops, one-to-one consultations, and keynote talks from world-renowned experts.

The Joliot-Curie Conference seeks to:

- Raise the aspirations of young chemists
- Address barriers to career progression
- Increase the confidence of delegates when presenting, networking and raising their public profile
- Promote diversity and an inclusive working culture

Early-career researchers, postdoctoral researchers and final-year PhD students (female and male) who aspire to establish an independent career in chemistry are welcome to attend the conference. The gendered aspect of the conference is that there is an emphasis on the issues felt by women more than men.

In the first conference at the University of Warwick, there were 60 attendees (55 women and 5 men) from across 19 universities. The Joliot-Curie conference has been one initiative that has converted into a national event due to its importance and the benefits that attendees have reported.

Leadership in Action for Researchers Programme

The 'Leadership in Action for Researchers' Programme was run at Warwick by the Learning and Development Centre (part of HR) on 3rd, 17th and 24th of March 2015; the 1st, 8th and 15th June 2015; the 29th of February and the 7th and 14th of March 2016. The delegates were from research-only, research and teaching (standard academic), and teaching-only positions. There was an even delegate split between males and females, and delegates were from both science and non-science faculties. The programme enabled research active staff to explore and develop their leadership skills. Participants had the opportunity to look at relevant theory, practice their unique leadership styles and receive coaching and feedback from their colleagues. The programme was an adaption of the Vitae Leadership in Action Programme.

Warwick International Higher Education Academy

The Warwick International Higher Education Academy (WIHEA) was formally launched at the Teaching and Learning Showcase on 7 May 2015. WIHEA is Warwick's new professional association for academic staff, developed to transform our student's experience through partnership and collaboration between educators and students. There are six themes that focus existing programmes and activities together with new initiatives, these are: Teaching and Learning Champion Scheme; Peer observation; Continuing professional development framework; Pedagogical CPD in promotion criteria; Professional development for postgraduate students; and Technology to support learning. It provides an opportunity to obtain adjunct status at Monash University. WIHEA has been developed in part to provide clear teaching career pathways and enhance the status of teaching within the University. Considering that a high proportion of teaching (teaching only) staff is female, this will benefit women more than men.

Postgraduate Certificate in Transferable Skills in Science (PGCTSS)

There are two separate courses within the PGCTSS: one for PhD students and one for postdoctoral researchers. Applications are welcome for the award (half the modules) or individual modules from other interested parties (fees may apply). There are currently over 350 students working to achieve this certificate. More information can be found at this link: http://www2.warwick.ac.uk/fac/sci/pioneers/pgcts/

The Postgraduate Certificate in Transferable Skills in Science (PGCTSS) for PDRAs has been designed to be a career development tool that can be used to seek help required from mentor(s), while at the same time making it clear what skills a postdoctoral researcher will need to make the step to an independent career. The PGCTSS has now been accredited for Chartered Chemist status.

Enhanced career development self-help resources have also been developed by the Learning and Development Centre (LDC) and are available on their website, furthermore, additional funding has been made available for one-to-one career advice/support. This will help to raise awareness between researchers and PIs that time is required for researchers to develop transferable skills.

Unconscious bias training

Unconscious bias training has been delivered by the Learning and Development Centre in the following events:

- Dignity Contacts – Unconscious Bias training and sharing practice - 28th July 2015 – 14 attendees
- Equality & Diversity Network – Unconscious Bias presentation - 28th April 2014 – 25 staff attendees
- Windows on Warwick – Unconscious Bias – April 2014 - 23 attendees
- An Unconscious Bias training session for 100 residential life team members – February 2015
- Women in Science – Unconscious Bias training – 9th July 2015 - 16 attendees
- Senior Management Team in Engineering – Unconscious Bias training – 10th July 2015
- Line Managers in WMG – Unconscious Bias training – 10th November 2015

Work-life balance

Expectations of the meaning of work-life balance are very different for different individuals. The University has developed some initiatives to support parents in maintaining their career. Recent PULSE survey data indicate that we need to establish what is meant by work-life balance and to find out what academic staff expect the University to do. The Equality Act 2010 introduced measures which have direct implications for higher education institutions. For more information please see: http://www.legislation.gov.uk/ukpga/2010/15/contents. Both maternity, paternity and adoption leave is provided.

Warwick Academic Returners Fellowship

In January 2015, a University initiative called the Warwick Academic Returners Fellowship was launched to assist academic staff returning from periods of maternity/adoption/ extended paternity/long term parental leave. The Fellowship essentially 'buys out' teaching and administration duties for those on full academic contracts, to allow the returners to fully concentrate on their research work. Currently there are seven members of academic staff (6 females and 1 male (adoption)) who have been awarded Fellowships. More information on the Fellowships can be found at:
http://www2.warwick.ac.uk/services/equalops/maternity

Warwick Conference Care Fund
Warwick Conference Care Fund, assists with caring-related expenses that individuals incur whilst attending conferences and workshops. Take up of the conference care fund is increasing year on year – and since 2012, 49 grants (45 women, 4 men) of up to £100 have been awarded to staff. The Conference Care fund has been replicated by other institutions in the UK.

Holiday scheme (Easter and Summer Scheme)
The first Summer scheme (6 weeks) took place in 2013 and the first Easter scheme (2 weeks) in 2014 based on experiences from the Summer scheme. This scheme is focused on primary aged children built on our experiences from the summer 2013 pilot scheme. 76 children used the Easter scheme in the course of a 2 week period.

- The scheme opened at 8 am and closed at 6 pm, with the core day being 9 – 5 and a 'wrap-around' service available at additional cost for an early drop-off (8.00-9.00) and late pickup (5.00 – 6.00)
- A special rate was offered to parents booking four consecutive days in one week, 27 families took advantage of this and 4 of these booked all 8 days.
- The scheme was also opened to families external to the University's community, i.e. friends of children whose parents are either staff or students. Approximately 8 children were external bookings.
- The activities enjoyed by the children included; tennis lessons, computer skills, forest school, sraft and cookery sessions and chemistry demonstrations – all provided by internal services. Dance sessions and Circus Skills, provided by bought in suppliers and trips to the MAD Museum in Stratford-Upon-Avon and St John's Museum in Warwick.
- The scheme was led by the Nursery Manager, with a scheme manager organising the day to day running and management of session, and supported by a deputy, who is one of the nursery staff seconded into the role, this person also led the forest school sessions. A team of 5 undergraduates were employed as scheme leaders to assist the scheme management.

During the 2014 Summer scheme, 149 children attended. The activities included Tennis, Circus Skills, and Nature day at Forest school, Computer graphics, Sculpture day, Drum workshops, Dance, Drama and Verse and French. The 2015 Easter scheme had 98 children registered over a three week period (to cover both Warwickshire and Coventry school holidays as they were slightly different). The 2015 Summer scheme had 158 children booked on to it. The scheme ran for 7 weeks, again to cover both

Coventry and Warwickshire school holiday periods. In 2016, 46 female and 15 male academics registered their children to the Easter scheme.

Working Parents Network

The Working Parents Network (previously known as 'Returning Parents Network' but due to its success and demand by staff to continue participating in the group despite not being a recent returner from parental leave) has been set up by parents for all working parents and is supported by the University. The group meets each term and has a number of internal and external speakers.

If individuals are not able to attend the meetings, there is a Facebook group. The group is a closed group and can be accessed while individuals are on maternity/paternity/adoption leave, for discussion or support on relevant issues following/prior to a meeting, or to keep in touch with colleagues from the working parents' network. The meetings help individuals to find out how people are doing managing the transition back to work and the challenges of being a working parent. Participants are asked for suggestions for improvements to the experience of going on maternity/paternity leave, returning to work after parental leave and managing the work/life balance. It gives working parents the opportunity to meet with other working parents at the University, whether they have a new baby or older child.

As an outcome of this group, a new system has been created in that both checklists (employee and line manager) are sent to the individual going on maternity leave for them to hand them to the line manager. The web pages for the Working Parents Network have been redesigned and a new poster has been created and promoted across campus. The Network's web pages has been improved to be more informative and an e-form set up for members to keep in touch, this is closed forum so those who wish to discuss topics have to request access rights. This is to ensure privacy and to encourage discussions that some may find difficult in an open forum. Staff on maternity leave can still have access to the forum. Eighty seven people (82 women, 5 men) are signed up to the Network, but each meeting averages between 10–15 attendees. This data collection is still in its infancy and will be reported on in further progress reports.

All the activities mentioned above seem to be working well considering the number of people attending (reported above) and the immediate positive qualitative feedback received. At the same time, these activities have converted into series of events reflecting their significance and endorsement by the beneficiaries. However, we have no quantitative measure of effectiveness.

Gender in teaching and research

The University of Warwick has a Centre for the Study of Women and Gender within the Sociology department.
More information: http://www2.warwick.ac.uk/fac/soc/sociology/rsw/research_centres/gender/

The following programmes are available in the Sociology Department:
1. MA Gender and International Development
2. PhD Women's and Gender Studies

The following modules are also offered in various departments:
- Gender in Europe 1350-1650 – Department of History
- Sexuality and Gender in Antiquity – Classic ans Ancient History
- Maculinities - Centre for Education Studies
- Transformations: Gender, Reproduction and Contemporary Society – Centre for Education Studies
- Gender and Development – Politics and International Studies
- Sociology of Gender – Sociology
- Gender, Culture and Popular Media – Sociology
- Transformations: Gender, Reproduction, and Contemporary Society – Sociology
- Performing gender and sexuality – Theatre and Performance Studies

Benefits for the University of Warwick from participating in Athena SWAN

For an Athena submission, the University, as an organisation, needs to ensure that the resources committed to the process add value and assist the organisational expectations to be met and improve the culture of its workforce. The aim is to ensure that all processes and policies are transparent, non-discriminatory and fair. The overall strategic benefit to the University has been optimising contributions from both early career researchers and established female academics. The other obvious benefits of the Athena process were:

1. To reflect on current practices: what is being done well and what can be improved – sharing this with other STEM departments and the wider University.
2. Formalise many informal processes, *e.g.* flexible working arrangements, and gain recognition for current good practice.
3. Improved communication with staff responsible for collecting staff and student data – working together, so that information is available in the required format.
4. Improved communication, not only between STEM departments, but between STEM departments and the administration.
5. Improved and targeted communication with regard to promotions, mentoring and funding opportunities.
6. Increased visibility of female role models.
7. Raise awareness of gender inequalities.

As a result of the benefits identified above, one of the University's Equality Objectives is to share with non-STEM departments the good practice identified through the Athena process. It is therefore intended for HR staff to deliver 'Windows in Warwick' sessions in the new academic year to share the experiences of the STEM departments who have worked through the Athena process with non-STEM departments.

A number of sessions have been held, notably in the faculties of Social Sciences and Arts to engage colleagues to start their Athena work. The Equality and Diversity Advisor has also presented to HR managers and advisers, so they are better placed to support their departments with Athena work. In

addition, colleagues at the University of Warwick involved in the Athena SWAN work (Sandra Beaufoy, Alison Rodger, Annie Young, Liz Blagrove and others) have been invited to other institutions to share best practices and approaches to Athena Silver submission. Furthermore, colleagues involved in the Athena Swan activities have been acting as critical friends to other institutions/departments.

Overall, the Athena SWAN led to the collection and provision of data that was not readily available to various departments and academic/administrative staff involved in the Athena SWAN process. The data demonstrated departmental and University issues that needed to be addressed and were crucial in backing up arguments for undertaking actions/measures to address these issues. At the same time, the participation of departments and the University in the scheme has enabled discussions about issues that were never taking place in the past in the university workplace which is an important step forward. As noted above we have yet to put means of quantifying the effectiveness of different actions into place.

Challenges

The University of Warwick has introduced a shadowing programme that enabled mid career academics to shadow a person or a committee. Mini workshops were developed in response to particular queries and feedback from this group.This has raised the question of whether group workshops should be established to provide such information to this career stage and others with the mid-career shadowing programme working as a follow up programme. An attempt to establish shadowing programmes at other levels met apathy.

Postgraduate Certificate in Transferable Skills in Science for post doctoral researchers were designed to particularly help female postdocs understand what is required for an academic career. It works well for those who follow it. However, the take-up is very small – it requires effort, it requires some supervisor support, it requires recognition that something other than focused research work and writing papers is needed for an academic career.

While the Summer and Easter play schemes have been welcomed with excellent feedback, the cost for participating in the scheme has been criticised as secondary school half term holidays, which occur in the middle of the University's terms, remain a big challenge for working parents.

While the University of Warwick has many formal policies, there is no effective mechanism for ensuring they are followed 'on the ground'. The University of Warwick as an institution, and its individual departments, have undertaken many efforts in the context of Athena SWAN. Athena SWAN applications require a number of resources, which increases the workload for administrative staff (especially those working at central level, extracting tailored information for student and staff data) but also, academic staff involved in identifying issues, designing, implementing and monitoring action plans. This has led to diversity fatigue. It is also not clear what gives a good ratio of impact:effort. More information needs to be collected in a systematic way and with a longer term horizon to understand better the impact and the effects that such activities have on individuals, groups and the departmental and institutional culture.

KEMIJSKI INŠTITUT (NIC), Slovenia

	Kemijski inštitut / National institute of Chemistry (NIC)	**SLO**
National Institute of Chemistry (NIC), Ljubljana (Slovenia), is a leading Slovenian research institution in the field of chemistry and related disciplines. It was established in 1946 as the Chemical Laboratory of the Slovenian Academy of Sciences and Arts. In 1992, it was transformed into a public non-profit organization. It carries out basic and applied research oriented towards fields which are of long-term importance to both Slovenia and the world: biotechnology, environmental protection, structural and theoretical chemistry, analytical chemistry, materials research, and chemical engineering. At present, around 300 employees of which around 266 carry out research work in 14 departments and two infrastructure centres (136 of these have doctorates of science degrees), publish more than 250 scientific papers yearly and are strongly involved in EU funded projects. Currently, about 50 graduate students are being trained at the Institute within the national Young Researchers Program for the acquisition of their PhD degrees. The young researchers represent about 20% of the Institute's staff members, making National Institute of Chemistry one of the leading Slovenian organizations for graduate-level education and training.		

Legislation, structures and top-down policies

In Slovenia there is a legislative framework regarding gender equality. The Equal Opportunities for Woman and Men Act (2002), introduces equal opportunities for women and men. It defines and prohibits direct and indirect discrimination, allows positive measures to ensure equality and fight stereotypes through education. Through this act, the Office of the Government of the Republic of Slovenia for Equal Opportunities was established and it functioned as an independent body from 2003 until 2012. In 2012, it was integrated into the Equal Opportunities Department under the Ministry of Labour, Family, Social Affairs and Equal Opportunities. An Advocate of the Principle of Equality is functioning as part of the Department. The mission of the Advocate is to prevent and eliminate discrimination in Slovenia. The Advocate examines petitions or complaints concerning alleged cases of discrimination; provides assistance to discriminated persons in legal and other proceedings; gives advice and provides information on discrimination issues and the situation in this field in Slovenia.

The EU directives on equal treatment are integrated into the new Parental Protection and Family Benefits Act 2014, and the new Employment Relations Act, 2013, including the principle of equal pay for work of equal value and provisions on sexual harassment. There is also a Commission for the

Promotion of Women in Sciences, an expert body working within the Ministry of Higher Education, Science and Technology. This Commission prepares annual work programmes focusing on raising public awareness, gender mainstreaming into research and the promotion of networking of researchers who are engaged in gender studies in various areas. It is also responsible for developing strategic documents and relevant legal acts.

National legislation stipulates that maternity cover (pay) during maternity leave (and parental leave see below) is calculated on the basis of mother's salary in the last 12 months and existing tax reliefs before starting maternity leave. Maternity leave lasts for 105 days in Slovenia and must be used in a single block of time in the form of complete absence from work.

The father has the right to maternity leave, if:
- the mother dies
- the mother abandons the child
- the mother is deemed by a competent physician to be permanently or temporarily incapable of independent life and work
- the mother is younger than 18 years and has the status of apprentice, pupil or student. In such a case the mother must give her consent for the father to make use of the remaining maternity leave.

The father has the right to maternity leave of the same extent as the mother, reduced by the number of days that the mother has already used this right, and by at least 28 days

Parental leave / Leave for care and protection
The right to leave for care and protection may be exercised by both parents, and under legally specified conditions by other persons as well. Leave for care and protection follows immediately after maternity leave and is intended for the further care and protection of the child. The parents agree in writing on the use of the leave for care and protection, 30 days prior to the end of maternity leave. Leave for care and protection of a child lasts 260 days.

Paternal leave
According to national legislation, paternal leave is intended for fathers to be able to participate in childcare and protection during the child's most sensitive period. This right is not transferable. The duration of paternal leave is 70 days, but, there are limitations how these will be spent. Fifteen days have to be spent in the first six months of child's birth or in exceptional cases in the first twelve months of child's birth. Next five days have to be spent till the end of child's first year of primary school. The remaining 50 days have to be spent till the child's third birthday. Paternity pay is calculated on the on the basis of father's salary in the last 12 months and existing tax reliefs. However, the father gets paternity pay only for the 15 days which have to be spent in the first six months of child's birth (or in exceptional cases in the first twelve months of child's birth) and for the five days that have to be spent till the end of child's first year of primary school. For the remaining 50 days the father gets paid social

security contributions calculated on the basis of Slovenian minimum wage.

In the past 10 years, 160 births of NIC employees have taken place. Out of these, six women took maternity leave and did not return. Four men have taken paternal leave instead of their wives but everyone returned.

Right to compensation during breastfeeding break times
Nursing Mothers can be compensated for the breastfeeding break times during working hours, which can last an hour a day till child's reaches the age of 18th month. Until child is 9 months, mothers get compensation in the amount of 1/8 of minimum wage. From child's 9th – 18th month social contributions are paid in the proportional part of the amount of miminum wage.

Right to part-time working
The right to work part-time is held by one of the parents who is caring for and protecting a child until it is three years old. One of the parents who cares for and protects two children may exercise the right to work part-time up until the younger child is of the age of six years. One of the parents who cares for and protects a child with a severe motoric handicap, or a moderate to severe, mentally handicapped child, may extend the right until the child is 18 years of age. The aforementioned right can be extended on the basis of the opinion of a medical commission.

Part time working must involve at least half of working obligations (20 hours a week). A contract on part time working (due to parenthood) between the employee and the employer defines part time work arrangements.

Social security contributions are paid to the person who files an application for exercising the right to part-time working. The employer guarantees the applicant the right to payment according to actual working duties, and the Republic of Slovenia (RS) guarantees payment of social security contributions based on full working time. The RS pays the contributions of the insuree and employer for compulsory pension and disability insurance; unemployment insurance; insurance for parental protection; health insurance and contributions for sickness and injury outside work; the right to health services; payment of travelling costs; and a funeral grant and death grant. For more information on family benefits: http://www.mddsz.gov.si/en/areas_of_work/family/types_of_family_benefit/

While women comprise more than 50% of the overall staff, there is an under-representation of women in decision-making bodies and in leading and managerial positions at NIC. NIC has always been directed by a man and currently out of the 15 heads of departments, 5 are women.

The Slovenian Research Agency has defined Rules on Researcher's Nomination Criteria, which include the requirement for individual researchers to spend three months abroad in order to progress to Senior Research Associate. The Scientific Council at NIC was responsible for shaping the Internal Rules on Researchers' Nomination Criteria based on the agency rules and with the help of the NIC's legal advisors. At NIC, the internal Rules on Researchers' Nomination Criteria require researchers who

would like to be promoted to Senior Research Associates to spend one year abroad. This year can be split in several shorter periods, of which one must last for at least 6 months. Alternatively, a researcher can spend one month abroad and one year in a company in an R&D department. This flexibility and alternative arrangements aimed to enable researchers to combine career progression with family. Researchers are encouraged to go abroad at least for a year and return back because their employment in Slovenia is on a standstill. On the basis of Internal Rules on Financing of Work Abroad, if a researcher signs an employment contract with the hosting institution, his or her employment and other rights arising from the employment contract at NIC, are on a standstill. However, if the researcher does not conclude an employment contract with the hosting institution, the Director, on the basis of a suggestion from the Head of Department, decides what proportion of employment at NIC will be on a standstill.

Internal Rules on Financing of Work Abroad, shaped by the NIC's Secretariat and Finance and Accounting Department, also allow Young Researchers that are part of the national Young Researchers Program for the acquisition of their PhD degrees to go abroad while there are still getting their salary from NIC (max. 18 months). However, NIC gets the funding for their salary through this Young Researchers Program financed by the Slovenian Research Agency. In addition, Young Researchers can also get a scholarship Ad Futura from the Slovene Human Resources Development and Scholarship Fund or NIC covers their travel costs to/from the hosting organisation, provides a subsistence allowance for the time abroad and covers the accommodation costs. The decision whether NIC will cover these upper mentioned additional costs of the stay abroad depend on a case to case basis. The final decision is made by the Director on the basis of a proposal of the Head of the Department hosting the Young Researcher. In 2014 and 2015, eight Young Researchers decided to go abroad, out of which only one has been a woman.

The Internal Rules on Researchers' Nomination Criteria and Financing of Work Abroad seem to have been perceived both positively and negatively across researchers depending on individual aspirations and attitudes towards working abroad. Anecdotal evidence suggests women find this harder than men in general.

Raising awareness and career support

NIC was partner in a European FP7 project Genis Lab (2011–2014) which aimed at improving women researchers' working conditions and career opportunities in research organisations; and improve organisational climate in the workplace, acting on organisational culture, to fight against negative stereotypes and contribute to creation of positive stereotypes. As part of the Genis Lab, a celebration of the 100th anniversary of Marie Curie's Nobel Prize took place in 2011. The event was organised by the Department of Polymer Chemistry and Technology which was comprised of three lectures: 1) Gender equality throughout history and the role of Marie Curie; 2) Gender equality today; 3) Career progression of women in research and science. The project Genis Lab was successfully carried out and contributed to raising awareness of gender bias. NIC's staff in general started to be aware of the negative consequences of gender imbalance as well as the importance of gender equality and inclusion for successful innovation and research. HR department was educated on gender equality methods and

practices (GEPs, Gender Equality Policy, Gender Equality Strategy). Financing and Accounting management was educated on gender budgeting. Management was fully informed on the Gender Audit conclusions and recommendations. The Genis Lab Ex-post Gender Survey results showed that 49% of female and 45% of male staff thought the project changed the way in which gender equality is dealt with at the Institute. 61% of women and 64% of men said they were aware of the campaign on women in science that was realized at the National Institute of Chemistry (NIC) as part of Genis Lab. Even today, two years after the end of the project, NIC's staff still remember the project.

In addition, training on occupational safety is organized every two years as requested by law. This training provides information about the Internal regulation and information about harassment, mobbing (bullying) and equal opportunities at the work place as well as information on health and safety at work for pregnant women. It should be mentioned that Occupational Safety and Health (OSH) principles are rigorously monitored and applied by NIC in such a way that NIC has the necessary conditions to enable staff including pregnant women to safely execute their research in the laboratories.

Work-life balance

Flexible working hours
Administrative staff are required to be present from 8.30 am until 3.30 pm from Monday to Friday, allowing for some flexibility to organise an 8 hour working day. Flexible working hours can be agreed for research staff. The possibility of flexible working hours has been reported by NIC research staff as enabling them to balance private and career life. However, this is an informal agreement between the Head of Department and individual staff (not all heads enable that) and there is no data available.

Family Friendly Certificate
NIC had a Family Friendly Certificate (basic certification from 2009–2013, full certification in 2013–2015) which was acquired based on the following criteria:
1. Staff gets paid for one day per year spent in voluntary community activities (1 person is using this option for fire fighter activities)
2. Family commitments are taken into consideration when planning annual leave
3. When an employee's child is born she/he gets a gift (a book and a card) from NIC,
4. Father Christmas "visits" NIC bringing gifts for the employee's children (in 2014:125 gifts, 2015:130 gifts).

The HR department led this action but NIC did not proceed to a renewal of the Certificate in 2016 because it was considered very expensive which apart from reputation did not contribute to the institution becoming more family friendly. The majority of staff was not aware of the Certificate.

Other work-life balance aspects
Having a job in Slovenia includes access to basic health insurance and compulsory pension and disability insurance covered by the employer. In addition, in Slovenia, all people working in public institutions like NIC have additional pension insurance covered by the employer.

NIC also offers on site free sports activities for the past five years like Yoga, Pilates (mostly attended by women) and free sports activities outside the Institute (Swimming, Tennis, Group Running Trainings, holiday apartments in the mountains and at the sea side). These activities are considered very positive contributing towards a more relaxed working environment.

Gender in teaching and research

NIC is not undertaking any teaching activities. No actions have been undertaken in terms of integrating gender in research, this will be addressed within the PLOTINA project.

Challenges

One of the challenges highlighted by the NIC team was the time pressures and workload of researchers involved in gender projects such as Genis-Lab and PLOTINA. Researchers are already more than 100% occupied by their work, so it was important to identify individuals who have interest in the topic and are happy to work on the issues raised by PLOTINA to ensure smooth cooperation and fulfillment of the tasks of the project.

There is not an institutional policy regarding gender equality which would show institutional commitment. In addition, there is limited data on career trends of researchers at NIC highlighting the importance of monitoring career trends.

There are diverse views about spending a year abroad as a criterion for promotion. It seems that researchers at NIC find it challenging to move abroad especially if they have families, with women less likely to take such decision due to expectations and pressures about gender roles. On the contrary, researchers usually decide to go abroad when they don't have children.

Although national legislation determining maternity cover and parental leave is good compared to some other European countries, individuals tend to have difficulties with deciding to have a family, due to the uncertainty and insecurity of short-term contracts. In the last few years, there is an increasing tendency to offer project-based contracts to research staff. Approximately 70% of all staff at NIC are on short-term contracts which has a gendered impact. According to the Statistical Office of the Republic of Slovenia, the number of births has fallen from 22,343 (2010) to 21,165(2014). The number of short-term contracts has increased comprising of 83% of all published jobs.

NIC does not have any mechanisms to facilitate re-integration of mothers when they return from maternity leave. Women are more likely to benefit from the maternity leave which often leads them to stay away from research for a year, with potential penalising effects on their career progression (effect on number of publications but also on assumptions about dedication and ambitions). At the same time, men are less likely to take the paternal leave (instead of their wives) and there is anecdotal evidence that they are not encouraged to take this leave from NIC. Until today only 4 men decided to take parental leave instead of their wives. Women who have taken maternity leave can ask for a longer evaluation period of their performance of 6 years instead of 5.

A study in the context of Genis Lab undertaken in 2011 among NIC's staff has showed that there seem to be persisting gender stereotypes about the role of women and men in the workplace and in family with women being perceived as primary carers and men as leaders and providers. In addition, there seem to be gendered assumptions about the capacities of women to be excellent scientists and/or effective managers and leaders.

INSTITUTO SUPERIOR DE ECONOMIA E GESTAO - ISEG (ISEG), Portugal

	Lisboa School of Economics and Management (ISEG)	**PT**
ISEG Lisbon School of Economics and Management (Instituto Superior de Economia e Gestão) was the first school of economics and management to be founded in Portugal, and is part of the University of Lisbon (Universidade de Lisboa), a public university and the largest of the Portuguese universities. Universidade de Lisboa (ULisboa) is comprised of 18 Schools that are designated as faculty or institute and constitute teaching and research units with their own governing bodies. ISEG culture is known to be one of solidarity, cooperation and collegiality. ISEG has over 4,800 students. There are several research centres investigating management, economics, mathematics and social sciences. ISEG alumni are high profile professionals working in top companies. ISEG values cultural diversity and promotes extracurricular activities including workshops, concerts, exhibitions, and community service, preparing the students for an ever-changing multicultural world. ISEG participates in several European projects and collaborates with private business organisations.		

Legislation, structures and top down policies

There are no specific structures in place in relation to equal opportunities or specific gender equality issues at ISEG. A proportional representation system is used to decide the composition of decision-making bodies. However, composition of the lists for the election of decision-making bodies is not regulated to be gender-balanced. It is the first time that the Pedagogical Council of ISEG (a governing body of the Lisbon School of Economics and Management (ISEG) responsible for all educational matters) has a female President who is also Vice-President for ISEG.

Raising awareness and career support

Four 30-minute sessions on feminine figures (*e.g.* Jeanne D'Arc) was delivered by a sociologist at ISEG. These after-lunch sessions aimed to raise awareness about historical and/or mythological feminine figures as a cultural activity open to academic staff (approximately 10 academics attended each session. However, raising awareness events have not been organised that focus on biases nor aimed at supporting the careers of women researchers and their capacity to attain key positions.

Work-life balance and welfare

According to legislation, it is obligatory for the mother to take 42 calendar days (six weeks) following the birth; the remaining period may be divided between parents by mutual agreement. This period can be 120 days at 100 per cent of earnings or 150 days at 80 per cent of earnings. When both parents work

Funded by the Horizon 2020 programme of the European Union

and are willing to share the leave, an extra 30 days ('sharing bonus') is available.[2] For more detail please see: Wall, K. and Leitão, M. (2015) 'Portugal country note', in: P. Moss (ed.) International Review of Leave Policies and Research 2014. Available at:

http://www.leavenetwork.org/fileadmin/Leavenetwork/Country_notes/2015/portugal.pm.pdf

ISEG is in compliance with the Portuguese national law in relation to parental leave and maternity cover. There are no specific work-life balance measures in place (further to what the Portuguese national law states). For more information, please see:

http://ec.europa.eu/justice/gender-equality/document/index_en.htm#reports2014

All employees at University of Lisboa (ULisboa) are civil servants and they have access to the National Health Service. Thus, staff from ISEG have access to medical health service from ULisboa, and they can include family-members in this service. In the case of children it is only up to a certain age. Students and staff (academic and administrative staff) from the ULisboa (including ISEG) have access to nursery/kindergarten services which have capacity for 94 children (from 9 months until the age of entry to primary school). The kindergarten operates from 7:30–18:30 Monday to Friday. It can also accommodate children of students/staff of other institutions with established links with the University of Lisboa. Monthly fees are calculated on the basis of the gross income of the housework divided by the number of persons in the household.

Gender in research and teaching

Efforts have been made to include sex/gender as a variable in teaching curricula (courses about statistics and econometrics). For example, in econometrics, gender issues such as the wage gap and participation in the labour market by gender, are discussed. The subject Household Economics and Household Finance (4 ECTS-optional module) has existed for the last 3 years (in Portuguese) and is attended by about 20 students per year (balanced in terms of gender) each year. The subject Household Economics and Household Finance (4 ECTS-optional module), in English, will be offered in 20016/2017 (2nd semester). A short course (no ECTS associated) is planned for September 2016 of 'Economics of Discrimination' (in English for local and international academic staff and students).

There is also a joint PhD programme with the faculty of Sociology named "Sociology: knowledge for open and inclusive societies". As part of this programme, PhD researchers produce and disseminate accurate data on contemporary social problems often taking into consideration gender (e.g. OBSERVA (Environment and Society), OFAP (Families and Family Policies), OPJ (Youth); ObipNOVA (Professional insertion of graduates), ONVG (Violence and Gender).

One of the research centres in ISEG, the Research Centre in Economic and Organizational Sociology (SOCIUS) is conducting research on Work, Employment, Gender and Organizations. It has recently completed a project on "Break Even - Promoting Gender Equality in Business".

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[2] Or parents who are eligible for other reasons (e.g. low family income, unemployment benefit)

In 2010 and 2011, a leadership programme for women executives (paid by the firms) was delivered by ISEG (no ECTS attached). This was an executive course offered to women executives who worked in local firms.

Challenges

There is limited awareness about gender inequality and its importance, which we aim to address through PLOTINA.

Based on a collective agreement, salaries are fixed according to the different categories of academic staff and to the number of years of work in each of these. This means that academics in similar academic grades across different institutions in public universities in Portugal received the same pay irrespective of gender or the university where he/she works. Due to the equal pay policy, some academics think that a gender action plan is not necessary.

The Ministry of Science, Technology and Higher Education in Portugal is involved with the recruitment and promotion of senior academic staff and a cumbersome process is undertaken for Associate and Full Professors. The selection criteria are considered 'objective' (number and quality of publications) and are defined by the department/faculty of the University (and then approved by the University leadership and by the Ministry). There is a public competition for such positions and candidates are evaluated by a panel comprised of academics from the same university and from other higher education institutions. Some academics sitting in these panels believe that gender considerations amongst the criteria are compromising merit, excellence and quality. There seems to be limited awareness of gender bias and gendered structures in organisations.

MONDRAGON UNIBERTSITATEA (MU), Spain

MONDRAGON UNIBERTSITATEA	**MONDRAGON UNIBERTSITATEA KOOP. ELKARTEA (MU)**	SP

Mondragon Unibertsitatea (MU) is a young university whose roots date back to 1943, but, it was officially recognised as a university in 1997 by **Law 4/1997**. It is a non-profit cooperative private university in the Basque country.

MU is a university comprised of four faculties: Faculty of Engineering, Faculty of Business studies; Faculty of Humanities and Education; and the Faculty of Gastronomic Sciences. It has approximately 500 academic and administrative staff and 4,000 undergraduate and postgraduate students.

It is a multi-campus institution distributed in eight different locations. This means that the university is fully embedded within the community.

MU belongs to the MONDRAGON Corporation which is comprised of 257 companies and institutions with more than 74,000 workers. Due to this relationship, students benefit from the close relationships of the University with the world of work. Its legal-corporate status as a cooperative and its associated values are the source of its commitment to serve society, shunning any elitist considerations.

Mondragón Co-operative Experience

It is important to refer to the organization model of the University as part of the Mondragon Corporation group to understand some of the principles and values of the organization. Individuals are at the very centre of this Corporation which enables their personal development. It is acknowledged that personal development also requires reconciling work and home life, which is translated into appropriate flexibility to harmonise individual needs and interests with those of the Co-operative.

The Mondragón Co-operative Experience declares all its worker members to be equal in their rights to knowledge, property and self-development. It is open to all men and women who accept these Basic Principles and prove themselves professionally suitable for the jobs that may be available. The stated goal is that there shall, therefore, be no discrimination whatsoever on religious, political, racial or gender grounds in the attainment of membership status.

From a standpoint of promoting equality, the principles of the Co-operative are essential, because they provide a starting point in organizational identity and a similar practical application of the principles in all the Corporation cooperatives. Thus, the principle of Open Admission declares the equality of all people and promotes equal opportunities. Also, the principle of Education assumes that all people

should receive cooperative, technical and social training, without distinction of hierarchical levels. Wage solidarity, for example, ensures that the pay gap will not exceed a pre-set range. Moreover, this principle ensures clarity and objectivity in the compensation system, hindering the pay gap between men and women. And finally, the principle of Democratic Organization ensures that all people have the same power in the governing bodies, regardless of their sex, education level or hierarchical level. These four principles, mentioned as examples and put into practice, are drivers of equality between men and women.

However, these principles are a statement of the cooperative identity. While they promote equal opportunities, these principles apply to cooperatives that are integrated into a broader social and business system, in which the organizational culture, generally, is not equal. Thus, it is likely that the application of the principles has discrepancies from the point of view of equality when they are implemented and there is a variety of situations between the different cooperatives. More information about the corporate management model and the principles can be found on the following links:
http://www.mondragon-corporation.com/eng/corporate-responsibility/modelo-gestion/
http://www.mondragon-corporation.com/eng/co-operative-experience/our-principles/

Legislation, structures and top down policies

All the faculties of Mondragon Unibertsitatea are cooperatives that are organised respecting the above mentioned principles through the social bodies including the General Assembly, the Governing Board, and the Social Board of Workers and Students. The employees are the owners of the entity so they take most of the decisions about strategy, investments, wages, work rules, calendar, flexible timetable.

In Mondragon University, three of the four faculties are participating in the PLOTINA project: the Faculty of Business Studies, the Faculty of Humanities and Education; and the Faculty of Engineering. These faculties vary in their engagement with gender equality actions so they will be presented in separate sections below.

Faculty of Business Studies

The Faculty of Business Studies has had a Gender Equality Team since 2009. They have formalised the team and the activities organized every year. Gender and especially the work-life balance is in the management agenda of the Faculty and it is included in the annual management plan. The Gender Equality Team has conducted three Diagnostic and Equity Plans since 2008. The first diagnosis was undertaken in collaboration with a consultancy on equality issues in business organizations, it resulted from receiving an important public grant from Emakunde-Basque Women's Institute. This was a very important milestone, since the gender perspective was incorporated into the activity of the Faculty for the first time, although initially only sporadic actions were carried out and there was not a gender mainstreaming perspective along all the institutional activities. The Faculty of Business Studies presented this first action plan to Emakunde and obtained the certificate of Collaborator Entity with Equality in 2009 from Emakunde-Basque Institute of Women. This means that the Business Faculty was publicly recognised as an organization working towards improving gender equality. The first plan lasted three years and a second diagnosis was performed during the year 2012–13. A new decree

regulating the collaborating institutions with equality, forced the Faculty of Business to design its third diagnosis and Equality Plan for 2014–15. In this way, the diagnosis was made again and the faculty submitted again its candidacy for the Collaborator Entity with Equality. The certificate was obtained on August 19, 2015 when the Director of Emakunde-Basque Institute of Women the status of collaborating institution for Equality of Women and Men to MU Enpresagintza. The Faculty of Business Studies is currently the only university entity in the Basque countries to have obtained this certificate.

The three plans have been led by the Equality Team of the Faculty, but, have been endorsed by the Board of Directors of the Faculty. The second and third plans were made internally, without collaboration with consultancy services. Two reasons led to this decision: lack of funding to hire consultancy services and the fact that the plans designed by the consultants, did not fit with the special perspectives of the Faculty and pose various challenges in their implementation.

The Faculty of Business Studies designed its third GEP in 2015, with the following objectives:
1. To increase awareness and knowledge on gender issues: every year different activities are organised to maintain gender on the Faculty agenda.
2. To increase equality in management processes (selection, promotion, training, work-life balance).
3. To use inclusive language and communication in formal and informal communication.
4. To incorporate gender issues in degrees and other services (sports and leisure, internationalization relations, graduate training) of the Faculty.

In relation to the policies and procedures, the Business Faculty has carried out three important activities.

Gender-neutral selection processes
The Faculty of Business Studies has incorporated the gender perspective into selection processes. Thus, jobs and job advertisements are designed with objective and non-sexist criteria. In addition, these job advertisements are published in media that are accessed in the same way by women and men. The team also ensures that throughout the process (recruitment, selection tests, and interviews) a minimum number of women and men are included. For this reason data by gender on each of the phases of the selection is collected systematically. To conclude, all the data relating to the candidates involved in the process are set out in tables in order to collect comparable and objective information on all candidates. It is believed that these steps, based on the Non-sexist Selection Guide of Emakunde-Basque Women's Institute (a guide that helps organizations to guarantee a non-sexist selection process), facilitate equal opportunities in the processes of selection. The recruitment and selection process is based on equality, so the best candidate will be selected for the vacant position. The recently recruited people have been women and the population pyramid of the Faculty is changing and has become more equal. The older the workforce, the proportion of men is higher, but as the workforce becomes younger, it is hoped that a more equal representation of men and women will be achieved.

Criteria for participation in governing bodies

When new members are elected for governing bodies, the criterion in the event of a tie has been seniority. Historically, men have more seniority and, as a result, an apparently neutral criterion generated indirect discrimination. In 2012 this tie event happened and the person with the most seniority who was man was appointed. In this context, the Equality Team of the Faculty proposed that the criteria should be changed and in cases of tie, the criterion of parity of the Governing Body will be first. The Governing Board approved this change and included it in the regulations. The change was made both for the Governing Board and for the Social Board and was reported to all staff in the Faculty.

Protocol against sexual harassment and harassment based on sex

In 2016, the Faculty of Business Studies Governing Board approved a protocol to prevent and manage cases of sexual harassment and harassment based on sex. This protocol is framed in relations between employees, between students and between teachers and students.

In 2011 a practical guide for the use of inclusive and non-sexist language was designed by the Gender Equality Team of the Faculty in order to approach a problem detected in the gender diagnosis. The guide was distributed to students and academic staff and a game was organized to encourage the use of inclusive language. In this way, staff were sensitized to inclusive language and the official documents approved by the governing bodies met the requirements of inclusive language as well as communications to the outside (website, catalogs degrees). Also older documentation but that still is current is being corrected by members of the Gender Equality Team of the Faculty. Proposals for changing any documentation comes generally from the Equality Team, complemented by female employees interested in women's equality topics. As a result, formal communication is improving in terms of using an inclusive language. This improvement is evidenced in the new documents created and within the online messages sent by workers.

The Equality Team has spent years working together and is a cohesive and committed team. In addition, the Dean is committed to the activities of the team and participates in its plenary meetings. Since equality and work-life balance are on the executive agenda, several actions and modifications (improvements in people management processes, harassment protocol) follow the formal route. In addition, members of the Governing Board participate in the Equality Team and some Social Board members have demonstrated on more than one occasion their interest in the activities.

Faculty of Engineering

At the end of 2010 the Faculty of Engineering designed a Gender Equality Plan (2010–2015) with the following objectives:

Inclusive internal and external communications

The Social Board and the Gender Equality Team of the Faculty decided to review internal documents (statutes, internal regulations, labour regulations and code of conduct) and external communication to

ensure that inclusive language is used. For example, in Spanish, some generic words might be used in the male version, making women invisible. In terms of external communication, staff involved in communications were trained on how to use inclusive language. However, the review of the documents has not been exhausted yet and this training has not yet been transferred to new employees of the Communication Team which prevents the continuity of this practice. It has thus been identified that the Gender Equality Team of the Faculty (or the University) needs to design guides for the proper use of inclusive language and to familiarise with the use of inclusive language.

Designation of a figure of equality

In 2011 a new equality leader was designated to design and implement a Gender Equality Plan. This role was assumed by a member of the Social Council, who was assigned a workload for this task.

Later in 2014 due to the high workload of this role, it was decided to create the Equality Team (BerdintasunTaldea) coordinated by a member of the Social Council and involving members of administrative and academic staff and General Coordination, although so far only the person from the Social Council has a workload recognised for this task.

Establishing a data monitoring system with gender data

Since 2011 data of the entire staff has been collected disaggregated by sex including the composition of decision making bodies such as the Rector Council, Social Council, Monitoring Committee and General Coordination.

Tracking data of people contracted and consolidated in academic and administrative staff is collected disaggregated by sex. HR is also collecting data on work-family balance measures for care of dependents regarding: Maternity or paternity leave; reduction of working hours for caring of a dependent person; and leave for caring of a dependent person. This data is used by the Gender Equality Team to perform diagnosis of the institution and identify relevant issues (and respective actions), such as, women being the main users of parental leave.

During 2015, a new diagnosis on Gender Equality has been made by conducting a survey to employees with the aim of designing a new Gender Equality Plan for the period 2015-2019. After the kick off meeting of the PLOTINA project, the Gender Equality Team decided to pause that process to gear it with the PLOTINA project.

Faculty of Humanities and Educational Science

The Faculty of Humanities and Educational Science does not have an Equality Plan nor has formalized any actions taken in the field of gender equality. There have been no specific actions undertaken to raise awareness about biases, neither to support the careers of women researches and their capacity to attain key positions. However, in 2015, the signage indicating male and female sex of bathrooms was removed in the faculty of Humanities and Education Sciences. The toilets are thus not distinguished by gender, so the use of the bathrooms generates no conflict in relation to gender. There is no data available but it has been proposed to conduct a study of the impact generated and make more

suggestions towards the same direction.

Raising awareness and career support

Faculties organised activities for raising awareness about gender equality separately even if it was for the same events such as international women's day. The Faculty of Humanities has not organised any raising awareness activities, but the faculty of Business and Engineering efforts are summarised in the following table:

Faculty of Business	Faculty of Engineering
Since 2008, the Faculty of Business Studies has been conducting awareness-raising activities about situations of inequality (with particular emphasis on business).	The blog of the Equality Team of the Faculty of Engineering was established in September 2014 with the aim of publishing articles related to Gender Equality and the activities carried out in this regard in the faculty.
March 8, International Women's Day: different activities are carried out every year to remember this day, for example: meals to remember this important date have been made, dissemination of results on the situation of students from the point of view of equality	8 March International Women's Day: in 2015, all the articles about gender equality published that day at the different medias are collected and published in the blog. In 2016, a photography competition on Gender Equality took place.
November 25, International day against violence against women: every year lilac points are distributed between teachers and students to place them in their workplaces as rejection of violence against women and different activities are performed. Talks have been organized, commented short-films, days of reflection.	25 November, International day against violence against women: lilacs points are distributed to encourage people to place them in their workplaces as rejection of violence against women. In 2015 Exhibition on "Women and Science", where 6 women and 6 men who have contributed throughout history in science are described. In addition, actress Virginia Imaz made a performance in the restaurant of the faculty, the performance was a summary of his work "Princesses"
Equality Forum Emakunde: the Faculty participates in the Forum organized by the Basque Institute for Women with different activities. For example, breakfast-get-together with women entrepreneurs, think tank representatives on work-life balance.	October 2014. Exhibition of advertising images that reflect the symbolic violence and talks of Eunate Elio (MU) and OihanaEtxebarrieta (EH Bilgune Feminist).

Berdintxiketan's Mixed Cross for equality: since 2011 it organizes the second Friday of May a popular race of mixed couples. The aim is to promote women's sport at the university level and visualize that sport can be done in equal conditions. (https://sites.google.com/a/mondragon.edu/berdintxik etan/).

According to the Faculty of Business, the number of participants in the faculty activities is highly variable, but women participate in a larger proportion. These activities are organized by the Equality Team of the Faculty.

Apart from the above mentioned activities, the Faculty of Engineering has organised two training courses on principles of equality which have been offered to all the staff in the Faculty of Engineering in 2010 and 2011, but they were attended by only 12 people. In addition, a topic on equality has been added in the agenda for the meetings of the Social Council, and the information is then disseminated through this channel to the entire faculty with the aim of raising awareness.

Work-life balance

The work-life balance policy is the same for all the faculties and maternity / paternity leave is defined according to the Spanish law. Since MU is part of the Cooperative, employees have access to private health and private specialists doctors with reduced rates (through a private insurance company of the Mondragon Group) apart from public social security contributions made by the cooperative. Moreover, this insurance offers the same services to the partner and children of the employee in the same conditions. On the other hand, the banking institution Laboral Kutxa which is also part of the cooperative, offers benefits to the employees such as when they acquire a house.

Faculty of Business
Staff in the Faculty of Business have flexible hours without having to record entry and exit from working activity. Staff decide on their schedule and working calendar taking into account the following requirements: minimum hours of work to perform each academic year, the needs of the teaching and research activities and the professional objectives of each employee.

All the teachers and researchers and the majority of administrative staff have a laptop and various digital tools to save files in The Cloud. In this way, telework is facilitated. Telework criteria have not been regulated yet there are no plans to regulate this. For now, it is done informally and everyone is allowed to use teleworking.

Over the recent years different activities of awareness-raising related to the importance of work-life

balance have been organized. For example:

- Work-coffee on work-life balance: a round of conversations and reflections for staff of the Faculty to make a diagnosis of the situation of work-life balance and propose improvement actions. Twenty staff members attended the activity. It was important to integrate the work-life balance in the working agenda of the Gender Team Equality, but it did not lead to a specific actions (2009)
- Think Tank on work-life balance: experts were invited in the field of equality and work-life balance to reflect on the impact of the economic crisis in this area. A Decalogue of ideas was designed and spread among the workforce. Ten individuals attended this activity. The main objective was to raise awareness of the importance of work-life balance, but it was not possible to evaluate the impact of this specific action which happened in 2012.

Finally, a diagnosis of work-life balance was performed in collaboration with an external consultancy in 2012. It was sponsored by the Federation of Cooperative Education. However, the results did not differ too much from the equality diagnosis previously made, and the proposals were too generic and too difficult to apply.

Despite these issues that promote work-life balance, it is important to add that the majority of people spend more than 9 hours per day at work and regularly take work home. Therefore, there is still space for improvement.

Gender in research and teaching

Only the faculties of Business Studies and Humanities provided evidence of gender in research and teaching which they highlight is important for raising student awareness about gender equality and gender as a research lens.

Faculty of Business

The Faculty of Business Studies has incorporated the gender issues in research on Social Economy and Co-operatives and on Entrepreneurship.

In this way, various studies related to equality have been carried out:

- Participation of women in the governing bodies of cooperatives of Mondragon Cooperative Corporation. Funded by Emakunde - Basque Institute for Women. 2005.
- Development of a training program on gender equality from a cooperative perspective. Funded by the Higher Council of Cooperatives of Euskadi (CSCE) and Emakunde-Basque Institute of Women. 2006.
- Gender perspectives in the Cooperative. Funded by the Department of Industry. Basque government. SAIOTEK program. 2005.
- Design and evaluation of a training program on gender for adults. An appropriate proposal to the Basque cooperative nature and reality. Funded by Emakunde - Basque Institute for Women. 2006.

- Making a diagnosis on equality of women and men. The design of an equality plan. Funded by Emakunde - Basque Institute for Women. 2008.
- The new challenges of cooperatives equality before the law: Reflection and proposals. Funded by Department of Social Economy of the Basque Government. 2008.
- Barriers and opportunities for women and men in access to decision-making bodies of cooperatives. Funded by Emakunde-Basque Women's Institute and Department of Industry.
- The influence of social and psychological factors on the entrepreneurial activity: Women entrepreneurs from the Basque Country. Funded by Emakunde-Basque Institute of Women. 2009.
- EMEKITEN II. Women entrepreneurs: barriers and solutions. Case studies. Funded by Government of Gipuzkoa. SENDOTUZ program. 2010.

In addition, in 2011 one of the researchers of the Faculty presented a doctoral thesis with the title: Gender Equality: Participation of women in the governing bodies of cooperatives of Mondragon.

The Faculty of Business Studies has incorporated gender issues in the teaching curricula of some of the Bachelor and Master Degrees.

- As part of the Degree in Business Administration and Management, the Personnel Management (4th year) module included equality in organizations where students learn how an equality plan is carried out and also learn the analysis of the tools to promote work-life balance in companies.
- Master's degree in social economy and cooperative enterprise. Two didactic units are included in two of the subjects since 2010:
  - Managing people: includes a chapter on gender equality in cooperatives.
  - Organizational democracy: it includes a didactic unit on the participation of women in government bodies.

The integration of gender issues in the Business Faculty is leading to increased awareness of equality among employees, managers and students. Considering that students at MU would potentially be future managers, there are wider societal benefits. While the feedback from student satisfaction survey has been diverse in terms of increasing awareness on equality issues students have perceived the activities as positive.

Faculty of Humanities and Education
Matters relating to gender equality in Degree studies, Postgraduate and Masters are offered. Listed below are the matters relating to gender equality:

UG Degrees
- Subject 1.7 (Degree in Primary Education): Affective-Sexual Plurality:
- Subject 1.8 (Degree in Primary Education): Homophobic Bullying
- Subject 3.10 (Degree in Early Childhood Education)
- Subject 2.10 (Degree in Primary Education)

- Subject 3.1 (Degree in Primary Education)
- Degree in Audiovisual Communication:
  - o Work sequence: Law and Ethics
  - o Work sequence: Gender Perspective in the Media

Master degrees

Master's degree in Development and management of educational-methodological innovation projects in educational institutions (Berrimet). In all subjects it seeks to introduce a gender perspective.

MCOOP:

- "Engendering cooperative government" (2ECTS): (Name of the subject in which is taught: "Business Processes and Mechanisms of Democracy).
- "Social Economy and Development Alternative Development and Solidarity Economy" (3 ECTS) This subject goes deeper into a new proposal for Feminist Economics).

Challenges

Faculty of Business

There are concerns in certain groups of the workforce that an excessively feminist image of the Faculty could influence negatively on some kind of business relations with other companies. But this is not the opinion of the Direction Board nor of the Equality Team, due to the nature of the activities.

Although the Equality team has been established for a long time now, it seems that the same people (and often women) are those who participated in the activities in the context of the equality plans. It has been found challenging to increase the level of interest to groups of the faculty.

Faculty of engineering

The training plan has not been successful. The actions were insufficient and the attendance at the courses was very low – only 12 people. Some criteria related to gender were introduced in the occupational hazards prevention policy, but, this policy was not designed from a gender perspective. Some of the activities to increase the awareness were passive and did not involve individuals to the action. Future actions should affect the daily life of the Faculty so they are more effective.

There is limited awareness about gender equality and individuals (mostly men) in the Faculty perceived that an Equality Plan is not necessary. Therefore, most of the actions in the past were focused on communication. But, in general, the Gender Equality Team of the Faculty of Engineering thinks that there is a lot of work to be done at practical level. Considering the resistance of some of the employees, the Gender Equality Team was afraid of introducing deeper or more radical changes.

Humanities

The Faculty of Humanities and Educational Science does not have an Equality Plan nor does it have any formalized actions taken in the field of gender equality. The action regarding signage of toilets has led to hygiene deterioration of the toilets.

OZYEGIN UNIVERSITESI (OZU), Turkey

ÖZYEĞİN UNIVERSITY	**Ozyegin University (OzU)**	**TR**

Ozyegin University (OzU), positions itself to be one of the most innovative and research-oriented universities in Turkey. In fact, every year since 2012, OzU has been consistently ranked among the top seven most entrepreneurial and innovative Turkish universities. The University aims to direct its research efforts primarily towards applied and strategic research with the objectives of advancing knowledge, supporting teaching and contributing to the progress of the community. The University's cooperation with various national and international institutions has increased and its project portfolio has exceeded about 13.4 Million Euros as of August 2015. In terms of budget, remarkable part of the OzU research funding comes from EU and other international funding agencies (40.7%). The rest comes from national funding institutions. Currently, the University has 37 international projects; 27 of them being EU projects. These projects include 16 Marie Curie Actions with a total budget of 1.5 Million Euros, 2 FP7 cooperation and 2 H2020 projects with a total budget of 1.9 Million Euros. In 2014, Ozyegin University succeeded to get its first institutional ERC Starting Grant, becoming the third Turkish University with an ERC Grant.

The University encourages interdisciplinary research activities. The University currently has 285 full time faculty members and instructors, and the following list includes some of them that would be suitable and open for future collaboration.

The University offers sufficient infrastructure (together with resources to be obtained through this grant) to execute the proposed project. The University library offers an extensive collection of resources (including over 280,000 E-Books, 33,000 books, 500+ Multimedia, 94 Electronic Database collections and 79,000 Journal Subscriptions (Electronic)). OzU's research programs are organized, developed and managed through the Technology Transfer Office (TTO). Ozyegin University's research programs are organized, developed and managed through the Technology Transfer Office (TTO). This office works cordially with faculty members to carry out planning, development and management of research projects, development of industrial relations, innovation, technology transfer, and intellectual property (IP) management. OzU TTO has extensive experience in management of TUBITAK and EU projects, which will contribute positively to the management of the proposed research herein. The main objective of the TTO at Ozyegin University is to assist research activities and innovation initiatives that aim to turn scientific and technological developments into social and economic benefits. To fulfill this objective, TTO has responsibilities at the Pre-Award and Post-award Stages.

Legislation, structures and top down policies

Law on equal opportunities and employment relations act
The principle of equal pay for work of equal value was adopted in Turkish legislation for the first time in 1950 (Act No. 5518 on Amending Various Laws of the Labor Code). In 2003, as part of the Employment Relations Act, the Principle of Equal Treatment (Article 5 of the Act No. 4748) is introduced which states that "In work relations, discrimination on the basis of language, race, gender, political view, philosophical belief, religion and sect or any such considerations cannot be made and a lower wage cannot be decided upon for a job of the same or equal value on the basis of gender". This article regulates working life extensively. According to this article, the following are stipulated:

- The employer cannot apply a different procedure to the part-time worker against a full time worker, and/or to the worker employed for a definite period against a worker employed for an indefinite period, unless there are material reasons.
- The employer cannot directly or indirectly apply a different procedure to the worker on the basis of gender or pregnancy in the making of the labor agreement, establishing, implementing or ending its conditions, unless necessitated by biological reasons or reasons pertaining to the nature of the work.
- A lower wage cannot be determined for a job of the same or equal value on the basis of gender.
- The implementation of special protective provisions on the basis of the worker's gender does not justify the implementation of a lower wage.

If the employer violates the above provisions in the execution or termination of the employment relationship, the employee may demand compensation of up to four months wages plus other claims of which he/she has been deprived.

A new clause on gender equality was introduced into the Constitution (Article 10) May 2004 that reads "women and men have equal rights" and "the state is responsible for taking all necessary measures to realize equality between women and men." The new Turkish Penal Code, which eliminates almost all discriminatory provisions and promotes women's human rights was enacted on September 26, 2004. A Circular by the Prime Ministry was issued in 2004 prohibiting gender-based discrimination in the recruitment of civil servants in the public sector.

For further information see Nevin Senol, Ceren Isat, Aysun Sayin, Selma Acuner (ed.), "Equal Opportunities for Women and Men Monitoring law and practice in Turkey," OSI/Network Women's Program 2005.

Maternity and paternity leave
Maternity leave in Turkey is 16 weeks; 8 prior to childbirth, and 8 after. If the mother is giving birth to more than one child, the leave prior to birth is extended to 10 weeks. If the mother can obtain proof of her wellbeing, she can resume working up to 3 weeks prior to giving birth. The weeks she has not used prior to birth may be added to her maternity leave after birth. In case childbirth takes place before the expected date, the same extension will be given after childbirth. In the event of the mother's death at childbirth, the same amount of parental leave will be given to the father (if he is a civil servant) at his

request. Civil servants that apply can receive paternity leave for 10 days. Mother and father will continue receiving their regular salary during the stated parental leave. Unpaid maternity leave may be extended up to 24 months after the completion of the 16 weeks paid maternity leave. Unpaid paternity leave may be taken after the date of birth of the child for 24 months.

Top down policies
Ozyegin University is compliant with the legislation reported above.

Ozyegin University has not taken conscious decisions or policies implemented to take initiatives with regard to gender equality. The female members in decision-making positions are primarily in Management Offices which are gender balanced. However, in terms of senior faculty members, there is limited presence of women, with the only women being the Rector of the University and one Faculty Dean. With regard to academic committees within the University, only senior-level faculty members – who are often men – are eligible to be on the board to be on board (this is a general regulation imposed by the National Higher Education Council). The Rector has recently undertaken the following initiative: to include more junior faculty members as observers to various commission meetings.

Based on an initiative from the Rector, OzU has attempted to change this regulation by informally including academics from lower ranks as observers in certain committees. The intention was to enable these members' gaining of experience about the decision-making processes. This reflects the institution's participative administration policy. There was not a gender-specific policy undertaken in relation to this process. The decision on who will be able to observe was generally made by the Rector on a case to case basis. Though they can not be formal members of committees according to the regulation, their inclusion is helpful for career development purposes and for a potentially more gender-balanced environment in the long term.

The University has an equal pay policy. There isn't a gender pay gap in the salary of equally-ranked faculty. The various salary compressions between different faculties were identified and corrected within the last year. The compressions were in the range of 20% at most. The raises and bonuses given to faculty members should be related to their academic performance (including yearly publications and projects). Previously, this was not a standard in the decision-making process. The rector has now taken action to instruct each Faculty Dean to assess their faculty with respect to their performance and academic standing. The end result would be reflected in their salary and renewal of their contract.

The Rector recognizes the need for institutional and cultural change with regard to gender equality. The Rector intends to include gender equality in the new strategic plan of 2016–2022. She has also proposed for the introduction of a gender-neutral language guidebook, informed by a project previously undertaken by another university in Istanbul, which shall be incorporated into the University's communication policy, and internal communication units, as well as academic, executive and administrative branches.

Raising awareness and career support

The Psychological Counselling unit has identified relationship problems between couples (*i.e.* extreme jealousy, violence *etc.*) as a University-wide issue. The unit has begun a training program on relationship management with specific emphasis on gender equality to all preparation-year students. The training program is now being restructured to be standardized and given to all first-year students.

No training programs are held for the training of promotion and selection committees regarding gender bias but such actions will be explored in the context of PLOTINA.

Ozyegin University researchers enjoy the support of a Technology Transfer Office that defines itself as "responsible for all pre- and post- award operations pertaining to all sponsored research activities, *i.e.*, grants and contracts". This office has the potential to become more instrumental for female researchers at an early phase in their careers.

There is a current effort to re-determine the tasks and function of the TTO (Technology Transfer Office). Until recently, TTO worked closely with faculty members from the Faculty of Engineering, merely because they were the ones to apply for most projects. Given that the Faculty of Engineering is mostly a male-dominated one, there is a gender imbalance in the distribution of projects among the different faculties in the university. The university administration is now working on a restructuring of TTO to broaden its scope so that it can also reach out to other Faculties besides Engineering in order that each academic department/faculty receives equal attention in lieu of assistance. This, however, was a department-specific restructuring that did not factor in gender equality. Up until now office staff of TTO had a background in engineering and statistics. The TTO is hoping to include staff members that also have a social sciences background. During the PLOTINA project, the establishment of a special unit within the TTO (*i.e.* a gender research initiative program) which would introduce those members of the faculty that have not been a part of the grant application pool to new possibilities could increase the number of female researchers receiving funds. This special unit would be instrumental for those faculty members in the fields of social sciences and law that are not actively using TTO as a resource.

Work life balance

The University is affiliated with a preschool and childcare services which is established on campus and which gives a special discount of 25% for the children of staff and faculty members. Only those postgraduate students (Master or PhD programs) who are employed by The University as assistants are able to benefit from these discounts. Other assistants who receive their salary or funding from other research funding organisations are not eligible in this sense.

Maternity leave is given according to the standards of the state regulation. The periods and benefits are equal for staff across academic and administrative departments. Paternity leave is not an aspect considered in state regulation and there is not a general policy regarding paternity leave in OZU. Nevertheless, a male faculty member in OZU is given a 3-day paid leave upon having a baby. Couples who adopt or become parents through *in-vitro* fertilization are also eligible for parental leave. Mothers

received the same amount of time as those that gave birth, and fathers received a 3-day leave as it was decided by the University administration. However, there is not an institutional policy regarding these instances.

After maternity leave, labour law states that the mother can have 1.5 hours of breastfeeding leave every day until the child is one year old. OZU allows female employees to choose between using this paid leave as 1.5 hours every day or take one day leave per week because commute takes a lot of time.

Each building plan includes a lactation room. However, these rooms are poorly designed (limited space) and not widely advertised which has led to limited use, and use of these rooms for other purposes. This problem has been identified and the Rector has decided to improve the visibility of lactation rooms (develop better signs).

Free and confidential counselling for all employees (Psychological, Child/Family, One-on-One, Medical, Legal-Regulatory). Employees are covered by both private and government health insurance. There is a medical center with a doctor and ambulance; there is a blood lab service one day a week. There is a kindergarten on campus that offers significant discount to employees and also for a certain pay level, the University offers support for kindergarten tuition. There are discount agreements with certain private elementary schools too. Employees have access to a free service bus network for transport to and from work and a minimum pay shuttle service during the day. All administrative and academic staff is eligible for these services and offers. There is a grocery store and a free sports center.

Faculty members are required to work on Campus and there is limited flexibility to work from home. This can vary though depending on the Dean of each faculty. If research fieldwork is conducted outside of Campus, the faculty member is expected to request formal permission from the administration.

Gender in science and teaching

Gender was included as a variable in school-wide required Turkish literature courses, Sociology 104, Sociology 201, and several psychology courses. Gender is embedded to the whole curriculum of the aforementioned courses.

There is an interdisciplinary research and teaching network (OzUGender) which was informally founded by academics from different departments including Law, History, Psychology, and Mechanical Engineering. This network enables experts from different fields to discuss and produce research in issues related to gender integrating multi-disciplinary perspectives. A seminar series has been launched in 2013 hosting academics from abroad giving lectures on gender. The series was well attended by students, faculty members, and the general public. We had a total of four talks. Each talk was attended by up to 60 attendees. The talks were generally gender balanced.

Challenges

Even though the actions taken so far received positive feedback from the employees, there are concerns

regarding sustainability. Although many administrative and academic branches are gender balanced in terms of the employees, there are no mechanisms to ensure that gender awareness will influence future decision making in order to maintain this balance. There are also concerns that male academics in OZU are sceptical about the merits of gender equality planning. There is the common misperception that gender equality planning would only entail positive discrimination and implement mechanisms that would contradict with meritocracy.

2. REVIEW OF EXAMPLES OF GENDER EQUALITY ACTIONS IN EUROPE

In the initial stages of the PLOTINA project, a number of European projects were identified as relevant to PLOTINA having great potential for synergies as summarised in Table 1. Most of these projects are relevant to more than one of the three areas that PLOTINA is focused upon. There are also many examples of good practice in Research Performing Organisations (RPOs) around Europe. In the UK, for example, the Athena SWAN submissions provide a wealth of information about activities being undertaken in different institutions. A complete report even of the UK is not provided here as what is apparent from reading these submissions is that the methodologies to evaluate success are generally not available. This document therefore reports a selection of illustrative examples to give an indication of the landscape. Considering that many HEIs in Europe have undertaken GEPs in the context of European projects (apart from the UK ones due to Athena SWAN), we looked at the EU projects of similar funding to us which enable HEIs to design and implement such actions. Institutional GEPs are not often readily available in public domain, but, there are actions described in different projects. Thus, this report includes some of these actions to provide ideas about what PLOTINA partners can adopt in their GEPs.

PLOTINA will build upon existing surveys/indices (Gender Equality Index, Gender Equality Survey) to review the gender situation of RPOs before and after the implementation of Gender Equality Plans (GEPs) (WP2–WP5). RPOs will utilise toolkits (*Genovate, Garcia*) to design carefully and experiment with self-tailored GEPs that address gender imbalances in decision-making (WP2, WP3). Since PLOTINA will enable testing of actions in different institutional and national contexts as suggested by previous projects, it will contribute to reviewing and providing recommendations for improvement in existing tools and methodologies.

PLOTINA actions (WP3) will be informed by previous projects in relation to:
1) removing barriers to recruitment and career progression of female researchers (*Promotion project, Gender Time, Garcia, Egera, Stages, Genovate, Festa and Trigger*).
2) Addressing gender imbalances in decision-making (*Promotion Project, Festa, Gender Time*).
Building upon the findings of these projects PLOTINA will:
- Create a Library of Actions that will be comprised of A) existing practices/actions that have been evidenced as effective and B) new actions that RPOs of PLOTINA will experiment with and assess in terms of their effectiveness and appropriateness.
- Evaluate indicators and assessment tools developed by existing projects such as *Gender Time Project* and enrich this set of indicators and tools through WP5.

Based on the work from **Festa, Garcia**, PLOTINA RPOs will also explore and contribute further to identifying, understanding and addressing gender schemas and bias and share these findings beyond PLOTINA Consortium.

The PLOTINA project will enable RPOs from the Consortium to share experiences on the design and implementation of GEPs during meetings. PLOTINA Partners will also consider the creation of an online community such as the Virtual Collaboration Forum, established within the *Genovate* Project, or building cooperation with **Genovate** Partners to upload reflective experiences of PLOTINA RPOs, which could enrich the database of experiences.

Last but not least, PLOTINA will utilise useful resources on strengthening the gender dimension from *Gendered Innovations, Egera, Trigger, Garcia* which will help RPOs to develop training and integrate the gender/sex analysis in courses and workshops addressing different groups (undergraduates, postgraduates, PhD researchers, academic staff). PLOTINA will thus contribute by a) developing new scientific case studies which integrate a gender dimension and can be added to databases of Gendered Innovations and b) inserting sex/gender analysis in teaching curricula.

Table 1. Projects and Initiatives in alignment with PLOTINA's objectives

Project Network-Coordinator	Removing barriers to recruitment and career progression	Addressing gender imbalances in decision-making	Strengthening gender dimension in research
GENDER TIME PROJECT Université Paris Est Créteil	X		
GENDER-NET Centre National de la Recherche Scientifique	X	X	X
GARCIA University of Trento	X	X	
STAGES Ministero Pari Opportunità	X		
INTEGER Trinity College, Dublin (TCD)	X		
FESTA Uppsala University of Sweden	X	X	
THE PROMOTION PROJECT The Arctic University of Norway (UiT)	X	X	
GENOVATE University of Bradford	X	X	
THE GENDER EQUALITY INDEX EIGE		X	
GENDERED INNOVATIONS Stanford University			X
GenderSTE Universidad Politecnica de Madrid	X	X	X
EGERA Sciences Po	X		X
TRIGGER Italian Government	X		X

Although a number of projects have mapped out and/or assessed existing actions in relation to gender equality, we found these did not bring together existing work as required for the initiation of PLOTINA. Our challenge was to identify a way to review the landscape to be meaningful and useful for the PLOTINA partners, and subsequent users of the PLOTINA 'products'. Therefore, a lot of information in this report replicates previous work but we have tailored it to be in a single place as an overview of initiatives and guidelines for RPOs to consider when they start their journey in planning their gender equality plans as required by PLOTINA. This report is based on a review of European projects that

have been undertaken since 2007 up to date: FESTA (2012-2017), INTEGER (2011-2015), EGERA (2014-2017), Gen Port (2013-2016), GENOVATE (2012-2015), PRAGES (2007-2013), STAGES (2012-2015), GARCIA (2014-2017), Gendered Innovations (2013), GENDER-NET (2013-2016), Gender Time (2013-2016), TRIGGER (2014-2017).

Initiatives for this report have been selected on the basis of the availability of information about them (online and/or in reports), their potential usefulness for addressing gender equality issues as outlined in PLOTINA, their commonality and sometimes their innovation. This is not an exhaustive list of examples, but it provides an overview of actions that have been implemented in various European research performing organisations often in the context of a European project. We have also included actions from the PLOTINA RPOs which have already been implemented.

Despite the plethora of actions and initiatives showcased in various European gender equality projects, there is still limited evaluation of their effectiveness. In addition, there is little information in the public domain to enable others to implement these actions and learn from the lessons of the project actions. Therefore, the following actions are collected to represent potential ideas that PLOTINA partners or organizations beyond the Consortium might be interested in adopting when they design their Gender Action Plans (GEPs) adjusted to their own national, local and institutional context. These actions have been organised around the four main themes that PLOTINA will address within WP3 and WP4:

1. Actions in relation to implementation of top-down (i.e. university policies and procedures) initiatives related to recruitment, career progression and participation in decision making bodies.
2. Actions related to raising awareness about biases and supporting the careers of women researchers and their capacity to attain key positions.
3. Actions related to work-life balance and improvement of work environment and conditions.
4. Actions related to gender in research and teaching.

Some previous and future actions could fall under more than one theme, especially those which describe a multi-step process involving various stakeholders and activities in order to address a gender equality issue. The PLOTINA partners have all undertaken some actions before the project started, and these are included for PLOTINA members to consider, and for other organisations to consider implementing in the future. We organized the document as GENDER-NET project in highlighting practices within the grey boxes and included many of the actions that were identified in the GENDER-NET survey of proactive institutions in terms of gender equality in Europe.

PLOTINA is focused on developing Gender Equality Plans (GEPs) in diverse RPOs with the above 4 themes. Some key existing structures and activities are outlined below.

PLOTINA D2.1

1. Institutional structures

Before considering previous actions and organising them around the themes, it is important to highlight the role of institutional gender structures (committees and networks) along with the following preconditions for supporting cultural change in organisations (GENDER-NET):

- Strategic management (vision and strong commitment from top leadership);
- a strategic GEP with clear targets;
- corresponding measures and actions tailored to the challenges of the respective organisation
- adequate human and financial resources for implementation;
- proper monitoring and accountability mechanisms for achieving these objectives; and
- a 'absolutely everybody' approach (engaging everyone in the organisation) is the key to bring the previous conditions together and make this process a success.

Gender structures in research performing organisations have a pivotal role in identifying issues, designing, implementing and monitoring equality actions. The size and the composition of these structures is dependent on the organisational structure of the organisation. These structures include institutional steering committees and groups, comprised of senior management staff who influence institutional policies and demonstrate the commitment and responsibility for gender equality at top level. There are also gender structures (committees, networks) where various levels of staff can be involved. Departmental committees are often focused on investigating gender equality and/or welfare within their departmental context. There are also faculty and institutional gender networks which are utilised for sharing practices and ideas regarding gender equality.

Examples of senior steering committees are:

> **Steering committee for gender equality, CNRS (FR)**
> In 2011, a Steering Committee for Gender Equality at CNRS (Comité de pilotage pour l'égalité professionnelle entre femmes et hommes au CNRS) was created. It comprises all key top-level decision-makers at CNRS and is chaired by the CNRS President. In 2013, it validated the global Transformational Gender Action Plan (T-GAP) proposed by the Mission pour la place des femmes au CNRS, and fully adopted it in 2014. It is worth noting that the Director of the "Mission pour la place des femmes" at CNRS (MPDF (MPDF – Mission for the Place of Women) is a member of this committee and is also a member of the "Comité de Direction élargi du CNRS" which includes the entire CNRS Governing Board (President DG, Chief Resources Officer, Chief Science Officer, all 10 heads of scientific divisions) as well as the heads of the 15 "Directions Fonctionnelles" (operational departments e.g. departments of Human Resources, of Communication, of European and International Affairs, etc.), and meets once a month. (Gender-NET project).

> **Athena SWAN Steering Group and Athena SWAN Network, University of Warwick (UK)**
> This Steering Group reviews and develops strategies for the implementation of appropriate activities within the Athena SWAN agenda and to encourage the career development of women within the University of Warwick. This body was created in 2010. It is comprised of representatives from all the faculties and Human Resources and it is chaired by a Pro Vice Chancellor. It is intentionally small as it is complemented by the larger Athena SWAN network which is representative and inclusive. It reports to the University Steering Committee when

needed.

The Athena Network Group is an informal group with representation from all faculties as well, as staff from HR, and the Learning and Development Centre (LDC). Membership of this group has increased significantly during 2014/15, following the announcement that the Athena Charter had been extended to Arts, Humanities and Social Sciences (AHSSBL) departments. Many of Warwick's AHSSBL departments have already started to familiarise themselves with the principles and requirements of Athena and to seek best practice demonstrated in STEM departments, and where appropriate, to replicate that best practice. The group meets monthly and up-dates departmental representatives on current initiatives, progress on Athena work, and encourages and supports departments with their Athena agenda. (PLOTINA)

Gender Equality department, Free University of Berlin (DE)
According to the Berlin Higher Education Act, the University has a Chief Gender Equality Officer and two deputies plus 20 departmental Gender Equality Officers and 20 deputy departmental Gender Equality Officers. Roles and responsibilities are regulated in § 59 BerlHG33 and include: advising the University management and the central and departmental committees in implementing the statutory mandate for gender equality; supporting the advancement of women at the individual level; working towards the permanent elimination of institutional inequalities; working towards a prevailing culture of sustainable gender equality within all disciplines and departments. (GENDER-NET)

Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at work (CUG), Bologna University (IT)
This Committee proposes policies and actions to promote equal opportunities and welfare conditions at work, provides training on flexible working and work life balance. It is also in charge of monitoring the outcomes of implemented actions. It is comprised of 4 staff representative and 4 university representatives. It has its own budget (€15,000 in 2016). (PLOTINA)

Equal Opportunities Office, Queen's University Belfast, QGI (UK)
The institution has an Equal Opportunities Office with expertise in the research, analysis and management of equality policies and practices. The office has three full-time members of staff. There is also the Queen's Gender Initiative(QGI), which is separate from the management structure of the University, but works closely with it and with the EO office to effect change on gender equality matters. QGI develops a gender equality agenda that is often wider than that of the institution, and provides a focal point for gender-sensitive actions, initiatives, and policy trials that then become mainstreamed. It also offers advice and submits proposals to the institution on gender equality. QGI was among the founding partners of the Athena SWAN initiative in 2005-6.(GENDER-NET)

STRIDE-like committee, National Center for Scientific Research (FR)
Created in 2013, the STRIDE-like committee was inspired by the University of Michigan's STRIDE Committee ("Strategies and Tactics for Recruiting in Diversity and Excellence") to

address issues of potential gender bias in researchers' recruitment, promotion and rewards procedures and practices. The membership of this Committee includes all 46 Chairs (or their representative) of the different standing peer-review evaluation panels of the "Comité national". This committee has developed concrete proposals for promoting gender equality and gender balance in the recruitment, promotion and scientific recognition of researchers at CNRS Such as: training of all members of the National Committee's evaluation panels on gender equality issues and gender stereotypes; providing comprehensive sex-disaggregated data (tailored fact sheets, with data compiled since 2005) to peer-review panels and institutes prior to recruitment and promotion campaigns; taking family-related career breaks and part-time hours into account in evaluations, and changing application forms accordingly; proposing both male and female researchers' names for scientific awards (CNRS Silver and Bronze Medals, in particular). Committee members are officially nominated, and its members include key decision makers in the researchers' evaluation process at CNRS, such as the Chief Science Officer at CNRS, the presidents of the different standing peer-review evaluation panels of the Comité National, the Secretary General of the Comité National, the deputy scientific directors from each of the 10 CNRS Institutes, HR officers in charge of following researchers' careers and collecting and analysing HR data, as well as senior women researchers and gender researchers. (Gender NET and INTEGER)

As part of such structures, new roles have been developed in organisations for individuals who lead gender equality committees, bodies or networks and would be the institutional champions. The significance for success of engaging powerful and influential individuals in those roles and beyond has been highlighted. The commitment and ability of those 'transfer agents' (TRIGGER) or institutional catalysts (Sturm, 2007) is proving pivotal for institutional transformations.

2. Actions in relation to implementation of top-down (i.e. university policies and procedures) initiatives related to recruitment, career progression and participation in decision making bodies

Increasing the representation of women in senior academic positions or decision making bodies requires a variety of different actions that need to take place. What is required varies from context to context. This has been demonstrated by at least two examples found in European projects such as EGERA and INTEGER illustrated below. While 'fixing the women' can be part of this in terms of encouraging, supporting and providing assistance to women that might be reluctant to apply for promotion or put forward a candidacy for a university body (Van den Brink and Benschop, 2012), there are often structural issues that need to be addressed by reviewing policies and procedures. Creating protocols that specify the requirements for presence of women in hiring committees, training HR advisors on reviewing and developing gender-neutral descriptions of vacancies can be helpful.

Gender-balanced recruitment at departmental level, Imperial College London (UK)
At Imperial College London, many of the activities take place at a departmental rather than institutional level, and so measures and initiatives vary across departments. For example, some departments are very active – as part of their Athena SWAN work – and check the gender aspects of job descriptions, run unconscious bias training, establish search committees and gender checks on shortlisting, establish mentoring (whether formal or informal schemes), and facilitate local training (GENDER-NET).

Review procedures and practices in recruitment and selection CNRS, FR
CNRS organized awareness raising activities and training on gender equality issues and stereotypes for decision makers regarding researchers' evaluation, recruitment and promotion at CNRS (chairs of peer review evaluation panels, scientific directors, human resources representatives). In this process they utilized social science experts who presented their latest findings on gender issues. They also invited external observes (senior gender researchers during interviews of candidates to reflect and identify gender bias in treatment of candidates. CNRS added specific section in the application form for family related career breaks and this info was considered in the evaluation process. It was also recommended to evaluation panels to put forward two names (a woman and a man for an internal institutional award instead of only one) to ensure better gender balance in the selection procedure. (INTEGER)

Gender balance criterion - Mondragon University (ES)
New members for governing bodies are elected at the University of Mondragon. In the past when there was a draw in terms of votes, the member would be elected on the basis of seniority. The Gender Equality Team of the Business Faculty has recommended adding a gender balance criterion which will be more important than seniority. The Governing board approved this change and it is included in the regulations. (PLOTINA)

Targeted recruitment, The Arctic University of Norway, UiT (NO)
With the aim of finding potential candidates for specific positions, the UiT has established special search committees. Before any permanent academic position is announced, a search committee must be established. The committee identifies qualified women and encourages them to apply. If there are no female applicants, a report on the recruitment pool within the specific academic field

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and on the search committee's work is required. A successful application process is defined by a minimum of 40 % female applicants. (GENDER-NET)

Radboud University, The Netherlands (NL)
In Radboud University, protocols for appointments of full professors specify that at least although preferably two women should be members of the appointment committees. Furthermore, HR advisors have been trained to develop gender-neutral advertising of vacancies. HR advisors are responsible to ensure compliance with the recommendations and the protocols. To improve event further these processes, the university is collecting data from appointment reports, monitoring the composition of recruitment and selection committees and appointment outcomes. (EGERA)

Plan for advancement of women researchers, Free University of Berlin (DE)
All departments and central units have to develop a plan for the advancement of women for the next few years. They must analyse the situation of gender equality (quantitative and qualitative analyses) and develop targets and measures to improve the situation. The University management makes target agreements with each department and sets out measures – these include gender equality aspects. The performance-based allocation of funds is another steering instrument for evaluating the past performance of departments in various areas, including gender equality. The performance in gender equality is measured by the number of newly appointed women professors; the number of women professors; the number of women appointed to qualification posts; and the number of PhD theses written by women. (GENDER-NET)

The promotion project, The Arctic University of Norway, UiT (NO)
Over the past 10 years of implementing targeted measures, UiT increased the percentage of women professors from 10% to 30%. In 2011, The Arctic University of Norway launched an initiative called The Promotion Project for increasing the proportion of women in top positions. The project was based on the Norwegian scheme for personnel promotion to professor level. Over the course of a few years, UiT had increased the proportion of women professors at a faster rate than other universities. The University set a target of 30% women in senior-level positions over a two-year period. Department heads were asked to provide the names of candidates who they believed could acquire professor qualifications by the end of 2013. One-on-one career meetings were held, and offers of promotion were given and adapted as far as possible to individual needs, for example, including mock evaluations and writing weeks. The project had the strong support of University leadership.(PROMOTION Project)

Increasing female representation at University Council – Siauliai University, (LT)
Siauliai University increased the representation of women in the University Council (reached from 0% in 2010 to 36% in 2014) by adopting a multi-step process including not only identifying women but also supporting them through the process with assistance with preparation of relevant documents, lobbying and consulting with university actors and supporting in creating individual campaigns (image building capacity, publicity). (INTEGER)

Shadowing colleagues in leadership roles and observing key committees of the institution have often been informal actions which enable junior staff to get an insight into the workings of the organization and inform their career development.

> **Observing committees - Ozyegin University (TR)**
> Based on an initiative from the rector, OzU has informally included academics from lower grades as observers in certain committees. The intention was to enable these members' gaining of experience about the decision-making processes. This reflects the institution's participative administration policy. There was not a gender-specific policy undertaken in relation to this process. The decision on who will be able to observe was generally made by the rector on a case to case basis. Though they can not be formal members of committees according to the regulation, their inclusion is helpful for career development purposes and for a potentially more gender-balanced environment in the long term.(PLOTINA)

Another common action seems to be the review of internal (documents, protocols) and external communications (website, marketing material, job advertisements) to identify and correct texts using gender-neutral and inclusive language (TRIGGER, PLOTINA). This often includes training of staff included in these processes but there are various procedures in different institutions regarding who will be responsible for the review (for example the Gender Equality Team, language specialists, gender experts or external consultants who will train the institutional employees). Among other things, the organizations within the Athena SWAN 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.

Finally, two European projects have looked at hiring processes in a different but informative way: GENOVATE and GARCIA.

GENOVATE project has developed Guiding Principles for universities and other research bodies in order to promote research excellence in a 'gender competent' way and can be useful in contexts such as: staff recruitment, promotion, career progression; internal research funding schemes; research achievements awards; staff performance review/appraisal; applications for sabbaticals and other research leave schemes. These principles are comprised of core principles (transparency, consistency, accountability and inclusivity) and operational principles. Among the eight operational principles, we would like to highlight the following because these reported abilities and behaviors have been frequently undermined in the academic workplace: a) the use a range of criteria which reflect the diversity of research excellence and go beyond standard metrics such as collaboration, teamwork, mentorship, creativity, innovation, risk-taking and interdisciplinarity; and b) the development of indicators of research excellence which recognise the value to research and scholarship when staff are strong achievers in mentoring early career researchers, research students and other research roles.

The GARCIA project has developed a handbook to inform practitioners, staff and stakeholders (with potential influences on processes) involved in recruitment and selection about potential bias that can influence the hiring process and criteria. The appointment process of five institutions is demonstrated from various national contexts. There are flowcharts of the hiring process in each institution along with indications on where potential gender bias (either in criteria or in the process) could be present. Recommendations on how to address these biases are also offered. The detailed analysis of the hiring process and the respective suggestions about how to tackle gender bias allows institutions to reflect and improve their own process about recruiting and selecting staff.

3. Actions related to raising awareness about biases and gender equality and supporting the careers of women researchers and their capacity to attain key positions

PLOTINA RPOs will also undertake actions to raise awareness about gender equality and gender bias at all levels including HR management, individuals participating in decision-making (in committees and elsewhere) and staff management positions with the scope to open it up to the wider staff. As part of this theme promoting formal and informal actions to support networking, mentoring, different role models; and empowering early career researchers and offering skills training (transferrable skills such as leadership, teamwork) can be of great benefit at early career stage.

a) Training on (unconscious) gender bias

There are many examples of unconscious bias in research performing organisations outlined below reflecting how 'fashionable' it has been currently as a tool to address gender inequalities. While it is acknowledged through research studies that there is implicit bias in evaluation of individuals (Steinpreis, 1999; Moss-Racusin et al., 2012), we know less about the effectiveness of unconscious bias training and how it can affect behaviour of attendees. Unfortunately, European projects up to now have not demonstrated how such training might affect behaviours and decisions. A recent study has demonstrated that awareness about biases and the fact that everybody is biased might not change behaviours but strengthen stereotypes because it is considered common and there is no motivation to change (Duguid and Thomas-Hunt, 2015).

Training on unconscious bias Trinity College Dublin (IE)
With the aim to address unconscious bias across the university, Trinity College Dublin started with getting the support from top-level decision makers and having the gender equality champion of the institution (preferable sth influential) to brief decision makers on unconscious bias. A 'train the trainer' workshop was delivered to build capacity within the institution to ensure delivery of future sessions on unconscious bias targeted on various groups such as: senior leadership team, members of recruitment panels and promotions committees, principal investigators, line managers. In addition, they worked with HR department to embed such information within the protocols and processes of recruitment and evaluation panels. (INTEGER and GENDER-NET)

Targeted data-driven gender equality trainings for decision makers, CNRS (FR)
Based on comprehensive sex-disaggregated data collected at CNRS and analysed and results from gender studies, targeted gender equality trainings for decision-makers have been developed studies. They are delivered across CNRS since 2011. Depending of the target group, the duration of the training can vary from one hour to full day workshops. As a result of targeted efforts in this high impact area, the "STRIDE" committee was established to address inequalities in recruitment, promotion and rewards procedures and practices at CNRS regarding researchers. (GENDER-NET)

Obligatory training course on governance, University of Zurich (CH)
Following the decision taken by university management, all newly appointed professors and managerial staff have to accomplish obligatory training course on governance. The course aims to explain the university's policy objectives in the area of equal opportunities as well as empower with

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knowledge of implementation instruments, e.g. Code of Conduct Gender Policy, guidelines on protection from sexual harassment. (GENDER-NET)

Gender awareness in Academia – from principles to practice, training for leadership, University of Geneva and University of Lausanne (CH)

This project was implemented in the framework of a GEP, and was a joint initiative of the equal opportunity offices of the universities of Lausanne and Geneva as well as the Swiss National Centre of Competence in Research (NCCR) LIVES. It included: 1) Gender Awareness workshops in each of two universities, attended by the rectorate, deans, gender equality commissions, professors from both universities as well as NCCR LIVES senior researchers; 2) "Why So Slow?" public conference moderated by the rector and vice-rector of the University of Lausanne; and 3) best practice seminar for the specialists working in the field of equality measures from all over Switzerland. (GENDER-NET)

Material and information about implicit bias is available online for other RPOs to adopt and transfer to their own contexts such as the GENOVATE e-learning material. This project does not offer generic solutions but encourages potential leaders to reflect on solutions tailored to their institutional needs which shows potential to be transferred to other contexts. One of the sections is focused on implicit bias providing useful material (what is implicit bias, how to address it in the workplace).

Online Learning package on Gender Competent Leadership in Academia (and Implicit bias in the workplace)

This online learning package is designed to provide a broad overview of issues on Gender Competent Leadership for senior leaders and managers in the higher education sector and research institutions, and other academics in leadership and management positions as well as for candidates for managerial positions in academia. Gender competent leadership refers to effective leadership without stereotyping of women and men. Its objective is to create an awareness of gender equality issues in a cross-cultural context and encourage prospective leaders to reflect on possible solutions according to their institutional needs. The package is divided into four sections by tabs (including unconscious bias). Each section contains: PowerPoint slides sharing highlights of the research and information on gender competent leadership; bibliography, links and resources for further study; a glossary of key terms; examples and case studies of gender competent leadership. This online Learning Package features a flexible, self-paced, simple to use format. Each section is designed as stand-alone. Readers can pick and choose topics in any order. In each section, all partners shared their thoughts and experiences with examples showing how they handle gender equality issues in their institutional and cultural context.(GENOVATE)

Raising awareness of gender bias is focused on staff involved in hiring processes and decision-making bodies due to their influential positions and limited resources. But students are significant stakeholders and institutions need to contribute towards making them mindful and attentive about gender equality. The following initiative is addressed to both undergraduate and master students at the beginning of their degrees with potential to lay the foundations for behaviors that will challenge gender stereotypes.

> **Gender Equality training for students - Universite Paris Diderot**
> Universite Paris Diderot provides training on gender equality (15 sessions, 3 trainers) for undergraduate students in the two first weeks of September. In terms of Master students, there is a training on gender equality comprised of three parts and is running throughout the year with sessions from the Gender Equality Chair. If students attend all three parts, they also get a certificate of attendance. (TRIGGER).

b) **Supporting the careers of researchers –skills training and events to raise awareness of career paths**

A growing number of transferrable skill trainings are offered to PhD candidates and early career researchers to equip them with skills that would be useful not only for the increasingly demanding academic profession but also for paths beyond academia. While these programmes are institutionalised in UK higher education institutions, many European institutions are following this example. Within these programmes, early career researchers are offered training on leadership, teamwork, presentation, commercializing their research, communicating their research for different audiences (policy impact, etc). For example, the University of Warwick has established a Postgraduate Certificate in Transferrable Skills in Science. This Certificate is designed as a career development tool to enable researchers to seek help from their supervisors and mentors while it highlights the importance of having these skills to progress to an independent researcher. While this certificate benefits both men and women scientists, it clarifies the rules of career making at a formal level rather through informal relationships between junior and more senior staff.

Linked with the abovementioned guidelines for hiring and appointment process and the need for greater transparency, institutions can organize workshops and events that will communicate the criteria and process off promotion such as the following example:

> **Demystifying the Promotion Process at Warwick**
> An annual event 'Demystifying the Promotion Process at Warwick' has been established since 2013 to provide academic-led information about what is needed for promotion at each academic career stage. The speakers at these events included Pro-Vice Chancellors, Chairs of Faculties and members of The University Promotion Committee. HR monitor the attendees at these events to see if they apply and are successful for promotion the following year. To date four events have been held with about 170 attendees). Feedback from the event has been excellent, with staff valuing the opportunity to speak with senior management on what issues to consider when working towards the promotion criteria. The event seems to be effective for those who attend. Of the attendees at the 2013 event, 8 members of staff applied for promotion, and 7 were successful (4 male and 3 female), for the 2014 event, 9 members of staff applied for promotion and 8 were successful (5 male and 3 female) and for the 2015 event, 4 members of staff applied for promotion, and 3 have been successful and the forth is currently pending. (PLOTINA)

There are also events organized to support female early career researchers by enhancing visibility of successful female academics and researchers and raise aspirations of young scientists, create opportunities for female researchers to network and share their concerns about career progression (for example Joliot-Curie Conference)[3].

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[3] For more see: http://www.rsc.org/events/detail/21600/joliot-curie-conference-2016

c) **Supporting the careers of researchers -mentoring**

Mentoring is a common action found in many institutions across Europe aiming at attracting, supporting and retaining women researchers. There are various types of mentoring programmes often going hand in hand with coaching or networking activities. Mentoring programmes can be organized at disciplinary level, faculty/departmental and institutional level. Often departments have an informal mentoring scheme where junior staff get career development advice from professorial staff.

Mentoring projects, Norwegian Institute of International Affairs, NUPI (NO)
NUPI has launched two programmes for increasing gender equality in senior-level academic and administrative positions, namely: a) programme focusing on promotions and mentoring, with close follow-up to help women researchers to qualify for promotion to the equivalent of professor level and b) group leadership programme involving mentoring and a focus on competence development. (GENDER-NET)

There are mentoring programmes based on inter-institutional cooperation. Increased inter-institutional cooperation in mentoring initiatives was reported by the selected institutions as having a positive effect, for example:

ProFIL, (DE)
ProFIL is a mentoring program for women who are post-doctoral scientists and junior professors, organised by three universities in Berlin. Around 70% of the selected institutions are creating networks for promoting early career and senior women researchers, including regional networks and inter-institutional networks and platforms. In very few cases (10%), institutions are setting up internal faculty/department networks.(GENDER-NET)

The PRAGES project offers a more detailed description of a mentoring programme (anonymous) across national universities where foreign universities could also participate. What is useful in the following example is that the organisers of this programme have not only reported on the impact of the programme in relation to the participants but they have reflected on their practice and provide guidance on how to establish the mentoring programmes.

Mentoring Network across national universities or abroad
A good practice reported in PRAGES was a mentoring network focused on mentoring and connecting women researchers across national universities or abroad. The aim of the programme was to support women researchers who were either advanced PhD students or are in their post-doctoral career, aiming at a career in academia and research. The programme also focuses on networking women researchers, thus contributing to establish a critical mass of women researchers in universities, as well as to improve practices of support for early-career researchers in order to foster gender equality. The network offers one-to-one mentoring with individually selected mentors from another national university or abroad (for example, for women who start their PhD); network meetings; training-courses (for early-career researchers, advanced researchers and women professors); documentation and coaching in support of the mentoring process. The programme functions with a professional coordination and a board of partners composed of gender equality officers and full professors from the universities involved as partners. The coordination is responsible for the entire implementation procedure (planning, submission for financing,

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evaluation, etc.). The board of partners participate in the discussion of the financial plan and submission for financing, providing a support for the network's activities. Around 100 mentors (of which 40 men) were also involved. According to the organisers, participation in the mentoring programme had an impact on the participants' way to position themselves in their academic environment and towards their career, strengthening their identity as researchers, their visibility and autonomy in the group, allowing them to take relevant career steps. Participation to the programme is also reported as having increased women's participation to university committees dealing with evaluation of scientific excellence and women's presence in the media communicating their own research results.

Tips regarding quality standards for mentoring initiatives defined on the basis of the experience of the programme:

- is part of a wider and explicit gender equality policy of the host institution(s).
- Is explicitly designed to support the mentee's personal and career development.
- Provides mentoring which takes place outside hierarchical relationships and is based on voluntary participation and a transparent selection procedure.
- Has a professional coordinator (position allocated specifically to this task) and transparent management structures.
- Follows a confidential policy that is communicated to mentees and mentors.
- Includes monitoring measures and conducts regular evaluation.
- Includes training activities (related to the mentoring process), and provides the opportunity for mentees and mentors to exchange on their mentoring experience and to benefit from coaching or mediation in case of conflicts.
- The aim of the programme, the target group, and the criteria and procedure for admission are transparent and clearly stated from the outset.
- The scope of the programme (such as duration and elements of the programme, including the matching process) are defined and clearly stated from the outset.
- The role and mutual requirements of the mentee and mentor are clearly stated from the outset and can be specified in a written "mentoring agreement".
- It is particularly important that participation in the programme is perceived as a reward and not as "support to the needy". This is achieved through an adequate communication of the offer, a selection procedure and, in particular, an internal culture that favours change and innovation. (PRAGES)

Many learned societies and bodies awarding chartered status have mentoring programmes across career types and grades. Some of these are informal and some (such as the Royal Society of Chemistry) are more formal in nature with declared 'rules of engagement'.

4. Actions related to work-life balance and improvement of work environment and conditions

Work-life balance is a recurrent theme when it comes to gender equality actions and programmes. The meaning attached to the phrase varies for individual to individual and organization to organization. Within this theme there is range of activities related to childcare for working parents (nurseries, lactation rooms, summer schemes, parental support networks; awareness and promotion of equal parental responsibilities). Eldercare is also an issue as is flexible working/teleworking. Networks of working parents are established in some universities to allow parents to share experiences and provide peer support in relation transitions of returning to work after parental leave and childcare.

German universities seem to have been at the forefront of designing comprehensive family friendly programmes that address such issues.

"Science Goes Family", University of Konstanz (DE)
"Science Goes Family" is the University of Konstanz's family-friendly programme for promoting the compatibility of science and family. It comprises a comprehensive set of actions targeting various aspects of WLB. The programme has four modules with different elements which can be assessed independently: 1) childcare, 2) compatibility, 3) financial aid, and 4) information and skills.(GENDER-NET)

Best Practice-Club Familie in der Hochschule"
The Family in Higher Education Institutions Best Practice Club was founded in 2008 by the Robert Bosch Foundation, the Federal Commissioner for the new Länder and the CHE Centre for Higher Education Development. Eight German higher education institutions[4] received prizes from a jury for their concepts for the further development of a family-orientated higher education institution. The proposed measures could be implemented from 2008 to 2010 thanks to funding provided by the Robert Bosch Foundation and the Federal Commissioner for the new Länder. The projects included a transition to a more family-oriented approach, i.e. a more flexible organisation of study and examination procedures, working and researching with families, and new, family-oriented higher education institution management and steering instruments. The results led to the development of manuals and guidelines that can help other higher education institutions to implement and operate a family-oriented policy. This provides a comprehensive and detailed set of tools for family-oriented higher education institutions (Gen-Port).

Childcare facilities such as nurseries, lactation rooms and summer camps seem to be common activities across universities in different countries with different guidelines in terms of access (eligibility, priority of staff) and cost to these services (whether they are fully/partially subsidized by the university or not). Childcare and family care include the provision of public, private, individual and collective services to accommodate the needs of parents and children, or family. In most countries, these services are provided in the context of the national framework but the following institutions have extended the service and introduced additional childcare and family care provisions.

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[4] Freie Universität Berlin, Beuth Hochschule für Technik Berlin, Friedrich-Schiller- Universität Jena, Medizinische Hochschule Hannover, HAWK Hochschule für angewandte Wissenschaft und Kunst Fachhochschule Hildesheim/Holzminden/Göttingen, Philipps-Universität Marburg, Fachhochschule Potsdam and Hochschule Wismar

A nursery in the AAP of the University of Trento (IT)
Since 2006, a day nursery, operates at the University of Trento providing full/part time services for up to 30 children. All the employees of the University are eligible to apply for a place including postdoctoral fellows and PhD candidates. However, academic and administrative employees with permanent contracts, have priority on the waiting list. The purpose of the project is to use and enhance The University's internal resources. The cost of the service is calculated on the basis of the family's economic circumstances: the maximum monthly fee is fixed at 380,00 euros for a full-time service and 266,00 euros for a part-time one. Each academic year, employees access the service through a ranking list drawn up according to the state of health (disabled children or parents obtain higher scores), family composition (one-parent family or presence of brothers and sisters have higher scores); working time of parents (full-time workers have higher scores) and economic situation (lower-income families have higher scores). The score associated with the working time of parents differs according to the work contract of each parent which affects negatively the likelihood of access to these services by researchers in the early stages of their careers – postdocs and PhDs – who are considered to be part-time employees. (GARCIA)

Parents-children area, University of Trento, (IT)
The parents-children area is a service for all the employees of The University that enables parents (who have not had their children to The University nursery) to spend some hours with their children (once or twice a week) and improve the parent/child relationship in an appropriate location with qualified staff. This service is available 15:00-18:00 and costs 10 euros per session. (GARCIA)

Child care vouchers and more, Imperial College London (UK)
Imperial operates a salary sacrifice scheme for childcare vouchers. The College has allocated central funds for an additional childcare support scheme for parents with children under five. An allowance of £124 per month is available to each parent, tax free, to off-set the costs of childcare vouchers. (GENDER-NET)

Inter-institutional Foundation KIHOB(CH)
In 2011, the University of Bern and the Pedagogical University of Applied Sciences of Bern jointly launched the KIHOB Foundation (childcare for HES in the Bern region). KIHOB provides family and day-care centres for children (Kitas), to be used by staff of both institutions as well as other partner institutions in HES. (GENDER-NET)

Warwick Conference Care Fund, University of Warwick, (UK)
Warwick Conference Care Fund, assists with caring-related expenses that individuals incur whilst attending conferences and workshops. Take up of the conference care fund is increasing year on year – and since 2012, 49 grants (45 women, 4 men) of up to £100 have been awarded to staff. The Conference Care fund has been replicated by other institutions in the UK. (PLOTINA)

Flexible working schemes are widely implemented. RPOs in PLOTINA have reported that there are flexible working arrangements for the academic and research staff but they are based on informal arrangements discussed and approved by the Head of Department/Lab. The following initiative illustrates a job sharing initiative which not only enables senior female academics to reduce their workload but also benefits the career development and progression of young women.

Job-sharing program, University of Cologne, (DE)
In the framework of Excellence Initiative, a programme was launched in 2013 that offers women a reduced workload over two years in order to help them gain leadership experience. The programme is designed for young female leaders, and enables them to share responsibilities with another staff member. The programme: a) allows the regular position holder to reduce his/her workload to care for an elder, a family member, or simply to take time off, and b) allows a young female academic to gain leadership experiences for two years. (GENDER-NET)

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a) **Dual career policies and programmes**

Early career researchers are increasingly required to be mobile and work abroad to advance their careers, especially in the sciences (Morano-Foadi,2005). At the same time, the population of female doctoral graduates is growing (SHE, 2015) and female academics have a greater propensity to be partners with another academic, thus raising the importance of considering the needs of dual career couples (Schiebinger et al., 2008; Ackers, 2004). A European collaboration project, TANDEM (Talent and Extended Mobility in the Innovation Union) showed that dual career and integration services (DCIS) were one of the ways to facilitate mobility of researchers while accommodating their needs (family, partner needs). In this case, dual career programmes were joined with integration services (childcare, housing, language assistance) (Zingg et al., 2013). According to Gender NET, institutions in Switzerland and Germany have reported the operation of dual career programmes. Some examples are outlined below.

Dual Career Policy and Module on DCC within the Science Goes Family", University of Konstanz (DE)
Support for DCC is operationalised in The University's "Dual Career Policy", which was adopted by The University's top leadership in 2011. The Policy lays out rules, and describes support measures offered to partners of professors and young scientists who have just arrived in Konstanz and are seeking advice on professional or scientific opportunities in the region. Module 3 (Compatibility) of the "Science Goes Family" programme includes measures targeting DCC. There are no special provisions for women researchers – it is aimed at both women and men. (GENDER-NET)

An increasing number of German higher education institutions offer dual career services to enhance the attractiveness of the institution when they are competing for national and international talented staff. Thus, a network of dual career services practitioners across German institutions has been developed to share practices and to gather information about dual career services.

Dual Career Network Germany (DCND) (DE)

The Network is comprised of 41 member-institutions and has two key functions: promoting and sharing best practice examples between the members concerning operational and organisational aspects; and the enhancement of international visibility of support programmes for dual career couples. The participating institutions established dual career services for various reasons such as increasing institutional attractiveness (as an employer) and/or as a way of implementing equal opportunities. Even though these institutions may compete with each other whilst recruiting, the members believe that cooperating within the Network will provide strategic advantages in supporting dual career couples and set benchmarks for this service. By networking on a national level, DCND aims to contribute towards making Germany an attractive destination for scientists and researchers. (GENDER-NET)

b) **Career reintegration**

There are initiatives that aim at supporting careers of female researchers through career reintegration programmes where women can make a smooth transition back to their careers after pregnancy and maternity leave. Thus, the following actions fall both under the work-life balance and the career support themes.

University Paris-Est Creteil Val de Marne, UPEC (FR)
Additional maternity leave covers one semester of teaching duties, regardless of the date of the birth, and can be taken in a flexible way.

Relief from teaching duties after career interruption, CNRS (FR)
A very important policy helping women to re-enter their careers after a WLB-related career interruption: six months' relief from teaching duties is awarded by CNRS to university professors working in CNRS laboratories and returning from maternity/paternity/adoption leave (so-called accueil en délégation au CNRS). The policy is implemented by the CNRS Institutes of Mathematics and Physics which have added the above reasons to the criteria for awarding such delegations (previously, the criteria were only thematic mobility, geographic mobility, preparation of the Habilitation à diriger des recherches). It applies to both women and men, but has mostly benefitted women returning from maternity leave. (INTEGER)

Elsie Widdowson Fellowship, Imperial College London (UK)
The Elsie Widdowson Fellowship was established in 2000, and is ongoing. The non-competitive fellowship provides central funding covering 50% of a woman's salary for 12 months. The purpose of the Fellowship is to allow female academics to concentrate fully on their research work upon returning from maternity/adoption leave. The Fellowship allows the department to relieve the academic of any teaching or administrative duties so that she can concentrate fully on research. The money can be used flexibly, as agreed by the individual and her department. Fellowship holders complete a questionnaire at the end of their Fellowship; the feedback has been overwhelmingly positive. (GENDER-NET)

Warwick Academic Returners Fellowship, University of Warwick (UK)
In January 2015, a University initiative called the Warwick Academic Returners Fellowship was launched to assist academic staff returning from periods of maternity/adoption/ extended paternity/long term parental leave. The Fellowship essentially 'buys out' teaching and

administration duties for those on full academic contracts, to allow the returners to fully concentrate on their research work. Currently there are seven members of academic staff (6 females and 1 male (adoption) who have been awarded Fellowships. (PLOTINA)

PLOTINA RPOs have identified that there is a need for organising workshops and events to raise awareness about the share of childcare and housework in order to promote equal responsibilities among partners. However, no action was identified in relation to this need.

5. Actions related to Gender aware science

PLOTINA has committed to undertake gender aware science actions which aim to address the whole process of scientific knowledge-making, from teaching to research to innovation. These actions will raise awareness about gender and science and integrate gender/sex aware approaches.

In alignment with EGERA's critical assessment of existing tools for including gender in research (2013), we have identified the following projects providing actions and content to be considered for PLOTINA's deliverable on gender aware science. The examples below focus on training and helping researchers to understand why and how to integrate gender/sex analysis in their research.

Gendered innovations

The primary objective of the Gendered Innovations Project was to "develop the gender dimension in EU research" (Schiebinger & Klinge, 2013: 7), through development of "practical methods for sex and gender analysis" and "case studies as concrete illustrations of how sex and gender analysis leads to new ideas and excellence in research" (Schiebinger & Klinge, 2013: 7). These tools have been included in both a report by Schiebinger and Klinge (2013) and a website. The website is a rich resource, continuously updated with a glossary on relevant terms, policy recommendations and studies/projects focused on institutional transformation and gender related issues. It offers checklists and critical questions to be asked to enable the integration of sex/gender analysis in the research process and showcases studies which have been successful in achieving this. There is also a method suggested for introducing sex and gender in Engineering, the "Engineering Innovation Process". Guidance is provided on how to use gender/sex insights in the research process in engineering including the composition of research teams and appropriate methodologies. There is also a list of useful and comprehensive case studies mainly focused on STEM subjects (Science, Technologies, Engineering, and Mathematics) with relevant information on the design, methodology and literature references for each case study. (GENDERED INNOVATIONS)

Toolkit Gender in EU funded research (2008-2012)

This is an FP7 project conducted by Yellow Window Management Consultants, Engender Health and Genderatwork. Its primary objective is to facilitate researcher's tools to integrate the gender dimension in research, both in terms of participation of women and men in research (research teams) and in terms of research content in project proposals. Abstracts of real project proposals funded by FP7(available on CORDIS) have been selected from various fields: food, agriculture and biotechnology, nanosciences, materials and new production technologies, energy, environment, transport, socio-economic sciences and humanities, science in society, and specific activities on international cooperation. The authors analyse and reflect how gender considerations could be included in the research team and research content to enhance these research proposals. (TOOLKIT GENDER)

Toolkit for integrating gender-sensitive approach into research and teaching

This toolkit can help research and teaching staff at all levels to integrate gender dimension in their research and teaching. The toolkit summarises reports on challenges in gender mainstreaming across different institutions but it also includes recommendations (through useful questions along with examples) on how to introduce gender in project/teaching teams; on how to design gender

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sensitive research/teaching content. A checklist of questions is provided to ensure that gender-sensitive considerations have been taken into account. (GARCIA)

Awards have been introduced to encourage students and researchers to consider potential topics where sex/gender analysis is relevant and contribute to gendered innovations.

Julie Hamackova award, University of Chemical Technology (CZ)
The Julie Hamackova award was introduced in 2015 at the University of Chemical Technology Prague. Professor Julie Hamackova was the first female student, professor and Dean (1957) at the Technical University in former Czechoslovakia; she was the founder of the Czech hydrochemistry schools. In the first competition 11 student theses were submitted and three were awarded. As part of this effort, two training workshops on the integration of sex/gender analysis were delivered by external consultants. (TRIGGER).

Apart from training researchers on sex/gender analysis, higher education and research institutions, research funding organisations, and publishing houses are also taking steps to facilitate this process. Specifically, in terms of higher education institutions, the GENOVATE project recommended to include gender/sex and diversity approach (where appropriate) in institutional research funding programmes. In RPOs that have internal research funding programmes, a requirement is added to the research proposal "Where relevant, describe how sex and/or gender analysis is taken into account in the project's content". Actually, as a result of the PLOTINA project, the University of Bologna has got the Vice-Rectors' commitment for research to include gender/sex considerations in the internal funding calls of the University of Bologna. Research funding agencies could require applicants to consider the relevance of gender in their research proposals. The Horizon 2020 programme of the European Commission, and the Canadian Institutes of Health Research, provides examples of such policies. Similarly, editors of peer-reviewed journals could help with adding a requirement for sex/gender analysis when selecting papers for publication. Last but not least, academic staff and teachers at schools can revise textbooks and curricula to integrate gendered innovations results and methods. Towards this direction, an innovative programme (PRESAGE) has been developed aiming at integrating gender/sex analysis in teaching and research.

PRESAGE, Sciences Po, (FR)
PRESAGE (Programme de Recherche et d' Enseignement des Savoirs sur le Genre) is a teaching and research programme on gender which was established in 2010 in Sciences Po. It has been jointly developed by Sciences Po and the Observatoire Francais des Conjonctures Economiques (OFCE) which is an autonomous centre on economic research. The main objective of PRESAGE is to mainstream a gender perspective in research and teaching across disciplinary boundaries (History, Economics, Sociology, Political Science and International Relations), informing pedagogical contents in academic curricula (for first degree and postgraduate level) and lifelong learning activities and enhance the visibility of gender scholarship. Integrating gender in curricula enables in raising awareness amongst students about gender issues and the relevance of gender in different disciplines. At the same time, by grouping different research fields enables a comprehensive approach to researching gender issues. For example, it is mentioned that 'approaches grounded into Economics, Law and History focus on inequalities between men and women in professional area, education and in the private sphere. Furthermore, it is used to transfer knowledge to external stakeholders e.g. a partnership with GDF-Suez group, a world-class energy

company was established to stimulate applied research on gender inequalities. PRESAGE addresses sex inequalities, gender power relations, sexual identities and queer studies. It aims to encourage reflection regarding how inequalities are being developed and inform effective gender equality policies. (EGERA)

6.   What other issues should we consider for our own project?

Apart from examples of actions implemented within European institutions, some of the above-mentioned European projects have highlighted issues that need to be considered and discussed in current and future endeavours of designing, monitoring and evaluating gender action plans. We have identified the following three issues: intersectionality, excellence, measurement and evaluation.

The issue of intersectionality is very important but resources and information on this is limited in the projects examined (EGERA, 2014). Gender, sexual orientation, race, age, socioeconomic background are all relevant variables that need to be taken into account in the research process. While PLOTINA is not focused on intersectionality, partners need to consider the intersectionality issue especially when they conduct quantitative and qualitative fieldwork.

Linked with intersectionality, one of FESTA's objectives was to scrutinise excellence in hiring processes at RPOs across different countries. They found that factors such as gender and class privilege and 'care ceiling' affect whether candidates are considered suitable beyond their scientific achievements. However, these factors are not acknowledged in the hiring process. Social skills such as self-presentation and networking skills influence the perception of excellence. Greater transparency in the hiring processes will lead to greater objectivity of the individuals involved in the process. As part of this effort, they provide the outline of an awareness workshop targeted to members of selection committees (includes discussion on legal issues; challenging privilege; 'safe candidates'; maternity and care ceiling; discussion over university data and procedures; and role play.

Measurement of outcomes and evaluation of the implemented actions is a challenging task. We found useful to distinguish between evaluation and monitoring of actions and between process and impact indicators as GenderTime project reports.

> "Process indicators are used to monitor and measure the achievement during implementation in order to track progress towards the intended results. These indicators monitor whether the activities originally planned are being implemented and how efficiently they are implemented and involved operational aspects of implementation: management mechanisms, institutional actors involved, structural, organisational and system change, activities, resources etc. These process indicators are particularly efficient for identifying resistance and facilitator to gender equality change activities" (Gender time newsletter nO.1, 2015 Sept,p.5)

> "Impact indicators that are used to monitor and measure the extent to which the project has the intended effects and relate directly to the long term results of the project. Impact indicators contribute towards the evaluation of the planned objectives in view of assessing whether they have been achieved." (ibid)

While evaluation concerns the outcomes of the actions, monitoring is about ensuring that the process followed is in alignment with the envisaged and designed objectives. We will consider this in our methodology which is comprised of both quantitative and qualitative data. Analysis of secondary data (e.g. ratios of women/men) in different career stages and surveys (for culture, work environment) are frequently undertaken but there are less efforts to complement and synthesise such information with qualitative data, which can provide richer accounts about how these actions are implemented and what outcomes they have in the short and long term.

7. Conclusions

A plethora of projects, policies, procedures, plans, initiatives and actions in relation to gender have been undertaken at all levels including the European level. The number of European projects focused on addressing gender inequalities has increased not least because of the availability of European funding. They have focused on highlighting good or best practices which is a great starting point for institutions considering a gender equality plan or initiative. However, there are two limitations in relation to reviewing these good practices and learning in depth from them: the issue of measurement and evaluation of these actions and the issue of understanding the complex dynamics of these actions.

In terms of measurement, there is a need to develop frameworks and tools that would facilitate us in evaluating outcomes of these actions in the short and the long term. More and more institutions have systems in place to collect gender data in terms of students and staff but there are limited efforts in developing sophisticated methodologies for understanding the effects of gender equality plans.

While existing projects have enabled us to share ideas and practices across institutions, we still have a lot more work to do in order to understand better the complex dynamics of the gender actions:

- What conditions and resources are required;
- What tips and advice can we share reflecting on the design and implementation of gender actions and
- More importantly what have been the unintended consequences of actions and initiatives that we have championed?

It has been challenging and in most times impossible to review critically the actions presented above due to the limited information provided in the dissemination documents of these projects. It is no surprise that negative outcomes or effects of actions have not been presented or documented because this would contradict the purpose of demonstrating impact (one of the primary objectives of this funding). However, we need a mechanism for sharing policies and actions which have not been successful or effective because this would allow us to avoid replication of meaningless efforts and concentrate resources (in terms of money, time and effort) on worthwhile investments.

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Summaries of relevant European projects

GARCIA

Gendering the Academy and Research combating Career Instability and Asymmetries (GARCIA) is a European project (FP7 Programme) that aims to implement self-tailored GAPs in European universities and research centres both in STEM and Social Sciences and Humanities with a specific focus on the early stages of academic and scientific careers. It focuses on five key dimensions of academic careers which are useful for PLOTINA: influence of national welfare and gender regimes; gender practices and stereotypes in RPOs, gender bias in scientific management and decision making processes, gender attrition in academic careers (leaky-pipeline phenomenon) and gendered subtexts in selection processes and the criteria defining scientific "excellence". The implementation of action is based on micro, meso and macro level analyses. It is concerned with the implementation of actions in European universities and research centres to promote a gender culture and combat gender stereotypes and discriminations. By taking into account the involved organisations, but also their broader national context, this project aims to develop and maintain research potential and skills of both, women and men researchers, in order to sustain the quality of their working conditions.

INTEGER

INTEGER is an FP7-funded project which develops and implements Gender Action Plans to create sustainable structural transformation in Trinity College Dublin, to improve the career progression of women scientific researchers. The Transformational Gender Action Plans (TGAPs) set out how College can maximise its resources and partnerships, and harness its research and academic staff to optimise their scientific excellence. The partners are: Trinity College, Dublin; Centre National de la Recherche Scientifique, France; Siauliai University Centre for Gender, Lithuania; Center of Excellence Women and Science, Germany (GESIS) The project began in March 2011 and runs for five years. It involves research and practical action and reflection across four key areas: engagement of decision makers, organisational structures, career progression, development and support, work-life balance.

TRIGGER

TRIGGER aims at promoting systemic interventions designed to have impacts at all the different levels in 5 research organisations. The project, coordinated and co-funded by the Italian Government, assisted by an institute specialised in gender and science, involves as co-funders five universities from different EU countries (Czech Republic, France, Italy, UK, Spain). Building on the results of earlier projects, integrated actions will be implemented at each university addressing different sides of gender inequality in science, i.e.: working environment, formal/informal culture and explicit/tacit rules; content and methods of scientific research, to acknowledge its gender dimension and impact; scientific leadership at different levels.

EGERA - Effective Gender Equality in Research and the Academia

EGERA brings together eight research and higher education institutions in seven EU member states (Belgium, the Czech Republic, France, Germany, the Netherlands, Portugal and Spain) and Turkey. It is coordinated by Sciences Po, while partners come from a range of disciplines, including social sciences and STEM. Similar to PLOTINA, EGERA will implement Gender Equality Action Plans (GEAPs) that will focus on recruitment, retention, empowerment of women in research, and the mainstreaming of gender knowledge across disciplinary fields. As part of this effort, they have secured

the full support of the top management structures of its respective partner institutions in order to bring about sustainable and measurable cultural and organizational changes to promote gender equality.

STAGES

STAGES has the general aim of making the most of the unprecedented opportunity, provided for by the EC, to leave the logic of pilot projects behind and launch structural change strategies addressing the many and interconnected layers of the problem of gender inequality in science from an integrated perspective, deeply involving human resources management in research institutions, modifying and gendering its basic tenets. Under the coordination of a national Government, and assisted by a research centre specialised in gender and science, 5 research institutes/universities from Italy, Germany, Denmark, Romania and the Netherlands will each implement: awareness-raising initiatives in high level institutional bodies; training modules on gender equality for internal decision makers; mentoring programmes for young women scientists; actions to enhance the visibility of women scientists; updated management and research assessment standards; course content development; leadership development; work-life balance measures; gender quotas in committees; promotion and retention policies.

GENOVATE

GENOVATE is an action-research project based on the implementation of Gender Equality Action Plans (GEAPs) in six European universities, sharing common challenges for women engaged in research. GENOVATE identified three common areas for intervention: (i) recruitment, progression and research support; (ii) working environment, work-life balance and institutional culture, (iii) the increasingly important domain of standards and diversity in research excellence and innovation. Each partner addresses these areas through their GEAPs that will build on existing structures and policies where relevant, or develop new systems and practices where appropriate. This contextualised approach will be supported by an ongoing knowledge-exchange system within the consortium and by ongoing participatory evaluation, both of which will maximise the shared learning of all partners at every step of the process.

An ePortfolio system will allow individual experiences, challenges and thoughts to be documented and collated throughout the implementation process, and this will inform the main deliverables of the projects: a social model of gender equality implementation and guidelines tailored to different actors and different contexts highlighting the issues, the challenges and the approaches that work.

GENDER-NET

The GENDER-NET is a network of national ministries and research programme owners and managers from 11 countries with synergistic expertise in gender issues in research. Partners will join forces to:

1) map and analyse existing national/regional programmes and initiatives aimed at:

   a) promoting gender equality in research and higher education institutions through structural change,

   b) gendering research contents.

2) Identify priority activities for strategic transnational implementation.

3) Design and optimise transnational transferability.

4) Implement these joint activities.

GENDER-NET thus consists of 4 work packages which build on one another to propose a pilot transnational research policy initiative which will allow for a global vision of the best practices and

Funded by the Horizon 2020 programme of the European Union

conditions for success, innovative assessment and knowledge-transfer methods, as well as concrete engagement of partners in the implementation of joint activities, thus breaking new ground at EU-level and contributing to the realisation of ERA. Expanding outcomes by relying on the shared expertise and insight gained by partners, widening the consortium to reach a critical mass of institutions and stakeholders, and disseminating results, will be ongoing concerns of this ERA-NET.

PRAGES

The project 'Practising gender equality in science' (PRAGES)aimed at analysing existing practices to support universities and research institutes, both in European and extra-European (Australia, Canada, USA) countries, willing to implement gender-equality oriented measures in their research management. Two different tools have been devised and disseminated as a result: a database of good practices; and a set of guidelines. The database of good practices published on the internet for public access containing more than one hundred programmes actually implemented in universities, research institutes and science- and technology-related companies to promote and make the most of female human resources. Beyond the description of the programme, each record of the database contains the evaluation of its results with respect to three main strategic objectives:

1) Creating a friendly environment for women researchers in the organisation;
2) Promoting the awareness of the gender dimension in science and technology priorities, design and use;
3) Supporting women's leadership.

Enabling factors leading to positive outcomes, as well as obstacles, are also outlined for each programme.

The 'Guidelines for gender equality programmes in science' have been drafted taking stock of the results of the database, from where more than 200 examples of successful solutions to common problems are drawn. To help university leaders and administrators pursue the three strategic objectives mentioned above, the guidelines contains 31 specific recommendations and 61 concrete lines of action, completed with examples from best practices. Besides that, tools for action and methodological arrangements are suggested and advice provided to increase the overall quality of the programmes, i.e. their relevance, effectiveness, efficiency and sustainability.

GENDERTIME

The general aim of the GenderTime project is to identify and implement the best systemic approach to increase the participation and career advancement of women researchers in selected institutions where self-tailored action plans are implemented. Departing from the idea that measuring is a way of reconfiguration (evaluation is not a mere reflection of reality, but it transforms the world and reconfigures in a specific way). GenderTime, is a project that will give us tools/a methodology to measure progress towards gender equality in research institutions. These will be of use for PLOTINA in the design of the GEPs and creating the indicators to measure and motorize the impact.

3. LIST OF KEY ACTORS IDENTIFIED BY EACH PARTNER AND MEMBERS OF THE GENDER AUDIT TEAMS

Each RPOs Partner has identified: the members that constitute its Gender Audit Team (GAT: audit facilitators and a process manager), as well as the delegates who will implement specific PLOTINA Actions in the selected departments to be involved.

Members of GAT are chosen from faculties and administrative personnel of RPOs who have worked on gender-specific research and/or have expressed interest in actions to reduce gender bias in their institutions.

Key actors include members from the following groups: high level management; representatives of governing bodies and/or relevant boards within each institution; relevant areas of the administration (IT, Human Resources, Research and Technology Transfer, etc.); key actors for research and teaching in department/faculties/schools/centers.

This structure is the result of a first in-depth screening of the RPOs. This screening is dynamic for two reasons: firstly, the need to involve other relevant key actors during project implementation can emerge. Secondly, other actors could show interest in the PLOTINA project. The lists will thus be updated as soon as the RPOs identify and recruit new relevant actors.

Index

ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA (UNIBO)

THE UNIVERSITY OF WARWICK (WARWICK)

KEMIJSKI INSTITUT (NIC)

INSTITUTO SUPERIOR DE ECONOMIA E GESTAO (ISEG)

MONDRAGON UNIBERTSITATEA (MU)

OZYEGIN UNIVERSITESI (OZU)

ALMA MATER STUDIORUM – UNIVERSITA' DI BOLOGNA (UNIBO)

GENDER AUDIT TEAM: 14 members

PLOTINA Coordinator: Tullia Gallina Toschi

PLOTINA Project manager: Alessia Franchini

PLOTINA team members: Benedetta Siboni, Maria Rodriguez, Vladimiro Cardenia, Angela Balzano, Susi Poli

PLOTINA team member and Equal opportunities delegate: Elena Luppi

All CUG members (Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work – CUG)

KEY ACTORS

Decision-making bodies:

Rector

Prorectors and Delegates: 13 members

Deputy Rector

Vice-rector for Students with the Delegated appointments to the Entry into the labour market and to the Guidance and relations with the school system

Vice-rector for Teaching with the Delegated appointment to the International training

Vice-rector for Research with the Delegated appointments to the European research programmes

Vice-rector for Human Resources with the Delegated appointments to Occupational well-being and to Equal Opportunities

Vice-rector for Digital Technologies

Vice-rector for International Relations

Vice-rector for project appointment for Entrepreneurship

Board of Governors: 10 members (plus the Rector)

Rector

External Representatives

Internal Representatives

Student Representatives

PLOTINA D2.1

University Senate is composed of 35 members covering 5 scientific areas and 4 categories of personnel (Head of Departments; Professors and Researchers; Technical and Administrative staff; Students)

PLOTINA will involve at least 12 members:

- 2 representatives for students
- 2 representatives for technical and administrative staff
- at least one representative, from each scientific area, for Head of Departments and Professors/Researchers.

Directors of Department: 1/3 of 33 Directors (representatives balance in terms of scientific area and geographical location of Campus)

Deans of Schools: At least 1/3 of 11 Deans (representatives balance in terms of scientific area and geographical location of Campus)

Director General

Heads of Administrative Divisions:

- **AAGG** - Contracts and General Administration
- **SSRD** - Executive and Support Service
- **APOS** - Personnel and Administration
- **ARIC** - Research and Knowledge Transfer
- **AFORM** - Academic Affairs

Technical and Administrative Staff Council: 24 total members. PLOTINA will involve 2 members.

Student Council: 33 total members; PLOTINA will involve 2 members.

Interdepartmental Centres for Industrial Research – CIRI: at least 3 out of 7

- **CIRI Aeronautics**
- **CIRI Agrifood**
- **CIRI ICT**
- **CIRI Advanced Mechanics and Materials**
- **CIRI Building and Construction**
- **CIRI Energy and Environment**
- **CIRI Health Sciences and Technologies**

Interdepartmental Centres: at least 2 out of 5

- **CIRSFID** "A. Gaudenzi and G. Fassò", Interdepartmental Centre for Research in the History, Philosophy, and Sociology of Law and in Computer Science and Law;

- **ARCES** "Ercole De Castro", Advanced Research Centre on Electronics System;

- **CIRC** "Giorgio Prodi", Cancer Research Centre;

- **CIRSA** Interdepartmental Research Centre for Environmental Sciences;

- **CIG** "L. Galvani" Interdepartmental Research Centre for Integrative Studies in Bioinformatics, Biophysics and Biocomplexity;

DEPARTMENTAL DELEGATES

The Departments that actually have expressed their interest to participate in the PLOTINA project are listed below. These Departments will recruit 2 delegates (or more in case of multicampus), one researcher/professor and one representative of the technical and administrative staff.

- Agricultural and Food Sciences - DISTAL

- Agricultural Sciences - DipSA

- Architecture - DA

- Biological, Geological, and Environmental Sciences - BiGeA

- Biomedical and Neuromotor Sciences - DIBINEM

- Chemistry «Giacomo Ciamician» - CHIM

- Civil, Chemical, Environmental, and Materials Engineering - DICAM

- Classical Philology and Italian Studies - FICLIT

- Computer Science and Engineering - DISI

- Economics - DSE

- Education Studies «Giovanni Maria Bertin» - EDU

- Experimental, Diagnostic and Specialty Medicine - DIMES

- Life Quality Studies - QUVI

- History and Cultures - DiSCi

- Industrial Chemistry «Toso Montanari» - CHIMIND

- Industrial Engineering - DIN

- Interpreting and Translation - DIT

- Legal Studies - DSG

- Management - DiSA

- Medical and Surgical Sciences - DIMEC

- Modern Languages, Literatures, and Cultures - LILEC

- Physics and Astronomy - DIFA

- Political and Social Sciences - SPS

- Psychology - PSI

- Sociology and Business Law - SDE

- Statistical Sciences «Paolo Fortunati» - STAT

- The Arts – DARvipem

- Mathematics – MAT

- Pharmacy and Biotechnology – FaBiT

- Veterinary Medical Sciences – DIMEVET

UNIBO - SHORT REPORT and ORGANIZATIONAL CHARTS

TABLE A: DEPARTMENTS

TABLE B: SCHOOLS

TABLE C: CAMPUS COORDINATORS

TABLE D: ACADEMIC BODIES

TABLE E: ADMINISTRATIVE DIVISIONS

FIGURE A: UNIBO ORGANIZATIONAL CHART

FIGURE B: GAT UNIBO ORGANIZATIONAL CHART

PLOTINA D2.1

TABLE A

AREA	DEPARTMENTS	No. of male	No. of female	DECISION-MAKER (M= MALE F= FEMALE)
SCIENCE	**CHIM** - Chemistry «Giacomo Ciamician»	163	137	Dean (M)
	CHIMIND - Industrial Chemistry «Toso Montanari»	185	115	Dean (M)
	FaBiT - Pharmacy and Biotechnology	142	158	Dean (M)
	DIFA - Physics and Astronomy	229	71	Dean (M)
	MAT - Mathematics	196	105	Dean (M)
	BiGeA - Biological, Geological, and Environmental Sciences	183	109	Dean (M)
	QUVI - for Life Quality Studies	194	106	Dean (M)
TECHNOLOGICAL	**DA** - Architecture -	223	77	Dean (M)
	DISI - Computer Science and Engineering	133	47	Dean (M)
	DICAM - Civil, Chemical, Environmental, and Materials Engineering	218	82	Dean (M)
	DEI - Electrical, Electronic, and Information Engineering «Guglielmo Marconi»	259	41	Dean (M)
	DIN - Industrial Engineering	269	31	Dean (M)
	DipSA - Agricultural Sciences	202	98	Dean (M)
	DISTAL - Agricultural and Food Sciences	216	84	Dean (M)
MEDICAL	**DIMES** - Experimental, Diagnostic and Specialty Medicine	184	116	Dean (M)

	DIBINEM - Biomedical and Neuromotor Sciences	179	121	Dean (M)
	DIMEC - Medical and Surgical Sciences	228	72	Dean (M)
	DIMEVET - Veterinary Medical Sciences	171	129	Dean (M)
HUMANITIES	**DBC** - Cultural Heritage	192	108	Dean (M)
	DARvipem - The Arts	175	125	Dean (F)
	FICLIT - Classical Philology and Italian Studies			Dean (M)
	FILCOM - Philosophy and Communication Studies			Dean (M)
	DIT - Interpreting and Translation	111	189	Dean (M)
	LILEC - Modern Languages, Literatures, and Cultures	109	191	Dean (M)
	PSI - Psychology	127	173	Dean (M)
	EDU - Education Studies «Giovanni Maria Bertin»	94	206	Dean (M)
	DiSCi - History and Cultures	157	143	Dean (F)
SOCIAL SCIENCE	**DiSA** - Management	204	96	Dean (M)
	DSE - Economics	203	97	Dean (M)
	DSG - Legal Studies	174	127	Dean (M)
	SPS - Political and Social Sciences	202	98	Dean (M)
	STAT - Statistical Sciences «Paolo Fortunati»	139	171	Dean (F)
	SDE - Sociology and Business Law	176	124	Dean (F)

TABLE B

SCHOOL	DECISION-MAKER (M= MALE F= FEMALE)
Agriculture and Veterinary Medicine	Dean (M)
Arts, Humanities, and Cultural Heritage	Dean (M)
Economics, Management, and Statistics	Dean (M)
Engineering and Architecture	Dean (M)
Foreign Languages and Literatures, Interpreting and Translation	Dean (M)
Law	Dean (F)
Medicine	Dean (M)
Pharmacy, Biotechnology and Sport Science	Dean (M)
Political Sciences	Dean (M)
Psychology and Education	Dean (F)
Science	Dean (M)

TABLE C

	No. of male	No. of female	DECISION-MAKER
CAMPUS COORDINATORS	3	1	n/a

Legend: n/a= not applicable

TABLE D

	No. of male	No. of female	DECISION-MAKER
GOVERNING BODIES			
Rector	1	0	n/a
Deputy-rector	1	0	n/a
Vice-rectors	2	4	n/a
Delegates of the Rector and Project Appointments	10	1	n/a
Delegates of the Pro- Rectors	5	7	n/a
University Senate	24	11	Chair (M)
Board of Governors	7	4	Chair (M)
ADVISORY BODIES			
Student Council	21	12	President (M)
Technical and Administrative Staff Council	12	12	President (F)
Sponsors' Committee	7	2	President (M)
Chair of the Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work	3	5	President (F)
OTHER BODIES			
Evaluation Group	4	1	Chair (M)
Board of Auditors	2	3	President (F)

Legend: n/a= not applicable

PLOTINA D2.1

TABLE E

	No. of male	No. of female	DECISION-MAKER (M= male; F= female)
ADMINISTRATIVE DIVISIONS			
GENERAL DIRECTOR	1	0	M
SSRD - Executive Support Services	0	0	n/a
AAGG - Contracts and General Administration			Head (M)
AFORM - Academic Affairs			Head (F)
APAT - Property Assets			Head (M)
APOS - Personnel and Organisation			Head (M)
ARAG - Control and Finance			Head (F)
ARIC - Research and Knowledge Transfer			Head (M)
ASAN - Health Services			Head (F)
ASDD - Documentary and Departmental Support			Head (M)
AUTC - Buildings and Works management			Head (M)
CeSIA - Centre for the Development and Management of University Computer Services			Head (M)
DIRI - International Relations			Head (F)
ACCF - Cesena and Forlì Campus			Head (F)
ACRA - Ravenna Campus			Head (M)
ACRN - Rimini Campus			Head (F)

PLOTINA D2.1

FIGURE A

Rector

Director General

Deputy Rector | **Students Vice-Rector** | **Teaching Vice-Rector** | **Research Vice-Rector** | **Human Resources Vice-Rector** | **Digital Technologies Vice-Rector** | **International Relations Vice-Rector** | **Vice-Rectorship of Cesena Forlì Rimini Ravenna**

School of Agriculture and Veterinary Medicine
School of Economics, Management, and Statistics
School of Pharmacy, Biotechnology and Sport Science
School of Engineering and Architecture
School of Science
School of Psychology and Education

School of Arts, Humanities, and Cultural Heritage
School of Law
School of Foreign Languages and Literatures, Interpreting and Translation
School of Medicine
School of Political Sciences

Department of Biological, Geological, and Environmental Sciences – BiGeA
Department of Chemistry «Giacomo Ciamician» – CHIM
Department of Industrial Chemistry «Toso Montanari» – CHIMIND
Department for Life Quality Studies – QUVI

Department of Pharmacy and Biotechnology – FaBiT
Department of Mathematics – MAT
Department of Physics and Astronomy – DIFA

Department of Architecture – DA
Department of Agricultural Sciences – DipSA
Department of Electrical, Electronic, and Information Engineering «Guglielmo Marconi» – DEI
Department of Agricultural and Food Sciences – DISTAL

Department of Computer Science and Engineering – DISI
Department of Industrial Engineering – DIN
Department of Civil, Chemical, Environmental, and Materials Engineering – DICAM

Department of Biomedical and Neuromotor Sciences – DIBINEM
Department of Medical and Surgical Sciences – DIMEC

Department of Experimental, Diagnostic and Specialty Medicine – DIMES
Department of Veterinary Medical Sciences – DIMEVET

Department of Arts – DARvipem
Department of Cultural Heritage – DBC
Department of History and Cultures – DiSCi
Department of Interpreting and Translation – DIT
Department of Education Studies «Giovanni Maria Bertin» – EDU

Department of Classical Philology and Italian Studies – FICLIT
Department of Philosophy and Communication Studies – FILCOM
Department of Modern Languages, Literatures, and Cultures – LILEC
Department of Psychology – PSI

Department of Management – DiSA
Department of Economics – DSE
Department of Legal Studies – DSG

Department of Sociology and Business Law – SDE
Department of Political and Social Sciences – SPS
Department of Statistical Sciences «Paolo Fortunati» – STAT

Division of Contracts and General Administration
Division of Cesena and Forlì Campus Branch
Division of Ravenna Campus Branch
Division of Rimini Campus Branch
Division of Academic Affairs
Division of Buildings and Works management
Division of Control and Finance
Division of Property
Division of Personnel and Organisation
Division of International Relations
Division of Research and Knowledge Transfer
Division of Health Services
Division of Documentary and Departmental Support
Centre for the Development and Management of University Computer Services

FIGURE B

THE UNIVERSITY OF WARWICK (WARWICK)

GENDER AUDIT TEAM: 7 members

PLOTINA team members: Alison Rodger; Charikleia Tzanakou

Pro-Vice Chancellor: Pam Thomas

Equality and Diversity Advisor: Sandra Beaufoy

PAIS: Ben Richardson

Equality and Diversity Coordinator: Claire Algar

Assistant Registrar: Sam Cole

KEY ACTORS

Vice-Chancellor and President

Provost

Pro-Vice Chancellor (Teaching and Learning)

Pro-Vice Chancellor (Research)

Pro-Vice Chancellor (Postgraduate and Transnational Education)

Chair of Social Sciences Faculty

Chair of Sciences Faculty

Strategic Director

Director of Human Resources

Director of Strategic Planning & Analytics

Director of Press and Policy

International Research Development Officer (European Affairs)

Head of Chemistry Department

Head of Politics and International Studies

Director of Institute of Advanced Teaching and Learning

PLOTINA D2.1

WARWICK ORGANIZATIONAL CHART

KEMIJSKI INSTITUT (NIC)

GENDER AUDIT TEAM: 6 members

Plotina Team Members

Project Management Office, Plotina project manager: Nina Pohleven

HR Department: Katarina Mušič

Secretariate: Jasmina Štiftar

Member of the Commission for Women in Sciences – a body of the Ministry of Higher Education, Science and Technology, member of the staff trade union, researcher at the Department of Materials Chemistry: Marta Klajnšek Gunde

Head of Department of Inorganic Chemistry and Technology and member of the Scientific Council: Nataša Zabukovec Logar.

Researcher at the Department of Biomolecular Structure, member of the Scientific Council: Franci Merzel

KEY ACTORS

All decision-makers

DELEGATES: 7

- Head of Department of Food Chemistry

- Department for Health and Safety at Work

- Quality Assurance Department

- Department of Materials Chemistry

- Head of Department of Catalysis and Chemical Reaction Engineering

- Head of Centre for Validation Technologies and Analytics

- Department of Molecular Biology and Nanobiotechnology
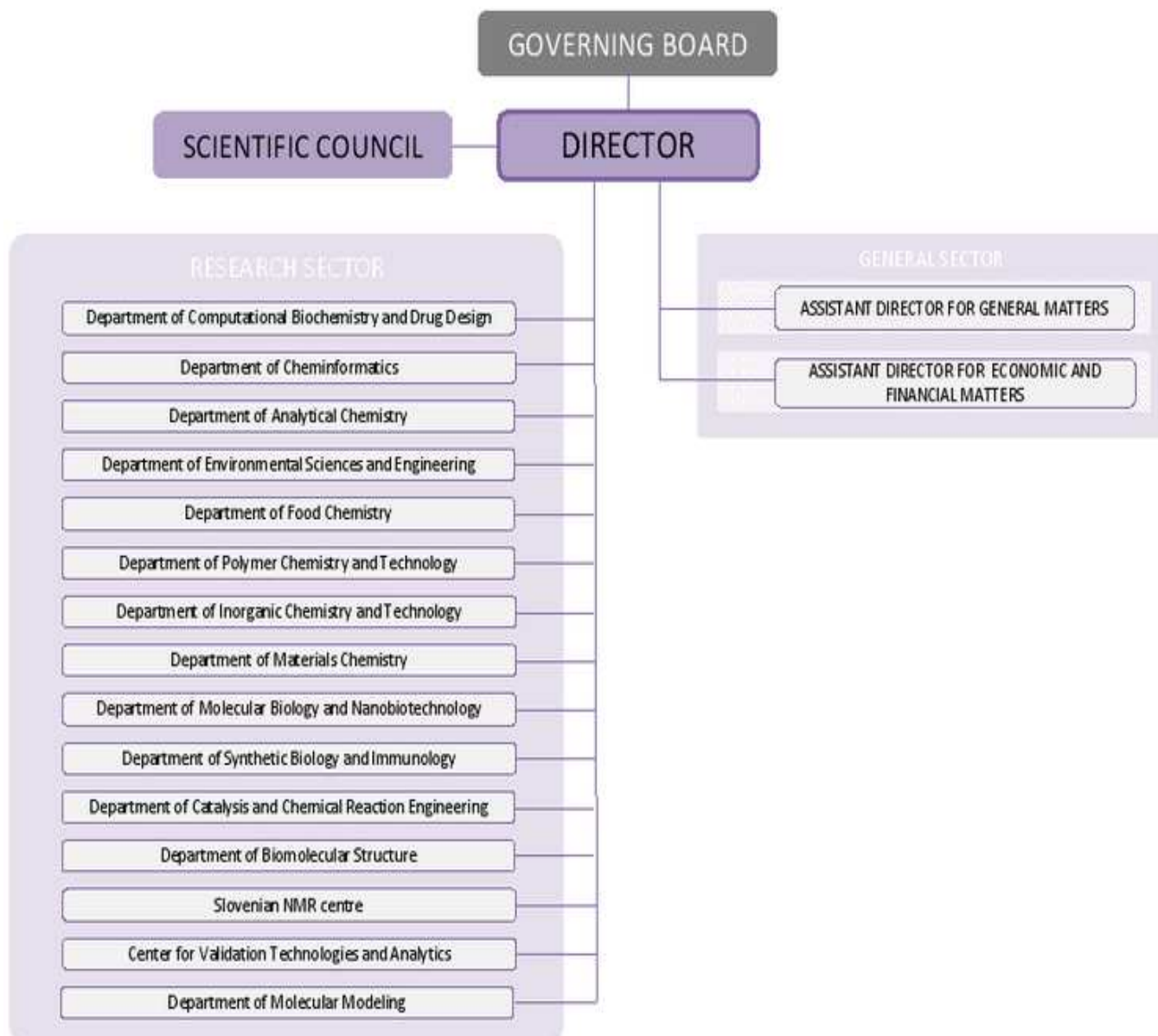
NIC - SHORT REPORT and ORGANIZATIONAL CHARTS

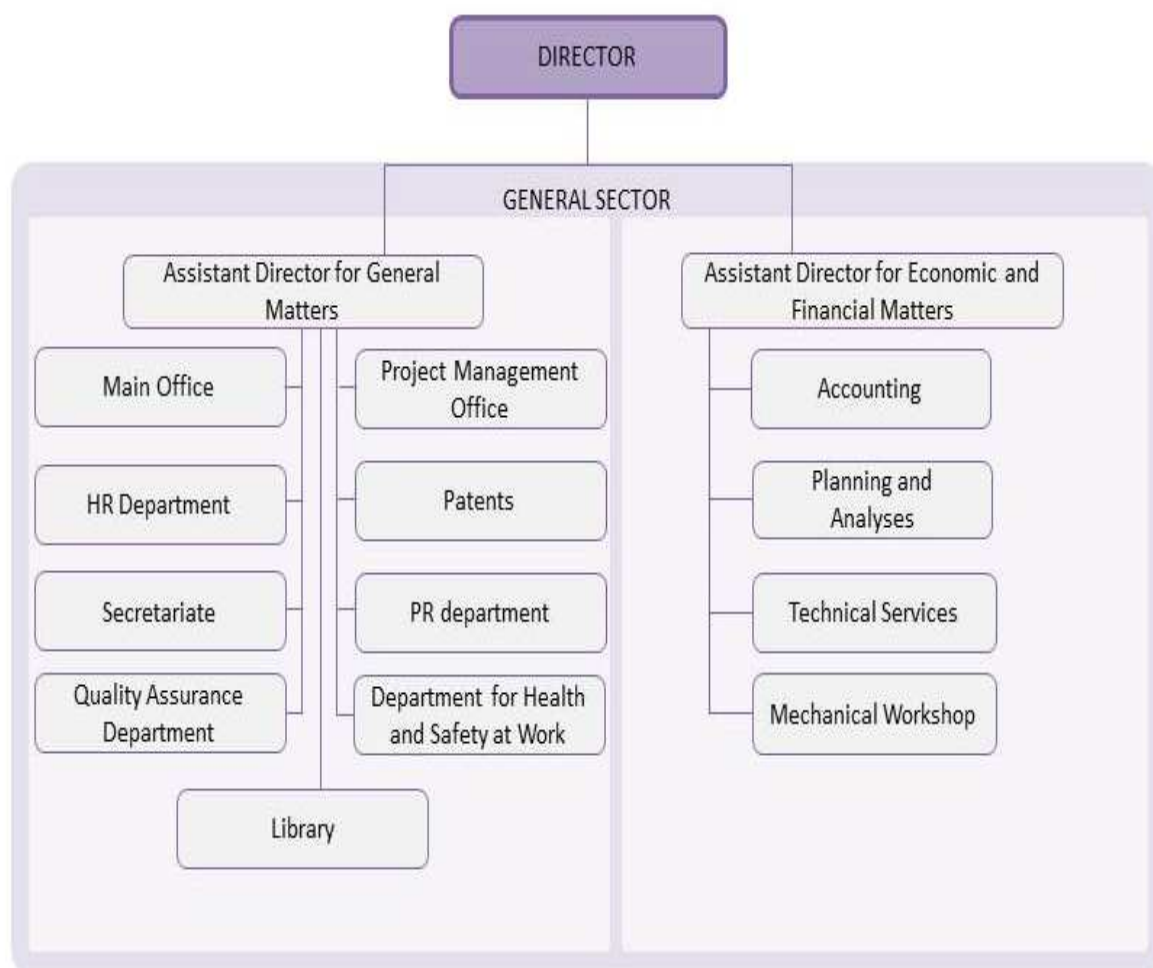| DEPARTMENT	No. of male	No. of female	DECISION-MAKER
Governing Board	5	0	President (M)
Scientific Council	8	2	President (M)
Director	1	0	Director (M)
General Matters	7	14	Assistant Director for General Matters (F) ➢ Head of HR Department (F) ➢ Head of Project Management Office (F)
Economic and Financial Matters	3	9	Assistant Director for Economic and Financial Matters (M) ➢ Head of Planning and Analysis (F) ➢ Head of Accounting (M) ➢ Head of Technical Services (M)
Department of Computational Biochemistry and Drug Design	3	1	Head of Department (M)
Department of Cheminformatics	5	8	Head of Department (F)
Department of Analytical Chemistry	7	9	Head of Department (M)
Department of Environmental Sciences and Engineering	7	8	Head of Department (M)
Department of Food Chemistry	3	6	Head of Department (F)

PLOTINA D2.1

Department of Polymer Chemistry and Technology	8	10	Head of Department (F)
Department of Inorganic Chemistry and Technology	7	8	Head of Department (F)
Department of Materials Chemistry	20	21	Head of Department (M)
Department of Molecular Biology and Nanobiotechnology	5	19	Head of Department (F)
Department of Synthetic Biology and Immunology	13	25	Head of Department (M)
D Department of Catalysis and Chemical Reaction Engineering	14	6	Head of Department (M)
Department of Biomolecular Structure	5	2	Head of Department (M)
Slovenian NMR centre	15	9	Head of Center (M)
Center for Validation Technologies and Analytics	2	9	Head of Center (M)
Department of	11	1	Head of Department (M)

PLOTINA D2.1

Molecular Modeling			

PLOTINA D2.1

Organizational chart:

- **DIRECTOR**
  - **GENERAL SECTOR**
    - **Assistant Director for General Matters**
      - Main Office
      - HR Department
      - Secretariate
      - Quality Assurance Department
      - Project Management Office
      - Patents
      - PR department
      - Department for Health and Safety at Work
      - Library
    - **Assistant Director for Economic and Financial Matters**
      - Accounting
      - Planning and Analyses
      - Technical Services
      - Mechanical Workshop

INSTITUTO SUPERIOR DE ECONOMIA E GESTAO (ISEG)

GENDER AUDIT TEAM: 4 members

Department of Economics: Elsa Fontainha

Department of Economics: Isabel Mendes

Department of Mathematics: Isabel Proença

Department of Economics: Tanya Araùjo

KEY ACTORS

President of the School Board

President of the Pedagogical Observatory

The Administrator of ISEG

Director of Human Resources

Vice-President of ISEG and President of Pedagogical Council

PLOTINA D2.1

ISEG ORGANIZATIONAL CHART
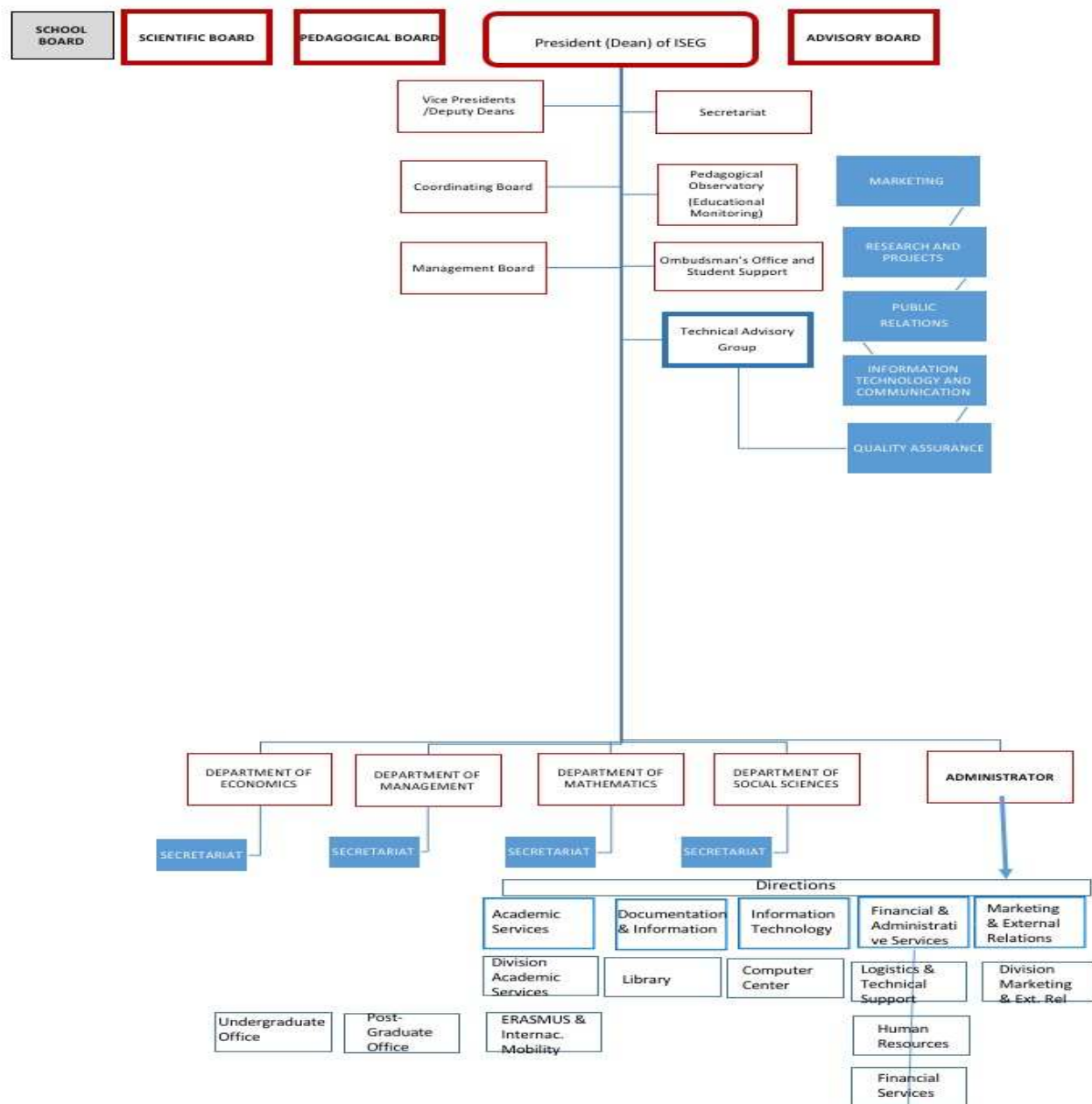
MONDRAGON UNIBERTSITATEA (MU)

GENDER AUDIT TEAM: 9 members

Faculty of Engineering

College´s Equality Comittee Coordinator: Arantxa Gonzalez de Heredia

College´s Equality Comittee´s member and Social Boar member: Iñigo Zendegi

Business Faculty

Human Development Coordinator and Faculty´s Equality Comittee Coordinator: Eunate Elio

Manager of the Cooperation Area of Knowledge and Faculty´s Equality Comittee´s member: Saioa Arando

Governing Board Member and Faculty´s Equality Comittee´s member: Mónica Gago

Faculty of Humanities and Education

Faculty´s Equality Comittee Coordinator: Ainhoa Larrañaga

Faculty´s Equality Comittee´s member: Amelia Barquin

Rectorate-Central Services

General Secretary and Finance Coordinator. MU´s Equality Comittee´s member: Idoia Peñacoba

Public Relations Comunications Manager and MU´s Equality Comittee´s member: Susana Azpilikueta

KEY ACTORS

Faculty of Engineering

General Coordinator (Dean)

Academic Services Coordinator

Coordinator for Indirect Services and the Management System

Administration and Finance Manager

Training Coordinator for Professionals

Research and Transfer Coordinator

Coordinator for Mechanics and Industrial Production

Electronics and Information Technology Coordinator

2 Governing Board Representatives

2 Social Board Representatives

2 Area Coordinators

The Personnel clerk

The academic secretary

2 Students

Business Faculty

General Coordinator (Dean)

Academic Coordinator

Coordinator of Master degrees and Continuous Training,

Research Coordinator

Finance Coordinator

Human Development Coordinator

2 Social Board Representatives

2 Governing Board Representatives

2 Coordinators of the Areas of Knowledge

Human Development Coordinator

2 Students

One Professor and one Researcher

Academic secretary

Faculty of Humanities and Education

General Coordinator (Dean)

Research Coordinator

Coordinator for Training of Professionals

Academic Coordinator

Administration and General Services Coordinator

Finance Coordinator

3 Coordinators of Graduate Degrees

Governing Board Representatives (2)

2 Social Board Representatives

Academic secretary

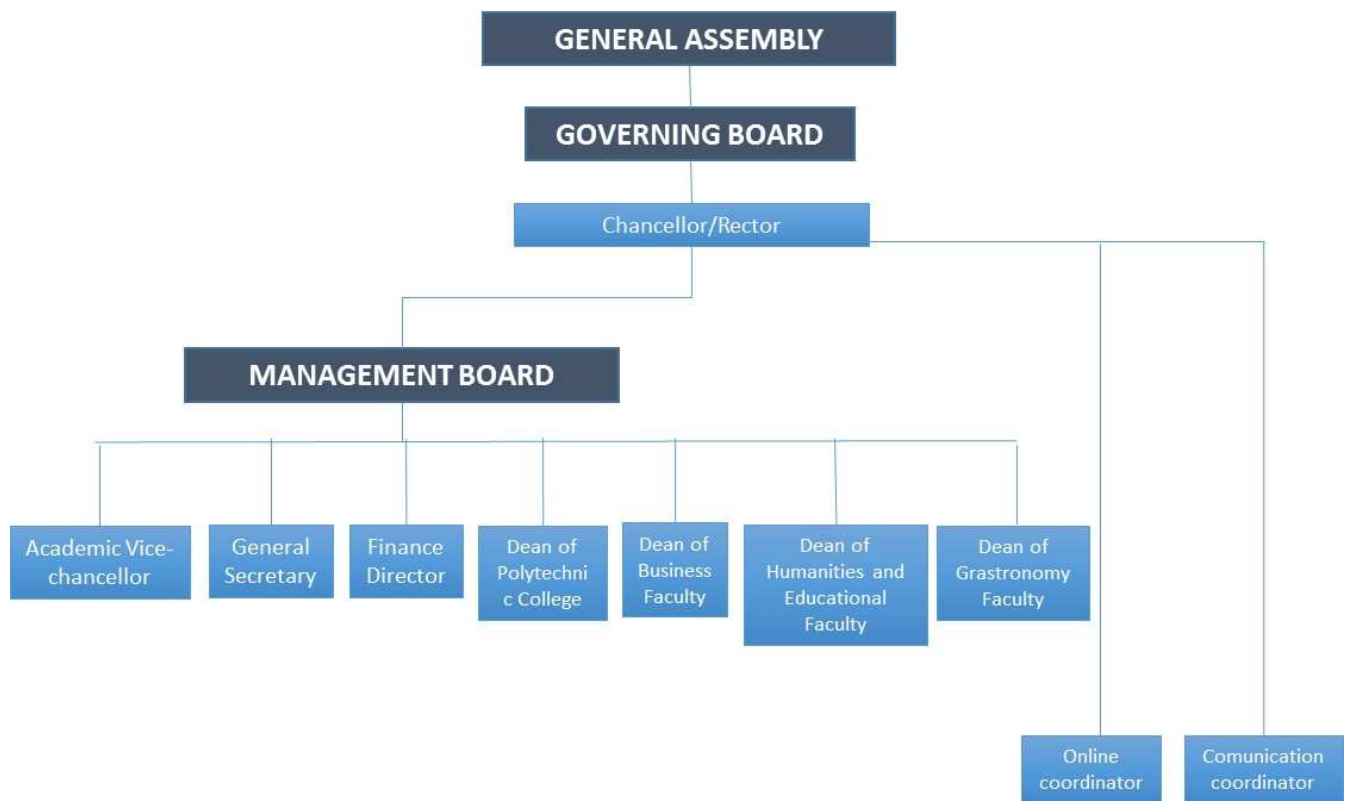**<u>Rectorate-Central Services</u>**

Chancellor

Vice-chancellor

General Secretary and Finance Coordinator
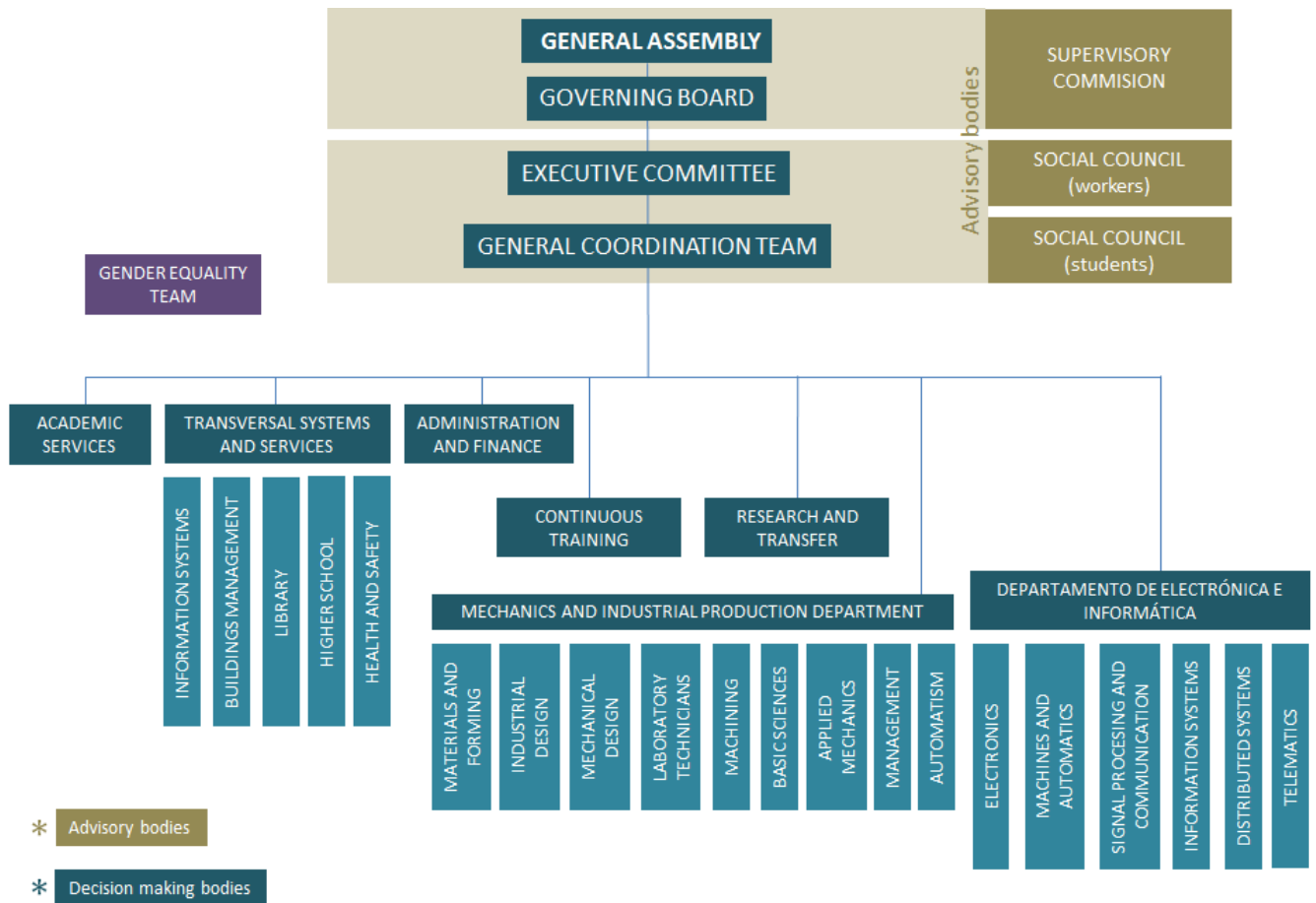
Online Coordinator

Administrative Clerk

PLOTINA D2.1

MONDRAGON ORGANIZATIONAL CHARTS

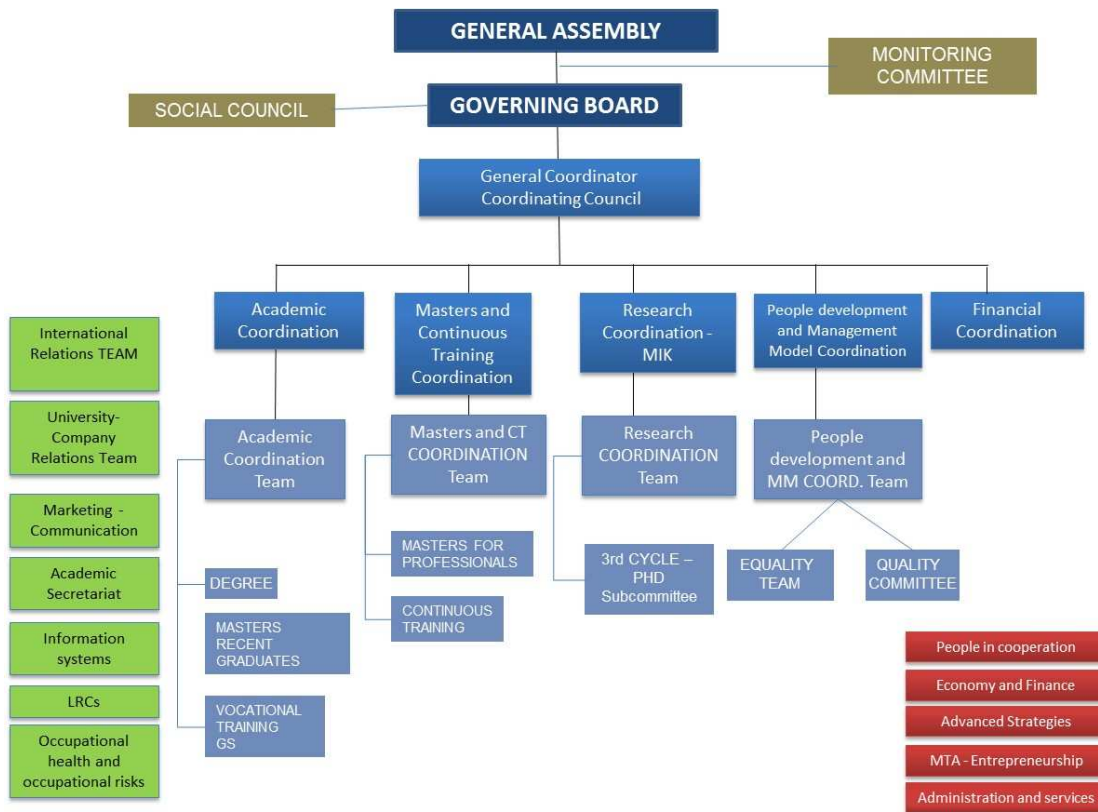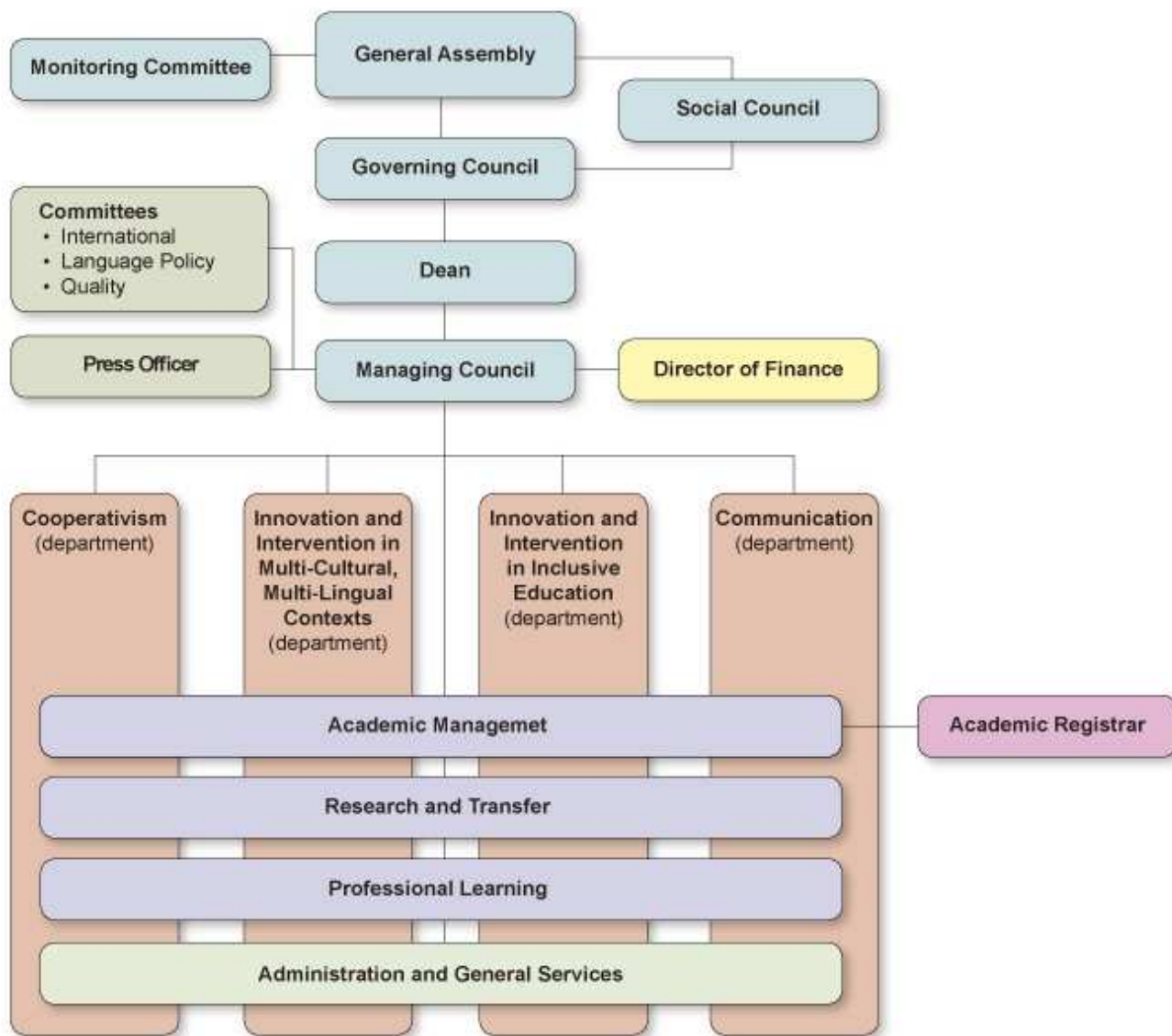**FIGURE A: MONDRAGON UNIBERTSITATEA**

FIGURE B: FACULTY OF ENGINEERING

FIGURE C: BUSINESS FACULTY

FIGURE D: FACULTY OF HUMANITIES AND EDUCATION

OZYEGIN UNIVERSITESI (OZU)

GENDER AUDIT TEAM: 8 members

PLOTINA team members: Berna Zengin-Arslan; Alper Acik

Department of Mechanical Engineering: Gul Bahar Basim

Dean of Students, Department of Physics: Guray Erkol

Department of Law: Hamdi Deniz Ege Goktuna

Faculty member, Department of Turkish Languages and Literatures: Senem Timuroglu

Department of Turkish Languages and Literatures: Cimen Guney-Erkol

Human Resources Coordinator: Müge Belbes

KEY ACTORS

Rector

Vice-rector

Dean of Management Faculty

Dean of Engineering Faculty

Director of the Higher School of Foreign Languages

Student's Dean Associate Professor

Higher Education Council Relations Coordinator

Human Resources Coordinator

Corporate Communications Coordinator

Accreditation & Quality Assurance Coordinator

Director of Student Services
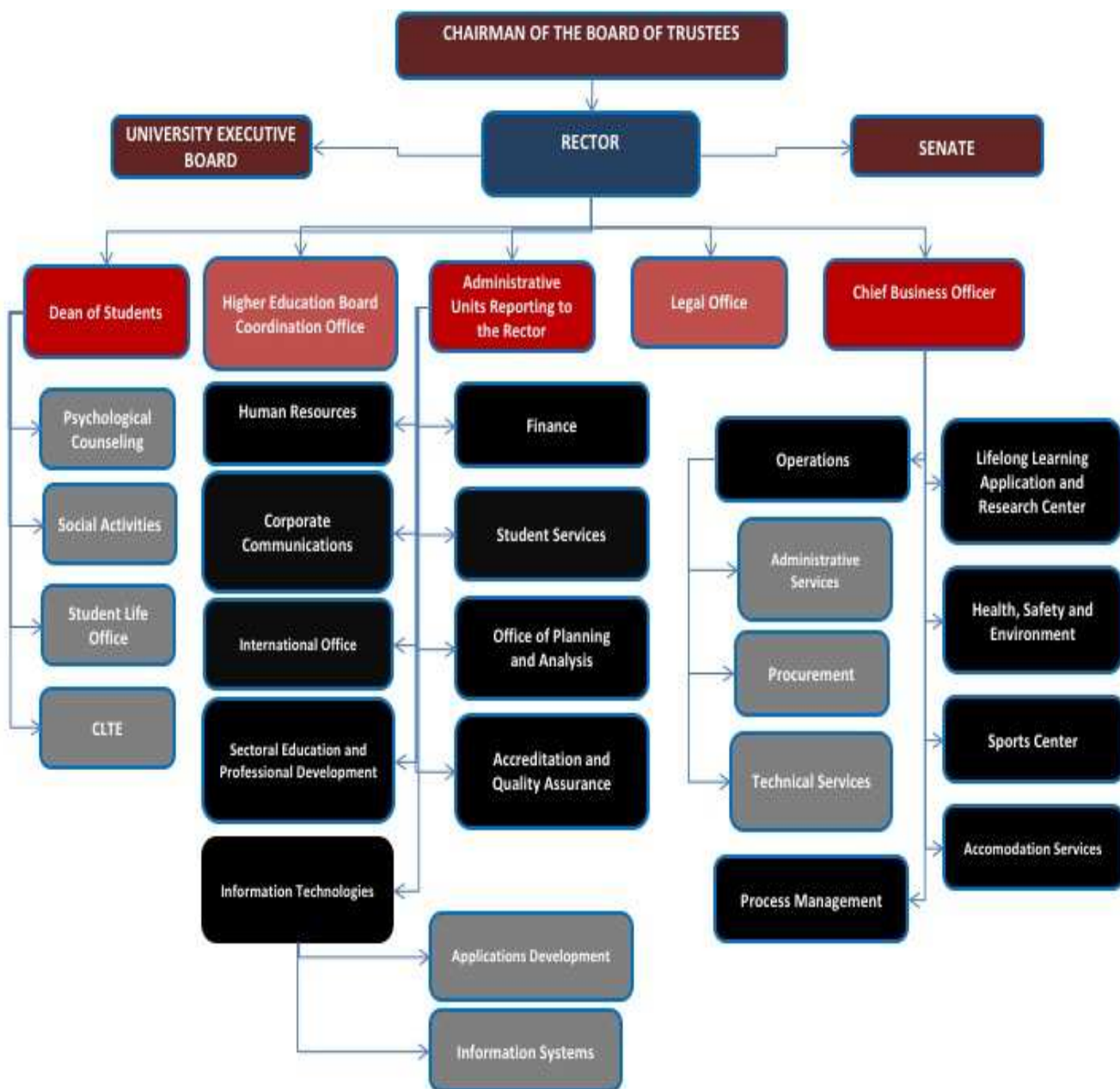
Technology Transfer Office Coordinator

Director of Information Technology

DEPARTMENTAL DELEGATES

- Department of Psychology
- Department of Sociology
- Department of Social Studies

PLOTINA D2.1

OZU ORGANIZATIONAL CHARTS

FIGURE A

FIGURE B