PLOTINA

Regendering Science. For an inclusive research environment

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PLOTINA

Promoting gender balance and inclusion
in research, innovation and training

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PRESENTATION

The European Commission has acknowledged gender equality as a priority since the late 1990s and, to this end, the implementation of Gender Equality Plans (GEPs) across Europe has become a key strategy to realize EU gender mainstreaming policies in Academia and Research Performing Organizations (RPOs).

The heterogeneity among institutions in relation to gender equality policies and practices can be, and indeed, is, very big. There can be differences across RPOs in relation to the structures, top down policies, raising awareness, career support and work-life balance issues. Irrespective of their level of implementation of gender equality actions, however, all organisations have gender equality challenges. And that is where the PLOTINA project wanted to make its contribution.

PLOTINA aims to: remove barriers to recruitment, retention and career progression of fe- male researchers; reduce gender imbalances in decision making bodies; and reinforce the integration of gender and sex variables in research. These are the crucial chal- lenges to deal with, in order to end the waste of talent and to diversify the views and methodologies, increasing the quality, the methodological accuracy and relevance of re- search.

The overall objective of PLOTINA is to enable the development, implementation and as- sessment of self-tailored GEPs, with innovative and sustainable strategies for Research Performing Organizations. A key challenge for PLOTINA has been to improve the systems and tools available for measuring and evaluating activities within gender equality plans in RPOs, so they can determine whether gender actions and programmes are worthwhile for the cost, the time and the effort invested.

To do so, the PLOTINA Consortium has been working intensely for four years, and the result is a set of modular and adaptable resources for any RPO to use as they begin the work to set up a GEP. Overall the process for PLOTINA partners was divided into four stages:
1. assess the current situation in all RPO partner
2. design GEPs for each RPO
3. design, implement and evaluate actions in each RPO to address the targets of the GEPs, and finally,
4. create a platform of resources that can be used by any RPO across Europe to implement its own GEP suited to its own situation.

The design and implementation of self-tailored GEPs by PLOTINA RPO partners in their organisations pursued the following long-term objectives:
• Preventing the waste of talent related to the drop-out of female researchers, especially in STEM fields of study, through ad-hoc recruitment, retention and career progression, as well as work-personal life integration policies.
• Encouraging the increase of the number of women in governing bodies.
• Promoting the integration of the sex variable and the gender dimension in research to achieve high quality scientific knowledge.
• Promoting the inclusion of the sex variable and the gender dimension in teaching programmes and curricula design.
• Designing indicators and tools to assess gender equality within organizations.

CONSORTIUM

PLOTINA is a partnership of 10 members, composed of Research Performing Organisations (RPOs), Professional Associations and partners with specific expertise in monitoring the progress of the project and in the dissemination. The Consortium represents the diversity of European RPOs as well as the diversity of European social and cultural environments.

PROJECT COORDINATOR

ALMA MATER STUDIORUM - UNIVERSITÀ DI BOLOGNA

Almost 1000 years old, the University of Bologna (UNIBO) is one of the most important higher education institutions across Europe with 11 Schools, 33 Departments and about 87.000 students.
UNIBO is very active at both National and European levels. At European level, with 91 million Euros from FP7 and other EU funded programs (269 projects funded in 2007-2013, 58 of them coordinated by UNIBO), UNIBO is the leading Italian university for involvement in European research projects. UNIBO is ranked as 31st in the European ranking of institutions of higher education.

ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA

CONSORTIUM

RESEARCH PERFORMING ORGANISATIONS

UNIVERSITY OF WARWICK

The University of Warwick is a Higher Education Institute, a Corporate Body incorporated by Royal Charter. Warwick is ranked 7th in the UK for its research, according to the Research Excellence Framework (REF) 2014 by GPA. Warwick is cited as amongst the world's most targeted university institutions by employers and was the world's third best young university in 2015. Warwick has about 27,000 students and 7,000 staff members.

KEMIJSKI INŠTITUT - NATIONAL INSTITUTE OF CHEMISTRY

National Institute of Chemistry, located in Ljubljana (Slovenia), is a leading Slovenian Research institution in the field of chemistry and related disciplines. At present, close to 300 employees publish more than 250 scientific papers yearly and are strongly involved in EU funded projects, and is one of the leading Slovenian organizations for graduate-level education and training.

ISEG - LISBON SCHOOL OF ECONOMICS AND MANAGEMENT UNIVERSIDADE DE LISBOA

ISEG was the first school of economics and management to be founded in Portugal, and is part Lisbon (Ulisboa), a public university and the largest of the Portuguese universities. Its culture is known to solidarity, cooperation and collegiality. ISEG has over 4,800 students, and there are several research centres investigating management, economics, mathematics and social sciences.

MONDRAGON UNIBERTSITATEA

Mondragon Unibertsitatea (MU) is a young, non-profit cooperative university, of public interest, with a socially-orientated approach and calling. MU's overriding goal plays a part in the transformation of society through the generation of excellent knowledge and its subsequent transfer to the business community.

ÖZYEĞIN ÜNIVERSITESI

Ozyegin University positions itself to be one of the most innovative and research oriented universities in Turkey, and is ranked among the top seven most entrepreneurial and innovative Turkish universities consistently. 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.

PROFESSIONAL ASSOCIATIONS

CENTRO STUDI PROGETTO DONNA E DIVERSITY MGMT

The Centro Studi Progetto Donna e Diversity Mgmt is a non-profit association, funded to support adult women's professional development. Its expertise focuses on gender equality and gender diversity management, carried out by means of research, training, coaching and advice activities for public and private organizations.

ELHUYAR AHOLKULARITZA

Elhuyar Aholkularitza (Elhuyar Consultancy) is a company that belongs to the Elhuyar Fundazioa (Elhuyar Foundation). It has a specific service area devoted to gender equality, where they help and advise private and public organizations in achieving equality by facilitating processes. In order to do so, they undertake diagnostics and equality plans, and help organisations to implement and evaluate their policies and plans.

EVALUATION PARTNER

ZENTRUM FUER SOZIALE INNOVATION GMBH

ZSI (Centre for Social Innovation) is a private non-profit research organisation, and Austria's most successful social scientific research institute in FP7 with more than 40 participations and more than 10 coordinated projects. ZSI's key activities are clustered in three dedicated units: Work and Equal Opportunities; Research Policy; and Development and Technology and Knowledge.

COMMUNICATION PARTNER

ELHUYAR KOMUNIKAZIOA

The Elhuyar Foundation is a not-for-profit organisation whose activity is funded through various sources: contributions from its members; public grants; and income from Elhuyar's products and services. The Elhuyar Communication Unit offers high-quality communication services in line with customers' needs. It specialises in content development and, at the same time, is expert in communication in any media type.

FORMATIVE TOOLKIT

The PLOTINA Formative Toolkit is the place where the methodologies and tools designed and developed through the project, which can be helpful in designing and implementing a self-tailored GEPs, have been compiled

The Formative Toolkit presents conceptual frameworks, supporting tools and templates that have been developed, tested, and refined by the PLOTINA Consortium. The content has been organised based on the 4 main phases of the gender equality process: the audit, the design of the GEP, its implementation, and the evaluation of the actions undertaken.

The formative toolkit has been developed particularly for RPOs at the starting stage in the setting- up their gender equality plans: it presents a method to develop Gender Equality Policies at RPO level.

The content of all the sections that compose the formative toolkit has been structured into 5 Key Areas, which are the main challenges the Partner RPO's faced when working towards gender equality:

Governance bodies, key actors and decision-makers

Recruitment, career progression and retention

Work and personal life integration

Researchers and research: gender equality and sex and gender perspective

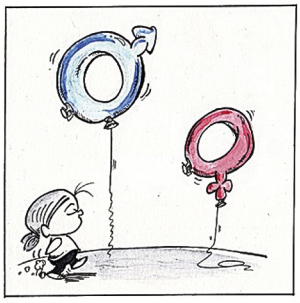
Integration of sex and gender dimension in teaching curricula

PHASE 1: GENDER AUDIT

Identifying gender biases an inequalities

A Gender Audit is an assessment process by which the gender equality state-of-art at an organization is analysed and the main gender biases are identified.

In Research Performing Organizations (RPOs) a Gender Audit also evaluates to what extent the gender perspective is integrated into the academic policy and programmes, in research, in study curricula, in the management of work, and in staff wellbeing.

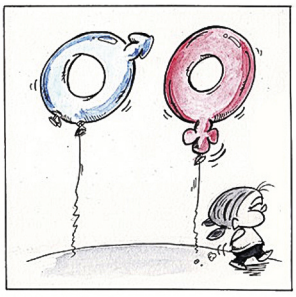


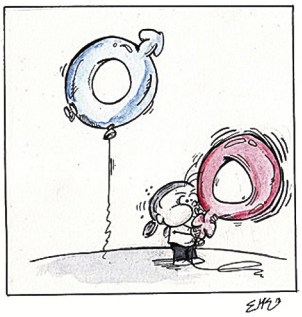
PHASE 4: MONITORING & EVALUATION

PLOTINA Monitoring tool

The monitoring and checking phase is crucial for a successful implementation of gender actions in an organization. It is preferable to have an objective methodology for this phase, though establishing a universal approach is challenging.

Based on the self-assessment and evaluation of the actions implemented through the GEPs, the most effective actions can be identified, as well as their weaknesses and strengths identified.





PHASE 2: GEP DESIGN

A realistic set of positive actions for structural changes

A Gender Equality Plan (GEP) is a detailed Plan, built on the results of the Gender Audit, that works to reinforce strengths and improve conditions, processes, practices identified as weaknesses.

The planning phase has to define objectives, measures, targets, timelines, indicators and the on-going monitoring system for the GEP implementation process.

PHASE 3: IMPLEMENTATION OF THE GEP

Leading structural change

Implementing GEPs focuses on structural interventions to support an organization to strengthen utilisation of women's tal- ents and to take into account the gender dimensions in research.

Some necessary preconditions have to be complied with for the sustainability of the implementation process and results of the Gender Equality Plan.

GENDER AUDIT

The Gender Audit provides an organization with a picture of the present situation from a gender perspective, with the aim of understanding the organization's current practices, identifying gaps and strong points.

The Gender audit includes quantitative and qualitative data about the state-of-art in the organization. The qualitative data are crucial to understanding aspects of the quantitative data.

The PLOTINA Consortium designed checklists for a quantitative and a qualitative audit, and also adapted them based on the RPOs' experiences in using them.

The results of the quantitative and qualitative gender audit are ideally presented in a Gender Audit Report, and PLOTINA offers some templates and advice to prepare the report.

The qualitative checklist includes the standards, the evidence to satisfy the Standard, and examples of questions that can be asked during the Audit.

The quantitative audit checklist is a dynamic Excel tool (downloadable) that can be used to collect all the quantitative data for the participatory audit procedure.

The checklists are open, and can be taken, edited and adapted to specific needs of every RPO from this page: www.plotina.eu/data-gathering

Some of the key questions to be answered during the gender audit process

QUALITATIVE CHECKLIST

> Do you think that the institutional language adopted by your RPO for internal/external communication is gender sensitive?

> Have guidelines to overcome unconscious gender biases ever been produced and published?

> What are the available policies for work-life integration?

> Do you consider gender/sex variables in your research? Are they relevant to your topic?

> What information does the institution collect in relation to gender and why?

> Have the academics received training in gender-equality?

> What initiatives has the organization been carrying out to make students aware of sex and gender equality dimension in their study?

QUANTITATIVE CHECKLIST

> Average composition of governing and decision-making bodies (% women / % men)

> Number of gender equality structures in the institution

> Average composition (% women / % men) of undergraduate students, master students, PhD stu- dents.

> Gender pay gap

> Number of people with caring responsibilities (women / men)

> Number of people using work and personal life balance measures in the institution (women / men)

> Number of people (women / men) in the following positions: full professor, associate professor, assistant professor, research fellow

GEP DESIGN

Once the audit is complete, a Gender Equality Plan (GEP) should be put in place. At the beginning of the planning phase of the GEP, a list of measures or strategies should be defined, which will be the actions, policies or processes that a given research performing organization (RPO) has chosen to carry out in its organization in order to overcome and minimize gender-based inequalities and gender bias and to include gender as a dimension in research.

An RPO can choose their own actions from the list of actions the PLOTINA Consortium prepared based on they ones the members developed and implemented in their own organisations as part of their self-tailored GEPs. Some RPOs will design their own actions to complement this list. The PLOTINA list of actions, and the associated library of advice on how to implement them, presents many strategies and measures that can be adopted (see in the following pages). The Library of Actions includes top-down and bottom-up actions to raise awareness and change practice and culture at departmental and/or institutional level. The Library and has been prepared to support other organisations in their efforts to design their own gender equality actions efficiently.

After implementing and analysing their actions, each partner identified which actions worked well and which had less significant results in their organisation. This analysis has led to a Good Practices Guide. Identified good practices are indicated in the following List of Actions by a red star.

Along with the list of actions, PLOTINA makes available an empty template for any organ- ization that wants to start drafting its own GEP.

All information can be accessed by following this link:
www.plotina.eu/drafting-the-gep

The GEP has to be tailored to the specific contexts and situations of the institution, its history and culture. In addition, some necessary preconditions have to be complied with for the sustainability of the implementation process and results:

> Top management and decision-makers must support the gender equality project, and have to behave as the main GEP sponsors presenting and supporting the Plan and its implementation, engaging key stakeholders, making advantages clear to different target audiences etc.

> Creation of specific structures (not necessarily independent) must be guaranteed:
- A Work Team to lead the integration of gender culture and practices in the organization, with a direct link with top managers
- A Gender Audit Team (GAT), that will be part of the Work Team or may sit independently, and will act as auditor
- A GEP Implementation Team with clear definition of roles and responsibilities for the preparation and implementation of the Plan
- A Network of Delegates – persons appointed in each Department or unit to support the GAT members in all the process.

> The GEP has to be presented at all levels of the institutions to seek feedback and to build alliances. It is to be expected that there may be passive resistance and/or active hostility and plans to deal with these reactions must be made to minimize negative reactions. Especially in STEM disciplines, preparing a convincing case based on data is usually a key aspect..

> A Pilot implementation phase is important in order to check the plan feasibility and sus- tainability.

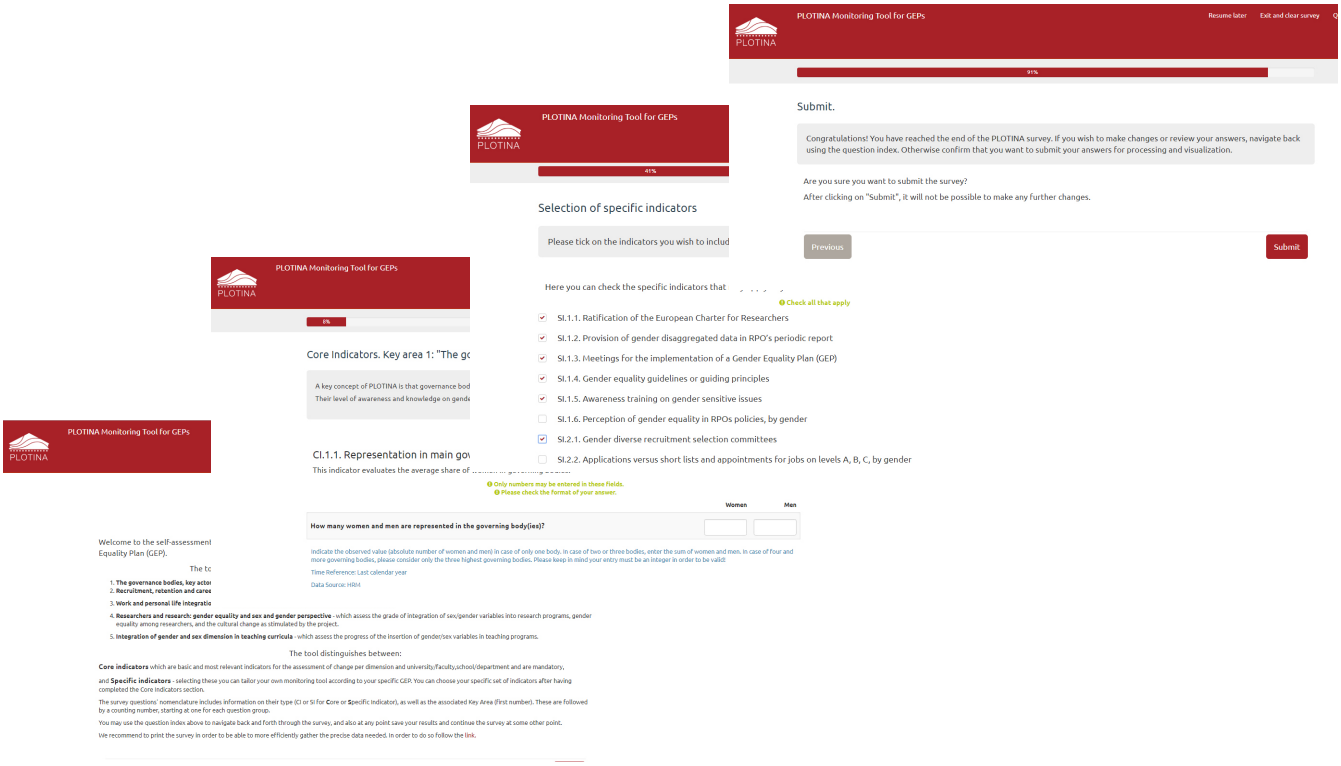
IMPLEMENTATION OF THE GEP

The implementation of gender equality policies and processes means to bring changes in the organization policies and management practices and change is never easy, in any context.

Preparing a well-balanced Gender Equality Plan is not enough to reach gender equality. RPOs are structured organizations, often quite hierarchical and with long standing traditions and practices. Cultures in larger RPOs are particularly difficult to change. It is therefore very important to carefully plan communication and marketing strategies. It is also very important that the work to be carried out or at least obviously supported by top managers as this has been found to greatly influences the implementation.

The implementation of the GEP should be accompanied by a tracking calendar. This track should be done in the form of regular meetings, where the GEP Team checks the state of planned measures and initiatives; asseses and provides people involved with tools, materials or guides; asseses whether the GEP needs redesign in light of new; and to help design on alternative strategies if unexpected resistances or obstacles arise.

MONITORING AND EVALUATION



The PLOTINA Monitoring Tool is a virtual survey, to support any Research Performing Or- ganization (RPO) in becoming effective on its journey in monitoring and evaluating their GEP's progress. Indeed, it measures and visualizes the progress made in the implementa- tion of the self-tailored GEP over different time periods.

It is free, open source and can be set-up on an organization's server and adapted to specific needs.

For the survey, the tool distinguishes between two types of indicators: core indicators (CI) and specific indicators (SI); the former are basic and the most relevant indicators for the as- sessment of change and are designed to be mandatory, and the latter are optional, and can be selected to tailor the monitoring tool.

PLOTINA LIST OF ACTIONS

The List of Actions of PLOTINA project is a set of actions PLOTINA research performing organisation (RPO) partners have developed and implemented in their own organisations as part of their self-tailored gender equality plan.

After implementing and analysing their actions, each partner identified which actions worked best and which had less significant results in their organisation. This analysis has led to a Good Practice Guide, that can be visited on the website. The complete list of actions is shown below, and those actions that have been selected as good practices by RPO partners are indicated in the column on the right. It is presented here according to the five key areas, in line with the structure of the rest of the project results, and subdivided according to specific objectives to be achieved within each key area.

KEY AREA 1: The governance bodies, key actors and decision-makers

Objective 1.1. Promote decision-makers institutional engagement on gender equality

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Ratifying the European Charter for Researchers	
Enhancing visibility of the support from key actors and senior leader to the GEP (e.g. at conferences, awards, posters or others...)	
Ensuring senior leadership is accountable for the implementation and evaluation of gender equality actions	
Arranging regular GEP follow-up meeting with senior management, leaders, human resources staff, to create ownership of the GEP, to strengthen the potential of the plan and maximize its impact	
Formally providing empirical data to decision-makers to make gender situation visible and known	
Organizing initiatives to enhance engagement and commitment of decision makers and key actors in gender equality activities	

Objective 1.2. Create structures and offer tools to support and promote gender equality in the institution with the engagement of key figures

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Appointing delegates (in departments/faculties/schools) to be responsible for monitoring and ensuring that workplace procedures and practices are gender-neutral	
Creating institutional gender equality structures	Özyeğin Üniversitesi Mondragon Unibertsitatea
Creating the role of gender and diversity coordinator that refers to top decision bodies	Özyeğin Üniversitesi ISEG University of Warwick
Creating a Gender Equality Team, provided with the necessary skills and experience and with time/financial resources, that will take the lead to coordinate the implementation of the GEP	
Ensuring engagement of institution key figures (human resources staff, staff in the Governing bodies, workers'union representatives,...) and all the necessary Experts (ex. Change management, Marketing, etc...) in the Gender Equality Team	

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Creating a network structure with the aim to facilitate and maintain communication and cooperation between actors in the areas of gender research and gender equality practice	Kemijski Inštitut ISEG
Developing initiatives to raise gender awareness and capacity at all levels of the organization with provision of training to staff, teaching and research staff	Mondragon University Özyeğin Üniversitesi Kemijski Inštitut
How to film an organisational video showcasing E&D activities	University of Warwick

Objective 1.3. Promote a more horizontal, gender-aware and egalitarian leadership in the institution

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Raising gender equality awareness through the development and provision of seminars to senior leadership and key figures	Özyeğin Üniversitesi
Requiring governing bodies' members to attend gender equality training(s)	
Organizing initiatives for a gender sensitive and diversity competent leadership	
Promoting a more horizontal-leadership style within the institution, beyond the traditional authoritative/commanding to include e.g. democratic/coaching and affiliative styles	

Objective 1.4. Prevent and combat sexual and gender-based harassment in the institution

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Developing sexual harassment prevention and support structures	Mondragon Unibertsitatea Kemijski Inštitut Özyeğin Üniversitesi
Analysing the support structures and/or procedures that exist in the institution, and revising them if necessary	
Offering specific training on sexual and gender-based harassment to staff members that are responsible for this issue in the institution	
Organizing awareness-raising sessions on sexual and gender-based harassment for all staff-members	

Objective 1.5. Promote diversity and inclusivity with the institutional use of communication

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Analysing institutional documents, communication materials and websites; developing a guide on inclusive use of language for written and visual communication	
Reviewing institutional documents	Mondragon Unibertsitatea Kemijski Inštitut University of Warwick
Providing staff members with useful tools that will help them using an inclusive language, such as guidelines and spell-checking programs	University of Warwick
Organizing targeted training sessions on the inclusive use of language and images to different stakeholders of the institution (communication managers, leaders, administrative staff, general staff...)	

LIST OF ACTIONS

Objective 1.6. Promote interdisciplinary gender networks/links within and among RPOs

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Creating interdepartmental network structures such as for example, a virtual (online) forum to discuss gender equality issues among RPO staff members	
Creating a Gender Equality Agents network	

Objective 1.7. Review the institution (representation, structures, culture...) from a gender perspective

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Integrating and analysing questions about gender equality issues in internal questionnaires about staff satisfaction at work or working atmosphere	Kemijski Inštitut
Gathering gender disaggregated data regularly, quantitative and qualitative. Analysing these data in a dedicated Report so as to monitor gender and diversity in the organization	Alma Mater Studiorum - Università Di Bologna Mondragon Unibertsitatea Kemijski Inštitut

Objective 1.8. Adopt strategies to encourage accountability at all levels for the implementation and institutionalization of the GEP in the RPO/institution

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Including Gender Equality as a core issue in formal documents: policy, communication, marketing,...for internal and external stakeholders	
Formally requesting consideration of the gender perspective in the planning of university activities, when applicable	Mondragon Unibertsitatea
Planning university activities from a gender perspective	Mondragon Unibertsitatea
Including the Gender Equality Report and the relative Gender Equality Plan - with quantitative and qualitative data - in the Programming cycle of top decision making bodies/Governance	
Integrating Gender Equality policies and processes in the Quality System Management	Özyeğin Üniversitesi

Objective 1.9. Ensure all stakeholders are aware and have easy access to the information about the gender equality policy and GEP implementation

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Communicating the institutional gender balance policy adopted to reach gender balance in all Governing, top decision making Bodies and Managing roles	
Designing, implementing and evaluating a communication campaign/process to enhance visibility and support to the change effort in the RPO	
Communicating the RPO's gender equality policies and providing newly-hired staff memberswith online and/or hard copies (e.g. hard copies at induction, a dedicated website, etc.)	
Providing online and/or hard copies of gender equality and diversity policies to internal and external staff	Özyeğin Üniversitesi
Developing a communication plan that includes all stakeholders to communicate the initiatives linked to the gender equality and diversity policy of the institution	

Objective 1.10. Engage students as stakeholders in gender equality institutional process

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Encouraging students' organizations to get involve in particular activities to develop the understanding of equality and diversity among the students	
Recognition given to student feminist groups, by offering them options to participate in relevant discussions, meetings, committees to present their views...	
Providing resources for student unions and groups to organize awareness raising events for the student population	
Requiring students who are members of governing bodies to attend gender equality training	

KEY AREA 2: Recruitment, career progression and retention

Objective 2.1. Ensure that every person involved in the recruitment process is aware of gender-issues, discrimination and stereotypes

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Developing gender awareness initiatives, briefings or guidelines for recruitment and appointment of Recruitment Committee or panel members	
Organizing a workshop to enhance transparency about the selection/promotion process and the criteria for promotion	
Training the members of selection and promotion committees regarding gender bias, inclusive recruitment and promotion procedures	Mondragon University

Objective 2.2. Promote gender inclusive and bias free recruitment, career progression, retention and evaluation policy in the institution

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Requiring a justification for single-gender presence in the different recruitment phases	
Creating a Gender Balance Committee with the aim to eliminate gender bias from the recruitment process	
Promoting gender balance in all Recruitment Committees with the aim of reaching a 40-60 balance	
Developing and communicating a guide on biases that might affect recruitment, evaluation and promotion committees	
Including gender balance as a criterion, every other conditions being equal, for selection, promotion and research funding allocation	Mondragon Unibertsitatea
Taking maternity, paternity and parental leave periods into consideration when assessing and evaluating Research output for recruitment and promotion decisions	Alma Mater Studiorum – Università Di Bologna Mondragon Unibertsitatea

LIST OF ACTIONS

Objective 2.3. Understand more deeply the multiple gender bias that happen in the recruitment, career progression and retention processes

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Reviewing the recruitment and promotion process for identification of potential gender bias	University of Warwick
Developing an exit questionnaire for staff in order to help the understanding of reasons for leaving the organization from a gender perspective	Özyeğin Üniversitesi
Analysing the eligibility criteria for grant applications, to identify the sources of possible bias and to prevent discrimination	
Reviewing recruitment/promotion criteria to include not only metrics but other aspects as well, as for ex. team working, effective collaboration, mentoring/empowering of colleagues and collegiality	
Analysing and reporting regularly internally and externally data comparison about pay and benefits	

Objective 2.4. Ensure all women in the institution are empowered from a gender perspective

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Enhancing visibility of female role models (for representation, chairing meetings, keynote speaking at a conference, sharing career good practices, communicating and disseminating role models for women, etc.)	
Initiatives that raise awareness of women's contribution to research	Alma Mater Studiorum – Università Di Bologna ISEG
Organising empowering activities for early career researchers and offering them training to increase their leadership skills.	
Launching induction and/or mentoring initiatives for newly hired faculty member to gain valuable insight from a small group of senior faculty members	
Mentoring and empowerment courses to improve visibility, self-confidence, negotiating and leadership skills, particularly dedicated to the underrepresented gender	Alma Mater Studio-rum – Università Di Bologna ISEG

Objective 2.5. Promote initiatives to support the career progression of the underrepresented gender in high and top positions

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Creating a Gender Balance Committee with the aim to monitor women's career progression and attract female scientists	
Reviewing career progression criteria to avoid cases in which employment status of the underrepresented gender is considered a barrier for career progression. e.g. fixed-term positions, part-time contract or career breaks – common characteristic of women's career paths	
Encouraging women to participate in management positions (e.g. through seminars, lettlers, mentoring, individual meetings...)	
Providing training and advice to women in STEMM to apply and write funding aplications	Kemijski Inštitut

Objective 2.6. Ensure a gender aware internal evaluation system

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Promoting rewards and incentive systems for gender equality and diversity efforts and results (such as, e.g. collegiality, PLOTINA prize, etc)	
Developing a collegiality indicator	

Objective 2.7. Ensure a wide pool of diverse applicants is reached in all vacant positions

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Implementing a wide communication policy for vacant positions, inside and outside	Kemijski Inštitut
Inclusive writing of job profiles in order to encourage/attract a diverse pool of candidates	
Creating a Handbook for Academic Hiring and Search Committee, to provide guidance on every phase of the search and hiring process in order to ensure fair and consistently applied practices	
Developing guidelines on how to write Letters of Recommendation - Helpful both to experienced faculty letter writers concerned about writing fair letters, and to new letter-writers who value some guidance in the process	

KEY AREA 3: Work and personal life integration

Objective 3.1. Develop a corresponsible working culture

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Reviewing the work and personal life integration measures that exist in the organization, analysing the use women and men make of them, how measures could be improved and what other needs workers might have to improve or propose new measures	ISEG Mondragon Unibertsitatea Kemijski Inštitut
Scheduling work-meetings only within core hours	
Developing initiatives to encourage men to take parental leave	ISEG
Understanding and developing ways to address long working hours culture	

Objective 3.2. Ensure availability of structured supports for work and personal life integration

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Creating an information and advice resource (e.g. desk) for the integration of work with the family and personal life	Kemijski Inštitut Özyeğin Üniversitesi
Availability of structured support inside the organisation for staff with caring responsibilties	Alma Mater Studiorum – Universita Di Bologna University of Warwick
Providing flexible working times arrangement options, from part-time to remote working	
Providing career breaks options	
Supporting women and men coming back to work from parental leaves, from reduced work load to work times	University of Warwick

LIST OF ACTIONS

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Implementing ICT-based systems to enhance flexibility	
Providing specific measures and support for both members of dual career couples	
Budgeting for temporary replacement of employees that have requested parental leave (e.g. maternity cover)	
Creating lactation rooms/spaces within the organization (for both staff and student use)	University of Warwick
Developing feasibility plans for the creation of new welfare services, ex. contract arrangements with service suppliers from family care duties and house chores to summer camp organization, to child-care in case of conference or congress	University of Warwick

Objective 3.3. Enable individuals on parental leave to have an easier return to work

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Providing institutional funding to support re-establishing research programs after parental leave (e.g. providing teaching relief support for new parents)	University of Warwick
Formal process in place for contacts and communication with women and men during parental leaves	Mondragon Unibertsitatea

KEY AREA 4: Researchers and research: gender equality and sex and gender perspective

Objective 4.1. Promote diversity in research management

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Monitoring of all Research data disaggregated by gender: funding allocation, publications submission, excellence evaluation, patent applications,....	
Ensuring diverse needs of individuals in research teams are considered	
Ensuring research teams are gender balanced when possible	
Ensuring transparency in all Research funding allocation phases	
Raising awareness and enhancing visibility of female researchers as role models in local community events	

Objective 4.2. Advance towards a gender inclusive/aware research excellency

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Developing, communicating and implementating standards for the incorporation of sex and gender analysis into basic and applied sciences	
Assessing Gender Equality Impact as part of the research excellence standards	
Requiring gender equality and diversity competence as part of research excellence standards	
Rethinking excellence and developing an inclusive definition of excellence	
Giving Interdisciplinary Research groups the same status as all other one-discipline research structures	
Developing networks of multidisciplinary research groups interested in gender and diversity in internal funding applications/grants/projects where relevant	

Objective 4.3. Promote the inclusion of the sex and gender dimension in research content

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Requesting sex and gender variables in Research planning, activity and results	
Considering all genders for language and images in Research material and production	
Dissagregating research data (data used in for example, academic articles, reports...) by sex and/or gender where relevant	
Requiring all applicants for funding to consider sex and gender in their research design where relevant	
Requiring calls for application to include sex and gender where relevant	
Promoting incentives (e.g. additional marks for the evaluation, requiring it in the evaluation criteria, etc) to encourage researchers including the gender dimension in their research	Özyeğin Üniversitesi
Enhancing visibility of the gender dimension in research	ISEG Alma Mater Studiorum – Università Di Bologna

Objective 4.4. Raising awareness and training researchers on integrating the sex and gender dimension in research content

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Organising seminars to overcome unconscious bias in assessing excellence, in staff performance review/appraisal	
Organising empowering seminars for female researchers linked to issues such as research funding, leadership in research groups, etc.	
Organising internal training workshops on the use of sex and gender analysis methods in Research	Alma Mater Studiorum – Universita Di Bologna
Organising seminars to raise awareness/educate the importance of the introduction of sex and gender variable in research	Kemijski Inštitut ISEG
Organising a Summer School: "How to be a peer reviewer"	University of Warwick

KEY AREA 5: Integration of sex and gender dimension in teaching curricula

Objective 5.1. Promoting the integration of a sex and gender perspective in teaching curricula

ACTION	SELECTED AS GOOD PRACTICE BY PLOTINA RPO PARTNER
Providing staff with Guides and Workshops on integration of equality and diversity in curriculum design, learning activities and/or program of study, as a teaching and learning support	Mondragon Unibertsitatea
Development of introductory and advanced courses for all disciplines on sex and gender variables in research	University of Warwick
Developing initiatives to raise awareness about the importance of integrating the gender dimension in teaching curricula	
Providing students with specific courses relevant to sex/ gender in their study curricula	ISEG Mondragon Unibertsitatea Özyeğin Üniversitesi Alma Mater Studiorum – Università Di Bologna

CASE STUDIES

The Research Performing Organizations (RPO) members of the PLOTINA Consortium developed and performed some research and teaching case studies, as examples of the integration of the gender dimension into the design, evaluation and implementation of research and teaching, to enhance its quality and relevance, fostering excellence and the social value of innovations.

The PLOTINA case studies cover different disciplinary fields, nevertheless they all aim at the integration of the sex and gender dimensions in research or teaching and they represent an additional inspiration and practical giudes in this direction. The term 'gender dimension' was developed within the European Commission and means integrating sex and/or gender variables and analysis into research. According to Gendered Innovations (European Commission, 2013b), 'sex' refers to the basic biological characteristics of females and males and 'gender' refers to cultural attitudes that shape 'feminine' and 'masculine' behaviours, products, technologies, environments and knowledge.

The objective of reporting these preliminary research works, case studies and critical analyses of adopted positive actions (e.g. teaching) is to provide examples and different methods to favour a non-neutral inclusive and sustainable approach, perfectly in line with the Responsible Research and Innovation (RRI) future scenario.

Choice and liking for fat-rich foods: are there gender-related differences?

Different attitudes, between females and males towards fat-rich products, were investigated in Italian consumers by Alma Mater Studiorum – Università di Bologna, to define if and to what extent the preference for fat rich products is influenced by gender.

CONCLUSION: While females choose fat-rich meat products in response to their emotional status, this choice is positively related with age in male consumers and negatively with health interest and neophobia (fear of the new or unfamiliar).

Beef meat sexing by lipidomics: an alternative approach against food fraud

Alma Mater Studiorum – Università di Bologna characterized the lipid matter of ground beef meat prepared with both male and female beef meat, and used a chemiometric approach for the identification of new possible lipid biomarkers of meat authenticity as related to the sex of animal.

CONCLUSION: This preliminary study suggests that the chemiometric approach applied to lipidomics could be a useful tool for identifying the origin and authenticity of ground meat as related to the sex of animal.

Measuring gender inequality at university using an Index. The case of the University of Bologna

This case study applied the University Gender Inequality Index (UGII) to the University of Bologna (UNIBO) during the 2015–2018 period to investigate if and how gender balance has changed.

CONCLUSION: UGII showed that UNIBO has an overall male advantage equal to 15.7 % of the theoretical maximum and an overall female advantage of 2.6 %; the sum of the two advantages, being the summary UGII, indicates overall disparity of 18.3 % of the maximum possible.

Developing a postgraduate level online module on gender and research

University of Warwick developed a module (unit/course) for postgraduate students, researchers and interested undergraduate students to provide training in understanding the importance of integrating sex/gender analysis into research.

CONCLUSION: Students in STEM seem to be particularly resistant to the idea that the institutions and cultures of scientific research are not objective.

The influence of gender on the design of drills and the influence of their design and communication on the construction of gender roles

Mondragon University analysed the influence of gender on the response to different designs of hand tools as well as the influence of the design and communication of hand tools on the development of gender roles. An aim of the project was to integrate sex and gender variables in tool-design methodology.

CONCLUSION: It was concluded that companies approach the female market by using stereotypical codes instead of taking into account the real needs and preferences of women.

CASE STUDIES

Dyadic adjustment of newlyweds over times

Özyeğin University examined the changes in the dyadic adjustment of newlyweds over time, and the associated individual and relational factors in a sample from Turkey. Marriage is a fairly universal cultural phenomenon in Turkey and the first years are considered a risky period.

CONCLUSION: Analysis of changes that take place as newlyweds adjust to the change in situation showed that time is the main determining factor for some changes (positive or negative), such as depression, anxiety, and stress, whereas sex was more determining for some others, such as difficulties in emotion regulation.

Climate change mitigation: gender aspects

Kemijski Inštitut aimed to investigate the validity of the claim that climate change affects women and men differently especially in more developed countries, via an Internet survey, asking the respondents about their behaviours and attitudes to climate change and its mitigation.

CONCLUSION: The results showed a low correlation of gender with some household activities and transportation, but there are some still- remaining traditional roles of gender that influence how climate change affects men and women.

Mapping gender in research: the case of Portugal

Lisbon School of Economics and Management – Universidade de Lisboa – mapped, by gender, the research in all scientific domains in Portugal during the last decade, with the aim of identifying, among other things, the real contribution of women in science and if necessary to provide data to challenge some myths about it.

CONCLUSION: Focusing on gender, the research managed to characterize in detail and for the first time in Portugal the research done by gender.

2020
Jan 27-28
BOLOGNA
Italy

PLOTINA FINAL CONFERENCE

Regendering Science. For an inclusive research environment

OBJECTIVES

The PLOTINA Final Conference "ReGendering Science. For an inclusive research environment", will be an international conference, the final event of the H2020 Project “PLOTINA. Promoting gender balance and inclusion in research, innovation and training”.

This conference aims at presenting the project outcomes and at discussing with academics, RPO key actors, and invited speakers about gender equality in research and in research performing organizations.

During the conference, plenary sessions will be combined with parallel sessions, thus offering multiple opportunities for participants to share experiences, case-studies and best practices in both large and more specialised groups.

The plenary sessions will be led by people responsible for different tasks of the PLOTINA project, as well as by specialists and personalities in the field of gender equality. Parallel sessions will give attendees the opportunity to attend presentations and discussions focused on more specific topics in the following domains:

1. **Structural and cultural change: gender equality plans and efforts**
2. The inclusion of the sex/gender variables in research
3. **The inclusion of the sex/gender variables and of gender equality issues in teaching curricula**
4. **Measuring gender equality in organisations: indicators and monitoring tools**

1. STRUCTURAL AND CULTURAL CHANGE: GENDER EQUALITY PLANS AND EFFORTS

Gender equality efforts have intensified worldwide across different sectors including the higher education and research sectors. These efforts include practices and processes that have contributed to structural and cultural change in many organisations, however, data shows that there remains work to be done in most if not all institutions and cultures.

The PLOTINA Final Conference will give visibility to different initiatives that have taken place in various European research performing organisations in this regard, and will address (among other issues): the challenges faced by female scholars in progressing in their careers; ways to reduce gender inequality including with the rapid development of new technologies and the Internet; and the experiences and results obtained in other European projects.

2. THE INCLUSION OF THE SEX/GENDER VARIABLES IN RESEARCH

As the European Institute for Gender Equality (EIGE) warned, "sex and gender are fundamental determinants of the organisation of life and society, recognising and taking these differences into account is paramount in the creation of scientific knowledge. Nevertheless, much research is still gender-blind or gender-biased". This remains particularly true in STEMM disciplines. Although some specific fields have acknowledged the higher quality of research results stemming from the consideration of the sex and gender variables, much work is still needed to be undertaken.

The PLOTINA commitment to the integration of sex and gender in research will be evident and visible in the Final Conference in addition to institutional actions to change cultures. The second parallel session is fully devoted to the inclusion of sex/gender variables in research by PLOTINA and other RPOs as well as single researchers, will have the chance to present and discuss their own case studies. It is articulated in six disciplinary parallel sub-sessions:

2.1 Mainstreaming diversities in agro-food research
2.2 Gender in social sciences and humanities
2.3 Economics, business and finance
2.4 Design and engineering
2.5 Gender-inclusive material sciences and engineering
2.6 Gender and (mental) health

3. THE INCLUSION OF SEX/GENDER VARIABLE AND OF GENDER EQUALITY ISSUES IN TEACHING CURRICULA

Increasing students' awareness of gender equality and diversity management issues is crucial to fostering cultural change within society. Female and male students are frequently unaware of the persisting gender discriminations and unequal opportunities for men and women in the labour market. According to the third mission of Research Performing Organizations (RPOs) and Universities, PLOTINA has acknowledged as paramount making future generations aware of policies and culture-change drivers aimed at addressing and overcoming gender inequalities in the work-place and in societies more broadly.

The PLOTINA Final Conference will include experiences in the field of physical education teachers, a pedagogical tool aiming to enhance gender mainstreaming in teaching and content in higher education and the outcome of a multi-year workshop about gender, cul- ture and society in Sociology of Culture and Communication.

4. MEASURING GENDER EQUALITY IN ORGANISATIONS: INDICATORS AND MONITORING TOOLS

The use of gender reports and indicators are pivotal to the visualisation of any vertical or horizontal segregation, and any glass ceiling effects within Research Performing Organizations (RPOs) such as universities. The data collection underlying the drafting of gender reports allows the institutional situation to be assessed in terms of gender distribution. Monitoring whether and how this situation changes over time in light of actions undertaken by the organisation is important to indicate whether gender inequality is being addressed effectively or not.

The contributions that will be heard at the final conference in this field will address topics such as the evolution of female representation in civil engineering teaching and research in Slovenia, the proposal of a harmonised and integrated European GEP System, and the potential and gender research driver challenges in Italy.

PROGRAM

27th of JANUARY 2020

9:00-13:30 **Plenary session**

Aula Magna, Viale Giuseppe Fanin 44-46

9:00-9:15 *Registration and welcome*

9:15-9:45 *Institutional Greetings*

Giovanni Molari (Director of the Department of Agricultural and Food Sciences, University of Bologna, Italy)
Chiara Elefante (Vice Rector for Human Resources, University of Bologna, Italy)
Alice Corradi (Head of the Personnel Division, University of Bologna, Italy)

9:45-10:00 *Introduction to the Conference. Framework of the event and agenda presentation*

Tullia Gallina Toschi (PLOTINA Coordinator, University of Bologna)

10:00-11:00 Keynote speech: *Gender, Research, Europe: New Perspectives for Collaborative Work*

Rosi Braidotti (Utrecht University, Netherlands)

11:00-11:15 *Coffee Break*

11:15-11:45 *H2020 – Gender in the SwafS programme: achievements and best practices*

Federica Roffi (Deputy Head of Unit - Spreading excellence & widening participation; Science with and for Society, Research Executive Area)

11:45-12:15 *Gender in Horizon Europe*

Mina Stareva (Head of Sector- Gender, DG Research and Innovation at European Commission)

12:15-12:45 *PLOTINA Project: an overview*

Tullia Gallina Toschi (PLOTINA Coordinator, University of Bologna, Italy)

12:45-13:15 *PLOTINA as a navigator for gender equality. The Formative Toolkit and the Gender Audit*

Maria Mantini Satta (Centro Studi Progetto Donna & Diversity Management, Italy)
Beatriz Arrizabalaga (Elhuyar, Spain)

13:15-13:30 *Q&A Session*

13:30-14:30 *Lunch break*

14:30-18:30 **Parallel sessions**

Parallel Session 1 *Structural and Cultural Change: Gender Equality Plans And Efforts*

Aula Magna, Viale Giuseppe Fanin 44-46

Chairs: Tullia Gallina Toschi and Charikleia Tzanakou

14:30-16:20

Tullia Gallina Toschi (University of Bologna, Italy) & Charikleia Tzanakou (Warwick University/ Oxford Brookes University, United Kingdom), *Introduction to the session*
Maria Nadia Postorino (University of Bologna, Italy), *Enhancing gender equality in STEM research Institutions: some experiences across Europe*
Charikleia Tzanakou (Warwick University/ Oxford Brookes University, United Kingdom), Kate Clayton-Hathway & Anne Laure Humbert (Oxford Brookes University, UK), *GEARING-Roles: OBU experience with co-creative techniques in participatory gender audits*
Eileen Drew (Trinity Centre for Gender Equality and Leadership, University of Dublin, Ireland), *SAGE: Meeting the Challenges and Providing the Winning Strategies for Structural Change in RPOs*
Ilaria Di Tullio (National Research Council-CNR, Italy), *Pilot experiences in implementing GEPs: the R&I PEERS project*
Donia Lasinger & Elisabeth Nagl (Vienna Science and Technology Fund-WWTF, Austria), *Best practice mapping for RFOs*
Manex Urruzola (Elhuyar, Spain), *Dissemination of PLOTINA and its Gender Equality Plans*

16.20-16.45 *Coffee Break*

16:45-18:30

Cristina Solera (University of Turin/ Collegio San Carlo, Italy), Massimiliano Coda Zabetta (University of Bordeaux) & Aldo Geuna (University of Turin), *Gender Bias in Academic Promotions in Italy after the Berlinguer's and Gelmini's reforms*
Jennifer Dahmen-Adkins & Astrid Schulz (Institute of Sociology, RWTH Aachen University, Germany), *Sexual Harassment and Gender-Based Violence – a Neglected Topic in GEP Implementation Projects*
Paolo Mora (Rizzoli Orthopaedic Institute/University of Bologna, Italy), Chiara Cretella (University of Bologna, Italy), Daniela Di Nicolantonio (Rizzoli Orthopaedic Institute, Italy), Sabrina Colombari (Local Health Authority, Bologna, Italy) & Luisa Capasso (Sant'Orsola University Hospital, Italy), *Preventing and contrasting harassment and gender discrimination at work (POSTER)*
Colleen Cuddy (Fielding Graduate University, Santa Barbara, CA/Stanford University, School of Medicine, Stanford, CA, USA), *Gender Bias Training in Academic STEMM*
Linda Serra (Work Wide Women, Italy), *Diversity@Work Videogame*
Susi Poli (UCL Institute of Education, United Kingdom), *Do women feel to be fully entitled as leaders in higher education or do they still feel to be the Others in the sector?*
Brankica Todorovic (School of Economics Uzice, Serbia), *Sources of power in the modern economy as incentives to reduce gender inequality*

Parallel Session 2 *The inclusion of the sex/gender variables in research*: "Mainstreaming diversities in agro-food research"

Aula Guarnieri, Viale Giuseppe Fanin 44

Chairs: Sara Spinelli and Matteo Vittuari

14:30-16:20

Sara Spinelli (University of Florence, Italy) & Matteo Vittuari (University of Bologna, Italy), *Introduction to the session*

Sara Spinelli (University of Florence, Italy) & Tullia Gallina Toschi (University of Bologna, Italy), *Gender differences in food preferences and perception*

Matteo Masotti (University of Bologna, Italy), Nataljia Bogdanov (University of Belgrade), Francesca Di Stradis & Matteo Vittuari (University of Bologna, Italy), *Competing goals in food preferences: a comparative analysis of student's choices in Bologna and Belgrade*

Maria Lisa Clodoveo (University of Bari, Italy), *The emerging discipline of precision cooking: a suitable tool for the precision nutrition*

Matilde Tura, Sara Barbieri, Stefano Lugli, Brunella Morandi, Stefano Tartarini, Lorenzo Bergonzoni & Tullia Gallina Toschi (University of Bologna, Italy), *Gender variable in liking on three different new varieties of cherries. Is it applicable?*

Julia Sick, Sara Spinelli, Caterina Dinnella & Erminio Monteleone (University of Florence), *Gender differences in preadolescent's selection of emojis to express emotions elicited by foods*

16.20-16.45 *Coffee Break*

16:45-18:30

Vladimiro Cardenia (University of Turin, Italy), Alessia Casella, Maria Teresa Rodriguez-Estrada & Tullia Gallina Toschi (University of Bologna, Italy), *Identification of new possible lipid biomarkers for beef meat authenticity as related to the sex of animal*

Edoardo Desiderio, Fabio De Menna & Matteo Vittuari (University of Bologna, Italy), *A systematic literature review of social life cycle assessment tools applied to agriculture and food*

Lyudmyla Symochko (Uzhhorod National University, Ukraine), *Diversity in research on Food security and risks assessment for human health in Ukraine*

Laura Garcia-Herrero, Laura Patricia Brenes-Peralta & Matteo Vittuari (University of Bologna, Italy), *Holistic methodological framework for the assessment of non-conventional water resources*

Dario Mercatante, Tullia Gallina Toschi & Maria Teresa Rodriguez-Estrada (University of Bologna, Italy), *Inclusion of the sex/gender variables in sensory analysis of meat products: state-of-art (POSTER)*

Parallel Session 2 *The inclusion of the sex/gender variables in research*: "Gender and (mental) health"

Aula 2, Viale Giuseppe Fanin 46

Chairs: Iris Tatjana Graef-Calliess & Ilaria Tarricone

14:30-16:20

Iris Tatjana Graef-Calliess (Department of general psychiatry and psychotherapy, KRH Psychiatry Wunstorf, Germany) & Ilaria Tarricone (University of Bologna, Italy), *Introduction to the session*

Sarah Tosato (University of Verona, Italy), *Gender differences in severe mental disorders*

Giuseppina La Face (University of Bologna, Italy), *Women in music: the case of the Italian Opera*

Annagiulia Gramenzi (University of Bologna, Italy), *Women in the history of health*

Iris Tatjana Graef-Calliess (Department of general psychiatry and psychotherapy, KRH Psychiatry Wunstorf, Germany) & Vanessa Rößner-Ruff (Wahrendorff Clinic, Germany), *"Gender-specific" depression? Results of a study to Gender-specific expressions of depressive symptoms and effect of individual-related factors*

Anna Rita Atti, Diana De Ronchi, Speciani M. (University of Bologna, Italy) & Fabio Panariello (Local Health Authority of Bologna, Italy), *Help seeking for Mental Health in a gendered-based perspective*

Parallel Session 3 *The inclusion of the sex/gender variables and of gender equality issues in teaching curricula*

Aula 7, Viale Giuseppe Fanin 46

Chairs: Francesca Crivellaro & Elena Luppi

14:30-16:20

Francesca Crivellaro & Elena Luppi (University of Bologna, Italy), *Introduction to the session*

Vincenzo Bochicchio, Manuela Stranges (University of Calabria, Italy) & Cristiano Scandurra (University of Naples Fedreico II), *Pathways and effects of gender pressure on academic/vocational choices: The role of schools and educational settings*

Monica Parri (University of Bologna, Italy), *Best Practice in Physical Education for gender equity*

Gaia Peruzzi, Vittoria Bernardini & Raffaele Lombardi (La Sapienza University of Rome, Italy), *Narrating gender cultures, creating social change. The sociological experience of the experimental workshop Genere, cultura, società of Sapienza University of Rome*

Claudia Paganoni, *Popular Education and Feminism in the Bachilleratos Populares of Buenos Aires*

Anna Isaksson, John Lindgren & Pernilla Nilsson (Halmstad University, Sweden), *G-CoRe: A pedagogical tool for gender mainstreaming in higher education*

PROGRAM

28th of JANUARY 2020

9:30-13:20 **Parallel sessions**

Parallel Session 2 *The inclusion of the sex/gender variables in research*: "Gender in social sciences and humanities"

Aula Guarnieri, Viale Giuseppe Fanin 44

Chairs: Angela Balzano & Rita Monticelli

9:30-11:20

Rita Monticelli (University of Bologna, Italy), *Introduction to the session*
Angela Balzano (University of Bologna, Italy), *Posthumanism or transhumanism? Gender and science as marker of divergence*
Chloé Locatelli (King's College London, United Kingdom), *Theorising "Artificial" Femininities in Sex-Tech: Previous Postulations and Future Directions*
Elisa Bosisio (University of Milan, Italy), *Gender-Based and Queer Contributions in Rethinking HIV. A Political Challenge through Immunology, Public Health and Feminist Science Fiction*
Sara Puccinelli (University of Pisa, Italy), *Behind the Call for an International Commercial Surrogacy Ban: the Indian case*
Chiara Xausa (University of Bologna, Italy), *Integrating an intersectional climate justice perspective in the dominant discourses of climate change: the climate change novel from the Global South*

11:20-11:30 *Coffee Break*

11:30-13:20

Marta Panighel & Marta D'ambrosio (University of Genoa), *Intersectionality as a Useful Perspective in Social Sciences Analysis. The Italian Feminist Case*
Debora A. Sarnelli (University of Salerno, Italy), *Gender and displacement in Jean Rhys's Wide Sargasso Sea*
Judith Crews, *Forced gender and social roles in the reading of mythos – and learning to re-read ambiguity*
Maria Rosaria Pellizzari (University of Salerno, Italy), *The history of Italian women between conciliation of times and welfare policies: from the Second World War to the present*
Stefania Lorenzini (University of Bologna, Italy), *Brief history of an institutionalized discrimination: women's football in Italy between exclusions words of hatred and new achievements*
Emma Capulli (University of Insubria, Italy), *Surrogacy in Latin America (POSTER)*

Parallel Session 2 *The inclusion of the sex/gender variables in research*: "Economics, Business and Finance"

Aula 2, Viale Giuseppe Fanin 46

Chairs: Daniela Bolzani & Elsa Fontainha

9:30-11:20

Daniela Bolzani (Università Cattolica del Sacro Cuore) & Elsa Fontainha (Lisbon School of Economics & Management-Universidade de Lisboa, Portugal), *Introduction to the session*
Barbara Engels (German Economic Institute, Germany), *Why aren't there more women in start-ups? – An empirical analysis among teenagers*
Marco Corsino, Francesco Barbini, Paola Giuri & Laura Toschi (University of Bologna, Italy), *Job positions in entrepreneurial founding teams. The role of gender*
Vincenzo Buttice & Cristina Rossi-Lamastra (Politecnico di Milano School of Management, Italy), *Gender and crowdfunding: How role congruity affect the attraction of local and distant backers*
Daniela Bolzani (Università Cattolica del Sacro Cuore, Italy), Francesca Crivellaro & Rosa Grimaldi (University of Bologna, Italy), *Leaving the floor to the 'invisibles'. Barriers and resources for highly-skilled migrant women with a STEM background in Italy*

11:20-11:30 *Coffee Break*

11:30-13:20

Romi Hartarto (Heriot-Watt University, United Kingdom), *Women's Bargaining Power and Children's Nutritional Status: Evidence from Indonesia*
Antonia Patrizia Iannuzzi (University of Bari, Italy) & Giuliana Birindelli (University of Chieti-Pescara "G. D'annunzio"), *Gender diversity in banks: Evidence from a new framework of analysis*
Cristina Rossi-Lamastra, Raffaele Mancuso (Politecnico di Milano School of Management, Italy) & Paola Rovelli (Free University of Bozen), *The Consequences of Gender Stereotypes on Women Operating In Business Contexts*
Elsa Fontainha (Lisbon School of Economics & Management- Universidade de Lisboa, Portugal), *Research in Economics, Business and Finance and Gender: a Bibliometric Analysis*
Nevila Mehmetaj (University of Shkodra Luigj Gurakuqi, Albania), *The Decision- Making Power of Women. Case Study Municipalities Women Councilors, North Albania (POSTER)*

Parallel Session 2 *The inclusion of the sex/gender variables in research*: "Gender-inclusive material sciences and engineering"

Aula 3, Viale Giuseppe Fanin 44

Chairs: Ilaria Braschi & Marta Klanjšek Gunde

9:30-11:20

Ilaria Braschi (University of Bologna) & Marta Klanjšek Gunde (National Institute of Chemistry, Slovenia), *Introduction to the session*
Lena Trojer (Blekinge Institute of Technology, Karlshamn, Sweden), *Feminist Technoscience - trying transformations*
Geo Paul, Enrico Boccaleri, Leonardo Marchese (University of Eastern Piedmont, Italy) & Ilaria Braschi (University of Bologna, Italy), *On the pursuit of gender balance in European cement industries: A bibliometric study using Scopus database*
Giulia Masi, Stefania Manzi & Maria Chiara Bignozzi (University of Bologna, Italy), *Gender balance in alkali activated materials/geopolymers research*
Edmond Hoxa (Polytechnic University of Tirana, Albania), *Gender equality in engineering scientific research and academic life. Case study*
Nada Kraševec (National Institute of Chemistry, Slovenia), *Fungal infections and Sex/Gender of fungi, hosts and researchers*

11:20-11:30 *Coffee Break*

11:30-12:30

Kaja Rems & Uroš Novak (National Institute of Chemistry, Slovenia), *Influence of gender on behaviour change and product acceptance in the upcoming zero-waste economy*
Raffaella Ferraioli, Paola Scarfato & Loredana Incarnato (University of Salerno), *Gender perspective in the plastic recycling field*
Giorgio Gatti, Federico Begni, Chiara Bisio, Geo Paul & Leonardo Marchese (University of Eastern Piedmont, Italy), *On the Toluene adsorption on hyper cross-linked polymers (POSTER)*
Giorgio Gatti, Maurizio Cossi, Leonardo Marchese, Lorenzo Tei (University of Eastern Piedmont, Italy), Enzo Mangano & Stefano Brandani (University of Edimburgh, United Kingdom), *A porous Carbon from recycled Polystyrene for CO2 adsorption and sequestration (POSTER)*
Discussion

Parallel Session 2 *The inclusion of the sex/gender variables in research*: "Design and Engineering"

Aula 3, Viale Giuseppe Fanin 44

Chairs: Alessandra Bonoli & Arantxa Gonzalez De Heredia Lopez De Sabando

12:30-13:20

Alessandra Bonoli (University of Bologna, Italy) & Arantxa Gonzalez De Heredia Lopez De Sabando (Mondragon University), *Introduction to the session*
Brigitte Ratzer (Office for Gendercompetence -TU Wien, Austria), *Designing Robots – Changing Gender Stereotypes, Challenging Norms*
Cristina Rossi-Lamastra, Andrea Ciaramella, Alessandra Migliore, Chiara Tagliaro (Politecnico di Milano, Italy), *Workplace management and gender: a literature review and a research agenda*
Alessandra Bonoli (University of Bologna, Italy), *Gender perspective in Environmental Sustainability and Urban Resilience*

Parallel Session 4 *Measuring gender equality in organisations: indicators and monitoring tools*

Aula 7, Viale Giuseppe Fanin 46

Chairs: Benedetta Siboni, Klaus Schuch, Maria Schwarz-Woelzl & Giovanna Galizzi

9:30-11:20

Benedetta Siboni (University of Bologna), Klaus Schuch (Centre for Social Innovation, Austria), Maria Schwarz-Woelzl (PLOTINA Advisory Board), Giovanna Galizzi (University of Bergamo), *Introduction to the session*
Barbara Vodopivec (Slovenian Academy of Sciences and Arts, Slovenia), *Exploring Women Representation in Civil Engineering Teaching and Research in Slovenia. A Historical Perspective*
Maria Gabriella Baldarelli (University of Bologna, Italy), *Accounting potential and gender research drivers: challenges in Italy (POSTER)*
Mara Del Baldo (University of Urbino, Italy), *Editorial leadership of academic journals: a question of gender imbalance?*
Rosy Musumeci (University of Turin, Italy), *Gender and Scientific Careers in the Italian Academia: the Case of the University of Turin between Progresses, Persistences and Emerging Criticalities*

11:20-11:30 *Coffee Break*

11:30-12:30

Rita Bencivenga (Trinity College Dublin, the University of Dublin, Ireland), *Towards a European GEP System (EGEPS): a strategy to measure and promote gender equality*
Chiara Oppi, Caterina Cavicchi & Emidia Vagnoni (University of Ferrara), *A journey toward the gender report: lessons learnt*
Silvana Badaloni & Lorenza Perini (University of Padova, Italy), *Measuring the power of women in academia through gender equality indicators*
Nela Šalamon (Centre for Social Innovation in Vienna, Austria), *Virtues and deficiencies of positivist elements in the evaluation of GEPs*
Discussion

13:20-14:15 *Lunch Break*

PROGRAM

14:15-17:30 **Plenary session**

Aula Magna, Viale Giuseppe Fanin 44-46

14:15-14:30 *Institutional Greetings*

Antonino Rotolo (Vice Rector for Research, University of Bologna, Italy)

14:30-15:00 *PLOTINA as a navigator for gender equality. From Gender Equality Plans to The Library of Actions*

Alison Rodger (University of Warwick /Macquarie University, Australia)
Charikleia Tzanakou (University of Warwick/Oxford Brookes University, United Kingdom)
Christina Efthymiadou (University of Warwick, United Kingdom)

15:00-15:30 *PLOTINA as a navigator for gender equality. Indicators and Visualization Tool for monitoring the change process*

Nela Šalamon (Centre for Social Innovation, Austria)

15:30-16:00 *Guidelines For Gender Reports In Universities*

Nadia Pisanti (University of Pisa, Italy)

16:00-16:15 *Coffee Break*

16:15-17:15 *Beyond PLOTINA: What to do next? Roundtable with the members of the PLOTINA Advisory Board*

Alexandra Bitusikova (Matej Bel University in Banska Bystrica, Slovakia)
Rosa Amorevole (President of the Santo Stefano District, Municipality of Bologna, Italy)
Anna Isaksson (WITEC SE and Halmstad University, Sweden)

17:15-17:30 *Conference conclusion*

Tullia Gallina Toschi (PLOTINA Coordinator, Università Di Bologna)

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"Despite the efforts undertaken in Europe, gender inequality is still a widespread phenomenon in Academia and in Research; cultural barriers, disciplinary stereotypes and structural constraints are acknowledged determinants of the imbalance. Gender inequality (in particular in STEM disciplines) and the lack of integration of sex/gender variables in research and teaching can lead to a waste of talents and negatively affect the excellence of an institution.

In the medium to long term, the tools (audit tool, self-monitoring system, Library of Actions, Good Practice Guide, Case studies) provided by PLOTINA will be disseminated, with the aim of contributing to the achievement of the European Research Area (ERA) objectives on gender equality, in particular by increasing the number of female researchers, improving their career progression and mobility, thus contributing to research intensity and effectiveness by enhancing diversity of research teams and establishing working cultures that enable individuals to contribute optimally."

Tullia Gallina Toschi, PLOTINA project general coordinator

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