



Promoting gender balance and inclusion in research, innovation and training

PLOTINA

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Deliverable 5.4

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List of Abbreviations

RPO	Research Performing Organisation
GEP	Gender Equality Plan
GAT	Gender Assessment Team
DoA	Description of Action
ISEG	Lisbon School of Economics & Management
MU-HUHEZI	Mondragon University – Human and Education Sciences
MU-GEP	Mondragon University – Faculty of Engineering
NIC	The National Institute of Chemistry
ÖzU	Özyeğin University
UNIBO	University of Bologna
Warwick	University of Warwick
D5.1	Deliverable 5.1 of the PLOTINA project / A Catalogue of Core Indicators to assess the Progress of RPOs in terms of implementation of GEPs
D5.3	Deliverable 5.3 of the PLOTINA project / Interim Evaluation Report
D5.4	Deliverable 5.4 of the PLOTINA project / Final Evaluation Report

1 Executive Summary

The overall objective of **PLOTINA: Promoting Gender Balance and Inclusion in Research, Innovation and Training** is to enable the development, implementation and assessment of *self-tailored* Gender Equality Plans (GEPs) in Research Performing Organizations (RPOs) with innovative and sustainable strategies. Against the catalogue of core indicators (D5.1) and the synthesis of audit reports (D5.2), D5.4 represents the final evaluation of the project's outputs and the outcomes of the GEPs implemented during the project's duration. For this purpose, the Centre for Social Innovation analysed and accordingly summarised relevant qualitative and quantitative data which were then in a second step assessed by three external, and subcontracted peer reviewers, anonymous to the RPOs. The peer reviewers' assessment relates to the i) implementation process, ii) changes in terms of relevance, iii) changes in terms of effectiveness, iv) changes in terms of sustainability, and finally, v) to the overall progress in the five key areas. It is delivered as an assessment on a 5-point Likert scale from poor (1) to excellent (5); including a thorough descriptive justification of the assessment.

Contrary to expectation, the performance of indicators across RPOs and key areas often does not reflect the distribution of time and resources devoted to the implementation of measures in the same key area. While on the one hand, the indicators as a purely-positivist, solely data-relying monitoring instrument exhibit desirable properties for the purpose of an objective evaluation, their short vs long-term usage display different idiosyncrasies that need be considered. While in the long-term tracking the same set of indicators over a longer period of time can provide a basis not only for the evaluation of gender equality policies, but also serve as a diagnosis-tool and enable the timely identification of unintentional changes in gender equality regardless of the reasons. In the short-term the latter can neither capture (nor estimate) the impact of certain measures. While such indicators are nevertheless indispensable, with regard to evaluation in this context, the synergies between external and (RPO internal) experts are equally substantial, especially in the beginning phase of setting up a GEP.

The materials and outputs produced during the project's duration were perceived as exhibiting a well-informed, scientific and argumentative approach to the subject and were deemed "excellent" in guiding "outsiders" through the whole process of steps necessary before and during the implementation of GEPs. Some underlying concepts were criticised, however a closer look reveals that a certain degree of obscurity surrounds the terms of gender, sex, gender identity and sexual orientation, often leading to their (misleading) synonymous use.

With regard to the peer reviewers' recommendations, no thematic clusters could be identified. Due to the different starting positions of the RPOs and varying circumstances within, the individual recommendations need to be contextualised and understood against each RPO's specific background for a meaningful interpretation. One recommendation with regard to the sustainability of actions emerges across all RPOs and key areas - the peer reviewers independently of each other highlight the importance of the dedication of (permanent) budgetary resources for the sustainability of the results achieved and the structures established through the PLOTINA project. This reflects the most often reported challenge by the implementing RPOs with regard to the sustainability of the implemented measures - the interplay between budgetary and time resources.

2 Introduction to the PLOTINA assessment approach of GEPs

The objective of **PLOTINA - Promoting Gender Balance and Inclusion in Research, Innovation and Training** is to enable the development, implementation and assessment of self-tailored Gender Equality Plans (GEPs) at Research Performing Organizations (RPOs) with innovative and sustainable strategies. The results of this intervention were a set of modular and adaptable resources for other research organizations at the starting stage in the setting up of GEPs; the resources consist of Gender Equality Tools, a Gender Equality Library of Actions, research and teaching case studies and Good Practices. Strongly aligned with the European Research Area (ERA) objectives on gender equality, PLOTINA thus contributes to increase the number of female researchers, promotes their careers and integrates the gender dimension into the design, implementation and evaluation of research to enhance its quality and relevance and to foster excellence and the social value of innovations.

The progress made by the PLOTINA RPOs and possible resulting impact, in terms of governance of gender equality policies, strategies and processes, gender equality in recruitment, career progression and pay, work and personal life integration, and gender/sex variable insertion in research activities and teaching curricula throughout the duration of the project was assessed in two iterations.

The “Monitoring and Evaluation WP5” had the following main tasks:

- Establishment of a catalogue of core indicators (D5.1)
- Designing, programming and implementing a self-assessment monitoring data-management system online (MS8)
- Synthesis of the audit reports (D5.2)
- Interim evaluation report and collaborative formative event (D5.3)
- **Final evaluation report (D5.4)**

The PLOTINA RPOs represent a wide range of different kinds of institutions in six countries: Italy, Portugal, Slovenia, Spain, UK and Turkey. Three of the seven RPOs are public universities, one RPO is a private university, another one is a public research institute, and two RPOs are research cooperatives. The varying organisational structures and national legislative frameworks which constitute the background for dealing with gender equality topics in the RPOs, possible existing RPOs’ gender equality policies as well as summary of the data findings in the course of the audits are presented here for each RPO.

The GEPs assessed are implemented by the following RPOs (in alphabetical order):

1. Lisbon School of Economics & Management / **ISEG**
2. Mondragon University – Human and Educational Sciences / **MU-HUHEZI**
3. Mondragon University – Faculty of Engineering / **MU-GEP**
4. The National Institute of Chemistry / **NIC**
5. Özyeğin University / **ÖzU**
6. University of Bologna / **UNIBO**
7. University of Warwick / **Warwick**

3 Final Evaluation Report - About Deliverable 5.4

This deliverable summarizes the progress made throughout the whole process of GEPs implementation and subsequent resulting insights. It represents the final evaluation of the outputs, outcomes and possible impact of the GEPs implemented and also of the outputs of the project itself, taking into consideration the progress made from the baseline assessment (T0) until the final assessment (T2).

The data collection for the report refers to five Key Areas that reflect the most critical areas for Gender Equality in Research and Academia:

1. **The governance bodies, key actors and decision-makers:** *Promoting gender equality in the institutional culture, processes and practices.*
2. **Recruitment, retention and career progress:** *Promoting processes to favour and support gender-sensitive recruitment, career and appointments.*
3. **Work and personal life integration:** *Promoting the integration of work with family and personal life from a co-responsible perspective.*
4. **Researchers and research:** *Promoting inclusiveness in research- management and the inclusion of the gender perspective in research processes.*
5. **Integration of gender and sex dimension in teaching curricula**

3.1 The monitoring process

The objective of the monitoring is to assess the qualitative and quantitative data on gender equality from the beginning of the GEPs' implementation until the end of the project (the implementation continues beyond the end of the project), against the catalogue of core indicators (D5.1) and the synthesis of audit reports (D5.2).

The **evaluation methodology** was designed in five phases and started with the public announcement of the call for application of external peer reviewers in December 2017. It ended with the compilation of the comparative report of the final evaluations (D5.4; the document at hand) in January 2019.

The five phases of the evaluation in detail:

1. To guarantee impartial assessment of the progress made by the RPOs, and on the basis of their recognized role in setting up Gender Equality Plans or their scientific expertise in gender equality, **three external gender experts were subcontracted** by P7 (ZSI) from countries different from those represented in the PLOTINA Consortium. The main responsibilities of the peer reviewers were to guide RPOs in revision of their GEPs twice – first for the interim evaluation and one year later, to revisit the implementation process and evaluate it anew as a whole. A half day (virtual) capacity building workshop with the three peer reviewers was conducted in **May 2018** in order to provide them with a deeper understanding of PLOTINA's aims, objectives and methodology as well as a better insight into the context of the PLOTINA's monitoring and evaluation activities. The workshop aimed further, to fine-tune the workflows, to specify the structure of the reports and the evaluation instruments and to establish a smooth communication flow.
2. On the basis of the synthesis of the Audit reports, as well as of the monitoring activities related to the implemented measures, as periodically conducted by the partners Elhuyar and Progetto Donna (qualitative data) and of the quantitative data collected through the monitoring data-management system (quantitative data), the ZSI conducted a **descriptive analysis of the implemented measures**

(qualitative data) and the **performance of both the core and selected indicators** (quantitative data) per RPO in **July 2018**.

- The qualitative data (= measures implemented by RPOs) covers the period from the start of the implementation of the measures until June 2018. The GEPs theoretically started in April/ May 2017, but each measure has its own timeline; hence a common starting date can't be indicated.
- The quantitative data (=performance of indicators) covers the calendar year 2017. Due to the data provision of the data warehouses in some RPOs, it was not possible to synchronize the period of quantitative data with the period of the qualitative data.

During the data description process, close cooperation with the RPOs was required, in order to clarify possible misinterpretations of data and to guarantee a correct interpretation and portrayal. Before submitting the RPO specific reports to the peer reviewers, the RPOs had the opportunity to give feedback to the presentation of their institutional data.

3. During August and September 2018, each external **peer reviewer** conducted the **assessment** of two respectively of three GEPs in close cooperation with the ZSI. In October 2018, on the basis of the peer reviewers' assessment, ZSI carried out the **comparative report** and submitted the entire D5.3 after a feedback loop with the RPOs.
4. After allowing for a further year for the implementation of the measures, step 2 was repeated, i.e. the ZSI conducted a **descriptive analysis of the implemented measures** (qualitative data) and the **performance of both the core and selected indicators** (quantitative data) per RPO per **July 2019**. This time
 - The qualitative data (= measures implemented by RPOs) covers the period from the start of the implementation of the measures until **July 2019**.
 - The quantitative data (=performance of indicators) covers the calendar year 2018. As before, due to the data provision of the data warehouses in some RPOs and different data gathering cycles, it was not possible to synchronize the period of quantitative data with the period of the qualitative data.
5. During December 2019 and January 2020, each external **peer reviewer** conducted the **assessment** of two respectively of three GEPs in close cooperation with the ZSI. In January 2020, on the basis of the peer reviewers' assessment, the ZSI carried out the **comparative report** and submitted the entire D5.4 (the report at hand) after a feedback loop with the RPOs.

3.2 The intended purpose of Deliverable 5.4

Based on the audit findings (D5.2), which represent the baseline for the GEPs progress and the assessment of the GEPs by external gender expert in their role as peer reviewers, this deliverable aims

- to provide an overview of the progress in the implementation of the GEPs
- to provide each RPO with individual recommendations from an external viewpoint by independent peer reviewers, which supports learning from the outcomes and outputs for RPOs, and offers the opportunity to reshape the GEPs if needed,
- to reflect the monitoring and evaluation methodology (indicators and monitoring tool)
- to assess the project's outputs and outcomes

3.3 The structure of Deliverable 5.4

After an overview of the monitoring and evaluation described in section 3.1, D5.4 continues with the summative evaluation of the project's outputs. In section 4.1, an extensive reflection is undertaken of the indicators as part of the GEPs' evaluation methodology and the monitoring and visualization tool. In parts 4.2 and 4.3 the results of the feedback on the Library of Actions and Case Studies, as well as the Formative Toolkit are addressed. Section 4 concludes with more general aspects addressed during the evaluation process which were less specific to the project's outputs – underlying concepts, sustainability and general usability aspects are addressed in 4.4. Section 0 provides a short overview of the assessment of the GEPs and shortly addresses the (lack of) recommendations' pattern by the peer reviewers. Sections 6 to 12 consist of the individual final evaluation reports on the RPO level. Each report is structured in a short overall presentation of the RPO with focus on key data at the time of the audit reports. The measures are described along the core and selected indicators, per key area; for each measure a separate table contains information on the aims, the implementation process, resources, skills and incentives needed or used, information on challenges and coping strategies. Data related to lessons learned are included, whenever available. The performance of the indicators between T0 and T2 is then presented, followed by the respective peer reviewer's assessment, both on a 5-point Likert scale and by justifications of their assessment.

4 Summative evaluation

The evaluation of the project's outputs and outcomes places a special focus on learning, transferability, and up-scaling of gender equality and measures deemed appropriate in achieving it within RPOs. Contents with high potential in being implemented by further RPOs in their endeavours of institutional change are to be identified and through highlighting their virtues but also critically reflecting upon the shortcomings and the reasons behind them, other RPOs should be encouraged to properly put them to use and adapt them wherever possible. The results are based on observations and insights made through the project's total runtime from all Consortium members, results from internal workshops and working sessions; consultation with the external gender experts (assessing the GEPs as peer reviewers), as well as semi-structured interviews performed with one individual from each RPO **not directly involved in the project's activities**, as well as internal experts at ZSI (also not involved in the project's activities, who are either engaged as researchers in gender-pertinent subjects and/or are active in the design of learning materials). The RPOs in the Consortium recommended a colleague for this purpose, who was subsequently interviewed by the ZSI. The results are presented in the subsections. Mentioned here as it was not part of the outputs, the project coordinator's letter was specifically highlighted as an informative and motivational input, picking up the reader and appropriately introducing them to the materials – strengthening the sense of cohesion between project and its outputs.

4.1 Indicators and monitoring tool

At the time of the conception and preliminary definition of the indicators as part of the evaluation methodology (February 2016), none of the hitherto finalized or ongoing relevant EU-projects had directly or indirectly used indicators for assessing the progress of GEPs. Neither international initiatives, such as UNESCO's Women in Science policy field provided indications for GEP progress indicators, nor were a specific and plausible approach found in scientific journals (see D5.1) This means that their development and subsequent implementation in the PLOTINA evaluation methodology constitutes a pilot. From the recorded experience, not only the RPOs within the Consortium can draw lessons for the future, but also all future projects and RPOs – whether they're considering incorporating a similar approach to evaluation in their implementation of GEPs or simply establishing a set of RPO-specific indicators in order to generally monitor gender equality within their RPO.

The monitoring and evaluation concept defined indicators for five main dimensions (i.e. the **5 key areas**), based on a thematic clustering of issues pertaining to gender equality within an RPO's organisational framework, as established and referred to in all aspects of the PLOTINA project. These were:

1. The governance bodies, key actors and decision-makers
2. Recruitment, retention and career progress
3. Work and personal life integration
4. Researchers and research: gender equality and sex and gender perspective
5. Integration of gender and sex dimension in teaching curricula

The indicators were conceptually defined through close cooperation and feedback rounds by the whole Consortium and were later on developed (mathematically defined) by P7 (ZSI). Their implementation along the concept of *self-tailored* GEPs mandated a degree of flexibility to be facilitated, so a distinction between core and specific indicators was made – while the first group was to be assessed for all RPOs over the three recording points of time, the RPOs were free to choose which of the latter mentioned ones (*specific indicators*) they would (let) assess. Since the indicators were meant to complement the actions and measures to be carried out within each GEP, the selection of the indicators followed a close logic to the ones of the decisions of which actions would be reasonable. Relevant dimensions that led considerations were:

- The indicators' appropriateness to the organizational nature/type of the RPO. The Consortium was very diverse in this sense and the different organizational types represented were: public universities, different departments of a cooperatively owned and managed university, public research institution, private universities;
- The indicators' fitting to the organization's culture. Some RPOs had to do basic convincing work and lay out the ground as to why certain measures were necessary for the better integration of work and personal life of women researchers, establish basic institutional services against sexual harassment etc. Their efforts were often driven by one or two motivated but rather isolated individuals in terms of workload and responsibility, thus they estimated a rather large load of work had to be invested in cultural change. Other RPOs could rely on established networks of either feminist activists or specially established ombudsman/ombudsperson positions devoted to the promotion and safeguarding of a cultural understanding of inclusion and sensitivity towards different needs, or they reported that their organizational culture was grounded upon values of gender equality;
- Current standing in terms of gender equality and therefrom resulting subjective prioritization of certain measures over others. While some RPOs were absolute beginners in any sort of soft-policy instrument with regard to gender equality, others could showcase a long experience of steps or even programs in that direction – although none of them amounted to a specifically designed & implemented GEP, some basic milestones had been reached in the past, such that more specific actions could be implemented within the PLOTINA project;
- One important aspect which determined which indicators to assess, was the **availability of data and feasibility of altering data recording processes within the RPO** in order to have the necessary data for the calculation of the indicators. While in some RPOs with their (small) size and permeable hierarchies altering data recording processes constituted a minor communicative act, for others, the rather large ones, with de-centralized departments and possibly even geographically wide-spread within one city, this posed a major challenge. A further incident that had an effect on this process was the entry into application of the General Data Protection Regulation in May 2018. This either inhibited the availability of much data that had previously been provided by the RPOs, or altered their way of gathering and composition or it simply led to different data collection periods. In consequence, some indicators chosen during the assessment of the baseline (T0) or after the first iteration (T1), could not further be followed-up upon in T2.

In total, 40 indicators for the assessment of the RPOs' situation in terms of gender equality and in the *long term* the assessment of implementation of Gender Equality Plans were construed. Based on the

concept of equal representation of both sexes at all levels (40%-60%), they “punish” deviation from the allowed interval, such that a situation considered ideal has the extreme value 1, while a situation considered (too) far from ideal, has the value 0. Combined into one (weighted) composite value, the set of selected indicators constitutes an RPO’s individual gender equality index which displays the same properties in terms of numeric values.

On the one hand, the indicators as a purely-positivist, solely data-relying monitoring instrument exhibit desirable properties for the purpose of an objective evaluation. They are (within a given set of desirable effects) neutral, not prone to interpretational disputation or subjective bias of any kind. They guarantee comparability over time, the benchmarking of certain aspects (wherever this is deemed reasonable and desirable) and the possibility of automated monitoring (assuming infrastructure availability and the instalment of necessary data gathering practices). Furthermore, assuming the standardisation and streamlining of data gathering processes and the provision of sufficient resources for quality control and guaranteeing comparability over different assessment periods, the tracking the same set of indicators over a longer period of time can provide a basis not only for the evaluation of gender equality policies, but also serve as a diagnosis-tool and enable the timely identification of unintentional changes in gender equality that might have both structural and idiosyncratic reasons. Thus they contribute to reinforcing an RPO’s capability of dealing with such phenomena adequately. In this sense, they are indispensable in any evaluation approach. Feedback from the interviewees is consistent with this view and additionally highlights two additional **innovative aspects**: The fact that the document with the reasoning behind the indicators, their clear mathematical definition as well as the programming-code has been made available (as the goal was to explicitly enable RPOs to understand and alter them according to their needs), was perceived as a very positive element and substantial factor enabling their implementation - both due to the transparency as well as the flexibility factor. One interviewee expressed some reservation at the sight of “complex mathematical formulas”, however added that it would not present an inhibiting factor, as tasks such as the implementation and monitoring of GEPs are taken up by a team and one must assume that accordingly qualified staff must be made available along with the other necessary resources. Concerning the **data management, monitoring and visualisation tool** – the demonstration of the visualization of the selected set of indicators through the specially designed interface (<http://demo.plotina.zsi.at/>, username: zsi; password: demosfail) and its features of adjusting the weights and thresholds for each indicator, which in turn affects the composition of the index was perceived as very useful, intuitive and even fun to use as an instrument. The fact that it is **open source, free** and adaptable to the specific needs of each RPO was emphasized as an important aspect.

It needs be noted that the indicators’-monitoring **does not equal an impact assessment**. The impact of complex actions would be expected to occur temporally delayed as is the case with soft policy instruments. Furthermore, since the selection criteria for indicators depend on the feasibility of data collection, the impact of certain actions possibly cannot be captured by these means. Often preliminary stage actions are necessary for establishing the ability to act towards gender equality – however this ability itself is not directly related to gender equality and actions towards it thus remain seemingly void of impact.

In the *short-term*, numerous unexpected observations led to the contestation of suitability of the indicators with regard to their use as evaluation instrument for the GEPs implemented within the PLOTINA project. These pertain to two main themes: the indicators’ (lack of) causal interpretation and their incorporation of strict parity in all dimensions of their definition. The difficulties arising from strict parity at all steps would be best exemplified along the lines of one of the observations. One RPO defined

in their GEP to organize leadership and soft-skills courses in order to promote the careers of women – the courses were open to both men and women but extra effort was made to advertise to women, as they were usually underrepresented. By definition, the indicator punishes deviation from parity, also in the case of attendance according to sex. The courses, attended by a much higher share of women than men, were a substantial success within the RPO and received overwhelmingly positive feedback from all attendees – the indicator assessing this however results in a zero, the lowest value, due to the discrepancy in attendance according to sex. It is arguable, that in this specific case the strict parity-condition pits formal equality against the imparting of skills necessary to women’s career progression, as they are as a group more prone to certain realities that lead them to more or less willingly refrain from certain career paths in academia or lead to severe underrepresentation in whole economic sectors – bearing consequences not only for their personal lives and livelihoods but also potentially constituting opportunity-costs to the EEA in terms of unrealized economic and innovation potential. In this sense a sensible recommendation would be to revisit and fine-tune certain indicators that are considered too strict.

Regarding the indicators’ causal connection to the measures implemented, the obvious needs be stated – that these indicate a potential imbalance but lack ability to contextualize or interpret any data within a given context and are thus highly prone to idiosyncratic effects. For the specific set of RPOs the issues pertaining to this aspect were the impossibility to (conceptually or mathematically) integrate a certain tolerance for long career cycles in academia and the intrinsic “stickiness” of institutional frameworks and therewith associated (rather slow) change in e.g. the share of women in higher academic positions. From numerous examples in which the expected rise of an indicator’s value was met by a questionable fall in performance, the obvious insight that the reduction of a complex social reality – which is the background of the implementation of a GEP – to a however sophisticated quantitative measure, always erases the context that produced it and thus remains silent on the driving forces behind the phenomena. While always underlying the necessity of evidence based monitoring instruments for the purpose of evaluation, the necessarily contextualising and flexible element of evaluation, which is apprehensive for varying complexities and causal processes, possesses - besides foresight and thus the ability to issue recommendations – the capacity to innovate in a situation, in terms of fundamental and transformative recommendations with higher efficiency, rather than applying old methods and aiming for impact through the extrapolation of potentially inefficient methods. As one interviewee put it, “the synergy between external experts and internal (belonging to an RPO’s HR or similar department) constitutes a substantial drive for both the efficacy and efficiency” of a GEP’s implementation. While the external experts are distanced enough from the organisation and thus able to make an impartial judgement, the internal experts know the internal processes that necessarily need to be accounted for in the evaluation procedure and adequately addressed in future oriented recommendations.

Furthermore, in the specific case of the PLOTINA project, due to the various different organisational types and hierarchies and thus resulting (lack of) possibility to align the data reference periods with the ones of other RPOs or however, with the implementation-cycles of the measures of the GEP within the same RPO, an overlapping or shift between the performed actions and assessment of quantitative data was present at all times. The data assessment periods (T0, T1 and T2), which were originally strictly defined to **cover one calendar year** could not be respected by some RPOs due to strict and “sticky” data gathering cycles. Therefore, the strict condition was amended to one that would enable the task – as time-point of reference of a **cross-sectional assessment**. With regard to the implementation periods of the measures of the GEP, some RPOs decided to work based on academic years, while others chose to follow the calendar year. Wherever possible, the process was aligned with their possibility of data

assessment. It is arguable that in the long-run, the effect of the temporal shift or overlapping would be offset, as it would be captured in every iteration round. In the short-term however and with regard to the numerical results of the indicators, as they are depicted in the individual RPOs' reports, this effect is significant. For this and all of the above mentioned reasons and with close guidance and consultation with the external gender experts (in their role as peer reviewers of the GEPs), it is recommended not to consider the numerical results as an indicator of performance or the effectiveness of the GEPs, but rather as the (pilot) assessment of gender equality within each RPO respectively.

4.2 Library of Actions and Case Studies

The available materials were described as extensively detailed, with all relevant information an RPO or individual interested in the subject would need. Beyond that, the case studies provide impulse to consider additional aspects one wasn't aware of before. An aspect of the GEPs' implementation – the possibility that both an RPO as well as departments thereof can implement their own GEPs – was highlighted as particularly important, due to the often differing needs of departments according to their respective standing in terms of gender equality but also culture-wise, depending on hierarchies, organisational type and individuals involved. Feedback included that this aspect should be highlighted more, as it wasn't that clear. A further aspect immensely praised was the platform-character of the Library of Actions and the possibility to submit actions by future RPOs.

4.3 Formative Toolkit

The materials were perceived as exhibiting a **well-informed, scientific and argumentative approach to the subject** ("provides argumentation necessary when addressing senior management"), which along with the professionally produced video(s) makes an overall good and trustworthy impression. The formative toolkit's contents were described as "[e]xcellent, in as much as it guides you through the whole process. It's done the necessary groundwork for you". It was further noted that as proof of the materials' efficacy, extensively documented case studies with experiences could enhance trust in the project and the willingness to implement. In part, this is provided through the individual and detailed RPOs' reports in the document at hand, which will be made public. Two desirable elements were perceived as not being addressed prominently enough – the required resources and information as to "what the making of the GEP Team might look like" – addressing specific issues of seniority within institutions and the inclusion of staff of different seniority within the team; the necessary number of people; frequency of meetings. These aspects were perceived as missing compared to the frequency of reference to the resources and the GEP Team. One must add however, that such insights and advice are only available in a retrospective evaluation and thus could not have been addressed at an early stage.

The **five key areas and four steps** (towards implementation of the GEP) serve as a conceptual anchor throughout the whole project's web presence and produced content – they were reported to make it coherent and clear. The Lexicon was commented upon by all interviewees as being helpful, since words' meanings change over time and specific context, but also due to previous misconceptions. It has been explicitly stated that it constitutes one important output, especially being useful for someone "not from the area" (of social sciences).

The provision of **templates for the qualitative and quantitative gender audit** procedure were perceived as very helpful for starting with the process, organizing thoughts and processes and being overall useful, as the work would not have to begin from "scratch". Two of the interviewees explicitly

complemented the templates, one even thinking about linking the content to their teachings in organisational sociology – using the materials as teaching or diagnosis tools and engaging students in the conception of GEPs.

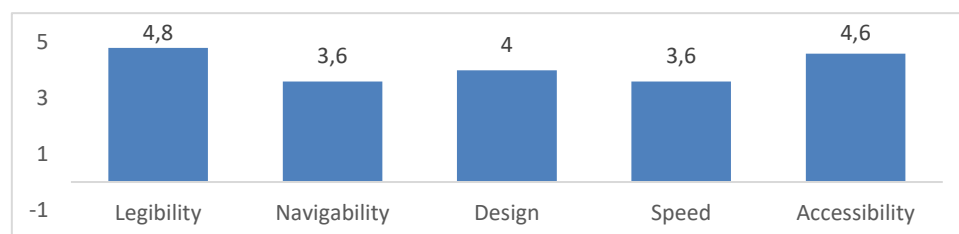
4.4 General aspects

The binary conception of GEPs was commented upon in multiple instances as was the wish expressed to incorporate elements of an intersectional approach, however it must be reminded that the Call financing the PLOTINA Project explicitly mentions women and female researchers. An extensive assessment of the underlying argumentation was discussed and co-assessed with one of the external gender experts and peer reviewers. The results yielded that generally, vast ambiguity persists surrounding the equation of **gender (social construct)** and **sex (biological sex)**. While such disagreement may be founded in some disputes which remain undecided, in the underlying cases it rather originates in the obscurity surrounding the term gender itself. While gender in the context of GEPs “refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women” (WHO; “Gender, women and health”), it is also increasingly attributed to one’s own personal sense of **gender identity**. Further (false, yet well intended) equation with the term of an individual’s **sexual identity** sufficiently explain the feedback received. The difficulties pertaining to the inclusion of **intersectional elements** (unavailability of data; legislation; the concept being suitable for analysis of multiple factor of oppression, however not for the realization of measures within the specific context of GEPs) were documented and commented upon extensively in the interim evaluation report (D 5.3).

Several interviewees addressed the issue of **sustainability** and mentioned that while “a lot of effort was obviously invested to put things in place” and the necessary tools are made available, the main difficulty would be to keep implementing beyond the project’s duration. In the same context it was mentioned that the “organizations need to at a later point re-evaluate the process begun, rather than go through the same process.” For that reason, sufficient incentive is necessary to establish “sustainability mechanisms” in order to guarantee the (necessary) long term process and solidify the results and improve the knowledge gained.

On a scale ranging across “poor” (1), “fair” (2), “good” (3), “very good” (4) and “excellent” (5), the following mean values resulted according the interviewed individuals concerning **usability** aspects.

Figure 1 Rating of usability aspects



Concerning **legibility** some minor spelling mistakes were visible, which were however perceived as “perfectly acceptable” assuming the international composition of the Consortium. **Navigability** was perceived as good, however due to the abundance of relevant materials, navigating back and forth was necessary. One of the interviewees reported that both for ease of usage as well as to have a compact

overview of the process, they would have wished a compact form of the GEP implementation process summary, e.g. a handbook or single pdf file – both print and digital. Half of the interviewees mentioned that they were indifferent to the overall **design** aspects, since they were more focused on the relevant content. While others rated it as very good, one assessed it as “not really elaborate”, adding however that they too were more concerned with the informative content. It was mentioned that the inclusion of more graphs, charts and tables and generally more visual presentation of the process would be more appealing to them. Two interviewees reported having problems with the website’s **speed**, they could not however tell for sure whether this was due to general connectivity issues or specific to plotina.eu. In terms of **accessibility**, the only issue mentioned was that accessing the website by smartphone was not very practicable – the interviewee however also added that one could not expect to perform the task of GEP design and planning through the aforementioned device.

Finally, some quantitative data regarding the visitations’ frequency of the project’s outputs, as presented on its website are presented:

Table 1 Visitations' frequency data

<i>Item</i>	<i>Number of visits</i>
<i>Project's website</i>	2890
<i>Formative Toolkit</i>	2065
<i>News and Events</i>	2040
<i>PLOTINA Library of Actions</i>	690
<i>PLOTINA Lexicon</i>	655
<i>Videos</i>	605
<i>GEP Monitoring Tool</i>	525
<i>Library of actions and toolkits</i>	406
<i>Case studies</i>	265
<i>Partners' previous actions</i>	107

As is evident in Table 1, the overall online presence of the project, the contents for designing and implementing a GEP made available online, as well as the dissemination activities were all **exceedingly well visited**. While the high numbers of visitations to the *Formative Toolkit*, the monitoring tool, *Lexicon* and *Library of actions* and case studies underscore a high interest in the materials produced, the high number of visitations to the *News and Events* section reflects the interest in the project’s general activities. The latter can be attributed to the constant effort invested in dissemination and the vivid presence on social media for this purpose, as well as the organisation of the PLOTINA Final Conference and broad dissemination of the pertinent Call for Papers.

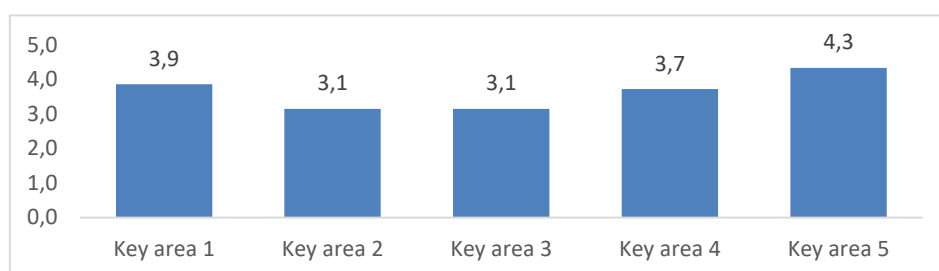
5 Overview of the assessment of the GEPs and recommendations by the peer reviewers

5.1 Peer reviewers' ratings of implementation processes and progresses

The peer reviewers assessed the i) implementation process, ii) changes in terms of relevance, iii) changes in terms of effectiveness, iv) changes in terms of sustainability, and finally, v) overall progress in the five key areas on a 5-point Likert scale ranging across “poor” (1), “fair” (2), “good” (3), “very good” (4) and “excellent” (5).

Analysing the ratings from the peer reviewers, the overall mean value is 3.6.

Graph 1 Means values of ratings per key area (1 – “poor” to 5 – “excellent”)



A relevant (critical) aspect of the assessment was that it was performed by three different peer reviewers. These did at the beginning of the process align their evaluation criteria, however there are indications that a subjective element persisted during the evaluation process. This was particularly visible in the case of the two RPOs, MU-HUHEZI and MU-GEP, that are two departments of the same university. These implemented the exact same GEP and reported the same outputs and potential impacts, were however rated by two different peer reviewers that resulted in very different assessments. While one of the RPOs has an overall assessment of 5, the other received 3,6¹.

5.2 Peer reviewers' main recommendations for the whole implementation period

An attempt was undertaken to identify possible clusters of key recommendations for the whole GEP implementation period. The recommendations were coded using the MAXQDA² software. This was followed by an analysis and systematic summarisation of the findings. However, due to the different starting positions, the differing national frameworks and organisational types of the RPOs, no common recommendation patterns can be recognised. Hence, each recommendation needs to be contextualised against the specific background of each individual RPO in order to be meaningfully and reasonably interpretable. The detailed recommendations can be found in the individual reports attached. However, one recommendation with regard to the sustainability of actions emerges across all RPOs and key areas

¹ For more details, see the individual reports and ratings of both RPOs.

² MAXQDA is a software supporting the analysis of qualitative data.

- the peer reviewers independently of each other highlight the importance of the dedication of (permanent) budgetary resources for the sustainability of the results achieved and the structures established through the PLOTINA project. This reflects the most often reported challenge by implementing RPOs' with regard to the sustainability of the implemented measures - the interplay between budgetary and time resources. While some RPOs managed to establish permanently funded positions for gender experts or to secure the financing of some of the measures beyond the PLOTINA project (many measures are still being implemented in 2020), others did not, rendering the future of the already initiated community building and established structures uncertain.

6 Lisbon School of Economics & Management / ISEG

The following description of the RPO is based on data gained at the time of the audit report and might have changed to some extent in the course of the GEP implementation.

Founded in 1911, **ISEG** Lisbon School of Economics & Management was the first school of economics and management to be established in Portugal. The school is part of the University of Lisbon [Universidade de Lisboa], the largest university of Portugal. **ISEG** is a **public** institution.

The school has over 4,500 students following six undergraduate programmes (Economics in Portuguese and English, Management in Portuguese and English, Finance in Portuguese and Applied Mathematics for Economics and Management in Portuguese), 19 masters and six doctoral programmes. **ISEG** boasts the highest percentage of PhD-holders in the country. There are also several executive training programmes. **ISEG** is a multicultural RPO in which over 15% of students have international backgrounds. This is also reflected in the international orientation of research activities and in classes.

ISEG values cultural diversity and promotes extracurricular activities including workshops, concerts, exhibitions, and community service, preparing the students for an ever-changing multicultural world. The motto of ISEG is: “Open minds for a better world”.

ISEG promotes “Research for Impact”, in adherence with UN Sustainable Development Goals SDGs (which includes SDG5: ‘Achieve gender equality and empower all women and girls’).

Women are presented in all fields of research (two thirds even as scientific decision-making body). The alumni of **ISEG** are high profile professionals working in top companies and having high positions in Governmental departments. The alumni network is the largest and most respected in the country.

The general numbers of students and academics through grades A-D are fairly gender balanced. Of all the academics 40% are women and 60% men (Table Table 2).

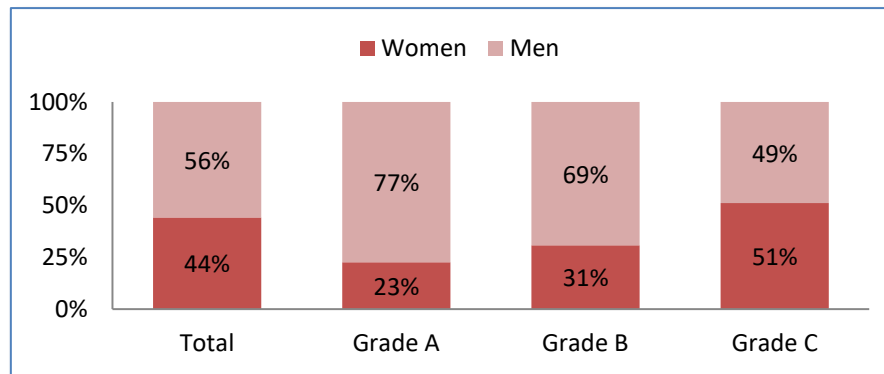
Table 2 Number of students and academics* by gender, ISEG (2016)

Students		Academics	
Women	Men	Women	Men
1927 (48%)	2097 (52%)	58 (40%)	87 (60%)

*Number of academics in the table above includes grades A, B, C and D

Of the academics through grades A-C, 44% are women and 56% men. Specifically Grade C women and men are equally represented by just one percentage point in favour of women, in Grade B the female share abruptly falls to 32% and in Grade A further to 23% (Figure 2).

Figure 2 Composition of academic positions by grade and gender in ISEG (2016)



Possible structural mechanisms for the uneven presence of both genders through the academic grades will try to be determined in key area 2.

National legislation

Article 13 of the Constitution of the Portuguese Republic states that: “No one may be privileged, favoured, prejudiced, deprived of any right or exempted from any duty for reasons of ancestry, sex, race, language, territory of origin, religion, political or ideological beliefs, education, economic situation, social circumstances or sexual orientation”.

Article 58 of the Constitution states: “Equal opportunities in the choice of profession or type of work, and the conditions needed to avoid the gender-based preclusion or limitation of access to any position, work or professional category”.

The 5th National plan for gender equality, Citizenship and Non-discrimination (2014-2017) includes a specific point for Education, Science and Culture. The National Strategy for Equality and Non-Discrimination 2018-2030 “Portugal + Equal” (ENIND), approved on March 8, 2018 indicates as one of the strategic goals as “Promoting gender balance in higher education and scientific and technological development”.

The Commission for Citizenship and gender equality CIG Commission for Citizenship and Gender Equality Presidency of the Council of Ministers [*Comissão para a Cidadania e Igualdade de Género*] is the governmental commission for gender equality <https://www.cig.gov.pt/>. CIG Coordinates the National Gender Equality Plans the current is for 2018-2030 (https://www.cig.gov.pt/wp-content/uploads/2018/07/Resol_Cons_-Ministros_61_2018.pdf). The Commission for Equality in Labour and Employment (CITE) [*Comissão para a Igualdade no Trabalho e no Emprego*] is the Portuguese gender equality national body that deals with gender equality and non-discrimination in the labour market http://cite.gov.pt/en/about_us.html. Among others, it protects maternity, paternity and adoption, and reconciliation of professional, personal and family life.

Gender policies

There are no explicit gender policies; ISEG ‘does not clearly define its gender equality, Diversity and Inclusion values in a framework that drives the organization to achieve its goals and objectives’.

It follows a Code of Conduct and Good Practices which says that: “(i) Any form of harassment; (ii) Discrimination on the basis of family ancestry or descent, gender, ethnicity, language, territory of origin,

religion, political or ideological beliefs, economic situation, social condition, physical condition or any other factors of a discriminatory nature. The audit report stated that:

- there is some awareness and commitment to gender issues but it is not specifically targeted in policies;
- there is a culture and tradition of equality in **ISEG**
- there is no formal policy for combatting sexual harassment.
- gender Equality, Diversity and Inclusion are highlighted in the image documentation;
- positive Action plan and Progress monitoring of Key performance indicators in gender equality does not exist;
- gender disaggregated data exists, but the information is not always analysed or taken in consideration
- trainings on gender biases are not embedded in regular global activities.

ISEG is member (since December 2018) of the iGEN Organizations for Gender Equality an entity promoted by CITE. ISEG also signed at the end of 2019 a formal agreement for mutual cooperation with CIG.

Table 3 Main conclusions as deduced by ISEG

STRENGTHS	CRITICAL POINTS
<ul style="list-style-type: none"> • The general legal framework is not an obstacle to the required changes. • There are some faculty members which are aware of the necessity of improving the gender balance in the institution. • Research and Teaching in gender issues exist. 	<ul style="list-style-type: none"> • Because gender equality is covered in the legislation there is no need of specific regulations. • Valuation of Universities is dominated by scientific metrics and financial performance. • Inclusion of gender in research and particular in teaching curricula is a slow process. • In some key areas information are needed which are however not gathered in a systematized way.

Source: based on Deliverable 2.3, p. 333

6.1 Key area 1 - The governance bodies, key actors and decision-makers

A key concept of PLOTINA is that governance bodies, key actors and decision makers have a crucial role in the successful implementation of any GEPs. Their level of awareness and knowledge on gender equality issues has a strong influence on gender equality policies, strategies and processes. Thus, WP5 will assess the existence of gender relevant policies and the gender compositions of governance bodies. (Source: D5.1)

CI.1.1. Representation in (main) governing body(ies), by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: The main *governing bodies* at **ISEG** were the Dean and the three Vice-Deans; the Scientific Board (President, and other members); the School Board (President, Vice President and other members) and the Pedagogic Board (President and other members). 30% of members of the governing bodies are women. The governing bodies are elected every four years based

on different lists and programs, and the composition follows the proportional d'Hondt method³, a formula that disproportionally favours those with many votes⁴. The main positions performed by women in the governing bodies are the President of Pedagogic Board (which is also one of the four Vice Presidents of ISEG) and, the Vice President of ISEG and the Vice-President of School Board.

The main *decision-making bodies* are: The Department Deans (4 Departments/Sections) and the Research Centre Directors (six Research Centres, merged in two consortiums). 40% of members of the decision-making bodies are women.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 4.

CI.1.2 Representation in (main) advisory body(s), by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: The advisory board included 15 members (the maximum being 17), all of them men, resulting in a female share of 0% at ISEG.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 4.

CI.1.3 Gender sensitive language and images in institutional documents

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: ISEG reported that it followed the legal framework of Portugal in order to address gender equality. However, no specific statements were given on gender sensitive language.

Measure started in 2017	Routine revision of any text, communication, images, from a gender equality and diversity standing point, use of language included, for inside and outside destination (1.1.1.)
Aim(s) & expected	<ul style="list-style-type: none"> To ensure a gender neutral use of language in all communications (written, image, oral) inside (ISEG) and/or outside destinations.

³ http://www.europarl.europa.eu/RegData/etudes/BRIE/2016/580901/EPRS_BRI%282016%29580901_EN.pdf

⁴ A mathematical formula used widely in proportional representation systems, although it leads to less proportional results than other systems for seat allocation such as the Hare-Niemeyer and Sainte-Laguë/Schepers Methods. Moreover, it tends to increase the advantage for the electoral lists gaining most votes to the detriment of those with fewer votes. It is, however, effective in facilitating majority formation and thus in securing parliamentary operability.

outcomes/impacts	<ul style="list-style-type: none"> • To improve the quality of communication and efficiency to all target populations (internal and external). • To assure the sustainability of long run effects - the routines introduced will last in the RPO after the end of PLOTINA. • Achievement: this action is partially achieved. Is not fully achieved because a specific guide (ISEG Guide) was not created so far.
Implementation Process	<p>By now, there is not (yet) a formal guide specific for the RPO. ISEG added a new and very important reference because it is also in use now: <i>Comunicação inclusiva no Secretariado-Geral do Conselho da União Europeia</i>. Based on this:</p> <ul style="list-style-type: none"> • As a first step, the guidelines about texts and images were collected and the institutional documents were adopted as a guide on gender considerations. Including following texts: <ul style="list-style-type: none"> ○ Abranches, G. (2009). <i>Guia para uma linguagem promotora da igualdade entre mulheres e homens na Administração Pública</i> [Guide to a language that promotes equality between women and men in Public Administration]. <i>Comissão para a Cidadania e Igualdade de Género. Presidência do Conselho de Ministros. Lisboa</i>. Available online: http://www.cmlousa.pt/_uploads/Igualdade% 20de% 20G% C3% A9nero/Documenta% C3% A7% C3% A3o/guia. pdf. ○ <i>Guia orientador para uma linguagem promotora da Igualdade de Género</i> (Ministério da Economia e do Emprego 2011) http://www.impic.pt/impic/assets/misc/img/informacao_institucional/igualdade_genero/GuiaOrientador_IgualdadeGenero-Out2011.pdf; <i>Manual de Imagem Igualitária</i> UBI Plotina team provides the Direction with a manual of gender-inclusive language. ○ <i>Comunicação inclusiva no Secretariado-Geral do Conselho da União Europeia</i> http://www.consilium.europa.eu/pt/documents-publications/publications/inclusive-comm-gsc/ • As a second step the presidency/direction of the RPO was approved as action line of GEP. This included the revision of all texts, communications and images, in order to ensure gender balance and diversity. The final document with the indications of gender-inclusive language will be followed in the communication within the RPO. • As a third step the documents (guidelines) were sent to communication departments and were adopted and applied in official written documents. • As a fourth step the guides were sent to research centres (they have autonomy and own status) and to the students' union. <ul style="list-style-type: none"> ○ How - written rules (guide), decision Dean/ president ISEG October 2017: "<i>Revision of all texts, communications and images, in order to ensure gender balance and diversity</i>" (quotation from the Dean /Presidency decision). ○ Who - direction, marketing and gender equality team / GET (mainly PLOTINA team)

Current status: decision signed; material prepared; to be done in the short run	
Resources, skills, incentives	<ul style="list-style-type: none"> Human (contacts, organization) and material resources (guides) A training session about the issues is being prepared with <i>Comissão para a Cidadania e Igualdade de Género</i> / CIG support, which is the official governmental commission for citizenship and gender equality.
Challenges & Coping	<p>However, there were challenges about the sources of information:</p> <ul style="list-style-type: none"> Lack of information about other documents adopted in other GEPs in Europe; Lack of a unique Portuguese official document including all communication materials. <p>There were also challenges concerning the implementation by the RPO:</p> <ul style="list-style-type: none"> Expected resistance to applied rules because "a/o" (female/male specific of Portuguese) makes the texts more complicated. Guide for image (<i>Manual de Imagem Igualitária</i>) available from one very small institution, not an official document; ongoing search from other countries. <p>The coping strategies included:</p> <ul style="list-style-type: none"> The application of the general rule (and law!). A fairer for all easy to use routine (some examples in ISEG research centres).
Outcomes and potential impact	<ul style="list-style-type: none"> Provision of inclusive language guidelines for all staff. Training courses provided by CIG or CITE are being prepared. The results depend on CITE and CIG availability. Impact expected in the long run effect because the routines introduced will last in the RPO after the end of PLOTINA, thus ensuring sustainability.

CI.1.4. Gender equality policy and structures

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At ISEG gender equality structures do not exist.

Measure started in 2018	Creation of a figure/role of gender and diversity coordinator that refers to top decision bodies (1.1.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> Creation of the Gender Equality, Diversity and Inclusion Commission (CIGDIN) in October 2017, which will work together with the presidency / direction as a consultancy / decision / recommendations body about all implementations of GEP. Until January 2020 PLOTINA works together with the presidency to propose the actions and measures. The actions and measures will be

	<p>presented, discussed, transformed (if needed) in the CIGDIN, voted and applied by the presidency with the operational support of PLOTINA.</p> <ul style="list-style-type: none"> • The improvement and acceleration of the GEP implementation process in ISEG. • Larger involvement of ISEG's community. • The main expected impact is linked to sustainability, meaning that the gender equality and Diversity Commission will last after January 2020. • Achievement: fully achieved.
Implementation Process	<ol style="list-style-type: none"> 1. Instead of the figure/role of gender equality and diversity coordinator the presidency / direction created in October 2017 the body: <ul style="list-style-type: none"> - Commission for gender equality and Diversity to be composed by academic staff, was created by a PLOTINA initiative. 2. The PLOTINA team leader contacted personally and individually a total of eight persons in order to join the Commission for gender equality and Diversity. 3. Seven faculties accepted to belong to Commission for gender equality and Diversity. The members are: from the four Departments of the RPO, Economics, Management, Social Sciences and Mathematics; five women and two men; one belongs to PLOTINA team; six do not; ages between 35 and 63 years old.
Resources, skills, incentives	<ul style="list-style-type: none"> • Human and material resources • Incentives scale being now in agreement (time allocated to the Commission is accounted for however not remunerated) • The PLOTINA consulting partners Elhuyar and Progetto Donna helped with the design of the GEP and provided material and examples from other universities in the European Research Area (ERA) that was a relevant support to build the CIGDIN.
Challenges & Coping	<ul style="list-style-type: none"> • Lack of available information about the process of implementation and the rules and statutes of the gender equality Commissions in Universities where GEPs were implemented in Europe. • The CIGDIN is the first Commission created to implement a GEP in a Portuguese university as far as it is known (only one very small and regional / local university institution had a GEP supported by a domestic project). • Resistance towards implementation is expected and the meetings of CIGDIN will discuss and decide about coping strategies. <p>Coping strategies will include:</p> <ul style="list-style-type: none"> • The clarification of the advantages of promoting gender balance and inclusion in research, innovation and training for students, teachers and researchers.

Outcomes and potential impact	<ul style="list-style-type: none"> • Participants in the gender equality and Diversity Commission: <ul style="list-style-type: none"> ◦ Seven (five women and two men) members of the four departments of ISEG; belonging to different faculty generations. • The gender equality, Diversity and Inclusion Commission (CIGDIN) works together with presidency/direction as a consultancy / decision / recommendations body about all implementation of GEP. • The first meeting of the CIGDIN was in 2018. The Minutes of the CIGDIN meeting were included in the dossier for AACSB accreditation – Gender equality and diversity and inclusion is evaluated by the AACSB agency. • Until January 2020 PLOTINA works together with the presidency to propose the actions and measures. The actions and measures will be presented, discussed, transformed (if needed) in the CIGDIN, voted and applied by the presidency with the operational support of PLOTINA. • After January 2020 the CIGDIN will receive additional resources to continue, develop and guarantee the sustainability of ISEG GEP. • Several measures are adopted and others are ongoing: <ul style="list-style-type: none"> ◦ Administrative and decision processes are very slow and with different levels of decision. ◦ The process of elections and the new governance bodies last for several months. <p>Overall, all goals are highly achieved.</p>
Lessons learned	<ul style="list-style-type: none"> • Showing the relevance for the RPO prestige, attractiveness and external evaluation and accreditation (for example, the Association to Advance Collegiate Schools of Business/ AACSB) of including gender equality and diversity in the core of the values of the institution to the governance bodies in the RPO. • Demonstrating of how PLOTINA goals match the goals, values and mission of <i>Universidade de Lisboa</i> and ISEG. <p>Failures included:</p> <ul style="list-style-type: none"> • Lack of documents about the rules and guidelines for a gender equality Commission. Not available online and/or from partners of regulations (<i>regulamentos</i>) of similar commissions. <p>Unexpected results included:</p> <ul style="list-style-type: none"> • Positive aspect: All invited persons (with one exception) accepted the invitation to be a member of the gender equality and Diversity Commission. Discussion of resources allocation and accountability of participation in commission. • Negative aspect: Slow process of decision making.

Measure started in 2018	Integration of the key figures of the institution (human resources staff, staff in the governing bodies, worker union representatives...) in the gender equality team (1.1.3.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To create a structure that will work towards gender equality in the institution where all the relevant figures take part. A proactive gender equality team with possibilities to directly implement the GEP. Achievement: partially, because CIGDIN is composed only by teachers and researchers. <p>The objectives have been reached through measure 1.1.2.</p>
Implementation process	<i>For more information on the implementation process / creation of the CIGDIN see measure 1.1.1.</i>
Resources, skills, incentives	Mainly human resources, they have not differed from the ones planned.
Challenges & Coping	<ul style="list-style-type: none"> Due to the involvement of different departments and services in the actions that are being implemented, a high coordination effort was necessary to conciliate different ways of doing things, various procedures and different habits. The coping strategy included using direct personal contacts and explaining the objectives of PLOTINA and the benefits for the RPO.
Outcomes and potential impact	<p>The aims are highly achieved, however:</p> <ul style="list-style-type: none"> The measures implemented and the ongoing work illustrate the outcomes (not reproduced here is the list because referred to in other points of this document). The changes in the governance bodies is a process that last for months (not finished yet) and the relevant persons to talk to for each measure also change across time. This decelerates the implementation of the measure.
Lessons learned	<ul style="list-style-type: none"> Working well and with enthusiasm! (Not just to make a tick in a nice list). Diversify and improve the connection within the RPO and outside it. To learn through failures and successes (own and from others). Updating information about what is being done in other gender equality Projects and plans. Collecting information for a better understanding of needs, attitudes and behaviour concerning gender equality and diversity. The academic work very frequently conflicts in agenda with the PLOTINA work. Knowing the plan of the deliveries and deadlines earlier will help to organize agendas.

Failures included:

- Difficulties to keep a regular work with outcomes in PLOTINA because of peaks of work in classes or research.

Unexpected results included:

- Positive aspect: Good contacts with ISEG community and voluntary contributions.
- Negative aspect: changes in the governance bodies imply changes in the contact and decision persons.

Measure started in 2018	Integration of gender equality as a core issue in the formal documents (policy, communication, marketing) addressing internal and external stakeholders (1.2.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To call attention to gender equality and gender gaps that exist but most of the time are 'invisible'. • Improvement of the awareness of the negative impact that the gender unbalanced way of working has in institutions in general, in science and in RPOs. • Achievement: because ISEG belongs to iGEN, and the actions within iGEN are evaluated/audited yearly and there is an annual program of activities of training and information, the achievement is partial (because indirect).
Implementation Process	<p>Identification of all the core documents and how they are produced and who participates in their production (inside the organisation and outside).</p> <p>The PLOTINA project was included in 3 reports published in ISEG: Departments of Economics, CESA Research Center and IPP think tank Institute.</p>
Resources, skills, incentives	A substantial effort (in terms of time, human resources, material resources) was necessary to include the issue in formal documents (when they existed) or creating new documents.
Challenges & Coping	<ul style="list-style-type: none"> • The resistance and challenges are mainly associated with the need of structural transformations in formal documents, campaigns, marketing etc.

	<ul style="list-style-type: none"> • It is dependent from the formal documents produced and the governance bodies' decisions (which vary across time) concerning the nature of the core documents public/confidential. • The integration in the annual report was problematic because of the resulting delay in publishing it.
Outcomes and potential impact	<ul style="list-style-type: none"> • As a member of iGEN, ISEG will be included in the annual report about gender equality in institutions. • The GEP and minutes from the meetings of CIGDIN were included in the documents for the AACSB accreditation institution – now ISEG is accredited by the AACSB, an accreditation allocated to only 5% of all Faculties of Management. The accreditation process was concluded successfully at the end of 2018. • The future of Gender equality policy is assured in the long run based on the RPO changes and also the external formal agreements.

Measure expected to start in late 2019	Include gender perspective in the planning of university activities (1.2.6.)
Implementation Process	<ul style="list-style-type: none"> • The RPO expects that through the membership in the iGEN Forum for gender equality, changes will occur that will advance the progress of this action. • Adoption of the SDG goals in the core strategy of ISEG for Teaching and Research (in 2019)
Resources, skills, incentives	Human Resources and Support from the different Governance Bodies.
Challenges & Coping	There are multiple levels and centres of decisions (Presidency, Scientific Council, Pedagogical Council, etc.). In some cases, the full agreement is not possible to attain.

SI.1.1. Ratification of the European Charter for Researchers

For a description of this indicator see D5.1 Catalogue of Core Indicators.

For this indicator there were specific measures applied, it was however not monitored in quantitative terms within this evaluation period.

Measure started in 2018	Formal request of consideration of a gender perspective in the planning of university activities, when applicable (1.2.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To improve the gender equality/inequality awareness of ISEG's community and gender mainstreaming within the institution. To develop gender balanced and inclusive RPO activities. Increase in the teaching and research quality and productivity. Increase the quality of work environment for women and men.
Implementation Process	<ol style="list-style-type: none"> First step was made (personal contact meeting) for signature of protocol (agreement of reciprocal collaboration) between ISEG and CIG the governmental commission for citizenship and gender equality / CIG. The same process is ongoing with the Ministry of Labour and Social Security. The protocols (agreements) includes training internships or support for doctoral theses or master's theses in CIG the hosting institution. The protocols will last after the end of PLOTINA. Meeting with the Commission for Equality in Labour and Employment / CITE is booked for the same goal as the one of the first step.
Resources, skills, incentives	Human resources and experts in GEP (support from PLOTINA partners [e.g. Elhuyar, PD, UNIBO] was received).
Challenges & Coping	<p>Challenges included:</p> <ul style="list-style-type: none"> Changing the procedures and routines of an institution is a challenge in itself, it needs more resources (human, time and expertise) than the ones PLOTINA-team planned. The lack of resources has been a resistance towards implementation. <p>Coping strategies included:</p> <ul style="list-style-type: none"> Raising awareness of main decision-makers that are responsible for organizing the services, by inviting them to a meeting and presenting them other examples from different RPO's, namely partners of the project, on how to organize activities from a gender perspective.

SI.1.2. Provision of gender disaggregated data in RPO's periodic report

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 4.

SI.1.3. Meetings for the implementation of a gender equality plan (GEP)

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2019	Plan of a 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 (1.2.5.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • Monitoring the GEP and the improvements of gender balance in the RPO. • Improvement of gender balance in research, innovation and training. • The increase of the excellence in research in the RPO. • A better environment to work for all the RPO-community.
Resources, skills, incentives	Resources in time and human resources.
Challenges & Coping	<ul style="list-style-type: none"> • Some groups of people are not interested in GEP because assume that GEP will not bring any benefit for the RPO. • Very time consuming and conflict with the other activities (with very negative impact on academic performance and consequent career progression). • The enlargement of the team to promote the meetings. • It is better to have small meetings (by groups) than general and very large meetings.
Outcomes and potential impact	Meetings of the CIGDIN assure the formal evaluation.

Measure started in 2019	Creation of a Gender Equality Agents Network (1.3.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • Increase the scope of the action and the impact associated. • Ensure the sustainability of the actions and the GEP itself. • Also the scale of the intervention can be larger and attain different segments of population.
Implementation Process	<p>Identification of the agents in each field (domestic and international).</p> <p>Several agents were considered here: key actors in the institutions, partners in Universidade de Lisboa, Sister Projects (GERI), women's'</p>

	<p>and feminist organizations, governmental organizations like Secretariat of State for gender balance, CITE and CIG. The network is first between persons and then between institutions.</p> <p>The transitioning from the personal level to the institutional sometimes is difficult (inertia of services, weight of routine, etc.)</p>
Resources, skills, incentives	<ul style="list-style-type: none"> • Human resources and many resources in time and skills (resilience and patience are two). • The main incentives are the mutual advantages - the network reinforces the GEP goals.
Challenges & Coping	<ul style="list-style-type: none"> • Sociability is not sufficient to build networks. The building of a network can last for months or years. However, it can disappear in one day. So network also need 'maintenance' efforts. • Persistence and insistence in the contacts and consolidation of actions.
Outcomes and potential impact	<p>ISEG is formal member since December 2018 of the Network iGEN organizations representing diverse and important sectors of the national economy (about 2% of the Portuguese GDP). The members of iGEN sign yearly a formal agreement, assuming the implementation of specific gender equality in their policies. Those measures are audited every year and published in an Annual Report (example of report: http://forumigen.cite.gov.pt/documentos/Relatorio_IGEN_2016_EN.pdf).</p> <p>Sustainability is expected since formal networks are involved, and some informal are expected to attain a formal character.</p>

SI.1.4. Gender equality guidelines or guiding principles

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 4.

SI.1.5. Awareness training on gender sensitive issues

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Encouragement to representatives of students organizations to contribute to developing understanding of equality and diversity among the students (1.3.3.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To contribute to a better awareness of gender issues and the need to promote gender equality in future. Improving gender balance culture for future generations.
Implementation Process	<ol style="list-style-type: none"> An empowerment session organized together with students' union was organized. Students are an essential component in the RPO community. They are interested in the RPO life and their future. One meeting was done with the student union president. Invitation to the PLOTINA initiatives. Several activities within a framework of gender equality, diversity and inclusion.
Resources, skills, incentives	Human resources.
Challenges & Coping	<p>Challenges included:</p> <ul style="list-style-type: none"> Students preferring to be 'independent' from teacher activities; volatility of some student organizations; annual elections. <p>Coping strategies included:</p> <ul style="list-style-type: none"> Regular contact, collaboration and incorporating ideas from students Contribution for GEP events with ideas and actions (by students). The dialog with students must be specific (specific interests, status of temporary stay, etc.) campaign in ISEG 'Violencia no Namoro' [against dating violence] from CIG. The President of Federação Académica de Lisboa is the former President of ISEG Students Union http://falisboa.pt/fal/institucional/orgaos
Outcomes and potential impact	The potential impact expected surrounds the immense effect students have and how it contributes in a very relevant way to cultural change. All key areas are directly or indirectly affected by this.

Measure started in 2017

Promotion of initiatives to favour a widespread gender competence at all levels of the organization with provision of training to staff, teachers and researchers (1.3.4.)

Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To favour the gender competence at all levels of the organization. • To integrate gender competent staff, teachers and researchers; gender equality culture inside the institution.
Implementation Process	<p>The initiatives for training must be provided by experts.</p> <p>The first step for the implementation was the negotiation of a contract with the public institution for gender equality, namely the governmental commission for citizenship and gender equality / CIG to co-organize actions.</p> <ul style="list-style-type: none"> • The meetings and contacts with CIG were at the beginning of 2018, a first version of a contract was sent in February for a traineeship period in gender documentation centre of CIG (currently waiting decision from the president and vice-president of CIG about the contract/agreement of cooperation ISEG-CIG). • There was a training course about Gender Audit in Institutions (firms, universities) promoted by IDEF/ISEG and certificated by ILO (International Labour Organization). • PLOTINA GEP process in ISEG was included as an example in two European Project Applications: one for studying the changes in structures and conflict involved with GEP implementation, the other about bias in research evaluation. Another application is ongoing. • A further meeting with the president of CIG was booked for August 2019 after with there is a signature at end of 2019 of a formal agreement for reciprocal cooperation.
Resources, skills, incentives	<p>Human resources (experts in gender issues; regular contact with CIG); probably if you are hiring a trainer also a budget. The trainings from CITE and CIG are arranged to be zero costs, as an agreement between two public institutions for exchanging services.</p>
Challenges & Coping	<p>Challenges included:</p> <ul style="list-style-type: none"> • Administrative difficulties, to create implement agreements between institutions, namely public institutions as is the case of ISEG and CIG. • The lack of a draft of agreements in order to adapt them in each situation. • The lack of experience of collaborative work and networking among departments and institutions even when the goals and visions are convergent. <p>Coping strategies included:</p> <ul style="list-style-type: none"> • Meeting with Secretary of State (Prime-Minister office) facilitates the development of protocols and regular cooperation between Institutions and PLOTINA. • Other entities are being contacted.

	<ul style="list-style-type: none"> • Good results and good practices will overcome possible obstacles.
Outcomes and potential impact	<p>Once the relevant trainings have been delivered, their impact can be considered to be long term, given the framework to apply them.</p> <p>Furthermore, there is an implicit awareness-raising as well as networking surplus in this measure/action.</p>

SI.1.6 Perception of gender equality in RPOs policies, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2019	Design, implement and evaluate a communication campaign/process that makes visible and gives value to the culture-climate change effort of the RPO (1.2.7.)
Aim(s) & expected outcomes/impacts	Make visible and valorise the culture-climate change effort of the RPO.
Implementation Process	<ul style="list-style-type: none"> • Until now, the implementation of this measure was stalled due to lack of resources. • Training session for communication campaigns under preparation. Expected launch at the end 2019/ beginning 2020.
Resources, skills, incentives	Human and material resources
Challenges & Coping	Level of participation given the different competing activities and campaigns.

ISEG's performance in quantitative terms in key area 1

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T2 are depicted in Table 4.

Table 4 ISEG's performance in quantitative terms in key area 1

Indicator	T0	T1	T2	Comments
CI.1.1. Representation in (main) governing body(ies), gender	0,77	0,8	0,73	Note that for the first time in the history of ISEG (108 years old), a woman was

				candidate for being the President /Dean of ISEG. She was elected by a large majority.
CI.1.2. Representation in (main) advisory body(ies), gender	0,4	0,4	0,75	
CI.1.3. Gender sensitive language and images in institutional documents	0,0	0,0	0	
CI.1.4. Gender equality policy and structures	0,0	1	1	The Commission for Equality and Diversity was created by Dean's decision in the last quarter of 2017. This is considered as one of the main structural changes that happened in the RPO and the Commission's composition is currently (2018) five women and two men.
SI.1.2. Provision of gender disaggregated data in RPO's periodic report	Not assessed	0,0	Not assessed	
SI.1.3. Meetings for the implementation of a gender equality plan (GEP)	Not assessed	0,42	0,16	Regular meetings with the Presidency and Administrator of ISEG.
SI.1.4. Gender equality guidelines or guiding principles	Not assessed	Not assessed	0,5	The guiding principles exist because of GEP, member of iGEN, signature of the SAGE Chart, adoption of SDGs inserted in ISEG strategy for education and research.

Peer Reviewer's assessment of key area 1

How do you assess the **implementation process** in this key area?

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

*Please justify your assessment and make references to **outputs** (what the implementation has produced compared to planned, both in qualitative and quantitative terms) and **outcomes** (the effects produced by the outputs on the targeted people).*

The status of the RPO at the time of the audit report was that there was no formal gender quality policy, but that the RPO follows Code of Conduct and Good practices which says that "(i) any form of harassment; (ii) discrimination on the basis of family ancestry or descent, gender, ethnicity, language, territory of origin, religion, political or ideological beliefs, economic situation, social condition, physical condition or any other factors of a discriminatory nature." There was an awareness of gender issues but no formality, including no formal policy for combating sexual harassment, no existence of trainings on gender biases, no use of gender disaggregated data, and no existing positive action plan

and progress monitoring of key performance indicators in gender equality. In general, the RPO reported a culture and tradition of equality, and referred to national legislation as a guide and therefore a reason for a lack of need of specific regulations.

In total eight measures were implemented. The implemented measures included:

Measure 1.1.1.: the adoption of institutional documents as a guide on gender considerations, including several texts in Portuguese, and the PLOTINA team provided direction with a manual on gender inclusive language. Also, the revision of texts, communications and images addressing and reflecting gender balance and diversity with a final document of indications of gender-inclusive language will follow. In addition, documents/guidelines were sent to communication departments and adopted and applied in official written documents, and guides were sent to research centres and students union with “how” and “who” instructions.

Measure 1.1.2: The Creation of the Gender Equality, Diversity and Inclusion Commission (CIGDIN⁵) in 2017, to work with the Presidency/Dean of the RPO as a consultancy/decision/recommendations body about implementation of GEP, composed of academic staff contacted directly by PLOTINA team leader. 8 people are included in total, 5 women and 3 men, from seven faculties. Until 2020 PLOTINA will work with the President and CIGDIN. Resources for CIGDIN will continue after 2020.

Measure 1.1.3: aim was to create a structure who will work towards gender equality in the institution where all relevant figures take part, aim was reached with implementation of measure 1.1.2.

Measure 1.2.2: Personal contact meeting for signature of protocol between ISEG and CIG, the governmental commission for citizenship and gender quality /CIG. Same process is ongoing with the Ministry of Labour and Social Security. The protocols/agreements include training internships or support for doctoral and master’s thesis in CIG, and protocols will last after PLOTINA. Also, a plan to meet with the Commission for Equality in Labour and Employment.

Measure: 1.2.5: The planned meetings make a better environment through consistency, accountability, and structure for the GEP.

Measure 1.3.2 – The creation of gender equality agents’ networks

Measure 1.3.3.: empowerment session organized together with the student’s union was organized, one meeting was completed with student union president, and an invitation was sent to become involved in PLOTINA initiatives.

Measure 1.3.4.: Negotiation of a contract with the public institution for gender equality, namely the governmental commission for citizenship and gender quality/CIG to co-organize actions. Meetings and contacts with CIG in 2018, first version of contract was sent in Feb for traineeship period in gender documentation centre of CIG (waiting decision from President of CIG). Also, implementation of training course about Gender Audit in Institutions (firms, universities) promoted by IDEF/ISEG and promoted by ILO. PLOTINA GEP process in ISEG was included as example in two European Project Applications.

In regard to the implementation process, this RPO has made a good deal amount of progress in key area 1.

In regard to measure 1.1.1.: The implementation will surely educate and raise awareness within the Commission, decision-making bodies, and main advisory bodies, as well as target populations. The adoption of institutional documents in the Portuguese language to be used as a guide and manual with assistance from PLOTINA addresses a huge gap in cultural awareness of gender equality. The implementation of these documents/guidelines in communication throughout the University will

5 Gender Equality, Diversity and Inclusion Commission

certainly assist with changing the norm and challenging resistance that ISEG has already reached peak gender equality, or that a gender-neutral language is not possible nor needed. Including research centres and student unions in this communication broadens the target population and addresses a cultural change within the entirety of the institution. The addition of trainings will substantially support the sustainability and understanding of the importance of this measure, however, it is concerning that after 2 years, there is yet to be a specific ISEG guide created. I would recommend that the institute develop their own manual if they are unable to find a suitable model in Portuguese. It would be appropriate to seek a consultant to assist with this translation in Portuguese.

In regard to measure 1.1.2: The output of the implementation process of 1.1.2, the creation of CIGDIN as a consultancy/decision/recommendations body in communications with the President, about the implementation of GEP is substantial. The CIGDIN includes individuals across academic disciplines, including Economics, Management, Social Sciences and Mathematics – increasing the diversity of populations/persons who will be affected, engaged, and invested in the Commission's well-being and effectiveness. The Commission fills a substantial gap in terms of a problem regarding no female members in the main advisory board at the RPO, and the alarming reality that the RPO has no institutional gender policies, sexual harassment policy, nor documents addressing gender sensitive language on an institutional level at the time of the audit. Support (financial, structural, participatory, bureaucratic) for CIGDIN post 2020 will enable sustainability and success of this measure. However, there is still concern that there is not universal documentation for reference for the GEP in the institution, further clarification is needed from CIGDIN and consultants on the benefits of the GEP, as well as communicating this throughout the institution. Reference to other relevant RPOs successes, and sharing resources will be of help.

In regard to measure 1.1.3: this was achieved through measure 1.1.2

In regard to measure 1.2.2: PLOTINA's working with the presidency to propose actions and measure until 2020, and resources allocated after 2020 to CIGDIN as well as the signing of protocol between ISEG and CIG, is a substantial implementation, including the training or support for doctoral and master's thesis in CIG, this engages key actors within governmental bodies to implement and take ownership of the GEP, furthermore institutionalizing a culture of gender equality on different levels. The support for degrees in CIG is incredibly substantial, as it cultivates an academic/institutional culture that legitimizes, supports, and produces gender scholars and scholarship on gender. Also, a plan to meet with the Commission for Equality in Labour and Employment, which has yet to be implemented. This lack of implementation is concerning, and this may be due to bureaucracy, yet – the CIGDIN has resources do develop awareness raising around the importance of this issue, which needs to occur.

Measure: 1.2.5: The planned meetings make a better environment through consistency, accountability, and structure for the GEP.

Measure 1.3.2 – The creation of gender equality agents' networks is essential for sustainability, learning and support.

In regard to measure 1.3.3, the implementation of an empowerment session organized together with student's union is essential in order to reach a wider target audience in order to institutionalize gender quality, as well as to learn of the relevance to the student body.

In regard to the measure 1.3.4, the implementation of the negotiation of a contract, organization of meetings and contacts with the public institution for gender equality: CIG to co-organize actions is substantial. The contract is essential for the CIG to function and to become a recognized body is crucial for its influence and function. Consistent meetings and co-organization with the public institution for gender equality will assist CIG in a reflective and strategic approach to gender equality. Implementation of a training course about Gender Audit in institutions (firms, universities) promoted by IDEF/ISEG and certificated by ILO is substantial, as a training course on the topic backed by an institution such as ILO gives authority and specific knowledge regarding what a GEP looks like within these institutions.

How do you assess the extent of the **changes in terms of relevance?**

(the extent to which the objectives of the intervention are consistent with the key area requirements)

☐ poor ☐ fair ☐ good ☐ very good_ ☒ excellent

In terms of relevance, these mostly qualitative changes are relevant to the objectives of the intervention, which is that the government actors, key actors and decision makers within RPOs have a crucial role in the successful implementation of gender equality policies, strategies and processes. At the time of audit, no gender relevant policies existed within this RPO, no trainings on gender biases existed, gender data was analysed, and there existed no formal policy for sexual harassment.

The implementation of the CIGDIN and its composition is relevant for institutionalizing gender equality, as it is composed of academic staff from seven different faculties and includes five women and two men. PLOTINA's working with the presidency to propose actions and measure until 2020, and resources allocated after 2020 to CIGDIN as well as the signing of protocol between ISEG and CIG, is extremely relevant, including the training or support for doctoral and master's thesis in CIG. This encourages and supports the implementation from authoritative bodies.

The implementation of measure 1.1.1 (gender sensitive language), is extremely relevant, as it will create institutionally wide cultural awareness of the need for the previous mentioned policies and trainings, hoping to raise support for such.

The implementation of an empowerment session organized together with student's union is essential in order to reach a wider target audience in order to institutionalize gender quality, as well as to learn of the relevance to the student body.

How do you assess the extent of the **changes in terms of effectiveness?**

(the extent to which the objectives of the intervention are achieved)

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

According to the audit, the representation in advisory bodies was 100% male, which could lead to substantial resistance if the benefits of CIGDIN are not explicitly shared with such bodies, as there is "expected resistance" in regard to gender neutral language, and there is the assumption that the RPO already has a culture and tradition of equality.

Also, there is suspected resistance to the CIGDIN. The implementation of PLOTINA to work with CIGDIN until 2020, as well as additional resources allocated to CIGDIN post 2020, and in my analysis, presenting CIGDIN as a marketable and contemporary element of a culturally diverse public university that values equality should assist with these issues. Another issue is the changing governance bodies that imply changes in the contact and decision persons over time, as well as the slow process of elections.

Continuing this relationship through inviting student union into PLOTINA initiatives is essential for effectiveness throughout all target populations.

The implementation of measure 1.1.1. will also need follow up with a training session that was prepared with the CIG support in order to implement throughout all levels of the institution. More information is needed from gender aware institutions/researchers/consultants in regard to Portuguese specific documents/information/communication materials.

How do you assess the extent of the **changes in terms of sustainability?**

(the potential of continuation of the benefits after the project end).

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

PLOTINA working with the presidency to propose actions and measures until 2020, and resources allocated after 2020 to CIGDIN will assure sustainability of the project, as well as the signing of protocol between ISEG and CIG, and meeting the Commission for Equality and Labour and Employment, which will assist with communication the relevance and authority of institutionalizing gender equality. Also, protocols that have been implemented with CIG will last after PLOTINA ensuring sustainability.

Furthermore, the communication of relevance for RPO prestige, attractiveness and external evaluation and accreditation (AACSB) of including gender equality and diversity will address the issue of push back regarding an assumed culture of gender equality and push back in regard to gender neutral language (with the assumption that it is difficult in Portuguese), and the lack of institutionalized gender equality policies, including sexual harassment. The sustainability of gender equality implementation depends on further implementation of policies that address concrete objectives, including culturally specific awareness of gender in the Portuguese context, but also across the diverse cultural representation of the student body, meaning the sustainability of the project's ability to address diverse cultural understandings of gender is also important.

Collecting information for a better understanding of needs, attitudes, and behaviour concerning gender equality and diversity will also lead to greater sustainability, as well as consistent and timely communication from PLOTINA regarding deadlines and deliveries to the RPO, contributing to sustainability.

Regular contact, collaboration and incorporating ideas from students to students, but also from students to the CIG is vital for sustainability and relevance.

There may, however, be difficulties with sustainability due to PLOTINA's having chosen the person to belong to the Commission, as well as the assumption that the RPO is already gender sensitive (because it follows Portugal's constitution), and that the Commission is unnecessary over time.

Another issue of sustainability is the changing governance bodies that imply changes in the contact and decision persons over time, as well as the slow process of elections.

Raising awareness of the main decision makers that are responsible for organizing the services, by inviting them to a meeting and presenting them other examples from different RPO's, namely partners of the project, on how to organize activities from a gender perspective will also be essential for sustainability.

Other difficulties will include scheduling time for the project that works with the academic work/schedule.

Considering moving past bureaucratic hold ups to continue to create consistency in the GAP and the CIGDIN are essential for further development. There are concerns (mentioned earlier) of some particular elements taking too long to implement.

How do you assess the **overall progress in this key area?**

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

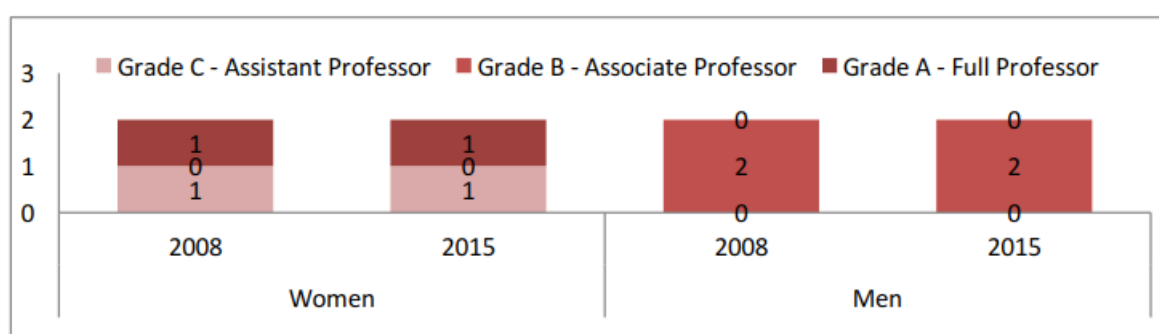
Overall, the progress is excellent, as the development of the Commission is inclusive across academic departments, giving it further potential to challenge resistance from governing bodies.

6.2 Key area 2 - Recruitment, retention and career progress

PLOTINA is convinced that gender equality and diversity in research teams is crucial for RPOs for maximizing their research effectiveness. Despite the fact that women represent more than 50% of the population of students and graduates, at the top level (Grade A which corresponds in most countries to the role of Full Professor) the female share is only ~20% in all disciplines and 11% in science and engineering. Structural barriers in the process of recruitment and retention of researchers are still affected by organization aspects (Source: PLOTINA Dow). Thus, WP5 will assess the progress in overcoming barriers in recruitment, retention and career progression. (Source: D5.1)

ISEG reports no other notable data on the recruitment process, except the legal framework in force and the fact that positions are publicly advertised and applications decided upon by a selection committee. Also no data were provided on the usage of (non-)inclusive language.

Graph 2 Retention and career progression at ISEG by year and gender



As can be seen in Graph 2, in 2008 two women and two men were hired at **ISEG** of which one woman as Full Professor and one as Assistant Professor, whereas both men as Associate Professors. Seven years later, in 2015, all individuals remained at the same positions they were recruited for, i.e. there was no career progression observed. The RPO puts emphasis on the low absolute number of overall appointments being just four in total, due to the restrictions imposed by the EU/IMF Programme, limiting staff admissions in public administration, freezing wages and constraining promotions⁶.

CI.2.1. Share of funded and coordinated projects, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: In **ISEG** the funds were allocated evenly by gender – the share awarded to women being 50% and 55% respectively. There is no gender disparity in terms of global and national funding received – with 47% of global funding being awarded to women researchers and 53% to men, while national was equal for both genders at 50%.

⁶ http://ec.europa.eu/economy_finance/eu_borrower/mou/2011-05-18-mou-portugal_en.pdf

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 5.

SI.2.4. Positive action in recruitment processes

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: ISEG takes no RPO-wide stand, nor do interviewees deliver individual opinions on positive action mechanisms.

Measure started in 2017	Maternity and parental leave periods taken into consideration when assessing and evaluating Research production (2.1.3.)
Aim(s) & expected outcomes/impacts	<p>The Faculty assessment process already takes into account the parental leave time.</p> <p>However, the aims are:</p> <ul style="list-style-type: none"> To gain an inclusive internal evaluation that does not negatively value time for care parental leave. To achieve that maternity and parental leave periods are taken into account in assessing and evaluating research production.
Implementation Process	<p>It was established that there is insufficient or biased knowledge about the general law. Improvement of the information about parental leave is needed.</p> <p>A first step was the decision signed by the Dean / president of ISEG as one of the main action lines of GEP in ISEG: "Analysis of the procedures of internal assessment of the faculty to ensure fair assessment in cases involving parental leave".</p> <p>An exhibition of two months was organised in the main area of ISEG with materials about PLOTINA and information about parental leave, as an action to diffuse information of the rights for mothers and fathers, as one way to promote fair evaluation in practice. 2nd exhibition for all schools of University of Lisbon (end of 2019, beginning 2020. Already approved by the Dean of University of Lisbon.</p> <p>Survey in the Christmas Celebration of 2019 (similar to the survey 2017).</p>
Challenges & Coping	Challenges included:

- As "publish or perish" is one strong rule in the academy, the pressure to publish and to get the school on top can make it difficult to apply, since it can delay the research outputs. The individual decision about using parental leave (by father or mother) is affected even when the general law provides guaranties of non-negative effect on career.
- It is difficult to obtain private data about the use of the legal framework (relevant data not public due to privacy laws).

Coping strategies included:

- Not penalising those who publish less for caring responsibility reasons, which improves the well-being and has positive long run effects in the RPO.

SI.2.8. Initiatives for raising awareness on female role models

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2018	Share career good practices - role models for women (2.1.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To support women's career by the visualization of role models. • To improve women's skills and developing their careers in order to increase their participation at the top levels of academic hierarchy.
Implementation Process	<p>Contacts with role models were undertaken and possible organization of sessions and diffusion activities calibrated.</p> <p>The following action were co-organized with the participation of PLOTINA:</p> <ul style="list-style-type: none"> • A seminar about women in leadership; role models and actions to empower women (one day). • A gender auditing training course certified by the ILO (International Labour Organization).
Resources, skills, incentives	Human resources, material resources and expertise.

Measure started in 2019	Insertion of success stories of female researchers within public events targeting local communities (4.1.8.)
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Aim(s) & expected outcomes/impacts	Research career and attainments must be recognized as they are too often underestimated.
Implementation Process	<ul style="list-style-type: none"> • Success stories in research were scheduled during general events and workshops. • Case Study identified the success stories in Portugal. • Several positive answers from top researchers. • Workshop PLOTINA-RELOCAL (both Horizon 2020 project) about Women as Agents of Local Transformation (23 January 2010 with the participation of the women civil society representatives and researcher). The president of CIG already confirmed the attendance and presentation.
Resources, skills, incentives	Human, material and time resources
Challenges & Coping	Audience for the sessions and workshops
Outcomes and potential impact	<p>Some success stories will be included in ISEG's newsletter.</p> <p>Workshop to train for inclusion of women in the Wikipedia/Wikimedia (one for students other for faculties and administrative)</p>

Measure started in 2017	Visibility given to the underrepresented gender whenever possible, for representation, chairing meetings, keynote speaking at a conference, etc.... (2.1.8.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To improve the visibility of the underrepresented gender. • To gain more gender balance in meetings, keynote speakers at conferences,
Implementation Process	The training sessions, empowering sessions, etc. described in other points of this report included as speakers mainly or exclusively women. Meetings and keynote speakers are decisions taken with autonomy by the Research Centres for example. Because of that autonomy, the Presidency/Dean of ISEG (changed

	in July 2018) can only send recommendations, not mandatory decisions. Recommendations were not sent so far.
Resources, skills, incentives	Human resources.
Challenges & Coping	<p>Challenges included:</p> <ul style="list-style-type: none"> • Raising awareness of the need to focus on this issue. • Resistance from researchers to change long time installed practices. <p>Coping strategies included:</p> <ul style="list-style-type: none"> • Raising the awareness on the importance of role models, demonstrate the advantages of balance by gender and diversity. • Showing the 'bias' of single-gender composition of a scientific committee for a conference for example.

Note: No provision of information related to Implementation Process, Outcomes and Lessons learned.

Measure started in 2017	Promotion of campaigns within and outside the institution to make women's contribution to research more visible (2.1.9.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To make women's contribution to research more visible. • To create routines that will last after Jan 2020.
Implementation Process	<p>Since 2016 there are public presentations inside and outside the institution which make the women contribution to research more visible. The information obtained until now for the mapping Portuguese research by gender (Case Study ISEG) was presented by members of PLOTINA team by different ways and in different fora and publics.</p> <p>Some examples (list not exhaustive):</p> <ul style="list-style-type: none"> • One seminar 2016 in ISEG, one session for ISEG PhD students in 2017 • Presentation in an international meeting of the COST program, January 2017. Organised by INTREPID COST and TINT with support from the Calouste Gulbenkian Foundation⁷.

⁷ <http://www.intrepid-cost.eu/lisbon-conference/>

- Publication in open access in 2017: “The specific shapes of gender imbalance in scientific authorships: a network approach”⁸ ; Publication in open access “Big Missing Data: are scientific memes inherited differently from gendered authorship?”⁹
- Exhibition in the session promoted by RPO about the visibility of research 2017.
- Presentation at the largest event of science in Portugal CIENCIA 2017 (more than 4,000 participants) , May, 18th 2017 paper: *Conhecer, valorizar e promover a igualdade de género nas organizações: o contributo da investigação aplicada* [Knowing, valuating, and promoting gender equality inside the organizations: the contribution of applied research]¹⁰
- Presentation of the ISEG Case Study Mapping Research in Portugal by gender main lines in the third meeting of CSG (Research in Social Sciences and Management)¹¹ (consortium of research centre) with proceedings took place on May, 24th 2018.¹²
- Paper ISEG PLOTINA in International Conference Women, Worlds of Work and Citizenship Different Views, Other Perspectives [Mulheres, Mundos do Trabalho e Cidadania Diferentes Olhares, Outras Perspetivas] 6-7 December 2018, in ISCTE IUL.
- Paper ISEG PLOTINA Mapping Research by Gender in Portugal in Proceedings of the fourth meeting of CSG (Research in Social Sciences and Management) (to be published December 2019). Open Access will be available online.
- Meeting of SAGE Project in June 2019 with the participation of several Portuguese RPOs.
- International Conference ‘Gender Feminism and Women’s Studies’: reflexivity, resistance and action’, organized by Interdisciplinary Centre for Gender Studies, ISCP, 24-26 July 2019 Universidade de Lisboa.
- 1st Annual Conference of Gearing Roles Project (Portuguese Partner IGOT), in 27 November 2019 with the participation of several universities, research centre and civic associations.
- Gendered Innovations Meeting with the participation of researchers from different schools of Universidade de Lisboa. (under preparation with a GERI sister project also from University of Lisbon)

Resources, skills,
incentives

Human and material resources.

⁸ Cornell University Library arXiv.org > cs > [arXiv:1608.07224v02](https://arxiv.org/abs/1608.07224v02)

⁹ <https://arxiv.org/abs/1608.07224v2>

¹⁰ http://www.encontrociencia.pt/2017/programa/detalhesprograma/?id_tema=25

¹¹ <https://csg.re.iseg.ulisboa.pt/who-we-are/history/>

¹² http://pascal.iseg.utl.pt/~socius/novidades/FORUMCSG_PROGRAMA_22%20Maio.2018.pdf

Challenges & Coping

Challenges included:

- These campaigns are challenging because there is some lack of channels which can be used for promoting (for example ISEG has no magazine or newsletter that fits this kind of campaigns).

Coping strategies included:

- Following the good examples of campaigns within and outside institution and practices among the partners of PLOTINA and other institutions.
- Showing the good examples in top universities, such as UNIBO.

SI.2.10. Empowerment trainings for career progression

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At ISEG the CSG Centre is planning to promote empowering courses for women to develop leadership, self-confidence and negotiation skills.

Measure started in 2018	Offer of mentoring and empowerment courses to improve visibility, self-confidence, negotiating and leadership skills, particularly dedicated to the underrepresented gender (2.1.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To improve the number of applications, the power of negotiation and the leadership skills, making women conscious of their opportunities, barriers and how to overcome them. • To empower eager female staff to participate in the governing bodies, which are ready to adopt effective strategies to develop their career.
Implementation Process	<ul style="list-style-type: none"> • One women-only empowerment course (“<i>O teu futuro começou ontem</i>” [Your future started yesterday]) was done in autumn 2017 in collaboration with two other gender projects (national) and students union; there was a large dissemination among female students in particular and social web; there was also a poster. • “Women on boards” in cooperation with other non-PLOTINA colleagues. 18 May 2017. Speaker: Morten Huse (Norwegian Business School - Department of Communication and Culture), who is Co-Author of the book published in 2017 “Getting Women on to Corporate Boards: A Snowball

Starting in Norway” lessons from Norway about gender quotas on boards. Visit organized by SOCIUS/ISEG13	
Resources, skills, incentives	Human and material resources. Support from CIG expertise is expected.

Note: No provision of information related to Challenges & Coping, Outcomes and Lessons learned.

SI.2.11. Trainings for leadership

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO’s performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 5.

ISEG’s performance in quantitative terms in key area 2

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T2 are depicted in Table 5.

Table 5 ISEG’s performance in quantitative terms in key area 2

Indicator	T0	T1	T2	Comments
CI.2.1. Share of funded and coordinated projects, by gender	0,33	0	0	Due to structural changes within the RPO during 2017, comparable data to T0 could not be retrieved in T1, which is responsible for the low score in T1.
SI.2.8. Initiatives for raising awareness on female role models	Not assessed	1	1	
SI.2.10.	Not assessed	0,5	0	

¹³ https://www.e-elgar.com/shop/getting-women-on-to-corporate-boards?__website=uk_warehouse

SI.2.11. Trainings for leadership	Not assessed	0	Not assessed
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Peer Reviewer's assessment of key area 2

How do you assess the **implementation process** in this key area?

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

At the time of audit, ISEG reports no notable data on the recruitment process except the legal framework in force and the fact that positions are publicly advertised, and applications are decided upon by a selection committee. According to retention and career progression, there were equal number of women and men hired in 2008, but their careers did not progress. Also, funds were allocated evenly by gender, and there was no gender disparity in terms of global and national funding received.

The implemented measures include:

Measure 2.1.3.: implementations included a decision signed by the Dean/President of ISEG as one of the main action lines of GEP in ISEG to include "Analysis of the procedures of internal assessment of the faculty to ensure fair assessment in cases involving parental leave."

Measure 2.1.2.: implementation includes a seminar about women in leadership; role models and actions to empower women (one day), and a gender auditing training course certified by ILO

Measure 2.1.8: Implementation of training sessions, empowering sessions mentioned throughout the report included mainly or exclusively women. Meetings and keynote speakers are taken with autonomy by the Research Centres, and Presidency/Dean of ISEG can only send recommendations.

Measure 4.1.8 – Success stories in research were scheduled during general events and workshops. Case Study identified the success stories in Portugal. Workshop PLOTINA-RELOCAL (both Horizon 2020 project) about Women as Agents of Local Transformation.

Measure 2.1.9: Implementation of seminar in 2016 in ISEG including ISEG PhD students in 2017, Presentation in COST program, in 2017, 2 publications in open access in 2017, exhibition in session promoted by RPO about visibility of research 2017, presentation of paper at Portugal CIENCIA 2017 about promoting gender equality inside organizations, presentation of ISEG Case Study Mapping Research in Portugal by gender in CSG Forum in 2018, presentation of paper ISEG PLOTINA Mapping Research by Gender in Portugal in CSG Forum in 2019 (and open access publication will be available), Gendered Innovations meeting with participation of researchers from Universidade de Lisboa.

Measure 2.2.1: Implementation of one women's only empowerment course in 2017 in collaboration with two national gender projects and student union (dissemination online), "Women on Boards" presentation in 2018 on lessons from Norway about gender quotes on boards

In terms of the implementation processes, in regard to measure 2.1.3.: implementations are limited due to the autonomy of research centres, and recommendations signed by the Dean/President of ISEG as one of the main action lines of GEP in ISEG. Positive Action in Recruitment Process, a signature by the Dean/president of ISEG in support of an "analysis of the procedures of internal assessment of the faculty to ensure fair assessment in cases involving parental leave" is substantial, as the Dean's approval gives authority, as well as institutionalizing gender equality through parental leave.

Regarding measure 2.1.2., the implementation of a one-day seminar about women in leadership; role models and actions to empower women (one day) is crucial and important, in terms of introducing knowledge and concepts regarding empowerment and barriers to career progression. However, one

day only seems a bit limiting. The implementation of a gender auditing training course certified by ILO is substantial, as it gives power and authority to the cultural value of gender equality on a wider institutional level. The concern here is if these initiatives will continue, in a long-term sustainable way.

In regard to measure 2.1.8: the implementation of training sessions, empowering sessions mentioned throughout the report included mainly or exclusively women, however there are limitations due to autonomy and this is an insular event.

In terms of 2.1.9., promotion of campaigns within and outside of institution to make women's contribution to research more visible, the implementation of several presentations inside and outside the institution since 2016 has taken place. The presentation of the Examples of mapping Portuguese research by gender (Case Study ISEG) by PLOTINA is substantial, as this creates knowledge and gives reference to the ways in which gender is an important category for social analysis and can be used as a competitive and innovative research topic. Other seminars for PhD students (in 2017), publication in open access in 2017, exhibition (2017), presentation at largest science event Portugal CIENCIA 2017, presentation of ISEG Case study in third meeting of CSG (2018), Gendered Innovations meeting with Universidade de Lisboa (2018), are all considerably substantial implementations as they extend beyond the institution to raise visibility of gender equality issues and projects in different publics. The other presentations and publications forthcoming will also contribute to the implementation of this measure. However, there is concern about this measure continuing after 2020. Coordination and inspiration from other RPOs leading this effort is recommended.

In terms of measure 2.2.1 empowerment trainings for career progression, the implementation of a women's only empowerment course in 2017 in collaboration with other gender projects and the student's union is a considerable intervention, the creation of women's only spaces in order to address empowerment on individual and group levels is also crucial for creating a greater awareness and culture of awareness of gender equality. Furthermore, "Women on Boards" in 2017 gives a good example from Norway of career progression and processes from another context, further substantiating the need for these particular trainings as a part of the GEP process. These implementations occurred in 2017, and it seems that there has not been any follow-up since then, now that it is 2019, what is the RPO's plan to continue this effort and sustain these empowerment workshops as well as institutional support for them?

How do you assess the extent of the **changes in terms of relevance?**

(the extent to which the objectives of the intervention are consistent with the key area requirements)

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

In regard to measure 2.1.3 only the signature of the Dean is extremely relevant – the authority on the issue will make an institutional impact. However, there is a concern that there are no implementations as of yet, and no clarity at this time about implementing the law. This measure needs to be enacted to create structural gender equality changes.

In regard to measure 2.1.2., Initiatives for raising awareness on female role models, the creation of a one-day seminar about women in leadership and the creation of a gender auditing training course certificated by ILO is substantial, as these implementations promote knowledge around the barriers and needs of women in institutional environments, raising awareness of gender equality within the institution. However, what is the institutional backing of such implementations? How often and how long will they continue

In terms of measure 2.1.8, visibility given to underrepresented gender whenever possible, for representation, chairing meetings, keynote speaking, etc.: there were several training sessions, empowering sessions and other meetings described throughout the report that were implemented by

women. This measure is extremely relevant, as visibility can change cultural norms around gender as well as legitimize the project. Empowerment is essential in order to have participants in the project and to inspire researchers. However, there is concern for long-term structural support for this project, recommendations were yet to be sent. There seems to be no long-term plan for ongoing trainings.

In terms of 2.1.9., promotion of campaigns within and outside of institution to make women's contribution to research more visible, the implementation of several presentations inside and outside the institution since 2016 has taken place, including seminars and presentations with different institutional bodies, bringing visibility into different publics, including making accessible some publications through open access, an extremely relevant implementation considering the need for both offline and online visibility of knowledge regarding what exactly gender equality means in the context. This sharing of knowledge is essential in educating all actors to take action and participate in the GEP.

In terms of measure 2.2.1 empowerment trainings for career progression, the implementation of a women's only empowerment course in 2017 in collaboration with other gender projects and the student's union is a considerable intervention, as there is a process of sharing and exchanging information with the student body, further disseminating knowledge and information and thus, participation in the GEP. Furthermore, "Women on Boards" in 2017 gives a good example from Norway of career progression and processes from another context. These small trainings and events can lead to changing and challenging cultural norms around gender inequality through offering useful examples and knowledge.

How do you assess the extent of the **changes in terms of effectiveness?**

(the extent to which the objectives of the intervention are achieved)

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

In regard to 1.2.4, only the signature of the Dean is substantial to initiate institutional support, but not enough in order to be effective, as many actors need to be involved in the GEP.

In regard to 1.2.8 Initiatives for raising awareness on female role models, the creation of a gender auditing training course certificated by ILO is substantial, as ILO is an influential body that can give clear knowledge regarding gender equality in institutional environments.

In terms of 2.1.8, the effectiveness of this visibility relies on raising awareness of the need and addressing resistance from researchers to change learned practices.

In terms of 2.1.9., is an extremely relevant implementation considering the need for visibility outside the institution, the production of knowledge regarding the importance of this implementation, and the online accessibility of the knowledge.

In terms of 1.2.10 is effective, but only towards a specific target population.

How do you assess the extent of the **changes in terms of sustainability?**

(the potential of continuation of the benefits after the project end).

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Please justify your assessment.

In regard to 1.2.4, this implementation requires follow up, but also the involvement of the research centres in the implementation.

In regard to 1.2.8, this implementation in coordination with ILO is substantial as noted previously, however, what is the institutional backing of such implementations? How often and how long will they continue and what are the resources allocated for this?

In terms of 2.1.8, the sustainability of this implementation relies on showing the 'bias' of single-gender composition of a scientific committee for a conference (as an example). Support of resources and time for such research would be sustainable.

In terms of 2.1.9., the sustainability of promotion of campaigns within and outside of institution to make women's contribution to research more visible, the implementation of several presentations inside and outside the institution will rely on empowering researchers and presenters, but also will rely on resources, time, and funding for such presentations. The creation of open access documents also requires the time and energy of individual participants, and therefore, funding and resources. Furthermore, sustainability will rely on following good examples from campaigns inside and outside the institution and showing examples of top universities such as UNIBO.

In terms of 1.2.10, in order to remain sustainable, this information should also be shared with relevant actors in different governing bodies for further evidence of need for gender equality quotas, etc. and implemented on a regular/semi-regular basis with substantial resources to accommodate this action.

How do you assess the **overall progress in this key area?**

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

The overall progress in this area is very good, as PLOTINA and the RPO have worked considerably to increase visibility of this issue on both inside and outside the institution at many different levels. The implementation of trainings and seminars should also include a wider audience if possible, as well as the inclusion of research centres for collaboration.

As of yet, with all of the very good examples of seminars and workshops, there is yet to be an effect on policy in this regard, leaving a huge gap for institutionalized change. This could be implemented with the strategy of including key actors'/governing bodies, etc. within the planning of seminars and events, and well as the production of knowledge. There is concern that these implementations mostly occurred in 2017, and that there doesn't seem to be much of a plan for the sustainability of these measures past 2020.

6.3 Key area 3 - Work and personal life integration

As a matter of course in any GEPs is support provision for the work and personal life-integration, which does not simply support the need to achieve a balance between home and working life, but it is also supportive for a positive work environment. Ineffective work and personal life integration policies and support might interfere with smooth career progression (Source: D5.1)

CI.3.1. Demand and supply of basic child care

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At ISEG there are neither nurseries nor kindergartens, nor playrooms or lactation rooms established.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 6.

CI.3.2. Provision of advanced child care services

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: ISEG does not provide any services in this regard.

Measure started in 2017	Availability of structured supports inside the organization for child-care, family-members with special needs, elder family-members, etc. (3.1.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To improve structural supports inside the organization. Availability of infrastructures and support services for family care and support. In 2018, by proposal of PLOTINA ISEG the Presidency installed baby support equipment (e.g. diaper change) in two areas: one for fathers and other for mothers. This is a full an innovation in Portuguese Universities. The equipment is used by ISEG community and visitants (during seminars, conferences, etc.)
Implementation Process	<ol style="list-style-type: none"> The needs were identified by a specific survey carried on by PLOTINA. The rooms' needs were identified - Identification with Engineers and Administrator of the space to create the family room (which includes a lactation room). The letters asking for sponsorship of the <i>Family Room</i> (including a lactation room) were sent. Sending the request of sponsorship for the room to a private firm (the letter includes the plants of the rooms (two rooms),

	the photos, the equipment needed base on international standards; and the contact in Portuguese and in English. Note: waiting for answer.
Resources, skills, incentives	<ul style="list-style-type: none"> • Human resources • Expertise in lactation rooms • Legal advice for contract of sponsorship by private firms
Challenges & Coping	<p>Challenges included:</p> <ul style="list-style-type: none"> • The lack of space for the creation of such infrastructures. • Financial restrictions. • Difficult to obtain the convergence of preferences of all (heterogeneous population with heterogeneous problems concerning work and personal life integration). • With increasing pressure to increase levels of scientific production (publications in top journals by teachers) and simultaneously maintain the quality and focus on teaching, it is difficult to find people to be involved and motivated to implement a system that benefits the work and personal life integration. <p>Coping strategies included:</p> <ul style="list-style-type: none"> • The creation of structure supports will motivate more supporters. • Mixing the actions in order to contribute to improve the quality of life of different sub groups of beneficiaries. • Following the good practices in other institutions.
Outcomes and potential impact	<p>The Family Room is an ongoing project. The infrastructures (material) in the washrooms were created (in women and men toilets). The action has received a warm welcome from the community and visitants. The infrastructure for changing naps is unique in the Portuguese RPO sphere. The creation of structure supports will motivate more supporters.</p>

Measure started in 2017	Availability of lactation rooms (3.1.5.); related to 3.1.2.
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To create the conditions on the basis of which teachers and staff can conciliate work with school time, medical appointments.
Implementation Process	<ul style="list-style-type: none"> • Selection of the room; • Obtaining the approval for its use; • However, the answer from the potential sponsor is still pending.

Resources, skills, incentives	Human resources and expertise. Plan of the Room and engineering. Model of contract of sponsorship (legal advisers). An advising expert certified by UNESCO/UN in lactation (she also belongs to the CIGDIN commission).
Challenges & Coping	<p>Challenges included:</p> <ul style="list-style-type: none"> The lack of space for the creation of such infrastructures (there is a shortage of offices in the teacher's building, which makes the creation of these rooms an added problem).

CI.3.3. Provision of services for work and personal life integration

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At ISEG there are a number of general services offered, such as medical services, bathrooms with showers and others. However, with regard to other work and personal life integration services there are none offered at the moment.

Measure started in 2017	Analysis of work and personal life integration measures in the institution with the aim to address if they are adequate and in which ways they could be improved (3.1.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To improve work and personal life integration. Being able to integrate ISEG's staffs work and personal life in a healthy way.
Implementation Process	<ul style="list-style-type: none"> In December 2017, a survey was done about the balance (conciliation) between personal life and work (Likert scale; 41 answers). Results obtained lead to recommend actions to be taken and priorities. Strategies to overcome the problems identified are being designed. Relevant and national initiatives were taken in collaboration with PLOTINA ISEG including the diffusion of the parental laws and rights in Portugal and Sweden together with PLOTINA materials. <ol style="list-style-type: none"> A national contest of photos (Fathers with love/<i>Pais com amor</i>) noticed in social media, newspapers, radio and TV, webpages of ISEG, <i>Universidade de Lisboa</i>¹⁴, Embassy of Sweden and IKEA.

¹⁴ <https://www.ulisboa.pt/noticia/concurso-fotografico-e-exposicao-pais-com-amor>

	<ol style="list-style-type: none"> 2. Participation of PLOTINA in contest and exhibition of photos about parental (father) roles "What is a father". Dates 19 March 2018 and one month of exhibition in ISEG <ul style="list-style-type: none"> ○ The opening of the prized photos exhibition in ISEG, that last for more than 2 months, includes the speeches of the Secretary of State for the Citizenship and Equality, the Swedish Embassy, the President of ISEG Scientific Council and the team Leader of PLOTINA ISEG. ○ The exhibition will be available for all University of Lisbon (decision approved in June 2018 by the Rector of <i>Universidade de Lisboa</i>). ○ National coverage by media and diffusion in all 18 schools of Universidade de Lisboa • By suggestion of CIGDIN a flyer about parental laws and university teachers are being prepared (2019). 2th Photo Exhibition in end 2019/Jan 2020 (same model as the 1st Edition) in an area open 24hs per day/7 days per week. • Training sessions for Human Resources Staff and services are starting to be prepared (2019). Within iGEN and CITE (Gender labs/Laboratórios pela Igualdade de Género) collaboration there are training supplied in those topics.
Resources, skills, incentives	Human and material resources.
Challenges & Coping	<p>Challenges included:</p> <ul style="list-style-type: none"> • In relation to the survey, handling the problem with the general privacy law, which doesn't allow to obtain private information about the employee • Resistance can come from budget restrictions in the RPO. <p>Coping strategies included:</p> <ul style="list-style-type: none"> • The survey carried out in December 2017 was adopted to overcome the problems with the data collection directly from the services in ISEG (general laws about privacy). <p>However no resistance from the community is expected.</p>

CI.3.4. Standard procedure for parental leave

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: According to national law, women in Portugal (**ISEG**) are protected during pregnancy and childbirth, and working women have the right to an adequate period of leave from work without loss of remuneration or any privileges. The law regulates the attribution to mothers and fathers of rights to an adequate period of leave from work, in accordance with the interests of the child and the needs of the household. There is a premium (parental leave extension) when both parents request the parental leave (“shared parental leave”)

Since there were no direct measures addressing this indicator in specific, the RPO’s performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 6.

SI.3.1. Policies on work and personal life integration

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: **ISEG** does not have specific work and personal life integration policies beyond the General Employment Law in Civil Service Functions, which regulates measures such as flexitime, staggered hours; working part-time hours for personal reasons, paid and unpaid extended leave, working from home, mobility, or job-sharing. Interviewees mentioned, that

- 1 There is no need of implementing a specific work and personal life integration policy because it is already embedded in **ISEG**’s social-culture. Together with bargaining capacity, this culture recognised as the most flexible and cost-effective way to make effective work and personal life integration whenever needed, therefore saving time and useless bureaucracy.

Measure started in 2018	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 (3.1.3.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To gain economic and social evaluation of the projects related to the services and infrastructures to support work and personal life integration. • To study the merit and expected results of the projects. • To improved time management and organization. • Improved well-being and quality of life.
Implementation Process	<p>Economic and social evaluation of the projects to implement services and infrastructures to support work and personal life integration, study the merit and expected results of the projects.</p> <ul style="list-style-type: none"> • Collection of data (market size, costs current and of capital etc.) to create the evaluation for each of the services designed. • The evaluation will be in a financial, economic and social perspective. • The measure is still in the phase of needs identification, and will be followed by building of the projects for the services (ongoing)

Resources, skills, incentives	<ul style="list-style-type: none"> • Human resources • Expertise in budgeting and project evaluation.
Challenges & Coping	Challenges included: The availability of resources (physical, human and financial).
Outcomes and potential impact	Feasibility plans for the creation of new welfare services will be based on diagnostic done.

Measure	Working meetings only scheduled within core hours (3.1.7.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To promote the integration of work and personal life, teachers and staff need to have conditions to work and also conciliate with school time, medical appointments, leisure, etc. • Better planning of working meetings, e.g. not after 5pm • Facilitating routines.
Implementation Process	<ul style="list-style-type: none"> • Only the decision exists by now for implementing this measure. • No consensus detectable among staff.
Resources, skills, incentives	Human resources.
Challenges & Coping	<ul style="list-style-type: none"> • Challenges included: The resistance from those who do not have family responsibilities and / or prefer non-core hours for meetings (not 100% teachers). • Coping strategies included: Showing the benefits of having core hours for meetings, or better organisation of time, etc. for all.

SI.3.2. Contacts with individuals during maternity, paternity and parental leave

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At ISEG no data on contacts during paternal leaves are available. During parental leaves the teachers keep regular contact with the RPO receiving the information (for example by email) also received by the teachers not in parental leave.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 6.

SL3.3. Perception of work and personal life integration, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2018	Monitoring and inquiries to understand the reasons of long working-hours habits (3.1.4.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> Better understanding of the preferences about nuclear hours and time allocation of academic activity (duration and schedule). Proposals of re-organization of academic time (e.g. classes) in order to match the preferences collected by the survey.
Implementation Process	<p>As of 2019 the RPO denoted this measure as not possible to implement.</p> <ul style="list-style-type: none"> Regular contacts with other promoters of time use survey in academic population were undertaken and a presentation in the International Time Use Association was made. A Time Use survey is planned but not implemented yet.
Resources, skills, incentives	Human resources (e.g. Time use surveys expertise) and material resources.
Challenges & Coping	The lack of time of the respondents. In particular, those who are relevant to understand the problem.
Outcomes and potential impact	Better knowledge of the work burden to design better policies for gender balance.

ISEG's performance in quantitative terms in key area 3

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T2 are depicted in Table 6.

Table 6 ISEG's performance in quantitative terms in key area 3

Indicator	T0	T1	T2	Comments
CI.3.1. Demand and supply of basic child care	0	0	0	

CI.3.2. Provision of advanced child care services	0	0	0	The baby comfort places installed (2 one for fathers other for mothers) is relevant for the child care.
CI.3.3. Provision of services for work and personal life integration	0	0	0	A survey was done in December 2017 about needs of services inside the RPO to support work and personal life integration. Project evaluation of the services are ongoing. Decision about lactation and family room were taken by the Dean. A new wave of the survey in December 2019.
CI.3.4. Standard procedure for parental leave	1	1	1	
SI.3.1. Policies on work and personal life integration	0,36	0,29	0,36	
SI.3.2. Contacts with individuals during maternity, paternity and parental leave	1	1	1	Area to be improved, since only regular and routine contact exists. What is there is good, but can be improved. Given the parental leave extension when both parents apply, shared parental leave has a month of bonus (Portuguese law) more information must be provided in particular to the future fathers. This information was distributed during the Photo exhibition (more than 2 months). Will be distributed in the second Photo Exhibition (Dec 2019/Jan 2020)

Peer Reviewer's assessment of key area 3

How do you assess the **implementation process** in this key area?

☐ poor ☐ fair ☐ good ☒ **very good** ☐ excellent

*Please justify your assessment and make references to **outputs** (what the implementation has produced compared to planned, both in qualitative and quantitative terms) and **outcomes** (the effects produced by the outputs on the targeted people).*

At the time of the audit, ISEG had no nurseries nor kindergartens, nor playrooms or lactation rooms established. There were no direction measures addressing this indicator specifically. ISEG does not

provide services in regard to child care. There are a number of general services offered, but there are no work and personal life integration services offered. According to national law, women in Portugal are protected during pregnancy and childbirth, and working women have the right to period of leave from work without loss of remuneration or any privileges. The law regulates the attribution to mothers and fathers of rights to an adequate period of leave from work, there is a premium (parental leave extension) when both parents request the parental leave (“shared parental leave”). Besides the General Employment Law in Civil Service Functions (GELCSF), there is no specific work and personal life policies. The GELCSF regulates measures such as flexitime, staggered hours; working part time hours for personal reasons, paid and unpaid extended leave, working from home, mobility, job sharing. Interviewees (who are not specified) stated there was no need to implement a specific work and personal life integration policy as it was already a part of ISEG’s social culture and there was no need for bureaucracy. There was no data regarding if paternal leaves are available. Teachers are in regular contact with RPO during parental leave.

The implementations were the following:

Measure 3.1.2.: needs were identified by specific survey carried on by PLOTINA, rooms’ needs were identified with Engineers and Administrators, letters were sent asking for sponsorship of the Family room (including lactation room) including sending one letter to a private firm for sponsorship. Still waiting for an answer. In 2018, In 2018, the Presidency installed baby support equipment (e.g. diaper change) in two areas: one for fathers and other for mothers. This is a full an innovation in Portuguese Universities. The equipment is used by ISEG community and visitants (during seminars, conferences, etc.)

3.1.4: this measure was not implemented, although a time-use survey was used as a referral from other RPOs. A Time Use survey is planned but not implemented yet.

Measure 3.1.5: selection of the room, obtaining approval for its use. Still waiting for answer from potential sponsor.

Measure 3.1.1.: survey was done about the balance between personal life and work in 2017, results obtained lead to recommend actions to be taken and priorities, strategies to overcome the problems identified are being designed, two national initiatives were taken in collaboration with PLOTINA ISEG including the diffusion of the parental laws and rights in Portugal and Sweden together with PLOTINA materials (including a national photo contest, open of photo exhibition, and availability of exhibition for all University of Lisbon). Training sessions for Human Resources Staff and services are starting to be prepared (2019). Within iGEN and CITE (Gender labs/Laboratórios pela Igualdade de Género) collaboration there are training supplied in those topics.

Measure 3.1.3.: collection of data (market size, costs current and of capital etc.) to create evaluation for each service project. The evaluation will be in a financial, economic and social perspective. This evaluation seems to not have occurred.

Measure 3.1.7 – staff meetings during core hours (not implemented).

In regard to the implementation process:

Regarding measure 3.1.2.: the specific survey was a good implementation, as it creates the ability to understand the needs of the institution. However, there is no answer as to if and when a room is

available, and if the Family Room will indeed take effect. Examples and support from other RPOs may be helpful here.

Regarding Measure 3.1.5: this seems as an unsubstantial implementation, as there seems to be no answer yet regarding the room, and potential sponsor. However, the act of asking for funding challenges norms that resources shouldn't be allocated to such a space.

Regarding Measure 3.1.1.: this was a substantial implementation in order to put into place recommendations and to move forward in order to put in place a policy of action in the RPO regarding work life balance (paternity leave, mandatory child care space, for example). To include influence and examples from other countries regarding this issue is substantial, as this gives knowledge of how to implement such measures. This collaboration can create considerable norm change in terms of understanding what a culture of work life balance may look like, as well as the laws needed for this change. Furthermore, the photo exhibition is substantial, as images and visuals address and question cultural norms. The training sessions for Human Resources Staff and services are starting to be prepared (2019). If these trainings sessions are implemented (not sure), this would be substantial.

Regarding Measure 3.1.3.: collection of data is substantial, as it is essential in order to understand what needs to be addressed in the institution, although it is not yet clear what exactly the impact of this data will be, as it depends on what next steps are taken. This evaluation seems to not have occurred.

How do you assess the extent of the **changes in terms of relevance?**

(the extent to which the objectives of the intervention are consistent with the key area requirements)

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

Addressing issues of child care are essential to gender equality within the RPO. There are currently no policies that address this issue directly, however, the GELCSF regulates measures such as flexitime, staggered hours; working part time hours for personal reasons, paid and unpaid extended leave, working from home, mobility, job sharing.

Measure 3.1.2., implementation of a survey is extremely relevant, as information is needed before addressing the issue, however, considering interviews during audit, the general response seems to be a cultural pushback against the need for gendered policy regarding work life balance/child care, etc. Addressing the issue of the room did not lead to any tangible results and is ongoing. The act of addressing the room, and asking for sponsorship through Measure 3.1.5, gives an example of a particular need within the RPO for services for workers, that helps to achieve gender equality and change assumptions that there is no need for cultural change around this issue.

The installation of baby support equipment (e.g. diaper change) in two gendered spaces is substantial. Celebrating this installation as well as conducting another survey on these spaces may be helpful moving forward.

Measure 3.1.1.: is extremely relevant, as the combination of the survey was done about the balance between personal life and work in 2017 also raises awareness of the cultural needs within the institution. The implementation of recommendations is very relevant, although it is unclear where these came from.

The knowledge production regarding laws and rights in Portugal and Sweden with PLOTINA materials raises awareness on the issue and calls further attention to the need for institutional policies to not only protect workers, but to also institutionalize gender equality. The photo context and exhibition are extremely relevant as alternative methods of education and dissemination of knowledge to challenge cultural norms and assumptions – which can affect the idea of the need for paternal leave. The training sessions for Human Resources Staff and services is vital – yet it is unclear if this was implemented.

How do you assess the extent of the **changes in terms of effectiveness?**

(the extent to which the objectives of the intervention are achieved)

☐ poor ☐ fair ☒ **good** ☐ very good ☐ excellent

Please justify your assessment.

While there was considerable effort to address issues of space for childcare/family space/lactation, there unfortunately was no tangible outcome in regard to this space, there is a need to follow up with Measures 3.1.2. and 3.1.5 in order to understand effectiveness. The survey in itself is a way of changing perceptions on the need of such a space. Measure 3.1.3 seems to not have been initiated, measure 3.1.7 not implemented.

Measure 3.1.1. seems to be the most effective measure, in terms of evaluating results in order to implement tangible actions and design of policy and further intervention, which seems to be ongoing.

How do you assess the extent of the **changes in terms of sustainability?**

(the potential of continuation of the benefits after the project end).

☐ poor ☐ fair ☒ **good** ☐ very good ☐ excellent

Please justify your assessment.

The implementation of a physical space on the RPO site through the first steps of measures 3.1.2. and 3.1.5, will lead to a sustainable effect of gender equality, as it would exist as a physical space to encourage and remind employees of a work life balance.

Measure 3.1.1. is paramount for sustainability for implementing ongoing policy changes that explicitly address work life balance and gender inequality in this regard. This measure opens up the possibility to institutionalize paternity leave, for example. Further sustainability can be obtained through ongoing and reoccurring surveys on this matter.

Several measures seem to have stayed the same since the last evaluation – which is concerning regarding progress. There were new measures but they were not fully implemented.

How do you assess the **overall progress in this key area?**

☐ poor ☐ fair ☐ good ☒ **very good** ☐ excellent

Please justify your assessment.

There were considerable measures that are setting the groundwork for implementing policy changes and concrete changes in the RPO regarding work and personal life integration, however, the overall

progress is very good. While some tangible outcomes occurred, there is lack of policy implementation as well as a lack of trainings that were actually implemented with HR. Regarding challenges with privacy laws: employees can sign off and consent to surveys regardless of the law? Seek legal counsel/referral for this info. Measure 3.1.3 was not implemented, and no progress here. Measure 3.1.7 was not implemented, suggest conducting a survey and using the results to establish working hours. Measure 3.1.4: this measure was not implemented, although a time-use survey was used as a referral from other RPOs. A Time Use survey is planned but not implemented yet. It's concerning that many new measures were suggested but not implemented. The RPO seems to need further support in moving forward with these new measures – working in collaboration with other RPOs through skill shares.

6.4 Key area 4 - Researchers and research: gender equality and sex and gender perspective

A further key concept of PLOTINA is that culture of research teams' work affects the gender equality in research programs. Cultural barriers, such as gender stereotypes, lack of women's empowerment, 'homo-sociality', all-boys team-networking, still persist within academic environments. Another key concept of PLOTINA is that sex/gender aspects of research programs are crucial for enhancing the reliability of research outputs. PLOTINA partners have identified the following main gaps preventing the gender/sex dimension to be inserted in research programs and contents.

- Lack of specific requirements for consideration of gender in content and evaluation criteria for research programs.
- Lack of awareness and ignorance of the improvement of the quality of research if gender is considered (Source: PLOTINA DoA).

Thus, the monitoring system will assess the grade of integration of sex/gender variables into research programs, gender equality among researchers, and the cultural change as stimulated by the project. (Source: D5.1)

At ISEG information about the research activities by gender is not collected. However, some research is carried out where gender variables are included (in particular the research associated with Social Sciences) and a research group 'Work, Employment, Gender and Organizations' exists that focuses "on the study of the dynamics of work, employment, skills, education, training and gender relations, at corporations and other organizations'. In terms of research topics, several articles about gender were published all the Departments (Economics, Management, Mathematics and Social Sciences).

CI.4.1. Number of scientific papers including sex/gender variables and dimensions

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2018	Sex and gender variables requested in research planning, activity and results, assessed and evaluated (4.1.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To promote research about gender and sex. • Gendering innovations. • To increase the quality of research and knowledge. • To eliminate some of the myths about women in research.
Implementation Process	<p>This is a specific measure included in the GEP signed.</p> <p>Case study ISEG:</p> <ol style="list-style-type: none"> 1. The first results provided information to increase the visibility of the research made by women or about gender.

	<ol style="list-style-type: none"> 2. A gendered innovation meeting organized by PLOTINA within the 18 Schools of Universidade de Lisboa, the meeting will be announced for in the CIG newsletter with large national diffusion. 3. Some preliminary results of the Case Study published September 2018 in the Proceedings of 3rd Forum of CSG as Open Source and also the 4th Forum of CSG 2019. 4. Co-organization of interdisciplinary workshops and meetings with RELOCAL H2020 Project (“Women as Agents of Local Transformation, 23 January 2020), and IGOT-Gearing Roles (date to be announced; before 31 January 2020) 5. This initiative had a delay. The former Commissioner for Research, Science and Innovation (2014-2019) Carlos Moedas welcomed the contact/invitation.
Resources, skills, incentives	Human resources and software programming.

Measure started in 2019	Creation/promotion of rewards and incentive systems for gender equality and diversity efforts and results (1.3.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • Create motivations for researching about gender topics in all fields of the RPO research (Economics, Management, Sociology, History, Law, Mathematics, Statistics, Econometrics, etc.) • Attaining a fair gender balance based on research and teaching excellence.
Implementation Process	<p>Inclusion of the action in the GEP. Contacting the Master Coordination Commission (20 Masters). Informing students, teachers and researchers by campaigns and in meetings/seminars.</p> <p>A prize for the best Master Theses that contribute to gender balance in research innovation and training was institutionalized - the PLOTINA PRIZES. The target population are the Master students and Master Theses Supervisors.</p>
Resources, skills, incentives	The PRIZES are monetary and also merit incentives. A jury must be created for the evaluation of the submitted theses to the Prizes. The sustainability of the PRIZE after January 2020 is under preparation.

Challenges & Coping	The extension for other fields of this kind of Rewards is a challenge. Some decisions must be taken at Top Governance Bodies (in some cases out of the ISEG, At global University Level)
Outcomes and potential impact	The sustainability of the PRIZE after January 2020 is under preparation.

Measure started in 2017	Promotion of incentives to ensure the integration of a gender dimension in research (4.1.10.); see also 1.3.1.
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To integrate the gender dimension. To increase volume and quality of research about gender; more junior and senior researchers attracted to the area.
Implementation Process	<ul style="list-style-type: none"> The decision was taken formally by the Dean; the directives were not sent (yet) to the research centres. The research centres can accept or reject the decision because they have autonomy.
Resources, skills, incentives	Human resources and programming software.
Challenges & Coping	<p>Challenges included:</p> <ul style="list-style-type: none"> The lack of sensitivity and relevance given to the integration of gender dimension in research by some researchers and teachers. <p>Coping strategies included.</p> <ul style="list-style-type: none"> The creation of the right incentives to ensure the integration of a gender dimension in research. (See also 4.1.6.). Show the advantages of scientific progress of gendering innovations.

SI.4.1 Gender composition of research teams who got public funding

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 7.

SI.4.2. Networks on gender issues research

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2019	Creation of a network structure with the aim to facilitate and boost communication and cooperation between actors in the areas of gender research and gender equality practice in different levels and fields (1.1.4.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • Improve the gender equality inside the RPO through establishing every year, the relevant plan of action. • Ensure the diversity of actions, increase their impact, thus contributing to the consolidation and sustainability of the GEP (after Jan 2020).
Implementation Process	<p>Identification of the 'partners' of the network in some cases, in other PLOTINA ISEG was first contacted by the 'partners' of the network.</p> <ul style="list-style-type: none"> • ISEG is member of iGEN since 18.12.2018, has regular meetings and training sessions promoted by iGEN (about one per month) and is member of the iGEN Task Force Education and Training. • Regular meetings and contacts among the network members (iGEN about 80 members, SAGE Charter Members, Sister projects, etc.) and co-organization of events (example Ceremony of iGen Annual Signature in ISEG 18 Dec 2018). • Within the network a formal network, the iGEN (established in 2005), consisting of 80 firms/corporates and institutions for gender equality. The iGEN Agreement includes 9 key areas with some of them coincident with the 5 areas of PLOTINA. All iGEN members have to promote 4 or 5 actions/measures promoting gender equality in one year. The results are audited. • Several ongoing contacts lead to the signing of agreements/protocols for regular and formal long term cooperation and co-action. In the case of traineeships for Master Students within institutions like the Ministry, research groups, CITE and CIG¹⁵. During a meeting with the CIG President (Dra. Teresa Fragoso), a formal agreement was agreed and will be signed by the ISEG Dean. <p>The plan of action includes the resources (human and material) necessary as well as the timing for implementing and the expected results.</p>

¹⁵ Commission for Citizenship and gender equality; the governmental commission for gender equality

Resources, skills, incentives	<ul style="list-style-type: none"> • For iGEN ISEG member actions yearly internal evaluation of the plan of action. • In iGEN for each action the member includes in the self-tailored gender equality measures plan, the main resources for starting with the measures are human and financial. • There are different incentives for belonging to iGEN. The big advantage is sharing experiences among institutions with different profile, problems and potentials. Only 2 RPOs belong to iGEN (Engineering Faculty of Universidade de Lisboa and Law Faculty Universidade do Minho). Most of the members are firms (some SME) and corporations. • Building networks demands regular and efficient contacts.
Challenges & Coping	<ul style="list-style-type: none"> • Some resistance existed surrounding the difficulty to apply the measures /actions of the iGEN. The resistances were overcome through the formal character of the GEP. • The main coping strategy was to show how the iGEN goals match the GEP in the RPO. In fact, some actions are coincident (both in GEP and in iGEN actions which are selected from each of the iGEN members (actions self-tailored)
Outcomes and potential impact	<ul style="list-style-type: none"> • Opportunities in the area of providing / receiving specific trainings. • Possibility of traineeships for students of the RPO within the represented organisations. • The long term impact concerning iGEN is estimated to be of substantial dimension because it is a formal network that is growing. In the long run it is expected to enlarge (namely with additional RPO) and increase the action. <p>ISEG being a member of the iGEN network is considered to be one of the main attainments surrounding the PLOTINA work at ISEG, since the agreement in iGEN includes the following 9 dimensions for equality and its therefore not limited to the Key Area 4, where it is listed now:</p> <ol style="list-style-type: none"> 1. Mission and values of the organization 2. Recruitment and selection of personnel 3. Lifelong Learning 4. Remuneration and Career Management 5. Social dialogue and participation of workers and / or their representative organizations 6. Duty of respect for the dignity of women and men in the workplace 7. Information, communication and image 8. Reconciliation between work, family and personal life: 9. Parenting Protection and Family Care;

Thus, iGEN membership and the CIG agreement contribute in a broad sense and large scope to the sustainability and improvement of the transformations occurred under the implemented PLOTINA actions.

SI.4.3. Provision of an annual RPO gender report

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Gathering of gender disaggregated data routinely, quantitative and qualitative. Analyse these data in a dedicated report so as to monitor gender and diversity state of art in the organization (1.2.3.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To monitor gender and diversity state of art in the organization, in all domains (teaching and research). The visibility of the research made by gender and research about gender and the position of women and men in the University.
Implementation Process	<ul style="list-style-type: none"> Including the sex variable in the data-sets where they do not exist (example research areas). Selection of the relevant variables to be included in the regular PLOTINA newsletter and gender report (following the model of UNIBO).
Resources, skills, incentives	<ul style="list-style-type: none"> Collection and organizing information Human resources.
Challenges & Coping	<p>Challenges included:</p> <ul style="list-style-type: none"> Administrative and IT staff feel it as additional work on the top of their usual workload. <p>Coping strategies included:</p> <ul style="list-style-type: none"> Arguing with good examples. The solution found for one research centre can be used as example. The routine facilitates the assessment of research and the institution. Consequently, it decreases the burden of collecting data for central evaluation of research (FCT) and EU H2020 applications. Make the IT staff aware (awareness rising) it is part of their work, it is not additional.

Measure started in 2019	Inclusion of the gender equality report and plan - with quantitative and qualitative data - in the programming cycle of top decision-making bodies/Governance (1.2.4.)
Aim(s) & expected outcomes/impacts	Ensure sustainability of data gathering and publication (surrounding gender equality) through their incorporation into the institutions programming cycle.
Implementation Process	<ul style="list-style-type: none"> • Current status: 'high risk of not achieving agreed timeline' – however the measure will be pursued within the current GEP 2019, as well as the one in 2020. • Consider that ISEG actions for equality and gender composition are included in the iGEN forum's annual report. As member of the iGEN, ISEG assumes a list of actions to be carried on in each year. Those actions are evaluated by an iGEN specific structure.
Resources, skills, incentives	Human Resources and Support from the different Governance Bodies.
Challenges & Coping	There are multiple levels and centres of decisions (Presidency, Scientific Council, Pedagogical Council, etc.). In some cases, the full agreement is not possible to attain.

Measure started in 2017	Monitoring of all data regarding research disaggregated by gender: funding allocation, publications submission, excellence evaluation, patent applications. (4.1.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To have at disposal all disaggregated data and analyse them from a gender point of view. • Increasing the potential for monitoring gender-specific research data, allowing the organization to have a useful tool that accelerates answers to calls, project applications, annual reports production, etc. • The reports for 2016 and 2017 of the Department of Economics includes PLOTINA and PLOTINA goals.
Implementation Process	<ol style="list-style-type: none"> 1. Research centres were contacted by PLOTINA in order to consider the information disaggregated. 2. They will be contacted again by the presidency after the approval of the actions for 2018. The last reports of the 2 consortiums (REM and CSG)

	<p>evaluated recently by FCT both with ‘Very Good’, did not include data by sex.</p> <p>3. Development and implementation of the quantitative and qualitative audit tools started. Illustrating the advantages of those tools for evaluation and applications with support of the case study results (measure 4.1.1.).</p>
Resources, skills, incentives	Human resources and good practices sharing.
Challenges & Coping	<p>Challenges included:</p> <ul style="list-style-type: none"> • The high demanding in resources and coordination among different entities inside the institution. • The resistance to change and additional work. <p>Coping strategies included:</p> <ul style="list-style-type: none"> • The development and implementation of the quantitative and qualitative audit tools. • Illustrating the advantages of those tools for evaluation and applications.

SI.4.4. Participation in training seminars on integrating sex/gender analysis methods, by gender and field of research

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO’s performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 7.

SI.4.7. Co-authored articles in scientific publications

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO’s performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 7.

SI.4.8. Single authored articles in scientific publications

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO’s performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 7.

SI.4.9. Number of PhD thesis including sex/gender analysis

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 7.

SI.4.10. Application for the nationally organized PLOTINA competition and/or awards for integration of sex/gender variables in research

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Public recognition within the RPO of the research pieces that have taken the gender dimension into account. (It could be a prize or a mention in the graduation event, etc...) (4.1.6.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To gain public recognition within the RPO of the research pieces (Master Theses Prizes) specific for the dissertations about gender issues that include a gender dimension. To increase and stimulate the research about gender issues by junior researchers and also incentivised supervision of dissertations about gender. To encourage research that takes into account the gender dimension among junior and senior researchers.
Implementation Process	<p>Announcement on the ISEG's webpage, in digital screens/digital posters and on posters in the RPO of the PLOTINA prize for thesis including the sex/gender variable.</p> <p>Future sponsorship of the PRZES shall be explored during and after Jan 2020.</p>
Resources, skills, incentives	Human resources and material resources.
Challenges & Coping	<p>Challenges included:</p> <ul style="list-style-type: none"> The Prize is in PLOTINA-ISEG Budget. <p>Coping strategies included:</p> <ul style="list-style-type: none"> Material incentives, such as prize money, also work. Some sponsorship could be explored during and after January 2020 and be added to other prizes in the open of academic year event.

Outcomes and potential impact	<p>Visibility achieved through the award of the PLOTINA Prize to Master Thesis during the opening of the academic year event.</p> <p>Increased and stimulated the research about gender issues by junior and senior researchers and also incentivized supervision of dissertations about gender.</p>
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SI.4.11. Perception of the gender/sex variables in research contents, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

For this perception indicator there were specific measures applied, it was however not possible to monitor it retrospectively in T0 for the period before (data assessed in T0 refer to the previous academic year). It is thus part of the GEP, but not monitored in quantitative terms within this evaluation period.

Measure started in 2017	Seminars to favour the knowledge of the economic, social, excellence value of the introduction of sex and gender variable in Research (4.1.9.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To improve the knowledge of the sex and gender dimension in research. • Raising more awareness for the excellence value of the introduction of sex and gender variable in research.
Implementation Process	<ol style="list-style-type: none"> 1. Agreement and support of the Direction in this action. 2. Program of seminars or summer schools (only 2018 following model of Bologna last workshop); Big event NOS (policy, forums, movies, music, etc.) about Discrimination co-organized with CESA-CSG in May 2019 intersectionality and gender discrimination; in May 2019 the Chair of the American Economic Association (AEA) Committee on the Status of Women in the Economics Profession, Shelly Lundberg, was in ISEG for a Speech in a big conference (more than 200 participants) co-organized by PLOTINA Team). 3. Contacts with <i>Universidade de Lisboa</i> (still ongoing). Some already implemented. 4. The Institute of Public Policy (Lisbon) ¹⁶ a Portuguese think tank, in the program of activities for 2018/2019 includes a partnership with PLOTINA ISEG, “in order to contribute to the dissemination and discussion of the

¹⁶ <http://www.ipp-jcs.org/en/welcome/>

	conclusions of this important initiative in the promotion of gender equality”.
Resources, skills, incentives	<ul style="list-style-type: none"> • Human resources, institutional resources (external to ISEG) • Relevant expertise in the insertion of the gender variable in research
Challenges & Coping	<p>Challenges included: Gathering consensus and public for the seminars and workshops.</p> <p>Coping strategies included:</p> <ul style="list-style-type: none"> • The development and implementation of a routine of seminars, workshops, etc. • Showing advantages, such as improvement of the quality of the research, avoiding sample bias and gender biased analysis.

ISEG’s performance in quantitative terms in key area 4

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T2 are depicted in Table 7.

Table 7 ISEG’s performance in quantitative terms in key area 4

Indicator	T0	T1	T2
CI.4.1. Number of scientific papers including sex/gender variables and dimensions	4	4	7
SI.4.1 Gender composition of research teams who got public funding	0	Not assessed	Not assessed
SI.4.2. Networks on gender issues research	Not assessed	1	1
SI.4.3. Provision of an annual RPO gender report	Not assessed	0	0

SI.4.4. Participation in training seminars on integrating sex/gender analysis methods, gender and field of research	Not assessed	0	Not assessed
SI.4.7. Co-authored articles in scientific publications	0,34	0,73	Not assessed
SI.4.8. Single authored articles in scientific publications	0,0	0,75	Not assessed
SI.4.9. Number of PhD thesis including sex/gender analysis	3	2	3
SI.4.10. Application for the international PLOTINA competition and/or awards for integration of sex/gender variables in research	Not assessed	0,5	Not assessed

Peer Reviewer's assessment of key area 4

How do you assess the **implementation process** in this key area?

☐ poor
 ☐ fair
 ☐ good
 ☐ very good
 ☒ excellent

Please justify your assessment and make references to **outputs** (what the implementation has produced compared to planned, both in qualitative and quantitative terms) and **outcomes** (the effects produced by the outputs on the targeted people).

At the time of auditing, there was no information from ISEG regarding research activities by gender. Some research is carried out where gender variables are included (in the Social Sciences), and a research group existed, "Work, Employment, Gender and Organizations," that focuses on the "study of the dynamics of work, employment, skills, education, training and gender relations, at corporations and other organizations." Several articles about gender have been published from all Departments (Economics, Management, Mathematics, and Social Sciences).

The following measures were implemented:

Measure 4.1.1.: Case study created for ISEG which includes first results on information to increase the visibility of the research made by women or about gender. A gendered innovation meeting organized by PLOTINA took place within 18 Schools of Universidade de Lisboa, and the meeting for this year will be announced. Some results from the Case study will be published in September in the Proceedings of 3rd Forum of CSG (2018) as Open Source and 4th Forum CSG (2019), ongoing initiatives in 2020.

Measure 1.3.1: Creation/promotion of rewards and incentive systems for gender equality and diversity efforts and results – prize institutionalized in RPO for Master's Thesis that contributes to gender as field of study. Plans are underway for 2020 prize.

Measure 4.1.10: decision taken by the Dean, directives were not yet sent to research centres. Centres can accept or reject the decision based on autonomy.

Measure 1.1.4: creation of network structure with aim to facilitate communication and cooperation between actors in the areas of gender research, ISEG became an active member of iGEN.

Measure 1.2.3.: including the sex variable in the data sets where they do not exist and selection of relevant variable to be included in the regular PLOTINA newsletter and gender report (following UNIBO as model)

Measure 1.2.4: inclusion of the gender equality report and plan with quantitative and qualitative data in the programming cycle of top decision-making bodies/Governance

Measure 4.1.2.: Research centres contacted by PLOTINA in order to consider the information disaggregated. Research centres will be contacted by Presidency/Dean after approval of actions for 2018. Development and implementation of the quantitative and qualitative audit tools started.

Measure 4.1.6.: Announcement on the ISEG's webpage, in digital screens/digital posters and on RPO posters of PLOTINA prize for thesis.

Measure 4.1.9: Agreement of support of direction in this action created, program of seminars or summers schools (2018), Speech from Chair of the American Economic Association (AEA) Committee on the Status of Women in the Economics in 2019, Contacts with Universidade de Lisboa, Institute of Public Policy is in partnership with PLOTINA ISEG "in order to contribute to the dissemination and discussion of the conclusions of this important initiative in the promotion of gender equality" in 2018/2019.

In terms of the quantitative outputs in terms of the measures, there was no performance comparison possible due to lack of data, however in terms of SI.4.7, the performance has risen. In terms of SI.4.8 the performance has risen, and in terms of SI.4.9 the performance has fallen.

In terms of the process of implementation:

Regarding Measure 4.1.1.: a case study as a preliminary implementation is crucial, in order to understand the context of the RPO's culture of research teams and the ways in which data can be understood in gendered terms, as well as how the culture of research can enhance or inhibit gender equality. In general, this implementation addresses the first step in administering specific requirements for gender content and the evaluation of criteria for research programs. This case study in itself raises awareness of the culture of research.

Regarding Measure 4.1.10: the inclusion of the actor at the level of the Dean significantly enhances and encourages the implementation of specific requirements for gendered content and gender equality in research environments. There seems to be no update on this measure since 2017.

Regarding measure 1.1.4: The agreement in iGEN includes the following 9 dimensions for equality and its therefore not limited to the Key Area 4, where it is listed now:

- 1. Mission and values of the organization*
- 2. Recruitment and selection of personnel*
- 3. Lifelong Learning*
- 4. Remuneration and Career Management*
- 5. Social dialogue and participation of workers and / or their representative organizations*

6. Duty of respect for the dignity of women and men in the workplace

7. Information, communication and image

8. Reconciliation between work, family and personal life:

9. Parenting Protection and Family Care;

Thus, the implementation of this measure is substantial.

Regarding Measure 1.2.3.: including the sex variable in the data sets significantly changes the ways in which data is understood and contextualized. Disseminating this information also changes the data and the context. There seems to be no implementation of this since the last report. Unclear if this measure is being implemented and sustained.

Measure 1.2.4: the implementation of this measure does not seem to have happened during the agreed timeline, but there are plans to implement in GEP 2019 (not sure if this happened?) and 2020. This may be implemented through iGen membership.

Regarding Measure 4.1.2.: the monitoring of all data regarding research disaggregated by gender is critical in order to substantiate the need for change, as well as to address the changes as they happen in regards to access to further funding for the sustainability of the GEP. This may be something the RPO can get assistance with through the iGen network and the development of tools for this data monitoring.

The inclusion and participation of research centres is vital in order to encourage and disseminate information regarding gender equality in research environments, as well as to enhance and empower female researchers and or topics on gender.

Regarding Measure 4.1.6.: encouraging and disseminating information regarding prizes for researchers to focus on gendered topics promotes scholarly prestige to the topic.

Regarding Measure 4.1.9: These particular activities further promote a culture of gender equality and specific prestige in regard to gendered issues within research, as well as women's experiences as researchers. Institutional collaboration beyond the research centres also leads to considerable cultural change.

How do you assess the extent of the changes in terms of relevance?

(the extent to which the objectives of the intervention are consistent with the key area requirements)

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Please justify your assessment.

The general approach to the measures to broaden, encourage, and sustain a culture of gender equality within the research environment as well as a specific focus on collecting data based on sex disaggregated data is critical in order to encourage critical reflectivity throughout different academic departments that do not normally address these issues. However, I am concerned with the conflation of sex disaggregated data with gender disaggregated data – as the two are different concepts and should remain distinct.

The measure 4.1.1., includes a case study of ISEG to increase visibility. This measure is extremely relevant in order to enhance and encourage prestige as well as changing culture regarding what legitimate academic knowledge looks like (especially in an institution that historically focuses on Economics), but also a gendered innovation meeting organized by PLOTINA within 18 Schools of Universidade de Lisboa, and the meeting for this year will be announced is also extremely relevant, in order to share experiences and knowledge across institutions, as well as to enhance ISEG's culture of research regarding gender. Measure 4.1.10, is extremely relevant, as the Dean's authority and clout

will substantially add to the enhancement of gendered research as well as research by women as specifically important and critical. However, it is concerning that this it is stated that “This initiative had a delay” – but not clear as to what this delay was, and if this measure is continuing?

Measure 4.1.2 – relevant for future funding opportunities

Measure 1.3.1.: considerably relevant to institutionalize a prize for Master’s thesis – this encourages directive and particular forms of knowledge making.

Measure 1.1.4: incredibly relevant for the implementation and sustainability of the key areas for the RPO through sustained accountability and support with the network.

Measure 1.2.3 is also extremely relevant in terms of challenging the ways in which knowledge is collected and understood. Measure 4.1.2. is extremely relevant in order to learn from and enhance research centre’s ability to and knowledge of gender research. Measure 4.1.6. is extremely relevant in order to enhance opportunities for and remove barriers to gendered research topics.

How do you assess the extent of the **changes in terms of effectiveness?**

(the extent to which the objectives of the intervention are achieved)

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Please justify your assessment.

Considering that the RPO lacked specific requirements for considering gendered context as considering criteria for research programs, the measure 4.1.1., to include a case study of ISEG to increase visibility of women researchers and researchers on gender is substantially effective.

Measure 1.2.3. and measure 4.1.2. ensure that knowledge is understood in gendered terms, while encouraging and enhancing critical reflection amongst research centres to address specific requirements for a research of gender equality as well as to encourage gendered specific research.

Measure 1.1.4 is highly effective and critical for implementing the key areas.

Measure 4.1.10 and measure 4.1.6. are very effective in terms of enhancing support of and prestige of gender research topics.

How do you assess the extent of the **changes in terms of sustainability?**

(the potential of continuation of the benefits after the project end).

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Please justify your assessment.

There is a concern with a lack of clarity and response from the research centres in terms of their involvement with the measuring of disaggregated data as well as their general involvement. Their participation will be key to sustainability.

Measure 1.1.4: contributes to ongoing sustainability and support through the network, this is a critical step for the ongoing implementation of changes in policies as well as the funding and resources necessary for ongoing changes.

Measure 1.2.3: unsure if this implementation actually happened – has the IT staff been trained?

Measure 4.1.9: Agreement of support of direction in this action created, program of seminars or summers schools (2018), Speech from Chair of the American Economic Association (AEA) Committee on the Status of Women in the Economics in 2019, and specific continued efforts such as these will help to challenge gender equality in research, challenge gender inequality in research environments,

and enhance knowledge and practice over time of gender research topics and experts within the institution for longer term effects.

1.3.1 – prize will be sustained in 2020 how? Will the funding continue?

4.1.2 – data is critical for sustained financial support and setting a standard as an RPO

How do you assess the **overall progress in this key area?**

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Overall progress in this area is substantial (see comments in previous sections) with the exception of measure 1.2.3, 1.2.4, 4.1.6. There is concern where these measures are not developing from 2017. Bureaucratic slowness cannot be the reason for all of these measures to have taken a halt. Sustainability and moving forward with the work will be greatly enhanced through membership with iGen.

6.5 Key area 5 - The integration of gender and sex dimension in study curricula

Ensuring the integration of gender dimension in teaching curricula is another core objective of PLOTINA. A series of concepts, strategies and challenges to promote the insertion of sex and gender as a variable in teaching/training curricula (from the undergraduate level to the PhD one) will be defined in the project. Training will range from occasional seminars to complete degree programs. Thus, WP5 will assess the progress of the insertion of gender/sex variables in teaching programs. However, as one RPO in the consortium does not provide teaching, all indicators in this subsection were being defined as “specific”. (Source: D5.1)

SI.5.1 Courses on specific gender dimensions, per field of research

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At ISEG there are trainings or subjects promoting gender awareness. The teaching curricula do not include gender variables in the mandatory subjects but some elective courses do include gender themes as sections. In a few programmes and subjects gender issues are considered but only as marginal or illustrative questions.

Measure started in 2018	Promotion of incentives to ensure the integration of a gender dimension in teaching curricula (5.1.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To integrate the gender dimension. To improve the knowledge on gender equality and facts and myths in sciences. To improve the quality of curricula.
Implementation Process	The decision was taken formally by the Dean, but applies only to ISEG not the entire University, <i>Universidade de Lisboa</i> . The main decisions about new Study Programmes are taken at a higher level (Senado of the University composed by 18 schools ¹⁷ ; ISEG is one of the schools). There is a significant difference between integrating gender in Study Programmes (e.g. a Master in Gender Studies decision to be taken by Senado), or creating a non-mandatory (optional) Courses like Gender and Citizenship (this course exists in ISEG in the curricula of Master Programme in Development and International Cooperation in ISEG).
Resources, skills, incentives	Human resources , good teaching and courses practices.

¹⁷ <https://www.ulisboa.pt/en/escolas>

Challenges & Coping	<p>Challenges included:</p> <ul style="list-style-type: none"> • The difficulty to prepare and organize new courses and made them approved at different levels (Senate of <i>Universidade de Lisboa</i>, the top level of decision UL). • After "Bologna European Process" signature, the curricula changed in Portugal from five years to three years and consequently there are just few spaces left for new subjects. <p>Coping strategies included:</p> <ul style="list-style-type: none"> • The demonstration of the improvement of learning quality. • Promoting open sessions motivating the option for the courses (when they are elective). • Creating incentives to attend the courses. Monetary incentives (reduced fees) or in other (e.g. certification). <p>Difficult to implement, as it is not clear what kind of incentives would be adequate.</p>
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SI.5.2. Sex/ gender variables in teaching modules/courses

For a description of this indicator see D5.1 Catalogue of Core Indicators.

SI.5.3. Training seminars or guidelines on integrating sex/gender in teaching curricula

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At ISEG there is no training in this sense.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in

SI.5.4. Students attending classes reflecting sex/ gender variables, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

For this indicator there were specific measures applied, it was however not monitored in quantitative terms within this evaluation period.

Measure started
in 2017

Development of introductory and advanced courses in all Schools on sex and gender variables in Research (5.1.2.)

Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To make students understand and learn about gender relevance in their curricula. • To improve the knowledge on gender equality and facts and myths in sciences. • To improve the quality of curricula.
Implementation Process	<ol style="list-style-type: none"> 1. Agreement and support of the direction in this action (done in GEP). 2. Training courses in February and March 2018, about Gender Audit in Firms and Other institutions. Program available online¹⁸ Collaboration/certification by ITCILO (International Training Centre of the International Labour Organization). 3. PLOTINA participates in March 2018) presenting the gender equality plan of ISEG and the process of implementation. PLOTINA ISEG will participate in a new edition of the same course in February 2019. 4. Examples of courses for the development of introductory and advanced courses on sex and gender variables in research with the participation and/or support of PLOTINA: <ul style="list-style-type: none"> • Springer Course Seeking Gendered Perspectives in 11, 12 & 13 MAY 2017 in ISEG; announced on www.genderportal.eu and in the RPO webpage.¹⁹ • Training Course: Auditorias de Género e planos para Igualdade (Gender Audits and Equality plans) which was announced on the ISEG webpage and by the National Commission for Citizenship and gender equality.²⁰ (March and April 2018). The course has the collaboration and certification by ITCILO (International Training Centre of the International Labour Organization). (see program online) • Training course about Auditorias de Género e planos para Igualdade (Gender Audits and Equality plans) in February and March 2019 with the participation of PLOTINA. • Summer School (12 hours) in June 2019; Gender in Economics. • Debate of women as influencers in social media. • Book exhibition in ISEG about gender equality books in May 2019 and June 2019. • Demonstrations of UN Gender Equality Portal (May 2019) in ISEG during the SEHO International Conference.

¹⁸ <https://www.idefe.pt/cursos/agpi>

¹⁹ https://aquila.iseg.utl.pt/aquila/publico/units/events.do?method=viewEvent&unitID=102&announcementId=1415110&contentContextPath_PATH=/instituiacao/ISEG/initial-page&_request_checksum_=f545c74e05de0a173c5b156411689c1b4d93d8f2;http://pascal.iseg.utl.pt/~cesa/index.php/menueventos/eventosrealizar/spring-module-2017/560

²⁰ <https://www.idefe.pt/cursos/agpi>

	<p>Of the courses, seminars and training sessions - some were elective within existing curricula. Incentives were created to attend some of the courses in the form of zero or reduced participation fees or certification of attendance.</p> <p>Meetings among interested parts exist but are all very preliminary. Financial resources and human resources needed are very large as well as convergence of many interests in teaching and training community and users.</p>
Resources, skills, incentives	<ul style="list-style-type: none"> • Human resources • Pedagogical Material • Syllabus as examples
Challenges & Coping	<p>Challenges included:</p> <ul style="list-style-type: none"> • Identify the segments of the current courses that include gender issues. Difficulty to prepare and organize new courses and made them approved at different levels (Senate of Universidade de Lisboa, the top level of decision UL). • Very few gender equality studies in curriculum. Some curricular units approach the subject but are not entirely on the subject. In this sense, it becomes more difficult to measure the teaching /learning on gender available to students. <p>Coping strategies included:</p> <ul style="list-style-type: none"> • Demonstration of the improvement of learning quality. • Promoting open sessions motivating the option for the courses (when they are elective). • Creating incentives to attend the courses. Monetary incentives (reduced fees) or in other (e.g. certification).

ISEG's performance in quantitative terms in key area 5

Table 8 ISEG's performance in quantitative terms in key area 5

Indicator	T0	T1	T2
SI.5.1. Courses on specific gender dimensions, per field of research	Not assessed	Not assessed	1
SI.5.2. Sex/ gender variables in teaching modules/	Not assessed	Not assessed	Not assessed

Peer Reviewer's assessment of key area 5

How do you assess the **implementation process** in this key area?

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

*Please justify your assessment and make references to **outputs** (what the implementation has produced compared to planned, both in qualitative and quantitative terms) and **outcomes** (the effects produced by the outputs on the targeted people).*

At the time of the audit report, there were trainings or subject promoting gender awareness at ISEG. The teaching curricula, however, did not include gender variable in the mandatory subjects but some elective courses did include gender themes as section. In a few programmes and subjects gender issues were considered but only as marginal or illustrative questions.

The following measures were implemented:

Measure 5.1.1.: Dean took formal decision to promote incentives to ensure integration of a gender dimension in teaching curricula, but applies only to ISEG not entire University, Universidade de Lisboa.

Measure 5.1.2.: agreement and support of the development of introductory and advanced courses in all schools on sex and gender variables in research, training courses in Feb and March 2018 about Gender Audit in Firms and Other institutions. The program is available online:

Collaboration/certification by ITCILO (International Training Centre of the ILO. PLOTINA participants in 2018, presenting gender equality plan of ISEG, and again in the new edition of the same course in 2019. Examples of courses for the development of intro and advanced courses on sex and gender variables in research with participation and support of PLOTINA were created, including Springer Course Seeking Gendered Perspectives (2018), Training Course (certified by ILO), and new training course about Gender Audits and Equality plans in 2019. Summer school in June 2019 (was this implemented?). Book exhibition in 2019 – was this implemented? Demonstration of UN Gender Equality Portal 2019 – was this implemented?

Regarding measure 5.1.1. this process is substantial, as the authority of the Dean will influence research centres, students, and teachers to involve themselves in the initiative.

Regarding measure 5.1.2, the process is substantial, as the creation of introductory courses fills a knowledge gap in terms of how gender and sex variables may be integrated into research, which can empower and encourage researchers, students, teachers, and research centres to take the approach seriously in whatever field they may be working.

How do you assess the extent of the **changes in terms of relevance**?

(the extent to which the objectives of the intervention are consistent with the key area requirements)

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Please justify your assessment.

Regarding the implementation of 5.1.1., the Dean's formal decision to promote incentives to ensure integration of gender dimension in teaching curricula is extremely relevant, as the authority of the Dean sanctions gender and sex initiatives as a part of a prestigious academic environment, changing the cultural norm around the idea that these are separate subjects from the majority of academic subjects studied at the university.

Regarding measure 5.1.2: this measure is substantially relevant, as filling the knowledge gap with students as well as administrators, teachers, and researchers contributes substantially to the development of gender equality within the institution.

How do you assess the extent of the **changes in terms of effectiveness**?

(the extent to which the objectives of the intervention are achieved)

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Please justify your assessment.

Regarding 5.1.1.: because there was formerly no gender or sex variables in the curricula in the RPO, the Dean's decision is substantial. However, there is some concern as to if the Dean's agreement will influence the higher-level decision-making bodies (Senate of the University). The outcome of this decision is therefore unmeasured. There seems to be blocks to this implementations effectiveness – incentives for registering for courses seemed to be an issue.

Regarding measure 5.1.2: the effectiveness of this implementation is substantial, as training and education is needed not only for students, but also administrators and researchers on the impact and significance of gender and its relevance within research. This education can help to fill the gap in regard to creating a culture around gender research as prestigious, relevant, and aligning with institutional values of cultural diversity. There were no updates regarding 2019 events and implementations, unsure if these were enacted?

How do you assess the extent of the **changes in terms of sustainability**?

(the potential of continuation of the benefits after the project end).

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

In regard to sustainability, the measure 5.1.1. and the backing of the Dean is substantial and will have long term effects, however, the Dean's authority is limited, and the approach to the Senado in the University should be taken seriously in order to create long term effects. New courses should be prepared and sustained, which takes time and human resources. The enrolment in courses could be increased through a cross-course certificate program (if students enrol in both courses and complete, as well a few other courses offered in the university), the certificate could be offered under a more general label such as "diversity studies."

In regard to the sustainability measure 5.1.2 is substantial, as long as the trainings and curricula suggested are ongoing, in order to address knowledge gaps with new students. In order to sustain this measure, see recommendations from previous measure. Resources and collaboration with networks will enhance resources regarding the creation of new courses. I would recommend a free lecture series on current topics related to gender issues that are relevant for the students to attract new enrolment in courses, and to promote gender courses.

How do you assess the **overall progress in this key area**?

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Please justify your assessment.

The implementations in this key area are substantial, and if supported over time, can lead to a higher awareness amongst staff, researchers, and students on the importance, legitimacy, and relevance of gender perspectives in all subjects of study, contributing to the overall prestige of the university as

well as its broader aim to be and remain culturally diverse. See recommendations for implementation in previous comments.

6.6 Peer Reviewer's overall assessment

The assessment should adequately consider the level of completion of a GEP, in terms of achievement.

GEP's progress in terms of achievement of measures	Fully achieved	Partially achieved	Not achieved
Key area 1 (15 measures)	53%	47%	0%
Key area 2 (5 measures)	60%	40%	0%
Key area 3 (6 measures)	33%	33%	33%
Key area 4 (6 measures)	67%	33%	0%
Key area 5 (2 measures)	50%	0%	50%
Across all key areas (34 measures)	53% (18)	38% (13)	9% (2)

The RPO's progress is considerably substantial and impressive. Prior to the audit, the RPO suggested that there was a general culture of gender equality, which is a good starting point. However, the implementation of several of the measures assures that the RPO can implement, measure, and assert gender equality policies, trainings, skill enhancement, and in general a cultural of not only gender equality, but to enhance its international prestige, relevancy, and to address its overarching goal: cultural diversity.

In terms of moving forward, I may suggest the following in regard to the sustainability and ongoing difficulties of ensuring dedication to gender equality/international relevancy within the RPO:

Key area 1: The lack of formal sexual harassment policies, as well as a lack of targeted gender issues in policies is alarming and must be addressed in the long term. Examples from other Universities and expertise to implement these policies is critical. The CIGDIN will need sustained support on the information about the process of implementation and the rules and statues of the gender equality Commission in Universities were GEP's were implemented in Europe, as this is the first Portuguese University. Gaps in implementation should be addressed for sustainability, including the involvement of different departments, allocating needed resources (human, time, expertise) and clarity on the coordination and different ways of doing things through institutionalization of various procedures to reconcile different habits. There is concern that there is yet to be a formalized document that belongs to the RPO in Portuguese – this measure should have been implemented with the help of a consultant/expert. Considering moving past bureaucratic hold ups to continue to create consistency in the GAP and the CIGDIN are essential for further development. There are concerns (mentioned earlier) of some particular elements taking too long to implement.

Key area 2: Regarding measure 1.2.10, this is effective, but only towards specific target populations. For further effectiveness, this information should also be shared with relevant actors in differing governing bodies for further evidence of need for gender equality quotas, etc. Regarding measure 2.1.3: this process needs follow up to measure if the recommendations were considered by research centres. Regarding measure 2.1.2: in order to institutionalize empowerment several ongoing trainings

will be needed. Regarding measure 2.1.8: the implementation of these trainings and sessions as re-occurring would create sustainability on all levels. Meetings and keynote speakers are taken with autonomy by the Research Centres, and Presidency/Dean of ISEG can only send recommendations. Regarding measure 2.2.1: this information provided by these trainings, etc. should also be shared with different actors in the different governmental bodies, as an awareness raising strategy. In regard to 1.2.4, this implementation requires follow up. Regarding 2.1.9: the effectiveness of the implementation will rely on following good examples from campaigns inside and outside the institution and showing examples of top Universities such as UNIBO. There is concern that these implementations mostly occurred in 2017, and that there doesn't seem to be much of a plan for the sustainability of these measures past 2020.

Key area 3: In general, to make the implementation of measures relevant, it would be essential to institutionalize child care/paternal leave/shared leave within institutional policy in order to directly confront gendered dimensions of child care/reproduction. regarding measure 3.1.1.: I would suggest ongoing surveys addressing the needs of employees as individual needs and lives change over time, sustainability of the issue is reliant on ongoing awareness and education. While some tangible outcomes occurred, there is a lack of policy implementation as well as a lack of trainings that were actually implemented with HR. Regarding challenges with privacy laws: employees can sign off and consent to surveys regardless of the law? Seek legal counsel/referral for this info. Measure 3.1.3 was not implemented, and no progress here. Measure 3.1.7 was not implemented, suggest conducting a survey and using the results to establish working hours. Measure 3.1.4: this measure was not implemented, although a time-use survey was used as a referral from other RPOs. A Time Use survey is planned but not implemented yet. It's concerning that many new measures were suggested but not implemented. The RPO seems to need further support in moving forward with these new measures – working in collaboration with other RPOs through skill shares.

Key area 4: Regarding measure 1.2.3.: including the sex variable in the data sets significantly changes the ways in which data is understood and contextualized, however, I would suggest further nuance and expertise regarding sex disaggregated data and the difference between this and gender disaggregated data, as the two are separate conceptions. This begs the question, what is the definition of sex/gender that the RPO is following with these implementations? I would recommend understanding the distinction between sex and gender as it has been established in the academy. These implementations were substantial, with the exception of measure 1.2.3, 1.2.4, 4.1.6. There is concern where these measures are not developing from 2017. Bureaucratic slowness cannot be the reason for all of these measures to have taken a halt. Sustainability and moving forward with the work will be greatly enhanced through membership with iGen, this is ultimately guaranteeing the forward progress of the rest of the key areas for the RPO throughout 2020 and onward.

Key area 5: These are substantial measures that were implemented; however, the sustainability of this measure is up to enrolment. I would suggest further implementation of a possible certificate program and or a lecture series to involve enrolment.

7 Mondragon University – Faculty of Engineering / MU-GEP

The following description of the RPO is based on data gained at the time of the audit report and might have changed to some extent in the course of the GEP implementation.

Like **MU-HUHEZI**, **MU-GEP** is also a **cooperative** in the Basque country which is owned by its 245 workers. The field of study and research are: i) Mechanical Behaviour and Product Design, ii) Materials Science, Technology and Transformation Processes, iii) Embedded Systems and Information Systems, iv) Electrical Energy, v) and Design and Industrial Organization Processes.

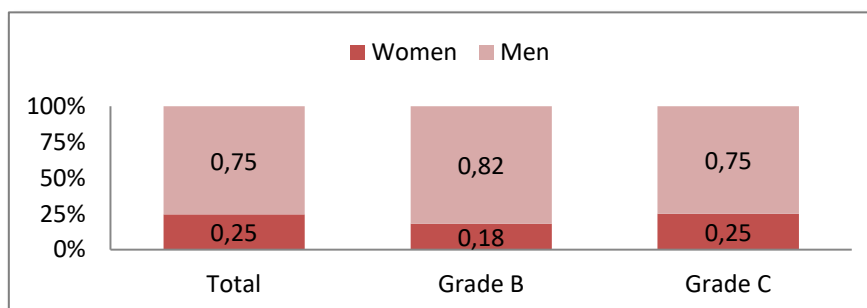
Table 9 Number of students and academics* by gender, MU-GEP (2016)

Students		Academics	
Women	Men	Women	Men
461 (29%)	1113 (71%)	43 (25%)	132 (75%)

*Number of academics in the table above includes grades B, C and D

Of the academics through grades B and C, 25% are women and 75% men. Decomposing the staff into grades B and C it can be noted that as in the case of **ISEG**, the higher the grade, the lower the female share in it.

Graph 3 Composition of academic positions by grade and gender in MU-GEP (2016)



National legislation

Within the Spanish organic law for the effective equality of women and men (LO3/2007), article 25 on equality in the field of higher education, says that public administrations will promote the teaching and research about the significance and scope of equality among women and men. It specifies three different kinds of initiatives that public administrations will carry out on this matter: i) The inclusion of teaching on gender equality issues in the study plans, where it proceeds; ii) Creation of specific postgraduate courses, iii) Specialist research on women and men equality.

Article 33 on university education in the Basque Law for the equality of women and men (4/2005) promotes equal opportunities at the academic career, and in access to decision-making circles.

It also promotes gender balance within the students in all academic subjects. Same way, it looks out for the inclusion of a gender-perspective in the research and teaching of all academic subjects, a non-sexist use of the language and the collection of the contribution that women have made to the social and historic development. In order to achieve this, it asks:

- For the universities to offer a steady specific training to be agents for the equality among women and men.
- In the calls for training and research the Teaching Administration will take into account these issues:
 - Women as heads of projects, when the project is on a subject where female representation is small.
 - Gender balance within the research groups.
 - Research that helps to understand the problems hierarchies between sexes and differences between women and men cause.
 - Proposes measures to erase differences and promote equality.
 - The Administration will create grants to impulse the projects about equality.

Gender policies

Gender Equality, Diversity and Inclusion values are included in the Statutes only. In **MU-GEP** there is a Gender Equality Team which developed a Gender Equality Plan for the period 2010-14 and organizes communication and training activities in each semester. The team meets every other month. Further, the teaching admission takes gender issues in account, such as the promotion of women in projects' leading positions, or gender balance in the team.

The RPO reported that:

- the vice rector is very sensitive about gender issues;
- there is a policy against any kind of harassment, which needs however better communicated, as employees do not know about this.
- the Strategic Plan does not make any references to gender issues.
- There does not exist a policy that avoids gender biases
- the governing bodies believes that flexibility is the best way to fulfil the staff needs, and 'very strict standard' are not effective.
- There is a believe that gender balance can bring some advantage;
- As the institutional language is Basque, which is a neutral language, there is no need of an inclusive language.

Table 10 Main conclusions as deduced by MU-GEP

STRENGTHS	CRITICAL POINTS
<ol style="list-style-type: none"> 1 The statutes of the cooperative include the value of not discrimination because of sex, age, marital status, ethnicity, religion, social class or ideology. 2 There is a Gender Equality Team at the Faculty of Engineering that defines the Gender Equality Plans every four years. 	<ol style="list-style-type: none"> 11 The [direct] antidiscrimination regulation does not allow positive discrimination. [as positive action] 12 The decision-making bodies are not gender balanced. 13 The General Coordination Team does not see Gender Equality as a strategic topic.

- | | | | |
|----|---|--|---|
| 3 | The Basque language is neutral so most of the internal and external communications are gender inclusive. | 14 | The Strategic and Management Plans do not integrate Gender Equality objectives or policies. |
| 4 | The evaluation guideline considers qualitative criteria above the standard metrics. | 15 | The recruitment processes vary depending on the department and the knowledge area. |
| 5 | The principle of “same pay for same work or work of same value” is applied. | 16 | There is no career planning, mentoring, leadership courses for the underrepresented gender and very few in general. |
| 6 | Flexible working timetables are used by most of the workers. | 17 | There is not a clear information and advice desk for work and personal life integration issues, some workers go to the department coordinator and some others to the administration department. |
| 7 | The parental leave does not need to be favoured because most of the men uses it | 18 | The culture of long-working hours is not discouraged but is being questioned lately. |
| 8 | Gender balance is a criterion for selection, promotion and research funding allocation because the governments give higher punctuations to those who do so. | <ul style="list-style-type: none"> • The working hours are on average 8:15 hours per day. • Sex and gender variables are not requested in most of the research activities, and in general people from the RPO did not think about it before. • Interdisciplinary research is valued but not encouraged in practice due to the scarcity of resources. • Working conditions within research project teams do not accommodate parent’s needs because it requires working overtime. • Research data are not segregated by gender and not monitored. • Sex and gender dimensions are not integrated into teaching curricula. • Professors and researchers are not expected to attend equality and diversity training on sex and gender in teaching curricula content. • There is not a general course for students on sex and gender awareness and knowledge, and when they have been organized only a few people (or no one) attended. | |
| 9 | Being a small university changes in the curricula are easier to implement. | | |
| 10 | There are some degrees (Biomedics, Design, Organization...) where the integration of sex and gender variables makes sense for most of the interviewees. | | |

Source: based on Deliverable 2.3, p. 439f.

7.1 Key area 1 - The governance bodies, key actors and decision-makers

A key concept of PLOTINA is that governance bodies, key actors and decision makers have a crucial role in the successful implementation of any GEPs. Their level of awareness and knowledge on gender equality issues has a strong influence on gender equality policies, strategies and processes. Thus, WP5 will assess the existence of gender relevant policies and the gender compositions of governance bodies. (Source: D5.1)

CI.1.1. Representation in (main) governing body(ies), by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit: At MU-GEP the female share in the *governing bodies* is 28%.

- 16% of the Governing Board members are women.
- 33% of the General Coordination team are women.
- 38% of the Social Board members are women.

There is no policy to ensure that the governing bodies are gender balanced. Interviewees mentioned that

- The Rector does not see any disadvantage on gender imbalance, while the Vice Rector identifies a lot of negative consequences.
- Some members of the General Coordination team are aware of gender issues and they try to be role models.
- People on decision-making committees are not very committed to gender equality or they do not communicate it sufficiently.

Table 11 Female share in boards, at the time of the audit

Female share in governing bodies	28%
Female share in decision-making bodies	29%

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 13.

CI.1.2. Representation in (main) advisory body(ies), by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit: At MU-GEP the *Social Board*, consisting of 38% women and 62% men represents the worker partners' needs (professors, researchers, administrative staff) to the co-operative's internal institutions, thus acting as an advisory council. The *General Coordination* body, consisting of 33% women and 66% men, co-ordinates the functions of the management team and advises the Governing Council.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 13.

CI.1.3. Gender sensitive language and images in institutional documents

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit: In the Basque language there is no generic masculine form in use. At the beginning of the project, the MU Plotina team argued that the Basque language had no generic masculine forms. However, during the development of the project it was seen that some generic words to describe humanity or society have the word “giza”, which means “man”, as their root word. In addition, some composed words that combine male and female forms are commonly shortened to only male forms. The team consequently decided to organize actions related to “Inclusive Language” in both the official languages: Basque and Spanish. In the RPO in general, the usage of language is not documented and it has been reported, that when the individual speaker wants to, he or she might well use the language in a gender-insensitive manner, since the definition of gender-neutral or –sensitive language does not only refer to the existence of a generic masculine form or to the predominant use of masculine plurals, while referring to all genders.

Measure started in 2019	Routine revision of any text, communication, images, from a gender equality and diversity standing point, use of language included, for inside and outside destination (1.1.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To revise the main documents, of general use, such as articles of association (statutes), internal regulations and policies, etc. and adapt their wording from a gender equality and diversity point of view To progressively have all texts and images used by university written in inclusive language
Implementation Process	<ul style="list-style-type: none"> A training course on inclusive language was organized in order to ensure that every person involved in communication activities are aware of this issue. External communication companies that provide services to MU were also invited. As a result of the course an “Inclusive Language”-short guide was developed for the inclusive use of Basque and Spanish. This guide was sent to the whole collective and published on the Gender Equality Unit website. The more general and institutional documents were identified, specifically those that are common and affect all the faculties that compose the university. 17 documents were identified and their revision is in progress (the identified documents are: statutes-articles of association, Docentia institutional report, working regulation, remuneration system, annual report, strategic plan, academic regulation for undergraduates, master’s degree, doctorate degree, professional training, several guidelines, teacher’s evaluation manual, several communication manuals, etc.) The documents at the level of MU have been revised This measure will be now applied at the level of the different faculties.

Resources, skills, incentives	<ul style="list-style-type: none"> • A budget has been allocated to hire external experts to assist the revision of all the documents, since only in the Faculty of Engineering there are more than 30 norms that should be revised. • Time investment by the members of the teams in charge of the revisions. • There is incentive to create short guides that gather all the agreed criteria and can be followed easily and to repeat the course every year.
Challenges & Coping	<ul style="list-style-type: none"> • There has been no resistance for the implementation of this task but the shortage of budget made it necessary to prioritize documents (according to their estimated impact), in order to revise them first. • Some people still think that this topic is not so important so won't follow the recommendations of the guide.
Outcomes and potential impact	<ul style="list-style-type: none"> • The training course organized for every person involved in communication activities at every faculty was also open to the external communication companies that design the communication materials. More than half of the attendants were workers of the external companies. The impact will go beyond the boundaries of the university and will impact also the communication channels of the rest of the cooperative companies from Mondragon. • The “Inclusive Language”-short guide designed after the course was very well accepted by the people involved in communication activities.

CI.1.4. Gender equality policy and structures

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit: At **MU-GEP** there is a Gender Equality Team which assembles every second month, consisting of two men and five women.

Table 12 Female share in Gender Equality Structures, at the time of the audit report

Female share in Gender Equality Structures	71%
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Measure started in 2017	Creation of a Gender Equality Unit/Office - provided with annual financial and human resources - acting also, as an in-house expert focal point and an advisory source to Departments (1.1.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To create an in-house expert focal point and an advisory source to the whole university.

	<ul style="list-style-type: none"> Departments and students will have an in-house expert focal point to resolve their doubts and problems related to gender equality when necessary.
Implementation Process	<ul style="list-style-type: none"> A space has been enabled for the location of the unit to organize the Gender Equality Team meetings and to collect the material related to gender equality. An email address has been created and a section on the website that was launched in January 2018. There are representatives of all faculties in the Unit (7 women and 1 man); however, one person is in charge of answering the questions received in the unit. If the questions are of general interest, these would be published on the website as FAQ. In the Faculty of Engineering a person from the Coordination Team was appointed as the person responsible for the Gender Equality Team, and two technicians were allocated hours in order to help the person responsible for the GET.
Resources, skills, incentives	Calculation of the needed resources and arguing successfully to include them in the budget for the upcoming academic year.
Challenges & Coping	<ul style="list-style-type: none"> For the academic year 17/18 the allocated financial resources have been insufficient because it was not included in the general Management Plan, but after talking to the responsible of this area, some resources were allocated for the implementation of the defined actions For the academic year 18/19 the objectives and actions were integrated in the annual Management Plans. The General Coordination Team realized the importance of this topic (the Spanish law is becoming stricter) and decided to designate a person responsible for the Gender Equality Teams and to allocate more resources for the unit. In the Faculty of Engineering a budget of €6000 was allocated for hiring external trainers on gender issues.
Outcomes and potential impact	<p>Since the creation of the unit, different information requests have been received and answered:</p> <ul style="list-style-type: none"> A student that was writing the report of her final project asked about the correct use of the inclusive language. A lecturer asking for information about the training session organized in December about sexual harassment protocols. Five students contacted the unit to participate in the Gender Equality Team and make proposals about possible actions. Two different Scientific Journals wrote to the unit's email to call for papers. <p>As a next step, a feedback form after each questions or information request will be sent to find out the level of satisfaction with the service offered by the unit. The objectives of the measure are considered fully achieved.</p>

Lessons learned	<ul style="list-style-type: none"> • The fact that the service is provided online allows increasing the efficiency of the unit and the collaboration of multiple experts. • The unit (physical space) works as a small specialized library on gender equality issues and as a meeting room. • More resources should be allocated to the unit (material, space and personal resources). • Information about the existence of the unit should be widely communicated to staff and students (and included in the newcomers' welcoming plans). • The reception of student's proposals is a positive result that the team didn't expect.
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Measure started in 2017	Sexual harassment prevention and support structures, at disposal and well communicated to all stakeholders (1.1.3.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To make sure every member of the MU community feels safe and knows the existing regulations that exist. • The university community will know and interiorize an effective high quality protocol that will help identify and answer in a proper way when a sexual harassment situation happens.
Implementation Process	<ul style="list-style-type: none"> • A training session was organized in December 2017, open to the whole university and other entities from the region (institutions, education centres). At this training session two experts – Jokin Azpiazu (Basque Public University) and Susana Manzanedo (Sortzen consultancy) – compared protocols from different universities and a discussion was created with the participation of members of MU and Elhuyar. • A protocol tailored to the Faculty of Humanities and Education was designed, starting in September 2018 and finishing in June 2019 and through a participatory process that involved students and staff. A quantitative and qualitative diagnosis has been carried out (collective questionnaire, focus group and in-depth interviews). A document analysis has also been carried out and a comparative study of the protocols of different universities has been carried out, with the aim of designing the most appropriate protocol for the needs of the faculty. • The Protocol for the Faculty of Humanities and Education has been successfully designed, accepted by the Governing Board and communicated to the staff by email. • In September 2019 it was communicated in a presentation in the Faculty of Humanities and Education and on the 25th of November 2019 in the Faculty of Engineering to coincide with the International Day for the Elimination of Violence Against Women. After that, during the academic year 2019-2020 the rest of the faculties of MU will redesign their own protocols taking the one from the Faculty of Humanities and Education as a reference but considering the particularities of each

	<p>faculty. This decision was taken by the Management Committee of MU in November 2019.</p> <ul style="list-style-type: none"> Two versions of the protocol have been developed: a long version and a short version to make it easier to understand.
Resources, skills, incentives	<p>Time for the members of the team and financial cost of the experts' support. That is why this action has been delayed; the selected experts couldn't provide the service within the available budget.</p> <p>Apart from the external consultant's office, the dedication of the cooperative's staff involved was detrimental.</p>
Challenges & Coping	<ul style="list-style-type: none"> The Faculty of Engineering that already has a protocol didn't want to open this topic to debate again because a team worked on it for a long time, but finally agreed that a revision was necessary. During the training courses for the decision makers organized on the 14th of November, 2017, the PLOTINA team talked to the director of the Faculty of Engineering to point out that there were situations and actors that were not included in the actual protocol. For example, students had not been considered in the previous protocol. He accepted that the revision was needed in order to complete and enrich the protocol. This action has been delayed because the selected expert requested a higher fee than available.
Outcomes and potential impact	<ul style="list-style-type: none"> Short term: a group of people worked in collaboration with experts to understand the complexities of the topic. In the medium term, a comprehensive protocol was created, that includes all the groups of the university community (staff, students, collaborators, etc.) and contributes to their feeling of safety. The university community will know and adopt an effective high quality protocol that will help identify and act correctly in cases of sexual harassment. The participatory process for the protocol design served as a pedagogical means to raise collective awareness and to reduce or even eliminate sexual harassment and aggressions. The result of the participatory process is a wide framed protocol that considers multiple situations and defines a commission and a clear process to deal with such cases. The commission consists of four members: The Dean, a person from the Gender Equality Team, the Head of Academics and the Head of Communication. This commission is responsible for the analysis and investigation of each case and for making a proposal for its resolution. However, it is the Governing Bodies who make the final decision. The commission will receive training and experts' advice when necessary in order to make decisions. During the participatory process two harassment cases arose and have been managed following the defined protocol. It is expected that when the

protocol is applied in the rest of the faculties new cases that haven't been detected previously will arise and will be resolved properly.

Measure started in 2018	Provision of online and/or hard copies of gender equality and diversity policies for internal and external staff (1.3.3.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To rely on a Gender Equality Plan (GEP) which it is available for all. Moreover, the target group should not only know about its existence, rather about its content, objectives, strategies defined and action plans developed. To make staff aware of the existence of a Gender Equality Plan and encourage them to support its implementation.
Implementation Process	<ul style="list-style-type: none"> Description of the GEP in an easy understandable and in an attractive format. Uploading the GEP document on the website in a place that is available for all the staff and students. The GEP is regularly communicated and its location reminded every year to everyone coinciding with special dates such as 25th of November and 8th of March. In addition, a hard copy has been added to the welcome kit that is given to the new employees every year.
Resources, skills, incentives	Time
Challenges & Coping	<ul style="list-style-type: none"> There hasn't been any resistance. The challenge would be to bring up/arouse the interest of people. To design an attractive format for diffusion, attractive and easy to read. To regularly remind about its existence and where it can be found, using different internal communication channels the organization has (for example, when some specific activity or action is planned to take place, take advantage of it for reminding about the Gender Plan...).
Outcomes and potential impact	<ul style="list-style-type: none"> An easy to understand and readable GEP is now available for all the members of the university community. The data gathered in the survey carried out in April 2019 showed that 80% of the 166 respondents knew about the existence of a Gender Equality Plan, and 19% of them responded that they didn't know. Only one person said that there is no GEP. The new employees know that the university is working towards Gender Equality.
Lessons learned	The presentation of the data and measures in an attractive way is key for the acceptance of the GEP.

Measure started in 2019	Integration of Gender Equality as a core issue in the formal documents: policy, communication, marketing,...for inside and outside stakeholders (1.2.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To raise awareness among all MU community members about the importance of Gender Equality in all the policies and activities developed by the university. To ensure that necessary changes are made in the policies, plans and regulations and guarantee that gender equality is applied in the university (in activities related both to staff - such as recruiting, as well as students) Promote the development of specific actions to promote equality.
Implementation Process	<ul style="list-style-type: none"> For the general documents external experts were hired in order to get advice on any possible change. The documents that should integrate gender equality as a core issue have been identified (statutes, strategic plan, management plan, working regulation, remuneration system, etc.). In some of them, such as the statutes, the gender equality issue has been integrated in some of its articles (for instance, the antidiscrimination clause has been revised and misconducts related to gender equality have been added in the internal regulation documents). In other documents, such as the new strategic plan or the yearly management plans of each faculty, this will be done when those plans are developed. Most of the general strategic and institutional documents from MONDRAGON UNIBERTSITATEA have integrated Gender Equality as a core issue. However, the documents from the different faculties need to be revised.
Resources, skills, incentives	Time of the members in charge of the development of those documents.
Challenges & Coping	There was no resistance reported with regard to the implementation of this task.
Outcomes and potential impact	<p>It was proposed to use the Gender Equality Report as a further input for the working groups that will design the new strategic plan.</p> <p>The future outcomes will be clearer when the new strategic plans are designed.</p>
Measure started in 2019	Integration of the Gender Equality policies and processes in the Quality System Management (1.2.7.)

Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To include the gender equality perspective in the policies and processes in the approach/content of each policy/process. To have all the policies and processes of the organization designed with a Gender Equality perspective.
Implementation Process	<p>In December 2018 the Gender Equality Team gathered all the processes used in the faculty of Engineering and started analysing them.</p> <p>A quick analysis was carried out to determine corrections that need to be made and common criteria was set, in order to suggest changes in a coherent way.</p> <p>The processes related to persons were the first to be analysed. Changes were communicated to the General Coordination team and were accepted. The main change was the inclusion of the Gender Equality Annual Report in the different processes in order to promote gender balance in recruitment, promotion, and training actions.</p>
Resources, skills, incentives	Mainly the team's time spent analysing and suggesting changes to the policies/processes.
Challenges & Coping	
Outcomes and potential impact	<p>The changes have been accepted by the Coordination Team.</p> <p>All the processes and procedures that impact people now include the Gender Equality Annual Report.</p>

SI.1.2. Provision of gender disaggregated data in RPO's periodic report

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 13.

Measure started in 2019	Include gender perspective in the planning of university activities (1.2.6.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To have a defined strategy on gender balance in the planning of activities, in order to maintain that actual balance in a continuous way, no matter who is in charge of that planning at each time

	<ul style="list-style-type: none"> • Every year to have a group of activities for the university community (staff and students) which are well balanced from the gender point of view
Implementation Process	<ul style="list-style-type: none"> • Activities organized by the university have been analysed and a good gender balance was established in most of them. However, it is probably not due to a followed specific strategy of the organization, but responds more to the awareness of the people involved in the organization of those activities. • Holding several meetings, with the different departments involved was planned to analyse the planning of activities and make sure the agreed strategy is implemented. • The MU-Plotina team had a meeting with the coordinators of the College <i>Biteri Ikastetxe Nagusia</i> in February 2019 to better understand how they determine their activity plan. Their activities related to values are focused on gender equality. In particular, a group of men "<i>Gizon Taldea</i>" has been created to reflect on new masculinities, and several open talks of the expert Ritxar Bacete have been organized. This men group that was created in the Faculty of Engineering and that has 6 permanent members, will be open to all the faculties in a public presentation organized for the 17th of December 2019 at the Faculty of Humanities and Education. • The MU-Plotina team also organized a meeting with the Sports Service department to analyse the sport activities and saw that they are organized in a gender inclusive way. For example, the activities more likely to attract women receive more funding in order to encourage women to participate in sport activities, because men traditionally have participated more. However, the MU-Plotina team has identified that the self-defence course didn't include the feminist approach and helped the Sports Service to organize a Feminist Self-Defence course.
Outcomes and potential impact	<p>A Feminist Self-Defence course has been organized for the 15-16 of April 2019 at the Faculty of Engineering.</p> <p>The men's group about new masculinities was well received, and is working successfully to encourage men to support Gender Equality.</p>

SI.1.3. Meetings for GEPs implementation

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017

Plan of a 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 (1.2.5.)

Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To continue working on improvement of awareness among key actors of the organization (decision makers and people who can have an important impact in the evolution of the situation of the organization); • To update the key actors about the development of the projects, such as steps that are being fulfilled, gathering their opinion, contributions and new ideas, and so on. • To keep the university community well informed about the project, keep the project and its objectives and plans "alive" and create a positive perspective about gender issues that will hopefully impact in the diminishing of resistance when proposing different actions that haven't been implemented till now. • To maintain closeness to Gender Equality theme during the whole year, in order to make of Gender Equality a common and natural topic for everybody.
Implementation Process	<ul style="list-style-type: none"> • On the 19th of June 2018 the GEP was presented in the General Coordination Team's meeting. • In July 2018 the GEP was presented in the Social Board meeting and after that the representatives of the Social Board spread it among all the staff members. • In March 2019 the GEP was presented in the General Coordination Team's meeting and in April 2019 the GEP was presented in the Social Board meeting and a survey was carried out among all the faculty staff. In June 2019 the General Coordination Team decided to designate a person from the Team responsible for the Gender Equality Team and to allocate a bigger budget for the next academic year. A person (man) from the General Coordination Team from the Faculty of Engineering has been designated as responsible of the Gender Equality Team. • This decision was taken by the General Coordination Team due to the fast growth that the faculty experienced during the last 3 years. (The Gender Equality Plan is now compulsory for this faculty according to the law).
Resources, skills, incentives	Time and awareness from the responsible persons of the different decision-making boards
Challenges & Coping	<p>No resistance has been identified, on contrary, in May 2018 the Social Board asked the PLOTINA team for more information.</p> <p>At the first presentations all the actions were presented, but it was too much information and didn't give the opportunity to adequately address each topic.</p> <p>The following presentations were focused on one or two actions each, in order to better explain and to gather any comments or doubts that arose from them.</p>

Outcomes	Partially achieved because it is needed to continue communicating the advances of the GEP in future follow up meetings
Measure started in 2019	Promotion of initiatives to favour a widespread gender competence at all levels of the organization with provision of training to staff, teachers and researchers (1.3.1.)
Aim(s) & expected outcomes/impacts	<p>To raise awareness among university staff (administration workers, teachers and researchers) on Gender Equality issues and to provide them with a basic competence.</p> <p>To increase the knowledge of the staff about the gender equality plan of the university and its policies, to improve awareness and skills to deal with gender equality issues.</p> <p>Training sessions for administration workers, teachers and researchers.</p>
Implementation Process	<p>A training course about Gender Equality was given first of all to the General Coordination team (6 members attended), after that to all the people involved in the recruitment processes (14 people). In February 2019, further 36 people involved in the Welcome Plan (the welcome training course that is compulsory for all the new workers).</p> <p>During the spring this course was offered again to all the university staff and 12 people attended. The same course was also offered during the Orientation Plan for students in March.</p> <p>Budget has been allocated to repeat the training courses next year and all the new members of the staff will receive the course at the welcome training course.</p>
Resources, skills, incentives	Time and economic resources to hire experts.
Challenges & Coping	<ul style="list-style-type: none"> There has been no resistance for the implementation of this task. The only challenge was the lack of interest when the course was offered in an open way. The recruitment of students for the training courses. No student attended the course. From the 2019-2020 academic year on it will be compulsory. The GEP and the protocol against sexual harassment will be presented at all the degrees from now on. The protocol will be introduced by the explanation of different cases in order to make staff and students aware of its importance, and then the protocol will be explained.

Outcomes and potential impact	Short term outcomes: Governing bodies members and people involved in recruitment processes are aware of gender issues and stereotypes.
	Medium term changes: the courses will be repeated every year and gender equality and balance will be easier to achieve with these trainings.
	All the staff and students will be aware of the existence of a GEP and a protocol against sexual harassment.

SI.1.4. Gender equality guidelines or guiding principles

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 13.

SI.1.5. Awareness training on gender sensitive issues

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Ensuring that every person involved in the recruitment process is aware of gender-issues, discrimination and stereotypes (2.1.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To ensure that every person involved in the recruitment process is aware of gender-issues, discrimination and stereotypes. To ensure that the acquired awareness and knowledge is applied in the recruitment processes.
Implementation Process	<ul style="list-style-type: none"> Identification of the important topics and the experts for the training sessions. Silvia Muriel from the consultancy ncuentra, accredited by <i>Emakunde</i>, the Basque Institute for Women, was selected for these training sessions. Identification of the persons involved in recruitment processes and asking the coordinators of the different departments to convince the rest of the persons involved in recruitment processes. Organisation of the first training session and invitation of the 64 people involved in the recruitment processes of all MU's faculties. The first training session took place on the 31st of May with 26 attendants and had a duration of 3:30 hours. Preparation of an evaluation form to gather attendants' feedback. The feedback was very positive

	<ul style="list-style-type: none"> Preparation of the next training session focusing on more specific topics regarding gender bias during the recruitment processes.
Resources, skills, incentives	Time and financial resources.
Challenges & Coping	<ul style="list-style-type: none"> There hasn't been any resistance. The challenge is to choose a date when people are not too busy and to convince them about the interest of the course. To convince the coordinators to help us with the recruitment of attendants.
Outcomes and potential impact	<ul style="list-style-type: none"> The attendants to the course were very satisfied with the session. 20 out of 26 filled in the evaluation form and the average valuation was: <ul style="list-style-type: none"> Interest of the topic 4,7 (out of 5) Valuation of the expert 4,85 (out of 5). It is expected that they will attend the next sessions that will be focused on unconscious bias. The attendants to the training session were more receptive than expected. <p>Partially achieved, because this was only the first of a series of training sessions that will be organized. Further, because only 26 out of the invited 64 people attended the course.</p>
Lessons learned	<ul style="list-style-type: none"> The training sessions must be short and during not very busy periods because key actors' agenda is usually full and not very flexible. The communication of the session's date should be earlier. One month is not enough to fit key actors' agenda.

Measure started in 2019	Encouragement to students to attend gender equality training before taking part to Governing bodies/Committees (1.3.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To guarantee that the students that are part of the Governing Bodies are aware of Gender Equality issues to ensure decisions are made with conscious attention to Gender Equality. Training sessions for students taking part on Governing Bodies
Implementation Process	The students that are part of the Governing Bodies were invited to the Gender Equality course organized during the Orientation Plan in March.
Resources, skills, incentives	Time and economic resources to hire experts.
Challenges & Coping	No students came to the course, so next time the Director of the Faculty will invite them directly in order to encourage attendance. One suggestion included to make it compulsory to those students that are members of the decision making bodies and

	include the course in the teaching curricula, however no decision has been made in this direction.
Outcomes and potential impact	Measure not achieved, but will be further pursued in the future.

SI.1.6. Perception of gender equality in RPOs policies, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Developing a communication plan that includes all stakeholders, with inside and outside communication actions to communicate the initiatives linked to the gender equality and diversity policy of the institution (1.1.4.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To make sure that all members of the MU community (staff and students) are aware of MU's Gender Equality policies and activities. To communicate the GEP actions and reduce the obstacles during their implementation. To ensure that every stakeholder is aware of the GEP and avoid any barrier that could come up during the implementation of the Gender Equality Plan. To create a culture change that is seen as a strategic value. Another expected outcome would be to make society see the university as a leading institution in promoting Gender Equality.
Implementation Process	<p>Design the communication plan; identification of communication channels for the inside and outside communication; definition of specific actions for each channel:</p> <ul style="list-style-type: none"> Presentation of the plan in an international conference (Tenerife, October 2017) Redaction of a document explaining the audit data and the GEP actions to share with the whole university community (November 2017) Presentation of the plan to different internal boards (Direction Team, Governing Board, Social Board) (November 2017-January 2018) Publication of a report about PLOTINA in the university magazine (December 2017) Recording of a video report for the university online TV, it was published in January (January 2018 MUTELEBISTA) Design of the Gender Equality section in the new website of the university, it was published in March (March 8, 2018)

	<ul style="list-style-type: none"> • Women Scientist Exhibition in the Faculty of Engineering (March 8, 2018), organised by the PLOTINA team and the Gender Equality Team from the Faculty of Engineering • Konet university app competition for students about women scientists (March 2018) The objective was to let students know about different women scientists that could be role models for them. • Report on University TV about the activities held in all faculties related to March 8 day, the international Women Day. • Press release related to March 8 day. • Mass media (newspaper and radio) interviews (April-July 2018) about the international women day. • Presentation of PLOTINA at the University of Cambridge (May 2018) • Presentation of the GEP development at the Femeris Journal (July 2018)
Resources, skills, incentives	<p>The participation in the Tenerife conference was not included in the PLOTINA budget; thus MU had to pay the travel cost by itself. Thus, a cost estimation for future actions are necessary and has to be included in the budgets for the next academic year.</p>
Challenges & Coping	<ul style="list-style-type: none"> • Lack of interest or awareness from some parts of the community. • Some people want to see bigger changes and other think that the university doesn't need any change. • To design awareness raising plan with periodic actions directed to different groups and with incentives. • To create participatory communication actions such as the competition which has been organized using the university app called "Konet". • The challenge was to send the name of a woman scientist; 39 students took part in the competition; thus the app is an effective and good way for engaging students.
Outcomes and potential impact	<p>Design the communication plan; identification of communication channels for the inside and outside communication; definition of specific actions for each channel:</p> <ul style="list-style-type: none"> • Presentation of the plan in an international conference (Tenerife, October 2017) • Redaction of a document explaining the audit data and the GEP actions to share with the whole university community (November 2017) • Presentation of the plan to different internal boards (Direction Team, Governing Board, Social Board) (November 2017-January 2018) • Publication of a report about PLOTINA in the university magazine (December 2017) • Recording of a video report for the university online TV, it was published in January (January 2018 MUtelebista)

	<ul style="list-style-type: none"> • Design of the Gender Equality section in the new website of the university, it was published in March (March 8, 2018) • Women Scientist Exhibition in the Faculty of Engineering (March 8, 2018), organised by the PLOTINA team and the Gender Equality Team from the Faculty of Engineering • Konet university app competition for students about women scientists (March 2018). The objective was to let students know about different women scientists that could be role models for them. • Report on University TV about the activities held in all faculties related to March 8 day, the international Women Day. • Press release related to March 8 day. • Mass media (newspaper and radio) interviews (April-July 2018) about the international women day. • Presentation of PLOTINA at the University of Cambridge (May 2018) • Presentation of the GEP development at the Femeris Journal (July 2018) <p>Fully achieved, because the communication actions were widely spread through the inside and outside channels on a local and regional level.</p>
Lessons learned	<ul style="list-style-type: none"> • For internal communication the main strategy has been the already existing and well-functioning internal communication channels. • For external communication the collaboration with adequate partners has been crucial (ELHUYAR) and the strategy of contacting main media channels, before the Easter break, when they have a lack of news. • Participation of more researchers on the publication of research communications would have been appreciated, however, it must be noted that every communication action worked correctly. • The social movement on the 8th of March gave PLOTINA more credibility and relevance, and it will contribute to the efficiency of the communication actions.

MU-GEP's performance in quantitative terms in Key Area 1

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T2 are depicted in Table 13.

Table 13 MU-GEP's performance in quantitative terms in Key Area 1

Indicator	T0	T1	T2	Comments ²¹
CI.1.1. Representation in (main) governing body(ies), by gender	0,44	0,52	0,61	

CI.1.2. Representation in (main) advisory body(ies), by gender	0,77	0,76	0,46	
CI.1.3. Gender sensitive language and images in institutional documents	0,66	0,66	0,83	Job advertisements use gender sensitive language and images sometimes but not always.
CI.1.4. Gender equality policy and structures	1	1	1	
SI.1.2. Provision of gender disaggregated data in RPO's periodic report	0	0	1	
SI.1.3. Meetings for GEPs implementation	0,08	0,25	0,83	
SI.1.4. Gender equality guidelines or guiding principles	0	0	0	
SI.1.5. Awareness training on gender sensitive issues	0	0,28	0,41	In the case of the Faculty of Engineering, the recruitment selection committees and HRM are the same
SI.1.6. Perception of gender equality in RPOs policies, by gender	0,69	0,69	0,69	

Peer Reviewer's assessment of key area 1

In this key areas several measures were undertaken:

- 1. Creation of a Gender Equality Unit/Office - provided with annual financial and human resources - acting also, as an in-house expert focal point and an advisory source to Departments (1.1.1.)*
- 2. Sexual harassment prevention and support structures, at disposal and well communicated to all stakeholders (1.1.3.)*
- 3. Provision of online and/or hard copies of gender equality and diversity policies for internal and external staff (1.3.3.)*
- 4. Plan of a 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 (1.2.5.) - Training for student member of a committee was offered but not taken and plan to make it compulsory are being done*
- 5. Ensuring that every person involved in the recruitment process is aware of gender-issues, discrimination and stereotypes (2.1.1.)*

6. *Developing a communication plan that includes all stakeholders, with inside and outside communication actions to communicate the initiatives linked to the gender equality and diversity policy of the institution (1.1.4.)*
7. *Integration of the Gender Equality policies and processes in the Quality System Management (1.2.7.)*

Outcomes include:

- *The gender unit is operative and different information requests have been received and answered:*
- *The GEP is being advertised; An easy to understand and readable Gender Equality Plan is now available for all the members of the university community. The GEP is made available for all student in their kit. Staff is informed about the GEP*
- *Employees in charge of recruitment are made aware of the gender policy of the institution; The new employees will know that the university is working towards Gender Equality.*
- *Development of a communication plan that includes all stakeholders*

Few comments

Although the Law is promoting gender equality its implementation is still slow. Article 33 on university education in the Basque Law for the equality of women and men (4/2005) promotes equal opportunities at the academic career, and in access to decision-making circles. It also promotes gender balance within the students in all academic subjects. It seems that this is a difficult topic and is not yet being addressed directly. Data provided indicate that the status at the time of the audit: At MU-GEP the female share in the governing bodies is 28%. 16% of the Governing Board members are women. 33% of the General Coordination team are women. 38% of the Social Board members are women.

Although progresses have been made in most of the crucial direction to create a gender sensitive environment there are still strong challenges and barriers at this levels, it seems that there is still no policy tackling this aspect.

Information mentioned: "There is no policy to ensure that the governing bodies are gender balanced. Interviewees mentioned that The Rector does not see any disadvantage on gender imbalance, while the Vice Rector identifies a lot of negative consequences. Some members of the General Coordination team are aware of gender issues and they try to be role models. People on decision-making committees are not very committed to gender equality or they do not communicate it sufficiently." It seems that a specific work should be done at this high level. A high level gender training? An international/European training for key senior university people? The issue of composition of committee should also be addressed in the GEP and in the revision of all the documents of the University and faculties in process of being revised.

I understand the old and new staff is trained on gender issues. I am wondering if the Terms of references of all these people are being modified to include gender issues and anti-harassment responsibilities. This is also a very important and strategic way to give responsibilities to all in relation to gender issues.

*How do you assess the **implementation process** in this key area?*

☐ *poor*
☐ *fair*
☐ *good*
☒ ***very good***
☐ *excellent*

Please justify your assessment and make references to **outputs** (what the implementation has produced compared to planned, both in qualitative and quantitative terms) and **outcomes** (the effects produced by the outputs on the targeted people).

The Gender Equality Unit/Office - provided with annual financial and human resources - acting as an in-house expert focal point and an advisory source to Departments, the access to the unit via internet, the submission of questions by staff, teachers and students and the dissemination of the GEP, are all key elements for important progresses of the intervention.

How do you assess the extent of the **changes in terms of relevance**?

(the extent to which the objectives of the intervention are consistent with the Key Area requirements)

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

All aspects mentioned above are extremely relevant for the following phases. It seems that the gender unit and the GEP is becoming more visible and that staff, academics and students are getting aware of the need for a gender approach and a gender awareness. I do think that the progresses are relevant for the next phases.

How do you assess the extent of the **changes in terms of effectiveness**?

(the extent to which the objectives of the intervention are achieved)

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

Decision making and equal representation in decision making is very important in term of public visibility, in term of role model, in term of possible policies being developed and implemented, in term of implementation of equality. Changes can be effective only if they are vertical and horizontal. Vertical means equality in all position and representation of women at all levels. Horizontal is across all faculties, and all sectors.

How do you assess the extent of the **changes in terms of sustainability**?

(the potential of continuation of the benefits after the project end).

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Please justify your assessment.

The well-funded and staffed gender unit should be able to ensure sustainability on the long term if staffing and funding continues.

The dissemination of the gender policy to people in charge of contracting personal and staff can on the long term also ensure sustainability.

The training on gender issue of the new staff is also very positive

As mentioned earlier, in March 2019 the GEP was presented in the General Coordination Team's meeting and in April 2019 the GEP was presented in the Social Board meeting and a survey was carried out among all the faculty staff. In June 2019 the General Coordination Team decided to designate a person from the Team responsible for the Gender Equality Team and to allocate a bigger budget for the next academic year. A person (man) from the General Coordination Team from the Faculty of Engineering has been designated as responsible of the Gender Equality Team. I believe these are positive progresses and seem to indicate the possibility of a sustainable inclusion of gender issues in the functioning of the organisation on a medium term.

*How do you assess the **overall progress in this key area?***

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

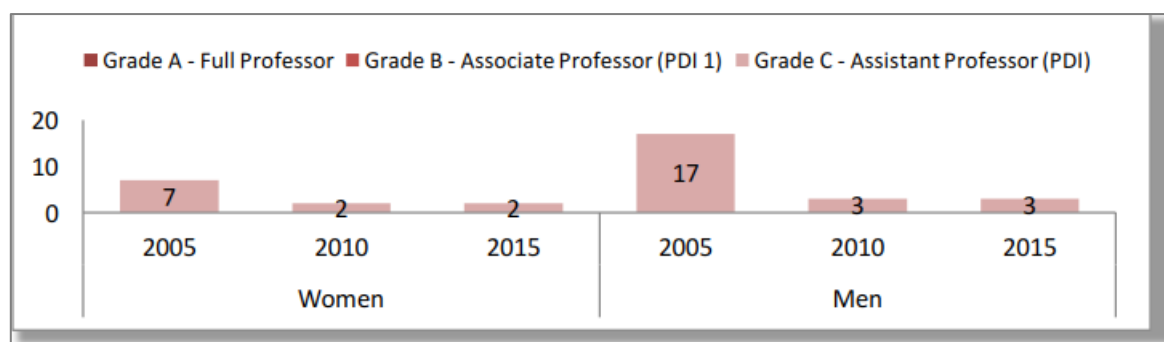
I think that the overall progresses in this area are good and steady, they progress in a very smooth way. If the gender unit is adequately funded and work adequately it can be a permanent structure that can both ensure sustainability and relevant changes in the institution.

7.2 Key area 2 - Recruitment, retention and career progress

PLOTINA is convinced that gender equality and diversity in research teams is crucial for RPOs for maximizing their research effectiveness. Despite the fact that women represent more than 50% of the population of students and graduates, at the top level (Grade A which corresponds in most countries to the role of full professor) the female share is only ~20% in all disciplines and 11% in science and engineering. Structural barriers in the process of recruitment and retention of researchers are still affected by organization aspects (Source: PLOTINA Dow). Thus, WP5 will assess the progress in overcoming barriers in recruitment, retention and career progression. (Source: D5.1)

At **MU-GEP** the selection and recruitment processes are decentralised and fall into the responsibilities of the individual departments. The processes are not standardised. It was reported that there are no criteria/guidelines in place to prevent gender bias in assessment. Job announcements are formulated in inclusive language. Project team could not gather segregated data of career progression. However, there were segregated data of career progression available.

Graph 4 Retention and career progression at MU-GEP by year and gender



As visible in Graph 4, at the **MU-GEP** in 2005 seven women and 17 men were recruited as Assistant Professors. In 2010 and 2015 of the seven women and the 17 men only two and three respectively remained at the RPO. Since there was no progression, i.e. no one was promoted, this means that 71% of the women and 82% of the men recruited in 2005 left the RPO by 2015. No guiding principles for recruitment and selection procedures are available.

CI.2.1. Share of funded and coordinated projects, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit: MU-GEP does not record gender data on research funding rates.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 14.

SI.2.4. Positive action in recruitment processes

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit: MU-GEP takes no RPO-wide stand, nor do interviewees deliver individual opinions on positive action mechanisms.

Measure started in 2018	Maternity and parental leave periods taken into consideration when assessing and evaluating research production (2.1.4.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To avoid discrimination in the evaluation of the performance of the staff because of maternity and parental leave periods. An evaluation system that evaluates the performance of each person in proportion with their availability.
Implementation Process	<ul style="list-style-type: none"> A work group was defined by the Social Board to design the evaluation manual regardless of this measure.

	<ul style="list-style-type: none"> • The director of the Faculty of Engineering presented the first proposal in the Social Board and in the meetings open to all the staff. • Everyone had the opportunity to make contributions to the proposed manual. The PLOTINA Team proposed the inclusion of maternity and paternity leaves or leaves to take care of dependent persons in the evaluation of the new quantitative items. The reason for this being that the proposed evaluation system would have been discriminatory otherwise. Furthermore, a clause was added to prevent any kind of discrimination because of sex, sexual orientation, age, marital status, race, ethnic background, religion or convictions, social class, political ideology or disability. This clause was taken from the statutes of the cooperative.
Resources, skills, incentives	Time
Challenges & Coping	<p>There was no resistance, the director said that the proposal was logic and included it in the new manual.</p> <p>The new evaluation system did not satisfy Administration Staff but not because of gender issues, but because of other management problems. The proposal related to maternity and paternity leaves was accepted and didn't create any resistance.</p> <p>The group that was designing the manual noted that PLOTINA's contribution was important because nobody thought about the importance of proportionality of the quantitative items when evaluating someone's performance; for example, if someone works part time s/he can't achieve the same amount of objectives as someone working full time</p>
Outcomes and potential impact	<ul style="list-style-type: none"> • An evaluation system that evaluates the performance of each person in proportion with their availability. • Nobody realized that this new evaluation system could lead to discrimination until PLOTINA team proposed the change. <p>Partially achieved. The new evaluation system has not been approved because administration and services staff consider that differences in salary between different staff collectives will increase with this new evaluation system. It is expected that an agreement on the evaluation system will be reached before the General Assembly which is due to take place in February 2020 and where the evaluation system should be approved.</p>
Lessons learned	The proposal was accepted and didn't create any resistance.

Measure started in 2019	Inclusion of gender balance as a criterion, every other conditions being equal, for selection, promotion and research funding allocation (2.1.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To reach a gender balance in the decision making bodies. A higher number of women in the Governing Board will impact the most important decisions of the organization. It will also empower other women that previously did not imagine themselves as candidates for the Governing Board.
Implementation Process	<p>The action requires a change on the elections normative. The composition of the Governing Board is made through a democratic election where everyone can be elected and everyone's vote has the same value. The only possible action nowadays is to change the normative to give preference to women in the case of every other conditions being equal, that is, in the case that a man and a woman receive the same amount of votes. Until now the criteria used in these cases was seniority.</p> <p>The MU-Plotina team proposed a change to the elections normative at the Social Board to see if the staff in general considered it a good idea. Then every representative of the Social Board communicated the proposal to the rest of the staff. The change was proposed on the General Assembly held on the 12th of February. The normative was changed successfully. The new norm gives priority to the underrepresented sex in the case of two people having the same amount of votes. Interestingly, the Social Board proposes 4 names of possible candidates, only as an inspiration, before the elections. Usually, 2 women and 2 men are proposed.</p>
Resources, skills, incentives	Time to communicate the changes to the whole collective.
Challenges & Coping	<p>No resistance was detected among the staff. However, the action will only have impact in the case of two people having the same amount of votes.</p> <p>A coping strategy is for the Gender Equality Team to try ensuring that the four names proposed (for inspiration) by the Social Board are gender balanced.</p>
Outcomes and potential impact	The elections' rules for the governing board have been changed.

SI.2.8. Initiatives for raising awareness on female role models

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Share career good practices - role models for women (2.1.3.)
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Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To introduce women with a long and successful career in decision making boards to the young students and female researcher. • To empower young women in general by sharing with them new role models. • Goals are young women with a good self-esteem that are able to develop their talent and that identify themselves with the role models presented.
Implementation Process	<ul style="list-style-type: none"> • A first meeting was held to identify the possible role models and the design of the action. • The recruitment of role models started and the world café method was selected, finally four women were selected. • The academic coordinator proposed to include this action in the orientation week that every year takes place in the Faculty of Engineering. • A registration call was launched and a group of eleven female students signed up.
Resources, skills, incentives	
Challenges & Coping	<ul style="list-style-type: none"> • The hardest part of the action was the recruitment of the participants of the organized World Café to share new role models; • In the case of professional women, the time frame was the main problem, but they were very interested in participating in the session. • Some students think that this kind of actions are not necessary because they feel that there is no problem for women to be in decision making boards or leadership positions, so they would not come to the World Cafe session. Students think the amount of activities, the lack of interest in gender equality issues (they don't see it much of a problem) and the selected schedule seemed to be the main reasons. • Organizing an attractive World café methodology and a good communication campaign. It was not easy to decide what kind of methodology to use and how to communicate the action, because most of the students don't see the need of having new role models. They think they won't have any problem to progress in their careers. • The title and description of the activity must be attractive. • Next time the schedule should be different because the students said no one chose the activities that are held in the afternoon.
Outcomes and potential impact	<p>The feedback received from the participants is very positive, their expectations were fulfilled in all the cases, and the average valuation was 8,7 (out of 10). However, the number of attendants was 11 instead of the expected number of 24. More participants were expected; however, the few attendants were very active. And although they seemed to be quite empowered, this activity let them</p>

	<p>be aware of women's challenges in career progression. The session was successful because:</p> <ol style="list-style-type: none"> 1. The selected female professional women had different profiles that helped the students identify themselves with different situations. 2. The world cafe methodology combined with the templates prepared for the session were adequate to encourage participation and create the appropriate atmosphere for sharing of personal experiences and co-creation. 3. The presentation given at the beginning of the session about women leadership helped focusing on the topic. 4. The coffee served at the end of the session helped to create an informal space for networking and sharing of personal opinions. <p>The world café was successful and will be repeated every two years, because it is difficult to recruit people every year for this kind of actions.</p>
Lessons learned	<p>Following issues worked well: World Cafe methodology, the used templates, presentation and the creation of the appropriate atmosphere.</p> <p>The challenges refer to better communication and recruitment of participants and organization:</p> <ol style="list-style-type: none"> 1. The schedule established was not the most appropriate, most students signed up on the other morning sessions. 2. The session was included at the orientation week which was an effective approach; however, the description of the session in the programme of the orientation week was very poor. 3. More control of the signing up platform would have led to a better communication flow. 4. The lack of interest and low rate of participation. 5. Once the session was over, the participants stayed for an hour sharing their opinions with the female leaders and the organizers.

MU-GEP's performance in quantitative terms in Key Area 2

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T2 are depicted in Table 14.

Table 14 MU-GEP's performance in quantitative terms in Key Area 2

Indicator	T0	T1	T2	Comment ²²
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22 Comments provided are not specific to either one of the points of measurement T0 or T1.

CI.2.1. Share of funded and coordinated projects, by gender	0,37	0,44	0,46	In the case of the Faculty of Engineering of MU, the principal investigator and the local coordinator is always the same person.
SI.2.4. Positive actions in recruitment processes	0	0	0	
SI.2.8. Initiatives for raising awareness on female role models	0	1	1	
SI.2.15 Perception of gender equality in career advancement, by gender (main focus: STEM area)	Not assessed	Not assessed	0,63	

Peer Reviewer's assessment of key area 2

Key area 2 - Recruitment, retention and career progress

Main measures

Maternity and parental leave periods taken into consideration when assessing and evaluating research production (2.1.4.)

Share career good practices - role models for women (2.1.3.)

Main Outcomes

- An evaluation system that evaluates the performance of each person in proportion with their availability.
- Nobody realized that this new evaluation system could lead to discrimination until PLOTINA team proposed the change.

However, the new evaluation system has not been approved officially.

4 academics and 11 female students involved in the career good practices – role models

Comments:

I read the following section: "Inclusion of gender balance as a criterion, every other conditions being equal, for selection, promotion and research funding allocation (2.1.2.) The action requires a change on the elections normative. The composition of the Governing Board is made through a democratic election where everyone can be elected and everyone's vote has the same value. The only possible action nowadays is to change the normative to give preference to women in the case of every other conditions being equal, that is, in the case that a man and a woman receive the same amount of votes. Until now the criteria used in these cases was seniority."

When it comes to decision making roles, men and women do NOT have the same chance of accessing them. Because of gender bias in society men are seen as the rulers, the bosses, the decision makers, the politicians, the kings, the presidents, the directors and the women are seen as the implementers of somebody else decisions and policy. Women undervalue their own capacities, they are not good at advocating their leadership capacities and men also undervalue women capacities. I favour positive discrimination measures that try to redress past inequalities and this often translates into quota. It is not parity in number of men and women candidate that we are interested in but, it is the number of men and women elected. We want parity in all groups and institutions and committees. Women need to be offered leadership training, mentoring so that they are taught to act and to behave as a leader, to project themselves as leaders, to speak as leader, to believe in themselves and to advocate for themselves. Lobbying also is necessary to influence votes in favour of women if no quota and even if quotas have been established. I really think that there is here a very interesting topic to discuss, research to be done. The objective of the GEP is to address the structural re-production of inequalities and not to perpetuate it. Election is not democratic, it is not neutral, it does reproduce the gender unbalance and the gender discrimination. We speak about the unconscious male bias, the masculine image of science, of the ruler... A certain number of women should be elected among the women and the same number of men should be elected among the men. "Remember that the EU emphasizes the importance of targets for gender balance in decision making in research. The Council of the European Union invited the Member States and institutions to strive for guiding targets for a more even gender balance for professors. The Council encouraged authorities to set up guiding targets, for example quantitative objectives, for a better gender balance in decision-making bodies including leading scientific and administrative boards, recruitment and promotion committees, as well as evaluation panels. Have a look at the Council conclusions on advancing gender equality in the European research area (adopted in 2015) to know more about these targets." Extract from Gender Equality in Academia and research. GEAR tool, 2016.

One persistent challenge is that high numbers of women drop out of academic research and teaching in the sciences in the early stages of their professional careers. If there were a greater number of female role models and mentors in senior positions, more junior level women would likely remain in science, increasing diversity and gender equity in universities. While I do understand that this following students from the primary school falls out of the scope of PLOTINA, it could be interesting to mentor female students entering the university and to support research to understand the barriers faced by women to obtain their degree. Agreement with gender department or with social science department to develop studies could allow addressing specific issues faced by women in these specific institutions.

Developing role models is an important initiative. But how attractive is a career in the academia to female student in relation to other career path? What are the characteristics of the academia that can/could deter women to opt for this path? How is the level of competition? How is the level of achievement (producing papers, being involved in research) is being requested? The industry might be more attractive than the academy. Some qualitative studies about the perception of the female and male students could also be of interest to understand why men and women want or do not want to seek a career in the academia.

Modifying the evaluation system in a way that do not discriminate women who are not working full time is extremely relevant. The approval of this new evaluation system and its application should lead to significant impact in term of female progression and women retention as academic. I hope that this will take place early in 2020.

How do you assess the **implementation process** in this key area?

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Please justify your assessment and make references to **outputs** (what the implementation has produced compared to planned, both in qualitative and quantitative terms) and **outcomes** (the effects produced by the outputs on the targeted people).

The role model activity was not very well attended, the change in the evaluation criteria was not yet implemented and has not shown results yet as there is no change in the recruitment process, no real changes in the percentage of female in governing bodies.

I would like to see some initiative in relation to the funding of research I only read: Share of funded and coordinated projects, by gender Status at the time of the audit: MU-GEP does not record gender data on research funding rates. I believe work should and can be done in this aspect.

How do you assess the extent of the **changes in terms of relevance?**

(the extent to which the objectives of the intervention are consistent with the Key Area requirements)

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

Changing assessments criteria that discriminate women is extremely relevant as well as initiatives for raising awareness on female role models. It is good, it is important to be done, it is a slow process but criteria for selection and election need to be changed.

How do you assess the extent of the **changes in terms of effectiveness?**

(the extent to which the objectives of the intervention are achieved)

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Please justify your assessment.

As I said earlier change will be effective when changes will be visible and when funding for research, staffing, position in leadership will changes. The process to date is however very effective and need to be continued.

How do you assess the extent of the **changes in terms of sustainability?**

(the potential of continuation of the benefits after the project end).

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

Change in discriminatory assessment criteria is a sustainable intervention and very much effective to increase women self-confidence and confidence that they are not being discriminated by their employer. The problem is that it has still not been approved by the administration. It will be very good once it is fully approved.

How do you assess the **overall progress in this key area?**

☐ poor ☐ fair ☒ **good** ☐ very good ☐ excellent

Please justify your assessment.

Overall the progresses are positive as removing discriminatory practices and promoting positive role model are good strategies to empower women and open up space for their academic development. The overall progress is steadily taking shape and as a good potential to influence in a sustainable way the culture in this institution.

7.3 Key area 3 - Work and personal life integration

As a matter of course in any GEPs is support provision for the work and personal life-integration, which does not simply support the need to achieve a balance between home and working life, but it is also supportive for a positive work environment. Ineffective work and personal life integration policies and support might interfere with smooth career progression (Source: PLOTINA DoW).

CI.3.1. Demand and supply of basic childcare

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit: At MU-GEP there was neither nurseries, or kindergartens, nor playrooms or lactation rooms established.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 15.

CI.3.2. Provision of advanced child care services

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit: MU-GEP does not provide any services in this regard.

Measure started
in 2019

Availability of structured supports inside the organization for child-care, family-members with special needs, elder family-members, etc. (3.1.3.)

Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To provide the necessary and adequate support to people having caring responsibilities. The improvement of the staff satisfaction and efficiency.
Implementation Process	<ul style="list-style-type: none"> The MU-Plotina team has analysed the current supports at the different faculties - there is only a breast feeding room at the Faculty of Engineering that is inside the nursery. Good practices from other organizations have been identified. A survey to understand the real needs of the staff was designed and analysed with gender experts. The survey was carried out during May 2019. Survey results and good practices were analysed in order to design the new actions and include them in the Management Plan for the academic year 2019-2020. A budget has been allocated in order to organize childcare activities during the working days that coincide with the children's holidays.
Resources, skills, incentives	Time to design and analyse the survey. Time to design the measures. Economic resources to implement the new measures.
Challenges & Coping	Some people think that this is a non-necessary extra cost for the university. In response to that the strategy is to select cost efficient actions and to communicate them in an appropriate way to avoid misunderstandings.
Outcomes and potential impact	Measure is still being implemented.

CL3.3. Provision of services for work and personal life integration

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit: MU-GEP does not offer any of the above mentioned services.

Measure started in 2019	Analysis of work-life balance measures in the institution with the aim to address if they are adequate and in which ways they could be improved (3.1.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To improve the work and personal life integration measures that exist nowadays in the university. The improvement of the staff satisfaction and efficiency.
Implementation Process	<ul style="list-style-type: none"> The MU-Plotina team has analysed the current work-personal life integration measures for the different faculties. A survey to understand the real needs of the staff have been designed and analysed with gender experts. The survey has been carried out during May 2019 in order to

	<p>design the new measures and include them in the Management Plan for the academic year 2019-2020.</p> <ul style="list-style-type: none"> The most feasible measure for the next academic year is one related to children's holidays because the rest of the measures identified through the survey require a change in the Management Model and in the internal norms, that will be discussed in the next Strategic Plan that starts on 2020.
Resources, skills, incentives	Time to design and analyse the survey and to design the measures. Economic resources to implement the new measures.
Challenges & Coping	Some people think that presence is very important in the university activities. The culture of long working times still exists. New measures like remote working hours or more flexibility will be easier to defend.
Outcomes and potential impact	New proposals were also gathered from the surveyed staff and the data collected confirm that the current measures should be redesigned and better communicated.

CI.3.4. Standard procedure for parental leave

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit: Also at **MU-GEP** two years for leaves are eligible, and support for smooth re-entering is provided. However, the RPO fails to promote paternity leave. There are standardised processes which manages the before and after leave phases.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 15.

SI.3.1. Policies on work and personal life integration

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit: At **MU-GEP** there are breastfeeding permits (6 out of 6 women used the breastfeeding permit), parental friendly working hours, flexitime arrangements, and (exceptional, but not regulated) remote working permissions.

Measure started in 2019	Information desk availability for work-personal life integration issues (3.1.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To make it clear who the person or desk is, to consult when someone has any doubts about work-personal life integration issues. Everyone having access to that desk.

Implementation Process	<ul style="list-style-type: none"> The MU-Plotina team has identified where people go when having any doubts/questions. Apparently in most cases people consulted the Department Coordinator for relevant information. Some other people addressed administrative staff with subjects related to HR. These insights were confirmed with the results of the survey carried out in May 2019. The results were discussed with the individuals and the Gender Equality Team, and it has been decided that at least at the Faculty of Engineering the right persons are the HR administrative staff. This decision has been proposed at the General Coordination team and it has been accepted. It will be communicated to the whole community on the annual Gender Report that will include the results of the survey.
Resources, skills, incentives	Time for the HR administrative staff to attend the questions.
Challenges & Coping	No challenges faced.
Outcomes and potential impact	<p>The decision was taken but not communicated. It will be communicated to the staff during the next academic year.</p> <p>Set objectives considered achieved.</p>

Measure started in 2019	Availability of support for women and men coming back to work from parental leaves, from reduced work load to work times (3.1.4.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To improve staff satisfaction and increase productivity taking into account the ambitions of those returning from parental leave That people coming back to work from parental leave have a period of adaptation. That people coming back from parental leave are able to participate in all the activities they want to, without being discriminated through their new situation. To train the coordinators of the different knowledge areas about gender equality issues and stereotypes. To create a guide on how to behave with people coming back to work and how to consider their new situation.
Implementation Process	<ul style="list-style-type: none"> A training course about gender biases in recruitment, promotion and retention processes has been organized and offered to all the people involved in those processes.

	<ul style="list-style-type: none"> ○ A short guide has been created for the people involved in these processes to avoid discrimination against people coming back to work from parental leaves.
Resources, skills, incentives	Time of the Gender Equality Team members and economic resources to organize the course with experts.
Challenges & Coping	None reported.
Outcomes and potential impact	<p>This is an ongoing measure.</p> <p>The course will be repeated every year in order to ensure that all the knowledge areas coordinators know how to welcome people coming back to work from parental leaves.</p>

SI.3.2. Contacts with individuals during maternity, paternity and parental leave

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit: At **MU-HUHEZI**, there are some services in place to keep contact during periods of leave, whereas at **MU-GEP** contact services or similar are not standardized.

Measure started in 2019	Formal process in place for contacts and communication with women and men during parental leaves (3.1.5.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To define a process in order to guarantee that every person during their parental leaves has the chance, if they want, to communicate and be aware of the university activities and opportunities. • More satisfied staff and easier adaptation when they come back to work. • To analyse what is the common practice nowadays. To decide if this needs to be changed. To design the new process and to communicate it.
Implementation Process	<ul style="list-style-type: none"> • MU-Plotina team analysed the common practice and the normative together with the responsible of the Transversal Services in January 2019. It was discovered that there is a norm where the management of the contact lists is defined. • The procedure manages the internet and email accounts during the parental leaves. The PLOTINA Team proposed to include the communication protocol in that procedure and an advice guide for the coordinators was designed.

Resources, skills, incentives	Time of the Gender Equality Team members to design the guide for coordinators.
Challenges & Coping	None reported.
Outcomes and potential impact	Every knowledge area coordinator will know how to communicate with the staff during their parental leaves.

MU-GEP's performance in quantitative terms in Key Area 3

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T2 are depicted in Table 15.

Table 15 MU-GEP's performance in quantitative terms in Key Area 3

Indicator	T0	T1	T2	Comment ²³
CI.3.1. Demand and supply of basic child care	0	0	0	
CI.3.2. Provision of advanced child care services	0	0,2	0,2	
CI.3.3. Provision of services for work and personal life integration	0	0	0	
CI.3.4. Standard procedure for parental leave	1	1	1	Most men having a baby take parental leave normally.
SI.3.1. Policies on work and personal life integration	0,57	0,57	0,57	
SI.3.2. Contacts with individuals during maternity, paternity and parental leave	0	0	0	

23 Comments provided are not specific to either one of the points of measurement T0 or T1.

SI.3.3. Perception of work and personal life integration, by gender	Not assess ed	Not assess ed	0,75
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Peer Reviewer's assessment of key area 3

Main measures under following sub-themes

Demand and supply of basic childcare (CI.3.1.)

Provision of advanced child care services (CI.3.2)

Provision of services for work and personal life integration (CI.3.3)

Standard procedure for parental leave (CI.3.4)

Policies on work and personal life integration (SI.3.1)

Contacts with individuals during maternity, paternity and parental leave (SI.3.2)

Activities 3.1.5 and 3.1.4

Outcomes

Manual produced

Person in charge of giving information identified

Coordinators in all areas trained

*How do you assess the **implementation process** in this key area?*

☐ *poor* ☐ *fair* ☒ **good** ☐ *very good* ☐ *excellent*

*Please justify your assessment and make references to **outputs** (what the implementation has produced compared to planned, both in qualitative and quantitative terms) and **outcomes** (the effects produced by the outputs on the targeted people).*

The intervention is taking a very good shape now and it is clear that it is having a positive overall impact. The process was slow but over time it is a good achievement.

*How do you assess the extent of the **changes in terms of relevance**?*

(the extent to which the objectives of the intervention are consistent with the Key Area requirements)

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

It is extremely relevant to make sure that women and men can combine adequately their professional life and their provisional activities. It is important that men and women are not discriminated against when they take parental leaves.

How do you assess the extent of the **changes in terms of effectiveness**?

(the extent to which the objectives of the intervention are achieved)

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Please justify your assessment.

The provision of childcare service shows a positive impact on women who benefited from it. This is a very effective measure to ensure a good working and gender sensitive environment,

How do you assess the extent of the **changes in terms of sustainability**?

(the potential of continuation of the benefits after the project end).

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Please justify your assessment.

Establishing child-care service that are permanent structure in the institution should be sustainable if adequate funding is given to this service. Identifying clearly the HR person as the focal point for information about parental leaves, training every knowledge area coordinator on how to communicate with the staff during their parental leaves seems to be a very low cost and user/staff friendly measure that is very likely to be maintained over time.

How do you assess the **overall progress in this key area**?

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Please justify your assessment.

Even if progresses are slow, steps are being taken to improve the situation in strategic areas.

Interventions to train the coordinators of the different knowledge areas about gender equality issues and stereotypes and to create a guide on how to behave with people coming back to work and how to consider their new situation are very important and relevant. It is important to note that activities 3.1.5 and 3.1.4 are very similar activities.



7.4 Key Area 4 - Researchers and research: gender equality and sex and gender perspective

A further key concept of PLOTINA is that culture of research teams' work affects the gender equality in research programs. Cultural barriers, such as gender stereotypes, lack of women's empowerment, 'homo-sociality', all-boys team-networking, still persist within academic environments. Another key concept of PLOTINA is that sex/gender aspects of research programs are crucial for enhancing the reliability of research outputs. PLOTINA partners have identified the following main gaps preventing the gender/sex dimension to be inserted in research programs and contents.

- *Lack of specific requirements for consideration of gender in content and evaluation criteria for research programs.*
- *Lack of awareness and ignorance of the improvement of the quality of research if gender is considered (Source: PLOTINA DoW).*

Thus, the monitoring system will assess the grade of integration of sex/gender variables into research programs, gender equality among researchers, and the cultural change as stimulated by the project. (Source: D5.1)

At **MU-GEP**, the gender and sex variables are not integrated in research in a systematic way. In some areas such as Design and Biomedics some researchers take them into account but without any support to integrate them in the best way.

CI.4.1. Number of scientific papers including sex/gender variables and dimensions

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2019	Sex and gender variables requested in research planning, activity and results, assessed and evaluated (4.1.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • The objective is to include sex and gender variables in different disciplines and fields of research, taking into account that these variables affect and alter the process and consequences of the research. • The quality and excellence of the research should improve and will have an impact in the future gender knowledge, equality and cultural change. • To organize training courses for researchers and include them in the Doctoral Program.
Implementation Process	<ul style="list-style-type: none"> • Capitolina Diaz, researcher at the University of Valencia, is advising the RPO on the process. A 4-hour seminar was held in February 2019 for researchers and an online course was offered to 20 PhD students and MU researchers on how to include these variables in the research they are carrying out. Subsequently, they received individualized advice from the expert to introduce these variables in their doctorates. This will be repeated every year and the course for this academic year has already been planned for the week of 17th of February 2020.

	<ul style="list-style-type: none"> • Additionally, MU Plotina team has asked to the Doctoral Committee of the Faculty of Engineering to include this course in the Doctoral Program from the next academic year on. • A budget has been allocated to repeat this course and it will be included in the Doctoral Program on its next revision.
Resources, skills, incentives	Resources to set up the online platform to offer the course. Financial resources to hire the expert.
Challenges & Coping	
Outcomes and potential impact	<p>26 lecturers and researchers have now knowledge about how to include sex and gender variables in their different research topics and individual work.</p> <p>Budget has been allocated and the course will be offered every year and included in the Doctoral Program, thus reaching out to more people.</p>

SI.4.2. Networks on gender issues research

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2019	Networking of multidisciplinary research groups interested in gender and diversity (4.1.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To create the network of research groups interested in gender and diversity. • A multidisciplinary group expert on gender and diversity in the different disciplines of MU, Engineering, Humanities, Communication, Education and Management. • To identify the individuals that are already working on these topics or are interested in them. To create the group and organize its working dynamic.
Implementation Process	<p>The MU-Plotina team created the MU Gender Equality Team which included individuals working on this topic. The group has no specific resources allocated so it needs to be self-managed.</p> <p>During the session organized on the 12nd of February 2019 about including sex and gender variables in research, more people interested in the topic were identified.</p> <p>The members of this group already started working on a grant-application from the Spanish ministry. If the funding does not arrive their efforts will be voluntary work.</p>

Resources, skills, incentives	Time of researchers to share their knowledge with others.
Challenges & Coping	The scarce time and the work load of researchers that makes it difficult to network with people from other disciplines, and other faculties. The distance between the members of the network. Networking tools and collaborative spaces were considered as a part-solution to the problem.
Outcomes and potential impact	<p>The team was established where before there was no kind of network of research groups about gender and diversity.</p> <p>Specific plans for the future include:</p> <ul style="list-style-type: none"> • To repeat the course every year to identify interested people • To organize periodical meetings. • Allocating resources (work hours) to encourage people to take part in the network. <p>It's otherwise too early to estimate further impact from this measure, as the team just took up work. Multidisciplinary projects and publications related to gender issues and therefore excellence in research are expected.</p>

SI.4.3. Provision of an annual RPO gender report

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2018	Gathering of gender disaggregated data routinely, quantitative and qualitative. Analyse these data in a dedicated Report so as to monitor gender and diversity state of art in the organization (1.2.3.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To be able to have all the information needed in order to make a detailed diagnosis, detect the main weaknesses and improvement needs and establish objectives and actions to improve in those specific areas. • The outputs would be mainly two: <ol style="list-style-type: none"> 1. to have enough objective information to show and visualize the situation where the organization is in terms of gender and diversity issues, 2. to be able to make periodical reports on it and to communicate the impact of the implemented actions.
Implementation Process	<ul style="list-style-type: none"> • Identification of which data are needed; • Identification of the database software that needed then an adaption for the collection of the disaggregated data. • During June 2019 the data was gathered manually for the second report.

	<ul style="list-style-type: none"> • After the second report, an agreement with all the faculties and different people responsible of the databases/software was held, to discuss the design and implementation of a routine process for data gathering automatically disaggregated, as well as the exploitation of the data. • The first Gender Annual Report has been presented at the Social Board during November 2019 and will be taken into account in the Strategic Plan meetings.
Resources, skills, incentives	<ul style="list-style-type: none"> • Mainly time resources, to adapt all the internal databases (the ones that have been developed internally, by the organization itself) and economical resources to adapt the databases that are based on external commercial software. • One of the technicians for whom hours have been allocated inside the Gender Equality Unit budget is a data expert. • The attitude of the responsible persons was positive despite the challenge being big.
Challenges & Coping	<p>The university data are divided in different databases. Some of them have been developed by the university itself but others are external software. It is a challenge to adapt all of them and to design the data gathering process in a periodic and efficient way. It is assumed after this action the process of gathering data for other projects and audits will be more efficient. Hence, this might be a good motivation to overcome resistances.</p> <p>The process required more time than expected, therefore a budget has been allocated for the next academic year in order to have more time to develop this action.</p>
Outcomes and potential impact	<ul style="list-style-type: none"> • The results obtained until June 2019: the required data were gathered for the second Lime Survey report²⁴ • Identification of the needed data to be automatically disaggregated in the future. It is expected that the process of gathering data for other projects and audits will be more efficient in the future, since substantial resistances were overcome through the implementation of this measure. • Short term outcomes: The Gender Equality annual report provided objective data to visualize the real situation and to support the reflexions of the decision making bodies. Thus the gender perspective will be present during the decision making processes. • Medium term expected changes: decision making bodies will be aware of gender issues and will integrate gender perspective in their routine.

24 PLOTINA monitoring tool

- There is an increasing demand for disaggregated data from external institutions and the General Coordination teams consider the Gender Equality report an important and helpful action.
- Raising of general awareness about gender issues in the university and objective support for the design and implementation of future Gender Equality Plans.
- The unexpected data increased the value of the report – it allowed reflexions and talks during the data gathering process between the persons involved in it.

Measure started in 2019	Inclusion of the Gender Equality Report and Plan - with quantitative and qualitative data - in the Programming cycle of top Decision-making bodies/Governance (1.2.4.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • Important decisions of the university to be taken from a gender perspective • Increase the satisfaction of the staff about gender equality at the university
Implementation Process	<p>The MU Plotina team has organized the periodical data gathering and created the first Gender Report.</p> <p>The Gender Equality team communicated to the General Coordination team the importance of these data and the requirements of the new Spanish law on Gender Equality. The General Coordination team decided to designate a person of the team as responsible of the Gender Equality in the university and to allocate hours for the technical members of the Gender Equality team in order to have a good Gender Report every year.</p> <p>The first Gender Annual Report has been presented at the Social Board during November 2019 and will be taken into account in the Strategic Plan meetings.</p>
Resources, skills, incentives	Two Gender Equality technicians were selected for the redaction of the Gender Report, one of them is also an informatics expert that has access to all the required data.
Challenges & Coping	<p>The process required more time than expected, thus a budget has been allocated for the next academic year in order to have more time to develop this action.</p> <p>No resistance because the Spanish law is getting more and more demanding.</p>
Outcomes and potential impact	<ul style="list-style-type: none"> • Short term outcomes: The Gender Equality annual report will visualize the real situation through objective data and thus support the

reflexions of the decision making bodies. Thus the gender perspective will be present during the decision making processes.

- Medium term changes: decision making bodies will be aware of gender issues and will integrate the gender perspective in their routine.
- It is furthermore expected to contribute to the general awareness about gender issues in the university and give objective support for the design and implementation of future Gender Equality Plans.

SI.4.11. Perception of the gender/sex variables in research contents, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit: At MU-GEP the General Coordinator (Dean) understood after the GEP designing process the importance of including sex and gender variables in the teaching and research projects (in same areas).

Measure started in 2019	Equal accommodation and consideration of women's and men's working needs within the Research project teams (4.1.3.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To accommodate the needs of both women and men in the working environment. • Needs of women and men respected within the research project teams and within the working environment. • To analyse the existing norms and processes and decide if something needs to be done.
Implementation Process	<p>The MU-Plotina team organized a meeting with the technicians of Work Risk Prevention in January 2019. Two norms were identified related to the Protection of Maternity and to the Protection of Pregnancy.</p> <p>A communication plan and a short guide to communicate all the norms related to Gender Equality is planned.</p>
Resources, skills, incentives	It was expected that more time would be required to work on this action but it was more developed than previously thought.
Challenges & Coping	<p>No resistance. A challenge is that people don't know about these norms.</p> <p>A further challenge is the lack of ideas concerning other measures that could be implemented.</p>

Outcomes and
potential impact

MU-GEP's performance in quantitative terms in Key Area 4

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T2 are depicted in Table 16.

Table 16 MU-GEP's performance in quantitative terms in Key Area 4

Indicator	T0	T1	T2
CI.4.1. Number of scientific papers including sex/gender variables and dimensions	0	0	0
SI.4.2. Networks on gender issues research	0	0	1
SI.4.3. Provision of an annual RPO gender report	0	0	1
SI.4.11. Perception of the gender/sex variables in research contents, by gender	0,62	0,62	0,69

Peer Reviewer's assessment of key area 4

Main measures

Sex and gender variables requested in research planning, activity and results, assessed and evaluated (4.1.2.)

Gathering of gender disaggregated data routinely, quantitative and qualitative. Analyse these data in a dedicated Report so as to monitor gender and diversity state of art in the organization (1.2.3.)

Inclusion of the Gender Equality Report and Plan - with quantitative and qualitative data - in the Programming cycle of top Decision-making bodies/Governance (1.2.4.)

Networking of multidisciplinary research groups interested in gender and diversity (4.1.1.)

Equal accommodation and consideration of women's and men's working needs within the Research project teams (4.1.3.)

Main outcomes

- *More researchers are aware of the importance of including gender/sex dimension in research and were trained on how to do it*
- *A gender/sex training is available online for researcher*
- *Design and implementation of a routine process for data gathering automatically disaggregated, as well as the exploitation of the data.*
- *The first Gender Annual Report has been presented at the Social Board during November 2019 and will be taken into account in the Strategic Plan meetings.*

How do you assess the **implementation process** in this key area?

☐ poor
 ☐ fair
 ☐ good
 ☒ very good
☐ excellent

Please justify your assessment and make references to **outputs** (what the implementation has produced compared to planned, both in qualitative and quantitative terms) and **outcomes** (the effects produced by the outputs on the targeted people).

The implementation process was very good because of the institutionalisation of the disaggregated data collection, the development of the annual report and its use for strategic planning and for dissemination of gender gaps. Making available training on sex/gender dimension to be included in research is very important and it increases the pool of academics and researchers aware of the importance of gender and able to implement gender sensitive research.

How do you assess the extent of the **changes in terms of relevance**?

(the extent to which the objectives of the intervention are consistent with the Key Area requirements)

☐ poor
 ☐ fair
 ☐ good
 ☒ very good
☐ excellent

Please justify your assessment.

Developing a monitoring system that includes sex disaggregated data is a very relevant approach to allow gender analysis of the institution; it is a pre-requisite for any awareness raising in relation to the bias and discrimination existing in the structure.

How do you assess the extent of the **changes in terms of effectiveness**?

(the extent to which the objectives of the intervention are achieved)

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

Researchers are trained and gender disaggregated data and a gender report seems to have been institutionalized

*How do you assess the extent of the **changes in terms of sustainability?***

(the potential of continuation of the benefits after the project end).

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

As the Equality Gender Unit seems to be a permanent unit inside the institution and as one of the member is a data specialist it seems that the process of collecting data disaggregated and gender report is quite being institutionalized and local capacities are being developed which are a good indicator for sustainability

*How do you assess the **overall progress in this key area?***

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

I am very satisfied with the progresses in this key area. I would like to suggest to look at the possibility to institutionalize gender/sex dimension inclusion in research. In some context researcher have to justify if they do not include sex/gender dimensions.

Please have a look at : <https://www.cihr-irsc-igh-isfh.ca/?lang=fr>

These are three interactive Sex and Gender Training modules designed to help researchers and peer reviewers account for and appropriately assess the integration of sex and gender across multiple areas of health research. Researcher have to take the courses, have to explain how they are going to analyse gender/sex dimension and have to justify it appropriately if they do not do so. I think it is a very interesting approach. In this case it applies specifically to Biomedics but I think it can be adapted to other research areas. What I liked very much is the fact that it is compulsory to include sex and gender and that you have to justify yourself if you do not do so.

7.5 Key Area 5 - The integration of gender and sex dimension in study curricula

Ensuring the integration of gender dimension in teaching curricula is another core objective of PLOTINA. A series of concepts, strategies and challenges to promote the insertion of sex and gender as a variable in teaching/training curricula (from the undergraduate level to the PhD one) will be defined in the project. Training will range from occasional seminars to complete degree programs. Thus, WP5 will assess the progress of the insertion of gender/sex variables in teaching programs. However, as one RPO in the consortium does not provide teaching, all indicators in this subsection were being defined as “specific”. (Source: D5.1)

SI.5.3. Training seminars or guidelines on integrating sex/gender in teaching curricula

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit: MU-GEP did not make references in this regard (in the quantitative part of the audit report).

Measure started in 2019	Availability of 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 for staff (5.1.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> The objective is to introduce equality and sex and gender variables in the contents taught by MU. The expected outcome is that every MU student will learn with a perspective of gender and equality, whatever the discipline. To identify the most relevant subjects and to decide what content and how to include it in the most appropriate subjects.
Implementation Process	<ul style="list-style-type: none"> Two members of the MU-Plotina team agreed with the coordinator of the Engineering Degrees and the coordinator of the Humanities and Education Faculty in December 2018 to analyse the level of relevance of equality and sex and gender variables on the different degrees. A meeting has been organized with the academic committee, where representatives of the degrees, masters and PhD agreed on including a module about Gender Perspective in the transversal courses. In the case of the degrees the course about Methodological Fundamentals will be the one that will include this module on the academic year 2019-2020 in the Faculty of Engineering. The rest of the levels need to decide on the most appropriate course. The same module will be offered to the lecturers in order to make them adapt their subjects. The lecturers will be invited to the course about including sex and gender variables in research offered by Capitolina Diaz. The short guide created at the end of the training for researchers will be given to all lecturers.

Resources, skills, incentives	<p>External expertise and time of the lecturers to adapt their subjects.</p> <p>There is an incentive to create a short guide and videos for those that cannot go to the course.</p>
Challenges & Coping	
Outcomes and potential impact	26 lecturers and researchers have now knowledge about how to include sex and gender variables in research. This course will be offered every year until all the lecturers have received it. A budget was allocated to organize it again.

SI.5.4. Students attending classes reflecting sex/ gender variables, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2019	Specific courses available for students on gender equality in their study curricula (5.1.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> The objective is to introduce gender equality in the contents taught by MU. The expected outcome is that every MU student is aware of gender equality issues. To create specific courses on gender equality and to decide what will be the format of the courses.
Implementation Process	<ul style="list-style-type: none"> Two members of the MU-Plotina team agreed with the coordinator of the Engineering Degrees and the coordinator of the Humanities and Education Faculty in December 2018 to analyse the level of relevance of equality and sex and gender variables on the different degrees. Then a meeting was organized with the academic committee where representatives of the degrees, masters and PhD agreed on including a module about Gender Perspective in the transversal courses. In the case of the degrees the course about Methodological Fundamentals will be the one that will include this module on the academic year 2019-2020 in the Faculty of Engineering. The rest of the levels need to decide on the most appropriate course. The same module will be offered to the lecturers in order to make them adapt their subjects. And the short guide created at the training for researchers will be given to them.
Resources, skills, incentives	External expertise and time of the responsible of the course

Challenges & Coping	
Outcomes and potential impact	<ul style="list-style-type: none"> • A 4 hours course about gender perspective and inclusion of sex and gender variables will be included in all the degrees and master's curricula. • The decision has been taken but the course will be offered next academic year. • After the courses have been carried out, all the students from MU are expected to have a gender perspective and will know how to take into account sex and gender variables.

MU-GEP's performance in quantitative terms in Key Area 5

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T2 are depicted in Table 17.

Table 17 MU-GEP's performance in quantitative terms in Key Area 5

Indicator	T0	T1	T2
SI.5.3. Training seminars or guidelines on integrating sex/gender in teaching curricula	0	0	1
SI.5.4. Students attending classes reflecting sex/gender variables, by gender	0,5	0,71	1
SI.5.5. Perception of the gender/sex variables in teaching programs, by gender	Not assessed	Not assessed	0,88

Peer Reviewer's assessment of key area 5

Main activities

Availability of 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 for staff (5.1.1.)

Specific courses available for students on gender equality in their study curricula (5.1.2.)

Main outcomes

Gender training available for lecture3rs to include in the curricula

Gender training available for students to include in their research

*How do you assess the **implementation process** in this key area?*

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

*Please justify your assessment and make references to **outputs** (what the implementation has produced compared to planned, both in qualitative and quantitative terms) and **outcomes** (the effects produced by the outputs on the targeted people).*

One of the two indicators has improved and it is already something quite important

*How do you assess the extent of the **changes in terms of relevance**?*

(the extent to which the objectives of the intervention are consistent with the Key Area requirements)

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

It is extremely important that classes reflecting sex/gender variables, by gender has increased. It is unfortunate that it is not accompanied by a change in the curricula content, but it is expected that it might be a matter of time and a slow process of awareness raising.

*How do you assess the extent of the **changes in terms of effectiveness**?*

(the extent to which the objectives of the intervention are achieved)

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

Students attending classes reflecting sex/gender variables, by gender have increased thus awareness should raise among students about the gender impact, or gender differences in the different disciplines. It should be quite effective to change student perception of gender realities.

*How do you assess the extent of the **changes in terms of sustainability**?*

(the potential of continuation of the benefits after the project end).

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Please justify your assessment.

It seems that there is a strong aim to include gender into curricula through making available training to academics and that measure are taken to institutionalize the gender by including it into the curricula.

*How do you assess the **overall progress in this key area?***

☐ *poor* ☐ *fair* ☐ *good* ☒ **very good** ☐ *excellent*

Please justify your assessment.

Progress have been made quite quickly in this area with trainings available for both students and for academics. It would be interesting to be able to evaluate how many academics participating in the training effectively included gender in their curricula.

7.6 Peer Reviewer's overall assessment

The assessment should adequately consider the level of completion of a GEP, in terms of achievement.

GEP's progress in terms of achievement of measures	Fully achieved	Partially achieved	Not achieved
Key area 1 (14 measures)	50%	36%	14%
Key area 2 (4 measures)	25%	75%	0%
Key area 3 (5 measures)	40%	60%	0%
Key area 4 (3 measures)	0%	100%	0%
Key area 5 (2 measures)	50%	50%	0%
Across all key areas (28 measures)	39%	54%	7%

The overall progress is very positive and it is possible to see clearly that the GEP is being implemented according to what was expected. Changes are becoming measurable and visible as the intervention grows and solidify itself. More people and students and staff are participating and getting into contact / benefiting from the interventions.

Important to mention are the following key interventions:

Key area 1 - The governance bodies, key actors and decision-makers.

- *Creation of a Gender Equality Unit/Office - provided with annual financial and human resources - acting also, as an in-house expert focal point and an advisory source to Departments (1.1.1.)*
- *Sexual harassment prevention and support structures, at disposal and well communicated to all stakeholders (1.1.3.)*
- *Provision of online and/or hard copies of gender equality and diversity policies for internal and external staff (1.3.3.)*
- *Plan of a 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 (1.2.5.) - Training for student member of a committee was offered but not taken and plan to make it compulsory are being done*
- *Ensuring that every person involved in the recruitment process is aware of gender-issues, discrimination and stereotypes (2.1.1.)*
- *Developing a communication plan that includes all stakeholders, with inside and outside communication actions to communicate the initiatives linked to the gender equality and diversity policy of the institution (1.1.4.)*
- *Integration of the Gender Equality policies and processes in the Quality System Management (1.2.7.)*

Key area 2 - Recruitment, retention and career progress

- *Maternity and parental leave periods taken into consideration when assessing and evaluating research production (2.1.4.)*
- *Share career good practices - role models for women (2.1.3.)*

Key area 3 - Work and personal life integration

- *Demand and supply of basic childcare (CI.3.1.)*
- *Provision of advanced child care services (CI.3.2)*
- *Provision of services for work and personal life integration (CI.3.3)*
- *Standard procedure for parental leave (CI.3.4)*
- *Policies on work and personal life integration (SI.3.1)*
- *Contacts with individuals during maternity, paternity and parental leave (SI.3.2)*
- *Activities 3.1.5 and 3.1.4*

Key area 4 - Researchers and research: gender equality and sex and gender perspective

- *Sex and gender variables requested in research planning, activity and results, assessed and evaluated (4.1.2.)*
- *Gathering of gender disaggregated data routinely, quantitative and qualitative. Analyse these data in a dedicated Report so as to monitor gender and diversity state of art in the organization (1.2.3.)*
- *Inclusion of the Gender Equality Report and Plan - with quantitative and qualitative data - in the Programming cycle of top Decision-making bodies/Governance (1.2.4.)*
- *Networking of multidisciplinary research groups interested in gender and diversity (4.1.1.)*
- *Equal accommodation and consideration of women's and men's working needs within the Research project teams (4.1.3.)*

Key area 1

Although the Law is promoting gender equality its implementation is still slow. There is no policy to ensure that the governing bodies are gender balanced. It seems that a specific work should be done at this level. A high level gender training? An international/European training for key senior university people? The issue of composition of committee should also be addressed in the GEP and in the revision of all the documents of the University and faculties in process of being revised.

I understand the old and new staff is trained on gender issues. I am wondering if the Terms of references of all these people are being modified to include gender issues and anti-harassment responsibilities. This is also a very important and strategic way to give responsibilities to all in relation to gender issues.

The Gender Equality Unit/Office - provided with annual financial and human resources - acting as an in-house expert focal point and an advisory source to Departments, the access to the unit via internet, the submission of questions by staff, teachers and students and the dissemination of the GEP, are all key elements for important progresses of the intervention.

All aspects mentioned above are extremely relevant for the following phases. It seems that the gender unit and the GEP is becoming more visible and that staff, academics and students are getting aware of the need for a gender approach and a gender awareness. I do think that the progresses are relevant for the next phases.

Decision making and equal representation in decision making is very important in term of public visibility, in term of role model, in term of possible policies being developed and implemented, in term of implementation of equality. Changes can be effective only if they are vertical and horizontal.

Vertical means equality in all position and representation of women at all levels. Horizontal is across all faculties, and all sectors.

On the long term, the well-funded and staffed gender unit should be able to ensure sustainability on the long term if staffing and funding continues. The dissemination of the gender policy to people in charge of contracting personal and staff is also extremely relevant to try to ensure 50% of women. The training on gender issue of the new staff is also very positive.

Key area 2

I think important to re-evaluate and re discuss the ways to ensure and promote and institutionalize gender balance in Governing Board members and in any other groups, committee or decision making body. I do not think that as it is said in the report that “The only possible action nowadays is to change the normative to give preference to women in the case of every other conditions being equal, that is, in the case that a man and a woman receive the same amount of votes. Until now the criteria used in these cases was seniority.” I have some difficulties with this section. How can an election be democratic when 16% of the Governing Board members are women? How can it be democratic when women have less chances to be elected than men? When it comes to decision making roles, men and women do NOT have the same chance of accessing them. Because of gender bias in society men are seen as the rulers, the bosses, the decision makers, the politicians, the kings, the presidents, the directors and the women are seen as the implementers of somebody else decisions and policy. Women undervalue their own capacities, they are not good at advocating their leadership capacities and men also undervalue women capacities. This is not democracy. Democracy is when all have the same possibility to be elected. Why favour women only when there is a man and a woman receiving the same amount of vote? Men have been favoured for decades and for centuries. Even today they have 84% of the sits. I favour positive discrimination measures that try to redress past inequalities and this often translates into quota. It is not parity in number of men and women candidate that we are interested in but, it is the number of men and women elected. We want parity in all groups and institutions and committees. Women need to be offered leadership training, mentoring so that they are taught to act and to behave as a leader, to project themselves as leaders, to speak as leader, to believe in themselves and to advocate for themselves. Lobbying also is necessary to influence votes in favour of women if no quota and even if quotas have been established. I really think that there is here a very interesting topic to discuss, research to be done...The objective of the GEP is to address the structural re-production of inequalities and not to perpetuate it. Election is not democratic, it is not neutral, it does reproduce the gender unbalance and the gender discrimination. We speak about the unconscious male bias, the masculine image of science, of the ruler... A certain number of women should be elected among the women and the same number of men should be elected among the men. “Remember that the EU emphasizes the importance of targets for gender balance in decision making in research. The Council of the European Union invited the Member States and institutions to strive for guiding targets for a more even gender balance for professors. The Council encouraged authorities to set up guiding targets, for example quantitative objectives, for a better gender balance in decision-making bodies including leading scientific and administrative boards, recruitment and promotion committees, as well as evaluation panels. Have a look at the Council conclusions on advancing gender equality in the European research area (adopted in 2015) to know more about these targets.” Extract from Gender Equality in Academia and research. GEAR tool, 2016.

One persistent challenge is that high numbers of women drop out of academic research and teaching in the sciences in the early stages of their professional careers. If there were a greater number of female role models and mentors in senior positions, more junior level women would likely remain in science, increasing diversity and gender equity in universities. While I do understand that this following students from the primary school falls out of the scope of PLOTINA, it could be interesting to mentor female

students entering the university and to support research to understand the barriers faced by women to obtain their degree. Agreement with gender department or with social science department to develop studies could allow addressing specific issues faced by women in these specific institutions.

Developing role models is an important initiative. But how attractive is a career in the academia to female student in relation to other career path? What are the characteristics of the academia that can/could deter women to opt for this path? How is the level of competition? How is the level of achievement (producing papers, being involved in research) is being requested? The industry might be more attractive than the academy. Some qualitative studies about the perception of the female and male students could also be of interest to understand why men and women want or do not want to seek a career in the academy.

Modifying the evaluation system in a way that do not discriminate women who are not working full time is extremely relevant. The approval of this new evaluation system and its application should lead to significant impact in term of female progression and women retention as academic. I hope that this will take place early in 2020.

Changing assessments criteria that discriminate women is extremely relevant as well as initiatives for raising awareness on female role models. It is good, it is important to be done, it is a slow process but criteria for selection and election need to be changed.

Change in discriminatory assessment criteria is a sustainable intervention and very much effective to increase women self-confidence and confidence that they are not being discriminated by their employer. The problem is that it has still not be approved by the administration. It will be very good once it is fully approved.

Overall the progresses are positive as removing discriminatory practices and promoting positive role model are good strategies to empower women and open up space for their academic development. The overall progress is steadily taking shape and as a good potential to influence in a sustainable way the culture in this institution.

Key area 3

Identifying clearly the HR person as the focal point for information about parental leaves, training every knowledge area coordinator on how to communicate with the staff during their parental leaves seems to be a very low cost and user/staff friendly measure that is very likely to be maintained over time. Interventions to train the coordinators of the different knowledge areas about gender equality issues and stereotypes and to create a guide on how to behave with people coming back to work and how to consider their new situation are very important and relevant. It is important that men and women are not discriminated against when they take parental leaves. The provision of childcare service shows a positive impact on women who benefited from it. This is a very effective measure to ensure a good working and gender sensitive environment,

Key area 4

The implementation process was very good because of the institutionalisation of the disaggregated data collection, the development of the annual report and its use for strategic planning and for dissemination of gender gaps. Developing a monitoring system that include sex disaggregated data is a very relevant approach to allow gender analysis of the institution it is a pre-requisite for any awareness raising in relation to the bias and discrimination existing in the structure. The fact that researchers are trained will allow more awareness and more gender sensitive research and research

taking into consideration both gender and thus producing more relevant results. Producing an annual gender report is fundamental to provide relevant and actualized information to the academic community.

I would like to suggest to look at the possibility to institutionalize gender/sex dimension inclusion in research. In some context researcher have to justify if they do not include sex/gender dimensions.

Please have a look at : <https://www.cihr-irsc-igh-isfh.ca/?lang=fr>

These are three interactive Sex and Gender Training modules designed to help researchers and peer reviewers account for and appropriately assess the integration of sex and gender across multiple areas of health research. Researcher have to take the courses, have to explain how they are going to analyse gender/sex dimension and have to justify it appropriately if they do not do so. I think it is a very interesting approach. In this case it applies specifically to Biomedics but I think it can be adapted to other research areas. What I liked very much is the fact that it is compulsory to include sex and gender and that you have to justify yourself if you do not do so.

8 Mondragon University - Human and Educational Sciences / MU-HUHEZI

The following description of the RPO is based on data gained at the time of the audit report and might have changed to some extent in the course of the GEP implementation.

MU-HUHEZI is a **cooperative** in the Basque country. Its 80 academic employees are the owners of the company. The areas of study/research are: i) Innovation and intervention in multicultural and multilingual societies (fields of Education and Communication), ii) Innovation and intervention in inclusive education (field of Education), iii) Cooperatives, community self-management and sustainable human development (field of Cooperation).

At **MU-HUHEZI** the female share among students is higher than the male. This reflects the share of women among academics, which is higher than the male.

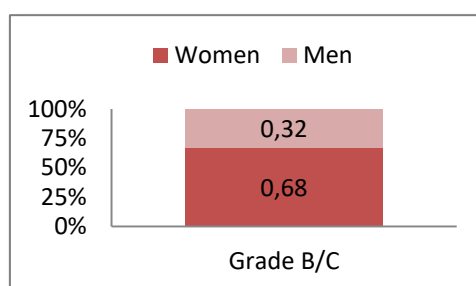
Table 18 Number of students and academics* by gender, MU-HUHEZI (2016)

Students		Academics	
Women	Men	Women	Men
743 (63%)	434 (37%)	51 (64%)	29 (36%)

*Number of academics in the table above includes grades B/C and D

At **MU-HUHEZI** there are only grades B and C – a Grade A does not exist and the RPO furthermore does not distinguish between Grade B and C. Graph 5 shows that female researchers are represented by a share twice as high as their male colleagues’.

Graph 5 Composition of academic positions by grade and gender in MU-HUHEZI (2016)



National legislation

Within the Spanish organic law for the effective equality of women and men (LO3/2007), article 25 on equality in the field of higher education, says that public administrations will promote the teaching and research about the significance and scope of equality among women and men. It specifies three different kinds of initiatives that public administrations will carry out on this matter: i) The inclusion of teaching on gender equality issues in the study plans, where it proceeds; ii) Creation of specific postgraduate courses, iii) Specialist research on women and men equality.

Article 33 on university education in the Basque Law for the equality of women and men (4/2005) promotes equal opportunities at the academic career, and in access to decision-making circles.

It also promotes gender balance within the students in all academic subjects. Same way, it looks out for the inclusion of a gender-perspective in the research and teaching of all academic subjects, a non-sexist

use of the language and the collection of the contribution that women have made to the social and historic development. In order to achieve this, it asks:

- For the universities to offer a steady specific training to be agents for the equality among women and men.
- In the calls for training and research the Teaching Administration will take into account these issues:
 - Women as heads of projects, when the project is on a subject where female representation is small.
 - Gender balance within the research groups.
 - Research that helps to understand the problems hierarchies between sexes and differences between women and men cause.
 - Proposes measures to erase differences and promote equality.
 - The Administration will create grants to impulse the projects about equality.

Gender policies

The faculty has no Gender Equality Team²⁵. It has no policy against sexual harassment²⁶. Gender equality is not considered in management and strategic plans. Gender Equality, Diversity and Inclusion values are included in the Statutes only.

Apart from the strategic plan where the topic of inclusiveness is included, **MU-HUHEZI** has no written documents on gender equality. However, **MU-HUHEZI**, regards itself as being very active in this area as the integration of gender variables in many subjects is widespread, and many gender equality initiatives have been implemented ranging from the redesigning of conventional toilets into gender-neutral ones, to introducing flexible working hours and including to some extent sex and gender variables into the teaching curricula.

There is no policy to ensure that the governing bodies are gender-balanced. When two people obtain the same number of votes the criteria for selection is seniority.

The RPO reported that the interest of Mondragon University and its faculties is to learn more about gender equality and to avoid any discrimination and loss of talent.

However,

- widely, there is the opinion that there is no under-represented group and that things often come out naturally;
- no special attention is given to equality in external communication;
- there are no distinct policies against sexual harassment (but there was a process opened to review this matter);
- staff does not know about gender related objectives;
- there is no institutional language which respects a gender perspective;
- the topic of gender equality is not promoted from leaderships, but the topic of inclusiveness is included in the strategic plan;

Table 19 Main conclusions as deduced by MU-HUHEZI

²⁵ Please note the change in the course of the measure 1.1.1.

²⁶ Please note the change in the course of the measure 1.1.3.

STRENGTHS	CRITICAL POINTS
<p>19 The statutes of the cooperative include the value of not discrimination because of sex, age, marital status, ethnicity, religion, social class or ideology.</p> <p>20 The governing bodies' members are mostly female.</p> <p>21 The Basque language is gender neutral – thus most of the internal and external communications are gender inclusive.</p> <p>22 There is not underrepresented gender.</p> <p>23 The evaluation guideline considers qualitative criteria above the standard metrics.</p> <p>24 The principle of “same pay for same work or work of same value” is applied.</p> <p>25 Gender balance is a criterion for selection, promotion and research funding allocation because the governments give higher punctuations to those who do so.</p> <p>26 flexible working timetables is used by most of the workers.</p> <p>27 Being a small university changes in the curricula are easier to implement.</p> <p>28 Sex and gender variables are included in teaching curricula.</p> <p>29 There is not general course for students on sex and gender awareness and knowledge, but feminists are perceived as being a large group because that profile is attracted by the faculty unconsciously.</p>	<p>30 The governing bodies are not gender balanced.</p> <p>31 The General Coordination Team being female does not guarantee that managing changes.</p> <p>32 There is no Gender Equality Team.</p> <p>33 The Strategic and Management Plans do not integrate Gender Equality objectives.</p> <p>34 The recruitment process depends on the department and knowledge area.</p> <p>35 The culture of long-working hours is not discouraged.</p> <p>36 Professors and researchers are not expected to attend equality and diversity training on sex and gender in teaching curricula content.</p> <p>37 Sex and gender variables are included in teaching curricula but not in a systematic way.</p>

Source: based on Deliverable 2.3, p. 441f.

8.1 Key area 1 - The governance bodies, key actors and decision-makers

A key concept of PLOTINA is that governance bodies, key actors and decision makers have a crucial role in the successful implementation of any GEPs. Their level of awareness and knowledge on gender equality issues has a strong influence on gender equality policies, strategies and processes. Thus, WP5 will assess the existence of gender relevant policies and the gender compositions of governance bodies. (Source: D5.1)

CI.1.1. Representation in (main) governing body(ies), by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: In the audit reports data are presented concerning decision-making bodies thus they are here presented as well. However, for the assessment of the GEPs implementation progresses, the focus will only be on the (main) governing bodies.

Apart from the general assembly, the main **governing bodies** at MU-HUHEZI are the Governing Board, the General Coordination Team and the Social Board.

- 67% of the Governing Board members are women.
- 75% of the General Coordination team are women.
- 50% of the Social Board members are women.

There is no policy to ensure that the governing bodies are gender-balanced; when two people obtain the same number of votes the criteria to select one is the seniority. There are committees that observe the parity, but parity is not guaranteed. Interviewees mentioned that

- The number of women overall and specifically in management bodies, and the impact this has is regarded as strengths of the cooperative model and culture of the institute;
- The senior manager shows awareness on gender equality;
- Management members do not have knowledge of specific equality related statistics;
- Establishing quotas does not ensure gender equality.

Table 20 Female share in boards, at the time of the audit

Female share in governing bodies	63%
Female share in decision-making bodies	n.a.

Note: n.a. means that no data are available

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in [Table 21](#).

CI.1.2. Representation in (main) advisory body(ies), by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At MU-HUHEZI the **Social Board**, consisting of 50% women and 50% men represents the worker partners' needs (professors, researchers, administrative staff) to the co-operative's internal institutions, thus acting as an advisory council. The **General Coordination** body, consisting of 75% women and 25% men, co-ordinates the functions of the management team and advises the Governing Council.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 21.

CI.1.3. Gender sensitive language and images in institutional documents

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At MU-HUHEZI, in Basque language there is no generic masculine form in use. As the language is neutral most of the internal and external communications are gender inclusive. At the beginning of the project, the MU Plotina team argued that the Basque language had no generic masculine forms. However, during the development of the project it was seen that some generic words to describe humanity or society have the word “giza”, which means “man”, as their root word. In addition, some composed words that combine male and female forms are commonly shortened to only male forms. The team consequently decided to organize actions related to “Inclusive Language” in both the official languages: Basque and Spanish. In the RPO in general, the usage of language is not documented and it has been reported, that when the individual speaker wants to, he or she might well use the language in a gender-insensitive manner, since the definition of gender-neutral or –sensitive language does not only refer to the existence of a generic masculine form or to the predominant use of masculine plurals, while referring to all genders.

Measure started in 2019	Routine revision of any text, communication, images, from a gender equality and diversity standing point, use of language included, for inside and outside destination (1.1.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To revise the main documents, of general use, such as articles of association (statutes), internal regulations and policies, etc. and adapt their wording from a gender equality and diversity point of view To progressively have all texts and images used by university written in inclusive language
Implementation Process	<ul style="list-style-type: none"> A training course on inclusive language was organized in order to ensure that every person involved in communication activities are aware of this issue. External communication companies that provide services to MU were also invited. As a result of the course an “Inclusive Language”-short guide was developed for the inclusive use of Basque and Spanish. This guide was sent to the whole collective and published on the Gender Equality Unit website. The more general and institutional documents were identified, specifically those that are common and affect all the faculties that compose the university. 17 documents were identified and their revision is in progress (the identified documents are: statutes-articles of association, Docentia institutional report, working regulation, remuneration system, annual report, strategic plan, academic regulation for undergraduates, master's degree, doctorate degree, professional training, several guidelines, teacher's evaluation manual, several communication manuals, etc.) The documents at the level of MU have been revised This measure will be now applied at the level of the different faculties.

Resources, skills, incentives	<ul style="list-style-type: none"> • A budget has been allocated to hire external experts to assist the revision of all the documents, since only in the Faculty of Engineering there are more than 30 norms that should be revised. • Time investment by the members of the teams in charge of the revisions. • There is incentive to create short guides that gather all the agreed criteria and can be followed easily and to repeat the course every year.
Challenges & Coping	<ul style="list-style-type: none"> • There has been no resistance for the implementation of this task but the shortage of budget made it necessary to prioritize documents (according to their estimated impact), in order to revise them first. • Some people still think that this topic is not so important so won't follow the recommendations of the guide.
Outcomes and potential impact	<ul style="list-style-type: none"> • The training course organized for every person involved in communication activities at every faculty was also open to the external communication companies that design the communication materials. More than half of the attendants were workers of the external companies. The impact will go beyond the boundaries of the university and will impact also the communication channels of the rest of the cooperative companies from Mondragon. • The "Inclusive Language"-short guide designed after the course was very well accepted by the people involved in communication activities.

CI.1.4. Gender equality policy and structures

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At MU-HUHEZI gender equality structures do not exist.

Measure started in 2017	Creation of a Gender Equality Unit/Office - provided with annual financial and human resources - acting also, as an in-house expert focal point and an advisory source to Departments (1.1.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To create an in-house expert focal point and an advisory source to the whole university. • Departments and students will have an in-house expert focal point to resolve their doubts and problems related to gender equality when necessary.
Implementation Process	<ul style="list-style-type: none"> • A space has been enabled for the location of the unit to organize the Gender Equality Team meetings and to collect the material related to gender equality. An email address has been created and a section on the website that was launched in January 2018. • There are representatives of all faculties in the Unit (7 women and 1 man); however, one person is in charge of answering the questions received in the unit. If the questions are of general interest, these would be published on the website as FAQ. • In the Faculty of Engineering a person from the Coordination Team was appointed as the person responsible for the Gender Equality Team, and two

	technicians were allocated hours in order to help the person responsible for the GET.
Resources, skills, incentives	Calculation of the needed resources and arguing successfully to include them in the budget for the upcoming academic year.
Challenges & Coping	<ul style="list-style-type: none"> For the academic year 17/18 the allocated financial resources have been insufficient because it was not included in the general Management Plan, but after talking to the responsible of this area, some resources were allocated for the implementation of the defined actions For the academic year 18/19 with the help of the key the objectives and actions were integrated in the annual Management Plans. The General Coordination Team realized the importance of this topic (the Spanish law is becoming stricter) and decided to designate a person responsible for the Gender Equality Teams and to allocate more resources for the unit. In the Faculty of Engineering a budget of €6000 were allocated for hiring external trainers on gender issues.
Outcomes and potential impact	<p>Since the creation of the unit, different information requests have been received and answered:</p> <ul style="list-style-type: none"> A student that was writing the report of her final project asked about the correct use of the inclusive language. A lecturer asking for information about the training session organized in December about sexual harassment protocols. Five students contacted the unit to participate in the Gender Equality Team and make proposals about possible actions. Two different Scientific Journals wrote to the unit's email to call for papers. <p>As a next step, a feedback form after each questions or information request will be sent to find out the level of satisfaction with the service offered by the unit. The objectives of the measure are considered fully achieved.</p>
Lessons learned	<ul style="list-style-type: none"> The fact that the service is provided online allows increasing the efficiency of the unit and the collaboration of multiple experts. The unit (physical space) works as a small specialized library on gender equality issues and as a meeting room. More resources should be allocated to the unit (material, space and personal resources). Information about the existence of the unit should be widely communicated to staff and students (and included in the newcomers' welcoming plans). The reception of student's proposals is a positive result that the team didn't expect.
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To make sure every member of the MU community feels safe and knows the existing tools for it.

	<ul style="list-style-type: none"> The university community will know and interiorize an effective high quality protocol that will help identify and answer in a proper way when a sexual harassment situation happens.
Implementation Process	<ul style="list-style-type: none"> A training session was organized for the 11th of December 2017 open to the whole university and other entities from the region (institutions, education centres). At this training session two experts: Jokin Azpiazu (Basque Public University) and Susana Manzanedo (Sortzen consultancy) compared protocols from different universities and a discussion was created with the participation of members of MU and Elhuyar. A protocol tailored to the Faculty of Humanities and Education was designed, starting in September 2018 and finishing in June 2019 and through a participatory process that involved students and staff. A quantitative and qualitative diagnosis has been carried out (collective questionnaire, focus group and in-depth interviews). A document analysis has also been carried out and a comparative study of the protocols of different universities has been carried out, with the aim of designing the most appropriate protocol for the needs of the faculty. The Protocol for the Faculty of Humanities and Education has been successfully designed, accepted by the Governing Board and communicated to the staff by email. In September 2019 it was communicated in a presentation in the Faculty of Humanities and Education and on the 25th of November 2019 in the Faculty of Engineering to coincide with the International Day for the Elimination of Violence Against Women. After that, during the academic year 2019-2020 the rest of the faculties of MU will redesign their own protocols taking the one from the Faculty of Humanities and Education as a reference but considering the particularities of each faculty. This decision was taken by the Management Committee of MU in November 2019. Two versions of the protocol have been developed: a long version and a short version to make it easier to understand.
Resources, skills, incentives	<p>Time for the members of the team and financial cost of the experts' support. That is why this action has been delayed; the selected expert couldn't provide the service within the available budget.</p>
Challenges & Coping	<ul style="list-style-type: none"> The Faculty of Engineering that already has a protocol didn't want to open this topic to debate again because a team worked on it for a long time, but finally agreed that a revision could be interesting. During the training courses for the decision makers organized on the 14th of November, 2017, the PLOTINA team talked to the director of the Faculty of Engineering to let him see that there were situations and actors that were not included in the actual protocol. For example, students had not been considered. He accepted that the revision was needed in order to complete and enrich the protocol. MU-GEP will analyse if one protocol could cover all the needs or if it would be better to have different protocols, in other words: either including

	students in the existing protocol or to write up a separate one for students only.
Outcomes	<ul style="list-style-type: none"> • Short term outcome: it will be a group of people working in collaboration with experts to understand the complexities of the topic. • Medium term outcomes will be a comprehensive protocol that includes all the groups of the university community (staff, students...). <p>Not achieved. This action has been delayed because the selected expert requested a higher fee as available.</p>

Measure started in 2017	Sexual harassment prevention and support structures, at disposal and well communicated to all stakeholders (1.1.3.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To make sure every member of the MU community feels safe and knows the existing regulations that exist. • The university community will know and interiorize an effective high quality protocol that will help identify and answer in a proper way when a sexual harassment situation happens.
Implementation Process	<ul style="list-style-type: none"> • A training session was organized in December 2017, open to the whole university and other entities from the region (institutions, education centres). At this training session two experts – Jokin Azpiazu (Basque Public University) and Susana Manzanedo (Sortzen consultancy) – compared protocols from different universities and a discussion was created with the participation of members of MU and Elhuyar. • Through a participatory process (students, PAS, PDI), a protocol tailored to the Faculty of Humanities has been designed. A quantitative and qualitative diagnosis has been carried out (collective questionnaire, focus group and in-depth interviews). A document analysis has also been carried out and a comparative study of the protocols of different universities has been carried out, with the aim of designing the most appropriate protocol for the needs of the faculty. • The Protocol for the Faculty of Humanities and Education has been successfully designed, accepted by the Governing Board and communicated to the staff by email. • In September 2019 it was communicated in a presentation. After that, during the academic year 2019-2020 the Faculty of Engineering will redesign its own protocol taking the one from the Faculty of Humanities and Education as a reference but considering the particularities of each faculty.
Resources, skills, incentives	<p>Time for the members of the team and financial cost of the experts' support. That is why this action has been delayed; the selected experts couldn't provide the service within the available budget.</p> <p>Apart from the external consultant's office, the dedication of the cooperative's staff involved was detrimental.</p>

Challenges & Coping	<ul style="list-style-type: none"> • The Faculty of Engineering that already has a protocol didn't want to open this topic to debate again because a team worked on it for a long time, but finally agreed that a revision could be interesting. • During the training courses for the decision makers organized on the 14th of November, 2017, the PLOTINA team talked to the director of the Faculty of Engineering to let him see that there were situations and actors that were not included in the actual protocol. For example, students had not been considered. He accepted that the revision was needed in order to complete and enrich the protocol. • MU-GEP will analyse if one protocol could cover all the needs or if it would be better to have different protocols, in other words: either including students in the existing protocol or to write up a separate one for students only. • This action has been delayed because the selected expert requested a higher fee than available.
Outcomes and potential impact	<ul style="list-style-type: none"> • Short term: a group of people worked in collaboration with experts to understand the complexities of the topic. • In the medium term, a comprehensive protocol was created, that includes all the groups of the university community (staff, students etc.) and contributes to their feeling of safety. • The university community will know and interiorize an effective high quality protocol that will help identify and answer in a proper way when a sexual harassment situation happens. We expect that the participatory process for the protocol design will serve as a pedagogical means to raise collective awareness and to reduce or even eliminate sexual harassment and aggressions. • The result of the participatory process is a wide framed protocol that considers multiple situations and defines a commission and a clear process to deal with such cases. The commission consists of four members: The Dean, a person from the Gender Equality Team, the Head of Academics and the Head of Communication. This commission is responsible for the analysis and investigation of each case and for making a proposal for its resolution. However, it is the Governing Bodies who make the final decision. The commission will receive training and experts' advice when necessary in order to make decisions. • During the participatory process two harassment cases arose and have been managed following the defined protocol. It is expected that when the protocol is applied in the rest of the faculties new cases that haven't been detected previously will arise and will be resolved properly.

Measure started in 2018

Provision of online and/or hard copies of gender equality and diversity policies for internal and external staff (1.3.3.)

Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To rely on a Gender Equality Plan (GEP) which it is available for all. Moreover, the target group should not only know about its existence, rather about its content, objectives, strategies defined and action plans developed. To make staff aware of the existence of a Gender Equality Plan and encourage them to support its implementation.
Implementation Process	<ul style="list-style-type: none"> Description of the GEP in an easy understandable and in an attractive format. Uploading the GEP document on the website in a place that is available for all the staff and students. The GEP is regularly communicated and its location reminded every year to everyone coinciding with special dates such as 25th of November and 8th of March. In addition, a hard copy has been added to the welcome kit that is given to the new employees every year.
Resources, skills, incentives	Time
Challenges & Coping	<ul style="list-style-type: none"> There hasn't been any resistance. The challenge would be to bring up/arouse the interest of people. To design an attractive format for diffusion, attractive and easy to read. To regularly remind about its existence and where it can be found, using different internal communication channels the organization has (for example, when some specific activity or action is planned to take place, take advantage of it for reminding about the Gender Plan...).
Outcomes and potential impact	<ul style="list-style-type: none"> An easy to understand and readable GEP is now available for all the members of the university community. The new employees will know that the university is working towards Gender Equality.
Lessons learned	The presentation of the data and measures in an attractive way is key for the acceptance of the GEP.

Measure started in 2019	Integration of Gender Equality as a core issue in the formal documents: policy, communication, marketing,...for inside and outside stakeholders (1.2.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To raise awareness among all MU community members about the importance of Gender Equality in all the policies and activities developed by the university. To ensure that necessary changes are made in the policies, plans and regulations and guarantee that gender equality is applied in the university (in activities related both to staff - such as recruiting, as well as students) Promote the development of specific actions to promote equality.
Implementation Process	<ul style="list-style-type: none"> For the general documents external experts were hired in order to get advice on any possible change.

	<ul style="list-style-type: none"> • The documents that should integrate gender equality as a core issue have been identified (statutes, strategic plan, management plan, working regulation, remuneration system, etc.). • In some of them, such as the statutes, the gender equality issue has been integrated in some of its articles (for instance, the antidiscrimination clause has been revised and misconducts related to gender equality have been added in the internal regulation documents). In other documents, such as the new strategic plan or the yearly management plans of each faculty, this will be done when those plans are developed. • Most of the general strategic and institutional documents from MONDRAGON UNIBERTSITATEA have integrated Gender Equality as a core issue. However, the documents from the different faculties need to be revised.
Resources, skills, incentives	Time of the members in charge of the development of those documents.
Challenges & Coping	There was no resistance reported with regard to the implementation of this task.
Outcomes and potential impact	<p>It was proposed to use the Gender Equality Report as a further input for the working groups that will design the new strategic plan.</p> <p>The future outcomes will be clearer when the new strategic plans are designed.</p>

Measure started in 2019	Integration of the Gender Equality policies and processes in the Quality System Management (1.2.7.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To include the gender equality perspective in the policies and processes, both in the approach/content of each policy/process and in the language used. • To have all the policies and processes of the organization designed with a Gender Equality perspective and described using inclusive language.
Implementation Process	<p>In December 2018 the Gender Equality Team gathered all the processes used in the faculty of Engineering and started analysing them.</p> <p>A quick analysis was carried out to determine corrections that need to be made and common criteria was set, in order to suggest changes in a coherent way.</p> <p>The processes related to persons were the first to be analysed. Changes were communicated to the General Coordination team and were accepted.</p>
Resources, skills, incentives	Mainly the team's time spent analysing and suggesting changes to the policies/processes.
Challenges & Coping	

Outcomes and potential impact

The changes have been accepted by the Coordinator but they have not yet been applied.

All the processes and procedures that impact people will be designed from a gender equality perspective.

SI.1.2. Provision of gender disaggregated data in RPO's periodic report

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2019	Include gender perspective in the planning of university activities (1.2.6.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To have a defined strategy on gender balance in the planning of activities, in order to maintain that actual balance in a continuous way, no matter who is in charge of that planning at each time Every year to have a group of activities for the university community (staff and students) which are well balanced from the gender point of view
Implementation Process	<ul style="list-style-type: none"> Activities organized by the university have been analysed and a good gender balance was established in most of them. However, it is probably not due to a followed specific strategy of the organization, but responds more to the awareness of the people involved in the organization of those activities. Holding several meetings, with the different departments involved was planned to analyse the planning of activities and make sure the agreed strategy is implemented. The MU-Plotina team had a meeting with the coordinators of the College Biteri Ikastetxe Nagusia in February 2019 to better understand how they determine their activity plan. The activities related to values are focused on gender equality. In particular, a group of men "Gizon Taldea" has been created to reflect on new masculinities, and several open talks of the expert Ritxar Bacete have been organized. This men group that was created in the Faculty of Engineering and that has 6 permanent members, will be open to all the faculties in a public presentation organized for the 17th of December 2019 at the Faculty of Humanities and Education. The MU-Plotina team organized a meeting with the Sports Service department to analyse the sport activities and saw that they are organized in a gender inclusive way. For example, the activities more likely to attract women receive more funding in order to encourage women to do sports, because men traditionally have participated more. In this case the MU-Plotina team has identified that the self-defence course could include the feminist approach.

Outcomes and potential impact

A Feminist Self-Defence course has been organized for the 15-16 of April 2019 at the Faculty of Engineering.

The men's group about new masculinities was well received, and is working successfully to encourage men to support Gender Equality.

SI.1.3. Meetings for GEPs implementation

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Plan of a 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 (1.2.5.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To continue working on improvement of awareness among key actors of the organization (decision makers and people who can have an important impact in the evolution of the situation of the organization); To update the key actors about the development of the projects, such as steps that are being fulfilled, gathering their opinion, contributions and new ideas, and so on. To keep the university community well informed about the project, keep the project and its objectives and planes "alive" and create a positive perspective about gender issues that will hopefully impact in the diminishing of resistance when proposing different actions that haven't been implemented till now. To maintain closeness to Gender Equality theme during the whole year, in order to make of Gender Equality a common and natural topic for everybody.
Implementation Process	<ul style="list-style-type: none"> On the 19th of June 2018 the GEP was presented in the General Coordination Team's meeting. In July 2018 the GEP was presented in the Social Board meeting and after that the representatives of the Social Board spread it among all the staff members. In March 2019 the GEP was presented in the General Coordination Team's meeting and in April 2019 the GEP was presented in the Social Board meeting and a survey was carried out among all the faculty staff. In June 2019 the General Coordination Team decided to designate a person from the Team responsible for the Gender Equality Team and to allocate a bigger budget for the next academic year. A person (man) from the General Coordination Team from the Faculty of Engineering has been designated as responsible of the Gender Equality Team. This decision was taken by the General Coordination Team due to the fast growth that the faculty experienced during the last 3 years. (The Gender Equality Plan is now compulsory for this faculty according to the law.)

Resources, skills, incentives	Time and awareness from the responsible persons of the different decision-making boards
Challenges & Coping	<p>No resistance has been identified, on contrary, in May 2018 the Social Board asked the PLOTINA team for more information.</p> <p>At the first presentations all the actions were presented, but it was too much information and didn't give the opportunity to adequately address each topic.</p>
Outcomes	Partially achieved because it is needed to continue communicating the advances of the project in future follow up meetings

Measure started in 2019	Promotion of initiatives to favour a widespread gender competence at all levels of the organization with provision of training to staff, teachers and researchers (1.3.1.)
Aim(s) & expected outcomes/impacts	<p>To raise awareness among university staff (administration workers, teachers and researchers) on Gender Equality issues and to provide them with a basic competence.</p> <p>To increase the knowledge of the staff about the gender equality plan of the university and its policies, to improve awareness and skills to deal with gender equality issues.</p> <p>Training sessions for administration workers, teachers and researchers.</p>
Implementation Process	<p>A training course about Gender Equality was given first of all to the General Coordination team (6 members attended), after that to all the people involved in the recruitment processes (14 people). In February 2019, further 36 people involved in the Welcome Plan. Plan (the welcome training course that is compulsory for all the new workers).</p> <p>During the spring this course was offered again to all the university staff and 12 people attended. The same course was also offered during the Orientation Plan for students in March.</p> <p>Budget has been allocated to repeat the training courses next year and all the new members of the staff will receive the course at the welcome training course.</p>
Resources, skills, incentives	Time and economic resources to hire experts.
Challenges & Coping	<ul style="list-style-type: none"> There has been no resistance for the implementation of this task. The only challenge was the lack of interest when the course was offered in an open way. The recruitment of students for the training courses. No student attended the course. From the 2019-2020 academic year on it will be compulsory.

	<ul style="list-style-type: none"> The GEP and the protocol against sexual harassment will be presented at all the degrees from now on. The protocol will be introduced by the explanation of different cases in order to make staff and students aware of its importance, and then the protocol will be explained.
Outcomes and potential impact	<p>Short term outcomes: Governing bodies members and people involved in recruitment processes are aware of gender issues and stereotypes.</p> <p>Medium term changes: the courses will be repeated every year and gender equality and balance will be easier to achieve with these trainings.</p> <p>All the staff and students will be aware of the existence of a GEP and a protocol against sexual harassment.</p>

SL1.4. Gender equality guidelines or guiding principles

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in [Table 21](#).

SL1.5. Awareness training on gender sensitive issues

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Between T0 and T1 MU-HUHEZI undertook following measure

Measure started in 2017	Ensuring that every person involved in the recruitment process is aware of gender-issues, discrimination and stereotypes (2.1.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To ensure that every person involved in the recruitment process is aware of gender-issues, discrimination and stereotypes. To ensure that the acquired awareness and knowledge is applied in the recruitment processes.
Implementation Process	<ul style="list-style-type: none"> Identification of the important topics and the experts for the training sessions. Silvia Muriel from the consultancy ncuentra, accredited by <i>Emakunde</i>, the Basque Institute for Women, was selected for these training sessions. Identification of the persons involved in recruitment processes and asking the coordinators of the different departments to convince the rest of the persons involved in recruitment processes. Organisation of the first training session and invitation of the 64 people involved in the recruitment processes of all MU's faculties. The first training session took place on the 31st of May with 26 attendants and had a duration of 3:30 hours. Preparation of an evaluation form to gather attendants' feedback. The feedback was very positive

	<ul style="list-style-type: none"> Preparation of the next training session focusing on more specific topics regarding gender bias during the recruitment processes.
Resources, skills, incentives	Time and financial resources.
Challenges & Coping	<ul style="list-style-type: none"> There hasn't been any resistance. The challenge is to choose a date when people are not too busy and to convince them about the interest of the course. To convince the coordinators to help us with the recruitment of attendants.
Outcomes and potential impact	<ul style="list-style-type: none"> The attendants to the course were very satisfied with the session. 20 out of 26 filled in the evaluation form and the average valuation was: <ul style="list-style-type: none"> Interest of the topic 4,7 (out of 5) Valuation of the expert 4,85 (out of 5). It is expected that they will attend the next sessions that will be focused on unconscious bias. The attendants to the training session were more receptive than expected. Partially achieved, because this was only the first of a series of training sessions that will be organized. Further, because only 26 out of the invited 64 people attended the course.
Lessons learned	<ul style="list-style-type: none"> The training sessions must be short and during not very busy periods because key actors' agenda is usually full and not very flexible. The communication of the session's date should be earlier. One month is not enough to fit key actors' agenda.

Measure started in 2019	Encouragement to students to attend gender equality training before taking part to Governing bodies/Committees (1.3.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To guarantee that the students that are part of the Governing Bodies are aware of Gender Equality issues to ensure decisions are made with conscious attention to Gender Equality. Training sessions for students taking part on Governing Bodies
Implementation Process	The students that are part of the Governing Bodies were invited to the Gender Equality course organized during the Orientation Plan in March.
Resources, skills, incentives	Time and economic resources to hire experts.
Challenges & Coping	No students came to the course, so next time the Director of the Faculty will invite them directly in order to encourage attendance. One suggestion included to make it compulsory to those students that are members of the decision making bodies and include the course in the teaching curricula, however no decision has been made in this direction.
Outcomes and potential impact	Measure not achieved, but will be further pursued in the future.

SI.1.6. Perception of gender equality in RPOs policies, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Developing a communication plan that includes all stakeholders, with inside and outside communication actions to communicate the initiatives linked to the gender equality and diversity policy of the institution (1.1.4.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To make sure that all members of the MU community (staff and students) are aware of MU's Gender Equality policies and activities. To communicate the GEP actions and reduce the obstacles during their implementation. To ensure that every stakeholder is aware of the GEP and avoid any barrier that could come up during the implementation of the Gender Equality Plan. To create a culture change that is seen as a strategic value. Another expected outcome would be to make society see the university as a leading institution in promoting Gender Equality.
Implementation Process	<p>Design the communication plan; identification of communication channels for the inside and outside communication; definition of specific actions for each channel:</p> <ul style="list-style-type: none"> Presentation of the plan in an international conference (Tenerife, October 2017) Redaction of a document explaining the audit data and the GEP actions to share with the whole university community (November 2017) Presentation of the plan to different internal boards (Direction Team, Governing Board, Social Board) (November 2017-January 2018) Publication of a report about PLOTINA in the university magazine (December 2017) Recording of a video report for the university online TV, it was published in January (January 2018 MUtelebista) Design of the Gender Equality section in the new website of the university, it was published in March (March 8, 2018) Women Scientist Exhibition in the Faculty of Engineering (March 8, 2018), organised by the PLOTINA team and the Gender Equality Team from the Faculty of Engineering Konet university app competition for students about women scientists (March 2018) The objective was to let students know about different women scientists that could be role models for them. Report on University TV about the activities held in all faculties related to March 8 day, the international Women Day. Press release related to March 8 day. Mass media (newspaper and radio) interviews (April-July 2018) about the international women day. Presentation of PLOTINA at the University of Cambridge (May 2018) Presentation of the GEP development at the Femeris Journal (July 2018)

Resources, skills, incentives	The participation in the Tenerife conference was not included in the PLOTINA budget; thus MU had to pay the travel cost by itself. Thus, a cost estimation for future actions are necessary and has to be included in the budgets for the next academic year.
Challenges & Coping	<ul style="list-style-type: none"> • Lack of interest or awareness from some parts of the community. • Some people want to see bigger changes and other think that the university doesn't need any change. • To design awareness raising plan with periodic actions directed to different groups and with incentives. • To create participatory communication actions such as the competition which has been organized using the university app called "Konet". • The challenge was to send the name of a woman scientist; 39 students took part in the competition; thus the app is an effective and good way for engaging students.
Outcomes and potential impact	<p>Design the communication plan; identification of communication channels for the inside and outside communication; definition of specific actions for each channel:</p> <ul style="list-style-type: none"> • Presentation of the plan in an international conference (Tenerife, October 2017) • Redaction of a document explaining the audit data and the GEP actions to share with the whole university community (November 2017) • Presentation of the plan to different internal boards (Direction Team, Governing Board, Social Board) (November 2017-January 2018) • Publication of a report about PLOTINA in the university magazine (December 2017) • Recording of a video report for the university online TV, it was published in January (January 2018 MUTELEBISTA) • Design of the Gender Equality section in the new website of the university, it was published in March (March 8, 2018) • Women Scientist Exhibition in the Faculty of Engineering (March 8, 2018), organised by the PLOTINA team and the Gender Equality Team from the Faculty of Engineering • Konet university app competition for students about women scientists (March 2018). The objective was to let students know about different women scientists that could be role models for them. • Report on University TV about the activities held in all faculties related to March 8 day, the international Women Day. • Press release related to March 8 day. • Mass media (newspaper and radio) interviews (April-July 2018) about the international women day. • Presentation of PLOTINA at the University of Cambridge (May 2018) • Presentation of the GEP development at the Femeris Journal (July 2018)

	Fully achieved, because the communication actions were widely spread through the inside and outside channels on a local and regional level.
Lessons learned	<ul style="list-style-type: none"> • For internal communication the main strategy has been the already existing and well-functioning internal communication channels. • For external communication the collaboration with adequate partners has been crucial (ELHUYAR) and the strategy of contacting main media channels, before the Easter break, when they have a lack of news. • Participation of more researchers on the publication of research communications would have been appreciated, however, it must be noted that every communication action worked correctly. • The social movement on the 8th of March gave PLOTINA more credibility and relevance, and it will contribute to the efficiency of the communication actions.

MU-HUHEZI's performance in quantitative terms in Key Area 1

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T2 are depicted in [Table 21](#).

Table 21 MU-HUHEZI's performance in quantitative terms in Key Area 1

Indicator	T0	T1	T2
CI.1.1. Representation in (main) governing body(ies), by gender	0,6	0,5	0,44
CI.1.2. Representation in (main) advisory body(ies), by gender	1	1	0,77
CI.1.3. Gender sensitive language and images in institutional documents	1	0	0,67
CI.1.4. Gender equality policy and structures	1	1	1
SI.1.2. Provision of gender disaggregated data in RPO's periodic report	0	1	0
SI.1.3. Meetings for GEPs implementation	0,33	0,16	0,08
SI.1.4. Gender equality guidelines or guiding principles	0	1	0

SI.1.5. Awareness training on gender sensitive issues	0	0,25	0
SI.1.6. Perception of gender equality in RPOs policies, by gender	0,87	0,5	0,69

Peer Reviewer's assessment of key area 1

How do you assess the **implementation process** in this key area?

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Please justify your assessment and make references to **outputs** (what the implementation has produced compared to planned, both in qualitative and quantitative terms) and **outcomes** (the effects produced by the outputs on the targeted people).

At the time of the audit, all of the RPO's female share of governing bodies was 63% (attributed to the cooperative model and the gender equality of the institute), however, there were no policies to ensure that governing bodies are gender balanced and managing members do not have knowledge of specific equality statistics. The RPO has a social board, which is 50/50 in terms of gendered representation, a coordinating body which is 75% women and 25% men. The language at the institute is gender neutral and therefore gender inclusive. There are no gender equality structures that exist.

Regarding implementation of measure 1.1.1.: a space was enabled for the Gender Equality Team meeting and to collect material related to Gender Equality. Members of all faculties are a part of the Unit, one person in charge of communication and consulting experts/members. Email and website created. This implementation was very good as a particular space for meetings and resources creates a structure around the Unit.

Regarding implementation of measure 1.1.2: a training course on inclusive language was organized, external communication companies were invited, and the course "Inclusive Language" was developed in Basque and Spanish, this was published on the gender equality unit website. Revising 17 institutional documents as of 2019. Documents at MU level were revised – plan to apply this measure to different faculties.

Regarding implementation of measure 1.1.3: a training session was organized in 2017 for entire University and entities from the region with two experts who compared protocols from different universities on sexual harassment prevention and support structures. Internal team was identified by the Faculty of Humanity and Education Sciences to be in charge of protocol, and external experts were contacted for collaboration. Sortzen consultancy prepared a proposal for the process and budget (to begin in July 2018 should proposal be excepted), however consultancy was too expensive. Instead, a participatory process took place creating a wide-framed protocol, and a commission was created consisted of the Dean, a Gender Equality Team representative, the Head of Academics and the Head of Communication – the commission is responsible for handling each case. Commission will receive training and expert advice when needed.

Regarding measure 1.3.3.: creation of online and or hard copies of gender equality and diversity policies for internal and external staff – description of GEP is easily understandable and in attractive format, uploaded to website available to staff and students, planned regular communication and reminders to everyone about the resource, and hard copy with welcome kit for employees created. This implementation is very good, as available information regarding the policies creates knowledge

and structure around such, making implementation much more tangible rather than relying on a culture of equality.

Regarding measure 1.2.2: most general and strategic documents that should integrate gender equality as a core issue have been identified, experts were hired for advice to changes needed, documents from different faculties need to be revised. This implementation is crucial for raising awareness and knowledge amongst community members of issues of gender inequality/equality – and its relevance to staff, students, etc. The changes ensure actions are taken to change policies and out-dated plans and regulations, ensuring development of gender equality institutionally.

Regarding measure 1.2.7: 2018 – the Gender Equality Team gathered policies and processes used in faculty of Engineering and analysing with a gender equality perspective and with the goal of using inclusive language, changes were suggested, and changes were communicated to General coordination team and were accepted. The implementation is crucial for changes the ways in which the institution responds to and understands issues of discrimination.

Regarding measure 1.2.6: University activities were analysed for gender balance, meetings with departments to analyse the planning of activities and agreement of gender balance strategy for future events was implemented. MU-Plotina team had meeting with College Biteri Ikastetxe Nagusia in 2019 to understand activity plan. Group of males to talk on new masculinities was organized in the Faculty of Engineering with 6 permanent members, with organized presentation for 2019. Meeting with the sports service department and analysed gender inclusivity. Self-defence course needs a feminist approach. A feminist self-defence course was organized for 2019 at Faculty of Engineering.

Regarding measure 1.2.5: Plan regular GEP meeting with management, etc.: agreements with responsible persons on each of the boards and the dates in which the GEP will be represented in meetings. 2018, the GEP will be presented at General Coordination Team's meeting, and GEP will be presented in Social Board meeting (who are spread throughout staff). In 2019, the GEP was presented in the General Coordination Team's meeting and in April 2019, at the Social Board meeting and survey was carried out among faculty and staff. In June 2019, bigger budget and designated point person was decided for the Gender Equality Team. This implementation is very good as communication with different boards and bodies is a step to implement particular policies and plans of action, further institutionalizing gender policies, and involving various persons throughout the institution in the gender equality process. Designating a budget, but also a larger budget is hugely significant, and shows institutional and departmental support.

Regarding measure 1.3.1: training course about Gender Equality was given to General Coordination team, and people involved in recruitment processes. In 2019, 36 more people were involved in the course through the Welcome Plan. University staff and 12 people also attended, and course was also offered for student orientation. Budget was created to repeat the training courses next year. Course will be compulsory for students in the future (low attendance from students in the past). The training will include a sexual harassment protocol.

Regarding measure 2.1.1.: Ensuring every person involved in the recruitment process is aware of gender issues, discrimination and stereotypes - Identification of important topics and the experts for the training session, identification of persons involved in recruitments processes and asking the coordinators of the different departments to convince the rest of the persons involved in recruitment process, organisation of first training session and invitation of 64 persons involved in RPO's faculties, training in May 2018 with 26 attendees. Evaluation was prepared and gathered feedback which was positive, next training session focusing on more specific topics regarding gender bias in recruitment process is in the process of being prepared. This implementation is extremely good, as knowledge creation and education around gender issues and biases in recruitment processes makes it easier to address these issues. Identification of important topics and the experts for the training session. Consultant was chosen and selected for trainings sessions. Identification of persons involved in recruitments processes and asking the coordinators of the different departments to convince the rest of

the persons involved in recruitment process, organisation of first training session and invitation of 64 persons involved in RPO's faculties, training in May 2018 with 26 attendees. Evaluation was prepared and gathered feedback which was positive, next training session focusing on more specific topics regarding gender bias in recruitment process is in the process of being prepared. No update on the next training session. This implementation is extremely helpful, as a training is essential in creating knowledge about gender biases in recruitment, and further institutionalizes gender equality in a tangible way.

Regarding 1.3.2: students that are part of the governing bodies were invited to the gender equality course organized during the orientation plan in March 2019, no students came to the course, and measure was not achieved. No decision has been made on whether to make the course compulsory or not.

Regarding 1.1.4 Developing a Communication Plan: a communication plan was designed, id of communication channels for internal and external communication, and definition of specific actions for each channel were created. This implementation is very good, as communication is essential to further institutionalize specific policies and actions in regard to gender equality.

*How do you assess the extent of the **changes in terms of relevance**?*

(the extent to which the objectives of the intervention are consistent with the Key Area requirements)

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Please justify your assessment.

Considering the status of the RPO at the time of the audit, the culture and environment, as well as the institutional structures seemed to be encouraging a general culture of gender equality. However, with the implementation of several measures, the institution is better equipped to strategically, structurally, and specifically prevent and implement policies that can promote gender equality. For this reason, several of the measures are very relevant.

More particularly, the implementation of Measure 1.1.1. to create a Gender Equality Unit/Office specific addresses the need for a specific body as well as space, resources, and personnel (although only one designated person) to collect, publish, and develop materials, trainings, as well as knowledge regarding gender equality. The creation of the Unit and the physical space for the Unit create a focal point and expert that can address issues of concern regarding gender equality, rather than relying on a general assumed cultural understanding. The involvement of representatives of all faculties in the Unit is further conducive to addressing issues of gender equality as they arise. The relevance of this implementation is further confirmed with the participation of students and faculty regarding issues for the Unit to take up. The production of knowledge regarding a gender equality policy and its accessibility online as well as to new employees ensures a clear understanding and structure to address related issues.

Measure 1.1.2 is incredibly relevant, as language regarding gender equality is crucial to constructing knowledge and structural change. The RPO has made a substantial impact here in developing a course, as well as revising institutional documents.

The implementation of measure 1.1.3. is extremely relevant, as in order to address gender equality, a policy and clear structure around the prevention and handling of sexual harassment is critical. The organized training session with experts as well as the development of a protocol and commission shows that the RPO is serious in implementing a sustainable and efficient structure in this regard.

The implementation of measure 1.3.3. is extremely relevant, and the production of online and or hard copies of GEP in an accessible, understandable format productively disseminates knowledge on the subject to staff and students, and the regular planned communication ensures that institutionally, the GEP is implemented both culturally and through policy.

Measure 1.2.2 is extremely relevant for promoting structural and cultural changes and behaviours regarding gender equality institutionally. It is unclear which documents were changed, exactly, but following that the RPO received expert advice, one imagines these were critical documents.

Regarding measure 1.2.7: is extremely relevant to change the ways in which the institution responds to and understands issues of discrimination.

Regarding measure 1.2.6: is extremely relevant to determine that University activities are organizing events with a gender equality lens. This affects participation and well-being of various actors in various spaces. The development of a new masculinities group is incredibly innovative and effective and shows that the RPO understands the relevance of male involvement in gender equality. The development of a feminist self-defence class takes into account a survivor centred approach to self-defence, I assume – this is crucial as a tool for feminist empowerment and the support of such on campus. The evaluator is curious if the RPO is using an intersectional definition in their gender analysis? Are they looking at spaces that are not only sensitive to gender equality, but also allow for diversity in gender expression (i.e. trans friendly?)?

The implementation of 1.2.5 for the regular GEP follow up meetings with management, staff, leaders, etc. is extremely relevant, as it ensures that different actors are invested in the GEP, as well as continuing to improve awareness and education on GEP and what it looks like in the RPO. Key actor's involvement ensures implementing a positive and informed culture around the GEP in which the GEP is actualized in the everyday operation of the RPO. The designation of a point person (who is also male) as well as an increase in budget is substantially significant and relevant for the structural support of the gender equality team and its sustainability.

The implementation of measure 1.3.1 is incredibly relevant for the creation of a widespread gender competence on all levels of the institution, to include staff, teachers, and researchers. Trainings were provided and are included in Welcome Packs for new staff, and will be institutionalized for new students in the coming year, to include information about a sexual harassment protocol, which highlights the importance for everyone within the institution to understand how sexual harassment is critical to address, thus addressing gender equality and creating a cultural understanding of sexual harassment policies. The RPO has made significant progress in this regard. Well done!

The implementation of 2.1.1. is very relevant, as training and education of everyone involved in the recruitment process regarding gender issues, discrimination and stereotypes, ensures prevention of discriminatory practices, and in general, creates educated HR staff.

Regarding 1.3.2: the measure is extremely relevant, as student's ownership of the gender equality course is essential for institutional cultural changes.

The implementation of 1.1.4. is very relevant, as the design of a communication plan to address specific actions for each communication channel shows considerable strategy and reflection regarding the most effective means of communication of the GEP. Clearly the RPO has approached this issue from several different mediums/formats, as well as created a powerful strategy through which the communication plan is more in the form of a GEP communication campaign, and so reaches as large of an audience as possible.

*How do you assess the extent of the **changes in terms of effectiveness**?*

(the extent to which the objectives of the intervention are achieved)

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Please justify your assessment.

Because the RPO has evidence of gender equality at the time of audit, the implementations are initiated in an environment in which faculty, staff, and students are not challenging. All

implementations show evidence, in fact, of extremely strategic and reflective approaches to creating, communicating, and institutionalizing a GEP on all levels.

More particularly, measure 1.1.1.'s effectiveness is substantial, as the creation of a space in particular gives space for meetings, resource accumulation, and a physical focal point which institutionalizes a Gender Equality Unit, making it materially available. The appointment of an individual to consult with members and experts further makes an effective change to appoint resources, time, and personal to the work of addressing the ongoing needs of the Unit as well as the effectiveness of the GEP overall, and to have a physical space for students and faculty to approach the Unit with collaborative ideas and questions. The RPO has paid substantial attention to the allocation of resources for this Unit and personnel, and although the resource allocation is in progress, has a plan in place with key actors and has instituted a Management Plan to further make this implementation effective.

Measure 1.1.2's effectiveness is substantial, see previous comment.

The implementation of measure 1.1.3's effectiveness is substantial, as the training session organized utilized experts on the subject of the prevention of sexual assault and institutionalizing support structures for such, and the creation of the commission and protocol to handle cases allows for due process and the proper support for survivors. This was constructed without a consultant, showing further initiative on the part of the RPO to problem solve and create substantial changes. The RPO shows commitment through the use of a consultant to address this issue, as well as consulting with the Faculty of Engineering to learn from their protocol, and to reinvent the outdated protocol. The use of resources and personnel internally and externally is effective in approaching the topic's complexity.

The implementation of measure 1.3.3's effectiveness is substantial, as the description of the GEP has been created and produced into an accessible format. The RPO had no distinct description and or policy in place previously, and this document and its reference further communicate and commit the RPO to addressing gender equality more specifically. Regular reminders are also effective in spreading knowledge regarding this knowledge. I also imagine that the dissemination of this information would also be effective through social media. Does the RPO use social media to promote its gender equality plan/agenda?

Measure 1.2.2's effectiveness is substantial. Perhaps these changes can also be shared and promoted throughout the institution (see notes on previous measure).

Regarding measure 1.2.7's effectiveness, the design of processes that impact individuals in the institution are important, however, the actual changes made here have not yet been applied. This should be addressed.

Regarding measure 1.2.6's effectiveness, this measure should continue, but also support for the male group as well as the feminist self-defence course should continue (i.e. human resources and financial).

Regarding measure 1.2.5's, effectiveness is substantial, this achieves the goal of creating ownership and participation amongst key actors, and throughout the institution, as well as designating resources and point persons to continue the gender equality plans. The RPO shows incredible initiative.

The implementation of measure 1.3.1 is incredibly effective for the creation of knowledge and the creation of an institutional culture that prohibits and directly addresses gender equality issues, and more specifically, sexual harassment with a seriousness. Will these trainings also include an intersectional understanding of gender issues?

Regarding measure 2.1.1.: the implementation of a well thought out, strategic training focusing on a topic that is relevant for the RPO's staff is very effective. The implementation of a training session with the attendance of 26 persons, with an evaluation from attendees as very positive is extremely effective. Because of the strategic implementation of the training, attendees found it interesting and found the expert to be qualified on the subject of gender bias. This particular training highlights

specific underlying gendered cultural assumptions that must be addressed in order to institutionalize and practice gender equality.

Regarding 1.3.2: the measure was not effective, as no students attended. There are plans to pursue the measure in the future, but the specific plans are not clear.

The implementation of measure 1.1.4. was extremely effective, as the implementation of a communication plan included several different methods, approaches, mediums, and audiences. The strategy of the plan is extremely admirable and reflects the style of a campaign, in which the RPO is able to reach a wide audience to communicate the critical importance of the GEP.

*How do you assess the extent of the **changes in terms of sustainability**?*

(the potential of continuation of the benefits after the project end).

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Regarding measure 1.1.1.: the sustainability of the measure is dependent resources, and the success of the instituted Management plan. The unit requires further resources including space, material, and human, and further exposure and communication to students in order to remain sustainable. There was no update as to if the resources for this measure had changed since the last review.

Regarding measure 1.1.2, resources will be needed to offer sustainability, in order to continue to revise documents throughout the various faculties. Also, there is no indication, will the training be ongoing? Will this training include HR personnel?

Regarding measure 1.1.3: the sustainability of the measure depends on the resources allocated for expert support and the time availability of the team. The creation of the commission and protocol shows initiative and sustainability, however, the RPO will need resources to access experts in order to safely and effectively handle harassment cases.

Regarding measure 1.3.3.: sustainability relies on the interest of others, as well as regular communication about the existence of the GEP. The resource as an online and accessible is highly sustainable in combination with communication/exposure. Online visibility of the resource will help with a strategic social media effort.

1.2.2: the measure's sustainability relies on the aspect of the institution following through with the changes in the documents through changed behaviours and institutional responses to gender equality. Perhaps there can be a training for all staff on these changes, making sure that everyone is aware of these changes, and expecting everyone to follow them. Perhaps an event celebrating the changes may be appropriate as well?

Regarding measure 1.2.7's sustainability depends on if the changes are actually applied. Follow up is needed here.

Regarding measure 1.2.6's sustainability depends on human resources and financial – unless this is a volunteer situation?

Regarding measure 1.2.5: the measure's sustainability depends on the continued communication and advances of the project in future follow up meetings with different bodies. The increased and agreed budget is hugely significant for sustainability, as well as the designated point person. Support will need to be continuously provided to this point person.

The sustainability of measure 1.3.1 relies on human resources and time, but the institutionalization of these trainings (as per mandatory for staff and students), ensures a sustainable effect and shows great seriousness and practicality in addressing gender inequality.

Regarding measure 2.1.1.: the measure is sustainable if the training sessions are continued and are accessible in that they are implemented at times when various actors can attend, and appropriate communication about the trainings well ahead of the date is scheduled

Regarding 1.3.2: see previous comment.

Regarding measure 1.1.4: the measure is sustainable if a communications and conference budget is allocated to this measure for future costs and personnel, as well as relative consistency in communication efforts using the different mediums/avenues over time.

*How do you assess the **overall progress in this key area?***

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

The RPO has demonstrated considerable strategy and innovative approaches to this key area and has taken the PLOTINA concept of raising awareness and knowledge amongst different governance bodies, actors, and decision makers very seriously. The RPO has shown incredible initiative since the last evaluation and has introduced several innovative concepts into its measures in this key area, as well as developing new measures. The RPO shows, in general, innovation, dedication, and effectiveness in its implementations.

8.2 Key area 2 - Recruitment, retention and career progress

PLOTINA is convinced that gender equality and diversity in research teams is crucial for RPOs for maximizing their research effectiveness. Despite the fact that women represent more than 50% of the population of students and graduates, at the top level (Grade A which corresponds in most countries to the role of full professor) the female share is only ~20% in all disciplines and 11% in science and engineering. Structural barriers in the process of recruitment and retention of researchers are still affected by organization aspects (Source: PLOTINA Dow). Thus, WP5 will assess the progress in overcoming barriers in recruitment, retention and career progression. (Source: D5.1)

Status at the time of the audit report: At **MU-HUHEZI** the selection and recruitment processes are decentralised and fall into the responsibilities of the individual departments. The processes are not standardised. It was reported that there are no criteria/guidelines in place to prevent gender bias in assessment. Job announcements are formulated in inclusive language. At **MU-HUHEZI** project team could not gather segregated data of career progression. No guiding principles for recruitment and selection procedures are available.

CI.2.1. Share of funded and coordinated projects, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in [Table 22](#).

SI.2.4. Positive action in recruitment processes

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: **MU-HUHEZI** takes no RPO-wide stand, nor do interviewees deliver individual opinions on positive action mechanisms.

Measure started in 2018	Maternity and parental leave periods taken into consideration when assessing and evaluating research production (2.1.4.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To avoid discrimination in the evaluation of the performance of the staff because of maternity and parental leave periods. An evaluation system that evaluates the performance of each person in proportion with their availability.
Implementation Process	<ul style="list-style-type: none"> A work group was defined by the Social Board to design the evaluation manual regardless of this measure. The director of the Faculty of Engineering presented the first proposal in the Social Board and in the meetings open to all the staff. Everyone had the opportunity to make contributions to the proposed manual and the PLOTINA Team proposed to include in the manual: to include the maternity and parental leaves or the leaves to take care of dependent persons in the evaluation of the new quantitative items, pointing out, the proposed evaluation system would have been discriminatory otherwise.
Resources, skills, incentives	Time

Challenges & Coping	<p>There was no resistance, the director said that the proposal was logic and included it in the new manual.</p> <p>The new evaluation system did not satisfy Administration Staff but not because of gender issues, but because of other management problems. The proposal related to maternity and paternity leaves was accepted and didn't create any resistance.</p> <p>The group that was designing the manual noted that PLOTINA's contribution was important because nobody thought about the importance of proportionality of the quantitative items when evaluating someone's performance; for example, if someone works part time s/he can't achieve the same amount of objectives as someone working full time</p>
Outcomes and potential impact	<ul style="list-style-type: none"> • An evaluation system that evaluates the performance of each person in proportion with their availability. • Nobody realized that this new evaluation system could lead to discrimination until PLOTINA team proposed the change. <p>Partially achieved. The new evaluation system has not been approved officially yet.</p>
Lessons learned	The proposal was accepted and didn't create any resistance.

Measure started in 2019	Inclusion of gender balance as a criterion, every other conditions being equal, for selection, promotion and research funding allocation (2.1.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To reach a gender balance in the decision making bodies. • A higher number of women in the Governing Board will impact the most important decisions of the organization. It will also empower other women that previously did not imagine themselves as candidates for the Governing Board.
Implementation Process	<p>The action requires a change on the elections normative. The composition of the Governing Board is made through a democratic election where everyone can be elected and everyone's vote has the same value. The only possible action nowadays is to change the normative to give preference to women in the case of every other conditions being equal, that is, in the case that a man and a woman receive the same amount of votes. Until now the criteria used in these cases was seniority.</p> <p>The MU-Plotina team proposed a change to the elections normative at the Social Board to see if the staff in general considered it a good idea. Then every representative of the Social Board communicated the proposal to the rest of the staff. The change was proposed on the General Assembly held on the 12th of February. The normative was changed successfully. The new norm gives priority to the underrepresented sex in the case of two people having the same amount of votes. Interestingly, the Social Board proposes 4 names of possible candidates, only as an inspiration, before the elections. Usually, 2 women and 2 men are proposed.</p>

Resources, skills, incentives	Time to communicate the changes to the whole collective.
Challenges & Coping	No resistance was detected among the staff. However, the action will only have impact in the case of two people having the same amount of votes. A coping strategy is for the Gender Equality Team to try ensuring that the four names proposed (for inspiration) by the Social Board are gender balanced.
Outcomes and potential impact	The elections' rules for the governing board have been changed.

SI.2.5. Inclusion of gender issues in the induction process

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in [Table 22](#).

SI.2.6. Positive actions in research evaluation

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in [Table 22](#).

SI.2.7. Career Support Schemes

For a description of this indicator see D5.1 Catalogue of Core Indicators.

It is not to be confused with possible measures supporting the careers of returnees from parental leave or other work and personal life integration enhancing measures.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in [Table 22](#).

SI.2.8. Initiatives for raising awareness on female role models

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Share career good practices - role models for women (2.1.3.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To introduce women with a long and successful career in decision making boards to the young students and female researcher. To empower young women in general by sharing with them new role models. Goals are young women with a good self-esteem that are able to develop their talent and that identify themselves with the role models presented.

Implementation Process	<ul style="list-style-type: none"> • A first meeting was held to identify the possible role models and the design of the action. • The recruitment of role models started and the world café method was selected, finally four women were selected. • The academic coordinator proposed to include this action in the orientation week that every year takes place in the Faculty of Engineering. • A registration call was launched and a group of eleven female students signed up.
Resources, skills, incentives	
Challenges & Coping	<ul style="list-style-type: none"> • The hardest part of the action was the recruitment of the participants of the organized World Café to share new role models; • In the case of professional women, the time frame was the main problem, but they were very interested in participating in the session. • Some students think that this kind of actions are not necessary because they feel that there is no problem for women to be in decision making boards or leadership positions, so they would not come to the World Cafe session. Students think the amount of activities, the lack of interest in gender equality issues (they don't see it much of a problem) and the selected schedule seemed to be the main reasons. • Organizing an attractive World café methodology and a good communication campaign. It was not easy to decide what kind of methodology to use and how to communicate the action, because most of the students don't see the need of having new role models. They think they won't have any problem to progress in their careers. • The title and description of the activity must be attractive. • Next time the schedule should be different because the students said no one chose the activities that are held in the afternoon.
Outcomes and potential impact	<p>The feedback received from the participants is very positive, their expectations were fulfilled in all the cases, and the average valuation was 8,7 (out of 10). However, the number of attendants was 11 instead of the expected number of 24. More participants were expected; however, the few attendants were very active. And although they seemed to be quite empowered, this activity let them be aware of women's challenges in career progression. The session was successful because:</p> <ol style="list-style-type: none"> 5. The selected female professional women had different profiles that helped the students identify themselves with different situations. 6. The world cafe methodology combined with the templates prepared for the session were adequate to encourage participation and create the appropriate atmosphere for sharing of personal experiences and co-creation. 7. The presentation given at the beginning of the session about women leadership helped focusing on the topic. 8. The coffee served at the end of the session helped to create an informal space for networking and sharing of personal opinions.

	The world café was successful and will be repeated every two years, because it is difficult to recruit people every year for this kind of actions.
Lessons learned	<p>Following issues worked well: World Cafe methodology, the used templates, presentation and the creation of the appropriate atmosphere.</p> <p>The challenges refer to better communication and recruitment of participants and organization:</p> <ol style="list-style-type: none"> 6. The schedule established was not the most appropriate, most students signed up on the other morning sessions. 7. The session was included at the orientation week which was an effective approach; however, the description of the session in the programme of the orientation week was very poor. 8. More control of the signing up platform would have led to a better communication flow. 9. The lack of interest and low rate of participation. 10. Once the session was over, the participants stayed for an hour sharing their opinions with the female leaders and the organizers.

SI.2.9. Initiatives for raising awareness on gender diversity in research teams

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in [Table 22](#).

SI.2.10. Empowerment trainings for career progression

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: MU-HUHEZI interviewees expressed eager interest for empowerment training.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in [Table 22](#).

SI.2.11. Trainings for leadership

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in [Table 22](#).

SI.2.12. Trainings for soft skills

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in [Table 22](#).

SI.2.14. Mentoring programme

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: In the scope of the audit reports, information collected on mentoring programmes was diverse in nature and does not in exact respond to the indicator concerning specific mentoring programmes for Grade C academics. Following data provided by (some of) the RPOs might facilitate a further aspect of mentoring programmes. At **MU-HUHEZI** mentoring programs are not available.

MU-HUHEZI's performance in quantitative terms in Key Area 2

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T2 are depicted in [Table 22](#).

Table 22 MU-HUHEZI's performance in quantitative terms in Key Area 2

Indicator	T0	T1	T2
CI.2.1. Share of funded and coordinated projects, by gender	0	0	0,38
SI.2.5. Inclusion of gender issues in the induction process	0	Not assessed	Not assessed
SI.2.6. Positive actions in research evaluation	0	0	Not assessed
SI.2.7. Career Support Schemes	0	Not assessed	Not assessed
SI.2.8. Initiatives for raising awareness on female role models	0	0	0
SI.2.9. Initiatives for raising awareness on gender diversity in research teams	0	0	
SI.2.10. Empowerment trainings for career progression	0	Not assessed	
SI.2.11. Trainings for leadership	0	0	

SI.2.12. Trainings for soft skills"	0	Not assessed
SI.2.14. Mentoring programme	0	Not assessed
SI.2.15. Perception of gender equality in career advancement, by gender	1	Not assessed

Peer Reviewer's assessment of key area 2

How do you assess the **implementation process** in this key area?

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Please justify your assessment and make references to **outputs** (what the implementation has produced compared to planned, both in qualitative and quantitative terms) and **outcomes** (the effects produced by the outputs on the targeted people).

At the time of the audit, the RPO's selection and recruitment processes were decentralised and fell into the responsibilities of individual departments, without any standardized process, and no criteria/guidelines in place to prevent gender bias in assessment. Job announcements were formulated in inclusive language, but the project team could not gather segregated data of career progression, and no guiding principles for recruitment and selection procedures were available. The RPO has no stand on the recruitment process.

With the implementation of 2.1.4., a work group was defined by the Social Board to design the evaluation manual to address maternity and parental leave periods as a part of gender equality in evaluating research. Further, the director of the Faculty of Engineering presented the first proposal in the Social Board and in the meetings open to all the staff, and persons had the ability to make contributions to the proposed manual. Director included PLOTINA's proposal to include maternity and paternity leave as a qualitative measurement of research performance in the manual. The implementation resulted in adding maternal and paternal leave to the evaluation system of performance of researchers in proportion to their availability, giving insight into gender biases and discrimination. Team proposed to include leaves to take care of dependent persons as well.

Regarding the implementation of measure 2.1.2: the MU-Plotina team proposed a change to elections at the Social Board, the change was proposed in February of 2019 and changed successfully. The change includes giving priority to the underrepresented sex in the case of two people having the same amount of votes.

Regarding the implementation of measure 2.1.3: the first meeting was held to identify the possible role models, action was designed, models recruited, and world café method was selected, academic coordinator proposed to include this in orientation week every year, registration call was launched and a total of 11 female students signed up. Implementation is substantial, puts into place concrete action and continuing action to addresses a gap to institutionalize and make visible and accessible female role models. Although, there seems to be concern about turn out and timing of event. There are plans for continuing the event every two years.

Regarding qualitative data, there were no changes in this key area.

How do you assess the extent of the **changes in terms of relevance?**

(the extent to which the objectives of the intervention are consistent with the Key Area requirements)

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Please justify your assessment.

The implementation of 2.1.4 is extremely relevant in many ways: the institutionalization of gender equality through the implementation of a social board to directly design an evaluation manual, as well as the engagement with the Faculty of Engineering in the process of presenting the first proposal of the manual in the social board is very relevant. The RPO has engaged multiple actors on multiple levels to address this issue, and strategically engages different actors, including the director, to make contributions to the manual, and hence a sense of ownership throughout the RPO. The manual directly addresses the lack of policy at the time of audit within the RPO to address gender discrimination and inequality through accessing performance based on availability.

Regarding the implementation of measure 2.1.2: the measure is relevant as diversity of gender presentation (as well as other forms of representation) are essential to an institution that is based on addressing the needs of all of its participants/staff, etc.

The implementation of measure 2.1.3 is relevant, as the visibility and interaction with female role models empowers younger students to set goals and to develop self-esteem. The implementation of a meeting, method, and recruitment of models is relevant, and the RPO managed to implement the World Café, an innovative method which is accessible and participatory, and created a space for knowledge making regarding the challenges and realities of career progression.

How do you assess the extent of the **changes in terms of effectiveness?**

(the extent to which the objectives of the intervention are achieved)

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Please justify your assessment.

The effectiveness of the implementations is considerable. Regarding implementation 2.1.4, the RPO has addressed its lack of policy around gender discrimination and bias in the recruitment process. More particularly, the RPO implemented a work group through the Social board to design an evaluation manual, which included the notion of measuring performance based on parental leave, considering availability and gender discrimination, and raising awareness amongst key actors throughout the RPO. The RPO has partially achieved the implementation of an evaluation system in this regard. The evaluation system has not been approved officially yet – follow-up is needed on this measure.

Regarding the implementation of measure 2.1.2: the measure is effective, in terms of diversifying representation throughout the University. The Plotina MU team seems to have met no resistance.

Regarding measure 2.1.3, the implementation is effective, in terms of creating a space and format in which younger female students can interact with mentors or role models who were carefully chosen by the RPO. The formative of the World Café, alongside communicating the event to students opened up accessibility. However, there are some concerns that the scheduling and communication campaign were not effective enough to reach as many students as possible. I wonder why the plan is to have the café only every two years? Why not yearly?

How do you assess the extent of the **changes in terms of sustainability?**

(the potential of continuation of the benefits after the project end).

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

Regarding measure 2.1.4, the implementation is sustainable, should the entirety of the evaluation system to be approved officially, as well as correct implementation and training regarding the use of the evaluation system. Follow up of the implementation of the evaluation system is needed.

Regarding the implementation of measure 2.1.2: the measure is sustainable, as it creates a new standard/norm in election logics, changing institutional culture.

Regarding measure 2.1.3., the implementation is sustainable, should the scheduling work with the student's schedule, as well as the communication campaign continue with substantial information regarding the usefulness of the session, and why it would be helpful for students. More information specifically about the importance of mentorship in order to develop successful knowledge around navigating careers would be important, as some students may not be aware of this need.

*How do you assess the **overall progress in this key area?***

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

In general, the progress in this key area is very good, measure 2.1.4 followed through with involved the Social Board in the implementation and design of a manual to address gender bias/discrimination in the hiring process. The measure raised awareness on the issue amongst various actors and attempts to create an evaluation system that address gender inequality. However, the system is only partially achieved, and needs follow up.

Measure 2.1.2: creates a new standard/norm in election logics, changing institutional culture.

Regarding measure 2.1.3, the implementation of World Café of mentors or role models for female students was met with a small but positive response. The café is an innovative method; however, the communication and availability of the event must be strategized.

8.3 Key area 3 - Work and personal life integration

As a matter of course in any GEPs is support provision for the work and personal life-integration, which does not simply support the need to achieve a balance between home and working life, but it is also supportive for a positive work environment. Ineffective work and personal life integration policies and support might interfere with smooth career progression (Source: PLOTINA DoW). (Source: D5.1) Thus, in this chapter work and personal life integration support services are presented and discussed.

CI.3.1. Demand and supply of basic childcare

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At MU-HUHEZI there are no nurseries, kindergartens, playrooms or lactation rooms established.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in [Table 23](#).

CI.3.2. Provision of advanced child care services

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: MU-HUHEZI does not provide any services in this regard.

Measure started in 2019	Availability of structured supports inside the organization for child-care, family-members with special needs, elder family-members, etc. (3.1.3.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To provide the necessary and adequate support to people having caring responsibilities. The improvement of the staff satisfaction and efficiency.
Implementation Process	<ul style="list-style-type: none"> The MU-Plotina team has analysed the current supports at the different faculties - there is only a breast feeding room at the Faculty of Engineering that is inside the nursery. Good practices from other organizations have been identified. A survey to understand the real needs of the staff was designed and analysed with gender experts. The survey was carried out during May 2019. Survey results and good practices were analysed in order to design the new actions and include them in the Management Plan for the academic year 2019-2020. A budget has been allocated in order to organize childcare activities during the working days that coincide with the children's holidays.
Resources, skills, incentives	Time to design and analyse the survey. Time to design the measures. Economic resources to implement the new measures.
Challenges & Coping	Some people think that this is a non-necessary extra cost for the university. In response to that the strategy is to select cost efficient actions and to communicate them in an appropriate way to avoid misunderstandings.

Outcomes and potential impact

Measure is still being implemented.

CI.3.3. Provision of services for work and personal life integration

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: MU-HUHEZI does not offer any of the above mentioned services.

Measure started in 2019	Analysis of work-life balance measures in the institution with the aim to address if they are adequate and in which ways they could be improved (3.1.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To improve the work and personal life integration measures that exist nowadays in the university. The improvement of the staff satisfaction and efficiency.
Implementation Process	<ul style="list-style-type: none"> The MU-Plotina team has analysed the current work-personal life integration measures for the different faculties. A survey to understand the real needs of the staff have been designed and analysed with gender experts. The survey has been carried out during May 2019 in order to design the new measures and include them in the Management Plan for the academic year 2019-2020. The most feasible measure for the next academic year is one related to children's holidays because the rest of the measures identified through the survey require a change in the Management Model and in the internal norms, that will be discussed in the next Strategic Plan that starts on 2020.
Resources, skills, incentives	Time to design and analyse the survey and to design the measures. Economic resources to implement the new measures.
Challenges & Coping	Some people think that presence is very important in the university activities. The culture of long working times still exists. New measures like remote working hours or more flexibility will be easier to defend.
Outcomes and potential impact	New proposals were also gathered from the surveyed staff and the data collected confirm that the current measures should be redesigned and better communicated.

CI.3.4. Standard procedure for parental leave

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At MU-HUHEZI two years for leaves are eligible, and support for smooth re-entering is provided. However, the RPO fails to promote paternity leave.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in [Table 23](#).

SI.3.1. Policies on work and personal life integration

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At MU-HUHEZI the PLOTINA team could not gather segregated data of work and personal life integration policies, but the qualitative report documents some work and personal life integration measures, such as breastfeeding permit, parenting friendly working hours and working from home. However, as there is a culture of long working hours, it is regarded, that taking these measures could lower the odds to become part in strategic projects.

Measure started in 2019	Information desk availability for work-personal life integration issues (3.1.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To make it clear who the person or desk is, to consult when someone has any doubts about work-personal life integration issues. Everyone having access to that desk.
Implementation Process	<ul style="list-style-type: none"> The MU-Plotina team has identified where people go when having any doubts/questions. Apparently in most cases people consulted the Department Coordinator for relevant that information. Some other people addressed administrative staff with subjects related to HR. These insights were confirmed with the results of the survey carried out in May 2019. The results were discussed with the individuals and the Gender Equality Team, and it has been decided that at least at the Faculty of Engineering the right persons are the HR administrative staff. This decision has been proposed at the General Coordination team and it has been accepted. It will be communicated to the whole community on the annual Gender Report that will include the results of the survey.
Resources, skills, incentives	Time for the HR administrative staff to attend the questions.
Challenges & Coping	No challenges faced.
Outcomes and potential impact	<p>The decision was taken but not communicated. It will be communicated to the staff during the next academic year.</p> <p>Set objectives considered achieved.</p>

Measure started in 2019	Availability of support for women and men coming back to work from parental leaves, from reduced work load to work times (3.1.4.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To improve staff satisfaction and increase productivity taking into account the ambitions of those returning from parental leave That people coming back to work from parental leave have a period of adaptation.

	<ul style="list-style-type: none"> • That people coming back from parental leave are able to participate in all the activities they want to, without being discriminated through their new situation. • To train the coordinators of the different knowledge areas about gender equality issues and stereotypes. • To create a guide on how to behave with people coming back to work and how to consider their new situation.
Implementation Process	<ul style="list-style-type: none"> ○ A training course about gender biases in recruitment, promotion and retention processes has been organized and offered to all the people involved in those processes. ○ A short guide has been created for the people involved in these processes to avoid discrimination against people coming back to work from parental leaves.
Resources, skills, incentives	Time of the Gender Equality Team members and economic resources to organize the course with experts.
Challenges & Coping	None reported.
Outcomes and potential impact	<p>This is an ongoing measure.</p> <p>The course will be repeated every year in order to ensure that all the knowledge areas coordinators know how to welcome people coming back to work from parental leaves.</p>

SL3.2. Contacts with individuals during maternal, paternal and parental leave

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At MU-HUHEZI, there are some services in place to keep contact during periods of leave.

Measure started in 2019	Formal process in place for contacts and communication with women and men during parental leaves (3.1.5.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To define a process in order to guarantee that every person during their parental leaves has the chance, if they want, to communicate and be aware of the university activities and opportunities. • More satisfied staff and easier adaptation when they come back to work. • To analyse what is the common practice nowadays. To decide if this needs to be changed. To design the new process and to communicate it.
Implementation Process	<ul style="list-style-type: none"> • MU-Plotina team analysed the common practice and the normative together with the responsible of the Transversal Services in January 2019. It was discovered that there is a norm where the management of the contact lists is defined. • The procedure manages the internet and email accounts during the parental leaves. The PLOTINA Team proposed to include the communication

	protocol in that procedure and an advice guide for the coordinators was designed.
Resources, skills, incentives	Time of the Gender Equality Team members to design the guide for coordinators.
Challenges & Coping	None reported.
Outcomes and potential impact	Every knowledge area coordinator will know how to communicate with the staff during their parental leaves.

MU-HUHEZI's performance in quantitative terms in Key Area 3

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T2 are depicted in [Table 23](#).

Table 23 MU-HUHEZI's performance in quantitative terms in Key Area 3

Indicator	T0	T1	T2
CI.3.1. Demand and supply of basic child care	0	0	0
CI.3.2. Provision of advanced child care services	0	0	0
CI.3.3. Provision of services for work and personal life integration	0	0	0
CI.3.4. Standard procedure for parental leave	1	0,5	1
SI.3.1. Policies on work and personal life integration	0,78	0,64	0,57
SI.3.2. Contacts with individuals during maternity, paternity and parental leave	1	Not assessed	0

Peer Reviewer's assessment of key area 3

How do you assess the **implementation process** in this key area?

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Please justify your assessment and make references to **outputs** (what the implementation has produced compared to planned, both in qualitative and quantitative terms) and **outcomes** (the effects produced by the outputs on the targeted people).

Regarding measure 3.1.3: the MU-Plotina team has analysed the current supports at different faculties, a survey to understand the real needs of staff was designed and analysed with experts, and carried out in 2019. New actions were designed from the survey, and a budget allocated in order to organize childcare activities during working days that coincided with children's holidays. Measure is still being implemented, and the implementations as a result of the survey are unknown.

Regarding measure 3.1.1: MU-Plotina team has analysed the current work-personal life integration measures for different faculties. Most feasible was addressing the issue of children's holidays. This is a follow-up measure to 3.1.3. Rest of measures require a change in the Management Model and in the internal norms, that will be discussed in the next strategic plan in 2020.

Regarding measure 3.1.2: MU-Plotina team has identified where individuals go with questions, insights confirmed with the results of a survey carried out in 2019. Results were shared with Gender Equality Team, and the decision was made that the HR admin staff were the correct focus for developing a help desk. Decision was proposed with General Coordination team and accepted, and will be communicated through the annual Gender report.

Regarding implementation 3.1.4: a training course was organized on gender biases in recruitment, promotion and retention, and offered to all involved, short guide was created for those involved.

Regarding implementation 3.1.5: MU-Plotina team analysed common practice and norms with Transversal Services in 2019. The norm is that individuals are responsible for managing internet and email accounts on parental leave. Plotina team proposed communication protocol and an advice guide was created for coordinators.

How do you assess the extent of the **changes in terms of relevance**?

(the extent to which the objectives of the intervention are consistent with the Key Area requirements)

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

Regarding measure 3.1.3: the implementation of a survey in regard to understanding the needs of those within the institution is extremely relevant. The allocation of a budget in order to organize childcare activities during working days that coincided with children's holidays is substantial. These measures address critical issues that are related to care and childcare, that are typically gendered issues.

Regarding measure 3.1.1: is extremely relevant the work-life reality for staff must be adequately in order to address gender inequality. Addressing the implementation of new measures must be addressed in 2020, regarding the management model as well as institutional norms.

Regarding measure 3.1.2: extremely relevant as a focal point for questions regarding (gender equality issues?) what are the specific questions? Ensures that individuals will have a response and access to proper information, and issues will be addressed.

Regarding implementation 3.1.4: this measure is extremely relevant in order to prevent biases, and or acknowledge and address biases in the process of recruitment, promotion and retention. This creates an awareness and understanding of gender biases amongst the faculty and staff.

Regarding implementation 3.1.5: relevant in so far as addressing parental leave and individuals access to full leave. This implementation addresses norms that rely on double care duties of individuals on parental leave.

*How do you assess the extent of the **changes in terms of effectiveness**?*

(the extent to which the objectives of the intervention are achieved)

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

Regarding measure 3.1.3: the implementation of a survey is a substantial change from the previous evaluation, as this in addition to the creation of a budget for the response to the survey is highly effective and practical in terms of effect and cost. However, there is some concern that this measure is still being implemented, and the implementations as a result of the survey are unknown. There seems to be some lack of understanding of the necessity of this measure, which requires advocacy and education of staff.

Regarding measure 3.1.1: The analyzation of the survey is extremely effective. Addressing the implementation of new measures must be addressed in 2020, regarding the management model as well as institutional norms.

Regarding measure 3.1.2: extremely effective as a focal point for questions ensures that individuals will have a response and access to proper information, and issues will be addressed. However, there is some concern with anonymity in cases of sexual assault?

Regarding implementation 3.1.4: this measure is extremely effective, as the training and the development of a short guide provide education to staff and faculty whereas otherwise these issues would not be addressed. This measures effectiveness depends on the requirements of the training, as well as the consistent application.

Regarding implementation 3.1.5: effective as long as the procedures are changed and intuitionally recognized as changing.

*How do you assess the extent of the **changes in terms of sustainability**?*

(the potential of continuation of the benefits after the project end).

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Please justify your assessment.

Regarding measure 3.1.3: the implementation of a survey is extremely sustainable, as this means the RPO is addressing the issue through gathering data beforehand to implement appropriate actions. Also, a budget allocated for this measure ensures sustainability. However, there is some concern that this measure is still being implemented, and the implementations as a result of the survey are unknown. There seems to be some lack of understanding of the necessity of this measure, which requires advocacy and education of staff in order to be sustainable.

In order for measure 3.1.1. to be sustainable, implementation of new measures must be addressed in 2020 with follow-up.

Regarding measure 3.1.2: extremely sustainable, as this creates a space and point persons for questions and problems, as long as the HR staff are properly trained and resourced. Communication of this measure is essential for sustainability.

Regarding implementation 3.1.4: This measures sustainability depends on the requirements of the training, as well as the consistent application and access to the short guide.

Regarding implementation 3.1.5: sustainable as long as the procedures are changed and institutionally recognized as changing. Creates a cultural shift in the institution regarding the value placed on parental leave and therefore care work, a gendered dimension of individuals lives.

*How do you assess the **overall progress in this key area?***

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

There were coherent and substantial changes with the implementation of measure 3.1.3, including the creation of institutional knowledge surrounding individual needs, as well as the allocation of a budget. However, this measure is still being implemented and will requires follow up in 2020. Measure 3.1.1. is also reliant on follow up in 2020. Measure 3.1.2 is a great step to create a focal point for questions, however, it is unclear which questions in particular? Communication is needed, as well as proper training for HR staff. Measure 3.1.4 is incredibly important, as the development of a training as well as short guide regarding biases within the institution educates staff on individual and institutional cultures that include gender bias. The RPO has substantially made several implementations in this key area, whereas the prior evaluation included no implementations in this key area. The RPO has shown great creativity and initiative in this regard.

8.4 Key Area 4 - Researchers and research: gender equality and sex and gender perspective

A further key concept of PLOTINA is that culture of research teams' work affects the gender equality in research programs. Cultural barriers, such as gender stereotypes, lack of women's empowerment, 'homo-sociality', all-boys team-networking, still persist within academic environments. Another key concept of PLOTINA is that sex/gender aspects of research programs are crucial for enhancing the reliability of research outputs. PLOTINA partners have identified the following main gaps preventing the gender/sex dimension to be inserted in research programs and contents.

- Lack of specific requirements for consideration of gender in content and evaluation criteria for research programs.
- Lack of awareness and ignorance of the improvement of the quality of research if gender is considered (Source: PLOTINA DoW).

Thus, the monitoring system will assess the grade of integration of sex/gender variables into research programs, gender equality among researchers, and the cultural change as stimulated by the project. (Source: D5.1)

A significant amount of data was reported by the RPOs referring to the general topic of integration of sex/gender variables into research. Although these data do not directly correspond to indicators in this key area, they may be worthwhile considering when contextualizing the results of the upcoming interim and final monitoring.

Status at the time of the audit report: At MU-HUHEZI gender and sex variables are integrated in research but not in a systematic way. Many researchers consider these variables, but there are expressed doubts on their quality.

CI.4.1. Number of scientific papers including sex/gender variables and dimensions

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2019	Sex and gender variables requested in research planning, activity and results, assessed and evaluated (4.1.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • The objective is to include sex and gender variables in different disciplines and fields of research, taking into account that these variables affect and alter the process and consequences of the research. • The quality and excellence of the research should improve and will have an impact in the future gender knowledge, equality and cultural change. • To organize training courses for researchers and include them in the Doctoral Program.
Implementation Process	<ul style="list-style-type: none"> • Capitolina Diaz, researcher at the University of Valencia, is advising the RPO on the process. A 4-hours seminar was held in February 2019 for researchers and an online course was offered to 20 PhD students and MU researchers on how to include these variables in the research they are carrying out. Subsequently, they received individualized advice from the expert to introduce these variables in their doctorates. • Additionally, MU Plotina team has asked to the Doctoral Committee of the Faculty of Engineering to include this course in the Doctoral Program from the next academic year on.

	<ul style="list-style-type: none"> A budget has been allocated to repeat this course and it will be included in the Doctoral Program on its next revision.
Resources, skills, incentives	Resources to set up the online platform to offer the course. Financial resources to hire the expert.
Challenges & Coping	
Outcomes and potential impact	<p>26 lecturers and researchers have now knowledge about how to include sex and gender variables in their different research topics and individual work.</p> <p>Budget has been allocated and the course will be offered every year and included in the Doctoral Program, thus reaching out to more people.</p>

SI.4.2. Networks on gender issues research

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2019	Networking of multidisciplinary research groups interested in gender and diversity (4.1.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To create the network of research groups interested in gender and diversity. A multidisciplinary group expert on gender and diversity in the different disciplines of MU, Engineering, Humanities, Communication, Education and Management. To identify the individuals that are already working on these topics or are interested in them. To create the group and organize its working dynamic.
Implementation Process	<p>The MU-Plotina team created the MU Gender Equality Team which included individuals working on this topic. The group has no specific resources allocated so it needs to be self-managed.</p> <p>During the session organized on the 12nd of February 2019 about including sex and gender variables in research, more people interested in the topic were identified.</p> <p>The members of this group already started working on a grant-application from the Spanish ministry. If the funding does not arrive their efforts will be voluntary work.</p>
Resources, skills, incentives	Time of researchers to share their knowledge with others.
Challenges & Coping	The scarce time and the work load of researchers that makes it difficult to network with people from other disciplines, and other faculties. The distance between the members of the network. Networking tools and collaborative spaces were considered as a part-solution to the problem.
Outcomes and potential impact	The team was established where before there was no kind of network of research groups about gender and diversity.

Specific plans for the future include:

- To repeat the course every year to identify interested people
- To organize periodical meetings.
- Allocating resources (work hours) to encourage people to take part in the network.

It's otherwise too early to estimate further impact from this measure, as the team just took up work. Multidisciplinary projects and publications related to gender issues and therefore excellence in research are expected.

SI.4.3. Provision of an annual RPO gender report

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2018	Gathering of gender disaggregated data routinely, quantitative and qualitative. Analyse these data in a dedicated Report so as to monitor gender and diversity state of art in the organization (1.2.3.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To be able to have all the information needed in order to make a detailed diagnosis, detect the main weaknesses and improvement needs and establish objectives and actions to improve in those specific areas. • The outputs would be mainly two: <ol style="list-style-type: none"> 3. to have enough objective information to show and visualize the situation where the organization is in terms of gender and diversity issues, 4. to be able to make periodical reports on it and to communicate the impact of the implemented actions.
Implementation Process	<ul style="list-style-type: none"> • Identification which data are needed; • Identification of the database software that needed then an adaption for the collection of the disaggregated data. • During June 2018 the data was gathered manually for the second report. • After the second report, an agreement with all the faculties and different people responsible of the databases/software was held, to discuss the design and implementation of a routine process for data gathering automatically disaggregated, as well as the exploitation of the data.
Resources, skills, incentives	<ul style="list-style-type: none"> • Mainly time resources, to adapt all the internal databases (the ones that have been developed internally, by the organization itself) and economical resources to adapt the databases that are based on external commercial software. • One of the technicians for whom hours have been allocated inside the Gender Equality Unit budget is a data expert. • The attitude of the responsible persons was positive despite the challenge being big.
Challenges & Coping	The university data are divided in different databases. Some of them have been developed by the university itself but others are external software. It is a challenge to adapt all of them and to design the data gathering process in a

	<p>periodic and efficient way. It is assumed after this action the process of gathering data for other projects and audits will be more efficient. Hence, this might be a good motivation to overcome resistances.</p> <p>The process required more time than expected, therefore a budget has been allocated for the next academic year in order to have more time to develop this action.</p>
Outcomes and potential impact	<ul style="list-style-type: none"> • The results obtained until June 2019: the required data were gathered for the third Lime Survey report²⁷ • Identification of the needed data to be automatically disaggregated in the future. It is expected that the process of gathering data for other projects and audits will be more efficient in the future, since substantial resistances were overcome through the implementation of this measure. • Short term outcomes: The Gender Equality annual report provided objective data to visualize the real situation and to support the reflexions of the decision making bodies. Thus the gender perspective will be present during the decision making processes. • Medium term expected changes: decision making bodies will be aware of gender issues and will integrate gender perspective in their routine. • There is an increasing demand for disaggregated data from external institutions and the General Coordination teams consider the Gender Equality report an important and helpful action. • Raising of general awareness about gender issues in the university and objective support for the design and implementation of future Gender Equality Plans. • The unexpected data increased the value of the report – it allowed reflexions and talks during the data gathering process between the persons involved in it.

Measure started in 2019	Inclusion of the Gender Equality Report and Plan - with quantitative and qualitative data - in the Programming cycle of top Decision-making bodies/Governance (1.2.4.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • Important decisions of the university to be taken from a gender perspective • Increase the satisfaction of the staff about gender equality at the university
Implementation Process	The MU Plotina team has organized the periodical data gathering and created the first Gender Report.

²⁷ PLOTINA monitoring tool

	The Gender Equality team communicated to the General Coordination team the importance of these data and the requirements of the new Spanish law on Gender Equality. The General Coordination team decided to designate a person of the team as responsible of the Gender Equality in the university and to allocate hours for the technical members of the Gender Equality team in order to have a good Gender Report every year.
Resources, skills, incentives	Two Gender Equality technicians were selected for the redaction of the Gender Report, one of them is also an informatics expert that has access to all the required data.
Challenges & Coping	The process required more time than expected, thus a budget has been allocated for the next academic year in order to have more time to develop this action. No resistance because the Spanish law is getting more and more demanding.
Outcomes and potential impact	<ul style="list-style-type: none"> • Short term outcomes: The Gender Equality annual report will visualize the real situation through objective data and thus support the reflexions of the decision making bodies. Thus the gender perspective will be present during the decision making processes. • Medium term changes: decision making bodies will be aware of gender issues and will integrate the gender perspective in their routine. • It is furthermore expected to contribute to the general awareness about gender issues in the university and give objective support for the design and implementation of future Gender Equality Plans.

SI.4.4. Participation in training seminars on integrating sex/gender analysis methods, by gender and field of research

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in [Table 24](#).

SI.4.9. Number of PhD thesis including sex/gender analysis

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in [Table 24](#).

SI.4.11. Perception of the gender/sex variables in research contents, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2019	Equal accommodation and consideration of women's and men's working needs within the Research project teams (4.1.3.)
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Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To accommodate the needs of both women and men in the working environment. Needs of women and men respected within the research project teams and within the working environment. To analyse the existing norms and processes and decide if something needs to be done.
Implementation Process	<p>The MU-Plotina team organized a meeting with the technicians of Work Risk Prevention in January 2019. Two norms were identified related to the Protection of Maternity and to the Protection of Pregnancy.</p> <p>A communication plan and a short guide to communicate all the norms related to Gender Equality is planned.</p>
Resources, skills, incentives	It was expected that more time would be required to work on this action but it was more developed than previously thought.
Challenges & Coping	<p>No resistance. A challenge is that people don't know about these norms.</p> <p>A further challenge is the lack of ideas concerning other measures that could be implemented.</p>
Outcomes and potential impact	

MU-HUHEZI's performance in quantitative terms in Key Area 4

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T2 are depicted in [Table 24](#).

Table 24 MU-HUHEZI's performance in quantitative terms in Key Area 4

Indicator	T0	T1	T2	Change
CI.4.1. Number of scientific papers including sex/gender variables and dimensions	2	2	0	↓ Performance fell
SI.4.2. Networks on gender issues research	0	Not assessed	0	Performance comparison not possible
SI.4.3. Provision of an annual RPO gender report	0	Not assessed	0	Performance comparison not possible

SI.4.9. Number of PhD thesis including sex/gender analysis	0	Not assessed	Not assessed	Performance comparison not possible
SI.4.11. Perception of the gender/sex variables in research contents, by gender	0,88	Not assessed	0,63	Performance comparison not possible

Peer Reviewer's assessment of key area 4

How do you assess the **implementation process** in this key area?

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Please justify your assessment and make references to **outputs** (what the implementation has produced compared to planned, both in qualitative and quantitative terms) and **outcomes** (the effects produced by the outputs on the targeted people).

The following measures were implemented:

In regard to measure 4.1.2: RPO acquired an adviser on the process. A 4-hour seminar was held in 2019 for researchers and online course was offered to 20 PhD students and MU researchers. Researchers received individual advice as well. MU Plotina team asked Doctoral Committee of Faculty of Engineering to include this course in the doctoral program from next academic year onwards. Budget has been allocated to repeat this course and will be include in the Doctoral Program.

In regard to measure 4.1.1: MU Plotina team created the MU Gender Equality Team, which is self-managing. Group is working on grant application with Spanish ministry to fund their efforts otherwise voluntary. This is a new network of researchers on gender and diversity. Impact from this measure is still uncertain and will need to have follow-up.

In regard to measure 1.2.3: the RPO identified which data are needed, the database software that is needed as well as an adaption for the collection of the disaggregated data, in 2018, data was gathered manual for the second report, and agreement with all faculties regarding the responsibilities of the databases on the software was held. The RPO also reports implementing a routine process for data gathering and exploitation of the data will be designed and implemented.

Measure 1.2.4: MU Plotina team organized the periodical data gathering and created the first gender report. The team communicated to the General Coordination team with the importance of these data and requirements of the new Spanish law on Gender Equality. Person was designated as responsible of Gender Equality in the university and hours were allocated for gender equality team members to create a good gender report each year. Two technicians were selected for Gender report, including informatics expert. Budget was allocated for next academic year for time spent on this process. Spanish law assisted with implementation of this measure. Creates awareness for decision making bodies on gender issues and integration of gender in routines, and general institutionalized awareness.

Measure 4.1.3: MU-Plotina team organized a meeting with the technician of Work Risk Prevention in 2019. Two norms were identified related to the protection of Maternity and the Protection of Pregnancy: a communication plan and short guide to communicate these norms related to gender equality is planned. Unsure of what these norms are? Are these positive?

*How do you assess the extent of the **changes in terms of relevance**?*

(the extent to which the objectives of the intervention are consistent with the Key Area requirements)

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Please justify your assessment.

In regard to measure 4.1.2: this measure is extremely relevant and shows that the RPO is ready to set themselves apart as an institution that takes gender related data seriously in their doctoral programs. This will inherently change the ways in which the institution produces research, leading to an institutional cultural shift in terms of taking gendered research subjects seriously.

In regard to measure 4.1.1: this measure is extremely relevant – the creation of a Gender Equality team of researchers on issues of gender and diversity enhances the knowledge and resources of such researchers and knowledge and respect of the topic. The outcome of this measure will be determined by grant application and or volunteer efforts and the actions taking by the team.

Measure 1.2.3: the changes in terms of relevance are good, the gathering of data in a systematized way will further address the issues of the quality of gender/sex data in the RPO. The implementation of the measure addresses the needed steps to strategize and create a system to create quality data in this regard. The report, as well as the contact and agreement with different faculties shows a strategic and serious approach to raising the quality of this data so that it may be considered in a systematic way.

Measure 1.2.4: is extremely relevant as is an effective measure to create awareness for decision making bodies on gender issues and integration of gender in routines, and general institutionalized awareness.

Measure 4.1.3: addressing issues of maternity and pregnancy are extremely relevant and necessary for institutionalized gender equality.

*How do you assess the extent of the **changes in terms of effectiveness**?*

(the extent to which the objectives of the intervention are achieved)

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Please justify your assessment.

Measure 1.2.3: This implementation is effective, as the first steps to systematizing quality gender/sex data within the institution is particularly achieved. However, the action is still in progress and adaption of the databases to the new requirements is still needed.

Regarding measure 4.1.2 – the acquisition of an advisor as well as the development of a seminar, course, and the institutionalization of the course within the Doctoral program are extremely effective in developing and taking seriously a higher standard of research that includes gendered dimensions. The RPO was extremely efficient with this measure.

In regard to measure 4.1.1: The outcome of this measure will be determined by grant application and or volunteer efforts and the actions taking by the team.

Measure 1.2.4: is an effective measure to create awareness for decision making bodies on gender issues and integration of gender in routines, and general institutionalized awareness. The RPO has taken pragmatic steps to put in place experts when needed as well as to allocate funding for this measure.

Measure 4.1.3: unsure of the effectiveness of this measure, and the norms are unclear

How do you assess the extent of the **changes in terms of sustainability?**

(the potential of continuation of the benefits after the project end).

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Please justify your assessment.

Measure 1.2.3: This implementation is sustainable, as long as the proper resources are allocated, as well as the challenges of adapting all university data is properly addressed. The attitudes amongst the responsible persons in addressing this issue gives evidence of sustainability with proper resources.

i. is incredibly sustainable – the course has been institutionalized in the doctoral program, and will be ongoing via the allocated budget and support of the institution. Well done!

In regard to measure 4.1.1: see previous comment

Measure 1.2.4: see previous comment.

Measure 4.1.3: unsure of the sustainability of this measure, and the norms are unclear

How do you assess the **overall progress in this key area?**

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Please justify your assessment.

Overall progress in this area is excellent. Since the last evaluation, the RPO has taken great effort to implement new measures that built on the initial assessment of what was needed, with institutionalized changes, including budget allocation, and sustainable approaches.

8.5 Key Area 5 - The integration of gender and sex dimension in study curricula

Ensuring the integration of gender dimension in teaching curricula is another core objective of PLOTINA. A series of concepts, strategies and challenges to promote the insertion of sex and gender as a variable in teaching/training curricula (from the undergraduate level to the PhD one) will be defined in the project. Training will range from occasional seminars to complete degree programs. Thus, WP5 will assess the progress of the insertion of gender/sex variables in teaching programs. However, as one RPO in the consortium does not provide teaching, all indicators in this subsection were being defined as “specific”. (Source: D5.1)

SI.5.2. Sex/gender variables in teaching modules/courses, per field of research

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO’s performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 25.

SI.5.3. Training seminars or guidelines on integrating sex/gender in teaching curricula

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At MU-HUHEZI there is no training in this sense.

Measure started in 2019	Availability of 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 for staff (5.1.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> The objective is to introduce equality and sex and gender variables in the contents taught by MU. The expected outcome is that every MU student will learn with a perspective of gender and equality, whatever the discipline. To identify the most relevant subjects and to decide what content and how to include it in the most appropriate subjects.
Implementation Process	<ul style="list-style-type: none"> Two members of the MU-Plotina team agreed with the coordinator of the Engineering Degrees and the coordinator of the Humanities and Education Faculty in December 2018 to analyse the level of relevance of equality and sex and gender variables on the different degrees. A meeting has been organized with the academic committee, where representatives of the degrees, masters and PhD agreed on including a module about Gender Perspective in the transversal courses. In the case of the degrees the course about Methodological Fundamentals will be the one that will include this module on the academic year 2019-2020. The rest of the levels need to decide on the most appropriate course. The same module will be offered to the lecturers in order to make them adapt their subjects. The short guide created at the training for researchers will be given to them.
Resources, skills, incentives	<p>External expertise and time of the lecturers to adapt their subjects.</p> <p>There is an incentive to create a short guide and videos for those that cannot go to the course.</p>
Challenges & Coping	
Outcomes and potential impact	26 lecturers and researchers have now knowledge about how to include sex and gender variables in research. This course will be offered every year until all the lecturers have received it. A budget was allocated to organize it again.

SI.5.4. Students attending classes reflecting sex/ gender variables, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2019	Specific courses available for students on gender equality in their study curricula (5.1.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> The objective is to introduce gender equality in the contents taught by MU. The expected outcome is that every MU student is aware of gender equality issues.

	<ul style="list-style-type: none"> To create specific courses on gender equality and to decide what will be the format of the courses.
Implementation Process	<ul style="list-style-type: none"> Two members of the MU-Plotina team agreed with the coordinator of the Engineering Degrees and the coordinator of the Humanities and Education Faculty in December 2018 to analyse the level of relevance of equality and sex and gender variables on the different degrees. Then a meeting was organized with the academic committee where representatives of the degrees, masters and PhD agreed on including a module about Gender Perspective in the transversal courses. In the case of the degrees the course about Methodological Fundamentals will be the one that will include this module on the academic year 2019-2020. The rest of the levels need to decide on the most appropriate course. The same module will be offered to the lecturers in order to make them adapt their subjects. And the short guide created at the training for researchers will be given to them.
Resources, skills, incentives	External expertise and time of the responsible of the course
Challenges & Coping	
Outcomes and potential impact	<ul style="list-style-type: none"> A 4 hours course about gender perspective and inclusion of sex and gender variables will be included in all the degrees and master's curricula. The decision has been taken but the course will be offered next academic year. After the courses have been carried out, all the students from MU are expected to have a gender perspective and will know how to take into account sex and gender variables.

SL5.5. Perception of the gender/sex variables in teaching programs, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in [Table 25](#).

MU-HUHEZI's performance in quantitative terms in Key Area 5

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T2 are depicted in [Table 25](#).

Table 25 MU-HUHEZI's performance in quantitative terms in Key Area 5

Indicator	T0	T1	T2
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SI.5.2. Sex/gender variables in teaching modules/courses, per field of research	4	11	Not assessed
SI.5.3. Training seminars or guidelines on integrating sex/gender in teaching curricula	1	1	0
SI.5.4. Students attending classes reflecting sex/gender variables, by gender	0,78	0,73	0,5

Peer Reviewer's assessment of key area 5

How do you assess the **implementation process** in this key area?

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Measure 5.1.1: two members of the MU Plotina team analysed the level of relevance of quality and sex and gender variable on the different degrees with the coordinators of the Engineering Degrees and Humanities and Education Faculty. Meeting was organized with academic committee, reps of MA and PhD degrees agreed on including a module on Gender Perspective in the transversal courses. Course will be offered every year on sex and gender variables in research, and lecturers and researchers have knowledge because of this course offering. Budget will be allocated to organize this course again.

How do you assess the extent of the **changes in terms of relevance**?

(the extent to which the objectives of the intervention are consistent with the Key Area requirements)

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Please justify your assessment.

Measure 5.1.1: This is extremely relevant, as the RPO has taken seriously the academic importance of the inclusion of a Gender Perspective module in courses for the MA and PhD degree programs. This will lead to substantial development of knowledge amongst faculty and researchers, as well as the ability of the RPO to produce quality research with a gender dimension.

How do you assess the extent of the **changes in terms of effectiveness**?

(the extent to which the objectives of the intervention are achieved)

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Please justify your assessment.

The implementation of Measure 5.1.1 is incredibly effective – this measure leads to further academic rigor and knowledge regarding the gendered dimension of research, as well as to the institutionalization of knowledge regarding gender and diversity. The development and inclusion of a course within degree programs with a budget ongoing is extremely effective.

How do you assess the extent of the **changes in terms of sustainability?**

Measure 5.1.1. – The development and inclusion of a course within degree programs with a budget ongoing is extremely sustainable.

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Please justify your assessment.

How do you assess the **overall progress in this key area?**

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Please justify your assessment.

At the time of previous audit, the RPO had no training seminars or guidelines on integrating sex/gender in teaching curricula, and there were no implementations taken in this regard. However, the RPO has shown considerable progress through the various measures, implementing institutionalized gender modules within degree programs and allocating budgets for these. The RPO has shown great resourceful and dedication to developing measures to address this key area. It's quite substantial these changes.

8.6 Peer Reviewer's overall assessment

Considering the status of the RPO at the time of the audit, the culture and environment, as well as the institutional structures seemed to be encouraging a general culture of gender equality. However, with the implementation of several measures, the institution is better equipped to strategically, structurally, and specifically prevent and implement policies that can promote gender equality. For this reason, several of the measures in key area 1 are very relevant, and the implementations, in general in this area were extremely good. The RPO has demonstrated considerable strategy and innovative approaches to this key area and has taken the PLOTINA concept of raising awareness and knowledge amongst different governance bodies, actors, and decision makers very seriously. The RPO shows, in general, innovation, dedication, and effectiveness in its implementations in this area.

The RPO has implemented considerable changes in regards to new, effective, and sustainable measures throughout the year of 2019, showing a large increase in performance from the previous evaluation, and showing that the RPO has taken these measures seriously. Throughout all the key areas, the RPO has strategically set in motion institutionalized change through policy implementation, budget allocation, the creation of creative ways to engage institutional participants in gender equality measures, as well as the implementation of surveys to understand the needs of faculty and staff. The RPO has shown considerable efforts that will be long lasting, should they continue.

In regard to key area 1: there were several measures that were implemented in effective and sustainable ways.

In regard to key area 2, The effectiveness of the implementations is considerable. In general, the progress in this key area is excellent.

In regard to key area 3, there were new substantial measures implemented in this key area, a substantial change from the previous evaluation. The RPO has shown excellence in their ability to put measures into place that are effective, strategic, and planned.

In regard to key area 4, this implementation is substantial, as it changes the ways in which research is collected and analysed in the institution through systemization. Overall progress in this area is excellent. The RPO shows general ability and positive attitude to achieve the implementation, enhancing the research quality, and culture of gender equality in research in the RPO.

Regarding key area 5: Previously, the RPO had no substantial measures implemented in this key area, whereas since the last evaluation the RPO has implemented effective and strategy institutionalized changes.

9 The National Institute of Chemistry / NIC

The following description of the RPO is based on data gained at the time of the audit report and might have changed to some extent in the course of the GEP implementation.

NIC, located in Ljubljana, is a Slovenian **research institution** in the field of chemistry and related disciplines and 100% **publicly** owned. **NIC** has 302 employees of which around 266 carry out research work in 14 laboratories and two infrastructure centres; 136 of these have doctorates of science degrees. The gender ratio among the academic staff is more or less gender balanced (see Table 26). The **NIC** is only a research performing organization and is not directly engaged in education of students like Universities.

Table 26 Number of students and academics* by gender, NIC (2016)

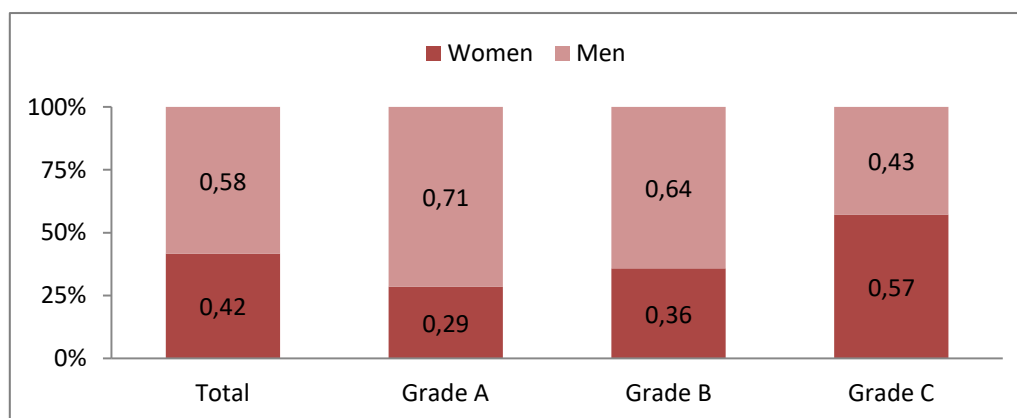
Students		Academics	
Women	Men	Women	Men
n.a.	n.a.	142 (53%)	124 (47%)

*Number of academics in the table above includes grades A, B, C and D

Note: NIC is not a University and thus does not provide teaching

Although overall academics' numbers are fairly balanced (53% women and 47% men), when considering only Grades A-C, the total composition changes, now women being the minority (42%) while men (58%) present a majority. Although the composition can still be considered fairly balanced, when looking at the grades individually a pattern emerges, with women steadily being less present, the higher the grade is. While in Grade C they still hold a share of 57%, in Grade B it falls to 36% (already considered misbalanced), and at Grade A there are only 29% women (Graph 6). This pattern could have roots in the uneven career progression of women and men at the workplace.

Graph 6 Composition of academic positions by grade and gender in NIC (2016)



NIC has gained a *Family Friendly Certificate* (2009-2015) and participated as partner in a *European FP7 project Genis Lab* (2011–2014) which aimed to improve women researchers' working conditions and career opportunities in RPO's.

The RPO reported that the project Genis Lab was carried out successfully and consequently 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. The HR department was educated on gender equality methods and practices (GEPs, Gender Equality Policy, Gender Equality Strategy). The Financing and Accounting management was educated on gender budgeting. The management was fully informed on the gender audit conclusions and recommendations.

National legislation

In Slovenia, there is a legislative framework which provides a good legal basis for gender equality in the workplace. The Equal Opportunities for Woman and Men Act (2002) defines and prohibits direct and indirect discrimination, and allows positive measures to ensure equality and fight stereotypes through education. It also defines bodies and measures to promote equal treatment, determines the position and powers of attorney, the procedure for defence counsel in case of detecting discrimination, and the specificities of the legal protection of discriminated persons.

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 programs 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.

Gender policies

The Quality Assurance Department is actively following gender equality debates and also the Department for Health and Safety at Work is very active in raising awareness on gender issues. A gender sensitive language for example is reviewed at the Human Resource Department with employment contracts.

Interviewees reported that:

- the topic of gender equality is not exposed at meetings of Heads of Departments, because it is not seen as a priority issue,
- however, gender balance in research teams is seen as positively contributing to the quality of science,
- definition of gender equality is not included in any internal rules,
- the publicly communicated success stories are mostly male, which relies on the fact that mostly men dominate the position of higher grades in research.

Table 27 Main conclusions as deduced by NIC

STRENGTHS	CRITICAL POINTS
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- | | |
|--|---|
| 38 Equal treatment of men and women in selection – scientific excellence matters the most. | 50 Gender imbalance in governing and decision-making bodies. |
| 39 General acts use man's form of the noun as neutral for women and men and this is explicitly mentioned in the act. | 51 Negative stereotypes about women in leadership positions. |
| 40 Both genders contribution equally visible. | 52 Belief that men at leadership positions are more reliable, serious. |
| 41 It is a family-friendly employer compared to the private sector. | 53 A very high percentage of short-term contracts. |
| 42 Flexitime regulations exist. | 54 Non-transparent communication regarding short term employment contracts. |
| 43 Appropriate working conditions are given. | 55 Predominant belief that long working hours bring more results. |
| 44 Individual treatment of employees (in career progression, organisation of work). | 56 Predominant belief that gender equality means same treatment – no awareness about the need to ensure equal opportunities. |
| 45 Strong informal support networks at certain departments (mentorship, care for equipment, transfer of dangerous working tasks during women's pregnancy). | 57 The majority of women are employed in Grade D. |
| 46 Prolongation of evaluation period for career progression for one year if a woman/man takes parental leave. | 58 More women leave the institute and need more time to progress in career. |
| 47 Existing formal policy for combating sexual harassment. | 59 No support with caring responsibilities. |
| 48 Interdisciplinarity is gaining more importance. | 60 More information on Health and Safety at Work needed. |
| 49 Gender balance in research teams and governing bodies is seen as positively contributing to the quality of science and research work. | 61 Heads of Departments have a lot of influence and decision-making powers, but do not have any formal education on soft skills. |
| | 62 The use of gender-sensitive language should be more consistent and monitored. |
| | 63 No career path support schemes. |
| | 64 No support schemes for parents after parental leave or during intense periods of children's sickness (2-3 years after paternity leave). |
| | 65 Internal rules on career-progression very strict and non-family-friendly. |
| | 66 Lack of interdisciplinary (reasons: lack of internal communication). |
| | 67 Gender-analysis in research topics covered by the Institute is seen as irrelevant. |
| | 68 Lower performance of female researchers in European project management, articles submission, visibility in national and international context. |

Source: based on Deliverable 2.3, p. 273f.

9.1 Key area 1 - The governance bodies, key actors and decision-makers

A key concept of PLOTINA is that governance bodies, key actors and decision makers have a crucial role in the successful implementation of any GEPs. Their level of awareness and knowledge on gender equality issues has a strong influence on gender equality policies, strategies and processes. Thus, WP5 will assess the existence of gender relevant policies and the gender compositions of governance bodies. (Source: D5.1)

CI.1.1. Representation in (main) governing body(ies), by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At NIC there is a predominance of men in the composition of governing and decision-making bodies. In the 70 years of the institute, there has never been a female director. No woman is currently a member of the **governing board**, in other words, the Governing Board is composed by 100% men. In the Scientific Council men are represented by 70%; departments are led by men with a share of 67%. Interviewees mentioned that

- Women have never been appointed as directors.
- However, the criteria of gender balance are now taken into consideration when forming commissions (e.g. Commission for Pregl Award for **outstanding** research work in the field of chemistry).
- There aren't any initiatives for ensuring gender balance in leadership positions.
- Gender equality is never a topic at meetings of Heads of Departments.
- The Scientific Council has limited understanding of gender equality key areas.

Table 28 Female share in boards, at the time of the audit

Female share in governing bodies	19%
Female share in decision-making bodies	35%

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 29.

CI.1.2. Representation in (main) advisory body(ies), by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 29.

CI.1.3. Gender sensitive language and images in institutional documents

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: General acts usually used the generic masculine form for women and men which is explicitly mentioned in the act as well. The catalogue of workplaces did not include the feminine form of a workplace title. But when communicating with the public or internally, an effort was made to give attention to gender sensitive language. For project proposals in Slovenian language either the plural forms were used or gender-sensitive language was applied as reported by the RPO.

Measure 2017, 2018	Routine revision of any text, communication, images, from a gender equality and diversity standing point, use of language included, for inside and outside destination (1.1.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To set a good example for other institutions regarding the use of gender sensitive and non-gender biased communication, building upon the respected status NIC has as a renowned institution both in the national and international research landscape. To use inclusive language and gender neutral images for the internal and external communication and educate the relevant agents in the respective subject.
Implementation Process	<p>Two courses were organized to provide training to HR, PR and PO staff on the use gender inclusive language.</p> <ol style="list-style-type: none"> The first one was led by Dr. Klanjšek Gunde, since she commands over respective expertise due to her involvement and active role in the National Commission of Women in Science at the Ministry of Higher Education, Science and Technology, in Slovenia. The second was led by the European translation agency and the Ministry, which has gender equality policy among its tasks. <p>The guidelines were provided to the PLOTINA project team and subsequently distributed to all employees and to the identified external stakeholders by means of the established mailing list.</p>
Resources, skills, incentives	A person with expertise on the subject, a budget and human resources.
Outcomes and potential impact	<ul style="list-style-type: none"> The use of inclusive language as well as gender neutral images for NIC's internal and external communication has been visible and notable. There are changes in the wording of job descriptions and working position working places (for example, for “senior researcher” both the female and male form are used now). There are major changes in the use of photos, especially that both genders are equally represented. In the public calls for vacancies as well as for scholarship both forms are used. Researchers are noticeably more careful in public talking and lectures.
Challenges & Coping	<ul style="list-style-type: none"> Lack of funding for the training courses provided to HR, PR and PO staff. Challenges to check the different texts all over the institute due to time constrains. <ul style="list-style-type: none"> The provision of further trainings as well as corrections by the authors;

	<ul style="list-style-type: none"> ○ Since not all texts could be refurbished, a random selection was worked upon instead. • Lack of knowledge on the subject. <ul style="list-style-type: none"> ○ The organisation of workshops and trainings and inclusion of external experts. • Resistance by some researchers when being asked to correct non-gender conform language use; they complained that they do not have enough time to do this etc. <ul style="list-style-type: none"> ○ Insisting on the correction by the researchers themselves for learning and awareness raising purposes.
Lessons learned	<ul style="list-style-type: none"> • Choosing a skilled external training provider • It has been quite time consuming, posing a large extra task for existing staff. From the experience gained, in the future the RPO would recommend outside-experts. • Engaging external experts for one "overview revision" which is then distributed among all employees. Maybe we would use external experts for this task but then we would lose the benefits of training our own employees (more competent employees, being able to share their knowledge with possible new colleagues being employed and of course no need to outsource the activities – which are often quite expensive and that gives us more financial needs to employ new people).

CI.1.4. Gender equality policy and structures

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At NIC gender equality structures did not exist. However, according to interviewees, at NIC the Quality Assurance Department is actively following a gender equality debate and the Department for Health and Safety at Work is very active in raising awareness.

Measure started in 2017	Provision of online and/or hard copies of gender equality and diversity policies for internal and external staff (1.3.2.)
Aim(s) & expected outcomes/impacts	<p>Everyone in the institution being aware of the gender equality policies.</p> <p>Staff being aware of gender equality and diversity policies, working towards them, being more engaged in PLOTINA activities and other activities of this kind.</p>
Implementation Process	<ul style="list-style-type: none"> • Going through all the possible policies and also describing the current situation and actions implementing or planned to be implemented and results that NIC is expecting, hard copies available at human resources department.

	<ul style="list-style-type: none"> • Online copies available on info point on intranet.
Resources, skills, incentives	Human resources that are familiar with the current laws and policy on this area, working hours for gathering the information and provide hard copies and on line resources (common web space for all employees - intranet and IT support to make it work).

Measure started in 2019	Sexual harassment prevention and support structures, at disposal and well communicated to all stakeholders (1.1.3.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • The prevention of sexual and any other violence and harassment at the workplace and assistance to potential victims. • Greater trust, faster responses to employee problems and better workplace relationships.
Implementation Process	<ol style="list-style-type: none"> 1. Confidential conversations were held on an individual level. 2. The legal department has written up and prepared the Act. 3. Confidential personnel were named and educated for this role. 4. The PR department publicized information on different websites and disseminated through various other channels of information.
Resources, skills, incentives	A person with expertise in the field.
Outcomes and potential impact	Anonymization of applicants, confidential treatment of individual cases
Challenges & Coping	Fear and mistrust of employees.
Lessons learned	

SI.1.1. Ratification of the European Charter for Researchers

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 29.

SI.1.2. Provision of gender disaggregated data in RPO's periodic report

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2018	Formal provision of empirical data to decision-makers to make gender dynamic visible and known (1.2.4.)
Aim(s) & expected outcomes/impacts	Decision makers to be aware of the real situation in the organization and take decisions tailoring future leading decisions according to it. To address possible gender inequalities in the institute.
Implementation Process	<ul style="list-style-type: none"> • The PLOTINA project team analysed the data and prepared the report. • They also presented it to all employees and department heads or other leaders within the organization through emails and personal meetings with the top personnel - main decision makers.
Resources, skills, incentives	Working hours, analytical skills, presentation skills.
Outcomes and potential impact	During personal meetings with the director and his assistant for general affairs, the PLOTINA team representative stressed out the main weak points, but also the improvements made. Advice was provided as to how to address some of the problems and potential further action.

SI.1.3. Meetings for GEPs implementation

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Plan of a regular GEP follow-up meeting with senior management, leaders, and human resources staff, to create ownership of the GEP, to strengthen the potential of the plan and maximize its impact (1.2.6.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To safeguard fluent implementation of the GEP. • To create ownership of the GEP among all the staff, to strengthen the potential of the GEP and maximize its impact. • To create gender balance and reduce gender inequalities.
Implementation Process	<ul style="list-style-type: none"> • Follow up meetings with • human resource staff every 2 months, • person internally in charge of ISO standards every 3 months • assistant director for General Matters every month,

	<ul style="list-style-type: none"> senior management after major milestones (action started, action completed, complications).
Resources, skills, incentives	Human resources, support from the management.
Challenges & Coping	Lack of time of the management. Being very concise to have fruitful meetings even if the time at disposal is short.

SI.1.4. Gender equality guidelines or guiding principles

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 29.

SI.1.5. Awareness training on gender sensitive issues

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Promotion of initiatives to favour a widespread gender competence at all levels of the organization with provision of training to staff, teachers and researchers (1.3.1.)
Aim(s) & expected outcomes/impacts	To help the staff to become more gender competent in order to get a more successful organization (for example – mixed research teams represented by both genders are more successful, more opportunities for female researchers to develop their research, gender equality included into research which is leading to better results, being more appealing organization for job searchers – attract better staff and so on...).
Implementation Process	<ul style="list-style-type: none"> Organization of a PLOTINA presentation (at the beginning of the project - ca 25 employees attended), presentations of our work and results (after audit, ca 30 employees attended), Organization of gender sensitive language workshop (for HR and PR department, project office and PLOTINA team) ca 15 people) Organization of workshops on how to include gender equality into research (15 workshops for every department one, from 7 to 20 people attended on one workshop) and outside of NIC (Lek company, ca 30 people attended).

Resources, skills, incentives	<ul style="list-style-type: none"> • Working hours for organization and promotion of the events, • finances for the potential experts to be involved, • working hours of the people working on the project for carrying out activities, • place for the events and all the necessary equipment.
Challenges & Coping	<ul style="list-style-type: none"> • Lack of interested people, even though it was stressed out that this kind of training can improve research and applications for the European projects. • A solution could have been instead of focusing on the entire staff rather targeting only the admin staff/HR (providing them training about these issue they need to deal with: bias, general gender training, sexual and/or sexist harassment, inclusive use of the language, gender sensitive management, etc.) and provide training that is focused on a specific target group, rather than to the whole institution. • There were some additional trainings planned however not implemented due to lack of resources. The idea came up to ask the Ministry for contribution to this kind of actions and to organize some training for organizations that work really hard on gender equality.
Outcomes and potential impact	<ul style="list-style-type: none"> • Gender equality mostly included in every project proposal, mostly balanced project teams, use of gender sensitive language and photos, employees faced the statistics of actual inequalities in our organization. • Researchers asking PLOTINA team on advices on gender equality for different kind of actions. • Because of the experiences in training the NIC researchers, NIC was also invited in the Lek (pharmaceutical company). <p>Partly achieved. More researchers could be included; from now onwards the before mentioned coping strategy will be used.</p>
Lessons learned	<ul style="list-style-type: none"> • The PLOTINA training was used for including gender equality into research and also do some extra lecture for including it into project proposals. • More different kinds of trainings on gender equality, maybe even gender equality day, once per month, but for that some extra financial resources would be needed. • Asking the PLOTINA advisers (Elhuyar and PD) for giving some training to researchers (planned for the upcoming consortium meeting in Ljubljana)

Measure started in 2019

Ensuring that every person involved in the recruitment process is aware of gender-issues, discrimination and stereotypes (2.1.1.)

Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • Ensure objective standards regarding recruiting practices. • Higher awareness of gender related issues in recruiting processes.
Implementation Process	<ul style="list-style-type: none"> • Discussions with NIC heads of department and management. • Pertinent lecture of an external expert from the Ministry of Labour. • Plotina project team led a discussion based on facts pointed out by the decision. • External experts provided mentoring and coaching. • The HR department provided relevant data.
Resources, skills, incentives	Working hours, analytical skills, diplomatic skills and persuasion.
Challenges & Coping	<ul style="list-style-type: none"> • Some individuals are denying otherwise evident problems and display little having interest to participate in gender related issues.
Outcomes and potential impact	The measure is still being implemented.

SL1.6. Perception of gender equality in RPOs policies, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

For this perception indicator there were specific measures applied, it was however not possible to monitor it retrospectively in T0 for the period before (data assessed in T0 refer to the previous academic year). It is thus part of the GEP, but not monitored in quantitative terms within this evaluation period.

Measure started in 2017	Developing a communication plan that includes all stakeholders, with inside and outside communication actions to communicate the initiatives linked to the gender equality and diversity policy of the institution (1.1.4.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To raise awareness on the subject of gender equality • To create a network for helping each other on common goals, and sharing of good practices and communication of current actions; • To share experiences; • To raise awareness among the institute staff and the wider public about the activities and results of the PLOTINA project and associated topics • To integrate more people into the activities of the PLOTINA project, in particular employees at the Institute, but also other research organizations and business partners • To make the PLOTINA project publicly well-known and visible.

Implementation Process	<ol style="list-style-type: none"> 1. The Plotina team organized regular communication and possible collaboration with different target groups <ul style="list-style-type: none"> • Within the Chemistry Institute, management (director and assistant director) - meetings with Plotina project team; <ol style="list-style-type: none"> i. Management Board - with text prepared for the director to be presented on their meetings; ii. Scientific Council - Plotina project team member attending their meeting with some presentation or emailing them; iii. Health and Safety at Work and Quality Service - Plotina project team organized the meetings with their representative member; iv. Segment managers - Plotina project team meetings and workshops for the departments; v. Researchers and doctoral students - workshops, presentations, website, flyers. vi. Outside the Institute vii. Public Administration - joint activities, asking for advices, sharing our work; other academic and research organizations - inviting them to our activities and to use our material in third own organizations viii. Non-governmental organizations - joint activities and presentations. ix. Business / project partners of the Chemical Institute - with workshops of Plotina team in their companies x. The media and the general public - regular informing trough emails, Plotina project team being invited for the interviews and articles. 2. Activities that were carried out: <ul style="list-style-type: none"> • Internal presentations, seminars • National and international dissemination events • Media information (press releases) and national stakeholders (e-mailing) • Promotion through the website and social media of the Chemical Institute (Twitter, Facebook) • Obtaining a family-friendly company certificate <p>The activities will be carried out throughout the project until 31 January 2020.</p>
Resources, skills, incentives	<p>Working hours and some PR skills.</p>
Challenges & Coping	<ol style="list-style-type: none"> 1. Lack of time for very sufficient communication as this kind of communication and implementation takes a lot of time and adaptation; some extra staff would have been needed for the creation of mailing lists regarding the topic as well as the dissemination activities.

	<p>2. Some good collaboration has been developed which could be however even broader.</p>
<p>Outcomes and potential impact</p>	<ul style="list-style-type: none"> • The invitation to share the associated experience and training in one of the biggest and most successful pharmaceutical companies of Slovenia (ca. 30 employees attended the training) and many workshops/trainings within NIC itself, • invitation from a Slovenian university to share insights resulting from the actions and experience and to join some common activities on this subject • many invitations from media as well as organizations dealing with gender equality to give interviews or presentations or otherwise participate during events. • NIC has established itself as the first RPO in Slovenia to implement a GEP and serves thus as an example organization for carrying out this kind of project and activities. <p>All objectives were fully achieved and good communication channels and connections/networks established.</p>
<p>Lessons learned</p>	<ol style="list-style-type: none"> 1. The following steps substantially contributed to the success of the measure: <ol style="list-style-type: none"> a. Engaging Plotina team to do the dissemination of the project and to invite as many individuals and organizations to join the activities or spread the word further. b. Including all employees to do the dissemination among their colleagues outside the institution. c. Including all the potential organizations outside NIC working on this field (through appropriate and well utilized mailing lists). d. Collaborating with the media for spreading the word 2. The above mentioned actions lead also to connections and collaborations established even in other fields of work (science projects, common events that are not linked to gender equality, sharing of experience on other fields of work). 3. The most important approach is networking on common events and also organizing new common events.

<p>Measure started in 2018</p>	<p>Integration of questions about gender equality issues in internal questionnaires already performed about staff satisfaction at work or working atmosphere (1.2.1.)</p>
<p>Aim(s) & expected outcomes/impacts</p>	<ul style="list-style-type: none"> • Data on the situation at the workplace and employee satisfaction. • Comparison with the data of previous years and preparation of strategies for improving working conditions, based upon the data collected.

Implementation Process	<ul style="list-style-type: none"> • Questionnaire prepared by the Plotina team in cooperation with HR, Health department and management. • Web survey planned to be implemented during the next assessment period and analysed afterwards. • The importance of participation on institutional level has been ever since largely promoted through encouragement of the employees to participate - a target of at least 60% correspondent rate is envisaged. • Anonymity has been assured.
Outcomes and potential impact	<ul style="list-style-type: none"> • Measure is being implemented, thus none reported so far.

Measure started in 2017	Make visible the support from key actors and senior leaders to the GEP (1.2.5.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To give more weight to the subject • To gain more influence through support from the higher representatives of the NIC. • More employees are aware of the importance of gender equality and being involved in PLOTINA activities.
Implementation Process	<ul style="list-style-type: none"> • Gaining the permission of senior researchers, mentors and leaders to mention their support or quote them during PLOTINA activities. <ul style="list-style-type: none"> ○ They are also promoting the initiative in their media interviews and among their subordinate co-workers. ○ They are also attending PLOTINA activities and encouraging their subordinates to also do so. ○ As mentors they educate their mentored researchers on gender equality.
Resources, skills, incentives	Precious time of the established researchers and a lot of encouragement from the project team.
Challenges & Coping	<ul style="list-style-type: none"> • Only very few of NIC's researchers got involved in PLOTINA activities, the main reason for most of researchers is the lack of time for extra activities beside their research and perception that getting involved in such an issue could leave a mark on their careers. • Many of the researchers want being recognized for their research results and not for the gender topic in public. • Most of the natural science researchers do not see how gender can improve their research, and consider this as a topic for social scientists.

- Even if they agree that PLOTINA is an important project, however, when it comes to active participation they can be hardly persuaded. So this is quite a big challenge for the PLOTINA team. Convincing them with presentations and examples from practice that this is really important subject that needs to be promoted and that actions can improve results as a whole.

NIC's performance in quantitative terms in Key Area 1

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T2 are depicted in Table 29.

Table 29 NIC's performance in quantitative terms in Key Area 1

Indicator	T0	T1	T2
CI.1.1. Representation in (main) governing body(ies), gender	0,38	0,75	1
CI.1.2. Representation in (main) advisory body(ies), gender	0,70	0,70	0,44
CI.1.3. Gender sensitive language and images in institutional documents	0	0	0
CI.1.4. Gender equality policy and structures	0	0	0
SI.1.1. Ratification of the European Charter for Researchers	0	0	Not assessed
SI.1.2. Provision of gender disaggregated data in RPO's periodic report	0	0	0
SI.1.3. Meetings for GEPs implementation	1	1	1
SI.1.4. Gender equality guidelines or guiding principles	0	0	0
SI.1.5. Awareness training on gender sensitive issues	0	0,56	0,48

Peer Reviewer's assessment of key area 1

How do you assess the implementation process in this key area?

☐ poor
 ☐ fair
 ☒ good
☐ very good
 ☐ excellent

Please justify your assessment and make references to **outputs** (what the implementation has produced compared to planned, both in qualitative and quantitative terms) and **outcomes** (the effects produced by the outputs on the targeted people).

In general, the implementation process in **Key Area 1**, seems to be good. Concerning the majority of measures, implementation process seems to be adequate and relevant with the Key Area 1 requirements. Regarding **measure 1.1.2**, training of HR, PR and PO staff on the use of gender inclusive language from an expertise is a very important process. Specific outcomes have been produced, demonstrating that changes in the use of language, photos and other material. Perhaps the most important outcome of all is that researchers are noticeable more carefully in public lectures. Regarding **measure 1.3.2**, the online provision of all information about the situation of the organization, including gender equality and diversity policies seems like a good idea in order to raise awareness and engagement.

Concerning measure 1.1.3, confidential conversations and the selection of confidential personnel are good measures because they give opportunities for an honest description and transparency on a difficult issue, like sexual harassment at work. Regarding **measure 1.2.4**, the analysis and concentration of such amount of data about NIC from the Plotina project team, provides the opportunity for important decision making about how to reduce gender inequalities. **Measure 1.2.6** is evaluated as very important. Frequent meetings with staff in charge, could strengthen the potential of GEP and maximize impact. It seems like an effective way to create common criteria between researchers of NIC and Plotina.

Concerning **measure 1.3.1**, implementation process is explained in detail and aims are partly achieved. It seems that new opportunities for female researchers have opened and trust was built between researchers of NIC and Plotina team by organizing several presentations and workshops. Building trust was a key for a successful implementation process.

Measure 2.1.1 seems to be an adequate measure especially the provision for external experts providing mentoring and coaching. Data provided is also important for an auto-evaluation process for all staff.

Measure 1.1.4, is presented excellently. Sharing experiences, making Plotina project publicly visible and building bridges among NIC and the wider public creates a strong communication plan. A wide range of activities and meetings were organized, different tools and canals were used and communication material was produced. These efforts led to invitations from universities and well-known companies, proving that GEP could be one of NIC strengths.

Measure 1.2.1 is also successful. Questionnaires and web surveys were prepared and anonymity has been assured.

Regarding **measure 1.2.5**, it seems important to gain the permission and the support of senior researchers, mentors and leaders for the Plotina activities. Efforts have gone further than just gaining support. Researchers, mentors and leaders promoted and attended Plotina activities and were also mentoring researchers on gender equality issues.

How do you assess the extent of the changes in terms of relevance?

(the extent to which the objectives of the intervention are consistent with the Key Area requirements)

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

The objectives concerning all indicators are considered extremely relevant. The process of training staff and leaders is relevant to the key area requirements, because it guided the staff step by step and controlled the process frequently.

Regarding **measure 1.1.2**, raising awareness about the use of inclusive language and upgrading NIC reputation is the first step for the creation of a work culture that allows women to participate in government bodies. After all language is the discursive field where inequality is expressed and performed in the most direct way.

Regarding **measure 1.3.2**, providing information to all staff and engaging researchers in Plotina initiatives makes inequalities visible and makes it urgent for government bodies to undertake initiatives for reducing the gender gap.

Measure 1.1.3 describes a very important objective which is the prevention of sexual harassment and the creation of supportive structures. Gaining trust and improving workplace relationships is also a very important task to reach.

Regarding **measure 1.2.4**, concentrating and distributing gender disaggregated data provides all necessary information for leaders to take decisions.

Safeguarding fluent implementation of the GEP, maximizing its impact and reducing gender inequalities are very relevant with key 1 philosophy and it is a basic step for achieving equality in governance bodies. **Measure's 1.2.6** objectives are considered relevant to this key area.

Concerning **measure 1.3.1**, promoting initiatives to favour a gender competence at all levels of NIC and creating mixed research teams, could open the possibility for more opportunities for female researchers and lead to better results for the organization. This aim, underlines the important role women researchers have in the organization and could lead to a situation where more women participate in government bodies.

Objective of **measure 2.1.1** about ensuring standards regarding recruitment practices is also considered relevant because it ensures that in all levels of the NIC personnel (from the bottom to the top) information about an equal recruitment process is circulated and shared.

The aims that accompany **measure 1.1.4** are considered very important and relevant to Key Area 1, requirements. Drawing up a communication plan, connects leaders and staff around common goals, creates synergies with local communities and leaves a clear print to official and unofficial media. The process of making visible the GEP process produced knowledge and new gender inclusive culture. These changes could "persuade" leaders that government bodies that exclude women, is not justifiable.

Concerning **measure 1.2.1**, data gathering about satisfaction as well comparison with the data of previous years is quite relevant because it demonstrates the importance of staff satisfaction for NIC.

Regarding **measure 1.2.5**, gaining influence with the support from the higher representatives of NIC underlines the importance of GEP for all staff and departments. Nevertheless, it is important to underline that awareness and engagement in GEP is not an obligation instructed by leaders, but a way to make research, working conditions and working culture equal and inclusive for all.

How do you assess the extent of the changes in terms of effectiveness?*(the extent to which the objectives of the intervention are achieved)*

☐ poor
 ☐ fair
 ☒ good
☐ very good
 ☐ excellent

Please justify your assessment.

Regarding **measure 1.1.2**, qualitative data show that specific outcomes have been produced such as, more use of inclusive language, changes in wording of job descriptions etc.

Concerning **measure 1.3.2** no outcomes are provided in order to evaluate the effectiveness of this measure.

Outcomes as described in **measure 1.1.3** are extremely poor. The anonymization of applicants and the confidential treatment is an important outcome, but no further information is being given in order to understand the dimension of this achievement.

In **measure 1.2.4** outcomes do not demonstrate that gender dynamics are visible and known to decision-makers. Plotina team seems to have made a great effort in stressing out the main weak points of the data collected, but no further measures from NIC decision-makers were taken.

In **measure 1.2.6** no outcomes are provided although implementation process is good.

In **measure 1.3.1** important outcomes have been produced. Gender equality is mostly included in every project, advice on gender issues is asked by the Plotina team and LEK was also invited in training. Nevertheless, objectives are partly achieved as not all researchers were included in this process.

No information is given on specific outcomes concerning **measure 2.1.1**. It seems that this measure is still being implemented.

Aims concerning **measure 1.1.4** and implementation process seems to have produced concrete outcomes. NIC has accepted a large number of invitations from organizations and media. Goals are achieved and networks inside and outside NIC have been established.

Regarding **measures 1.2.1 and 1.2.5** no specific outcomes are produced. Measures are still being implemented.

How do you assess the extent of the changes in terms of sustainability?*(The potential of continuation of the benefits after the project end).*

☐ poor
 ☒ fair
☐ good
 ☐ very good
 ☐ excellent

Please justify your assessment.

Most measures were planned and undertaken with the decisive role of PLOTINA research team. The key for the sustainability was to train NIC researchers especially the ones that will remain in the organization after the project ends. What is more is that **measure 1.1.4**, seems to be the measure that more than anyone else could remain as a Plotina legacy. The disclosure of GEP plan and the creation

of a strong communication plan, establishes contacts and builds relations that engage NIC and oblige leaders for a continuation of the benefits. One cannot be sure about the sustainability of these measures as for some are still been implemented.

*How do you assess the **overall progress in this key area?***

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Please justify your assessment.

The progress in this key area is assessed as good. Taking in mind that women's participation in government bodies will be perhaps the last thing that will change in all organizations, all progress that is made in this key area is considered good. The communication plan, as well as frequent meetings is the strong elements of key area 1 process. Nevertheless, not all measures have produced specific outcomes.

9.2 Key area 2 - Recruitment, retention and career progress

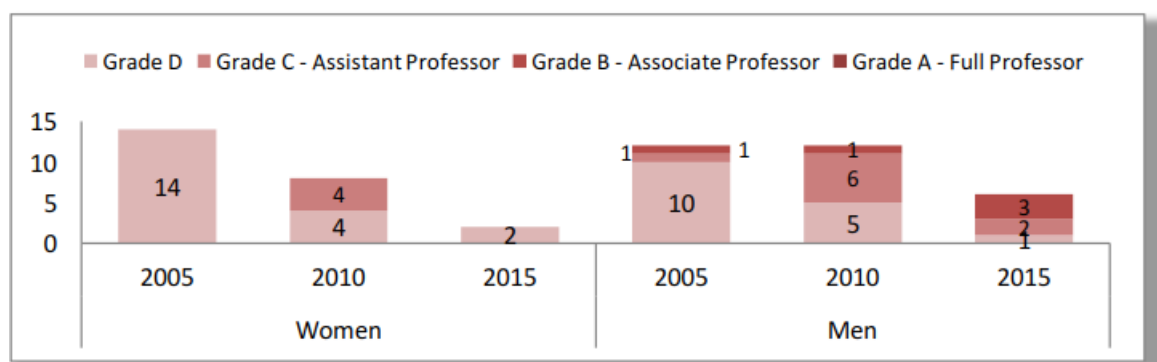
PLOTINA is convinced that gender equality and diversity in research teams is crucial for RPOs for maximizing their research effectiveness. Despite the fact that women represent more than 50% of the population of students and graduates, at the top level (Grade A which corresponds in most countries to the role of full professor) the female share is only ~20% in all disciplines and 11% in science and engineering. Structural barriers in the process of recruitment and retention of researchers are still affected by organization aspects (Source: PLOTINA Dow). Thus, WP5 will assess the progress in overcoming barriers in recruitment, retention and career progression. (Source: D5.1)

Status at the time of the audit report: Apart from indicator specific information, some **general information related to the recruitment and selection policies and processes as well as retention and career progression** was provided in the audit reports too, which is presented in the following part.

The most recent job announcements at **NIC** are formulated in inclusive language – either by writing out the male and female forms of the researcher title or by explicitly stating in brackets that the institute is reaching out to both male and women candidates.

In the case of the **NIC** there were 14 women and 12 men recruited in 2005 – all of the women as well as ten (83%) of the men as Grade D²⁸ Researchers, one man as Assistant with a doctorate degree and one as Research Associate respectively. In 2010, four (29%) of the women and five (42%) of the men were promoted to Assistants with a doctorate degree, four (29%) women and five (42%) men remained Grade D Researchers, one man remained Research Associate, while six (42%) women left the RPO in contrast to no men leaving the RPO. In 2015, only two (14%) women remained within the RPO, both as Grade D Researchers. In contrast, six (50%) of the originally recruited men remain at the RPO, with further two having been promoted to Research Associates, two being with a doctorate degree and one remaining Grade D Researcher (Graph 7).

Graph 7 Retention and career progression at NIC, by year and gender



²⁸ Grade D at NIC includes technical and expert support staff to the researchers and as such contribute to research. According to internal systematization, they are also part of the research sector.

CI.2.1. Share of funded and coordinated projects, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report

Women are less successful in the acquisition of national and European funds and are less frequently coordinators of projects than men, only 25% of the funds are awarded to women.

- average *national* funding amount for women is €110.067 versus €136.864 for men;
- average *EU* funding amount for women is €144.697 versus €613.172 for men;
- more women than men work in *nationally* funded project teams;
- while more men than women work in *EU* funded project teams;
- 4% of all men coordinate European project versus only 1.4% of all women doing so;
- 8% of all men coordinate national project versus only 2.1% of all women doing so.

Table 30 Female share of project coordinators having received funding at the time of the audit report

Female share of project coordinators having received funding	25%
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Table 31 Share of overall funding received awarded to women researchers at the time of the audit report

Share of overall funding received awarded to women researchers	25%
--	-----

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 32.

SI.2.1. Gender diverse recruitment selection committees

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: The selection committee for promotions is basically the Scientific Council, which is currently composed of seven men and three women.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 32.

SI.2.2. Applications versus short lists and appointments for jobs on grade A, B, C, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: Concerning the last six selection processes in 2015 at NIC, the majority of applications received were from men which, however, can't be considered to be a general trend. Furthermore, NIC states that in the last six selection processes, the percentages of hired people with 33% being women and 67% men, closely resemble reflect the ones of CVs received (68,75% men

and 31,25% women). Of the overall newly appointed employees in 2015, 29% were women. The RPO does not report gender segregated data concerning shortlisted applicants.

Measure started in 2017	Wide communication policy for vacant positions, inside and outside (2.1.3.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To achieve as many potential candidates for vacant position as possible. A more diverse applicant pool, especially more women.
Implementation Process	Announcing new job vacancies in national newspaper, social media, at public employment service, on different kinds of websites for that purpose, magazines, NIC website, sending the information to all employees and other research organizations and also published it on Euraxess to get to applicants from the international areas.
Resources, skills, incentives	Working hours, good PR connections, financial resources for publishing in some newspapers for example (€100 to €500 per one announcement)

SI.2.8. Initiatives for raising awareness on female role models

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Share career good practices - role models for women (2.1.7.)
Aim(s) & expected outcomes/impacts	To inspire female researchers to achieve greatness with the result of confident female researchers, who are knowing being appreciated and supported.
Implementation Process	<ul style="list-style-type: none"> Once a month one of the female role models is presented on social media of NIC. One public event is dedicated to women in science per year.
Resources, skills, incentives	Social media account and PR communicator, working hours and good connections with other social media sites doing similar things to share the updates.

Outcomes and potential impact	<ul style="list-style-type: none"> Publicly presented teams are more gender balanced yet. Female researchers are being more confident in their public appearance, although the perception survey is not carried out yet. They appear more in the media and are more proactive with collaboration with press. There are considerations of including some kind of different performance to broaden the action, and to carried out more activities. We received the support from other organizations on their social media sites and trough emails and expressing support on meetings; <p>Partly achieved. Additional activities are needed to achieve greater impact.</p>
Lessons learned	<ul style="list-style-type: none"> Connecting with other organizations and social media sites that are sharing good practices, in order to save time for the job announcements preparation. For achieving greater impact additional activities in 2019 need to be undertaken; also a more proactive approach is required, for example setting up the specific interviews with our female researchers, organizing the events that female researchers are presented. <p>Not enough impact yet.</p>

Note: No provision of information related to Challenges & Coping.

SI.2.9. Initiatives for raising awareness on gender diversity in research teams

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 32.

SI.2.10. Empowerment trainings for career progression

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Carrying out empowering activities for early career researchers and offering them training to increase their leadership skills. (2.1.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> Empowering young female researchers to feel confident enough to take over projects or other activities or something else - putting them into leadership positions in areas in which they are successful.

	<ul style="list-style-type: none"> • More female leaders (project coordinators, having their own research groups, organizing conferences etc.).
Implementation Process	<ul style="list-style-type: none"> • Organizing five soft skills seminars on the following topics: conflict management, communication, personal virtues, shake of the stress, how well I manage my time.
Resources, skills, incentives	The fee that had to be paid to the trainer to conduct the workshop was initially foreseen.
Challenges & Coping	<ul style="list-style-type: none"> • It is hard to persuade researchers that this is for their own growth and progress. • Hard to convince them to deal with other topics besides pure natural science research and attending the workshops would be useful for their careers. • A solution could be that the invitations are sent by director and researchers direct leaders, instead in the name of the PLOTINA project team. Researchers might get encouraged and look at the activities more interested if they are invited and see that supervisors are part of it. The most drastic measure would be to demand compulsory participation in the trainings..

SI.2.11. Trainings for leadership

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 32.

SI.2.12. Trainings for soft skills

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 32.

SI.2.13. Training for researchers on research funding skills

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: NIC reported that the Project Management Office organizes trainings on research funding skills.

Measure started in 2018	Encouragement of women in STEMM to apply for funding, supply of training send advice in writing funding applications (2.1.6.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To encourage and empower women and give them enough support for applying for funds as well as leading the project if granted. More female coordinators or at least leaders of EU projects at national/organizational.
Implementation Process	<p>The audit in 2016 showed that many more male researchers apply for European projects. Thus, ten workshops (in May, June, and September) were conducted by the Project Office about writing an application and identifying funds.</p> <ul style="list-style-type: none"> The Project office organized special workshop for project application writing. It invited all departments separately to attend them. It also searched for the calls specifically for the department itself and later on go through all the parts of project application writing till the submission of it. Then the project office provided all the support through project application writing and also further, in case the project receives funds, it will provide support with the management, finances, administration.
Resources, skills, incentives	<ul style="list-style-type: none"> Persons skilled in the field of project applications (project office, experts); Support from the department leaders to young female researchers to give them time for writing project applications and support them with necessary means.
Challenges & Coping	<ul style="list-style-type: none"> Differences from one department to other on the quality of encouragement of female researchers for applications, as some of the departments are more open for project founding, and other are more industry oriented. For the latter ones, it was hardly possible to provide support for project applications. The conclusion is to provide support in those departments who are more project oriented.

SI.2.15. Perception of gender equality in career advancement, by gender (main focus: STEM area)

For a description of this indicator see D5.1 Catalogue of Core Indicators.

For this perception indicator there were specific measures applied, it was however not possible to monitor it retrospectively in T0 for the period before (data assessed in T0 refer to the previous academic year). It is thus part of the GEP, but not monitored in quantitative terms within this evaluation period.

Measure started in 2018	Creation of a questionnaire to be filled-in by any member of staff when leaving the institution in order to help the understanding of reasons for leaving the organization and analysis of the results (2.1.4.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To learn about employees' satisfaction as well as why they are leaving; for the latter one, what the main reasons are: better job opportunities or other reasons which are unknown. Working environment that is encouraging and supportive for researchers, especially women researchers.
Implementation Process	For all voluntarily leaving employees the provision of either printed or online questionnaire (anonymous). The only personal data which are asked are sex and age. The questionnaire is about working conditions at NIC and suggestions for improvement. The analysis will be presented to the leadership.
Challenges & Coping	The measure is still being implemented.

NIC's performance in quantitative terms in Key Area 2

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T2 are depicted in Table 32.

Table 32 NIC's performance in quantitative terms in Key Area 2

Indicator	T0	T1	T2	Comments
CI.2.1. Share of funded and coordinated projects, gender	0,50	0,40	0,65	
SI.2.1. Gender diverse recruitment selection committees	0	0	Not assessed	
SI.2.2. Applications versus short-lists and appointments for jobs on grade A, B, C, gender	0,70	0,91	0,93	On the RPO level.
SI.2.8. Initiatives for raising awareness on female role models	0	1	1	

SI.2.9. Initiatives for raising awareness on gender diversity in research teams	0	1	1
SI.2.10. Empowerment trainings for career progression	Not assessed	1	Not assessed
SI.2.11. Trainings for leadership	0	0,92	0
SI.2.12. Trainings for soft skills	0	0,94	0
SI.2.13. Training for researchers on research funding skills	0	1	0,31

Peer Reviewer's assessment of key area 2

How do you assess the implementation process in this key area?

☐ poor
 ☐ fair
 ☐ good
 ☒ very good
☐ excellent

*Please justify your assessment and make references to **outputs** (what the implementation has produced compared to planned, both in qualitative and quantitative terms) and **outcomes** (the effects produced by the outputs on the targeted people).*

The implementation process of all measures on key area 2 is considered very successful in relevance with aims and outcomes.

*Regarding **measure 2.1.3**, the application of a wide communication program that facilitated the creation of a more diverse applicant pool seems to be well implemented. The process described could create new opportunities for women in NIC in the future.*

*Regarding **measure 2.1.7**, the presentation of female role models through social media and the organization of public events seem like a very good practice. Outcomes presented are encouraging. Implementation process has led to support from other organizations. Focusing on female role models is a very interesting way to “give a name” to women researchers, that is to show that the process is not about numbers but real people and to inspire other women researchers of NIC.*

*Regarding **measure 2.1.2**, although organizing seminars and training young researchers seems extremely relevant to the main aim no further data is provided concerning specific outcomes. Implementation process seems adequate and the topics described can provide answers and empower*

new researchers. Organizing a special workshop and preparing all the parts of project applications is a way to guide female researchers and encourage their participation. Moreover, a cooperative culture is cultivated which could be another element of the Plotina “legacy”.

Implementation process on **measure 2.1.6** seems very relevant to the aims of key area 2. It is extremely important that special workshops were organized and that support was given for projects applications and writings. These are very important steps for the encouragement of women to succeed progress in their careers. However, no outcomes are presented concerning this measure.

Concerning **measure 2.1.4**, provision for anonymous questionnaire is a good idea in order to help the understanding of reasons for leaving the organization. The content of the questionnaire seems very relevant. Nevertheless, no outcomes are presented for this measure.

How do you assess the extent of the changes in terms of relevance?

(the extent to which the objectives of the intervention are consistent with the Key Area requirements)

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

The intervention is assessed as extremely relevant to the main objectives of key area 2 requirements. The effort to achieve many-potential candidates for vacant position, of inspiring female researchers, to guide them and to offer them the possibility to increase their leadership skills as well as to help them apply for funds potentially creates the material conditions for women to break barriers and participate equally in all aspects of work and life in NIC. It is interesting that the project office also searched for the calls specifically for the department itself. So the guiding was not abstract but relevant to NIC'S needs. The creation of a questionnaire that any member of NIC can fill also gives the opportunity to the institution to learn from the employee's positive or negative experience.

How do you assess the extent of the changes in terms of effectiveness?

(the extent to which the objectives of the intervention are achieved)

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

Regarding **measure 2.1.3** no outcomes are presented.

Concerning **measure 2.1.7** outcomes are very interesting. Female researchers are more confident in their public appearance, support from other organizations was gained and publicly presented teams were more gender balanced. Nevertheless, this measure was partly achieved. Concerning **measure 2.1.2** no outcomes are presented although the implementation process was good. Again, concerning **measure 2.1.6**, no outcomes are presented. This is also the case of a very good implementation process where important challenges are recorded. No outcomes recorded in **measure 2.1.4**. Maybe implementation process needs to be improved.

How do you assess the extent of the changes in terms of sustainability?

(the potential of continuation of the benefits after the project end).

☐ poor ☒ fair ☐ good ☐ very good ☐ excellent

Please justify your assessment.

Measure 2.1.7 seems to present potential for continuation. Furthermore, networking and openness create expectation both from inside and outside that need to be fulfilled. The sustainability is negotiable for the rest of the measures. We don't have enough evidence for an estimation in depth. Nevertheless, challenges as described on **measure 2.1.2** show that more work has to be done in convincing researchers about the importance of GEP.

How do you assess the overall progress in this key area?

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Please justify your assessment.

Implementation process seems good although not all measures have produced specific process.

Measure 2.1.7 is considered as very good and very relevant to the aims of this key area. It has produced very important outcomes as well. In general progress in this Key area is evaluated as good.

9.3 Key area 3 - Work and personal life integration

As a matter of course in any GEPs is support provision for the work and personal life-integration, which does not simply support the need to achieve a balance between home and working life, but it is also supportive for a positive work environment. Ineffective work and personal life integration policies and support might interfere with smooth career progression (Source: PLOTINA DoW).

CI.3.1. Demand and supply of basic child care

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: NIC does not have either nurseries, or kindergartens, nor playrooms or lactation rooms established.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 33.

CI.3.2. Provision of advanced child care services

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: NIC do not provide any services in this regard.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 33.

CL3.3. Provision of services for work and personal life integration

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: NIC does not offer any of the above mentioned services.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 33.

CL3.4. Standard procedure for parental leave

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At NIC all women who gave birth in 2015 also used maternity leave. Also, male researcher who became father used their right to paternity leave. There is also informal support given to women/men after parental leave, however, with variations between departments. The interviewees mentioned that:

- it is very difficult to make up for the “lost year” when women are on parental leave (contribution of both sexes are not equally visible due to parental leave).
- There is no maternity leave returnee scheme.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 33.

SI.3.1. Policies on work and personal life integration

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: NIC enables staggered working hours for all employees in the research area, and provides parenting friendly hours. Time off work for caring purposes is not available at the Institute. The interviewees mentioned, that

- staggered hours can be performed without problem or fear of being penalized;
- there is a culture of long-working hours;
- joint care responsibilities are mostly seen as a private issue, however, there are mostly no obstacles for their implementation.

**Measure started
in 2017**

Information desk availability for work-personal life integration issues (3.1.2.)

Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To make it for employees easier to handle work and personal life integration. More satisfied employees in this regard.
Implementation Process	<ul style="list-style-type: none"> Creation of an info point in the intranet where information for work and personal life integration is provided Some literature on this topic will also be added and regularly updated, Contact to whom they can turn to for further information and guidance.
Resources, skills, incentives	Working hours for gathering all the information and putting it online, IT support, intranet space where all employees can log in.
Challenges & Coping	Employees are reserved when it comes to sharing intimate matters and potentially exposing their private life too much.

Measure started in 2018	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 (3.1.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To sensitize NIC about negative business impact of discriminating (potential) parents in the workplace as well as in the labour market, To provide NIC with tools for implementation of such HR policies that enable better balancing of work and family for their employees, to publicly recognize those business with a positive attitude to provide options of balancing work and family of their employees. To obtain again the Family Friendly Certificate
Implementation Process	<ul style="list-style-type: none"> NIC, with the help of a consultant from the Ekvilib Institute, prepared a detailed roadmap for the implementation of measures and the definition of criteria for assessing the implementation of individual measures in order to obtain the Family Friendly Certificate. Working group was created (PLOTINA team & HR) The measures were divided into eight areas. NIC is in the process of implementing all measures. All measures had to complement or go beyond the organisational processes laid down by law. The roadmap was confirmed by the senior management and the audit board of the Ekvilib Institute.

Resources, skills, incentives	Human resources and around €3000 financial resources.
Challenges & Coping	<ul style="list-style-type: none"> • Lack of time • Lack of experiences <p>The support from the Ekvilib Institute was crucial.</p>
Outcomes and potential impact	Three years after obtaining the basic Certificate, NIC is granted a full Family Friendly Certificate on the basis of a detailed report on the implementation of every measure and a positive evaluation by an auditor and the members of the audit board.

SI.3.3. Perception of work and personal life integration, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2018	Analysis of working conditions (3.1.4.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • Regular measuring of working condition and employees' satisfaction, particularly considering the gender dimension. • Gathering empirical data and opinion of employees. • Comparison with data from previous years and preparation of strategies to improve areas that are suboptimal.
Implementation Process	<ul style="list-style-type: none"> • Preparation of a survey. Promoting it to maximize participation. • Analysis of results and drawing up strategies for improving. • Involved parties: Plotina team, HR and PR department.
Resources, skills, incentives	<p>Internal resources (employees), Plotina members, management, HR and Health department.</p> <p>Extra working hours, analytical skills and cooperation in several different intra-departmental tasks.</p>
Outcomes and potential impact	The measure is still being implemented.

NIC's performance in quantitative terms in Key Area 3

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T2 is depicted in Table 33.

Table 33 NIC's performance in quantitative terms in Key Area 3

Indicator	T0	T1	T2
CI.3.1. Demand and supply of basic child care	0	0	0
CI.3.2. Provision of advanced child care services	0	0	0
CI.3.3. Provision of services for work and personal life integration	0	0	0
CI.3.4. Standard procedure for parental leave	0,5	1	1
SI.3.3. Perception of work and personal life integration, by gender	Not assessed	Not assessed	0,66

Peer Reviewer's assessment of key area 3

How do you assess the implementation process in this key area?

☐ poor ☒ **fair** ☐ good ☐ very good ☐ excellent

Please justify your assessment and make references to **outputs** (what the implementation has produced compared to planned, both in qualitative and quantitative terms) and **outcomes** (the effects produced by the

Implementation process is described only for **measures 3.1.2 and 3.1.1** although again no further information about specific outcomes is provided concerning measure 3.1.1. The creation of an info point where information for work and personal life is given seems like a good idea, as well as proposing some literature about work-personal integration issues. In this context we could evaluate the implementation as poor, but we will not, because the process around measure 3.1.1 is important and indicates a methodology that could be applicable for key area 3. It seems that a great effort has been made to create a detailed roadmap from the Ekvilib Institute in order to obtain the Family Friendly Certificate. The creation of a working group between Plotina team and HR was a good idea, and the main goal is achieved as NIC has obtained this certificate. Concerning **measure 3.1.4** implementation process only describes a work in progress, a preparation of a survey and some analysis of results concerning the comparison of data. However, we cannot evaluate the implementation of this measure if outcomes are not provided.

How do you assess the extent of the changes in terms of relevance?*(the extent to which the objectives of the intervention are consistent with the Key Area requirements)*

☐ poor
 ☐ fair
 ☒ good
☐ very good
 ☐ excellent

Please justify your assessment.

Goals are well presented and are very relevant to the aims of key area 3. Concerning **measure 3.1.2**, it is important to have satisfied employees as well as to handle both work and personal life. Aims and expected outcomes are excellently described in **measure 3.1.1**. NIC seems to understand the importance of sensitizing the organization about the negative impact of discriminations as well as the importance of providing tools that will balance work and family life. The goal of obtaining the Family Friendly certificate is also very interesting. The implementation in this measure is also successful because of the outcomes. The certificate was obtained and a detailed report was made for every measure by an auditor and the members of the audit board. Nevertheless, one should wonder if a lot of energy was spent in obtaining this certificate instead of trying to achieve all other aims. Concerning **measure 3.1.4** although the aims described are well designed and relevant, no outcomes are provided in order to consider this aim really successful.

How do you assess the extent of the changes in terms of effectiveness?*(the extent to which the objectives of the intervention are achieved)*

☐ poor
 ☒ fair
☐ good
 ☐ very good
 ☐ excellent

Please justify your assessment.

As mentioned above, effectiveness can be measured only for **measure 3.1.1**. Obtaining the Family Friendly certificate and having a positive evaluation are valuable results but maybe too much time was spent in gaining this Certificate instead of finding ways to improve services for work and personal life integration. Without changing the real work conditions concerning basic child care, parental leave etc. no real changes will be detected in this key area. It could be useful to find out if the organization includes in its budget, funding for such services or if collaboration with local public services outside NIC could lead to changes. Nevertheless, all work that has been done to obtain the certificate, and the provision of tools and the creation of roadmap could be the base on which other measures could be developed in the future.

How do you assess the extent of the changes in terms of sustainability?*(the potential of continuation of the benefits after the project end).*

☐ poor
☐ fair
 ☐ good
 ☐ very good
 ☐ excellent

Please justify your assessment.

It is not possible to evaluate the sustainability of the changes concerning **measures 3.1.2 and 3.1.4** because no data about specific outcomes is provided. Regarding **measure 3.1.1** we can assume that obtaining the Family friendly certificate is a part of a gender equality culture that was cultivated through a very detailed roadmap. This is the only measure of this key area that could be evaluated as successful in terms of sustainability.

How do you assess the overall progress in this key area?

☐ poor ☒ fair ☐ good ☐ very good ☐ excellent

Please justify your assessment.

The progress made in this key area, is very small. It seems that a lot of energy was spend in obtaining the family certificate (which was positive) instead of finding ways to overcome the barriers and the inequalities in work place concerning gender. Nevertheless, the roadmap that was initially created for obtaining the certificate could be useful for the next steps. No data for outcomes is provided. It seems that two of the 3 measures are still been implemented. In general, more time was needed and more effort on the Plotina project.

9.4 Key Area 4 - Researchers and research: gender equality and sex and gender perspective

A further key concept of PLOTINA is that culture of research teams' work affects the gender equality in research programs. Cultural barriers, such as gender stereotypes, lack of women's empowerment, 'homo-sociality', all-boys team-networking, still persist within academic environments. Another key concept of PLOTINA is that sex/gender aspects of research programs are crucial for enhancing the reliability of research outputs. PLOTINA partners have identified the following main gaps preventing the gender/sex dimension to be inserted in research programs and contents.

- *Lack of specific requirements for consideration of gender in content and evaluation criteria for research programs.*
- *Lack of awareness and ignorance of the improvement of the quality of research if gender is considered (Source: PLOTINA DoW).*

Thus, the monitoring system will assess the grade of integration of sex/gender variables into research programs, gender equality among researchers, and the cultural change as stimulated by the project. (Source: D5.1)

Status at the time of the audit report: At NIC, with the argument of not being applicable in basic research, no gender-analysis has been ever performed by now (except in cases of Horizon 2020 applications when the Project Management Office performs the review of gender-sensitive literature relevant for the topic being applied).

CI.4.1. Number of scientific papers including sex/gender variables and dimensions

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 34.

SI.4.1. Gender composition of research teams who got public funding

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 34.

SI.4.2. Networks on gender issues research

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Creation of a network structure with the aim to facilitate and boost communication and cooperation between actors in the areas of gender research and gender equality practice in different levels and fields (1.1.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To inform employees, because the more knowledge one gains about gender equality, more inequalities one is able to detect and more proactive one may become. Gender aware employees, more self-initiative actions (to alert about gaps among their colleagues, to transfer that awareness to their students or younger colleagues, to publicly speak about gender equality in science). Spread of information of current state of gender equality at the institute and the actions the PLOTINA team is doing also among other research institutes or companies.
Implementation Process	The PLOTINA project team started with the creation of the network simultaneously with the start of the project. Then they widened it with people (attending PLOTINA events or other events from a similar field of work) who signed up for mailing lists on internal events, but also through the everyday interaction of project office with researchers, whenever gender equality was also the subject of the debate.
Resources, skills, incentives	Mostly human resources. Some PR skills for the preparation of news and invitations to be more appealing to people. The amount of resources used was bigger than the one planned.
Challenges & Coping	<ul style="list-style-type: none"> The interest in this kind of information, events and actions was not that high, it was the lowest at the beginning and it proved very hard to engage more people. The individuals that could bear potential, receive an influx of information through email and it was hard to persuade them to subscribe and stay informed about PLOTINA and gender equality additionally. Stressing out the importance of this kind of actions for themselves, positive outcomes for them (being more competent, doing better research with inclusion of gender equality in it, being better leaders or co-workers, etc.) was one coping strategy.

- With NIC's employees the PLOTINA team mostly spoke with them at different opportunities, such as meetings, informal gatherings and during courses.
- With external stakeholders the PLOTINA team spoke at the common events and stressed the beneficial aspects of them of staying informed through mailings (NIC was in the process of implementing a GEP and they could learn from it).
- A further coping strategy was diversifying the communication channels: with flyers on the social sites of the institute, as part of some other events, through which the PLOTINA team could reach the employees, as well as connecting with other European projects being carried out at the NIC

SI.4.3. Provision of an annual RPO gender report

For a description of this indicator see D5.1 Catalogue of Core Indicators.

For this indicator there were specific measures applied, it was however not monitored in quantitative terms within this evaluation period.

Measure started in 2018	Gathering of gender disaggregated data routinely, quantitative and qualitative. Analyse these data in a dedicated Report so as to monitor gender and diversity state of art in the organization (1.2.3.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To have a deep insight into the previous and current situations; • To have the empirical database and evidence for further decisions and planning; • To give decision makers objective data, with the expectation that impact that decision makers are fully aware and familiar with the current situations and progress.
Implementation Process	<ol style="list-style-type: none"> 1. The data gathering and the control of gathering was led by the PLOTINA project team. 2. Data were gathered by the people having adequate access (HR department, financial department, project office, library) 3. The report for decision makers is pending.
Resources, skills, incentives	Human resources and good data bases.
Outcomes and potential impact	The measure is being implemented, so none reported yet.

SI.4.4. Participation in training seminars on integrating sex/gender analysis methods, by gender and field of research

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 34.

SI.4.6. Research presentations at international level, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 34.

SI.4.7. Co-authored articles in scientific publications

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 34.

SI.4.8. Single authored articles in scientific publications

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 34.

SI.4.11. Perception of the gender/sex variables in research contents, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

For this perception indicator there were specific measures applied, it was however not possible to monitor it retrospectively in T0 for the period before (data assessed in T0 refer to the previous academic year). It is thus part of the GEP, but not monitored in quantitative terms within this evaluation period.

Status at the time of the audit report: At NIC gender variables are not considered. The research work performed is mostly basic research, which does not include people or animals. Or, if they do so, it is regardless of their gender. Further, the belief can be found that gender-analysis would not increase the quality of research. There is also a predominant belief that biological differences will always cause some

sort of gender inequalities. However, some Heads of Departments have felt gender inequality and sexist attitude negatively affected scientific quality and productivity.

Measure implemented in 2017 and 2018	Seminars to favour the knowledge of the economic, social, excellence value of the introduction of sex and gender variable in Research (4.1.4.)
Aim(s) & expected outcomes/impacts	To clarify and successfully communicate to researchers that the gender variable must be included into research whenever relevant in order to contribute to the excellence of research.
Implementation Process	Invitation of the FP7 GARCIA project team for conducting the workshop at NIC, since this team already carried out similar projects very successfully. The workshop will be tailored especially for the research NIC is doing. Good practices and examples will be provided for NIC topics only. The seminar is still in the planning status.
Challenges & Coping	<ul style="list-style-type: none"> It is a long procedure and takes a lot of time to persuade the researchers that this is really important for their work. To educate PLOTINA project team or people who are implementing change on how to communicate the importance with the target group.

NIC's performance in quantitative terms in Key Area 4

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T2 is depicted in Table 34.

Table 34 NIC's performance in quantitative terms in Key Area 4

Indicator	T0	T1	T2
CI.4.1. Number of scientific papers including sex/gender variables and dimensions	0	0	0
SI.4.1. Gender composition of research teams who got public funding	0	0	0
SI.4.2. Networks on gender issues research	Not assessed	Not assessed	1
SI.4.4. Participation in training seminars on integrating sex/gender	0	0,75	0,25

analysis methods, gender and field of research			
SI.4.6. Research presentations at international level, gender	0,65	0,63	0,5
SI.4.7. Co-authored articles in scientific publications	0,77	1	0,79
SI.4.8. Single authored articles in scientific publications	0	1	0

Peer Reviewer's assessment of key area 4

How do you assess the implementation process in this key area?

☐ poor
 ☒ fair
☐ good
 ☐ very good
 ☐ excellent

Please justify your assessment and make references to **outputs** (what the implementation has produced compared to planned, both in qualitative and quantitative terms) and **outcomes** (the effects produced by the outputs on the targeted people).

The implementation process in all three measures seems interesting especially regarding **measure 1.1.1** which includes the creation of a network that informs staff about events, initiatives etc. Regarding **measure 1.2.3** implementation process seems interesting as important data were gathered in order to analyse and then monitor the gender and diversity state of art in the organization. Again it is difficult to evaluate the implementation process if no data about outcomes is provided. Implementation of **measure 4.1.4** is very interesting, especially the fact that the workshop will be tailored especially for the research NIC is doing. All staff should have participated in this workshop and be encouraged to express doubts and questions. No outcomes are provided in order to really estimate if implementation process is successful.

How do you assess the extent of the changes in terms of relevance?

(the extent to which the objectives of the intervention are consistent with the Key Area requirements)

☐ poor
 ☐ fair
 ☒ good
☐ very good
 ☐ excellent

Please justify your assessment.

The objectives described seem relevant to the Key area requirements. Therefore, we assess as “good” the relevance of the intervention that is mentioned. Concerning **measure 1.1.1**, informing staff about gender issues, spreading information about Plotina’s initiatives, creating links with other research teams are measures taken in the right direction. Regarding **measure 1.2.3** aims are very relevant to the cause of key area 4. Creating a database gives decision makers all information about gender inequality. Concerning **measure 4.1.4**, it seems very important to communicate to researchers that including gender variables is useful and that better knowledge will be produced by this introduction.

The problem concerning the aims of these 3 measures is that no information about specific outcomes is given to us, therefore this assessment is not complete.

How do you assess the extent of the changes in terms of effectiveness?

(the extent to which the objectives of the intervention are achieved)

☐ **poor** ☐ fair ☐ good ☐ very good ☐ excellent

Please justify your assessment.

We do not have at our disposal enough data about specific outcomes in order to measure the effectiveness of the overall process.

How do you assess the extent of the changes in terms of sustainability?

(the potential of continuation of the benefits after the project end).

☐ **poor** ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

Important information is missing and no data about outcomes is provided. Comparing with other key areas, if no progress has been made it seems then one cannot evaluate the sustainability in this key area.

How do you assess the overall progress in this key area?

☐ **poor** ☐ fair ☐ good ☐ very good ☐ excellent

Please justify your assessment.

As mentioned above, important information is missing about this key area. This makes the work of assessment difficult. The change of the culture of research teams is a crucial issue. Further work should have been done in this area so that the grade of integration of sex/gender variables into research programs could be really assessed. Data gathering and creation of network were measures in the right direction, and the participation of NIC's staff to Plotina events could have been very important for the progress of GEP in general. Although an important effort was made at the beginning of Plotina project, outcomes were poor and it seems that many aspects of this process were not successful.

9.5 Key Area 5 - The integration of gender and sex dimension in study curricula

Ensuring the integration of gender dimension in teaching curricula is another core objective of PLOTINA. A series of concepts, strategies and challenges to promote the insertion of sex and gender as a variable in teaching/training curricula (from the undergraduate level to the PhD one) will be defined in the project. Training will range from occasional seminars to complete degree programs. Thus, WP5

will assess the progress of the insertion of gender/sex variables in teaching programs. However, as one RPO in the consortium does not provide teaching, all indicators in this subsection were being defined as “specific”. (Source: D5.1)

NIC is not a university and thus does not conduct teaching.

9.6 Peer Reviewer's overall assessment

The assessment should adequately consider the level of completion of a GEP, in terms of achievement.

GEP's progress in terms of achievement of measures	Fully achieved	Partially achieved
Key area 1 (11 measures)	9%	91%
Key area 2 (6 measures)	0%	100%
Key area 3 (3 measures)	0%	100%
Key area 4 (1 measures)	0%	100%
Across all key areas (21 measures)	5%	95%

In general, NIC's progress is fair. Although an effort was made at the beginning of the project it seems that most of the measures were partially achieved. However, the GEP was well designed in terms of objectives and relevance. What is more is that it is obvious that implementation process at the beginning of the project was good. Maybe one of the difficulties was that in some cases as it is obvious from the data provided not all personnel understood the importance of GEP.

Concerning Key area 1, where progress is assessed as good we should remember that the strong points were the methodology based on frequent meetings with staff and leaders and the Organization of workshops with the collaboration between PLOTINA team and NIC departments. Most measures were planned and undertaken with the decisive role of PLOTINA research team. Furthermore, measure 1.1.4, seems to be the measure that more than anyone else could remain as a Plotina legacy. The disclosure of GEP plan and the creation of a strong communication plan, establishes contacts and builds relations that engage NIC and also oblige leaders for a continuation of the benefits. Perhaps an effort should be made to explain why female participation in governance bodies could upgrade the level of NIC.

Concerning Key area 2 implementation process was good but not all measures produced specific outcomes. **Measure 2.1.7** seems to present potential for continuation. Nevertheless, challenges as described on **measure 2.1.2** show that more work had to be done in convincing researchers about the importance of GEP. Maybe an effort of organizing more meetings should be made.

Regarding Key area 3, the progress made is very small. It seems that a lot of energy was spend in obtaining the family certificate (which was positive) instead of finding ways to overcome the barriers and the inequalities in work place concerning gender. Nevertheless, the roadmap that was initially created for obtaining the certificate could be useful for the future. No data for outcomes is provided. It seems that two of the 3 measures are still been implemented. More time was needed and more effort on the Plotina project. It is not possible to evaluate the sustainability of the changes concerning **measures 3.1.2 and 3.1.4**, because no data about specific outcomes is provided. Regarding **measure 3.1.1** we can assume that obtaining the Family friendly certificate is a part of a gender equality culture that was cultivated through a very detailed roadmap. This is the only measure of this key area that could be evaluated as successful in terms of sustainability.

Concerning Key area 4 important information is missing. This makes the work of evaluation very difficult. The change of the culture of research teams is an important issue. Further work should have been done in this area so that the grade of integration of sex/gender variables into research programs could be really assessed. Data gathering and creation of network were measures in the right direction.

Although an important effort was made at the beginning of Plotina project, outcomes were poor and it seems that many aspects of this process were not successful. The objectives described seem relevant to the Key area requirements. The problem concerning the aims of the 3 measures is that no information about specific outcomes is given to us, therefore this assessment is not complete. More work should have been done so that the grade of integration of sex/gender variables into research programs could be really assessed. Data gathering and creation of network were measures in the right direction, and the participation of NIC's staff to Plotina events could be very important for the progress of GEP in general. In general key areas 1 and 2 are more successful than key areas 3 and 4. An estimation must be made on what went wrong in achieving the aims of GEP as aims are detailed described and implementation in most cases is considered successful. Obtaining the Family friendly certificate is a very important outcome (although maybe too much energy was spent on this) and efforts must be made to maintain this good level in the future.

10 Özyeğin University / ÖzU

The following description of the RPO is based on data gained at the time of the audit report and might have changed to some extent in the course of the GEP's implementation.

Founded in May 2007, **ÖzU** is a **private** university owned by the Hüsni M. Özyeğin Foundation in Turkey. **ÖzU** consists of six Faculties, two Schools, three Graduate Schools, five Research and Application Centres, and one Research Centre. It offers 64 academic programs, including 22 Bachelor's (23 considering Architecture is taught separately in English and in Turkish), 24 Master's (thesis and non-thesis programs considered separately) and seven PhD programs.

The RPO reported that in all of its programs, **ÖzU** aspires to be recognized nationally and internationally as one of the top ten in Turkey, Eastern Europe and the Middle East, and one of the world's 200 best. To this end, the University adopts freedom, flexibility, multi-dimensionality and accessibility as its fundamental values. (<https://www.ozyegin.edu.tr/en/about-us/vision-and-mission>)

As of fall 2016-2017, **ÖzU** has a total student body of 7,565, including 6,799 Bachelor's (3021 women, 3778 men), 603 Master's (165 women, 438 men), and 163 PhD students (38 women, 125 men). Presently, the university has 380 academic and 263 full-time administrative staff members. The female share among the academic staff is higher than the male (see Table 35).

ÖzU is committed to the EU processes and standards, quality goals, mission and vision, as established

Students		Academics	
Women	Men	Women	Men
3224 (43%)	4341 (57%)	218 (57%)	162 (43%)

by the Bologna Process and the European Standards and Guidelines, and this commitment is monitored by the Accreditation and Quality Assurance Office.

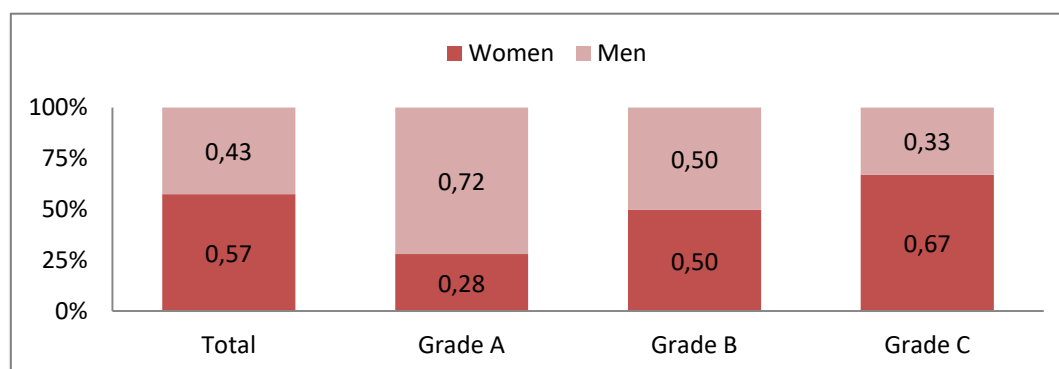
Table 35 Number of students and academics* by gender, ÖzU (2016)

*Number of academics in the table above includes grades A, B, C29 and D

As can be observed in Table 35, overall academics' numbers are fairly balanced (57% women and 43% men), when considering the average of Grades A-C. However, when looking at the grades individually (Graph 8) a pattern emerges, with women steadily being less present, the higher the grade gets. While in Grade C they still hold a share of 67%, in Grade B it falls to 50% and at Grade A there are only 28% women. The gender distribution ratio in Grade D is equal.

Graph 8 Composition of academic positions by grade and gender in ÖzU (2016)

29 See Annex for precise and country-specific definitions of the different Grades A-D.



National legislation

The principle of equal pay for work of equal value was adopted in Turkish legislation for the first time in 1950. In 2003, as part of the Employment Relations Act, the Principle of Equal Treatment (Article 5 of the Act No. 4748) was introduced. A new clause on gender equality was introduced into the Constitution (Article 10) 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 all discriminatory provisions and promotes women’s human rights, was enacted in 2004.

Maternity and paternity leaves are legally defined and afforded by the Labour Code. 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. Paternity leave is 3 days; civil servants that apply can receive paternity leave for 10 days.

Gender policies

Özyeğin University’s vision and mission statements, institutional code of ethics, publicity materials and website reflect core values, some of which pertain to gender equality and inclusion.

The RPO reported that it is observable that the university culture is shaped around fundamental values of equality of individuals, independent of race, faith, language, ethnicity and sex. Decision-makers and governing actors usually express their awareness of gender prejudices and biases, and of the importance of gender equality at **ÖzU**.

ÖzU has not taken specific decisions or policies implemented to take official initiatives regarding gender equality and balance; thus, there is no specific group which works on Gender Equality Structures at **ÖzU**. There are no special activities carried out for the empowerment of women at **ÖzU**. In interviews conducted as part of the PLOTINA Gender Audit, interviewees mentioned that **ÖzU** needs to ensure that gender equality, diversity, inclusion and balance are maintained by institutionalized, structurally defined policy.

There is no officially created and announced policy to fight and deal with sexual harassment and gender-based violence at **ÖzU**. This issue is treated according to the general disciplinary regulations set by the

Council of Higher Education and due processes are carried out by the university's disciplinary committees.

Table 36 Main conclusions as deduced by ÖzU

STRENGTHS	CRITICAL POINTS
<p>69 At Özyeğin University (ÖzU), both the academic and administrative key actors and academic staff show an awareness of and sensitivity towards gender-related questions.</p> <p>70 The work environment and institutional culture at ÖzU are centred on values of equality, freedom, respect, inclusion and diversity. The university has made those values some of the permanent, unchanging principles of its vision, mission, strategic plan and evaluation criteria, and the same values are projected in ÖzU's publicity and communication documents, as well.</p> <p>71 Compared to other institutions and universities in Turkey, ÖzU provides its employees with a work environment in which work and personal life integration measures are minded more carefully and consistently.</p> <p>72 Some courses in certain departments are either focused on or in part designed to include gender-related topics in their syllabuses.</p>	<p>73 Gender equality and balance are not separately articulated values that receive an official emphasis at ÖzU.</p> <p>74 Although taken into consideration by virtue of the "internalized" gender-sensitivity of key actors, governance members and the academic staff, realization of gender equality and balance is not systematized and institutionalized through clearly defined official processes, policies and mechanisms ranging from the forming of high-level governing and decision-making bodies to the monitoring of publicity and communication materials, and the designing of curricula, syllabuses and research projects.</p> <p>75 Gender-sensitivity and -awareness are largely effects of personal orientations and initiatives.</p> <p>76 Work and personal life integration measures and practices that are sensitive to gender are for the most part functions of individual arrangements made between employees and key actors.</p> <p>77 The same applies to the gender-mainstreaming in research and teaching as it depends on the choices of individual academics.</p> <p>78 ÖzU needs to make gender equality and balance an institutional, structural policy that is shaped, carried out and maintained by officially formed and approved units.</p> <p>79 There is no work and personal life integration desk.</p>

Source: Based on Deliverable 2.3, p. 514 ff.

10.1 Key area 1 - The governance bodies, key actors and decision-makers

A key concept of PLOTINA is that governance bodies, key actors and decision makers have a crucial role in the successful implementation of any GEP. Their level of awareness and knowledge of gender equality issues has a strong influence on gender equality policies, strategies and processes. Thus, WP5 assesses the existence of gender relevant policies and the gender composition of governance bodies. (Source: D5.1)

CI.1.1. Representation in (main) governing body(ies), by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: ÖzU has five **governing bodies**, which are the Board of Trustees, Senate, University Executive Board, Rector, and Vice Rector. **Decision-making bodies** consist of Managers, Deans, School Chairs and Presidents of Research Centres. The Rector at ÖzU is female and 85% of top management positions are held by women. Also the school chairs are held by a majority of female staff. However, there is a male majority in the position of the Deans of departments (80% men) and there is also a slight male overspill at the presidents of the Research Centre (2 males, 100% male). There is also no balanced distribution at the Board of Trustees, at the University Senate and at the Executive Board. At ÖzU, there is no specific policy that causes and/or maintains a gender balanced composition in governing and decision-making bodies. The interviewees mentioned that

- gender-sensitivity and gender-awareness of the members of governing and decision-making bodies only rely on the individual orientations and choices of its members;
- there is no training or institutional rule or framework in place that ensures that governing actors are gender-sensitive in all processes and practices.

Table 37 Female share in boards, at T0

Female share in governing bodies	27%
Female share in decision-making bodies	53%

Since there were no direct measures addressing the representation in governing bodies within the RPO's GEP, the RPO's performance in terms of this indicator is only monitored. The figures are presented in Table 38.

CI.1.2. Representation in (main) advisory body(ies), by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 38.

CI.1.3. Gender sensitive language and images in institutional documents

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At Özü, the University Vision and Mission documents, Institutional Code of Ethics, publicity materials and website are not always and consciously created with particular attention for a gender-sensitive language and materials. That sensitivity is shown on an individual basis and those materials are not monitored from a gender perspective.

Measure started in 2018	Routine revision of any text, communication, images, from a gender equality and diversity standing point, use of language included, for inside and outside destination (1.1.4.)
Aim(s) & expected outcomes and impact	<ul style="list-style-type: none"> Ensuring that all internal and external communication at Özü is gender-sensitive. Having internal and external communication materials that display Özü's gender awareness and sensitivity in language, graphics and images. Safeguarding that the producers of all communication materials pay attention to the language and images they use, and that they be more aware and respectful of gender differences. Creating gender awareness and sensitivity among the recipients of the communication materials, as well as sense of being addressed with the educational offers, regardless of gender.
Implementation Process	<p>Özü corporate communication materials were already incorporating a gender-sensitive perspective even before a relevant measure had been carried out, however rather on an irregular basis and rather upon private initiative. The Corporate Communications Office (CCO) – upon request by the Rector – conduct a self-monitoring of any such materials. The communication materials produced were visibly gender-inclusive, however some stock images and linguistic expressions displayed minor biases or presuppositions about gender roles.</p> <p>The action itself was addressed within the scope of a more general training, the Gender Equality Awareness (GEA) Seminar, organized for the administrative staff, which the CCO staff (9f, 2m) participated in (See Measure/Action 1.3.1). The training made a case for the importance of using gender-sensitive language and images in promoting gender equality and culture change at the university. Good and bad practices were deployed to better explicate the scope of gender-sensitive communication.</p> <p>After this workshop, it was decided that a brochure be created on the good examples of gender-sensitive language and image use in communication materials. This brochure will be distributed among all Özü members in printed and electronic format.</p>

Resources, skills, incentives	The Rector's Office and particularly the Human Resources Unit gave valuable guidance and assistance in determining the target group compositions and the training schedule of the GEA Seminars held with all administrative staff, including the CCO team.
Challenges & Coping	<p>At first, the CCO staff developed certain reactions (defence-mechanisms) arguing that they were already quite gender-sensitive and -aware in their work. The training activities and/or materials had been created in a non-judgmental way, rather emphasizing that gender biases are extremely widespread, and the important thing is to be aware of them at all times so as not to reproduce them, and that one could not be "over-trained" when it came to combatting such unconscious biases.</p> <p>The participants in such trainings were made part of an interactive discussion utilizing examples so that they could become more aware of how gender-biased language and representation work.</p>
Outcomes and potential impact	<ul style="list-style-type: none"> Action ensured gender sensitivity, equal representation and non-biased verbal and visual language in corporate communication materials, which is expected to have some long-term impact on the people they address. Furthermore, the training can be assumed to have had an impact on the staff producing the communication materials.

Note: No provision of information related to Lessons learned

CI.1.4. Gender equality policy and structures

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At ÖzU there were no official gender equality structures or associated policy.

Measure started in 2017	Creation of a Gender Equality Unit/Office - provided with annual financial and human resources - acting also, as an in-house expert focal point and an advisory source to Departments (1.1.1)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> Forming a Gender Equality Committee to oversee the entire process of the GEP implementation, in tandem with the PLOTINA team until 2020. Ensuring the institutionalization and sustainability of gender equality policies and practices beyond PLOTINA. Raising awareness about gender-related issues across ÖzU through continuous events and activities dedicated to gender-mainstreaming.

	<ul style="list-style-type: none"> Establishing a good practice and setting an example that other universities in Turkey might consider implementing.
Implementation Process	<ol style="list-style-type: none"> A meeting was held with the Rector and she approved of the creation of Gender Equality (GE) Unit as a body directly linked to the Rector's Office. A call was made in a university-wide administrative meeting for the interested parties from all faculties and schools to take part in this committee. PLOTINA team started visiting all faculties and made the same call. A Unit Directive was written in collaboration with the ÖZÜ National Higher Education Council Coordination Unit and it was approved by the Directives Commission of the university. The GEP was appended to the Directive as a university policy document and these two documents were then submitted to the University Senate for the final official approval.
Resources, skills, incentives	<p>The Rector stated that the academics and the administrative staff members working in the GE Unit will be evaluated accordingly by their respective Deans and managers, and this work will be considered in their performance reports. This is an important incentive for academic and administrative staff to take responsibility in the unit.</p>
Challenges & Coping	<ul style="list-style-type: none"> Figuring out the best functional structure for the GE Unit was a challenge. This process lasted longer than expected as it necessitated a series of meetings with the university administration to determine how to situate the GE Unit within the larger structure of the university. Since it was formed for the first time, a significant amount of effort went into the drafting of the unit's directive and making the GEP structurally a part of the university's institutional policies. In this regard, this action requires ample familiarity with a university's overall administrative structure, directives, regulations and working mechanisms. Implementation has been achieved through sustained communication and discussion with the relevant university bodies such as the Rectorate and the National Higher Education Council Coordination Unit. Understanding the administrative structure and internal regulations of the institution played a vital role in conceiving and writing the directive of the GE Unit. The fact that ÖZÜ has selected gender equality as one of the main criteria for being assessed for the social impact rankings of a prestigious international organization significantly contributed to the finalization of this action. Such incentives for an institution may prove to be highly useful in implementing GE plans. A slow and complicated process should be anticipated in implementing an action such as the forming of a GE Unit from scratch. Maintaining steady communication and cooperation with the top administration and the relevant units is crucial to make progress on this structural action.

Outcomes and potential impact	<ul style="list-style-type: none"> Gender mainstreaming became a permanent policy and practice at ÖZU with the officialization of the GE Unit as a body attached to the Rectorate. The creation of the GE Unit introduced an important structural change. It has heightened the awareness about ÖZU's institutional commitment to gender equality and its GEP. It has contributed to awareness raising, especially with the starting of the GE awareness seminars and workshops for all academic and administrative staff - the forming of the GE Unit and communication involved in it have motivated the university community to improve gender equality in all areas across the university. The implementation of GEP actions especially in Key Area 1 have gained a significant momentum as all the relevant university units espoused the GEP more strongly with the motivation of the GE Unit.
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Measure started in 2017	Creation of a figure/role of gender and diversity coordinator that refers to top decision bodies (1.1.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> Having a liaison person specialized in gender-related issues to help oversee and coordinate with the PLOTINA team and the GE Unit the implementation of GEP. This person, ideally experienced also in the conducting of such plans and projects in institutional settings, should significantly contribute to the institutionalization of gender equality and sensitivity at ÖZU. Acceleration of the planning of initial trainings and seminars for decision-makers and the academic and administrative staff. Constant communication and coordination between the GE Unit, the university administration and the ÖZU community regarding the GEP. <p>This action is ultimately related to the sustainability of gender mainstreaming and culture change at ÖZU.</p>
Implementation Process	<ul style="list-style-type: none"> Job advertisement for the GE specialist posted to the national job announcement platforms, online and physical. The PLOTINA team distributed the same call to the relevant networks of academics and NGOs conducting gender-related projects. The detailed description of the skills and background knowledge that the position required was used as a basis for the interviews and assessments. The Gender Expert was hired in December 2018.
Resources, skills, incentives	<ul style="list-style-type: none"> Hiring a gender expert at the beginning of the GEP implementation process could have been more beneficial. The PLOTINA team members had been very active in the initial stages of the GEP implementation; however, an

	<p>officially appointed person hired solely to further this process proved to be even more effective.</p> <ul style="list-style-type: none"> • The job description needed to be amply detailed and explanatory about the character and requirements of the post which integrated, as described above, academic and administrative skills. Working in close collaboration with the HR Unit both in the drafting of the job description and the interviewing and hiring processes proved to be extremely useful and beneficial. The HR Unit's comprehensive knowledge of the structure and administrative working of the university was much needed to conduct the hiring process.
Challenges & Coping	<ul style="list-style-type: none"> • Much of the administrative process depends on the Rector's availability, which play a crucial role in the timely implementation of such actions. For instance, despite that the job advertisement was ready to be posted for a long time, the Rector did not give the final permission for official advertising. • The advertisement might not bring enough number of candidates or candidates with the required skills. • HR and PLOTINA team were planning to revise the job advertisement to receive as many applications as possible that meet the minimum job requirements, in case the anticipated challenge or risk above had materialized.
Outcomes and potential impact	<ul style="list-style-type: none"> • Job advertisement for the GE specialist was posted to the national job announcement platforms, online and physical, and it was distributed by the PLOTINA team to the relevant networks of academics and NGOs conducting gender-related projects, thereby creating visibility for the demand of the expertise outside the organization. The presence of a gender expert also energized the academic and administrative staff interested in advancing gender equality within the organization. • The position of the Gender Expert is a permanent one, also attached to the Rectorate, thus ensuring the sustainability of the GEP and its positive outcomes beyond PLOTINA.

Measure started in 2018	Sexual harassment prevention and support structures, at disposal and well communicated to all stakeholders (1.1.3.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • Having an institutional policy, directive and Unit to combat sexual and/or gender-based harassment on ÖZU campuses, facilities, classrooms and dorms. A more specific aim was for the directive to have clear definitions and terminology regarding sexual and/or gender-based harassment and violence, and to clearly articulate the kinds of measures to be imposed on those who carry out such forms of misconduct. • Ensuring the safety and anonymity of victims expressing such experiences.

	<ul style="list-style-type: none"> • Combating such practices more effectively within an institutionalized framework. • Raising students' and staff's awareness about sexual harassment and the possibilities of reporting such incidents.
Implementation Process	<ul style="list-style-type: none"> • Before the implementation of this measure, cases of sexual harassment were addressed on the basis of the disciplinary regulations of the National Higher Education Council. There were also initiatives taken by some academics who gave talks and seminars on issues such as flirt violence. However, the gender audit revealed the need for a specific unit to highlight the organization's commitment to addressing and carrying out activities to raise awareness about sexual harassment and gender-based violence. • A provisional commission was authorized by the Rector to finalize the Directive and launch the Unit's official forming. The provisional group did not have representatives from all faculties and schools, thus, a meeting with academics to overcome this lack was planned. • The PLOTINA Team communicated with specialists/representatives from similar structures at several other universities in Istanbul in order to formulate a functional directive, to situate such a commission within the larger administrative structure and to ethically approach harassment and violence victims. • The PLOTINA Team participated in the all-Turkey Sexual Harassment Prevention Units' meeting (CTS Network) in May 2018 in Van, Eastern Anatolia. Valuable exchange of ideas and experiences was made with other universities, and this communication and collaboration continued with other meetings of the same group held in the cities of Kayseri, Istanbul and Ankara. • The Unit's directive and policy document were approved by the Senate. There is now institutional commitment to combatting gender-based violence and sexual harassment.
Resources, skills, incentives	<ul style="list-style-type: none"> • One representative from ÖZÜ's psychological counselling unit as well as the faculty of law will be specialized in tackling such cases. • Drawing on the common knowledge of other universities in Turkey ensures that cases of sexual harassment will be dealt with in the same way and with regard to the same definitions as the ones shared by other national institutions. The provisional working group studied the directives, compositions and administrative statuses of sexual harassment prevention units in other national universities. Also, it was important to inquire into the relevant laws and the National Higher Education Council's regulations addressing such cases. • In the beginning of the directive and policy document writing process, it was necessary and very useful to engage academics with previous experience in the subject and to discuss with them the ethical dimension of this Unit's operation.

Challenges & Coping	<ul style="list-style-type: none"> A couple of years before PLOTINA started, some ÖZU academics had started drafting a similar directive but this work was cut interrupted and at the time of this action's implementation, the mentioned draft could not be located. A similar interruption was a challenge or risk before the writing of the new directive. The motivation afforded by the GEP and the university administration's support prevented that risk from realizing. Analysing and taking as models the directives and policy documents of other universities with similar units proved to be very helpful. It also ensured policy standardization and harmonization with other universities across the country.
Outcomes and potential impact	<ul style="list-style-type: none"> A directive to prevent and combat sexual harassment and gender-based violence was written, which built upon national legislation as well as the standardized policies found in certain other universities across the country. The safety and anonymity of victims reporting such experiences were ensured by the Unit. ÖZU became part of the CTS Network among Turkish universities (network of units to combat sexual harassment and gender-based violence), thus profiting and contributing to a common pool of knowledge and expertise in the matter on national level.

Measure started in 2018	Integration of the Gender Equality policies and processes in the Quality System Management (1.2.5.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> Making gender equality and diversity a quality management criterion across ÖZU. Reinforcing the implementation of the GEP by making it integral to quality management.
Implementation Process	As the GEP became a part of ÖZU's Strategic Plan, this action started to be implemented by the Accreditation and Quality Assurance Office. Gender equality policies and actions were integrated into the Accreditation and Quality Assurance processes.
Challenges & Coping	Apart from ÖZU's commitment to the GEP, applying to an international system such as THE Social Impact Rankings was very helpful in implementing this action.
Outcomes and potential impact	<ul style="list-style-type: none"> This action is now part of the Accreditation and Quality Assurance processes. Also, ÖZU ranked 72nd on the Times Higher Education Social Impact Rankings in part due to this action.

- The implementation of GEP was further reinforced by making it integral to quality management.

Measure started in 2018	Provision of online and/or hard copies of gender equality and diversity policies for internal and external staff (1.3.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • Introducing the GEP fully to all members of Özü's community. • Achieving complete familiarization with and sensitivity towards GEP.
Implementation Process	<ul style="list-style-type: none"> • In due course of this action, a series of Gender Equality Awareness (GEA) Seminars were held with all the staff and academic managers at Özü. • The overall GEP was visualized and designed as a PDF booklet by the Corporate Communication Office (CCO) to be uploaded to Özü's website and it was also emailed to all members via the university's mobile applications and mailing lists.
Resources, skills, incentives	The GEA Seminars and Workshops (see Measure/Action 1.3.1) held with all the administrative and academic staff and managers, together with the evaluation forms and one-on-one feedback collected from them, proved to be the most practical means of getting comments and evaluations on the GEP itself. The creation of such forms required the expertise of the trainers that also designed the mentioned seminar and workshops. Also, CCO had to be engaged in the implementation of this action.
Challenges & Coping	CCO did not have booklet designers and was understaffed for a very long time. Also, its work schedule was extremely crowded at the time the implementation of this action started. Constant communication with the CCO was needed to complete the implementation.
Outcomes and potential impact	<ul style="list-style-type: none"> • All academic and administrative staff and students have access to the GEP on the Özü website under the Gender Equality Plan tab. The hardcopies of the GEP were distributed to the attendees in GEA Seminars and Workshops, thus all Özü members are now aware of the GEP and Özü's official gender equality policy and mechanisms. • Gender equality was thus announced as a permanent subject on the institutional agenda. Academic and administrative staff as well as academic managers (Vice Rectors, Deans and School Directors) have been notified of the GEP and its actions in the GEA Seminars designed specifically for them. This is considered a milestone in achieving cultural change within the institution.

SI.1.2. Provision of gender disaggregated data in RPO's periodic report

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 38.

SI.1.3. Meetings for GEPs implementation

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Plan of a 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 (1.2.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> Achieving the consistent and steady working of the Gender Equality (GE) Unit and the Gender Expert in tandem with the ÖZU PLOTINA team. Effecting the fullest possible implementation of the GEP before the end of the project and with the largest university-wide contribution possible. Effecting the fullest-possible adoption and ownership of the GEP and the gender equality perspective among the decision-makers, administrative and academic staff. Making sure that the GE Unit remains a permanent structure within the high administration (Rectorate) of ÖZU.
Implementation Process	<ul style="list-style-type: none"> The creation of the GE Unit and the hiring of a Gender Expert were the key steps in implementing and maintaining the outcomes of this action also in the future. Representatives from 8 academic units (6 faculties and 2 schools), 1 Gender Expert, 1 HR Unit representative, 1 administrative unit's representative and 2 student representatives constitute the GE Unit.
Challenges & Coping	<ul style="list-style-type: none"> Since it is a top-down policy endorsed by the Rector and the Board of Trustees, no resistance to this action occurred. However, since much of the administrative process depended on the Rector's availability, the implementation necessitated constant communication and several meetings with the Rector, which process took considerable amount of time. Creating a common calendar for the members of the GE Unit to organize periodical meetings was a challenge as well.

	<ul style="list-style-type: none"> The PLOTINA Team and the Gender Expert worked very closely and steadily communicated with the GE Unit members to ensure that its meetings were held periodically to oversee the realization of the GEP and afterwards. The GE Unit itself still needs to create a working calendar for its members.
Outcomes and potential impact	<ul style="list-style-type: none"> The GE Unit was formed, and a Gender Expert was hired in the process of implementation. The long-term periodical meetings are still to be institutionalized within the Unit. The PLOTINA Team initiated the meetings in regular periods during the project's course.

Measure started in 2018	Gathering of gender disaggregated data routinely, quantitative and qualitative. Analyse these data in a dedicated Report so as to monitor gender and diversity state of art in the organization (1.2.4.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> Monitoring the state of gender equality and diversity across the institution. Providing evidence and data showing what needs to be done to achieve the above aim and to ensure the sustainability of gender mainstreaming practices at ÖzU.
Implementation Process	<ul style="list-style-type: none"> The HR Unit, academic units, Technology Transfer Office (TTO) and the ÖzU library are now generating a wide variety of gender disaggregated data for ÖzU's annual reports and Strategic Plan In 2019 the GE Unit officially asked for the creation and collection of such data as part of ÖzU's gender equality policy. All university units were informed about the kind of data they needed to generate or record for the annual gender equality report and monitoring. The GE Unit will evaluate the continuous implementation of this action in its annual reports.
Resources, skills, incentives	<ul style="list-style-type: none"> The IT Office contributed to the improvement of infrastructure used in the implementation of this action. Asking the relevant units to implement this action proved to be more effective when coming from an official body such as the GE Unit.
Challenges & Coping	<ul style="list-style-type: none"> The Rector's or high administration's initiative was crucial to carry out this action. Also, close communication between the relevant university units and the GE Unit was necessary to ensure the implementation. Collaboration had to include the IT Office to ensure ÖzU units have the necessary infrastructure to realize this action.

Outcomes and potential impact

- All relevant offices gathered gender disaggregated data for ÖZU's annual report and the 2018-2023 Strategic Plan, and they will continue to do so in the coming years and planning periods.

SI.1.4. Gender equality guidelines or guiding principles

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 38.

SI.1.5. Awareness training on gender sensitive issues

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2018	Promotion of initiatives to favour a widespread gender competence at all levels of the organization with provision of training to staff, teachers and researchers (1.3.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • Raising awareness of all staff about gender-related issues, equality and diversity. • Changing of working environment among administrative and academic staff (culture change). • Creating gender sensitivity among researchers and other staff. • Providing a basis and framework for gender mainstreaming at ÖZU.
Implementation Process	<ul style="list-style-type: none"> • It was decided to launch a series of comprehensive Gender Equality Awareness (GEA) Seminars and Workshops for all administrative and academic staff. In collaboration with the HR Unit, the PLOTINA Team started analysing target groups on the basis of units, educational background and the like. Most suitable training modules and trainers were determined accordingly. • The modules were designed to consist of several parts – the social construction of gender norms and the importance of achieving gender equality in the workplace – and delivered in an interactive mode. The first GEA Seminar for administrative staff was designed as a pilot version - the group was composed of nearly 40 attendees and the other seminars were attended by groups of 50-60 administrative staff members. The seminar staged productive discussions about gender biases in general and the

negative impact those discriminatory practices and processes have on the career progression of women in administrative posts. In order for the impact of the seminar to be measured and reported, the group members were asked to fill out an assessment form before and after the pilot session, and this assessment method was used at each seminar as well. The analysis of the forms from the first seminar, Part 1 (Perception), tracked a positive change of gender roles and norms changed positively in the attendees' perception. The same improvement was also observed in Part 2 (Factual information about the impacts of gender inequality). A similar assessment method was used after the first GEA Workshop and the feedback thus collected was used to improve the workshop format and content.

- As regards the GEA seminars with administrative staff, ÖZÜ decided to benefit from the experience and expertise of AÇEV (Mother Child Education Foundation), one of the most well-established NGO's in Turkey that has been carrying out training programs all around the country for a long time. AÇEV already had a training module titled "Awareness Raising Seminars on Gender," which was designed for institutions. However, knowing that the university was a form of institution that combined managerial processes with education and scientific research, it was decided to adapt this model to the unique conditions and needs of ÖZÜ.
- A number of meetings were held with the HR Unit, AÇEV and other external expert trainers for the academic staff to determine the composition of target groups and the form of the training seminars. In the final preparatory meeting, PLOTINA Team came together with the HR Unit and AÇEV to discuss the details of the content of the three-hour-long training seminar and to create the calendar of trainings which were to continue over an extended period of time.
- GEA Workshops for academics were developed in the abovementioned manner with two external gender experts, Dr. Ece Öztan and Olcayto Ezgin, who had a background in working at universities and with academics.
- 376 academic staff (222 W, 154 M) and 319 administrative staff (159 W, 160 M) were invited to attend or sign up for the GEA Seminars and Workshops. 7 groups of administrative and 15 groups of academic personnel will have received GEA training until the end of the Fall semester of AY 2019-20. Training seminars began in February 2019 and the ones designed for the administrative staff were completed before the Spring semester of AY 2018-2019 ended.

Resources, skills,
incentives

- Determining the most suitable training format and content for the administrative and academic staff was crucial and needed a long development process. Finding the most suitable and competent trainers was just as important. Also, evaluating the participants' feedback on the pilot seminar for administrative staff was crucial in improving this seminar format. Likewise, the first workshop for academics was held with the researchers working on gender-related issues. Their feedback was also

	<p>collected in written and oral form and this seminar format was improved accordingly.</p> <ul style="list-style-type: none"> At the end of each GEA seminar and workshop, participants were asked to write and/or state what they would be willing to do to improve gender equality as individuals and as staff members. Lots of productive and creative ideas were expressed in these sections and thanks to the discussion of these ideas, staff members both developed further interest in gender-related issues and established communication with individuals having the same interest.
Challenges & Coping	<ul style="list-style-type: none"> The biggest challenge in implementing this action had to do with planning in general. 319 administrative and 376 academic staff members were to be involved in this action, and their work experiences and institutional contexts were very diverse. Thus, the implementation required a tremendous amount of organizing depending on the abovementioned factors. Working closely with the Rector's Office and the Human Resources Unit proved to be very helpful in forming the target groups and placing them in seminar slots, creating the training calendar, and in determining the needed structure and content of the seminars. This effort required intense communication with these bodies as well as AÇEV and other professional trainers to set the dates that suit the trainers and groups of academic and administrative staff. A series of meetings were held before launching the training program. Even so, it was decided to conceive of the first seminar as a "pilot run" in order to make further improvements based on the feedback received from the stakeholders. The same process was followed in the workshops for the academic staff as well.
Outcomes and potential impact	<p>These seminars and workshops will certainly figure as one of the most important components of the culture change at ÖzU as they are intended to be organized periodically in the future for the incoming staff too.</p>

Measure started in 2017	Encouragement to top level managers and key actors to attend gender equality seminars and training (1.3.3.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> Creating and/or increasing gender awareness among the members of university administration. Persuading the decision-makers about the necessity and benefits of having an official Gender Equality Plan and a Gender Equality Committee to implement and monitor the progress on the GEP. Providing training for key actors and decision-makers to be more attentive to gender-related subjects.

	<ul style="list-style-type: none"> Ensuring that more emphasis put in administrative practices and policies on gender equality and inclusion, these subjects finding a place in official documents and decisions.
Implementation Process	<ul style="list-style-type: none"> PLOTINA team analysed target groups according to units and tasks. Most suitable training modules and trainers were decided accordingly. On March 6, 2019, ÖzU PLOTINA Team organized a Gender Equality and Mainstreaming Seminar for the Deans, School Directors and Vice Rectors of ÖzU. This three-hour-long seminar was developed and given by Prof. Yıldız Ecevit. Before the seminar, the PLOTINA team made a brief presentation about the gender audit process at OzU and the GEP created as a result of the audit. Prof. Ecevit's seminar was composed of four parts: 1) International Efforts to Achieve Gender Equality; 2) Relevant Concepts and Approaches; 3) Gender (In) Equality in Turkey; 4) Gender Equality and Mainstreaming in Academia. The Gender Equality and Mainstreaming Seminar was held with the academic managers [6 Deans, 2 School Directors, 3 Vice Rectors (3 W and 8 M)]. The academic managers expressed that the Gender Equality and Mainstreaming Seminar was very enlightening and useful. They were familiarized with the GEP and gender mainstreaming as an institutional policy. One-on-one feedback proved the success of the seminar.
Challenges & Coping	<ul style="list-style-type: none"> Organizing a meeting with all academic managers tended to take a long time. Also, finding the right trainer suited to such a group was crucial. It was necessary to conduct intense communication with the trainer and the university administration. A highly competent and experienced trainer was necessary to implement this action. OzU's seminar was given by Prof. Yıldız Ecevit who is one of the founding members of the Association to Support Women Candidates in Elections and Women's Labour and Employment Initiative. Between 1996 and 2017, Prof. Ecevit acted as director of the MA Program in Gender and Women Studies at Middle East Technical University in Ankara and she is currently a member of the National Higher Education Council's Unit of Women's Studies in Academia.
Outcomes and potential impact	<p>Key actors and decision-makers were trained to be more attentive to gender-related subjects. More emphasis was put on administrative practices and policies on gender equality and inclusion.</p> <p>Gender equality is now a permanent subject on the institutional agenda. This is crucial to achieve gender mainstreaming and cultural change in the institution. It is expected that the academic managers will play an active role in increasing the number of courses and research projects with a focus on or a component about sex/gender dimension.</p>

SL1.6. Perception of gender equality in RPOs policies, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Communication of the institutional gender balance policy adopted in order to reach gender balance in all Governing, top decision-making Bodies and Managing roles. (1.2.3.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • Making the GEP in general and its “<i>gender balance in governing bodies</i>” policy known to the university community, academic and administrative staff, most notably the decision-makers themselves. • Eventually achieving such balanced compositions in high-level governing bodies across the university. • Raising awareness about the importance of gender balance in the higher-level academic and administrative entities.
Implementation Process	<ul style="list-style-type: none"> • Gender audit showed that top governing bodies such as the Board of Trustees, Senate and Executive Board are not gender-balanced unlike the academic and managerial bodies. • After the Gender Equality Awareness and Mainstreaming Seminar held with the academic managers, all the participants expressed that the seminar was very enlightening about gender-sensitive management and balance in governing bodies.
Challenges & Coping	<ul style="list-style-type: none"> • Since it is a top-down policy endorsed by the Rector and the Board of Trustees, no major resistance was expected or occurred, however not all academic managers were available initially for one-on-one meetings. The PLOTINA Team remained insistent on having those meetings for the presentation of GEP and ultimately organized a collective seminar. • Both academic and administrative managers tended to think that gender equality was already cherished and realized at ÖZU. However, Gender Equality and Mainstreaming Seminars held with the administrative and academic managers proved to be crucial in the successful implementation of this action by enabling these groups to realize that gender equality is a much wider and complex issue, referring to much more than a personal tendency or sensibility.
Outcomes and potential impact	<ul style="list-style-type: none"> • Gender equality or balance in top management bodies is not only part of the official GEP but it was also communicated to and espoused as a goal by the top administrative and academic managers. • The ÖZU GE Unit will be in charge of the evaluation and impact assessment of this action in its Annual Gender Equality Reports. However, direct feedback from the target group members already showed that the action raised awareness about the benefits of gender balance in such units.

ÖzU's performance in quantitative terms in Key Area 1

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T2 are depicted in Table 38

Table 38 ÖzU's performance in quantitative terms in Key Area 1

Indicator	T0	T1	T2
CI.1.1. Representation in (main) governing body(ies), gender	0,51	0,68	0,69
CI.1.2. Representation in (main) advisory body(ies), gender	0,60	1	0,59
CI.1.3. Gender sensitive language and images in institutional documents	0,0	0,66	0,83
CI.1.4. Gender equality policy and structures	0,0	0,66	1
SI.1.2. Provision of gender disaggregated data in RPO's periodic report	0,0	0,0	1
SI.1.3. Meetings for GEPs implementation	0,08	0,08	0,25
SI.1.4. Gender equality guidelines or guiding principles	0,0	0,0	0,75
SI.1.5. Awareness training on gender sensitive issues	0,0	0,0	0,9
SI.1.6. Perception of gender equality in RPOs policies, gender	0,68	0,69	Not assessed

Peer Reviewer's assessment of key area 1

How do you assess the **implementation process** in this key area?

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Regarding implementation of measure 1.1.4: A general training, the Gender Equality Awareness (GEA) seminar was organized for the admin staff and the CCO staff participated. Good and bad practices were deployed to better explicate the scope of gender-sensitive communication. Following

the workshop, it was decided to create a brochure on good examples of gender-sensitive language and use in communication materials. This was distributed to OzU members in print and electronically.

Regarding implementation of 1.1.1 (Creation of Gender Equality Unit/Office): the RPO implemented a meeting with the Rector and the Gender Equality Committee was created and approved (rector proposed the format of committee to administrate), there are plans to make a call at the next administrative meeting for interested parties from all faculties and schools to take part, PLOTINA team visited departments and made calls. A Unite Directive was written in collaboration with the OzU National Higher Education Council Coordination Unit, approved by Directives Commission of the University. GEP was appended to the Directive and submitted to senate for final approval. Implementation was achieved through sustained communication with Rectorate and NHECCU. OzU is on board with gender equality as main criteria for assessment regarding social impact rankings – will help with implementation of GE plans. Gender mainstreaming became official and fixed policy and practice at OzU.

Regarding measure 1.1.2: in 2018, a job advertisement for the GE specialist has been posted in the national job announcement platforms, online and physical, PLOTINA team has distributed the call to networks. The Gender Expert was hired in December 2018, energizing staff, the position is a permanent one.

Regarding measure 1.1.3: Directive with PLOTINA team and working group is about to be finalized. This includes a provisional Commission authorized by Rector to finalize directive and to become official. Provisional group does not have representatives from all faculties and schools. Meeting with academics is planned to achieve more diverse representation, specialists/ reps will be invited from similar structures from other RPOs in Istanbul to give trainings/workshops on directive, Commission, and the ethics of policies to address victims of harassment and violence. In 2018, PLOTINA team participated in all Turkey Sexual Harassment Prevention Units meeting in Anatolia, and ideas were shared. ÖzU became part of the CTS network among Turkish universities (to address sexual harassment and violence). The Unit's directive and policy document were approved by the Senate. There is now institutional commitment to combatting gender-based violence and sexual harassment, a considerable development since the previous evaluation.

Regarding measure 1.2.5: The GEP became a part of OzU's Strategic Plan, and this measure became implemented by the Accreditation and Quality Assurance Office. Gender equality policies and actions (which ones?) were integrated into the Accreditation and Quality Assurance processes. This measure has been fully implemented since the last evaluation.

Regarding measure 1.3.2: GEP is being visualized and designed as PDF booklet to be uploaded to ÖzU website and emailed to members via university. CCO is conceptualizing brochures and other materials, online and printed about GEP's key areas and its actions to be distributed among all ÖzU members, students, and staff. GEA Seminars and workshops (measure 1.3.1.) were held to receive feedback on GEP. There is no indication yet if this GEP has been distributed?

Regarding measure 1.2.2: once the GE committee has been formed, PLOTINA team will ensure a periodical meeting schedule. GE Unit was formed and a Gender Expert was hired. This will ensure the successful implementation of this measure.

Regarding measure 1.2.4: The HR Unit, academic units, TTO and the OzU library are now generating a wide variety of gender disaggregated data for OzU's annual reports and Strategic Plan. In 2019, the GE Unit officially asked for the creation and collection of data for OzU's GE policy. All university units were informed of data they need to generate and record. The GE Unit will evaluate this implementation as it continues. There is no information as to when the RPO will produce this data, but this measure is considerably substantial.

Regarding measure 1.3.1: PLOTINA team started the analysis of target groups according along the criteria of units, education background, etc., suitable training modules and trainers were decided. The first GEA Seminar for admin staff was designed as a pilot version – the group was composed of nearly

40 attendees and other seminars were attended by admin staff members in large groups. Attendees filled out assessment form before and after each session. ACEV model for “Awareness Raising Seminars on Gender” was adopted for RPO – ACEV were used as expert trainers/advisors. GEA Workshops for academics were developed with two external experts. At the end of AY 2019-20, 15 groups of academic personnel will have received training. Training began in 2019. This has been a considerable development and shows great initiative and ability on the part of the RPO to problem solve and initiate suitable trainings.

Regarding measure 1.3.3: On March 6, 2019, ÖzU PLOTINA Team organized a Gender Equality and Mainstreaming Seminar for the Deans, School Directors and Vice Rectors of ÖzU.

Regarding measure 1.2.3: Implementation seems to be related to previous measures (see comments).

*How do you assess the extent of the **changes in terms of relevance**?*

(the extent to which the objectives of the intervention are consistent with the Key Area requirements)

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Please justify your assessment.

Regarding measure 1.1.4: the creation of training workshop is extremely relevant for staff members, in educating members about gender sensitive communication and its importance for gender equality. Meeting with and collaborating with actors in different faculties and involving them in the implementation further extends the GEP involvement to other key actors and creates investment and ownership of the process. The production of gender sensitive documents and materials is extremely relevant in order to create knowledge regarding the importance of gender equality. The measure has been developed since the last evaluation, including the creation and dissemination of a brochure.

Regarding measure 1.1.1.: the implementation has developed considerably since the last evaluation, with the help of OzU's interest in gender equality as a social impact factor and persistent efforts on behalf of the OzU Plotina team. The creation of GEC institutionalizes OzU's gender equality efforts, which creates structural changes within the RPO, and which enables further implementations regarding GE. Wonderful (slow and hard) work!

Regarding measure 1.1.2: the hiring of a Gender Expert is extremely relevant, as it creates structure, expertise, and a human resource for the work of implementing GE plans with sustainability. This implementation has been fulfilled and carried forward since the last evaluation, showing great initiative. The Gender experts background and tasks, however, are not explained in this measure report.

Regarding measure 1.1.3: The Unit's directive and policy document were approved by the Senate. There is now institutional commitment to combatting gender-based violence and sexual harassment, a considerable development since the previous evaluation. This is extremely relevant, as it puts in place a sexual harassment policy, changing institutional norms and culture and successfully addressing GE as it manifests in this regard. An essential implementation, well done!

Regarding measure 1.2.5: this measure is extremely relevant, as the integration of the GEP into the Accreditation and Quality Assurance processes assures the GEP will be prioritized and ongoing in the RPO.

Regarding measure 1.3.2: the designing and visualization of the GEP as a PDF for on and offline accessibility is extremely relevant, as it makes knowledge regarding the plan accessible to all key actors and a larger audience, to make the creation of a culture of gender equality more feasible. The conceptualization of brochures and other materials on and offline are also relevant to communicate the GEP's key areas and actions. Again, this solidifies and makes clear the reasons for the GEP, in order to create knowledge and a culture around the successful implementation of the GEP. However, the outcomes are not yet solidified, as they are in process. The GEA seminars provided feedback on

the GEP, solidifying its finalization with expert feedback. There is no update on if the GEP has been distributed. This action is significant, as the creation of an official GEP document creates clear knowledge and reference for the entire institution, universalizing an understanding of the institutional standards, goals, and procedures regarding GE.

Regarding measure 1.2.2.: this implementation is extremely relevant, the application of a regular GEP follow up meeting. This measure is reliant on the implementation of other measures: the GE Unit was formed and a Gender Expert was hired. This will ensure the successful implementation of this measure.

Regarding measure 1.2.4: the annual report and strategic plan of a wide variety of gender disaggregated data relevant to the GEP action is being created and is extremely relevant in order to gather, disperse, and utilize gender disaggregated data in preventing gender discrimination in hiring practices, as well as implementing important gender-based research and gender equality in the research environment. The implementation has progressed considerably since the past evaluation. The creation of the GE Unit and the hiring of the Gender expert will further this implementation moving into 2020. The effectiveness of this implementation is reliant on the GE Unit's follow through.

Regarding measure 1.3.1: This measure has largely progressed since the past evaluation. The training, and the ongoing trainings (I assume?) are important in order to raise awareness and knowledge regarding what gender equality means in policy and practice.

Regarding measure 1.3.3: the implementation of a seminar for Deans, Directors, and Rectors enables GE processes to run smoother, and a universal understanding of GE issues, and the importance of implementing GE policies and measures. Ensures mutual understanding with critical allies.

Regarding measure 1.2.3, see previous comments on previous measures.

*How do you assess the extent of the **changes in terms of effectiveness?***

(the extent to which the objectives of the intervention are achieved)

☐ poor ☐ fair ☐ good ☐ very good ☐ excellent

Please justify your assessment.

Regarding measure 1.1.4: the measure is effective, it creates knowledge and awareness of gender bias in communication, and the information was distributed throughout the institution. This measure has developed considerably since the last evaluation.

Regarding measure 1.1.1: the measure is effective in developing and institutionalizing GE.

Regarding measure 1.1.2: the effectiveness of the measure is substantial, an expert permanently in the position changes the culture of the institution, as well as the resource available for gender equality plans, making future implementations feasible and sustained.

Regarding measure 1.1.3: the measure is extremely effective – and shows considerable change since the last evaluation.

Regarding measure 1.2.5: extremely effective, the integration of the GEP into the Accreditation and Quality Assurance processes assures the GEP will be prioritized and ongoing in the RPO. The specifics as to which policies and procedures were adapted are unknown and need further clarification.

Regarding measure 1.3.2: extremely effective, the creation of a GEP is critical for solidification of ongoing GE work in the institution. The next phase of effectiveness would include communicating and disseminating the document, with trainings and workshops around its usefulness for all members of the institution.

Regarding measure 1.2.2: see previous comments

Regarding measure 1.2.4: see previous comments

Regarding measure 1.3.1: the effectiveness of this measure is considerable, as the training to numerous academic and admin staff provides a cohesive and universal understanding of the issues pertaining to GE. The use of experts and NGOs to develop the training shows strategy and efficiency on the part of the RPO to implement this measure effectively.

Regarding measure 1.3.3: Ensures mutual understanding with critical allies, extremely effective.

*How do you assess the extent of the **changes in terms of sustainability**?*

(the potential of continuation of the benefits after the project end).

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

Regarding measure 1.1.4: the measure is sustainable, as the distribution of communication materials is critical for education of all participants in the institution. However, follow up yearly on these materials for updates and dissemination is recommended for sustainability.

Regarding measure 1.1.1: the sustainability is considerable of this implementation, as the GE Unit ensures consistent and collaborative work ahead, and the creation of a unit allows for further implementations to take place. The GE Unit will need to be consistent and persistent in their efforts to change policies in the future.

Regarding measure 1.1.2: see comments above.

Regarding measure 1.1.3: the measure is sustainable, as long as this policy is implemented by the institution, and understood by institutional members. The implementation of sexual harassment directive enables a reference and procedure for this as a gender inequality issue – preventing and combating sexual harassment.

Regarding measure 1.2.5: extremely sustainable, the integration of the GEP into the Accreditation and Quality Assurance processes assures the GEP will be prioritized and ongoing in the RPO.

Regarding measure 1.3.2 – see previous comment

Regarding measure 1.2.2.: the creation of the GEP follow up meetings is sustainable, see previous comments.

Regarding measure 1.2.4: GE Unit will be responsible for the sustainability of this measure, holding all actors accountable for the data, as well as disseminating the information adequately. The data must be applied in a way that generates considerable understanding and knowledge production in the institution.

Regarding measure 1.3.1: sustainability is reliant on the continuance of the training.

Regarding measure 1.3.3: see previous comments.

Regarding measure 1.2.3: see previous comments on previous measures.

*How do you assess the **overall progress in this key area**?*

☐ poor ☐ fair ☐ good ☒ very good ☒ excellent

The RPO has developed and moved forward with many of the implementations which were not yet fully implemented in the last evaluation. The RPO has shown consistent and serious effort to institutionalize gender equality. Many structural changes have occurred, including the creation of a GE Unit, the dissemination of knowledge regarding gender inequality, the hiring of a GE expert, the implementation

of a sexual harassment directive, integration of the GEP into the Accreditation and Quality Assurance processes, and an all staff Gender equality training.

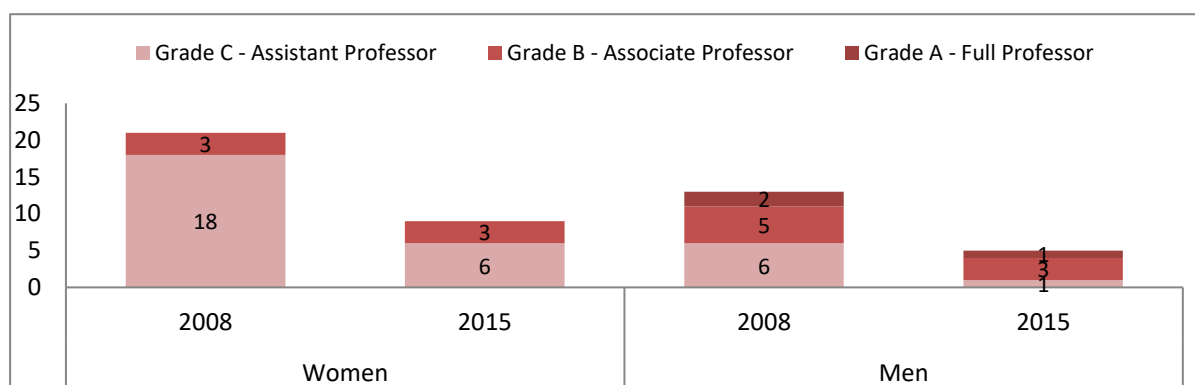
The RPO has developed and added to its original implementations successfully and strategically.

10.2 Key area 2 - Recruitment, retention and career progress

PLOTINA is convinced that gender equality and diversity in research teams is crucial for RPOs for maximizing their research effectiveness. Despite the fact that women represent more than 50% of the population of students and graduates, at the top level (Grade A which corresponds in most countries to the role of full professor) the female share is only ~20% in all disciplines and 11% in science and engineering. Structural barriers in the process of recruitment and retention of researchers are still affected by organization aspects (Source: PLOTINA Dow). Thus, WP5 will assess the progress in overcoming barriers in recruitment, retention and career progression. (Source: D5.1)

T0 – Status at the time of the audit report: At the time of the audit report, **ÖzU** merely stated that all positions are publicly advertised. However, interviewees mentioned that academic vacancies are more often than not submitted to the approval of the Council of Higher Education **after** having selected the most suitable person for a faculty or department. Although the vacant position is then advertised widely to all interested parties, the number of possible applicants is narrowed because the job requirements are described according to the qualifications of the person already interviewed, assessed and found suitable.

Graph 9 Retention and career progression at ÖzU, by year and gender



Since the **ÖzU** was founded in 2008, data on career progression is reported accordingly. In 2008 three women were recruited as Associate Professors and 18 as Assistant Professors. In 2015 three remained Associate Professors while of the 18 Assistant Professors, six remained in the same position. No woman progressed in her career. Looking at men's numbers there also seems to be no progress. However, these were appointed to higher positions – in 2008 two men were recruited as Full Professors, five as Associate Professors and six as Assistant Professors. By 2015 one male Full Professor, as well as three Associate and one Assistant Professor were left within the RPO. The data are not clear on whether these were in the same position in 2008 and progressed while others left.

CI.2.1. Share of funded and coordinated projects, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At the time of the audit report, in **ÖzU** only 13% of the funds were awarded to women. No data related to the female share of funded and coordinated projects were provided. However, it is stated that any institutional support, trainings, or counselling are offered to faculty members about research funding sources.

Table 39 Female share of project coordinators having received funding at T0

Female share of project coordinators having received funding	22%
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Table 40 Share of overall funding received awarded to women researchers at T0

Share of overall funding received awarded to women researchers	13%
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Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 41.

SI.2.5. Inclusion of gender issues in the induction process

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 41.

SI.2.8. Initiatives for raising awareness on female role models

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2019	Share career good practices - role models for women (2.1.3.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • Encouragement and empowering of female academics in all areas in their career advancement and research activities. • Especially targeting Female Ph.D., master's and undergraduate students, prospective students planning to study in STEMM programs at ÖZU. • Overcoming of imbalances between female and male academics in their career progress.
Implementation process	<p>As part of this action, the 3rd Turkish Women Rectors' Meeting was organized by ÖZU and EWORA (European Women Rectors' Association) and it was held on December 13, 2018 on ÖZU's campus. This meeting was followed by a panel organized by ÖZU PLOTINA and titled "Gender Equality Actions and Plans in Turkish Universities." Action will be supported continuously by organizing similar or different types of meetings and panels.</p> <p>Accordingly, as the first event of a periodical program of such activities designed to fulfil the action's aim in the future too, Gender Equality Unit</p>

	<p>organized a three-part panel scheduled for December 5, 2019 and titled “Sciences, Engineering and Gender.” Alongside two ÖZU academics from the Engineering and Psychology departments, the panel will feature an important online activism group called Scientist Women Twitter Project. The group brings together prominent women scientists from primarily STEM areas and works to maximize the visibility of women conducting research in the sciences. The titles of the talks presented in said panel are “Scientist Women Twitter Project,” “Gender-based Distinctions in Engineering Education” and “Sex/Gender in Research and Development.”</p>
Resources, skills, incentives	The GE Unit will determine the details and future forms of this action.
Outcomes and potential impact	<ul style="list-style-type: none"> • The Turkish Women Rectors' Meeting was co-organized by ÖZU. • The unit(s) organizing such events will create ways of assessing further impact of the action.

SI.2.9. Initiatives for raising awareness on gender diversity in research teams

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 41.

SI.2.10. Empowerment trainings for career progression

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At the time of the audit report, there were no empowerment trainings provided to the underrepresented gender for the improvement of visibility, self-confidence, and negotiation and leadership skills.

Measure started in 2019	Carrying out empowering activities for early career researchers and offering them training to increase their leadership skills. (2.1.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • Empowering early career researchers in order to overcome possible roadblocks occurring due to gender, age and experience. • Enabling early career researchers and Ph.D. students to feel more comfortable when carrying out and publicizing their research outcomes.
Implementation process	<ul style="list-style-type: none"> • The target audience were junior faculty, Ph.D. and master's students and researchers at ÖZU. • Gender audit yielded that all early career researchers needed such mentoring and training activities. While male researchers practiced peer-to-

	peer mentoring, female researchers lacked such mechanisms based on inner-community networking.
Resources, skills, incentives	<ul style="list-style-type: none"> • Technology Transfer Office and academic units will generate and record data about the outcomes of this action. • The academic representatives in the GE Unit are in charge of determining the form and content of such activities.
Outcomes and potential impact	<ul style="list-style-type: none"> • Some activities have been carried out to support this action, such as film screenings, seminars and talks.

SI.2.11. Trainings for leadership

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 41.

SI.2.12. Trainings for soft skills

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 41.

SI.2.13. Training for researchers on research funding skills

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2018	Encouragement of women in STEMM to apply for funding, supply of training send advice in writing funding applications (2.1.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • Creating balance, if and when possible, between the applications made and funding amounts received by female and male researchers in STEMM. • Empowering and supporting more female researchers working in STEMM areas.
Implementation process	Technology Transfer Office (TTO) and academic managers, which are in charge of organizing such processes and activities, have been notified of this action. The form and content of further activities will be determined through the collaboration of TTO, the Gender Equality Unit and academic managers.

Resources, skills, incentives	TTO will generate and record data about the outcomes of this action
Outcomes and potential impact	As this is an ongoing action in its early stages which will last beyond the scope of PLOTINA, no outcomes were reported yet. Furthermore, the impact of such an action needs time to be materialized and assessed alongside the fact that applications for funding and their success are related to various external factors and funding cycles.

SI.2.14. Mentoring programme

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At ÖZU mentoring programs are unavailable.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 41.

SI.2.15. Perception of gender equality in career advancement, by gender (main focus: STEM area)

For a description of this indicator see D5.1 Catalogue of Core Indicators.

For this perception indicator there were specific measures applied, it was however not possible to monitor it retrospectively in T0 for the period before (data assessed in T0 refer to the previous academic year). It is thus part of the GEP, but not monitored in quantitative terms within this evaluation period.

Measure started in 2018	Creation of a questionnaire to be filled-in by any member of staff when leaving the institution in order to help the understanding of reasons for leaving the organization and analysis of the results (2.1.4.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> Turning the existing exit survey made by the HR Unit into a more gender-sensitive examination of the work and personal life integration measures and similar provisions at ÖZU, as well as of the quality of the working environment. Being more able to analyse the state of gender equality and sensitivity at ÖZU.
Resources, skills, incentives	Meeting were organized with the Rector to implement this action. The Rector asked the GE Unit to study examples and formulate gender-related questions to be integrated into the exit surveys given to academic and administrative personnel leaving the institution. This process was completed in collaboration with the HR upon examining the best examples of such surveys.

Challenges & Coping	In the 2018-2019 Spring semester, the HR Unit was informed of the requirement to analyse the answers given to the already existing exit survey from a gender perspective. It was decided that more focused and specific questions would be added to the said questionnaire, which was done in the Fall semester of the AY 2019-2020.
Outcomes and potential impact	The exit surveys given to academics and administrative staff now provide the opportunity to analyse the collected feedback from a gendered perspective with the help of the gender-sensitive questions added to them.

Note: No provision of information related to Implementation Process and Lessons learned

ÖzU's performance in quantitative terms in Key Area 2

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T2 are depicted in Table 41.

Table 41 ÖzU's performance in quantitative terms in Key Area 2

Indicator	T0	T1	T2	Comments
CI.2.1. Share of funded and coordinated projects, gender	0,37	0,35	0,50	
SI.2.8. Initiatives for raising awareness on female role models	0,0	0,0	1	
SI.2.10. Empowerment trainings for career progression	0,0	0,0	0,0	

Peer Reviewer's assessment of key area 2

*How do you assess the **implementation process** in this key area?*

☐ poor ☐ fair ☒ **good** ☐ very good ☐ excellent

Regarding measure 2.1.3: 3rd Turkish Women Rectors' Meeting was organized by OzU and EWORA, and was held in 2018. Similar meetings and events will be planned in the future. GEU organized three-part panel in 2019, bringing together female academics in the STEM areas.

Regarding measure 2.1.1.: film screenings, seminars and talks (unspecified) were carried out to empower early career researchers, outcome unknown.

Regarding measure 2.1.2: TTO and academic managers were notified of the need to implement encouragement of women in STEMM to apply for funding, to supply training and send advice in writing funding applications. No further activities are planned, depending on GEU and academic managers.

Regarding measure 2.1.4: this measure has developed substantially since last evaluation. Meeting with Rector to implement, in 2018 – 2019 HR unit was informed, decision was made to develop questionnaire in fall of 2019-2020. Exit surveys given to academics and admin now provide opportunity to analyse feedback from a gendered perspective.

How do you assess the extent of the **changes in terms of relevance**?

☐ poor ☐ fair ☒ **good** ☐ very good ☐ excellent

Regarding measure 2.1.3: This measure is extremely relevant for sharing good career practices and building knowledge as well as networking around gender issues in the sciences. 3rd Turkish Women Rectors' Meeting was organized by OzU and EWORA, and was held in 2018. Similar meetings and events will be planned in the future. GEU organized three-part panel in 2019, bringing together female academics in the STEM areas.

Regarding measure 2.1.1.: empowerment of early career researchers is essential for the development of distinguished research from target populations. Outcome unknown, attendance undetermined.

Regarding measure 2.1.2: This measure is relevant, as female researchers in the STEMM area must especially be supported by their institutions for financial and technical skill development. Outcomes dependent on GEU and academic managers. No outcome.

Regarding measure 2.1.4: this measure is extremely relevant, as the institution will further gain knowledge and data regarding implementing its GE plan throughout the institution, and understand the perspectives of individuals within the institution.

How do you assess the extent of the **changes in terms of effectiveness**?

(the extent to which the objectives of the intervention are achieved)

☐ poor ☐ fair ☒ **good** ☐ very good ☐ excellent

Regarding measure 2.1.3: This measure is extremely effective for sharing good career practices and building knowledge as well as networking around gender issues in the sciences. Its effectiveness is determined by the repetition of future events, as well as attendance and communication regarding events. Who participated? What was the outcome?

Regarding measure 2.1.1.: effectiveness depends on the level of participation and the quality of the events, unknown.

2.1.2: Outcomes dependent on GEU and academic managers. No outcome.

Regarding measure 2.1.4 – extremely effective, as gender perspective is institutionalized in a RPO document, acknowledging the importance of GE, changing norms regarding the expectations of individuals within the institution and their experiences based on this perspective. It's a systematized approach to collect data and knowledge based on individual (I assume anonymous) feedback.

How do you assess the extent of the **changes in terms of sustainability**?

(the potential of continuation of the benefits after the project end).

☐ poor ☐ fair ☒ **good** ☐ very good ☐ excellent

Regarding measure 2.1.3: see previous comments

Regarding measure 2.1.1.: sustainability depends on the level of participation and the quality of and ongoing nature of the events, unknown.

Regarding 2.1.2 – see previous comments.

Regarding 2.1.4: see previous comments.

*How do you assess the **overall progress in this key area?***

☐ poor ☐ fair ☒ **good** ☐ very good ☐ excellent

Please justify your assessment.

New measures were implemented in this key area following the last evaluation, this shows progress and dedication on the part of the RPO. The systematization of a questionnaire is substantial, as well as the implementation of ongoing seminars and events for the empowerment and support of female academics in the STEMM areas, although the measures regarding the later are very vague, and ongoing attendance, feedback, and consistency of these efforts will require follow up, I imagine to be supported by the GE Unit and gender expert.

10.3 Key area 3 - Work and personal life integration

As a matter of course in any GEPs is support provision for the work and personal life-integration, which does not simply support the need to achieve a balance between home and working life, but it is also supportive for a positive work environment. Ineffective work and personal life integration policies and support might interfere with smooth career progression (Source: PLOTINA DoW).

CI.3.1. Demand and supply of basic child care

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: Both lactation rooms and a nursery are offered. Moreover, there is a day care centre, which is, however, not free of charge and even unaffordable to some employees. No or very little support is given to the employees in their other family care duties.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 42.

CI.3.2. Provision of advanced child care services

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At the time of the audit report, **ÖzU** provides summer camps for children.

Measure started in 2019	Availability of structured support inside the organization for child-care, family-members with special needs, elder family-members, etc. (3.1.3.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • Making such supports and provisions more comprehensive and accessible to all staff members. • Addressing such issues and needs institutionally across ÖzU so that no staff member feels overburdened by them. • Tackling complaints and problems in this area.
Implementation Process	<ul style="list-style-type: none"> • Gender audit showed that relevant supports in this area exist to a certain extent and are offered to all personnel, but they need to be improved and new forms of support have to be formed. • The GE Unit was defined as a body that will also function as a desk dealing with work and personal life integration issues that staff members might have. It will analyse the adequacy of existing structures and report necessary improvements to ÖzU's higher administration and will work with the HR Unit to oversee these improvements.

Challenges & Coping	ÖzU administration might think that the existing structures and supports are adequate. Initial analysis (Gender Audit Report) about the level of the integration of work with family and personal life was communicated to the top administration as evidence of existing conditions. The audit report provided a framework to make a case for the importance of this action.
Outcomes and potential impact	The necessity to further improve the existing services was affirmed. The GE Unit was designated with the task of analysing the adequacy of existing structures and formulate possible actions on a permanent basis.

CI.3.3. Provision of services for work and personal life integration

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: ÖzU's teaching relief support for new parents are offered, however only unofficially, with varying degrees of consistency, depending on personal arrangements.

Measure started in 2019	Analysis of work and personal life integration measures in the institution with the aim to address if they are adequate and in which ways they could be improved (3.1.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • Making sure that all concerns of all staff about the integration of work with family and personal life are communicated to the top administration, analysed and solved. • Ensuring that there are fewer complaints and problems in this area. Making such problems effectively taken care of by the ÖzU administration.
Implementation Process	<ul style="list-style-type: none"> • Gender audit evidenced that the existing measures about the integration of work with family and personal life are usually inadequate and/or not accessible to all staff members equally due to factors such as workload, cost, etc. • In tandem with the HR Unit, Gender Equality Unit is in the process of designing ways of further analysing work and personal life measures at ÖzU.

CI.3.4. Standard procedure for parental leave

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: Maternity and paternity leaves are legally defined and afforded by the Labour Code, which means paternity leave (legal right, 3 days) and maternity leave (legal right,

16 weeks). The interviewees mentioned that the paternity leave is perceived as being too short. Individuals try to overcome this shortcoming through unofficial, personally arranged flexibility options.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 42.

SI.3.1. Policies on work and personal life integration

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: ÖZU reported the provision of teaching relief support for new parents, flexitime, staggered hours, working part-time hours for personal reasons, unpaid extended leave for personal reasons, working from home, and job sharing options. But these are informal agreements regulations and on individual initiatives only. ÖZU furthermore included a breastfeeding-permission, a free lunch and also free collective transportation. However, free transportation is inflexible, i.e. vehicles run only at certain hours and the schedule doesn't change during the relatively busier periods or according to the actual teaching hours of academics.

Measure started in 2019	Information desk availability for work-personal life integration issues (3.1.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> Making sure that all concerns of all staff about the integration of work with family and personal life are communicated to the top administration, analysed and solved. Providing all staff members with guidance and information about the services and measures they can use. Effectively taking care of existing shortcomings and problems so that no staff member feels the need to leave the institution because of them.
Implementation Process	<ul style="list-style-type: none"> The GE Unit has been defined as a body that will also function as a desk dealing with work-life integration issues that staff members might have. It will report these issues to ÖZU's high administration.

Measure started in 2019	Availability of flexible working times arrangements, from part-time to remote working (3.1.4.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> Making such options officially acknowledged and accessible to all staff members that need to use them. Reducing the number of complaints and problems about the working hours, vis-a-vis personal needs of staff members.

Implementation
Process

- Such options exist but need to be improved and institutionalized.
- The GE Unit has been defined as a body that will also function as a desk dealing with work-life integration issues that staff members might have. It will look into ways of structuring flexibility arrangements as a policy.

SI.3.2. Contacts with individuals during maternity, paternity and parental leave

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 42.

SI.3.3. Perception of work and personal life integration, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At Özü there are regular cases reported with more working hours than expected by the job description. Occasionally long working hours are accepted by the academic staff as a possibility and temporary necessity.

Measure started in 2019	Monitoring and inquiries to understand the reasons for long working-hours habit (3.1.5.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • Understanding why some staff members more regularly work longer hours than they are supposed to. • Fully communicating the reasons for long working hours to top administration and ensuring that these factors are dealt with.
Implementation Process	<ul style="list-style-type: none"> • The GE Unit has been defined as a body that will also function as a desk dealing with work-life integration issues that staff members might have. It will analyse whether there is a pattern of long working hours at Özü and will offer solutions to overcome this issue.

Özü's performance in quantitative terms in Key Area 3

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T1 are depicted in Table 42.

Table 42 Özü's performance in quantitative terms in Key Area 3

Indicator	T0	T1	T2	Comments
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CI.3.1. Demand and supply of basic child care	1	0,5	0	Number of applicants to nursery or kindergarten is unknown.
CI.3.2. Provision of advanced child care services	0,4	0,4	0,2	
CI.3.3. Provision of services for work and personal life integration	0,0	0,0	0	Teaching relief support to new parents is given unofficially, on a personal basis.
CI.3.4. Standard procedure for parental leave	1,0	1,0	1	
SI.3.1. Policies on work and personal life integration	0,14	0,35	0,36	
SI.3.2. Contacts with individuals during maternity, paternity and parental leave	Not asse ssed	Not asse ssed	1	
SI.3.3. Perception of work and personal life integration, gender	0,75	0,62	Not asses sed	

Peer Reviewer's assessment of key area 3

How do you assess the **implementation process** in this key area?

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Regarding the implementation of measure 3.1.3: the RPO suggested that such support partially exist and are offered but need to be improved – preliminary suggestions also state the administration will suggest these structures and supports are adequate. The GE Unit will function as a desk dealing with work and personal life integration issues that staff members might have (how will this be determined, what is the plan here? Is there a budget? Survey?). The audit report provided a framework for the importance of this measure. Dependent on the GE Unit and no info regarding these plans is in place.

Regarding measure 3.1.2: gender audit conducted which gave evidence that existing measure re the integration of work with family and personal life are usually inadequate and not accessible to staff members equally due to workload, cost, etc. GEU and HR Unit in process of designing ways of further analysing work and personal life measures. No outcome regarding this process.

Regarding measure 3.1.1: GE Unit was defined as functioning as a desk for dealing with work-life integration issues.

Regarding measure 3.1.4: GE Unit will function as desk for dealing with these issues, will look into ways of structuring flexibility arrangements as a policy. No outcome yet.

*How do you assess the extent of the **changes in terms of relevance**?*

☐ poor ☐ fair ☒ **good** ☐ very good ☐ excellent

Regarding the implementation of measure 3.1.3: this is extremely relevant, as gender equality institutionalized in the RPO is reliant on adequately addressing these issues. An audit has shown the need for this. However, there is no specific plan in place and measure is reliant on GE Unit.

Regarding measure 3.1.2: it's extremely relevant that the RPO has conducted a gender audit and now has evidence that existing measure re the integration of work with family and personal life were inadequate. The full implementation and therefore relevancy of this measure depends on the future processes of the GEU and HR, no outcome regarding this process yet...

Regarding measure 3.1.1: extremely relevant for adequately responding to and coordinating with individuals regarding work-life integration issues.

Regarding measure 3.1.4: extremely relevant for adequately responding to and coordinating with individuals regarding work-life integration issues.

Regarding measure 3.1.5: extremely relevant for adequately responding to and coordinating with individuals regarding work-life integration issues.

*How do you assess the extent of the **changes in terms of effectiveness**?*

☐ poor ☐ fair ☒ **good** ☐ very good ☐ excellent

Regarding the implementation of measure 3.1.3: see previous comment.

Regarding measure 3.1.2: it's extremely effective that the RPO has conducted a gender audit and now has evidence that existing measure re the integration of work with family and personal life were inadequate. The full implementation and therefore effectiveness of this measure depends on the future processes of the GEU and HR, no outcome regarding this process yet.

Regarding measure 3.1.1: extremely effective for adequately responding to and coordinating with individuals regarding work-life integration issues, dependent on the work of the GE Unit, no outcome yet.

Regarding measure 3.1.4: extremely effective for adequately responding to and coordinating with individuals regarding work-life integration issues, dependent on the work of the GE Unit, no outcome yet.

Regarding measure 3.1.5: extremely effective for adequately responding to and coordinating with individuals regarding work-life integration issues, dependent on the work of the GE Unit, no outcome yet.

*How do you assess the extent of the **changes in terms of sustainability**?*

☐ poor ☐ fair ☒ **good** ☐ very good ☐ excellent

Regarding the implementation of measure 3.1.3: see previous comment.

Regarding measure 3.1.2: see previous comment

Regarding measure 3.1.1: see previous comment.

Regarding measure 3.1.4: see previous comment

Regarding measure 3.1.5: see previous comment

*How do you assess the **overall progress in this key area?***

☐ poor ☐ fair ☒ **good** ☐ very good ☐ excellent

Measures in this key area have been developed since the last evaluation. Many of these measures' outcomes are still unknown and dependent on the GE Unit's process and implementation in the future.

10.4 Key Area 4 - Researchers and research: gender equality and sex and gender perspective

A further key concept of PLOTINA is that culture of research teams' work affects the gender equality in research programs. Cultural barriers, such as gender stereotypes, lack of women's empowerment, 'homo-sociality', all-boys team-networking, still persist within academic environments. Another key concept of PLOTINA is that sex/gender aspects of research programs are crucial for enhancing the reliability of research outputs. PLOTINA partners have identified the following main gaps preventing the gender/sex dimension to be inserted in research programs and contents.

- Lack of specific requirements for consideration of gender in content and evaluation criteria for research programs.
- Lack of awareness and ignorance of the improvement of the quality of research if gender is considered (Source: PLOTINA DoW).

Thus, the monitoring system will assess the grade of integration of sex/gender variables into research programs, gender equality among researchers, and the cultural change as stimulated by the project. (Source: D5.1)

Status at the time of the audit report: At ÖZÜ gender is a rarely applied parameter used in designing research projects or in analysing the results. No gender-disaggregated data is used or produced by most research projects, and gender disaggregated data is „conspicuously absent“.

CI.4.1. Number of scientific papers including sex/gender variables and dimensions

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2019	Sex and gender variables requested in Research planning, activity and results, assessed and evaluated (4.1.7.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • Ensuring that researchers are more gender sensitive in the conception and planning of their projects. • Achieving a more gender sensitive perspective used in research projects in all scientific areas.
Implementation Process	<ul style="list-style-type: none"> • The GE Unit communicated this action to Technology Transfer Office and all academic managers in the Gender Equality and Mainstreaming Seminar held with them. Also, a protocol was made with the Istanbul Office of the Swedish Raoul Wallenberg Institute to organize a series of workshops in all scientific areas at ÖZÜ about how to integrate sex/gender into research projects to achieve excellence in research. The first of these workshops is scheduled for December 14, 2019 and will be held in Istanbul. These workshops are going to be embedded in ÖZÜ's mentoring and counselling activities intended for academic staff. • The rationale of this action was communicated to the researchers in the Gender Equality Awareness (GEA) Workshops. Also, in the meeting with

	TTO, it was decided that a research project application checklist would be created for researchers to assess whether their projects have an integrated gender sensitivity that addresses all the processes of Research Cycle as described by EIGE.
Outcomes and potential impact	<ul style="list-style-type: none"> The continuous implementation of this action is ensured by the checklist that takes gender perspective as a criterion for designing high-quality research projects. At the end of each GEA Workshop that academics attended, the participants were asked to write and discuss what they could do to integrate gender into their research and teaching activities. In this way, awareness about and interest in the gender perspective in research was heightened among the ÖZU researchers.

Measure started in 2019	Promotion of incentives to ensure the integration of a gender dimension in research (4.1.5.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> Encouraging researchers to be more gender sensitive in the planning, execution and exploitation of their research projects and outcomes.
Implementation Process	<ul style="list-style-type: none"> Together with the Rectorate, the Gender Equality (GE) Unit discussed the kinds of incentives to be created to fulfil this action. A protocol was made with the Istanbul Office of the Swedish Raoul Wallenberg Institute to organize a series of workshops in all scientific areas at ÖZU about how to integrate sex/gender into research projects. These workshops emphasize that research excellence requires the presence of a gender dimension in projects. In June 2019, a meeting was held with the Rector, in which it was decided that the 4 working clusters of ÖZU's Sustainability Platform nominate 4 research projects at the end of every academic year make gender sensitive projects more visible. From among these 4 projects with a strong gender perspective, one project will be rewarded as the best ÖZU research project addressing sex/gender-related issues. This project will be announced in the ÖZU newspaper and the website. The researchers will be interviewed, and their work will be made more visible. The evaluation of these 4 projects will be made the GE Unit and relevant academics.
Outcomes and potential impact	<ul style="list-style-type: none"> The continuous implementation of this action is ensured by the checklist that takes gender perspective as a criterion for research excellence. University-wide acknowledgement of the project with the strongest gender perspective should keep the focus of this action on ÖZU's research agenda.

SI.4.2. Networks on gender issues research

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2019	Networking of multidisciplinary research groups interested in gender and diversity (4.1.6.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> Encouraging researchers to be more gender sensitive and interdisciplinary in the conception and execution of their projects. Creating synergy among researchers interested in gender-related issues. Enabling the planning and execution of more collaborative gender-related projects.
Implementation Process	<ul style="list-style-type: none"> A mailing list was created for researchers interested in gender-related subjects or in acquiring a gender-related perspective in their research. (gender@ozyegin.edu.tr). ÖzU PLOTINA Team created a network of universities in Istanbul carrying out similar gender equality plans and actions. Two different events - one workshop and one panel – were organized about gender equality plans and actions as a result of this permanent network and collaboration. Permanent communication and collaboration were established among the ÖzU academics and universities in Istanbul interested in creating and implementing gender equality plans.
Outcomes and potential impact	Permanent networks for collaboration and communication on gender-pertinent issues established – both within the institution as well as at the city level (Istanbul).

SI.4.3. Provision of an annual RPO gender report

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Inclusion of the Gender Equality Report and Plan - with quantitative and qualitative data - in the Programming cycle of top Decision-making bodies/Governance (1.2.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> Effecting the permanence and sustainability of the actions and practices foreseen in the GEP. Ensuring the ongoing and detailed monitoring/documenting of the state of gender equality at ÖzU.

	<ul style="list-style-type: none"> • Institutionalization of gender equality perspective as a permanent policy and practice at ÖzU. • Raising awareness of gender-related issues across ÖzU. • Steady examination of ÖzU according to gender equality in all its academic and administrative units. • The most significant expected outcome is gender mainstreaming at ÖzU being displayed in all areas from teaching processes to policy documents and student awareness.
Implementation Process	<ul style="list-style-type: none"> • The GEP was approved as an official priority and also its inclusion in ÖzU's Strategic Plan was adopted as a policy. • The forming of the Gender Equality (GE) Unit and the hiring of a Gender Expert were crucial steps in the finalization and realization of this action (including the collection of the gender-related quantitative and qualitative data).
Challenges & Coping	<ul style="list-style-type: none"> • Much of the administrative process depends on the Rector and her time availability. • The Rector wished to integrate three things: ÖzU's strategic plan, the ÖzU UN SDG Sustainability Platform's agenda and the GEP. In what shape or form this integration was to be carried out had to be discussed among the relevant university bodies and this took a considerable amount of time. • The GE Unit and the Gender Expert actions were key to achieving the collection of qualitative and quantitative data component of this action. • International and national ranking / evaluation / accreditation processes such as THE Social Impact Rankings were greatly helpful in the espousal of GEP as an official policy and goal.
Outcomes and potential impact	<ul style="list-style-type: none"> • The GEP was discussed in the Senate meeting and it was decided that it should be integrated into ÖzU's policies and programming cycle. • In the Rector's general address given in the beginning of the 2018-2019 Academic Year, it was announced that the scope of this action was integrated into ÖzU's 2018-2023 Strategic Plan.

A **further measure** mentioned on page 16, 1.2.4.: *Gathering of gender disaggregated data routinely, quantitative and qualitative. Analyse these data in a dedicated Report so as to monitor gender and diversity state of art in the organization*, is also considered to contribute to this key area. It is however not described a second time in order to avoid repetitiveness.

Measure started in 2018

Monitoring of all data regarding Research disaggregated by gender: funding allocation, publications submission, excellence evaluation, patent applications. (4.1.1.)

Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • Seeing the distribution of the factors mentioned in the measure according to gender. • Existing imbalances identified and documented according to gender among researchers.
Implementation Process	<ul style="list-style-type: none"> • The HR Unit and the Technology Transfer Office (TTO) are generating gender disaggregated data in various categories that are relevant to the GEP action and for the annual report and Strategic Plan. • Existing imbalances identified and documented according to gender among researchers. • The Gender Equality Unit officially demanded the continuous creation or collection of gender-disaggregated data by the relevant units in all areas determined by the GEP. • In April 2019, meetings were held with the directors of TTO and the ÖzU Library. The categories of gender-disaggregated data used in the Gender Audit were introduced to the directors and it was explained to them that the GEP and the Annual Gender Equality Report require that those data be generated or collected periodically. In collaboration with the IT Unit, the Library improved its data-collection infrastructure accordingly and TTO is undergoing the same process.
Resources, skills, incentives	The IT Office contributed to the implementation.
Outcomes and potential impact	The TTO is now generating these gender-disaggregated data for the Strategic Plan of ÖzU and they will be used in the Gender Equality Report as well. The Library is carrying out the same practice.

SI.4.4. Participation in training seminars on integrating sex/gender analysis methods, by gender and field of research

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 43.

SI.4.5. Sex and/or gender analysis as requirements in RPO's internal calls

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started
in 2019

Research data disaggregated by gender (4.1.2.)

Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> Measuring the weight of gender-related issues in research projects and their outcomes. Identifying and documenting the existing importance given to gender by researchers. The Gender Equality (GE) Unit officially demanded the continuous creation or collection of gender disaggregated data by the relevant units in all areas determined by the GEP. The academics and researchers were alerted to this effect in the Gender Equality Awareness (GEA) Workshops organized for them.
Implementation Process	<ul style="list-style-type: none"> Meetings were held with the directors of Technology Transfer Office (TTO) and the ÖZÜ Library. The categories of gender-disaggregated data used in the Gender Audit were introduced to the directors and it was explained that GEP and the Annual Gender Equality Report require that these data be generated or collected on a regular basis. The most important dimension of this action involves the researchers themselves. In the GEA Workshops held with researchers, the importance of disaggregating research data by gender was covered in terms of research excellence. Also, in the meeting with TTO, it was decided that a research project application checklist be created for researchers to assess whether the projects have an integrated gender sensitivity that addresses all the processes of Research Cycle espoused by EIGE.
Outcomes and potential impact	<ul style="list-style-type: none"> The continuous implementation of this action will be ensured by the checklist that takes gender perspective as a criterion for research. The incentives for researchers as described above also should factor in the continuous realization of this action. <p>The continuous implementation of this action will be ensured by t</p>

Measure started in 2019	Request of declaration of no-pertinence of gender issues in research (4.1.3.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> Ensuring that researchers are more gender-sensitive in the conception and planning of their projects. Ensuring that a more gender-aware perspective is used in research projects in all scientific areas. Showing that sex and/or gender-related issues were initially considered even though they were not deemed fruitful parameters in a given project.

Implementation Process	<ul style="list-style-type: none"> • According to the Gender Audit findings, gender was not regarded as a significant parameter in the designing of projects in all scientific areas except Humanities and Social Sciences. • The Gender Equality (GE) Unit was responsible for communicating this action to all researchers. Also, a protocol was made with the Istanbul Office of the Swedish Raoul Wallenberg Institute to organize a series of workshops in all scientific areas at ÖzU about how to integrate sex/gender into research projects, and how to account for its non-pertinence. • The rationale of this action was communicated to the researchers in the Gender Equality Awareness (GEA) Workshops. Also, in the meeting with Technology Transfer Office, it was decided that a research project application checklist be created for researchers to assess whether their projects have an integrated gender sensitivity that addresses all the processes of Research Cycle promoted by EIGE. The action will be addressed in this checklist and researchers will be asked to explain if and why gender dimension is irrelevant to their project.
Outcomes and potential impact	<ul style="list-style-type: none"> • The continuous implementation of this action will be ensured by the checklist that takes gender perspective as a criterion for research.

SI.4.7. Co-authored articles in scientific publication

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 43.

SI.4.8. Single authored articles in scientific publications

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 43.

SI.4.9. Number of PhD thesis including sex/gender analysis

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 43.

SI.4.11. Perception of the gender/sex variables in research contents, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 43.

ÖzU's performance in quantitative terms in Key Area 4

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T1 are depicted in Table 43.

Table 43 ÖzU's performance in quantitative terms in Key Area 4

Indicator	T0	T1	T2
CI.4.1. Number of scientific papers including sex/gender variables and dimensions	8	7	8
SI.4.2. Networks on gender issues research	0,0	0,0	1
SI.4.3. Provision of an annual RPO gender report	0,0	Not assessed	0
SI.4.4. Participation in training seminars on integrating sex/gender analysis methods, gender and field of research	0,0	Not assessed	0,41
SI.4.5. Sex and/or gender analysis as requirements in RPO's internal calls	0,0	Not assessed	0
SI.4.6.	Not assessed	Not assessed	0,33
SI.4.7. Co-authored articles in scientific publication	Not assessed	0,35	0,57
SI.4.8. Single authored articles in scientific publications	Not assessed	0,73	0,77

SI.4.9. Number of PhD thesis including sex/gender analysis	Not assessed	1	0
SI.4.11. Perception of the gender/sex variables in research contents, gender	0,75	0,75	

Peer Reviewer's assessment of key area 4

How do you assess the **implementation process** in this key area?

☐ poor ☐ fair ☐ good ☒ **very good** ☐ excellent

Measure 4.1.7: GE Unit communicated this action to TTO and all academic managers in GE and Mainstreaming Seminar. Protocol was established with Istanbul office of the Swedish Raoul Wallenberg Institution to organize workshops on all scientific areas at OzU on how to integrate sex/gender into research projects. First of this workshop was held in 2019. Workshops will be ongoing and embedded in OzU's mentoring and counselling services for academic staff. Actions were communicated to researchers.

Regarding measure 4.1.5: to integrate gender dimensions in research, a protocol was made with the Istanbul Office of the Swedish Raoul Wallenberg Institute to organize a series of workshops in all scientific areas at OzU about how to integrate sex/gender into research projects. GEU discussed how to do this with the rectorate. In 2019, meeting with rector, and decided 4 working clusters of OzU Sustainability Platform nominate 4 research projects at the end of every academic year make gender sensitive projects more visible. One project will receive an award for addressing sex/gender related issues. There seems to be no implementation of these workshops yet?

Regarding measure 4.1.6: mailing list was created for researchers interested in gender related subjects, OzU PLOTINA team created a network of universities in Istanbul carrying out similar gender equality plans and actions. Two events: workshop and panel were organized as a result. Permanent communication and collaboration were established between OzU academics and universities in Istanbul interested and implementing gender equality plans.

The RPO implemented measure 1.2.1: The GEP was approved as an official priority and also its inclusion in OzU's Strategic Plan has been adopted as policy. The GEP will be integrated into the RPO's programming cycle. The forming of the Committee and the hiring of a gender expert are crucial in the finalization and practicing of this action as a whole (including the collection of the gender related quantitative and qualitative data). The Gender Equality Unit (GEU) and the hiring of a gender expert were crucial steps in the finalization and realization of this action.

Regarding measure 4.1.1: the HR Unit and TTO are generating gender disaggregated data in various categories that are relevant to the GEP action and for the annual report and Strategic Plan. Existing imbalances identified and documented according to gender among researchers. The GEU demanded creation of gender disaggregated data by relevant units, in 2019 – meetings with TTO and OzU library were held, gender-dis data used in gender audit was introduced and explained with their importance. Library, IT Unit, and TTO are improving their data-collection infrastructure.

Regarding measure 4.1.2: meetings with TTO and OzU library – categories of gender disaggregated data used in gender audit and the importance of gender dis data for the Annual Gender Equality Report. GEA workshops held with researcher, importance of gender-dis-data was covered in terms of

research excellence. TTO meeting decided that research project app checklist for researchers should integrate gender sensitivity. This implementation is very similar to 4.1.1. Checklist seems to be the output here.

Regarding measure 1.2.4: as of 2018, the HR Unit and the Technology Transfer Office are generating for the annual report and Strategic Plan a wide variety of gender disaggregated data relevant to the GEP action.

Regarding measure 4.1.3: according to Gender Audit, gender was not regarded as significant in areas except humanities and social sciences, GEU communicated the importance of gender perspective to all researchers. Protocol was made with SRWI to organize a series of workshops on all scientific areas at OzU about how to integrate sex/gender into research. This measure is a repetition of previous measures, see notes on those.

How do you assess the extent of the **changes in terms of relevance?**

☐ poor ☐ fair ☐ good_ ☒ very good ☐ excellent

Measure 4.1.7: this measure is extremely relevant for the establishment of the RPO as adequately producing quality research on sex/gender.

Regarding measure 4.1.5: the workshop is extremely relevant; the creation of an award is relevant as well – should this be reoccurring and receive visibility.

Regarding measure 4.1.6: this measure is very relevant, as mailing lists and communication as well as ongoing events for networking are essential for developing knowledge, empowerment, and resources amongst RPOs as well as individual academics working in these areas.

The implementation of measure 1.2.1. is relevant, as the approval of a GEP and it is including in ÖZU's Strategic Plan as policy is crucial for promoting a research environment that values gender equality. This measure will raise awareness of gender-related issues across academic and administrative units. The Gender Equality Unit (GEU) and the hiring of a gender expert were crucial steps in the finalization and realization of this action.

Implementation of measure 1.2.4: generating an annual report and Strategic plan including a wide variety of gender disaggregated data relevant to the GEP's plan of action helps to support and implemented gender equality and diversity institutionally, and provides evidence of the needs of the institution, as well as the actions needed from the Committee. The data will further support implementing research surrounding gender disaggregated data, and an awareness of the importance of such in quality research environments and keeping up to international standards, institutionally and administratively.

Regarding measure 4.1.1.: very relevant, as gender disaggregated data is becoming institutionalized in the annual report and Strategic Plan, and in the Library, IT Unit, and TTO data-collection infrastructure. This influences the understanding and dissemination of gender disaggregated data throughout the institution.

Regarding measure 4.1.2: very relevant measure as the creation of a checklist for researchers ensures ongoing research standards regarding gender dis- ag data.

Regarding measure 4.1.3: This measure is a repetition of previous measures, see notes on those.

How do you assess the extent of the **changes in terms of effectiveness?**

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Measure 4.1.7: This is highly effective – the RPO has institutionalized training for researchers on sex/gender within their research, and embedded this in their institution, prioritizing this as an element of quality research and contributing to the GE plan.

Regarding measure 4.1.5: the workshop (although not yet taken place?) will be extremely effective in developing the RPO as a research institute that produces research on gender/sex and honours this academic contribution. The creation of an award is relevant as well – should this be reoccurring and receive visibility; this shows that the RPO has taken gender/sex related research seriously as a critical source of social knowledge.

Regarding measure 4.1.6: see comment above.

Regarding measure 1.2.1: the approval of the GEP and the forming of the Committee as well as the hiring of a gender expert are very effective, in regard to creating a culture of gender equality in research programs. The Committee oversees the implementation of the GEP through the participation of different actors from different faculties. This participation ensures ownership throughout the institution. The hiring of the gender expert is also extremely effective in terms of creating a point person to handle the ongoing coordination of quantitative and qualitative data collection and dissemination as a part of the GEP.

Regarding measure 1.2.4: the generation of a wide variety of gender disaggregated data relevant to the GEP action is extremely effective, as this data is crucial for the monitoring and evaluating gender equality in the institution, and as well as developing a culture of gender equality in research standards.

Regarding measure 4.1.1.: the generation of a wide variety of gender disaggregated data is extremely relevant to the implementation of this key area. More specifically, the collection of this data allows for the monitoring of data, and therefore gender equality standards, including funding, publications submission, excellence evaluation, etc.

Regarding measure 4.1.2: see comment above

Regarding measure 4.1.3: This measure is a repetition of previous measures, see notes on those.

*How do you assess the extent of the **changes in terms of sustainability?***

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Measure 4.1.7: This is highly sustainable, as the process will be reoccurring, as well as supported with expert knowledge. The RPO has institutionalized training for researchers on sex/gender within their research, and embedded this in their institution, prioritizing this as an element of quality research and contributing to the GE plan.

Regarding measure 4.1.5: the workshop (although not yet taken place?) will be sustainable in developing the RPO as a research institute that produces research on gender/sex and honours this academic contribution, should the right academics/researchers attend, and the workshop be ongoing. The creation of an award is relevant as well – should this be reoccurring and receive visibility; this shows that the RPO has taken gender/sex related research seriously as a critical source of social knowledge – this will lead to ongoing and structural changes in the institution.

Regarding measure 4.1.6: this measure is sustainable, in so far as these events and resources are supported continuously, and managed by the GE Unit.

Regarding implementation 1.2.1: the approval of the GEP in the RPO's Strategic Plan as policy is extremely significant for sustainability, as the GEP is now institutionalized (officially). The forming of the Commission as well as the hiring of a gender expert are also crucial for the sustainability of gender equality in the RPO and raising the standards of the RPO's research environment. However, for sustainability, specific and ongoing policy actions as well as ensuring the regular collection of

data, and ongoing trainings on collecting data and research are needed to ensure the use of gender disaggregated data both in the RPO to prevent gender discrimination, as well as to ensure high quality research regarding gender/sex is considered valuable.

Because most of the administrative process depends on the Rector and her availability, the implementation of these measures is largely reliant on her. Continued work with the SDF will help to further the sustainability of these measures.

Regarding implementation 1.2.4: the generation of gender disaggregated data is essential for sustainability, as this data ensures the monitoring of gender equality research standards and the successful implementation of the GEP. However, in order to be sustainable, the data collection should be ongoing, continuous, and trainings on its use institutionally as well as its role in quality research should be implemented. The work of the Committee hired gender expert, and collaboration with SDF should ensure this ongoing measure as ongoing.

Regarding measure 4.1.1.: the sustainability on this action requires the persistence of the GEU to continue to follow up on the quality control of the collection and dissemination of gender disaggregated data in the annual report and Strategic Plan, and in the Library, IT Unit, and TTO data-collection infrastructure. This influences the understanding and dissemination of gender disaggregated data throughout the institution, creating long term effects.

Regarding measure 4.1.2: see comment above

Regarding measure 4.1.3: This measure is a repetition of previous measures, see notes on those.

*How do you assess the **overall progress in this key area?***

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Please justify your assessment.

The measures implemented in this key area are substantial and significant. However, the continuance of the collection, dissemination, and trainings regarding the usefulness and importance of gender disaggregated data are essential in order for this measure to be progressive. The RPO has shown considerable efforts since the last evaluation with new measures. It has institutionalized trainings on sex/gender in research within its institution, has developed an award for researchers including gender/sex in their work, creating networks of academics and RPOs working on gender equality/gender, creation of gender disaggregated data standards in research checklists and institutionalized collection of gender disaggregated data.

10.5 Key Area 5 - The integration of gender and sex dimension in study curricula

Ensuring the integration of gender dimension in teaching curricula is another core objective of PLOTINA. A series of concepts, strategies and challenges to promote the insertion of sex and gender as a variable in teaching/training curricula (from the undergraduate level to the PhD one) will be defined in the project. Training will range from occasional seminars to complete degree programs. Thus, WP5 will assess the progress of the insertion of gender/sex variables in teaching programs. However, as one RPO in the consortium does not provide teaching, all indicators in this subsection were being defined as “specific”. (Source: D5.1)

SI.5.1. Courses on specific gender dimensions, per field of research

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 44.

SI.5.2. Sex/gender variables in teaching modules/courses, per field of research

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2019	Promotion of incentives to ensure the integration of a gender dimension in teaching curricula (5.1.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> Encouraging researchers to be more gender sensitive in the conception, planning and teaching of their courses. Ensuring that a more gender-sensitive perspective is used in teaching in all scientific areas and gender-awareness is considered as a factor in teaching excellence.
Implementation Process	<ul style="list-style-type: none"> Together with the Rectorate, the GE Unit discussed the kinds of incentives to be created to fulfil this action. The Gender Audit showed that instructors sometimes designed their courses according to an expectation of being acknowledged by the university. If gender-awareness became a noteworthy concern in teaching for the ÖZU academic administrators, instructors would be more confident in focusing on it. In a meeting held with the Rector, it was decided that academics and instructors who attended the Gender Equality Awareness (GEA) Seminars be contacted by the GE Unit to follow up on whether they considered gender perspective in the syllabi they created. This communication step was intended to remind instructors of the importance of gender-sensitivity in all phases of teaching and to ask if they needed guidance in integrating gender perspective into their syllabi.

SI.5.3. Training seminars or guidelines on integrating sex/gender in teaching curricula

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At Özü some specific training is available within the social sciences department, it is however not mandatory. The rector, deans of certain faculties and chairs of certain departments are sympathetic to the idea of integrating the gender dimension into the teaching curricula.

Measure started in 2019	Availability of 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 for staff (5.1.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • Encouraging the integration of gender dimension into curricula and teaching materials. • Ensuring that a more gender-sensitive perspective used in teaching.
Implementation Process	<ul style="list-style-type: none"> • Instructors stated in the Gender Audit that had there been such trainings or guides, they would be keener on integrating gender into their teaching. • The Gender Equality Awareness (GEA) Workshops held with the academics and instructors contained a section about the importance of this action and how to realize it for excellence in teaching. • A meeting was held with the Rector and it was decided that relevant guides and documents about the importance and methods of integrating the gender perspective into curricula be distributed to the academics and instructors in hard copies and online.
Outcomes and potential impact	Apart from the GEA Workshops, Gender Equality Unit is in the process of determining and creating guides on this subject to be distributed to academic staff.

SI.5.4. Students attending classes reflecting sex/ gender variables, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

For this indicator there were specific measures applied, it was however not monitored in quantitative terms within this evaluation period.

Measure 2018	Specific courses available for students on gender equality in their study curricula (5.1.3.)
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Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • Making students more gender-sensitive in their daily lives and education. • Ensuring that a gendered perspective is used in teaching in all scientific areas. • Making this dimension to be appreciated as a token of quality in higher education on the part of students and ensuring that it is translated into their social lives and perceptions.
Implementation Process	<ul style="list-style-type: none"> • In the Fall semester of AY 2018-2019, the undergraduate students from a variety of academic programs were offered an elective course titled “HUM323-325 Feminist Theory: Culture, Literature and Society,” which was taught as two separate courses by two different instructors. The courses were taught in Turkish and in English. ÖzU has committed itself to offering “Feminist Theory” consistently and also to increasing the number of such gender-oriented courses in different scientific areas. • In the Fall semester of AY 2019-2020, the Psychology Department offered an elective course titled “PSY412: Selected Topics in Cognitive Psychology.” The course is designed to analyse and critique the gender-biased conceptions of science as well as the gender-based inequalities seen in the practice of science and research. PSY421: Human Sexuality and PSY430: Relationships and Families are just two other such courses with a clear gender/sex focus alongside courses offered in the fields of Language and Literature and Sociology. As regards the latter fields, ENG101, ENG102 and SOC201, university-wide mandatory courses for all undergraduates, now have gender-related texts, cases, examples and frameworks strongly embedded in their course programmes. • Some of the courses with a clear focus on gender-related subjects in the Faculty of Law are: LAW128: Methodology of Law II (Cases include gender-related situations and parameters.) LAW203: Administrative Law I and LAW204: Administrative Law II (Cover gender and cases of temporary special measure –positive discrimination—as part of the principle of equality.) LAW234: Gender and Law LAW310: Human Rights Law • Several of such courses opened by the School of Applied Sciences (Programmes of Gastronomy and Culinary Arts and Hotel Management) are: GARM224 and 480: Food and Sustainability GARM481: Food Culture in Film SAS452: Senior Thesis HMAN132: Room Division Management and Technologies (Cases and examples studied as well as management and staff roles discussed are designed from a gender-sensitive perspective.) • Some of the courses with sex and gender parameters offered by the Faculty of Business are:

	<p>MGMT202: Organizations (All undergraduate business programmes mandatory)</p> <p>MGMT505: Business Ethics (MBA mandatory course)</p> <p>MGMT801: Business Ethics and Corporate Social Responsibility (Executive MBA mandatory course)</p> <ul style="list-style-type: none"> In the Spring semester of AY 2019-2020, Faculty of Engineering will offer the following course focusing on ethics and gender-related questions encountered within the field: FE101: Being an Engineer
Resources, skills, incentives	A background in gender studies is needed. The instructors for the abovementioned courses meet this criterion to varying degrees. Yet, these skills must be offered for all interested instructors and ÖzU is committed to doing so by organizing relevant workshops and activities.
Challenges & Coping	<ul style="list-style-type: none"> Some instructors initially tended to think that gender was irrelevant to their academic fields, and that they could pay meagre attention to it. Gender Equality Awareness (GEA) Workshops held with academics illustrated how gender-awareness was a multifaceted issue covering all components of the teaching activity and how gender-sensitivity was important both pedagogically and in terms of excellence and impactful teaching.
Outcomes and potential impact	As evidenced by the sample list of courses from different academic areas focusing primarily or partially on gender-related issues, the GEA Workshops managed to raise consciousness about and interest in designing and teaching courses with a gender-sensitive perspective. The number of courses integrating sex/gender parameters into curricula and teaching should increase in the coming academic years thanks to this momentum and with the continuous efforts of Gender Equality Unit.

SI.5.5. Perception of the gender/sex variables in teaching programs, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 44.

ÖzU's performance in quantitative terms in Key Area 5

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T2 are depicted in Table 44

Table 44 ÖzU's performance in quantitative terms in Key Area 5

Indicator	T0	T1	T2
SI.5.1. Courses on specific gender dimensions, per field of research	2	Not assessed	Not assessed
SI.5.2. Sex/gender variables in teaching modules/courses, per field of research	2	6	Not assessed
SI.5.3. Training seminars or guidelines on integrating sex/gender in teaching curricula	0	0	0,5
SI.5.5. Perception of the gender/sex variables in teaching programs, by gender	0,69	Not assessed	Not assessed

Peer Reviewer's assessment of key area 5

How do you assess the **implementation process** in this key area?

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Regarding the implementation of measure 5.1.2: GE Unit discussed this issue with the Rector, Gender Audit info gathered suggested OzU make gender a noteworthy subject for instructors, meeting with Rector decided that academics and instructors attending GEA Seminars be contacted by GE Unit to follow up on considering gender perspective in syllabus, to help and offer guidance if needed.

Regarding the implementation of measure 5.1.1: GEA workshops addressed importance of integration of equality and diversity in curriculum design, meeting with Rector included the decision that relevant guides and documents about importance and methods of integrating these subjects into curricula will be distributed on and offline to instructors and academics. Guides are still in process; measure is not fully implemented.

Regarding the implementation of measure 5.1.3: the rector asked that a course (both in Turkish and English) be designed as an elective for all students. This course has been designed and submitted for her approval. In Fall semester 2018-2019 course was offered, taught as two separate courses by two separate instructors. There has been commitment to offering "Feminist Theory" consistently. Also, psychology department will offer a course with gender-biased conceptions of science, etc. as part of its curriculum. Two other Psych courses focus on gender/sex, as well as courses in Language and Literature as well as Sociology. English courses now have gender related texts, cases, examples and frameworks. Faculty of Law offered gender related cases. School of Applied Sciences offers some gender perspectives in its courses.

How do you assess the extent of the **changes in terms of relevance**?

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Regarding the implementation of measure 5.1.2: this implementation is relevant, as the prioritization of gender as a subject that is backed by the institution is a significant cultural shift in terms of what type of knowledge and research is valued in the University, as well as popularizing gender as a subject. The assistance with instructors developing syllabi is effective, as this ensures understanding and knowledge around the subject, as well as the development of courses.

Regarding the implementation of measure 5.1.1: this measure is relevant, as the importance of these subjects in curricula must be communicated for GE to be fully integrated into courses.

Regarding measure 5.1.3, the implementation is relevant, as the development of new courses on feminist theory ensure a deep analysis and focus on gender and understanding in depth the theory and practice. The integration of gender in other courses throughout the university ensures that gender perspectives are normalized as a part of the curricula, and ensures many more students as well as academics and instructors are exposed to this perspective.

*How do you assess the extent of the **changes in terms of effectiveness**?*

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

Regarding the implementation of measure 5.1.2: this implementation is effective, see comment above.

Regarding the implementation of measure 5.1.1: this measure is effective, should it be fully implemented and communicated, as well as supported by ongoing GEA workshops.

Regarding measure 5.1.3: the approval of a course is effective and substantial, as well as the implementation and ongoing commitment to a new course on feminist theory. The monitoring and evaluation of the course over time will help to access its effectiveness. Furthermore, the institutionalization of a course that is mandatory for all will further assist with effectiveness over time. The development of gender perspectives in various courses throughout the institution ensure broad access and understanding to gender/sex perspectives. These must be evaluated over time as well for effectiveness.

*How do you assess the extent of the **changes in terms of sustainability**?*

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

In regard to sustainability, it can be assumed that the Committee as well as the gender expert will oversee the continuation of the course. Also, creating a higher participation in the course will be an issue, and further wide-spread training/workshops throughout the institution may assist with engaging actors and interested students in an introductory mandatory course in the future.

Regarding the implementation of measure 5.1.2: this implementation is sustainable, as the measure ensures the institutionalization of gender in its course designs, furthering the development of knowledge around the subject. The assistance with instructors developing syllabi sustains the development of courses.

Regarding the implementation of measure 5.1.1: see comment above.

Regarding measure 5.1.3: see comment above

*How do you assess the **overall progress in this key area**?*

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

The implementation of the course is substantial, however, further trainings and workshops beyond the course could help to engage students and faculty on more gender sensitivity perspectives in the approach to research as well as in the daily work environment.

The creation of the course is a significant step to implementation gender sensitivity and awareness amongst students and faculty. The support for faculty in developing courses ensures institutional support and knowledge around the subject, creating ongoing learning and universal understanding of the subject and its importance.

10.6 Peer Reviewer's overall assessment

The assessment should adequately consider the level of completion of a GEP, in terms of achievement.

GEP's progress in terms of achievement of measures	Fully achieved	Partially achieved	Not achieved
Key area 1 (12 measures)	83%	17%	-
Key area 2 (4 measures)	-	100%	-
Key area 3 (5 measures)	-	80%	20%
Key area 4 (6 measures)	100%	-	-
Key area 5 (3 measures)	33%	67%	-
Across all key areas (30 measures)	57% (17)	40% (12)	3% (1)

Key Area 1: This key area was substantially developed since the last evaluation, and many measures were implemented, showing that the RPO is strategic, organized, and takes serious GE efforts. The RPO has implemented several measures in this key area which will in turn, effect the success and sustainability of other key areas, including the creation of a GE Unit, the hiring of a GE expert, as well as the creation of a sexual harassment direction and an all staff Gender equality training.

Key area 2: this key area has been substantially developed since the last evaluation, although many of the measures will rely on the success and consistency of the GE Unit and the Gender expert. The creation of a questionnaire and the empowerment of female researchers in STEMM areas are crucial efforts to better enforce GE and research excellence at the RPO.

Key area 3: Whereas the former evaluation did not include any measure implemented, this key area proposed new implementations, although these are entirely reliant on the sustainability, support, consistency and abilities of the GE Unit and the Gender Expert (key area 1).

Key Area 4: Implementation of measure 1.2.4. is relevant, as generating an annual report and Strategic plan including a wide variety of gender disaggregated data relevant to the GEP plan of action helps to support and implemented gender equality and diversity institutionally, and provides evidence of the needs of the institution, as well as the actions needed from the Committee. The data will further support implementing research surrounding gender disaggregated data, and an awareness of the importance of such in quality research environments and keeping up to international standards, institutionally and administratively. Regarding measure 4.1.1.: the implementation refers to the same implementation above. This implementation, however, is relevant for the monitoring of all data regarding research disaggregated by gender. This measure enables this process, allowing to analyse the distribution of factors affected by or including gender, and will enable the analysis of gender related inequalities/imbances. This measure ensures a higher quality standard for the implementation of policy and programming, as well as research. The RPO has shown considerable efforts since the last evaluation with new measures. It has institutionalized trainings on sex/gender in

research within its institution, has developed an award for researchers including gender/sex in their work, creating networks of academics and RPOs working on gender equality/gender, creation of gender disaggregated data standards in research checklists and institutionalized collection of gender data. The development and follow through of these measures ensures that the institution is in line to produce quality research.

Key area 5: Regarding the implementation of measure 5.1.3: the rector asked that a course (both in Turkish and English) be designed as an elective for all students. This course has been designed and submitted for her approval. The course was implemented following the last evaluation in 2018-2019, and will be consistently offered by the RPO, showing great commitment to offering a foundational understanding of gender and gender theory within the institution. Furthermore, other courses were identified which included gendered analysis/case studies. Follow up with all courses is recommended, and evaluation of all courses by the GE Unit and Gender Expert recommended. The implementation of measure 5.1.3. is substantial, however, further trainings and workshops beyond the course could help to engage students and faculty on more gender sensitivity perspectives in the approach to research as well as in the daily work environment. The creation of the course is a significant step to implementation gender sensitivity and awareness amongst students, however, those whom are already interested in the perspective will be the only ones who will sign up for the course and assigning workshops/trainings for particular faculties of study that do not understand the need for gender sensitivity in their work could make further institutional impact.

11 University of Bologna / UNIBO

The following description of the RPO is based on data gained at the time of the audit report and might have changed to some extent in the course of the GEP implementation.

Almost 1000 years old, the University of Bologna, Italy, is a **state** university, covering 5 Schools, 323 Departments³⁰. 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. The research and teaching activities at **UNIBO** cover Education, Humanities and Arts, Social Sciences, Business and Law, Science, Mathematics and Computing, Engineering, Manufacturing and Construction, Agriculture and Veterinary and Health and Welfare Services. **UNIBO** has been awarded the use of the logo "HR Excellence in Research".

At **UNIBO** there are about 81,000 students and around 6,000 academic and administrative staff. The general numbers of students and academics through grades A-D are fairly gender balanced. Of all the academics, 44% are women and 56% men (Table 45).

Table 45 Number of students and academics* by gender, UNIBO (2016)

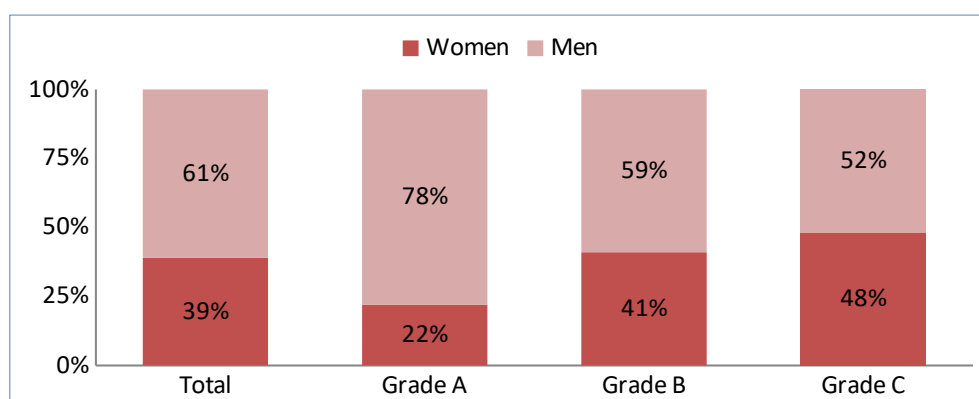
Students		Academics	
Women	Men	Women	Men
45028 (56%)	36059 (44%)	1692 (43%)	2238 (57%)

*Number of academics in the table above includes grades A, B, C and D

Of the academics through grades A-C, 39% are women and 61% men. Specifically, the composition of Grade C staff is fairly balanced, in Grade B the female share falls to 41% but remains within the scope of 40%, which is considered balanced. In Grade A however it drops all the way down to 2% (Graph 10).

Graph 10 Composition of academic positions by grade and gender in UNIBO (2016)

30 In 2018 UNIBO counts 5 Schools, 32 Departments, 83.000 students.



National legislation

A national law (n.183/2010) raised the importance of Committees of Equal Opportunities in Italian universities. Another national law (240/2010) focused on transparency of policies and practices of universities as public institutions.

Gender policies

UNIBO declares gender equality as a core value that is visibly embedded within the organization (e.g. language). There is a translation of values on gender equality into a policy (e.g. possible adoption of GEPs).

The University of Bologna had already established a Committee of Equal Opportunities (CPO) in 2004 and this was in 2013 – in response to both laws – superseded by the Guarantee Committee for Equal Opportunities, Employee Well-being and Non-Discrimination at Work (CUG) by Rector's Decree no. 916/2013. In compliance with law 240/2010, **UNIBO**'s statute changed and was approved by Rector's Decree no. 1203 in 2012 to enhance transparency of policies in relation to students' training and research promotion. Also, as part of the law 240/2010, **UNIBO** in 2014 approved the University Ethical Code of Behaviour, which gives effect to art. 2, sect. 1 of Law 240/2010, in art. 36 of the *University Statute* and D.P.R. 16/04/2013 n. 62 *Regulation stating code of behaviour for state employees*, as per art. 54 of D. Lgs. 30/03/2001 n. 165. Its art. 10 focuses on *Refusal of all discrimination and the culture of equal opportunities*.

The RPO reported that:

- Not all the employees are fully aware about gender sensitive policies.
- Most of the respondents showed a good familiarity with the leading documents
- Embedding gender values, but less with the key stages of approval of these documents.
- One Director of Department pointed out that gender equality should not be forced into **UNIBO** policy documents because gender equality crosscuts many of the institution objectives related to work well-being.
- Many female respondents are concerned that policy making focusing exclusively on gender equality may foster a negative reaction, as a sort of backlash.
- According to some interviewees there should be an improvement in the external communication as far as images are concerned.

- Although some interviewees acknowledged quotas as a “necessary evil”, many others think that these could hamper meritocracy and that they should not be set by law in that they may risk transforming women in a sort of so called “*protected species*”
- The ratification of the European Charta for Researchers is perceived as a useful but not sufficient step to foster gender equality at all organization levels.

Table 46 Main conclusions as deduced by UNIBO

STRENGTHS	CRITICAL POINTS
<ul style="list-style-type: none"> • Almost all the selected interviewees identified by the GAT during the Gender Audit Plan participated in interviews and focus groups. • As far as the quantitative data collection is concerned, GAT had a good response as well: survey response rate was more than 80% and Departments response rate was more than 75%. • Initially, PLOTINA team hoped to involve 6 or 7 Departments in the Project. However, the high interest towards the Project made it possible to reach approximately 30 Departments. 28 out of 33 Departments nominated their PLOTINA Delegates, most of whom had a key role both in organizing interviews/focus groups and in facilitating quantitative data collection, both in promoting the Project within their Departments. The Governance endorsement to the Project further fostered interest towards PLOTINA. The high degree of participation to the Gender audit and the many suggestions concerning GEP that interviewees shared during interviews/focus groups prove a great sensitivity within UNIBO towards gender issues and gender equality. • According with the Positive Action Plan of the UNIBO Committee of Equal Opportunity published in 2014 UNIBO has already undertaken actions to promote gender equality in the Academia namely, i) the: adoption of a more gender sensitive language in UNIBO directories/2016, ii) the acknowledgment of maternal leaves in the 	<ul style="list-style-type: none"> • The quantitative data analysis shows that the traditional key roles of Governing and Decision-making at UNIBO are still covered by men (more than the 60% of members). Vice rector positions though are mostly covered by women (about 57%). • Quantitative data show as well persisting horizontal and vertical segregation phenomena. • Quantitative data also show that men tend to present more candidatures than women. In 2015, the 501 candidatures received from advertisement came from male (65%) and from female (35%); in the same year, the people hired through advertisement at UNIBO was in total 168 (of which 60% of men and 40% of women), while the people hired through direct call was 7 (of which 57% of men and 47% of women). • From a quantitative standpoint, we can observe a general lack of sensibility on gender issues, which are sometimes considered relevant only when the study is strictly connected to people. • A minority of interviewees who participated to the Qualitative Gender audit showed resistance in addressing gender issues. Others portrayed gender equality as a minor issue, casting doubts on the fact that it should be a priority in Academia. Interviewees’ differences in political, disciplinary and professional positioning inform their point of view on gender issues and gender equality. In some cases, it was a challenge putting together these different visions. • Most of the interviewees who participated to qualitative interviews/focus groups acknowledge the different degrees of

evaluation of UNIBO staff scientific productivity/2014, iii) the first publication of the Gender report was realized in 2016 for the year 2015, iv) an 8 seminars cycle on equal opportunities in the workplace targeting the overall UNIBO staff was realized in 2015.

- An Alma Gender Integrated Research Team was constituted in 2014. These actions provided a fruitful background for the Gender audit in that they facilitated and informed respondents' participation and contribution.
- The highest level of the RPO suggested linking the GEP with the UN Sustainable Development Goals in order to strengthen its implementation.

awareness of gender issues within the organization. Many audit participants identified raising awareness seminars and crosscutting training as key strategies to foster cultural change.

- Some participants to the qualitative audit maintained that UNIBO teaching offering is competitive both at the national and international level as far as gender contents are concerned. Other respondents, though, stressed that UNIBO could do more in this regard. Training and prize contests were identified as strategies to foster the integration of the sex/gender variables/dimensions in both research and teaching.
- Training was also identified by most of the qualitative gender audit participants to promote the integration of the sex/gender variables in research.
- Quantitative data analysis as well suggests that training can be a good strategy to promote gender equality in Academia. On the one hand, vocational guidance workshops targeting students (e.g. Alma Orienta initiatives) could be helpful in preventing horizontal segregation in students' education choices; on the other hand, career counselling could be a good strategy to foster gender equality in career advancement and to prevent vertical segregation.
- Most of the qualitative audit respondents suggested to improve work and personal life integration (e.g. a more "sustainable working hours) and to implement welfare measures to foster gender equality within Academia.

Source: based on Deliverable 2.3, p. 104 ff.

11.1 Key area 1 - The governance bodies, key actors and decision-makers

A key concept of PLOTINA is that governance bodies, key actors and decision makers have a crucial role in the successful implementation of any GEPs. Their level of awareness and knowledge on gender equality issues has a strong influence on gender equality policies, strategies and processes. Thus, WP5 will assess the existence of gender relevant policies and the gender compositions of governance bodies. (Source: D5.1)

CI.1.1. Representation in (main) governing body(ies), by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At **UNIBO** the gender composition of the **governing bodies** is inspired by the principle of equal opportunity included also in the UNIBO Statute. In particular, the composition of the board of governors is affected by the national laws 240/2010 and 120/2011 stating that the underrepresented gender has to be at least one third. However, the male share in most governing and decision-making bodies exceeds the female share. Particularly higher decision making positions of research (i.e. Director of Departments and Director of Research Centres) are almost exclusively covered by men. In fact, there are only four women who are Directors of Departments among the 33 **UNIBO** Departments, and only one woman who is Director of a Research Centre, among the 12 **UNIBO** Research Centres. Further, while the Rector is a man, the Vice Rector positions, are balanced occupied by women and men (57% women). Interviewees mentioned that, according to their perception:

- The new governance is more sensitive towards gender issues;
- There is a persisting gender imbalance in the administrative management positions, where men are still the majority (53%). This majority is even more relevant considering that in the lower administrative position the female share is about the double of the male share;
- The new Pro-rector of Human Resources has introduced new actions in the policies related to Diversity Management;
- Women in top-level positions might also reproduce male sexism in recruitment and selection procedure.

Table 47 Female share in boards, at the time of the audit report

Female share in governing bodies	36%
Female share in decision-making bodies	20%

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 49.

CI.1.2. Representation in (main) advisory body(ies), by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At UNIBO the *Student Council*, that is the official student representative body, consists of 39% women and 61% men. The main duty of this representative body is to express opinions wherever student interests are concerned, thus acting as an **advisory council in student specific matters**. The *Technical and Administrative Staff Council*, consisting of 50% women and 50% men, is a university body with consultation functions on aspects related to UNIBO technical and administrative staff, thus acting as an advisory council. Finally, the *Sponsors' Committee*, consisting of 22% women and 78% men, represents body of parties and institutions working to promote and develop scientific and learning activities and the transfer of knowledge in the various cultural, social and economic fields and in the communities where the university operates.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 49.

CI.1.3. Gender sensitive language and images in institutional documents

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At UNIBO, although the introduction of a more gender sensitive language in UNIBO directories was generally perceived as an attempt to acknowledge gender, there are critics that concrete actions are not in alignment with the language used. Two risks are mentioned by some interviewees:

- By highlighting the language issues other problems could be hidden;
- Or the language issue may risk becoming an “empty showcase”.

Measure started in 2017	Routine revision of any text, communication, images, from a gender equality and diversity standing point (1.1.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To spread a gender-aware language and a more gender-diverse inclusive culture. • In the long term the use of feminine substantive to indicate prestigious positions in the Academia is ought to contribute to the creation of a different perception of women in science and research. • People that use a gender sensitive/gender neutral language - more awareness for gender equality and differences to value.

Implementation Process	<ul style="list-style-type: none"> • The “guarantee committee for equal opportunities, employee wellbeing and non-discrimination at work (CUG)”, together with HR-Vice Rectors and an expert group of professors have elaborated guidelines on the use of a gender sensitive language in institutional documents, images and communication. • In December 2015, they submitted to the Rector the guidelines. • Starting from September 2016 the guidelines were disseminated via mail to the whole staff. In 2017 CUG members have asked to publish on the UNIBO official website the guidelines, not only as communication, but also as a tool itself, making downloadable the full text of the document. • At the end of 2017 the PLOTINA Team together with CUG had improved the guidelines for a more gender sensitive institutional language. • At the beginning of 2018 the improved version was envisioned by the HR Vice-Rector that, together with UNIBO Communication Unit /AAGG and the Gender Equality Rector Delegate / GERD, expressed the will to further ameliorate it. • Now the guidelines are being revised by the working group in order to make them more effective and easy to be used and to disseminate. •
Resources, skills, incentives	<ul style="list-style-type: none"> • Language experts (e.g. Department of Classical Philology and Italian Studies) to verify which modern language model can be adopted in officially communications and on the university website to respect but not cancel out gender differences. • A research fellow from the PLOTINA UNIBO Team together with the CUG President and language experts (e.g. Department of Classical Philology and Italian Studies) to verify which modern language model can be adopted in officially communications and on the University website to respect but not cancel out gender differences.
Challenges & Coping	<ul style="list-style-type: none"> • Some women professors showed resistance in using the feminine substantives to refer to themselves, because they reckon the masculine form as more prestigious. • Some men and women described this action as merely formal rather than substantial. <p>The coping strategy included:</p> <ul style="list-style-type: none"> • A meeting coordinated by the Human Resources Vice Rector and the Rector Delegate for Gender Equality with the professors and researchers in disagreement, to explain that their resistance exactly shows the bias towards women in research and education. In fact, if the masculine form has been perceived as more prestigious it is because it is assumed that leading positions in academy have always been occupied by men.

Outcomes and potential impact

- A number of texts (mails and online communication on websites and magazine) were modified according to a more gender sensitive language, starting from the "Directories" online section of the official UNIBO website, where the grammar forms to indicate the role of the teaching and technical and administrative staff reflect the sexes of the employees.
- In the UNIBO Strategic Plan 2016-2018 professional roles and students are mentioned according to their gender (<http://www.unibo.it/it/ateneo/chi-siamo/piano-strategico>).

In a number of videos, key-actors started to use both the female and the male form to refer to researchers, professors and other employees.

- See here the Director General: <https://intranet.unibo.it/Sezioni/LavoriamoInUnibo/Pagine/SalutoFineAnno2017DirettoreGenerale.aspx>
- Moreover, see the Rector's speech for the inauguration of the academic year (2017): <https://www.youtube.com/watch?v=ulBjKJPg3Y>

This measure is fully achieved because the use of the gender sensitive language is increasing in oral, visual and written official public communication. Nevertheless, UNIBO being a large institution, it's impossible to count if all the documents adopt a gender sensitive language (i.e.: internal mailing lists or private written conversations among employees).

CI.1.4. Gender equality policy and structures

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: Whereas at **UNIBO** there is a 'CUG - Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work' which is devoted to Gender equality matters. It is composed in total by eight people: Four are representative from the University; four are representative from Technical Administrative (TA) staff. The Representative from the University are nominated by the Rector, the four representatives from the TA staff are nominated by Trade Unions. However, there is not a representative of Departments in CUG. In 2015, 75% of CUG members were women. In 2015 the President of CUG was a Delegate of the Rector for Wellbeing. CUG has to meet at least four times a year, as established by the CUG Rules. However, typically it meets every month.

Table 48 Female share in Gender Equality Structures, at the time of the audit report

Female share in Gender Equality Structures	75%
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Measure started in 2017	Appointing delegates (in departments/faculties/schools) to be responsible for monitoring and ensuring that workplace procedures and practices respect gender equality (1.1.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To create a network of delegates to involve UNIBO staff members in a capillary way and is controlling the effectiveness of GEP action implementation. Ensuring an effective gender equality monitoring and disseminating the results of specific actions included in UNIBO GEP.
Implementation Process	<ul style="list-style-type: none"> At the beginning of January 2018 the PLOTINA team planned a meeting with the appointed delegates. The meeting was held on the 25th of January 2018. The agenda of the meeting focused on the GEP implemented action of the previous year (2017). Results and pro & cons were deeply discussed by the delegates and the representatives of the PLOTINA team. After the meeting all the delegates received the minutes and the PowerPoint presentations used by the PLOTINA team. The minutes are essential to update the delegates that could not participate. On the 8th of March 2019, after the conference "Rivoluzione. Le pari opportunità per costruire il futuro: le azioni dell'Università di Bologna come leve di cambiamento", Prof. Tullia Gallina Toschi and Prof. Benedetta Siboni together with HRVR met the PLOTINA delegates for an internal meeting on the GEP's implementation. Delegates were informed on the establishment of the lactation room and discussed together the next actions of KA3: Creation of guidelines for a better planning of working meetings; encouragement to men to take parental leaves.
Resources, skills, incentives	<ul style="list-style-type: none"> Negotiation skills Problem solving Communication skills
Outcomes and potential impact	<ul style="list-style-type: none"> Delegates are controlling the effectiveness of the GEP actions at departmental level. <p>This measure is fully achieved, because both in 2017 and 2018 delegates participated in the meeting promoted by the PLOTINA team in a very proactive way, collecting feedback from their colleagues and reporting them the PLOTINA team, but also explaining and disseminating the PLOTINA actions to their department members.</p>
Lessons learned	<ul style="list-style-type: none"> Before the meeting with delegates it is useful to send them a clear agenda with some key points to be discussed. After the meeting it is useful to send them a report back and some ideas for further developments.

SI.1.1. Ratification of the European Charter for Researchers

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: UNIBO has endorsed the European Charter for Researchers.

SI.1.3. Meetings for GEPs implementation

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Plan of regular GEP follow-up meetings with governance key actors and senior management (Vice-Rectors and Administrative Divisions Managers) to create ownership of the GEP, to strengthen the potential of the plan and to maximize its impact (1.2.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To increase the commitment of key-actors in the GEP's implementation. A more gender-sensitive and aware governance of the university.
Implementation Process	<ul style="list-style-type: none"> The PLOTINA team organized three follow-up meetings with governance and key-actors, in particular with the UNIBO guarantee committee for equal opportunities, employee wellbeing and non-discrimination at work and with the human resources vice rector and the rector's delegate for gender equality. The meetings were focused on the actions of the plan related to remote working (ICT-based systems) and work wellbeing, in the following dates: 23/05/2017, 13/06/2017, 18/07/2017. The PLOTINA team met the HR vice-rector on the 22th of February and discussed the actions on the gender report and the guidelines for the gender sensitive language; on the 4th of April the “guarantee committee for equal opportunities, employee wellbeing and non-discrimination at work (CUG)” met the rector delegates for Gender Equality and for Occupational Wellbeing; The PLOTINA team decided to invite the vice rectors and the administrative line managers to the next delegates meeting (3 July 2018) to involve them more in gender equality issues. Moreover, a strategic actor as the line manager of APOS was involved in a meeting to organize and promote a video dedicated to the action on unconscious bias. The meeting was held on the 13th on June. In this way it was possible to foster ownership of the GEP, favour the dialogue between the academic and the administrative staff the same time.
Challenges & Coping	<ul style="list-style-type: none"> Since key actors and senior managers are usually very busy, it was difficult to agree on common dates for meetings. Before its approval, the Scientific Coordinator participated in a meeting with the rector and his vice-rectors, achieving their endorsement (20/02/17). In order to facilitate the agreement on dates doodles were opened and shared.
Outcomes and potential impact	<ul style="list-style-type: none"> It allowed a full commitment of UNIBO governance in the implementation of the GEP, which is expected to carry on beyond the scope of the project. <p>This measure is considered fully achieved, because meetings have provided a real implementation of the GEP.</p>

Lessons learned

The involvement of both the decision makers and the key-actors since the very beginning of the development of the GEP was important.

SL1.5. Awareness training on gender sensitive issues

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Promotion of initiatives to favour a widespread gender competence at all levels of the organization with provision of training to staff, teachers and researchers (1.3.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To mainstream the gender equality culture in the University. • To increase the number of researchers, professors and technical and administrative staff with gender competence.
Implementation Process	<ul style="list-style-type: none"> • Together with PLOTINA, CUG organized a training cycle focused on the relationship between organizational well-being and working groups in terms of inclusion and participation. • The training cycle (titled "Working Group and Organizational Well-Being: Dynamics of Recognition and Participation") was carried out from October to December 2017 and it was articulated in three meetings held in Bologna the following dates: 11th of October, 8th of November, 6th of December. The seminars were followed via web conference in the UNIBO campuses of Forlì, Rimini, Cesena and Ravenna. Among the issues addressed by the seminars, there were gender equality and equal opportunities. • A seminar titled "Where are the Women? Causes and Solutions for Women's Underrepresentation in Science and Engineering" held by Rebecca Bigler (University of Texas at Austin) took place on the 6th of March 2018 (http://www.isa.unibo.it/en/events/lecture-by-rebecca-bigler-2018); the event targeted UNIBO Academic staff (PhDs, researchers, professors) and students. • A lectio magistralis³¹ opened to students, all grades of academic staff (PhD, researchers, professors) and administrative staff was provided: Prof. Rosi Braidotti, on the 28th March 2018, together with the Master GEMMA; • An interdisciplinary course opened to students, all grades of Academic staff (PhD, researchers, professors) and administrative staff has been planned for the autumn 2018, titled "ethics and politics in gender studies". • A circle of seminars, "lunch seminars", held between the 7th of March and the 6th of June 2018 on several gender issues, ranging from gender non-conforming

³¹ This is an expression of a particular, high level seminar

		children, gender and disability, and reproduction. Seminars were opened to academic staff, students and the civil society more broadly.
Resources, skills, incentives		Interdisciplinary team composed by experts of gender studies, statistics, social and political sciences, humanities, technical and administrative staff.
Outcomes and potential impact		<ul style="list-style-type: none"> The spread of an innovative working culture that valorises attitudes such as cooperation, respect of diversity of sex/gender, roles and positions, inclusiveness. <p>This measure is considered fully achieved, because of the quality of the seminars proved by the high participation.</p>

UNIBO's performance in quantitative terms in Key Area 1

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T2 are depicted in Table 49.

Table 49 UNIBO's performance in quantitative terms in Key Area 1

Indicator	T0	T1	T2	Comments
CI.1.1. Representation in (main) governing body(ies), gender	0,60	0,64	0,68	
CI.1.2. Representation in (main) advisory body(ies), gender	1	1	1	
CI.1.3. Gender sensitive language and images in institutional documents	0,67	0,83	0,83	
CI.1.4. Gender equality policy and structures	1	1	1	
SI.1.1. Ratification of the European Charter for Researchers	1	1	1	
SI.1.3. Meetings for GEPs implementation	0	0,33	0,33	Due to the deadline of the quantitative data gathering the performance shows no change, however it

				must be taken into account that another meeting was held for the academic year 2018/2019: on the 8th of March 2019.
SI.1.5. Awareness training on gender sensitive issues	04	05	05	

Peer Reviewer's assessment of key area 1

How do you assess the **implementation process** in this key area?

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

The implementation process in this area is considered successful. In a short time of period UNIBO took a number of initiatives in order to accomplish a more equal representation concerning governance bodies, key actors and decision makers. In **measure 1.1.2.** a detailed plan concerning gender aware language etc. was designed by CUG, HR-Vice rectors and professors and was disseminated to academic staff. A detailed plan designed by these actors gives validity to this effort. It is also important that the Plotina working group has improved these guidelines several times, taking in account effectiveness and comprehension criteria. Monitoring gender equality procedures requires a constant vigilance and collaboration with all actors. In **measure 1.1.1.** this effort is well described and it seems that during the period from 2017 to 2019, results were deeply discussed. It would be better though if pro & cons were reported briefly. The internal meeting with HRVR and Plotina meeting and the information given, reflects the progress made between previous evaluation. The creation of guidelines concerning working meetings and parental leaves of men is very relevant and demonstrates a deep level of understanding the barriers women face in work places. Regarding **measure 1.2.2.**, regular GEP meetings are considered successful, not only due to their frequency but also because they favoured the dialogue between academic and the administrative staff. **Measure 1.3.1.** is probably one of the most important because almost all key actors and decision makers were involved in seminars and it is the only measure including students and civil society, helping in the cultivation of a more common awareness between them and academic and administrative staff throughout UNIBO.

How do you assess the extent of the **changes in terms of relevance**?

(the extent to which the objectives of the intervention are consistent with the Key Area requirements)

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

In general, all objectives are relevant to the Key Area requirements. What is more is that all measures were designed in a long term logic. **Regarding measure 1.1.2.** the focus on language is very relevant as language is a field where gender inequalities are exercised and expressed. Concerning **measure 1.1.1.** monitoring and involving UNIBO staff members is also relevant because it builds techniques and cultures of self-assessment that in the long term could lead to changes in governance bodies, key actors and decision makers. In **measure 1.2.2.** the planning of regular follow up meetings in an effort to increase commitment and gender aware governance is a very adequate way to confront issues of under-

representation and inequalities in UNIBO because it created a constant dialogue as well as common criteria between Plotina and HR-Vice rector. **Regarding measure 1.3.1**, training the academic community is very relevant to key area 1, because it increases the level of awareness and creates a culture of a collective effort in gender issues. What is more is that it demonstrates that gender equality policies need to be understood and supported by all members of UNIBO's community.

How do you assess the extent of the **changes in terms of effectiveness**?

(the extent to which the objectives of the intervention are achieved)

☐ poor ☐ fair ☐ good ☒ **very good** ☐ excellent

In qualitative terms it seems that most of the objectives were achieved and that all measures were effective. In **measure 1.1.2** the fact that the outcome, underlines the use of a gender sensitive language in oral, visual, and written official communication and that modification to previous texts was made is very positive. Nevertheless, this does not mean that such a language is being used in unofficial communications in UNIBO. **Measure 1.1.1** seems effective as delegates are controlling the effectiveness of the GEP actions across different departments through a network able to supervise the whole process in UNIBO. It is also important that delegates are communicating with department members explaining and disseminating the Plotina actions. These actions could be seen as a constant reminder of implementing GEP in UNIBO'S everyday life. **Concerning measure 1.2.2**, it seems that regular meetings allowed a full commitment of UNIBO governance bodies and also a real implementation of the GEP, since not only decision makers but also all key actors participated. Regarding **measure 1.3.1** it seems that the initiatives taken in order to favour a widespread gender competence were very well received as the high participation at seminars indicates. Nevertheless, is not sufficiently explained what is meant by "the spread of an innovative working culture". More examples on these initiatives could be useful.

How do you assess the extent of the **changes in terms of sustainability**?

(the potential of continuation of the benefits after the project end).

☐ poor ☐ fair ☐ good ☒ **very good** ☐ excellent

Under certain circumstances the changes in UNIBO'S policies and culture could be sustainable in a long term level. All initiatives and measures have opened a dialogue between all actors, and can facilitate the continuation of GEP. Nevertheless, one should study carefully the challenges and coping of each measure in order to predict possible difficulties in the future. In **measure 1.1.2** it seems that some women showed resistance in using inclusive language and that in other cases they believed that measures concerning language were formal. Coping strategy, seems relevant although information is not given about the results of such strategy. In all cases it seems that in the case of measure 1.1.2 the change of language in formal communication could be permanent. Regarding **measure 1.1.1**, a delegates' network is a measure that could ensure the effectiveness of GEP in a long term level. UNIBO'S governance bodies could create permanent structures of delegates in all departments in order to further develop GEP. Concerning **measure 1.2.2** regular GEP meetings could be introduced as a permanent measure and as an official space where vice-rectors and managers discuss and take decisions concerning gender equality issues. Regarding **measure 1.3.1**, this is one of the most crucial measures in this key area. Training staff, teachers, researchers and organizing seminars where students and the civil society can participate gives visibility to GEP and creates the conditions for an open and inclusive culture on gender issues.

In all four measures information is not given to whether the intention of governance bodies and other actors is the continuation of such measures. Nevertheless, the way they were designed leaves a clear print of GEP. These structures could continue and further developed during the next few years.

*How do you assess the **overall progress in this key area**?*

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

The overall progress in this key area is very good. A more careful study of the GEP in qualitative terms shows that a great effort has been made in filling the gap of female representation in governing bodies. It is important if these initiatives obtain a permanent character in the future.

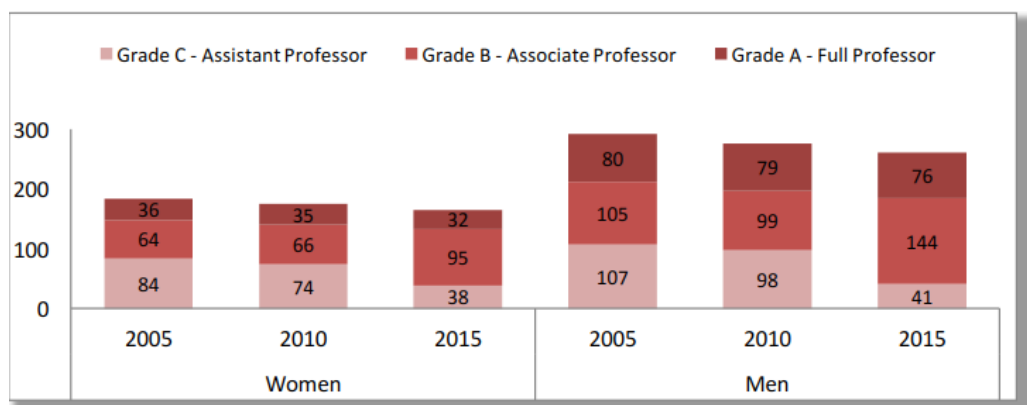
11.2 Key area 2 - Recruitment, retention and career progress

PLOTINA is convinced that gender equality and diversity in research teams is crucial for RPOs for maximizing their research effectiveness. Despite the fact that women represent more than 50% of the population of students and graduates, at the top level (Grade A which corresponds in most countries to the role of full professor) the female share is only ~20% in all disciplines and 11% in science and engineering. Structural barriers in the process of recruitment and retention of researchers are still affected by organization aspects (Source: PLOTINA Dow). Thus, WP5 will assess the progress in overcoming barriers in recruitment, retention and career progression. (Source: D5.1)

Status at the time of the audit report: Apart from indicator specific information, some **general information related to the recruitment and selection policies and processes as well as retention and career progression** was provided in the audit reports too, which is presented in the following part.

At **UNIBO** vacancies are publicly advertised except in limited occasions, in which the RPO might proceed to direct calls “of scholars of great renown and on scholars occupying the same position in foreign universities”. In 2015 a further training was conducted for HR Staff on two different occasions on how to conduct inclusive selection and career progression processes. Among the 54 participants that took part, there were only four men present. The interviewees conclude further trainings affecting the Selection Committee could be developed. The RPO itself reports that neither gender sensitive language nor gender stereotyping content was found in the RPO’s examined advertisements.

Graph 11 Retention and career progression at UNIBO by year and gender



Numbers in Graph 11 suggest a relatively evened out career progression for men and women. Of the women recruited, 20% were hired as Full Professors, 35% as Associate Professors and 45% as Assistant professors. Men's numbers are reflected but similar percentages – 27%, 36% and 37% accordingly.

However, in absolute numbers men are far more present within the RPO – 184 women and 292 men recruited in 2005. Of all the Full Professorships, 31% were occupied by women and 69% by men. In a similar manner, 38% of the Associate Professorships were occupied by women and 62% by men. Only at the level of Assistant Professors does the picture look somewhat balanced, with 44% being occupied by women and 56% by men.

There was either no significant number of promotions to Full Professorships in the recorded period of time or the number of people leaving those positions was filled in with promotions within the RPO. The type of data provided does not provide further insight on this, however since the differences in absolute numbers are fairly small, the precise movement does not need be reconstructed. Of the women taking up employment as Assistant Professors in 2005, two (2%) were promoted to Associate Professors by 2010 and in total 31 (37%) by 2015.

CI.2.1. Share of funded and coordinated projects, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At UNIBO the female share was 37%. Workshops on EU and national funding opportunities were organised. The interviewees mentioned that:

- The integration of sex/gender variables in research, especially in STEM disciplines within these trainings should be promoted
- Training / seminars / workshops focused on the integration of sex/gender variables in research targeting PhD students and newly recruited researchers should be promoted.

Table 50 Female share of project coordinators having received funding at the time of the audit report

Female share of project coordinators having received funding	37%
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Table 51 Share of overall funding received awarded to women researchers at the time of the audit report

Share of overall funding received awarded to women researchers	n.a.
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Note: n.a.....no data available

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 52.

SI.2.4. Positive action in recruitment processes

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: Within UNIBO there exists no positive discrimination action mechanism. Interviewees expressed ambivalent perceptions about positive discrimination actions and, specifically, about quotas:

- Many respondents think that gender equality should be a criterion in recruitment and career progression, but they were ambivalent towards positive actions such as quotas.
- Some interviewees agree that quotas may be temporary required to foster gender balance.
- Most of the interviewees underlined that individual value and competences must be more important than gender balance in academic recruitment and selection procedures.
- But also that quotas may jeopardize meritocracy was mentioned, as well as that quotas are an unwanted form of charity'; 'a male allowance / indulgence to women'.

Measure started in 2018	Carrying out gender awareness initiatives, briefings or creating guidelines to be undersigned by recruitment and appointment of Commission Members (2.1.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To promote and produce a high-quality research: both the valorisation of individual merit and the inclusion of gender differences in working teams have been extensively acknowledged as key-elements improving research effectiveness. • The evaluation, selection and recruitment processes have to follow objectivity, fairness and transparency criteria in each Research Performing Organization (RPO). • Evaluation commissions base their decisions only on quality and must guarantee the equal treatment to all candidates/applicants, irrespective of sex and gender, nationality and ethnicity, sexual orientations, religion and disabilities.
Implementation Process	<ul style="list-style-type: none"> • The PLOTINA Team, together with another PLOTINA partner (EL KOM), has planned to realize a short video to raise gender awareness of Commission Members. • The PLOTINA Team organized a meeting with the UNIBO Administrative Human Resources Unit (APOS) line Manager to foster the ownership of the action among strategic actors. • Moreover, the PLOTINA team has produced a brief text, both in Italian and in English, with an explanation of what is an unconscious bias and suggestions to avoid biased evaluations in Commission Committee. • The guidelines and the link to the video have been sent to Commission Members by mail. Moreover, both the video and the guidelines are available on the institutional UNIBO website and on the PLOTINA database.

Resources, incentives	skills,	Interdisciplinary UNIBO team composed by experts of gender studies, statistics, social and political sciences, humanities, technical and administrative staff, together with high-skilled staff in video making of the dissemination PLOTINA partner EL KOM.
Challenges & Coping		<ul style="list-style-type: none"> • The unconscious associations test results prove that the concepts related to science and career are often referred to men, while the concepts related to art and family are often referred to women. • Many research findings demonstrate in academic evaluation procedures women are more penalized compared to men, even when they have the same curriculum. Women themselves can express unconscious biases and favour male candidates. • It is crucial for commission members to become aware of those unconscious mechanisms and processes that could jeopardize the evaluation fairness and to this end the coping strategies adopted are: <ul style="list-style-type: none"> ○ Disseminate a brief video that can reassure commission members that even evaluators who are committed to quality acknowledgment can be influenced by unconscious biases, in particular when they have to make decisions in short time drawing on limited information. ○ In the video there are suggestions on how to avoid unconscious biases. <p>The measure is considered achieved, since the video is ready and has already been widely disseminated.</p> <p>In less than one year the videos has been watched by more than 500 people (YouTube visualizations). Nowadays the both the Italian and the English version of the video have been watched 672 times (https://www.plotina.eu/2018/09/25/contrasting-gender-biases-in-evaluation-recruitment-professors-researchers/)</p>
Outcomes and potential impact		<ul style="list-style-type: none"> • Potentially all UNIBO staff members have benefited from the action, and the RPO argues that since the video received more than 500 views on the Plotina YouTube channel, a significant number of people external to the RPO have benefited from this action. • The UNIBO PLOTINA Team showed the video during the European Research Night in September 2019.

SI.2.6. Positive action in research evaluation

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017

Introduction/retention in the RPO's internal research evaluation procedure of the consideration of maternity and parental leave periods in order to reach a more equal assessment (2.1.4.)

Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To grant an equal evaluation of the scientific production and research of both female and male UNIBO academic staff. A more equal evaluation of both female and male academic staff's research and scientific production; attention to the issue of equal assessment/evaluation as structural gender policy within the RPO.
Implementation Process	<ul style="list-style-type: none"> On the one hand, some UNIBO's key actors and decision makers - namely the Research Vice Rector; the "Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non Discrimination at Work (CUG)"; the Rector's Delegate for Gender Equality; Human Resources Administrative Division - will have the responsibility to yearly monitor the retention of the evaluation criteria that consider maternity and parental leaves in the University Research Evaluation Board procedures. On the other hand, the University Research Evaluation Board has the responsibility to apply the criteria.
Outcomes and potential impact	<ul style="list-style-type: none"> The action allows a more equal research evaluation system. Women and men who decide to take parental leaves are less disadvantaged and can in this way be better evaluated. In the short term, women - who generally have more care responsibilities than men - can be evaluated on more equal grounds. In the long term, men can be encouraged to take parental leaves. <p>This measure is considered fully achieved.</p>

SI.2.8. Initiatives for raising awareness on female role models

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Sharing career good practices- role models for women (scientists, researchers and academics) 2.1.3
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To contribute at the process of elimination of those stereotypes underpinning androcentrism in science. The possibility that a broad community acknowledges the connection between gender and science.
Implementation Process	<ul style="list-style-type: none"> The PLOTINA team have created the PLOTINA GAME. The game focuses on good career practices and role models for women, with pictures and history of women scientists, researchers and academics. Like in the Memory game, participants must find the same picture portraying a female scientist in two different decks of cards; once they find it, they are asked to answer to a question on the female scientist, researcher or academic portrayed in the picture. In order to include younger children, the PLOTINA team, in collaboration with the CSGE - Centre for Gender and Education Studies - organized a drawing activity (titled "Da PLOTINA a Samantha passando per Laura") to introduce to 4/5-10 years old children some famous female scientists. The PLOTINA game and the drawing activity targeting younger children

	<p>were performed during the European Research Night organized by UNIBO on the 29th of September 2017.</p> <ul style="list-style-type: none"> • The PLOTINA team participated at the Alma Orienta Day, on the 20th and 21th of February 2018, exposing posters and distributing flyers on good practices and role models for women scientists. • In 2018 Angela Balzano of the PLOTINA Team has been invited as speaker by the UNIBO Collegio Superiore in a conference titled "Beyond the glass ceiling: gender in STEM and research", where she introduced students to the work of brilliant women scientists and researchers and to the PLOTINA Project itself. • Moreover PLOTINA members informed interested students on both unconscious biases and discriminations affecting women academic careers.
Resources, incentives	<p>skills,</p> <p>Interdisciplinary research groups working on gender issues and gender equality.</p>
Outcomes and potential impact	<ul style="list-style-type: none"> • A broad community reached to make them understand the connection between gender and science, combating those stereotypes underpinning androcentrism in science. <p>This measure is considered fully achieved, because at both days the UNIBO PLOTINA team had the chance to communicate with more than 3000 students per day.</p>

Measure started in 2018	Promotion of campaigns within and outside the institution to make women's contribution to research and the gender diversity of research teams more visible (2.1.5.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To contribute at the process of elimination of those stereotypes underpinning androcentrism in science. • The possibility that a broad community acknowledges the connection between gender and science.
Implementation Process	<ul style="list-style-type: none"> • The PLOTINA team have created the PLOTINA GAME, a game focused on career good practices and role models for women, with pictures and history of women scientists, researchers and academics. Like in the Memory game, participants must find the same picture portraying a female scientist in two different decks of cards; once they find it, they are asked to answer to a question on the female scientist, researcher or academic portrayed in the picture. • On the 29th of May the PLOTINA team organized the PLOTINA in collaboration with another H2020 project coordinated by the Bologna municipality (ROCK) and the women Association Orlando. • the PLOTINA team performed the PLOTINA game during UNIBO RESEARCH NIGHTS in 2017, 2018 and 2019.

Resources, incentives	skills,	Interdisciplinary UNIBO team composed by experts of gender studies, statistics, physics, social and political sciences, humanities together with the other ROCK project partners (staff of the Bologna municipality and women from Ass. Orlando).
Outcomes and potential impact		<ul style="list-style-type: none"> Participants learnt about the role and the contribution of female researchers to science. This measure is considered fully achieved, because every time that a session of the PLOTINA game is organized, people took an interest to the PLOTINA game stand. The people are always curious and accept to participate in the game and admit that before playing the game they did not know anything about the quoted female scientist and/or politicians. The atmosphere created by the game is always very friendly and usually the participants are thankful that this knowledge has been shared with them.
Lessons learned		<ul style="list-style-type: none"> The PLOTINA team learnt how to organize the game in an attractive way. The desk of cards is big enough to be visible on a table at the stand where the poster of the PLOTINA project is also exposed. To convince people to play, the team usually explained that "it is a game to laugh and learn".

SI.2.9. Initiatives for raising awareness on gender diversity in research teams

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Sharing career good practices- role models for women (scientists, researchers and academics) (2.1.3.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To contribute at the process of elimination of those stereotypes underpinning androcentrism in science. The possibility that a broad community acknowledges the connection between gender and science.
Implementation Process	<ul style="list-style-type: none"> The PLOTINA team have created the PLOTINA game, a game focused on career good practices and role models for women, with pictures and history of women scientists, researchers and academics. Like in the Memory game, participants must find the same picture portraying a female scientist in two different decks of cards; once they find it, they are asked to answer to a question on the female scientist, researcher or academic portrayed in the picture. In order to include younger children, the PLOTINA team, in collaboration with the CSGE - Centre for Gender and Education Studies - organized a drawing activity (titled "Da PLOTINA a Samantha passando per Laura") to introduce to 4/5-10 years old children some famous female scientists. The PLOTINA game and the drawing activity targeting younger children were performed during the European Research Night organized by UNIBO on the 29th of September 2017.

	<ul style="list-style-type: none"> The PLOTINA team participated at the Alma Orienta Day, on the 20th and 21th of February 2018, exposing posters and distributing flyers on good practices and role models for women scientists; Moreover PLOTINA members informed interested students on both unconscious biases and over discriminations affecting women academic careers.
Outcomes	<ul style="list-style-type: none"> A broad community reached to make them understand the connection between gender and science, combating those stereotypes underpinning androcentrism in science. <p>This measure is considered fully achieved, because at both days the UNIBO PLOTINA team had the chance to communicate with more than 3000 students per day.</p>

Measure started in 2018	Promotion of campaigns within and outside the institution to make women's contribution to research and the gender diversity of research teams more visible (2.1.5.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To contribute at the process of elimination of those stereotypes underpinning androcentrism in science. The possibility that a broad community acknowledges the connection between gender and science.
Implementation Process	<ul style="list-style-type: none"> The PLOTINA UNIBO team have created the PLOTINA game, a game focused on career good practices and role models for women, with pictures and history of women scientists, researchers and academics. Like in the Memory game, participants must find the same picture portraying a female scientist in two different decks of cards; once they find it, they are asked to answer to a question on the female scientist, researcher or academic portrayed in the picture. On the 29th of May the PLOTINA team organized the PLOTINA game in collaboration with another H2020 project coordinated by the Bologna municipality (ROCK) and the women Association Orlando. the PLOTINA team performed the PLOTINA game during UNIBO RESEARCH NIGHTS in 2017, 2018 and 2019.
Outcomes	<ul style="list-style-type: none"> Participants learnt about the role and the contribution of women in science. When organizing a session of the PLOTINA GAME people looked at the PLOTINA stand with curiosity and always accepted to participate in the game and admitted that before playing the game they did not know anything about the quoted female scientist and/or politicians. The atmosphere created by the game was always very friendly and usually the participants were thankful that this knowledge has been shared with them.
Lessons learned	<ul style="list-style-type: none"> The PLOTINA team learnt how to organize the game in an attractive way.

- The desk of cards is big enough to be visible on a table at the stand where the poster of the PLOTINA project is also exposed.
- To convince people to play the team usually explained that "it is a game to laugh and learn".

SI.2.10. Empowerment trainings for career progression

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: UNIBO's interviewees suggest undertaking in the future specific actions (counselling, training, advice...) aimed to support women who want to start an academic career after graduating, especially in the areas where there is a severe imbalance among students enrolled and among teaching staff.

Measure started in 2018	Offer of Mentoring and Empowerment courses to improve visibility, self-confidence, negotiating and leadership skills, particularly dedicated to the underrepresented gender (2.1.2)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To increase the self-efficacy of female researchers and professors. • To increase awareness of one's own abilities and strengths. • To improve communication and relational skills and competences to overcome stereotypes and succeed in very competitive work environments.
Implementation Process	<ul style="list-style-type: none"> • The PLOTINA team decided to involve Progetto Donna /PD (one of the two PLOTINA's consulting partners) in the provision of these courses because of its expertise in the field. • During a first meeting between UNIBO and PD the necessity to organize two different courses targeting different kind of academic staff, in order to better meet their needs. • The first course was decided to be organized in the following way: <ul style="list-style-type: none"> ○ Three lessons of three hours each, targeting PhD and research fellows, with a special focus on empowerment and self-confidence. • The second course counts only one lesson lasting 3 hours, since it will target professors (associate and full professor, as well as tenured researcher that, as well known, usually do not have a lot of time to attend specific courses). This last course focuses on visibility, negotiating and leadership skills. • Both took place in 2018 and were repeated in 2019 due to popular demand among the attendees of 2018. <ul style="list-style-type: none"> ○ For the course in empowerment there was a maximum of 20 attendees, since the group has to be small if the aim is to improve personal capabilities and skills. The PLOTINA team asked the directors of doctoral programmes in the STEMM and SSH fields to foster the course attendance among PhD Students. The Engineering, Medicine, Law and the Management Doctoral School were contacted. The course on empowerment for career progression consisted of 3 meetings in 2018, which were attended by, on average, 13

		<p>persons each. In 2019 the course on empowerment again consisted of 3 meetings and was attended by 16 persons each in average. Of these 92% were women.</p> <ul style="list-style-type: none"> ○ For the course in leadership the attendance was conceived without registration, since professors are already very busy. The course on leadership in 2018 consisted of one meeting lasting 4 hours. It was attended by 14 participants. The course on leadership held in 2019 was attended by 9 participants, all of them women.
Resources, incentives	skills,	Interdisciplinary UNIBO team composed by experts of gender studies, statistics, social and political sciences, humanities together with high-skilled trainers working on empowerment facilitation (the PLOTINA partner PD).
Challenges & Coping		<ul style="list-style-type: none"> • The course was successful, however more content related to work and personal life integration in the academic environment could enhance even more the quality of the training experience. • Academic staff is very busy and last minute duties (e.g. participating in Degree Panel, substituting colleagues in teaching classes) can affect participation. • The number of subscribers was very high and the UNIBO PLOTINA Team had to organize a second edition of the courses in order to allow more people to participate.
Outcomes and potential impact		<ul style="list-style-type: none"> • In the short term, 35 women participated in the courses achieving new skills and competences improving their approach to career progression and to work experience more broadly. • The participation and the many requests received by organizers to implement a second edition of the course testified how the measure met the need for initiatives addressing issues such as self-awareness, self-esteem, self-efficacy and empowerment to approach career progression by a different perspective. • Improved soft skills and increased awareness on gender equality issues within Academia. More researchers aware of their abilities/qualities. • Both courses on empowerment and leadership were evaluated with a questionnaire at the end of each course. The vast majority of feedback indicated the course was perceived as stimulating, useful, interesting and accessible followed by a suggestion to increase the number of the meetings, confirming the interest towards the course and the issues that were addressed. <p>The measure is considered to be fully achieved.</p>

SI.2.11. Trainings for leadership

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2018	Offer of Mentoring and Empowerment courses to improve visibility, self-confidence, negotiating and leadership skills, particularly dedicated to the underrepresented gender (2.1.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To increase the self-efficacy of female researchers and professors. To increase awareness of one's own abilities and strengths. To improve communication and relational skills and competences to overcome stereotypes and succeed in very competitive work environments.
Implementation Process	<ul style="list-style-type: none"> The PLOTINA Team decided to involve Progetto Donna / PD in the provision of these courses, for their expertise in the field. During these meeting partners agreed on the necessity to organize two different courses targeting different kind of academic staff in order to better meet their needs. The first course will be organized in the following way: <ul style="list-style-type: none"> Three lessons of three hours each, targeting PhD and research fellows, with a special focus on empowerment and self-confidence. The second course will count only one lesson that will last two and a half hours, since it will target professors (associate and full professor, as well as tenured Researcher that, as well known, usually do not have a lot of time to attend specific course. This last course will focus on visibility, negotiating and leadership skills. Both courses were planned to start in October 2018. <ul style="list-style-type: none"> For the first course a maximum of 20 attendees was foreseen, since the group has to be small if the aim is to improve personal capabilities and skills. For this reason, a registration was deemed necessary. The PLOTINA team asked the directors of doctoral programmes in the STEMM and SSH fields to foster the course attendance among PhD Students. For the second course the attendance is free, no need for registration, since professors are already very busy.
Outcomes	<ul style="list-style-type: none"> In the short term, 35 women participated in the courses achieving new skills and competences improving their approach to career progression and to work experience more broadly.
Lessons learned	<ul style="list-style-type: none"> Academic staff is very busy and last minute duties (e.g. participating in Degree Panel, substituting colleagues in teaching classes) can affect participation. The number of subscribers was very high and the UNIBO PLOTINA Team had to organize a second edition of the courses in order to allow more people to participate.
Internal evaluation of the measure and Impact	<ul style="list-style-type: none"> Improved soft skills and increased awareness on gender equality issues within Academia. More researchers aware of their abilities/qualities. Evaluation questionnaires were delivered to participants at the end of the first course; 14 respondents participated in the survey. <ul style="list-style-type: none"> Most of the attendees described the course as stimulating, useful and interesting (they could choose 3 options out of the 9 possibilities foreseen by the questionnaire). Only one person defined it as marginal and simple. Two more respondents defined it as "simple", in these cases, though, "simple" was associated to other positive options (stimulating, useful, interesting), so this definition should be interpreted as "accessible".

- According to 9 out of 14 respondents, the course met their expectations while for 5 of them expectations were met only in part; most the latter group, though, reported that they would have appreciated more than three meetings, demonstrating an overall interest towards these sort of initiatives.
- 12 out 14 respondents agreed that the skills achieved can be applied to their work life, while 2 only partially agreed with this statement; 9 agreed that their awareness on the requested attitudes for career advancement increased after the course, while 4 partially agreed and only one disagreed. The overall evaluation of the course ranged from sufficient (3 respondents), to good (5 respondents) and excellent (6 respondents).
- Most of the respondents suggested increasing the number of the meetings, confirming their interest towards the course and the issues that were addressed.
- The same survey was submitted to participants at the second course on leadership (8 November). 12 participants evaluated as stimulating and useful the contents of the course, 11 evaluated them as interesting. According to 12 out of 15 respondents, the course met their expectations while for 3 of them expectations were met only in part; 13 out 15 respondents agreed that the skills achieved can be applied to their work life, while 2 only partially agreed with this statement; 11 agreed that their awareness on the requested attitudes for career advancement increased after the course, while 3 partially agreed and only one disagreed. The overall evaluation of the course ranged from good (10 respondents) and excellent (5 respondents). Most of the respondents suggested increasing the number of the meetings, confirming their interest towards the course and the issues that were addressed.
- The course on Empowerment organized in 2019 has been evaluated too via a questionnaire by 11 participants. All the participants defined the contents as stimulating, ten defined them useful, 9 interesting. 8 participants evaluated the whole course as excellent. 4 participants suggested to organize more meetings on the topics.
- The course on Leadership held on the 13th of February has been evaluated by a questionnaire delivered to the 9 participants. 8 participants defined the contents as stimulating and useful, 2 participants as interesting and advanced. All the participants answered that he courses met their expectations and evaluated the whole course as excellent. 5 participants suggested to organize more meeting on the topic."
- The overall measure was successful, more contents related to work life in the academic environment could enhance even more the quality of the training experience.

UNIBO's performance in quantitative terms in Key Area 2

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T2 are depicted in Table 52.

Table 52 UNIBO's performance in quantitative terms in Key Area 2

Indicator	T0	T1	T3	Comments
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CI.2.1. Share of funded and coordinated projects, gender	0,55	0,51	0,49	
SI.2.4. Positive action in recruitment processes	0	0	0	Concerning one of the questions of this indicator – “ <i>Is a positive action policy available that in the case of the same qualification, women are employed preferentially?</i> ”, the RPO reported that under Italian Law such action would be considered discriminatory.
SI.2.6. Positive actions in research evaluation	1	1	1	
SI.2.8. Initiatives for raising awareness on female role models	1	1	1	
SI.2.9. Initiatives for raising awareness on gender diversity in research teams	1	1	1	
SI.2.10. Empowerment trainings for career progression	0	0	0	As described in measure 2.1.2 there was a substantial effort put into the organization of trainings for empowerment and leadership.
SI.2.11. Trainings for leadership	0	0	0	Both the courses editions (2018 and 2019) were attended by an overall number of 63 academics (researchers and professors, technical and administrative staff). Out of these 63 participants 2 were men and 61 women. However, men were present only at the second edition (2019), that could not be counted as it falls out the monitoring tool and since these indicators were originally designed to penalize deviation from equal attendance by men and women, the effort invested in the courses is not reflected in an increase in the indicator's value. For the data on these courses see pages 24-25.

Peer Reviewer's assessment of key area 2

How do you assess the **implementation process** in this key area?

☐ poor ☐ fair ☐ good ☒ **very good** ☐ excellent

The implementation in general is considered successful. A great effort has been made to overcome structural barriers in the process of recruitment, selection policies and career progress.

In measure 2.1.1. the implementation process seems successful. The process of carrying out gender awareness initiatives and creating guidelines about recruitment consisted of the realization of videos, meetings and texts in order to suggest how to avoid biased evaluations. It seems that the Plotina team collaborated with APOS, several times. The production of informative videos is a very interesting idea for raising gender awareness and avoiding the usual statistics, that most of the time are ignored.

In measure 2.1.4. it seems that an effort has been made in order to introduce a more equal evaluation system of the scientific production and research of female and male UNIBO academic staff. The implementation process remains fair as no further information has been given between two assessments. Although implementation seems relevant with the aim of this measure we don't have an analytical information about the criteria upon which the evaluation will be based.

Regarding **measure 2.1.5.** the Plotina Game seems to be connected with the recruitment, retention and career progress. Other games were organized in collaboration with other social actors. The implementation of this measure is considered very good because an effort has been made to promote campaigns outside the institution and establish bonds with the society.

Concerning **measure 2.1.3** the implementation process is innovative and relative to the aims of this key area. Attention was paid in elaborating the Plotina Game as well as the exposition and distribution of information material in order to share good practices-role models.

Measure 2.1.2 is crucial because presents an attempt to produce knowledge concerning gender issues through mentoring and empowerment. Meetings and courses were organized and expanded in many university schools. The implementation in this measure is considered very good in terms of women's participation and production of knowledge. The internal evaluation of the measure and impact provides us with additional information about the implementation process and the reception it had from the participants, who considered all courses stimulating, useful and interesting. It is also very important that all courses were mixed gender. In this way inequalities are not dealt as a "women's issue" but as a gender issue that concerns the totality of the academic community.

How do you assess the extent of the **changes in terms of relevance**?

(the extent to which the objectives of the intervention are consistent with the Key Area requirements)

☐ poor ☐ fair ☐ good ☒ **very good** ☐ excellent

All objectives are consistent with the key area requirements.

In terms of relevance the objectives of **measure 2.1.1.** are consistent with key area two. The promotion and production of high-quality research, setting criteria of objectivity, fairness and transparency in evaluation and recruitment processes are important goals for a prestigious institute like UNIBO. What is more is that in order to carry out gender awareness initiatives the institute should promote new objective recruitment process. Measure 2.1.1 also seems to address structural barriers. Regarding **measure 2.1.4.** and the introduction of an evaluation procedure concerning maternity and parental leave

periods, the aims are very relevant to the key area's philosophy. Parental leaves and the process of evaluation are crucial issues and most of the times are considered an obstacle for equal opportunities between men and women in work places. **Measure 2.1.3.** is also very crucial. The elimination of gender stereotypes and the effort to produce knowledge that connects gender and science is an adequate way to raise awareness on female role models which could lead to career progress for women.

The objectives of **measure 2.1.5.** are extremely relevant with this key area. The contribution at the process of eliminating gender stereotypes and presenting the connections between gender and science are important steps to overcome structural barriers.

Regarding **measure 2.1.2.** it seems that the objectives presented are focused primarily on women's empowerment. This is consistent with key area 2 because attention is paid to the subjects and their ability to improve their skills in many levels.

How do you assess the extent of the **changes in terms of effectiveness?**

(the extent to which the objectives of the intervention are achieved)

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Outcomes in most measures are considered successful. In general, the majority of the measures were fully achieved.

Regarding **measure 2.1.1.** the outcomes are rather poor. The creation of a video could raise gender awareness of Commission members but the objectives regarding this measure cannot be achieved only by this video. It is also mentioned that UNIBO staff members have benefited from this action but further detail on this matter is missing.

Measure 2.1.4. seems to be fully achieved. Important outcomes are presented concerning the evaluation procedure of the consideration of maternity and parental leave. It seems that women and men who decide to take parental leaves are less disadvantaged (or can be less disadvantaged), can be evaluated on more equal grounds and also men can be encouraged to take parental leaves. This measure is very important because it creates the material conditions and at the same time cultivates a culture of equality on a practice that for decades is considered female.

Measure 2.1.3. is fully achieved. The Plotina game opened the possibility for the UNIBO Plotina team to communicate with more than 3000 students per day, which is considered a great success. These actions offered the possibility for a better connection between gender and science. Sharing career good practices and role model for women was communicated in a playful way, creating the necessary condition for the elimination of gender stereotypes.

Again **through** the Plotina Game as presented in **Measure 2.1.5.** is clear that the Plotina team was able to record the reactions of the audience and the participants in the game. Through the discussions they had with them is obvious that all participants were benefited from their participation. New knowledge was produced, shared and accepted with joy.

Concerning **measure 2.1.2.** important new outcomes are being presented. Empowering process was very successful, as an important number of women participated in the courses organized by the Plotina team. These courses have opened the possibility for the improvement of soft skills and were positively evaluated by the participants. The importance of these initiatives is underlined by the fact that the vast majority of feedback indicated the continuation of similar meetings.

How do you assess the extent of the **changes in terms of sustainability?**

(the potential of continuation of the benefits after the project end).

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

*It seems that the majority of the measures are sustainable. However, no information is given (except from measure 2.1.4.) on whether key actors have the intention to build permanent structures based on the benefits of the projects. It is difficult to estimate the potential continuation of measure 2.1.1. because of its limited outcomes. Nevertheless, the description of the challenges is rich and it seems that the UNIBO Plotina team has collected important information about the expressions of unconscious mechanisms and biases that reproduce gender inequality. This information could be useful for planning new strategies and gender awareness initiatives in the future. **Measure 2.1.4.** produced benefits that present a great potential of continuation. Real measures have been taken concerning the evaluation procedure of maternity and parental leave. Key actors and decision makers have the responsibility to monitor evaluation criteria. These decisions have a deep social and political value that allows a more equal research evaluation system. In long terms this measure could be very successful in changing the material conditions of women's lives and maternity-parental leave culture.*

*The Plotina Game presented in **measures 2.1.3. and 2.1.5** is a very interesting practice and maybe is one of the most important elements of the Plotina legacy. Although such initiatives tend to have a short-term life the culture of alternative forms of learning should be preserved and further developed. What is more is that the Plotina team learnt how to organize events in an attractive way, and introduced play and laughter as a learning methodology.*

*Empowerment and mentoring practices developed around **Measure 2.1.2** are also very important. It is important to create spaces where researchers can improve soft skills, learn and gain self-awareness. These spaces should be preserved. The description on Challenges and Coping shows that there are many difficulties in this field such as time and commitment. Nevertheless, it seems that people were interested in participating.*

How do you assess the **overall progress in this key area?**

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

The overall progress in this key area is good. Important steps have been made in sharing good practices, empowering women, initiatives have been taken for raising awareness on female models. It is important that a great number of people participated in seminars as well as at the Plotina Game. However, it is not clear whether these initiatives could have a more permanent character. For this reason, measure 2.1.4. is considered the most crucial in this key area because the potential of continuity and sustainability is visible in terms of potential impact.

11.3 Key area 3 - Work and personal life integration

As a matter of course in any GEPs is support provision for the work and personal life-integration, which does not simply support the need to achieve a balance between home and working life, but it is also supportive for a positive work environment. Ineffective work and personal life integration policies and support might interfere with smooth career progression (Source: PLOTINA DoW).

CI.3.1. Demand and supply of basic childcare

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: UNIBO provides one nursery offered both to staff and students. In 2015, just 3 people from UNIBO used this service (one PHD student, one technical staff, and one academic staff).

Measure started in 2017	Availability of structured supports inside the organization for child-care, family-members with special needs, elder family-members, etc. (3.1.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To provide services able to increase the quality of the work and personal life integration for UNIBO staff. The UNIBO staff members have access to better services to balance their private and working life.
Implementation Process	<ul style="list-style-type: none"> In collaboration with the Alma Mater Foundation and the Dal Monte Foundation, the University of Bologna organized a two weeks' summer camp targeting UNIBO staff's children aged 11-13 (a target severely underserved). The summer camp was held in June 2017 and 40 children per week were involved. This experimental action was made possible by the fruitful collaboration of different key actors from the governance (such as the rector, the human resources Vice-rector, the president of the Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work, the Rector's Delegate to Gender Equality, the Rector's Delegate to Guidance and relations with the school system) as well as by the valorisation of internal human resources (activities in the SSH and STEM fields were carried out by UNIBO researchers/professors and tutored by students from the Department of Education Studies who collaborated as stagier). Drawing on the report on last years' experience - based on fieldwork observations and on the results of the satisfaction questionnaire delivered to families - UNIBO has widened both the training offer, and the target, including children aged 9-10 years old. A group of researchers, trainee students from the Department of Education Studies and professionals from social cooperatives working in the Education field was created. The Dal Monte Foundation collaborated to the action through financial support. It was possible to implement and further develop this action thanks to the fruitful collaboration of different key actors from the governance (such as the Rector, the Human Resources Pro-Rector, the President of the Guarantee Committee for Equal

	<p>Opportunities, Employee Wellbeing and Non-Discrimination at Work, the Rector's Delegate to Gender Equality, the Rector's Delegate to Guidance and relations with the school system), as well as by the valorisation of internal human resources (UNIBO researchers/professors and tutored by students from the Department of Education).</p> <ul style="list-style-type: none"> • Two weeks of summer camp was realized in June 2018 • A lactation room was established
Resources, skills, incentives	<ul style="list-style-type: none"> • Experts (researchers and professors) from different disciplinary fields (covering both STEM and SSH). • Trainee students from the Department of Education Studies and professionals working in the field of Education. • Financial support from a private foundation (Fondazione dal Monte).
Outcomes and potential impact	<ul style="list-style-type: none"> • About 80 families benefited of a high quality childcare service covering an underserved target (11-13-year-old children and their parents). Children, in particular, had the possibility to attend workshops in different disciplinary fields. • The experimentation of the action allowed UNIBO gaining the needed background to improve this action in the future. • The lactation allows working mothers to balance between their private needs and their job – it has been used by 15 working mothers in the time between Nov 2018 to June 2019. • In 2018, an MA student from the Department of Education Studies supported by academic staff delivered an evaluation report on the second edition of the summer camp aimed at a prospective improvement. The report includes data on participants, their expectation towards the summer camp and their degree of satisfaction in relation to the summer camp experience that was evaluated as positive by the majority of respondents. <p>The main objective of the measure was fully achieved.</p>
Lessons learned	<p>UNIBO human resources competences, skills and knowledge allow granting sustainability to this measure.</p>

CI.3.2. Provision of advanced child care services

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: UNIBO did not provide any services in this regard.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 53.

CI.3.3. Provision of services for work and personal life integration

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: UNIBO did not offer any of this kind of services.

Measure started in 2017	Availability of structured supports inside the organization for child-care, family-members with special needs, elder family-members, etc. (3.1.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To provide services able to increase the quality of the work and personal life integration for UNIBO staff. The UNIBO staff members have access to better services to balance their private and working life.
Implementation Process	<ul style="list-style-type: none"> In collaboration with the Alma Mater Foundation and the Dal Monte Foundation, the University of Bologna organized a two weeks' summer camp targeting UNIBO staff's children aged 11-13 (a target severely underserved). The summer camp was held in June 2017 and 40 children per week were involved. This experimental action was made possible by the fruitful collaboration of different key actors from the governance (such as the rector, the human resources pro-rector, the president of the Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work, the Rector's Delegate to Gender Equality, the Rector's Delegate to Guidance and relations with the school system) as well as by the valorisation of internal human resources (activities in the SSH and STEM fields were carried out by UNIBO researchers/professors and tutored by students from the Department of Education Studies who collaborated as stagier). Drawing on the report on last year experience - based on fieldwork observations and on the results of the satisfaction questionnaire delivered to families - UNIBO has widened both the training offer, and the target, including children aged 9-10 years old. A group of researchers, trainee students from the Department of Education Studies and professionals from social cooperatives working in the Education field was created. The Dal Monte Foundation collaborated to the action through financial support. It was possible to implement and further develop this action thanks to the fruitful collaboration of different key actors from the governance (such as the Rector, the Human Resources Pro-rector, the President of the Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work, the Rector's Delegate to Gender Equality, the Rector's Delegate to Guidance and relations with the school system), as well as by the valorisation of internal human resources (UNIBO researchers/professors and tutored by students from the Department of Education). The first week of summer camp will be realized between the 18th and 22nd of June; the second one, between the 25th and the 29th.
Outcomes	<ul style="list-style-type: none"> About 80 families benefited of a high quality childcare service covering an underserved target (11-13 years old children and their parents). Children, in particular, had the possibility to attend workshops in different disciplinary fields.

	<ul style="list-style-type: none"> The experimentation of the action allowed UNIBO gaining the needed background to improve this action in the future. <p>The main objective of the measure was fully achieved.</p>
Lessons learned	Valuing UNIBO human resources competences, skills and knowledge allow granting sustainability to this measure.

CI.3.4. Standard procedure for parental leave

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At UNIBO maternity and parental leaves are granted by law. However, it seems, men are still reluctant in taking parental leave. The interviewees mentioned that:

- Some male researchers and professors requesting parental leaves have been mocked by colleagues.
- In comparison to the business sector and private companies though, it is still easier for men to ask for parental leaves.

Measure started in 2018	Encouragement to men to take parental leaves (3.1.3.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To increase the number of man taking parental leaves. The equally distributed caring responsibilities that can lead at the same time to a cultural change and to more equal career advancement between different genders.
Implementation Process	<ul style="list-style-type: none"> In June 2018, the PLOTINA team met with the Director of the UNIBO Administrative Human Resources Unit / APOS in order to establish the steps to undertake to implement the action. In January 2019 a meeting was organized with HR VR and GERD, during which it was decided to create a flyer and a poster with an image picturing a father with his children and with a text explaining the procedure to ask for parental leave in UNIBO, targeting both academic and technical staff (Figure 1). The flyer and the poster were produced by ELH KOM and the text was provided by the UNIBO PLOTINA Team. The text has been discussed and amended by key actors, approved and finally approved in June 2019. The PLOTINA UNIBO Team has printed and disseminated both flyers and posters in each UNIBO Department starting from June 2019. During UNIBO and PLOTINA public events (European Night of Research; PLOTINA Final Conference) flyers and posters will be disseminated too. The poster has also been published on the official CUG website.

Figure 1



Resources,
incentives

Group of key governance actors (APOS, HR Vice rector, Rector’s delegate gender equality, CUG President).

SI.3.1. Policies on work and personal life integration

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: In line with national law, **UNIBO** provides measures, such as a breastfeeding permit, parenting friendly working hours and time off-work. These were identified by all the interviewees as pivotal in fostering work and personal life integration. Furthermore, the academic teaching-staff in Italy has flexible working hours with the possibility of remote work, which leads to the above mentioned policies often not being utilised. Many interviewees stated however that Fellow Researchers’ contracts don’t include breastfeeding options and other additional benefits that are granted to grade A and B staff.

Measure started in 2019	Creation of guidelines to foster a better planning of working meetings accordingly to work life balance needs (e.g. management and communications of the meeting schedule/timing) (3.1.4.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To promote a cultural change towards work organization, fostering a better integration of private life More female researchers and professors should be able to participate in important working meetings without renouncing their private life
Implementation Process	<ul style="list-style-type: none"> After the writing of the guidelines and a revision by the CUG in 2018, the Plotina UNIBO Team organized a meeting with the HR Vice Rector and GERD in January 2019. During the meeting some revisions of the guidelines were made. On the same meeting the draft of the guidelines was sent to the APOS³² line manager. After the APOS's amendments the guidelines will be presented and discussed during an official meeting with Departments' Directors and Vice Rectors.
Resources, skills, incentives	Group of key governance actors (APOS, HR Vice rector, Rector's delegate gender equality, CUG President)
Outcomes and potential impact	Fully achieved

Measure started in 2019	Implementation of ICT-based systems for enhancing flexibility and improving the staff mobility between the different University sites (3.1.5.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To increase the mobility and flexibility of employees and facilitate their work. An increase in employees' ability to manage their work balancing their private needs with their job duties (referring to all UNIBO staff members – researchers, professors, as well as technical and administrative staff. <ul style="list-style-type: none"> Facilitating the co-operation of employees across different departments through an ICT-based solution

32 Administrative Personnel Division

	<ul style="list-style-type: none"> o Allowing individual employees to work from home or outside the UNIBO structure should contribute to the change of organizational culture, promoting autonomy and self-management thus improving at the same time the quality of the work performed and the quality of workers' private life.
Implementation Process	<p>Since the beginning of 2019, the UNIBO PLOTINA Team together with the Digital Technology Vice-Rector and CESIA implemented the ICT-based systems available both for TA staff and researchers and professors. Specifically, now the Microsoft OneDrive system is available, that allows employees to share files and work online; the mailbox capability has been increased; the dataworkhouse³³ is easily accessible to all employees; a number of administrative procedures has been fully digitalized (i.e.: online application for signatures, working missions abroad, updating of data for teaching courses); the call of applications for scholarships and job positions have been fully digitalized too. This increase in digitalization allowed a significant saving of time for employees, that can easily finalize their work even without being present in their departments.</p>
Outcomes and potential impact	<p>The measure is considered fully achieved, since the aforementioned services are accessible to all UNIBO employees (also see measure 3.1.6.).</p>

Measure started in 2019	Availability of flexible working times arrangements, from part-time to remote working
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • In UNIBO it is possible, on a voluntary basis, to ask for remote working. Thanks to an agreement reached with the main national trade unions, Technical and Administrative staff with long and short-term contracts can apply for 20 positions of remote working. The call for positions is opened every six months. • On the official UNIBO website the aim of this action is described as follows: "The University intends to promote, on the basis of specific telework projects, innovative methods of personnel management and work organization, aimed at reconciling the needs of departments with better living conditions for staff, while safeguarding the system of personal and collective relationships in terms of training, professional growth, motivation and responsibility, combining innovation and organizational well-being, while at the same time allowing for equal opportunities."

33 UNIBO-internal data management system

	<p>https://www.unibo.it/it/ateneo/organizzazione/relazioni-sindacali/personale-tecnico-amministrativo/contratti-e-accordi/accordi-integrativi/accordo-integrativo-in-materia-di-telelavoro-per-il-personale-tecnico-amministrativo</p> <ul style="list-style-type: none"> To facilitate the work organization and wellbeing of these employees that for a number of reasons, such as health or care issue, are not in the possibility to reach UNIBO structures
Outcomes and potential impact	<p>Allowing employees with different needs to work from home or far away the UNIBO structure is expected in the long term to contribute to a change in the organizational culture, showing how autonomy and self-management can at the same time improve the quality of work performed as well as contribute to the quality of workers' private life</p> <p>The measure is considered fully achieved because the call regarding the possibility has already been published.</p>

UNIBO's performance in quantitative terms in Key Area 3

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T2 are depicted in Table 53.

Table 53 UNIBO's performance in quantitative terms in Key Area 3

Indicator	T0	T1	T2	Comments
CI.3.1. Demand and supply of basic child care	0,5	0,5	0,5	The places available in the nursery are 24 in the morning and 21 in the afternoon.
CI.3.2. Provision of advanced child care services	0	0,2	0,4	
CI.3.3. Provision of services for work and personal life integration	0	0	0	
CI.3.4. Standard procedure for parental leave	1.0	1	1	Includes men who took both compulsory as well

		as voluntary parental leave.	
SI.3.1. Policies on work and personal life integration	0,29	0,29	0,5
<p><i>Comment for this Key Area</i></p> <p>It was highlighted by the RPO that some aspects of the SI indicators are guaranteed by law and also that researchers retain a particular flexibility in organizing their work activities.</p>			

Peer Reviewer's assessment of key area 3

How do you assess the **implementation process** in this key area?

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

*It seems that all available resources and methods were utilized in the implementation process. Regarding **measure 3.1.1**, the fruitful collaboration from different key actors seem to promote assisting, trying to include as many UNIBO members possible. Moreover, the summer camps organised managed to prove UNIBO's intentions, something that is also proven through the establishment of a lactation room as well as a group of researchers, trainee students from the Department of Education Studies and professionals from social cooperatives working in the Education field that was created. **Measure 3.1.3** was actually an effort made basically via one poster. These kind of graphic communication seem to have an important impact, even if the only tool was a single poster. Concerning **measure 3.1.4** the tools utilised seem to be very moderate, although it is important that a group of key governance actors participated but no other key factors such as employees or researchers. **Measure 3.1.5** is found to be adequate enough, as it creates the digital infrastructure that is absolutely necessary.*

How do you assess the extent of the **changes in terms of relevance**?

(the extent to which the objectives of the intervention are consistent with the Key Area requirements)

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

*The requirements of this Key Area is to achieve a balance between home and working life. From this point of view, **measure 3.1.1** is really important. Balance between personal and working life as well as the delivery of adequate infrastructure can be a key issue. It is important that UNIBO staff can feel that UNIBO provides services as childcare or summer camps so that they can save personal time and at the same time they can spend more qualitative time with their family or friends. Concerning **measure 3.1.3**, the objective of motivating men to take parental leaves can be helpful in terms of a more balanced family life. Moreover, it can accelerate a cultural change concerning gender equality. The effort to encourage men to take parental leaves underlines that parental leaves is not a "women's issue" but a gender issue concerning both men and women. However, concerning this measure, it is also important that Plotina*

team places the matter of time in the centre of this process creating guidelines that can foster a better planning of working meetings in order for female academic staff to participate.

Measure 3.1.4 proposes a tighter schedule regarding working meetings. Although it is necessary, it is not only a matter of legislation but it is also a matter of mutual respect among UNIBO staff. **Measure 3.1.5** is quite controversial. Mobility and flexibility of employees may lead to more stressed working routine, so it is necessary to be more careful concerning the extent of implication of such measures. On the other hand, co-operation of employees across different departments can be very helpful, especially in terms of saving time and academic cooperation.

How do you assess the extent of the **changes in terms of effectiveness**?

(the extent to which the objectives of the intervention are achieved)

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Regarding **measure 3.1.1.** that was implemented, a small progress was observed at the beginning but at the end the main objective was fully achieved. **Measure 3.1.3.** seems to be quite effective, as the number of parental leaves taken by men increased. **Measure 3.1.4.** is concerned to be fully achieved as well, although there is no data proving that a cultural change towards work organization is made. A legislation change does not necessarily lead to the desirable cultural change described in the objectives. **Measure 3.1.5.** is concerned to be fully achieved concerning the digitalization of a number of procedures and the upgrade of UNIBO's infrastructure. Regarding employees' flexibility or the possibility of remote working although is already public, it is hard to tell if and how this is going to work.

How do you assess the extent of the **changes in terms of sustainability**?

(the potential of continuation of the benefits after the project end).

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Measure 3.1.1. in terms of sustainability seems to be satisfying, especially since there is a know-how on utilizing all human resources available. Moreover, co-operation of different key actors can be helpful to create a culture of a long-term collaboration. Concerning **measure 3.1.3.**, its sustainability could be questioned. There is more to be done in order to constantly trying to motivate men to take parental leaves. Maybe, a poster like that should be published each year. **Measure 3.1.4.** could be more sustainable if there is an effort to enrich the legislation changes with meetings among the employees explaining the importance of having a tight schedule in order to save time and to respect each other. The upgrade of infrastructure in **measure 3.1.5.** is definitely a sustainable change with a lot of benefits? It is a onetime change that could be maintained for the years to come. It is important that this infrastructure is being updated regularly, as technology progresses really fast. Concerning, working flexibility, since it is clearly stated on the official UNIBO site, what is needed is an effort to be really implemented, taking into account that it should allow and provide equal opportunities and not accelerate divisions among UNIBO staff.

How do you assess the **overall progress in this key area**?

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

The overall progress in this key area is good and the main objectives seem to have been achieved. The collaboration of different key actors among UNIBO staff and governance is a practice that should be used more as it has important effects concerning both a cultural change towards a more collaborative way of working and the achievements of PLOTINA objectives. These steps should be continued especially concerning the balance of personal and working life. Moreover, the upgrade of UNIBO's infrastructure is undeniably useful. Although, working flexibility should be faced more carefully as it endorses a danger of creating different categories of employees which actually undermines the denounced goal of offering equal opportunities.

11.4 Key Area 4 - Researchers and research: gender equality and sex and gender perspective

A further key concept of PLOTINA is that culture of research teams' work affects the gender equality in research programs. Cultural barriers, such as gender stereotypes, lack of women's empowerment, 'homo-sociality', all-boys team-networking, still persist within academic environments. Another key concept of PLOTINA is that sex/gender aspects of research programs are crucial for enhancing the reliability of research outputs. PLOTINA partners have identified the following main gaps preventing the gender/sex dimension to be inserted in research programs and contents.

- *Lack of specific requirements for consideration of gender in content and evaluation criteria for research programs.*
- *Lack of awareness and ignorance of the improvement of the quality of research if gender is considered (Source: PLOTINA DoW).*

Thus, the monitoring system will assess the grade of integration of sex/gender variables into research programs, gender equality among researchers, and the cultural change as stimulated by the project. (Source: D5.1)

Status at the time of the audit report: At UNIBO there seems to be an awareness of the distinction between sex/gender as research variables versus gender as a research topic. Within the EC framework programs gender issues have gained visibility and legitimacy in research; however, integrating sex/gender variables in the research is not considered a priority by many of the interviewees. Moreover, it is still mostly women dealing with gender studies and, according to interviewees; still too frequently women are more sensitive towards integrating the sex/gender perspective into research. SSH researchers are more prone to acknowledge gender as a transdisciplinary perspective and as a methodology that should be integrated in all scientific fields. Whereas many STEM researchers are still reluctant in integrating the sex/gender variables in research because they perceive them as not that relevant in their fields of study.

CI.4.1. Number of scientific papers including sex/gender variables and dimensions

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: Data for this indicator were only provided by UNIBO. The number of publications of interest was at the time of the audit 1232 and should serve as a comparison for future values which in their turn should increase. 57% of all publications which include a term connected to gender in their title and/or key words were authored by women. Therefore, the authorship of publications with references to sex/gender variables and dimensions can be considered as gender-balanced.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 54.

SI.4.2. Networks on gender issues research

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Promotion of networking of multidisciplinary research groups interested in gender issues and diversity management (4.1.6.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To favour multidisciplinary research. The establishment and the consolidation of a network focused on gender issues.
Implementation Process	<ul style="list-style-type: none"> Established in 2015, the Alma Gender Integrated Research Team (Alma Gender IRT) is a group of more than one hundred scholars working in twenty-eight departments of the humanities, social studies, science, technology, and medicine at the University of Bologna. PLOTINA is collaborating with the Alma Gender IRT in the organization and implementation of the internal seminar on the integration of sex/gender variables in research. At the same time, the Alma Gender IRT was identified as a stakeholder in the workshop on sex and gender in research that were held in Bologna by Elizabeth Pollitzer in September 2017 (PORTIA). The network is facilitating the collaboration between UNIBO and different interdisciplinary research groups in the participation to European calls.
Outcomes	<ul style="list-style-type: none"> On a short-term basis more people became aware of the need of a network connecting researchers and professors working on gender studies, as proved by the increase of the participants in the same network (plus 14 since 2016). On a medium-term basis the network improves interdisciplinary research thus increasing research quality. Moreover, the network mailing list is very active, participants use it to share and promote their events, seminars and lectures. <p>This measure is considered fully achieved, because both SSH and STEM professors and researchers join the network and because the network met several time to share knowledge, projects and research results.</p>

SI.4.3. Provision of an annual RPO gender report

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Gathering of gender disaggregated quantitative and qualitative data routinely, if possible, in a digital format. Analyse these data in a dedicated report to monitor gender and diversity state of art in the organization and allow further data collection (1.2.1.)
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Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To analyse the composition of teaching staff, administrative staff and students by gender at UNIBO as whole as well as split by departments and schools. This will indicate the situation of vertical and horizontal segregation, and the ceiling glass effect. The monitoring of such data will allow on the one hand monitoring what critical situation UNIBO has to face in terms of gender distribution, and on the other hand if and how these situations change over time because of the actions implemented by PLOTINA and by other tools UNIBO uses to foster equal opportunities. Governing bodies, teaching and administrative staff as well as students should be made aware of the topics of vertical and horizontal segregation, as well as of ceiling glass and the urgency to undertake actions to solve them. The monitoring and improving of critical situations (for instance in particular departments, schools, governing bodies), where there is an unequal situation.
Implementation Process	<ul style="list-style-type: none"> An interdisciplinary team collected data mostly digitally (from UniboDataWarehouse), and partially manually to draft the gender report. The gender report was presented and approved in June 2017 by the Board of the University of Bologna, and was presented during a conference organised by the “Guarantee Committee for equal opportunities, employee wellbeing and non-discrimination at work” held at UNIBO in December 2017. The Conference addressed teaching and administrative staff as well as external associations working on gender issues. Also, the gender report was presented in other two conferences held in November and December 2017 at the University of Ferrara and of Padua, in order to spread the experience and data collected by UNIBO and to spread the methodology used by UNIBO to create the gender report. From October 2017 the gender report in Italian and English version is online at the official website of UNIBO. The last Gender Report has been approved in June 2019 and was presented during a conference organised by the “Guarantee Committee for equal opportunities, employee wellbeing and non-discrimination at work” held at UNIBO in November 2019 at the Region Emilia Romagna.
Resources, skills, incentives	Interdisciplinary team composed by experts of gender studies, statistics, social sciences.
Challenges & Coping	<ul style="list-style-type: none"> The wide range of data to be collected and reported requires an intensive work. Data on absences and leaves required specific analysis and to discuss the best way to present them in order to guarantee the anonymity of particular sensitive situations. <p>The coping strategy included:</p> <ul style="list-style-type: none"> From the first edition of the gender report (that was published in 2016), the UNIBO team has reduced the number of data and indicators focusing on the material ones and has improved the way to collect and represent them in a relevant form. Moreover, in 2017, the team undertook specific meetings with the internal unit devoted to collect data on absences and leaves, to discuss and agree on the best way to represent such data to preserve the anonymity.

Outcomes and potential impact	<ul style="list-style-type: none"> • Increased knowledge on the status of the art of the University regarding gender equality at all levels of the organization long term. • Another Italian University (Padua) said that it has considered the Gender Report of UNIBO, together with another one, as a guide to shape its Gender Report. • In 2018 some members of the Gender Report working group contributed to the elaboration of the national gender report guidelines, a CRUI (Conference of Italian Universities Rectors) initiative that aims at recommending to all Italian Universities to publish a Gender Annual Report • This measure is considered fully achieved, because the data collection shows the differences between men and women in the area of career-making and decision-making.
Lessons learned	<ul style="list-style-type: none"> • Firstly it is important to share to the whole group³⁴ the aims of the documents and what it is intended to measure. The first step is training on gender data and gender issue. • Secondly, it is very important to include in the group that have to formulate the Gender Report the internal unit that is responsible to manage the DataWareHouse of the university as well as the internal unit responsible for the communication and graphic setting of the document. If there is not a unit dedicated to manage the DataWareHouse or the latter does not cover all the data concerning teaching, research, etc. it is important to identify one person responsible in each unit (teaching, research, etc.) who will collect data concerning the unit where he/she works. • Thirdly, it is important to identify specific deadlines to obtain the data. • Fourthly, it is important to disseminate the document, both internally and externally. In particular, it is important to make the document visible for the governing bodies in order to stimulate them to undertake specific action devoted to improve gender equality where it is the case. • The PLOTINA team can invest more in the discussion both internally and externally with other universities in order to agree on a set of indicators to be included in gender reports in order to stimulate benchmarking with other universities. Another Italian University (Padua) said that it has considered the gender report of UNIBO, as well as another big university (Università degli studi di Napoli, Federico II), as a guide to shape its gender report.

Measure started in 2017 **Monitoring of all data regarding research disaggregated by gender: funding allocation, publications submission, excellence evaluation, patent applications (4.1.1.)**

34 Consisting of : Scientific Committee: Rector, Vice-Rector of Human Resources, President of the CUG, Delegate for the Welfare at Work, Delegate for Equal Opportunities, Vice-Rector to Digital Technologies, Delegate for the Budget, Harassment Adviser, Responsible for the project Gender Equality Annual Report, Operational Committee: Department of Management, Research Fellow, CUG Members, Head of Administrative Division – ARAG – Finance and Subsidiaries Division, ARAG – Evaluation and Strategic Planning Unit, Head of Administrative Division – APOS – Personnel Division, APOS – Personnel Division APOS – Training Unit

Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To monitor research excellence by gender. To increase the knowledge on the gender aware research and on the status of the art of equal opportunities in science.
Implementation Process	<ul style="list-style-type: none"> The UNIBO team planned to reach this measure by the annually publication of a gender report, where these kinds of data are collected and reported. The data has been included in the Gender Report 2018. The Gender Report will be published every year.
Resources, skills, incentives	<ul style="list-style-type: none"> Interdisciplinary team composed by experts of gender studies, statistics, social sciences. Set up a DataWareHouse or other system of data collection, collecting data by gender.

SI.4.4. Participation in training seminars on integrating sex/gender analysis methods, by gender and field of research

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2018		Development, communication and implementation of standards for the incorporation of sex and gender variables into research (4.1.2.)
Aim(s) & expected outcomes/impacts		<ul style="list-style-type: none"> To stimulate gender-responsible science and technology, thereby enhancing the quality of life for both women and men. An increase in researchers and professors that, utilizing the developed standards, can integrate the gender and sex dimension in scientific research.
Implementation Process		<ul style="list-style-type: none"> A first tool was created in Italian language after the seminars provided in UNIBO last year as an action of the GEP 2017. The tool has been already sent to all seminars' participants. At the end of September 2018 the process of improvements and translation into English of the standards has been completed. The PLOTINA finalized the process at the beginning of November 2018 and after disseminated the standards on several communication channels, even promoting other seminars in other Italian universities. For instance, the PLOTINA UNIBO team has been invited by the University of Macerata on the 24th April to present these standards and its methodologies to integrate gender and sex in research.
Resources, skills, incentives		Interdisciplinary UNIBO team composed by experts of gender studies, statistics, law, social and political sciences, humanities, technical and administrative staff.
Outcomes and potential impact		<ul style="list-style-type: none"> According to the evaluation seminar results, 14 researchers out of 15 stated that as short term result they learned new skills and competences.

	<ul style="list-style-type: none"> As medium-term result, basing on their answers, it is possible that researchers integrate in their ongoing research projects the sex and gender dimensions. <p>This measure is considered fully achieved, because the same participants (14 out of 15) stated that the seminars met their expectations and that they learned new ways of conducting research.</p>
Lessons learned	<ul style="list-style-type: none"> The standards to integrate the sex and gender dimension in research do not only have to be distributed after the seminar, they also need to be applied during the seminar. For instance, a researcher wrote, in the evaluation questionnaire, that the fact that the UNIBO trainers showed how to apply the methodologies to different case studies, related to different scientific fields, was very helpful to understand how to reach new outcomes. Nevertheless, some participants wrote that the most interesting part of the training was the discussion among researchers and trainers, one wrote that the time devoted to discussion should be more expanded. Therefore, lesson learned are: <ul style="list-style-type: none"> To increase the time for interaction and discussion of the standards. An unexpected positive result was the participation in both seminars of a very interdisciplinary group of scholars. Among participants there were researchers both of the STEM and the SSH fields interested in how to apply the standards.

Measure started in 2017	Internal training seminars on the use of sex and gender perspective in research, to foster the acknowledgement of its economic, social and innovation value (4.1.3.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To reach researchers and professors to explain them the methodology for the integration of the sex-gender variables in research. The expected impact of these seminars is the spread of a gender aware research and a less sex-blind science.
Implementation Process	<ul style="list-style-type: none"> In collaboration with ARIC - Research Area Administration - and with the Alma Gender IRT - UNIBO network of researchers and professors interested in gender studies and in gender equality more broadly - the PLOTINA Team fostered the creation of a multidisciplinary group of experts, composed by researchers and professors with STEM and SSH backgrounds. The group met twice and decided to start the internal seminars in Autumn 2017: <ul style="list-style-type: none"> The first seminar targeting Engineering researchers; The second one, targeting SSH researchers. The group discussed and negotiated the following aspects: <ul style="list-style-type: none"> Elaboration of the agenda of the seminar and definition of contents and key-speakers. Gathering of the teaching materials.

	<ul style="list-style-type: none"> ▪ Elaboration of a checklist to involve participants at the end of the seminar. • Engineering was identified as a privileged Department to start this action because, in this field, the integration of sex and gender in research is still at the beginning. • Two training seminars were organised at Departmental and Institutional level in 2017: the 24th of November at the Engineering School, the 7th of December at the Social and Political Sciences Department. • Other 2 seminars were organized in 2018: one on the 14th of June at the PhD Doctoral Programme in Law, Science and Technologies - the second at the Management Department on the 3rd of July. • The implementation process for 2018 was facilitated by the previous experience. • A point to highlight is the fact that for 2018 the UNIBO team was directly invited by the Departments of Law and Management. In fact, both Departments have asked for the internal training on the use of the gender and sex variables in research. • The first training seminar for the academic year 2018/2019 has been organized on the 11th of April. It was opened both to Master degree students and PhD's students of all the UNIBO Departments. The teachers were Prof. Siboni, Prof. Gallina Toschi, Dott. Alessia Franchini. There were 40 participants (24 women and 16 men).
Resources, skills, incentives	<p>Interdisciplinary UNIBO team composed by experts of gender studies, statistics, law, social and political sciences, humanities, technical and administrative staff.</p>
Outcomes	<ul style="list-style-type: none"> • Participants had the occasion to increase their knowledge on the use of the sex and gender perspective and on the funding opportunity provided by H2020. • The PLOTINA team has distributed an evaluation questionnaire and for both seminars the 100% of participants answered that the information acquired met their expectations. In particular: <ul style="list-style-type: none"> ○ As for the seminar of the 24th of November at the Engineering School, the 100% of participants rated its contents as useful, interesting and stimulating. The 100% of participants think that the seminar's contents can be applied in their field of research. ○ As for the seminar of the 7th of December at the Social and Political Sciences Department the 25% of participants rated its contents as advanced, the 100% as useful and stimulating, the 75% as interesting. ○ As for the seminar of the 11th April 2019: the 100% of participants rated its contents as useful, interesting and stimulating. The 50% as advanced. The 100% of participants think that the seminar's contents can be applied in their field of research and that their knowledge on the integration of sex and gender in research has been improved by the seminar. <p>This measure is considered fully achieved.</p>
Lessons learned	<ul style="list-style-type: none"> • Before the seminars prepare the agenda with the order of the speakers and the title of their speeches. At the end of the seminar provide a Q&A session. After the seminars send to participants the teaching materials and the evaluation questionnaire. • An unexpected positive result was the participation in both seminars of a very interdisciplinary group of scholars. Among participants there were researchers and professors both of the STEM and the SSH fields.

- A point to highlight is the fact that for 2018 the UNIBO team was directly invited by the Departments of Law and Management. In fact both Departments have asked for the internal training on the use of the gender and sex variables in research.

SI.4.10. Application for the international PLOTINA competition and/or awards for integration of sex/gender variables in research

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Institutional recognition within the RPO of those dissertations that have taken the gender dimension into account (e.g. prizes for MA/PhD Thesis) (4.1.5.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To increase the number of PhD and MA dissertations including the gender and sex variables. • The “Guarantee Committee for Equal opportunities, employee wellbeing and non-discrimination at work” and PLOTINA team expect as an outcome an increase in the attention towards these issues, in particular among the young generation of students and researchers.
Implementation Process	<ul style="list-style-type: none"> • Together with PLOTINA, the UNIBO Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work has planned and launched two prizes (scholarship: 1000 euro) for two Master degree dissertations focused on equal opportunity, employee wellbeing and non-discrimination for each year, since 2017 to 2019. • Moreover, one PhD student’s scholarship was launched.
Challenges & Coping	The budget allocated for this kind of prize increased compared to 2016.
Outcomes and potential impact	Expected increase in the attention towards gender issues, in particular in the young generation of students and researchers.

SI.4.11. Perception of the gender/sex variables in research contents, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At UNIBO, according to some interviewees, gender mainstreaming in research risks becoming just “a box to flag” to get EU funding. National calls rarely consider sex/gender variables as an important criterion for research proposal selection. For many interviewees, research teams in UNIBO integrating the gender perspective are moreover still too frequently composed mainly by women who deal with gender studies.

Measure started in 2017	Monitoring of all data regarding Research disaggregated by gender: funding allocation, publications submission, excellence evaluation, patent applications (4.1.1.)	
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To monitor the perception of UNIBO Staff of the integration of the gender and sex variables in research To monitor research excellence by gender. To increase the knowledge on the gender aware research and on the status of the art of equal opportunities in science. 	
Implementation Process	<ul style="list-style-type: none"> Considering that the majority of data regarding research will be published in the Gender Annual Report 2017, the PLOTINA UNIBO Team decided to combine the quantitative data gathering with the qualitative one. Therefore, the UNIBO PLOTINA Team submitted, between November 2017 and February 2018, a survey to investigate the current perception of the integration of the gender and sex variables in research to: researchers, professors and technical and administrative staff. In accordance with the sample chosen for the Gender Audit, the survey was delivered in the following Departments: Education, Humanities and arts, Social sciences, business and law, Science, mathematics and computing, Engineering, manufacturing and construction, Agriculture and veterinary, Health and Welfare Services. The collected data refer to the perception of the integration of gender/sex variables in research in relation to the UNIBO situation in 2017. The data were processed in an aggregated form by gender, ensuring the anonymity of respondents. Respondents had to answer to the following question: <p><i>In your opinion, is the integration of the sex/gender variables in research contents useful to increase innovation and excellence?</i></p> <p>To answer they could choose the following options basing on the Likert Scale: 1- Strongly disagree; 2- disagree; 3- neither agree nor disagree; 4- agree; 5- strongly agree</p> 	
Resources, skills, incentives	Interdisciplinary UNIBO team composed by experts of gender studies, statistics, law, social and political sciences, humanities, technical and administrative staff.	
Outcomes and potential impact	<ul style="list-style-type: none"> Out of 195 respondents, 98 were women (50%), 95 were men (49%), while the remaining 2 (1%) selected the option "Other gender". Those percentages show a good balance between women and men and demonstrate the increase in the interest towards gender issue in UNIBO. The most represented role among respondents is that of Advanced Researcher (43 out of 195), followed by the Administrative and Technical Staff (26 out of 195), Professors (24 out of 195) and Early Stages Researchers (22 on 195), while 18 respondents have not indicated their roles in the University. Therefore, out of 177 	

	<p>respondents, 17% belong to the Administrative and Technical Staff, while the Academics represent the 83% of the respondents.</p> <ul style="list-style-type: none"> Summarizing respondents' answers it is possible to obtain average values: men mostly showed a neutral position (the chosen answer was "neither agree nor disagree", the average value being 3), while women mostly showed a moderate agreement (the chosen answer was "agree", being the average value 4). The PLOTINA UNIBO Team, thanks to the data analysis, learnt that among Researchers, the Early Stages mostly answered "agree" (7,5%), while the Advanced mostly answered "neither agree nor disagree" (19,4%).
Lessons learned	<ul style="list-style-type: none"> To communicate and deliver the survey it was necessary the support of the PLOTINA departmental delegates, crucial to motivate UNIBO Staff to participate in the data gathering. The PLOTINA UNIBO TEAM learnt that to increase the response rate it is needed a better planning and communication of the survey. This implies the possibility to give to participants more time to answer, scheduling the delivering of the next surveys for September and not November.

UNIBO's performance in quantitative terms in Key Area 4

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T2 are depicted in Table 54.

Table 54 UNIBO's performance in quantitative terms in Key Area 4

Indicator	T0	T1	T2	Comments
CI.4.1. Number of scientific papers including sex/gender variables and dimensions	1232	1242	1380	
SI.4.2. Networks on gender issues research	1	1	1	
SI.4.3. Provision of an annual RPO gender report	1	1	1	
SI.4.4. Participation in training seminars on integrating sex/gender analysis methods,	0	0,5	0,4	<p>In 2016 a seminar was developed but the participation according to signed participant lists was not documented.</p> <p>Due to the deadline of the quantitative data gathering (31/12/2018) the seminar</p>

gender and field of research	<p>organized for the academic year 2018/19, held on the 11th April 2019, has not been taken into account in this indicator. However, the participation rate was very high: 40 participants (26 women, 16 men).</p> <p>These indicators were originally designed to penalize deviation from equal attendance by men and women, the effort invested in the seminars is not reflected in an increase in the indicator's value. For the data on these seminars see measure 4.1.3. page 45.</p>		
SI.4.5. Sex and/or gender analysis as requirements in RPO's internal calls	0	0	0
SI.4.10. Application for the international PLOTINA competition and/or awards for integration of sex/gender variables in research	0	0,5	0,5
SI.4.11. Perception of the gender/sex variables in research contents, gender	0,63	0,69	1

Peer Reviewer's assessment of key area 4

How do you assess the **implementation process** in this key area?

☐ poor ☐ fair ☐ good ☒ **very good** ☐ excellent

Concerning **measure 4.1.6**, it seems that the emphasis on collaboration with interdisciplinary groups met the need of researchers to become more aware of sex/gender variables in research. The collaboration with the Alma Gender IRT was very helpful as well and at the same time it managed to enlarge its prestige. Regarding **measure 1.2.1**, the implementation process seems very adequate. The

interdisciplinary team of UNIBO prepared gender reports that were presented in many conferences. The implementation process reflects an outward-looking gender equality culture.

*Regarding **measure 4.1.1.**, the establishment of the Gender Report publication annually, proves a strong devotion. Concerning **measure 4.1.3.**, the multidisciplinary group created in collaboration with ARIC and Alma Gender IRT, met twice during Autumn 2017 and decided after discussion to target the more reluctant departments concerning the objectives of this measure. It is important that this effort is being accelerated by UNIBO researchers and professors, so it is somehow integrated in the academic routine. Moreover, the seminars organized enforced this perspective: that UNIBO itself manages to organize this network of multidisciplinary groups and seminars. **Measure 4.1.5.** manages to give a strong motivation through scholarships, attracting more attention among undergraduate and PhD students. Regarding **measure 4.1.1.** investigating the perception of the integration of the gender and sex variables in research is really important. Moreover, the survey targeted a variety of departments which means that the results can be more representative. Using methodologies like this, allow to bring into light the actual effect on UNIBO members, although the question used was quite vague.*

*How do you assess the extent of the **changes in terms of relevance**?*

(the extent to which the objectives of the intervention are consistent with the Key Area requirements)

☐ poor ☐ fair ☐ good ☒ **very good** ☐ excellent

In terms of relevance, the progress in this key area is quite successful.

***Measure 4.1.6** meets the needs of the key area and multidisciplinary groups are indeed created and what really matters is that they become more stable.*

*The objectives as described in **measure 1.2.1.** are absolutely relevant with key area 4 requirements. In order to accomplish a gender perspective in research it is important for governing bodies to be aware on topics of gender and power relations. Monitoring and analysing data concerning gender distribution and composition of teaching staff are crucial goals for enhancing the reliability of research outputs as well as the creation of a gender equality culture.*

*Regarding **measure 4.1.1.** the first objective about monitoring research excellence by gender is not that relevant. Research excellence is important only in terms of the opportunities given or created for an academic career. In other words, it is a quite quantitative criterion for something mainly qualitative. On the other hand, the knowledge on the gender aware research is much more relevant. **Measure 4.1.2.** aims actually to enlarge the use of the developed standards in order to integrate the gender and sex dimension in scientific research in different disciplines. It aims to widen the perception of what “the gender and sex dimension” is beyond gender orientated studies. Concerning **measure 4.1.3.**, although the objectives are quite relevant it is not clear enough how the economic, social and innovation value of gender-aware research is met. At the same time, the sharing of the methodology can endorse more than one perspectives and as a result it can enrich the ways that sex-gender variables are integrated in scientific research. **Measure 4.1.5.** is relevant too. If dissertations including gender-sex variables are multiplied, then gender-sex aware research becomes more and more visible and in a way it forces more students, researchers and professors to pay attention.*

*How do you assess the extent of the **changes in terms of effectiveness**?*

(the extent to which the objectives of the intervention are achieved)

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

*The effectiveness of the measures in this key area is excellent. In regard to **measure 4.1.6**, the objectives are considered to be fully achieved as the function of the multidisciplinary groups is becoming regular and both SSH and STEM professors and researchers joined the network. This creates the opportunity for a gradual and continuous enforcements of these networks and groups.*

*Regarding **measure 1.2.1** important outcomes are produced. UNIBO's reports about gender are considered by other universities as a guide. New knowledge on gender equality issues is produced not only for UNIBO or other universities but also on national level through the participation of some members of the Gender Report to a conference of Italian Universities rectors. The most important outcome is that data collections shows the difference between men and women in working areas in a clear way. All this information is gathered and can be used for further analysis. Concerning **measure 4.1.3**, the fact that the 100% of the participants said that the seminars met their expectations is really important and it indicates that they should be continued. **Measure 4.1.5** is also considered successful since the budget allocated for scholarships given to PhD and MA dissertations including gender-sex variables increased although it is questionable if the establishments of these scholarships manage to increase the number of gender-aware dissertations. Concerning **measure 4.1.1**, the outcomes show a good balance between women and men participated in the survey and the overall result agrees to a better perception of the integration of gender-sex variables in scientific research. Despite that, there is more work to be done among men that mostly showed a neutral position. Moreover, the next surveys should be more representative concerning the administrative and Technical Staff.*

*How do you assess the extent of the **changes in terms of sustainability**?*

(the potential of continuation of the benefits after the project end).

☐ poor ☐ fair ☐ good ☐ very good ☒ excellent

All measures seem to have good possibilities of sustainability.

*Concerning **measure 4.1.6**, since the network focused on gender issues is established, is up to UNIBO members from now on to continue co-operation and try to bring more researchers and professors to join the network.*

Measure 1.2.1. has produced a very important gender report, also including data collection and monitoring. All these new knowledge was distributed inside and outside UNIBO and surely educated academic staff as it is proved from the lessons learned.

*Regarding **measure 4.1.1** the annual publication of the Gender Report is absolutely necessary. The most crucial is, although, the value of interdisciplinary teams that are able to combine quantitative and qualitative data. **Measure 4.1.2** proves how important is to create multidisciplinary groups that give space to interactive discussions among scholars in order to create a bigger interest in including gender-sex variables in scientific research. Concerning **measure 4.1.3**, the lessons learned are really important. What was lacking was a timely and more detailed preparation of the seminars. Moreover, these seminars should be understood as an ongoing process and not as a yearly seminar that is organized once, so that it can be improved each year. **Measure 4.1.5** should have a permanent character in order to maintain an increased attention in gender-aware dissertations. An increase of the budget and the scholarship given might be helpful. Concerning **measure 4.1.1**, it is clear that UNIBO Staff should be motivated to participate more in the next surveys, taking into consideration the necessity*

of continuing them. Better planning and communication of the survey is an important aspect that can accelerate interest in participating, thus can motivate more people.

*How do you assess the **overall progress in this key area?***

☐ poor ☐ fair ☐ good ☒ **very good** ☐ excellent

The overall progress in this key area seems to be very good. The establishment of a network focused on gender issues along with the establishment of different multidisciplinary groups not only helps the better collaboration of different departments, but it also manages to increase the scholars' attention in scientific research including gender-sex variables through discussion. In combination with seminars and surveys, UNIBO now seems to have the ability and the opportunity to organize an internal function considering this key area. The relation between research, researchers and gender-sex variables and methodologies should become one of the main UNIBO's characteristics.

11.5 Key Area 5 - The integration of gender and sex dimension in study curricula

Ensuring the integration of gender dimension in teaching curricula is another core objective of PLOTINA. A series of concepts, strategies and challenges to promote the insertion of sex and gender as a variable in teaching/training curricula (from the undergraduate level to the PhD one) will be defined in the project. Training will range from occasional seminars to complete degree programs. Thus, WP5 will assess the progress of the insertion of gender/sex variables in teaching programs. However, as one RPO in the consortium does not provide teaching, all indicators in this subsection were being defined as “specific”. (Source: D5.1)

SI.5.1. Courses on specific gender dimensions, per field of research

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2019		Development of introductory and advanced training tools/courses in all Schools/levels (BA, MA, PhD) on sex and gender variables (5.1.2)
Aim(s) & expected outcomes/impacts		<ul style="list-style-type: none"> To introduce teaching strategies for the integration of gender and diversity issues in teaching contents and curricula design.
Implementation Process		<p>The Plotina UNIBO Team started to work on this action in June 2019 together with the GERD and the Diversity Management UNIBO Professor. The Group has realized an advanced online training tool on sex and gender variables suitable for all levels and schools. The online tool will be used during the Diversity Management course 2019/2020 as an e-learning interactive module lasting 12 hours, a platform where students can download and upload contents and share questions and doubts with the Professor.</p>

SI.5.2. Sex/gender variables in teaching modules/courses, per field of research

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At UNIBO three out of seven departments consider gender issues in their syllabus. There are some teaching curricula that are sensitive to sex/gender dimensions (e.g. Law, Medicine and Education Studies). Interviewees mentioned that it is perceived that sex and gender issues are more relevant to social sciences and humanities rather than in the STEM field.

Measure started in 2018	Specific courses available for students on gender equality and soft skills in their study curricula (5.1.3.)
Aim(s) & expected outcomes/impacts	<p>The course objectives are the following:</p> <ol style="list-style-type: none"> 1. Understanding the principles of diversity management. 2. Analysing the mechanisms of gender segregation, ethnic-racial discrimination, exclusion of subjects with diversity and all the processes that hinder the equity and full participation of all members of groups characterized by heterogeneity. 3. Achieving knowledge regarding the strategies of prevention of stereotypes and prejudices. 4. Achieving methodological competences to enhance diversity within groups and organizations. <ul style="list-style-type: none"> o Increasing students understanding of the principles of diversity management. o Increasing student's awareness of the importance of integrating the gender and sex variables in research and teaching. o Increasing student's sensitiveness towards gender equality issues and diversity in academia and research performing organization.
Implementation	<p>A course open to all UNIBO students was provided. The total duration of the course is 36 hours (6 ECTS). It started on the 20th February 2018 and it was concluded on the 11th of May. 24 hours were provided in presence; 12 hours in e-learning. The total number of participants is 50, 30 students attended the lessons in presence, while 20 in e-learning.</p>
Outcomes and potential impact	<ul style="list-style-type: none"> • The expected outcomes described above were achieved, as demonstrated by the satisfaction survey delivered to students. The 35.71% of respondents answered that the contents were stimulating; the 30.95% found them interesting; the 9.52% thought they were innovative. • Almost the 100% of respondents think that the knowledge acquired thanks to the course have satisfied the expectative. • The 55% of participants agree that the acquired knowledge can be applied in their study curricula. • The 85% of participants stated that their awareness on the sex and gender variables in research and teaching has increased thanks to the course. • The overall opinion on the course was: Good for the 60% of participants and excellent for the 20%, neutral for the remaining 20%. <p>This measure is considered fully achieved, because the satisfaction survey proved that students' knowledge and awareness on these subjects increased.</p>
Lessons learned	<ul style="list-style-type: none"> • The course tutor collected in itinerary the students' feedback through individual and collective discussions, while managing the relations between participants and teachers. • Some answers to the satisfaction survey revealed unexpected results. <ul style="list-style-type: none"> o For instance, a student wrote that the course should last more because it was very interesting and issues approached deserve even a deeper analysis.

- Another student wrote that it could be useful to apply the contents of the course, promoting stages and formative working periods.
- Considering that for 2019 the maximum number of students admitted to the course was 50 and that the UNIBO office in charge of the students request of participation (AFORM) received more than 50 requests, in the future UNIBO could increase the number of students to be admitted. This is also suggested by a student in the evaluation survey.
- In 2019 a student wrote in the evaluation survey answer's that the course should be opened to more students since its contents are valuable and useful. Another student wrote that the course is perfectly organized and that it should become compulsory in the future because its contents are innovative and useful.

SL5.3. Training seminars or guidelines on integrating sex/gender in teaching curricula

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At UNIBO there is no training in this sense.

Measure started in 2018	Availability of Guides and Workshops on integration of equality and diversity issues in curriculum design, learning activities and/or program of study, as support for teaching staff (5.1.1.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> • To present to newly recruited staff (tenured researchers and incoming teaching staff from other Universities) how gender equality issues are approached by the Institution (main policies and governance bodies dealing with it), and to introduce teaching strategies for the integration gender and diversity management issues in teaching contents and curricula design. • Increasing gender equality issues and institutional policies awareness and fostering a more gender aware teaching.
Implementation Process	<ul style="list-style-type: none"> • UNIBO organized a two-days training workshop targeting newly recruited teaching staff (tenured researchers, RTDB) and incoming teaching staff from other universities. • The workshop “Fuoridaisentieribattuti” (Off the beaten path) was launched on the 19th of January and it was realized on the 15th and the 16th of February 2018 in Bertinoro (Forlì Campus). • A member of the PLOTINA team realized a specific seminar on the 16th of February 2018 focused on gender equality policies in UNIBO and on the integration of the gender perspective in teaching curricula design and contents.
Resources, skills, incentives	<ul style="list-style-type: none"> • Expert on gender equality and gender studies • Collaboration skills

Outcomes	<ul style="list-style-type: none"> In 2018 34 (22M, 12F) and in 2019 a gender balanced group of 72 newly recruited tenured researchers and professors increased their knowledge on gender equality policies and actions within UNIBO; They also had the possibility to improve their skills in curricula design, including the gender perspective. Participants were interested in the topics presented in the seminar and showed involvement. <p>This measure is considered as fully achieved.</p>
Lessons learned	<ul style="list-style-type: none"> Gender equality and diversity issues are new for most of the workshop participants, in this sense starting from their knowledge and awareness on these topics is pivotal in order to avoid “taken for granted” assumptions. Presenting concrete, as well as “catchy” examples on gender aware teaching curricula and contents is strategic in order to maximise time constraints.

UNIBO’s performance in quantitative terms in Key Area 5

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T2 are depicted in Table 55.

Table 55 UNIBO’s performance in quantitative terms in Key Area 5

Indicator	T0	T1	T2	Comments
SI.5.1. Courses on specific gender dimensions, per field of research	47	54	50	
SI.5.2. Sex/gender variables in teaching modules/courses, per field of research	46	338	153	<p>Data have been calculated in 3 different ways, thus it is not possible to compare them:</p> <ul style="list-style-type: none"> In 2016 a survey was submitted to teaching courses coordinators asking them which courses were related to gender In 2017 a research for key words related to gender in all UNIBO teaching programmes (this method was then abandoned because it gave overestimated results). For this reason, this data should not be considered in this evaluation because it is not reliable.

		- In 2018 were counted all courses where the responsible of the course/module has declared that the content fulfils the objective 5 of UN SDGs.		
SI.5.3. Training seminars or guidelines on integrating sex/gender in teaching curricula		0	0	0,5

Peer Reviewer's assessment of key area 5

How do you assess the **implementation process** in this key area?

☐ poor ☐ fair ☐ good ☒ very good ☐ excellent

Concerning **measure 5.1.2** the online teaching tool provided the opportunity to all students to get familiar with gender and sex issues, although there is no data provided concerning the motivation of students to use this online tool. Regarding **measure 5.1.3** the duration of the course seems to be adequate but the number of participants seems to be inadequate. **Measure 5.1.1.** seems to share a better implementation process, since seminars targeted both new and old teaching staff, underlying the importance of including gender-sex variables in curricula design and teaching.

How do you assess the extent of the **changes in terms of relevance**?

(the extent to which the objectives of the intervention are consistent with the Key Area requirements)

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Measure 5.1.2. is totally relevant with the key area needs. Concerning **measure 5.1.3.** the aims and objectives seem to be a little bit too ambitious although very close to the key area needs. Objectives 2 and 4 is of great importance and they are going to be very useful for almost every student in terms of widening the perception of what diversity is, how it is produced and reproduced. The objectives of **measure 5.1.1.** seem to meet the requirements of this key area adequately especially the one concerning training newly recruited staff because it ensures that at the beginning of their academic careers researchers are trained in gender equality methodologies and issues. This could change UNIBO'S culture in terms of gender awareness creating a new generation of trained researchers.

How do you assess the extent of the **changes in terms of effectiveness**?

(the extent to which the objectives of the intervention are achieved)

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Concerning **measure 5.1.2.** and **measure 5.1.3.** the number of the participants creates doubts about the overall effectiveness of these measures. Nonetheless, the qualitative outcomes of **measure 5.1.3.** can prove that it had considerable effects on the participants, in terms of how effective the course was but also in terms of raising interest on gender issues. Measure 5.1.3 is considered fully achieved because it seems that students' knowledge has increased. **Measure 5.1.1.** is considered fully achieved and it is crucial that particular examples were demonstrated (like in the course targeted to students) in order to engage the teaching staff more in a gender perspective. It is also important that 72 newly recruited researchers increased their knowledge on gender equality policies.

How do you assess the extent of the **changes in terms of sustainability?**

(the potential of continuation of the benefits after the project end).

☐ poor ☐ fair ☒ **good** ☐ very good ☐ excellent

Regarding **measures 5.1.3.** and **5.1.2.** it seems that there is a lack of motivation or there is a need to manage to target more students through a better communication of both the online tool and the course. Maybe the idea of the course becoming compulsory could be of help. Concerning **measure 5.1.1.**, it is important that the seminars were targeted to the whole teaching staff and they should be maintained in order to create a common sense among teaching staff about the necessary gender perspective.

How do you assess the **overall progress in this key area?**

☐ poor ☐ fair ☒ **good** ☐ very good ☐ excellent

The overall progress seems to meet adequately the needs of the key area. However, in qualitative terms **measure 5.1.3.** is targeted to a very limited number of students. Such courses should be targeted to a larger number of students. Moreover, **measure 5.1.2.** should be communicated in a more effective way. Maybe a poster or an info leaflet could be useful.

11.6 Peer Reviewer's overall assessment

The assessment should adequately consider the level of completion of a GEP, in terms of achievement.

GEP's progress in terms of achievement of measures	Fully achieved	Partially achieved
Key area 1 (5 measures)	80%	20%
Key area 2 (5 measures)	100%	
Key area 3 (5 measures)	80%	20%
Key area 4 (5 measures)	100%	
Key area 5 (3 measures)	67%	33%
Across all key areas (23 measures)	87% (20)	13% (3)

*In general, the overall process of UNIBO is **very good**. UNIBO's Plotina team has managed to introduce big changes in areas where it was very difficult to do so. The majority of the objectives as described in the measures tables are relevant to the philosophy of the 5 key areas. What is more important is that the level of achievement is high in all key areas. Important lessons are learned and most of the initiatives are sustainable.*

***Key area 1**, is not considered an easy one because challenging inequality in the higher levels of governance bodies can produce resistance and reluctance since what it is really challenged here is power and gender relations. Collaborating with governance bodies and decision-makers in order to modify communication language was a difficult task, yet Plotina team, achieved most of its objectives. Networks of communication were build, regular meetings and initiatives were taken and a dialogue is now open between all actors. It is true though that in all measures information is not given to whether the intention of governance bodies and other actors is the continuation of such measures. Nevertheless, the way they were designed leaves a clear print of GEP. These structures could continue and further developed during the next few years. A great effort has been made in filling the gap of female representation in governing bodies. Nevertheless, female share in governing bodies and decision-making bodies remains low. Attention must be paid to the fact that some women showed resistance in using an inclusive language while other men and women believed that these initiatives are formal rather than substantial. In the years to come meetings, texts, initiatives and collaboration between departments and governing bodies must continue.*

*The overall progress in key **area 2** is good. This key area is also an important one, because intents to address the structural barriers in the process of recruitment and retention of researchers. Outcomes in most measures are considered successful. In general, objectives in this key area were fully achieved. Important steps have been made in sharing good practices, empowering women, initiatives have been taken for raising awareness on female models. A lot of attention has been paid in changing the material conditions that produce inequality and at the same time in cultivating a culture of equality on a practice that for decades is considered female regarding maternity and parental leave. It seems that this is a sustainable measure. One of the most interesting and important achievements in this key area is the creation and implementation of the Plotina Game. This attractive and playful practice of sharing career good practices and role model for women, gave the opportunity to UNIBO'S Plotina team to*

communicate with students, researchers, academic staff around gender equality perspectives. One cannot be sure if this is a long-term practice but it certainly introduces an alternative methodology for the elimination of gender stereotypes. In this key area the Plotina team has focused on empowerment practices, seminars where academic staff and students produced new knowledge through innovative learning practices. All decisions taken regarding this area have a deep social and political value that allows a more equal research evaluation system.

*The overall progress key **area 3** is good and the main objectives seem to have been achieved. Objectives concerning work and personal life integration are difficult to achieve because they don't concern only conditions on work place, but also conditions created in the sphere of social reproduction. In this key area there has been a fruitful collaboration and this opened the possibility towards a cultural change concerning childcare services, lactation rooms etc. These steps should be continued especially concerning the balance of personal and working life. Moreover, the upgrade of UNIBO's infrastructure is undeniably useful. Although, working flexibility should be faced more carefully as it endorses a danger of creating different categories of employees which actually undermines the denounced goal of offering equal opportunities. Measures 3.1.3. and measures 3.1.5 are extremely important. The effort to encourage men to take parental leaves underlines that parental leaves is not a "women's issue" but a gender issue concerning both men and women. Concerning measure 3.1.4 it is also important that Plotina team places the matter of time in the centre of this process creating guidelines that can foster a better planning of working meetings in order for female academic staff to participate.*

*The overall progress of key **area 4** seems to be very good. Plotina team has designed this key area underlining that the culture of research teams affects the gender equality in research programs. There is an effort in all measures to challenge gender stereotypes examining carefully all aspects of research practices, environment etc. Monitoring all data regarding research, internal training seminars and institutional recognition of those dissertations that have taken the gender dimension into account are only some of the measures taken. The establishment of a network focused on gender issues along with the establishment of different multidisciplinary groups not only helps the better collaboration of different departments, but it also manages to increase the scholars' attention in scientific research including gender-sex variables through discussion. In combination with seminars and surveys, UNIBO now seems to have the ability and the opportunity to organize an internal function considering this key area. The relation between research, researchers and gender-sex variables and methodologies should become one of the main UNIBO's characteristics. Measure 1.2.1. is extremely important because UNIBO's Gender Report is considered by other universities as a guide. What is more is that new knowledge on gender equality issues is produced not only for UNIBO or other universities but also on national level through the participation of some members of the Gender Report to a conference of Italian Universities rectors.*

The integration of gender and sex dimension in study curricula is not of minor importance. Introducing sex and gender as a variable in teaching and training is a challenge because it is possible that many students (of all levels) believe that such variables are irrelevant with their studies. '

*The overall progress in **key area 5** seems to meet adequately the objectives of this area. However, in qualitative terms **measure 5.1.3.** is targeted to a very limited number of students. Such courses should be targeted to a larger number of students. Moreover, **measure 5.1.2.** should be communicated in a more effective way. Maybe the distribution of informative posters or leaflets could be useful. In this area it is important to underline that important lessons were learned concerning the process of training and organizing workshops and seminars. Outcomes of measure 5.1.1. are also important especially the fact that 72 newly recruited researchers increased their knowledge on gender equality policies.*

12 University of Warwick / Warwick

The following description of the RPO is based on data gained at the time of the audit report and might have changed to some extent in the course of the GEP implementation.

Established in 1961, and receiving its Royal Charter of Incorporation in 1965, **Warwick** is a **public** university, located in Coventry, UK. The University has 29 academic departments and over 50 research centres and institutes, in four faculties: Arts, Medicine, Science and Social Sciences.

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.

While the composition of the student body is gender balanced, around one third more men than women work as academics.

Table 56 Number of students and academics* by gender, Warwick (2016)

Students		Academics	
Women	Men	Women	Men
11307 (47%)	12586 (53%)	824 (36%)	1487 (64%)

*Number of academics in the table above includes grades A, B, C and D

National legislation

The UK Equality Act 2010 introduced measures which have direct implications for higher education institutions. 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. **Warwick** has all the policies required by national legislation.

Gender policies

Gender equality and diversity are implicitly covered in the Community and Accessible values of the university. Further, **Warwick** relies on a Diversity and Inclusion policy. Moreover, through the Athena SWAN³⁵ project, a steering group for the implementation of the project's agenda is established and an informal group has been set up for sharing their best practice initiatives in gender issues.

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. The scheme provides institutional as well as departmental awards for RPOs. **Warwick** has been a member of the Athena SWAN Charter since 2009, and achieved Athena Silver institutional status in 2013. **Warwick** and many departments in Sciences,

³⁵ <http://www.ecu.ac.uk/equality-charters/athena-swan/>

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. Athena SWAN requires some basic data analysis and evidence of activity. Every 3-4 years, institutions need to submit for renewal of their award or submit to go to the next level. There is bronze, silver and gold awards. The bronze award requires the RPO to have identified challenges and planned activities for the future; the silver requires ongoing activity and evidence of impact; while the gold requires significant record of activity and impact. Especially in terms of the impact, RPOs need to demonstrate how activities have been effective (in quantitative and/or qualitative terms e.g. representation of women and/or culture change). There is, however, no guidance or requirement for robust measures of this. All ten **Warwick** STEM departments have Athena awards, ranging from Bronze to Silver. **Warwick** Business School (WBS) took part in the Gender Equality Charter Mark trial and achieved a Bronze level award. More recently, a significant number of Arts, Humanities, Social Science, Business and Law (AHSSBL) departments are working towards their submissions and STEM departments have shared their experiences and best practice. One of **Warwick**'s Equality Objectives 2016–2020, is to embed the principles of gender equality and AS beyond the STEM disciplines and to extend the general principles of AS to other protected characteristics by being mindful of intersectionality when exploring issues and developing solutions. Furthermore, on the initiative of Warwick's senior leadership team, two workshops have been conducted ("Women in Academia Workshop") which have led to a Gender Statement of Intent and more recently to the development of a Gender Taskforce which will aim at addressing long term objectives in relation to gender. In addition, a tri-annual Staff survey (PULSE) is conducted at **Warwick** to enable staff to share their views on what it is like to work at **Warwick**. As part of the recent PULSE survey, questions about gender have recently been included. Data are also available for different staff categories.

While Athena SWAN has contributed to Warwick community's awareness and willingness to engage in gender equality activities such as PLOTINA, PLOTINA has been key in catalysing new actions, monitoring old actions, evaluating some activities that were piloted or were used *ad hoc*, and identifying which activities should be embedded into University life. PLOTINA has been also important in working together with colleagues from different units and departments of the universities to integrate activities across the RPO and to achieve more than might otherwise have been possible. PLOTINA has played an important role in framing the narrative about the aim of gender equality not as acquiring an award (or a box ticking exercise as it has been usually criticised to be) but using PLOTINA and Athena SWAN activities as mechanisms and opportunities to address gender inequalities in the workplace. It has also fostered an approach to be more creative with developing actions that can contribute towards this direction acknowledging not only the benefits of actions but also positive and negative unintended consequences. Furthermore, it has enabled further in identifying the gaps in available information and data and has pushed towards combining together different datasets and make them speak to each other in order to have better information about activities in the future. PLOTINA also catalysed the significance of developing an overarching Gender Equality Taskforce to oversee gender equality at Warwick. As a result, the PLOTINA core team members sit in various university, faculty and departmental committees such as the Gender Taskforce, the Athena SWAN Working Group, the Race Charter Working Group, the Faculty of Social Sciences Impact and Research Committee, the Faculty of Social Sciences and Arts/Humanities Committee, the PAIS Equality and Diversity Committee. Furthermore, PLOTINA has enabled regular meetings with the Provost and the PVC for Research. Due to the overlapping actions with Athena SWAN, PLOTINA and Athena SWAN are discussed in similar institutional meetings.

A University of **Warwick** Equality Objective 2016-2020 is to continue to promote the effectiveness of the University Council and its sub-committees through a diversity of membership.

The RPO reported that

- They are explicit in the Diversity and Inclusion policy and university strategy (Goal 4: Engage our communities. Value our staff and students and encourage them to contribute to achieve their potential).
- The Provost released a ‘gender statement’³⁶ to the **Warwick** community pledging that priority issues will be tackled, and that a ‘Gender Taskforce’ will be formed led by a senior member of the university.
- Members of the senior leadership team highlighted the use of sex/gender disaggregated data informing strategies and policies and they provided examples of looking at these data in relation to pay, merit pay, study leave and recruitment/promotion.
- There are specific working groups formed to look at these data more closely and provide recommendations for the future.
- There are supporting structures in place as for example, in chemistry, there are specific health and safety guidelines including lab access for pregnant women.

Table 57 Main conclusions as deduced by Warwick

STRENGTHS	CRITICAL POINTS
<ul style="list-style-type: none"> • The Athena SWAN process has enabled Warwick to critically analyse policies and procedures to ensure that they are fair and advantageous to the workforce. • Efforts are undertaken to make Warwick an employer of choice for all, and believe that to do so, it is important to ensure that Warwick community is diverse and welcoming to all. • Gender equality is implicit in university values but explicit in the Diversity and Inclusion policy and university strategy goals. • A gender equality statement has been released by the Provost and a Gender Taskforce has been formed. • Senior leadership team and senior administrator are aware of the importance of gender equality and they intend to mainstream gender equality across all processes. Sex/gender disaggregated data feed into strategies and university policies. 	<ul style="list-style-type: none"> • Disadvantages of the processes required for the Athena SWAN reported: some people might do it as a box ticking exercise (particularly when it is required for funding); intense competition among universities; changing of standards as the scheme becomes more popular and it can become demoralising for those working on unsuccessful submissions. Overall there has been little evaluation of effectiveness of any action that has been implemented. • The university has grown in size within the past 20 years. It is a big university comprised of multiple departments which are quite autonomous and strong with a somewhat thin layer of governance. This diversity can sometimes be a challenge in streamlining processes and addressing potential disconnection between departments and central university level. • Limited awareness by individual employees of the values, strategy of the university and Athena SWAN.

³⁶ See: http://www2.warwick.ac.uk/services/equalops/equal_opportunities_statement/

- There is equality and diversity expertise among the senior administration team and there are also academics who have research interests in this area.
- There are highly committed individuals and change agents in the institution.
- An Equality Objective 2016-2020 is to continue to promote the effectiveness of the University Council and its sub-committees through a diversity of membership. This is already evident in the gender split for The Council and Senate Committees in 2016/17 compared to 2015/16. The process for becoming a member in those bodies has become more formalized in the past few years requiring an application.
- HR Excellence in Research award showing commitment to supporting researchers 'careers'.
- Training courses for unconscious bias, diversity for recruitment and selection for committee chairs.
- HR checks for the wording of advert and includes statements to encourage employees that consider employment on part time or other flexible working basis.
- Senior leadership team is aware of pay discrepancies in terms of gender.
- Initiatives such as mentoring, demystifying the promotion process event and training workshops for supporting with career development have been important for career progression and promotion.
- Initiatives such as summer/Easter schemes, conference care funds, working parents network which contribute to supporting parents in integrating their work in their personal/family life.
- Academic returners' scheme fellowships important after maternity leave.
- No zero-hour contracts for staff.
- Good proportion of women at early career posts.
- Collection of research funding data by PI, amount of money and type of funding.
- Individual academics in social sciences and arts and humanities have a range of research interests in relation to gender/sex.
- The Institute of Advanced Teaching and Learning puts emphasis on interdisciplinary teaching and can be a useful resource for
- Limited resources (financial, human, data) to implement and follow up the gender equality agenda.
- The process for membership of some central university committees seems to be almost informal and it depends on the committee and its task while the selection is dependent on experience of the individual having been involved in relevant departmental committees sometimes it is up to faculty/department to suggest candidates for a committee but sometimes they might be approached by the chair of the committee directly.
- It is not clear how unconscious bias training does or might affect recruitment and selection processes.
- HR has not received any training reviewing documents for gender bias.
- Applications and shortlisted candidates' information is not broken down by gender for equality and diversity reasons.
- Most departments are in alignment with central university guidelines but fixed term posts for research grants that belong to senior academics can be more informal and inconsistent with the guidelines.
- Pay discrepancies seem to be discipline determined.
- Important to investigate systematically the effect of initiatives on individuals' careers and perception of institutional and departmental culture.
- Limited childcare provision and high costs for nursery.
- Maternity leave provision is less than other universities in the comparator Russell Group of Universities.
- The nature of the academic profession in terms of the long working hours and intense competition was raised as critical for work and personal life integration.
- Increase of staff on fixed term contracts often due to fixed term research funding.
- Women are under-represented in academic and research roles especially at professorial and associate professor posts.
- Criteria for nearly all funding grants are set by funding bodies, not internal rules. Any internal processes (e.g. pre-selection) does not include a requirement for gender variable/analysis and will take decisions on proposal merit and its

developing an online course for integrating sex/gender analysis.

chances of getting funded and not on gender balance of candidates.

- Natural scientists do not see the relevance of sex/gender as a consideration in their research and/or including it as a formal requirement. Limited awareness of staff on the importance of gender/sex analysis in research.
- Not much information is collected on the gender of PI, co-PI or the gender content of research projects funded.

Source: based on Deliverable 2.3, p. 203ff.

12.1 Key area 1 - The governance bodies, key actors and decision-makers

A key concept of PLOTINA is that governance bodies, key actors and decision makers have a crucial role in the successful implementation of any GEPs. Their level of awareness and knowledge on gender equality issues has a strong influence on gender equality policies, strategies and processes. Thus, WP5 will assess the existence of gender relevant policies and the gender compositions of governance bodies. (Source: D5.1)

CI.1.1. Representation in (main) governing body(ies), by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At **Warwick**, women have been under-represented in the governing bodies and the decision-making bodies. However, female presence has greatly improved in 2016/17 in all committees. The Executive Management Committee has achieved parity but the Equality and Diversity Committee is dominated by women. In most cases, there has been a significant improvement in gender balance on each committee. In all **decision-making committees**, female members comprised 35% of all members in 2015/16, and this increased in 2016/17 reaching 41%.

The most male-dominated committees in 2015/16 were the Research Committee, the University Estate, the Vice-Chancellors Advisory Groups for promotion and remuneration, the Probation Review Group, The Budget Steering Group and the Board of the Faculty of Science. Most of those committees are very prestigious and they affect decisions regarding research and recruitment and promotion processes. Nevertheless, in all these committees the situation has changed markedly in 2016/17 with most of the groups having a much higher female presence (apart from the Vice-Chancellors Advisory Group for remuneration). On an even more positive note, one of the most influential bodies, the Executive Management Team has achieved parity in 2016/17.

The University of **Warwick** Equality Objective 2016–2020 is implemented to promote the effectiveness of the University Council and its sub-committees through a diversity of membership. This is already evident in the gender split for The Council and Senate Committees in 2016/17 compared to 2015/16.

Qualitative data showed the following:

- Equality and diversity papers are now given higher priority in the agenda of meetings of bodies such as the Senate, Council and Steering committee.
- Limited resources (financial, human, data) are perceived as the main obstacle to implementing gender equality agendas. (Source: D5.2 Synthesis Report of Audit Reports)

Table 58 Female share in boards, the time of the audit report

Female share in governing bodies	32%
Female share in decision-making bodies	26%

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 60.

CI.1.2. Representation in (main) advisory body(ies), by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At **Warwick** the Vice-Chancellors Advisory Group for Promotion consists of 86% men and 14% women, and the Vice-Chancellors Advisory Group for Remuneration of 75% men and 25% women. These are committees concerned with career progression.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 60.

CI.1.3. Gender sensitive language and images in institutional documents

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At **Warwick** the issue is not explicitly mentioned, as the English language itself does not drive gendered vocabulary so it is more straightforward to avoid gender insensitive language. Further, language and culture have generally changed in recent decades to avoid politically incorrect gendered language, so less review is needed than in other countries.

Measure started in 2017	Routine revision of any text, communication, images, from a gender equality and diversity standing point (1.1.4.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> To review the institutional texts and images and identify any gender biases/stereotypes. To provide recommendations about language used from an equality and diversity perspective.
Implementation Process	<ul style="list-style-type: none"> Researchers (from politics and applied linguistics) reviewed institutional websites (mission, strategy, values) and internal communication (monthly news). The data were stored and analysed to identify which words dominate the corpus. Two social scientists conducted a more sophisticated research analysis of institutional documents and websites on gendered language and gendered discourses to develop a guide to be used by HR/departmental administrators. As a result of the action, a good practice guide was developed and provided to Equality and Diversity advisor on how to communicate gender activities on the university websites.

Resources, skills, incentives	<ul style="list-style-type: none"> • It is important to have social scientists for undertaking this activity with expertise on discourse analysis, gender and qualitative methods. • Expertise from applied linguistics is particularly important to collect and analyse the institutional textual and interview data.
Challenges & Coping	<ul style="list-style-type: none"> • Budget required for research assistance in collecting and analysing the data (text data). <p>A brief report was shared with the E&D advisor about communicating gender equality actions within the university community:</p>
Outcomes and potential impact	<ul style="list-style-type: none"> • How university websites in relation to gender equality should be framed to raise awareness about activities taking place at university, mitigate potential backlash and staff perceptions that it is tick box exercise. • A bi-annual evaluation of websites to check whether these recommendations are still being considered is scheduled.

CI.1.4. Gender equality policy and structures

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At **Warwick** institutional structures and networks have been established in relation to gender equality:

- 1 The Equality & Diversity (E&D) Network, where all staff members can participate and where each department is encouraged to have an E&D representative.
- 2 There is also 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. The 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 The **Warwick** Athena Network (WAN) is an informal group of 'Departmental Athena Champions', meeting monthly, to update and share best practice on initiatives borne out of Athena SWAN work. Membership of this group continues to grow as more departments engage with the process. WAN reports into WASG (**Warwick** Athena Steering Group).

Further, Athena SWAN has become embedded into everyday business in parts of the University and this is becoming more widespread with many departments having equality/diversity work (including gender and other protected characteristics, to take into account, intersectionality), as standing items at staff meetings. The RPO also reported that

- since 2012, an Institutional Athena Annual report has been produced to inform on progress and new initiatives. The Annual report is published on the web, and presented at formal University Committees.
- There is also a termly Athena SWAN Newsletter.

- The Athena Institutional Self-Assessment Team (SAT) reports into the **Warwick** Athena Steering Group (WASG) which provides University-level strategy for Athena SWAN, taking oversight of University-wide activities. The key aim of the WASG is to review and develop strategies for the implementation of activities within the AS agenda – which in the UK means increasing the percentage of women in academic careers and progressing up the career ladder. WASG addresses issues that either cannot be managed at departmental level or where there needs to be an institutional wide impact. The WASG formally reports on Athena SWAN to the EDC, which is a joint committee of the Senate and Council.

Table 59 Female share in Gender Equality Structures, at T0

Female share in Gender Equality Structures	67%
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Measure started in 2017	Appointing delegates (in departments/faculties/schools) to be responsible for monitoring and ensuring that workplace procedures and practices respect gender equality (1.1.1.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> • To monitor and ensure that workplace procedures and practices respect gender equality in different departments. All departments have named delegates and structures in place to deal with gender equality issues. • To embed these issues into processes and everyday practices at all departments.
Implementation Process	<ul style="list-style-type: none"> • Departments have selected delegates responsible for this. • In many departments, committees have been established with various names (Welfare, Wellbeing, Equality and Diversity etc.) • These committees oversee departmental activities in relation to gender and beyond to ensure wellbeing of colleagues in the department. • They are also in contact with university E&D unit and university committees.
Resources, skills, incentives	<p>Workload and recognition of contribution to the committee work is reported in the personal development form (and promotion application).</p>
Challenges & Coping	<ul style="list-style-type: none"> • The challenge is to ensure that the work of the committee is embedded in departmental processes. The success of delegates/committees varies on the individuals involved and their commitment but also the commitment and support from the senior management of the department. • The coping strategy included: Ensuring that the work of these delegates is useful for the department.

Measure started in 2017	Creation of a Gender Equality Unit/Office - provided with annual financial and human resources - acting also, as an in-house expert focal point and an advisory source to Departments (1.1.3.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> • To lead gender equality and diversity actions at university level (with Gender taskforce as a research driven body to provide expertise). • To design and implement gender equality actions. • To monitor and evaluate actions.
Implementation Process	<ul style="list-style-type: none"> • The Gender taskforce was based on two workshops of 'Women in academia' which was initiated by the pro-vice Chancellor and Provost and was seen as a useful body to complement the work of PLOTINA. On the basis of these workshops the creation of a gender taskforce was announced and staff was asked to express interest and write a few words about why they should be selected as members of the taskforce. • The taskforce is comprised of individuals at different academic and administrative grades across different departments at the university. The taskforce meets twice every term (three terms), it has administrative support (minutes) and is led by an associate professor at the department of Engineering. • The taskforce is responsible for the following: Developing a gender strategy and to take a multi-faceted approach to implementation, being mindful of existing initiatives in the university, including PLOTINA and Athena SWAN; <ul style="list-style-type: none"> ○ Monitoring and reviewing gender data to identify areas of concern where action may be required to enhance gender equality and the working environment. ○ Consideration of issues of strategic relevance, plan how best to address issues of concern and how best to optimise and disseminate current good practice, including, but not limited to, drawing on the existing research being undertaken at Warwick. ○ Support the achievement of the university's equality objectives, by raising awareness of gender equality and acting as a body of expertise on gender issues. ○ Regular reports to the Equality and Diversity Committee, the Senior Executive Committee and other strategic university committees on the work of the gender taskforce.
Resources, skills, incentives	<ul style="list-style-type: none"> • The taskforce reports directly to the Provost. • The taskforce could access resources for a specific project/activity if it falls within the remit of the taskforce.
Challenges & Coping	Challenges include:

- The members of the taskforce come from different disciplinary backgrounds and that includes a different understanding about gender equality.
- At the same time, quite a few issues have been identified as important and there is confusion at this stage of what should be prioritised.

Coping strategies included:

- Issues were addressed and discussed at meetings thus establishing the responsibilities and activities of the taskforce as time went by.
- Identifying synergies with PLOTINA by connecting the project's goals with those of the taskforce mission.

Outcomes and potential impact

Creation of a gender taskforce embedded in university structures.

Measure started in 2017	Sexual harassment prevention and support structures, at disposal and well communicated to all stakeholders (1.1.6.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> • To develop a sexual harassment policy and put protocols and support in place for students and staff. • Individuals being aware and clear about sexual harassment prevention and support structures.
Implementation Process	<ul style="list-style-type: none"> • The Wellbeing Support Services at WARWICK have been awarded a national grant to develop protocols. As part of this grant, a project manager was appointed to develop such protocols. • There were already two meetings with the project management explaining the PLOTINA project and information on good practice were exchanged. • Together with the student union the project manager is working on a campaign to raise awareness to students at the moment and drafting a relevant policy. In addition to that there is liaising with different departments and units at the university to develop resources and information and potentially policy. • Resources, event info and examples have been provided to the project manager responsible for this activity which has contributed to the development of a website. The website is informative and provides support to individuals regarding sexual violence and harassment. • Currently there is a discussion about developing it as a case study. A policy document has been developed and its third version is currently under discussion at the University Board.
Resources, skills, incentives	A full-time person working on this project and an independent sexual violence advisor.

Challenges & Coping	<ul style="list-style-type: none"> Challenging topic to discuss across the university and for everyone to agree on the approach taken. <ul style="list-style-type: none"> The coping strategy included a wide consultation as possible.
Outcomes and potential impact	<ul style="list-style-type: none"> A new role has been embedded in Wellbeing services (project manager) which is overseeing various issues relevant to this action. The role is permanent. A comprehensive website has been developed to help individuals identify sources of support available at the university and other resources: https://warwick.ac.uk/services/supportservices/preventionandsupport/ As part of this project an online module ‘Consent Matters’ was developed: https://moodle.warwick.ac.uk/course/view.php?id=20760 which is open to all students. Moreover, as an outcome of this project, the institution identified a need for the development of an in-house broader <i>Respect for All at Warwick</i> online module. The module outlines acceptable and unacceptable behaviours to students, information on being an active bystander and support pathways. The resource comprises dedicated sections on Drugs & Alcohol use, Hate Crime, Harassment, Healthy Relationships and Sexual Violence. A review of support structures through an online survey for students/staff every 3-5 years is planned, in order to ensure that support is timely and appropriate.

Measure started in 2017	Creation of a Gender Equality Team who will take the lead to coordinate the implementation of the GEP. Provide this team with time/financial resources (1.1.8.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> To lead the coordination and implementation of the GEP. This team is already part of the Athena SWAN working group that has resources and working time allocated on Athena SWAN activities that overlap with the PLOTINA work. The team is engaged and contributes to the PLOTINA activities.
Implementation Process	Members were selected on the basis of their involvement with the gender equality work (e.g. Athena SWAN) and their function in the university.
Resources, skills, incentives	Representatives from different academic grades and administrative roles including senior management.
Challenges & Coping	<ul style="list-style-type: none"> Finding dates/times where all individuals are available. Different perspectives and understandings of gender equality.

Outcomes and potential impact

- Creation of the Gender Equality Team.
- Some of these actions are embedded within the institution as part of the Athena SWAN and the work of the Gender Taskforce which ensure their sustainability beyond the end of PLOTINA.

Measure started in 2017**Provision of online and/or hard copies of gender equality and diversity policies for internal and external staff (1.3.1.)****Aim(s) & expected outcomes/impact**

- To have easy access to equality, diversity and inclusion policies (this information is available online).
- The staff to be aware and clear of these policies and engage in activities to maintain or enhance further an inclusive workplace.

Implementation Process

- Previously called 'The Single Equality Scheme', this policy has been revised and up-dated in 2016 and re-named the 'The Equality, Diversity & Inclusion Policy'. This policy is a declaration of the university's commitment to develop a fully inclusive university community which recruits and retains talented staff and students from all sectors of society equally. The policy sets out the requirements of the duties placed on the university by equality and diversity legislation and is a vital enabler that will help to realise the university strategy. Every individual in the university's community should be treated with dignity and respect and be part of a working and learning environment that is free from barriers, regardless of age, disability, gender reassignment, race, religion or belief, sex (gender), sexual orientation, marriage or civil partnership and pregnancy or maternity status. The policy outlines how the university will consult, communicate and engage with all the Warwick community to advance equality in everyday business.

Resources, skills, incentives

Consultation of this document between E&D, senior management and academic/administrative community.

Challenges & Coping

There were no challenges concerning this measure.

Outcomes and potential impact

Online availability of policies.

SI.1.1. Ratification of the European Charter for Researchers

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: Warwick has been awarded an HR in Excellence Award to support the Concordat for the career development of researchers which is a response of the UK HEIs to the European Charter for Researchers³⁷.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 60.

SI.1.2. Provision of gender disaggregated data in RPO's periodic report

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 60.

SI.1.3. Meetings for GEPs implementation

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Plan of regular GEP follow-up meetings with governance key actors and senior management (Vice-Rectors and Administrative Divisions Managers) to create ownership of the GEP, to strengthen the potential of the plan and to maximize its impact (1.2.1.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> To ensure that the GEP is followed up and create ownership of the GEP.
Implementation Process	<ul style="list-style-type: none"> The members have met once a term for the past two years where gender equality issues and implementation/evaluation of actions were discussed. By connecting the PLOTINA action plan with Athena SWAN synergies increased commitment have been created.
Resources, skills, incentives	Linking PLOTINA with other gender equality work and initiatives in the university has been useful to reinforce the importance of PLOTINA and gender equality work in general.
Challenges & Coping	<ul style="list-style-type: none"> Institutional resistance towards change. Inertia sometimes due to intensive workloads of people involved and/or not as committed as others.

	<ul style="list-style-type: none"> Discussing and demonstrating the benefits that the GEP could have for the wider community.
Outcomes and potential impact	<ul style="list-style-type: none"> Regular meetings held, engaging senior leadership during the implementation of the PLOTINA GEP.

SI.1.4. Gender equality guidelines or guiding principles

For a description of this indicator see D5.1 Catalogue of Core Indicators.

For this indicator there were specific measures applied, it was however not monitored in quantitative terms within this evaluation period.

Measure 2017, 2018	Analysis of institutional documents and websites and development of a guide on gender consideration in language and images in research material and production (1.1.5.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> To develop a guide on gender considerations in language in all the university communications. To provide recommendations about language used from an equality and diversity perspective.
Implementation Process	<ul style="list-style-type: none"> Researchers (from politics and applied linguistics) reviewed institutional websites (mission, strategy, values) and internal communication (monthly news). The data were stored in Nvivo (software for qualitative data analysis) and words that dominate the corpus were identified. This process included looking at job adverts, HR policies and promotion documents. Another part of this process was to identify how leadership and excellence dominate the institutional discourse. 20 interviews with academic staff were conducted to explore whether the institutional discourse meets the lived experiences and perceptions of the institutional staff. Two social scientists conducted a more sophisticated research analysis of institutional documents and websites or gendered language and gendered discourses to develop a guide to be used by HR/departmental administrators.
Resources, skills, incentives	<ul style="list-style-type: none"> It is important to have social scientists for undertaking this activity with expertise on discourse analysis, gender and qualitative methods. Expertise from applied linguistics is particularly important to collect and analyse the institutional textual and interview data.

	<ul style="list-style-type: none"> • Ethics approval should be secured in advance to ensure that data from staff participating in this project will be anonymous and treated confidentially. • Budget required for research assistance in collecting and analysing the data (text data and interviews). <p>Access to senior staff and busy timetables was challenging for conducting interviews.</p>
Challenges & Coping	<p>The coping strategies included:</p> <ul style="list-style-type: none"> • Using personal contacts and snowballing. • Two members of staff overseeing the project were able to use their contacts to get access and persuade individuals to participate.
Outcomes and potential impact	<ul style="list-style-type: none"> • As a result of the action, a good practice guide was developed and provided to E&D advisor on how to communicate gender activities on the university websites. • A brief report was shared with the E&D advisor about communicating gender equality actions within the university community: how university websites in relation to gender equality should be framed to raise awareness about activities taking place at University level, mitigate potential backlash and staff perceptions that it is tick box exercise. • A bi-annual evaluation of websites to check whether these recommendations are still being considered is scheduled.

SI.1.6. Perception of gender equality in RPOs policies, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

For this perception indicator there were specific measures applied, it was however not possible to monitor it retrospectively in T0 for the period before (data assessed in T0 refer to the previous academic year). It is thus part of the GEP, but not monitored in quantitative terms within this evaluation period.

Measure started in 2017	Developing a communication plan that includes all stakeholders, with inside and outside communication actions to communicate the initiatives linked to the gender equality and diversity policy of the institution (1.1.7.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> • To raise awareness and communicate gender equality initiatives to different groups in the institution. • Individuals should be aware and have a good understanding of the initiatives conducted in the institution. • Individuals engaging with these activities.

Implementation Process	<ul style="list-style-type: none"> Discussions with the Associate Director of the university on how to develop a communications strategy at the university level so that different groups in the institution will become aware and hopefully engage in gender equality actions. PLOTINA team has recommended/provided suggestions about key external communication texts in relation to gender equality and raised important points about what should be communicated in those instances. They are currently working on identifying which people access which webpages so that targeted messages according to each group's preferences can be developed. While the PLOTINA team has provided recommendations and suggestions which have been taken into account, the further embedding of actions and the development of a holistic communication plan was paused due to the responsible person being on maternity leave.
Resources, skills, incentives	<p>Liaising closely with communications unit of the university.</p> <ul style="list-style-type: none"> Challenges in communicating a topic such as gender equality that aims to engage all individuals across campus. Individuals interpret communication messages in various ways or they do not pay attention to university communication.
Challenges & Coping	<p>The coping strategies included:</p> <ul style="list-style-type: none"> Understanding how different groups of individuals at the university access/read university communication and tailor messages accordingly (information about which communication (webpages, leaflets etc.) are being mostly accessed and by whom. This can be helpful in building a comprehensive and targeted communication strategy to raise awareness and engage individuals in activities about gender equality). Being careful and consult widely about communication to be inclusive and not alienating.
Outcomes and potential impact	None so far as the measure is still being implemented.

Measure started in 2019	Integration of questions about gender equality issues in internal questionnaires already performed about staff satisfaction at work or working atmosphere (1.2.2.)
Aim(s) & expected outcomes/impacts	<ul style="list-style-type: none"> To be able to monitor perceptions and staff opinions about the workplace Better understanding of staff perceptions over time can inform the institutional activities to create a better workplace

Implementation Process	There is a bi-annual staff survey conducted at Warwick and the PLOTINA team discussed with the Provost about including questions. After being sent the new questionnaire the team provided comments. A PLOTINA team member has been part of the committee overseeing this staff survey and as a result there was a great increase in gender questions during the PLOTINA project.
Resources, skills, incentives	Access to this committee requires seniority.
Challenges & Coping	<p>There was some reluctance concerning the inclusion of new questions because continuity needs to be ensured.</p> <p>Senior PLOTINA member has been successful in integrating gender questions by linking it to PLOTINA and wider institutional activities such as Athena SWAN.</p>
Outcomes and potential impact	<ul style="list-style-type: none"> • Inclusion of gender-relevant questions in the survey. Due to the inflexibility of the survey's design, it is expected that the questions are sustainably integrated. • Collection of staff perceptions on gender related questions will be systematically gathered from now on. • A historical analysis of perceptions will be possible in the future to see how these have changed over time.

Measure started in 2019	Filming an organisational video showcasing E&D activities (1.2.3.)
Aim(s) & expected outcomes/impacts	Awareness raising regarding implemented action on gender equality in the organisation.
Resources, skills, incentives	<ul style="list-style-type: none"> • Budget for the video filming and editing. • A person responsible for carrying and using the audio film equipment: camera, microphone etc. and ensuring the light, noise levels are ok for the film. • A person responsible to oversee, coordinate and liaise between the participants and the person with the camera. This person can also be responsible for the content, selection of participants, and interviewing/providing prompts. They may appear in the film or do this from 'off stage'.

Challenges & Coping	
Outcomes and potential impact	<p>4 videos were filmed</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=FXYPmFcWC6k&t=1s • https://www.youtube.com/watch?v=g2xrkW4fsio&t=118s • https://www.youtube.com/watch?v=IW2JAeFWXOE&t=11s • https://www.youtube.com/watch?v=CMLK3PqjHVs&t=5s

Measure started in 2019	Addressing the needs of non-binary students and staff (1.2.4.)
Aim(s) & expected outcomes/impacts	To raise awareness about gender-neutral titles and names and ensure that the university culture, student records and buildings reflect the needs of students across the gender spectrum.
Resources, skills, incentives	<ul style="list-style-type: none"> • Development of website with information about appropriate pronoun use for students who identify as gender-neutral and the establishment of gender-neutral toilets across the university. Liaising with the student records' technicians to insert gender-neutral options (gender/name/title) on the student records' electronic platform. • The spreading of the information requires writing two separate e-mails, one directed to UG and PG students and the other one to members of staff. The first one included information on the actual location of gender-neutral toilets on campus, and guidance on how students can change their gender identity, title and name in the Student Records. The mail to members of staff included information about proper pronoun use for gender-neutral titles and names and provided links to websites with tips on how to handle gender-neutral students and posters to print out. • More information on the actual website: https://warwick.ac.uk/services/equalops/transandgenderreassignment/getpronounsright/
Challenges & Coping	

Outcomes and potential impact

- Step towards a change in university culture to better reflect the needs of students across the gender spectrum and embeddedness of measures across university.
- Gender-neutral toilets.
- Website with information.

WARWICK's performance in quantitative terms in Key Area 1

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T1 are depicted in Table 60.

Table 60 WARWICK's performance in quantitative terms in Key Area 1

Indicator	T0	T1	T2	Comments
CI.1.1. Representation in (main) governing body(ies), by gender	1	1	0.77	In terms of governing bodies the membership of the Council, Senate, Senate/Steering and Executive Management Committee were included (for 2016/17).
CI.1.2. Representation in (main) advisory body(ies), by gender	1	1	1	In terms of advisory committees, the membership of the following Committees was included: Academic Resourcing, Research, University Estate, Finance and General Purposes, Budget Steering Group, Academic Quality and Standards, Vice Chancellors Advisory Group -Promotion, Equality and Diversity Committee, Health and Safety executive and Vice Chancellors Advisory Group -Remuneration.
CI.1.3. Gender sensitive language and images in institutional documents	0	0	0	In terms of the gender sensitive language, the diversity and inclusion team regularly checks policies/documents/website for gendered language, i.e. the use of "they/them" rather than "he/she". This is communicated to other members across the university but there is no standard policy, other than it being also mentioned in the Trans and Reassignment Policy.
CI.1.4. Gender equality policy and structures	1	1	1	There is no gender equality policy per se but the RPO has a "diversity, equality and inclusion policy" and a specific unit which is devoted to these issues. Apart from this unit, there are groups/committees at central university level and department who oversee equality and diversity issues.
SI.1.1. Ratification of the European Charter for Researchers	1	1	1	

SI.1.2. Provision of gender disaggregated data in RPO's periodic report	1	1	1	Warwick could not distinguish in the data the administrative staff in the academic departments included but the numbers are not that great and often are in grades 6 and 7.
SI.1.3. Meetings for GEPs implementation	0.5	0.5	0.5	

Peer Reviewer's assessment of key area 1

Outcomes

A brief report was shared with the E&D advisor about communicating gender equality actions within the university community:

University websites in relation to gender equality should be framed to raise awareness about activities taking place at university, mitigate potential backlash and staff perceptions that it is tick box exercise.

Creation of a gender Taskforce.

Creation of the Gender Equality Team.

Online website of policies.

As a result of the action (1.1.5.), a good practice guide was developed and provided to E&D advisor on how to communicate gender activities on the university websites.

A brief report was shared with the E&D advisor about communicating gender equality actions within the university community: how university websites in relation to gender equality should be framed to raise awareness about activities taking place at University level, mitigate potential backlash and staff perceptions that it is tick box exercise.

Collection of staff perceptions on gender related questions will be systematically gathered from now on.

A historical analysis of perceptions will be possible in the future to see how these have changed over time. 4 videos were produced

*How do you assess the **implementation process** in this key area?*

☐ poor
 ☐ fair
 ☒ **good**
☐ very good
 ☐ excellent

*Please justify your assessment and make references to **outputs** (what the implementation has produced compared to planned, both in qualitative and quantitative terms) and **outcomes** (the effects produced by the outputs on the targeted people).*

Most of the measures planned were carried out with good implementation level and outcomes.

How do you assess the extent of the **changes in terms of relevance?**

(the extent to which the objectives of the intervention are consistent with the Key Area requirements)

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Please justify your assessment.

Changes are slow, but there is a neat increase in women participation in committee, advisory groups and relevant structure which is very relevant for the future of the institution, for sustainability, role model and implementation of gender policies.

How do you assess the extent of the **changes in terms of effectiveness?**

(the extent to which the objectives of the intervention are achieved)

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Please justify your assessment.

The interventions have the capability of producing the desired result and the desired output.

How do you assess the extent of the **changes in terms of sustainability?**

(the potential of continuation of the benefits after the project end).

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Please justify your assessment.

The possibility to change the university culture, attitude, toward diversity and gender is a unique way to incorporate gender equality into the education curricula of students and to help them to open their eyes to new ways to be inclusive, benevolent and respect diversity. This effort at the level of university policies and representation needs to be also developed at the level of the curricula.

How do you assess the **overall progress in this key area?**

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Please justify your assessment.

I think that efforts seem to be coherent and convergent and there are synergies and things seem to be moving in the right direction with more key people, more institutions, more committees and more initiatives bring taken toward gender equality. A gender equality statement has been released by the Provost and a Gender Taskforce has been formed. There is equality and diversity expertise among the

senior administration team and there are also academics who have research interests in this area. There are also highly committed individuals and change agents in the institution. The HR Excellence in Research award showing commitment to supporting researchers' careers. The senior leadership team is aware of pay discrepancies in terms of gender. Initiatives such as mentoring, demystifying the promotion process event and training workshops for supporting with career development have been important for career progression and promotion. All these aspects seem quite relevant and allow to believe that the process is well engaged.

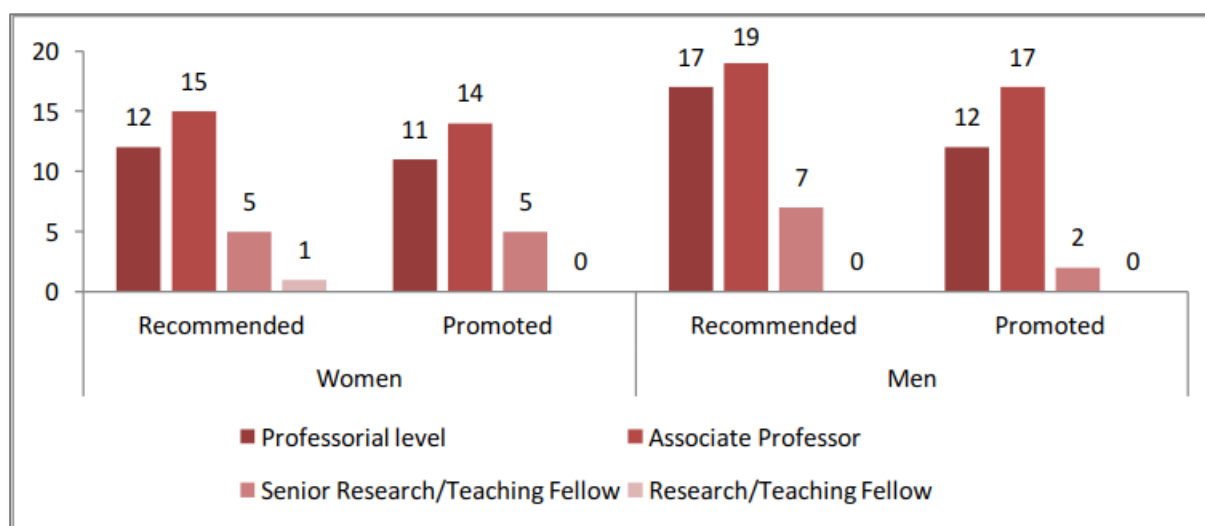
12.2 Key area 2 - Recruitment, retention and career progress

PLOTINA is convinced that gender equality and diversity in research teams is crucial for RPOs for maximizing their research effectiveness. Despite the fact that women represent more than 50% of the population of students and graduates, at the top level (Grade A which corresponds in most countries to the role of full professor) the female share is only ~20% in all disciplines and 11% in science and engineering. Structural barriers in the process of recruitment and retention of researchers are still affected by organization aspects (Source: PLOTINA Dow). Thus, WP5 will assess the progress in overcoming barriers in recruitment, retention and career progression. (Source: D5.1)

Status at the time of the audit report: Apart from indicator specific information, some **general information related to the recruitment and selection policies and processes as well as retention and career progression** was provided in the audit reports too, which is presented in the following part.

Warwick reports that all vacancies are advertised on the university website and jobs.ac.uk (website for international and UK employment opportunities in higher education). The RPO further notes that in 2014/2015 a major review of its recruitment and selection processes was undertaken. As a result, adverts include statements encouraging applications from female candidates. There were no specific recruitment data provided for the university-wide level, however promotion data were available.

Graph 12 Promotions according to grades and gender at Warwick, 2015/16



Data provided in Graph 12 suggest a relatively higher success rate among women academics seeking a promotion than their male colleagues. Women at Professorial level had a success rate of 92%, as

Associate Professors 93%, 100% as Senior Researcher/Teaching Fellows however 0% at Research/Teaching Fellow. It should be noted that the latter concerns only one case so the success rate of 0% should not be generalized, due to the low absolute number of candidates being one. The respective success rates for men were 71%, 89%, 29% and since there were no promotion candidates in the latter category, no value can be calculated for the success rate.

Academic promotion statistics in **Warwick** are further monitored and reported annually to EDC, Senate and Council, with the data broken down by gender, ethnicity, disability and age, as it is important to analyse from an intersectionality viewpoint. Analysis of data since 2011/12 show an increase in successful applications from female candidates at Professorial level, as well as a year on year increase of successful applications from female candidates at Reader level.

Academic staff is encouraged to put themselves forward for promotion through an annual promotion round. Employees required setting out their case for promotion on the basis that they have satisfied a set of broad, clear academic criteria, including contributions to research and teaching excellence, administrative performance, collegiality and contributions to additional activities such as outreach. The case for promotion is initially passed to the Heads of Departments for approval and onward recommendation to a centrally-based Academic Staff Committee. There are no quotas for promotion and every case is considered on its merit, with external peer review informing the decision.

To increase the clarity on career progression and promotion, an annual ‘Demystifying Warwick Promotion Process’ event has been held to inform and guide potential promotion applicants on process/criteria. Hosted by Pro-Vice Chancellors and members of the University Promotion Committee, the format of the event has evolved over four years, subject to feedback from attendees. More information was requested for teaching only staff and research only staff, which has subsequently been included in the 2016 event. Attendance is monitored by gender each year, to measure whether some attendees go on to submit for promotion and their subsequent success rate. Data from the last three events show that there is a high success rate of those (18 out of 20) who attend the event and submit for promotion.

The academic promotions process applies to “Research only”, “Teaching only” and “Reader and Professorial” promotions – there is a separate process for academic probationers. This process at Warwick culminates in a promotion from Assistant to Associate Professor. Departmental nominations are considered by two central committees made up of senior academics and chaired by the Vice Chancellor. There are clear criteria for each role and level and candidates are invited to set out their case for promotion against the criteria. Criteria for some academic roles have been changed recently to include impact and public engagement. Recognising that women may take a period of maternity/adoption leave during their probation period, they currently have the right to request the same period back as an extension to their probation.

CI.2.1. Share of funded and coordinated projects, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: **Warwick** does not record data about the composition of teams that receive public funding.

SI.2.1. Gender diverse recruitment selection committees

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: Warwick makes no statement concerning female share in selection committees overall, however department-specific numbers are provided below. As part of the 'Recruitment and Selection' training, Chairs had a responsibility to ensure that recruitment panel compositions were diverse, with the appropriate gender balance and required skills. Panellists will be expected to refresh their recruitment and equality training every 3 years.

Measure started in 2017	Requirement of a justification for single-gender presence in the different recruitment phases (2.1.4.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> To encourage colleagues to consider the diversity of applicants in different recruitment phases. Making this practice the default, individuals will internalise that a single gender presence needs to be considered and justified so that such considerations can become embedded.
Implementation Process	<ul style="list-style-type: none"> The departmental administrator and the Head of Department (HoD) checks whether there was a single gender presence in different recruitment phases and asks (if they have not already provided) for a justification for this. This includes not only the composition of the panel which decides on the shortlisting of the applications but also the composition of the shortlisted candidates.
Resources, skills, incentives	<p>The departmental administrator and HoD needs to dedicate time to monitor this and ensure that staff provides justification.</p>
Challenges & Coping	<p>Implementing in recruitment for early career researchers (lower grade levels) is not as easy but often there is a single gender presence at higher positions where more monitoring is being undertaken.</p> <p>The coping strategy included:</p> <ul style="list-style-type: none"> Commitment of the responsible individuals to monitor situation so that this practice is embedded and individuals have such considerations during the recruitment process.
Outcomes and potential impact	<ul style="list-style-type: none"> Limited shortlisting results and panel composition where representatives of one gender participated. The limited number of single gender shortlisting and panels reflects that this justification has become common practice and staff are aware that it is not appropriate to have single gender presence.

- Streamlined and embedded that single gender presence in different recruitment phases is not acceptable and should be further investigated

Measure started in 2017	Data on the composition of shortlisting and interview panels to be systematically captured and reviewed from a gender perspective (2.1.11.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> • Understanding shortlisting and interview panel data to understand whether the processes have any gender biases. • Raising awareness of any bias and potential considerations of panel members in identifying such bias in shortlisting.
Implementation Process	<ol style="list-style-type: none"> 1. Discussion on how to implement this because departments do not hold these data centrally but they need to look separately at each process. 2. This action cannot be completed due to new legislation about data protection that requires departments to delete records on such processes within three months.
Outcomes and potential impact	New data protection policy prevented the RPO from completing this action.

SI.2.3. Negotiated starting salaries, by gender and by job grade

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: In **Warwick** women earn less than men in all Grades, 9% less as Full Professors and 3% as Associate and Assistant Professors.

Measure started in 2017	Regular data comparison as regards pay and benefits (2.1.6.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> • To understand any pay discrepancies between staff in relation to gender (average pay of males and females). • Transparency about pay and addressing pay discrepancies in the future. • Trust towards the institution.
Implementation Process	<ul style="list-style-type: none"> • The university is legally required to publish data related to gender pay by the end of March 2018. • HR at the university conducted a preliminary analysis and the PLOTINA team provided comments. • The final report showed a median gender pay gap of 23.4% overall (where median pay gap is defined as “the difference between the mid-point hourly

	<p>pay rate of men and women”). The results are not positive but the Provost has highlighted the complexity of the issue and the fact that women are under-represented in senior positions compared to men.</p> <ul style="list-style-type: none"> • A number of steps and strategies are outlined in the report: https://warwick.ac.uk/services/equalops/gender/genderpaygapreport/warwick_genderpaygapreport.pdf
Resources, skills, incentives	<ul style="list-style-type: none"> • HR resources to conduct the analysis.
Challenges & Coping	<ul style="list-style-type: none"> • Institutions are resistant towards publicising gender pay data and this can be seen by the fact that such information was not readily available in the past until it became a legal requirement. • A consultative body of academics including social scientists would be useful to provide comments on how to write a comprehensive and clear report on this topic. The Coping strategy included: • Pushing for legislative requirement in contexts where it is not the case and requirement to suggest actions to resolve such issues.
Outcomes and potential impact	<ul style="list-style-type: none"> • Pay report with recommendations was published. • From now on, the gender taskforce with PLOTINA team will provide comments on pay gap reports (This has been embedded). • Transparency about pay and addressing pay discrepancies in the future.

SI.2.4. Positive action in recruitment processes

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: Warwick is not in favour of positive action mechanisms in order to avoid any backlash effect. However, it encourages female applicants in job advertisements, such as “applications welcome from females as they are underrepresented in this area” - in areas where women are under-represented.

For this indicator there were specific measures applied, it was however not monitored in quantitative terms within this evaluation period.

Measure started in 2017	Reviewing the promotion process for identification of potential gender bias (2.1.1.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> • To identify potential biases at different stages of the recruitment process and provide recommendations for different actors involved in the process. • Minimising gender bias in recruitment processes and actors involved in such process can identify and call out gender biases.

Implementation Process

1. Review of literature and identification of relevant sources on how to review the recruitment and promotion process.
2. Development of a draft guide applied to the process at Warwick and based on this draft guide, the evidence and recommendations were used to provide advice to the Provost who led a Promotions review which is currently being discussed.
3. Establishment of a direct relationship with the Provost and contribution to a more explicit and gender sensitive promotions process.
4. The new process was approved by the University, and a new framework for academic promotions has been introduced and implemented (already for the 2018/2019 promotions round).
5. Warwick shared the new criteria and matrix developed as a case in the library of actions (output of the PLOTINA project; available online). The framework is comprised of criteria in four areas: research and scholarship; teaching and learning; impact, outreach, engagement; and collegiality, leadership and management.
6. The new framework allows individuals that were penalised by old promotions process (where research was the main criterion) to use their tasks and achievements in other areas to be promoted. Often women are seen in roles that are successful in fulfilling different roles and activities so this framework seems to benefit them. The new framework mitigates the reproduction of gender inequality structures in the long term.

Resources, skills, incentives

Consultation between HR, senior management and academic/administrative community.

Challenges & Coping

- One expected long term challenge is the difficulty to streamline any changes in the process especially when recruitment (for lower career grades) takes place in departments.
- Challenges in relation to transitioning from the old promotions process to the new one especially for individuals that are required now to provide evidence of engagement in various areas that might not be explicitly considered in the past. Different interpretations and variations in the criteria across disciplines and departments.

Coping strategy:

- Developing guidelines for adopting and embedding changes in the process within departments.
- Events will be organised to inform departments and staff about the process and potential changes.

Outcomes and potential impact

- A report on bias in recruitment and promotion processes and good practices and recommendation on how to address hidden bias in different stages of the recruitment/promotion process. The recommendations were taken into consideration when drafting the new framework of academic promotions.

- Recent evidence has shown that in the first round of promotions (under the new framework) a greater number of women (than men for the first time) got promoted (57 vs 50) and all women who applied for professorial positions were successful (women-100% success vs 63% for men).

Measure started in 2017	All adverts for permanent staff to be submitted to EDC for suggestions on how to word text to attract candidates from under-represented backgrounds (2.1.10.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> • To identify if there are any biases and how to write adverts in a way that attracts diverse candidates. • To change how individuals think and write about adverts making them more inclusive and more attractive for a diverse range of candidates.
Implementation Process	<ol style="list-style-type: none"> 1. Review of literature and identification of relevant studies that show how adverts can be gendered in terms of their wording. 2. Preliminary analysis of adverts collected from various departments at Warwick and in a few universities in the UK and identified some differences. 3. Getting in touch with the departmental administrator 4. Receiving of adverts which were analysed and discussed over the next couple of months with the E&D Committee on what could be done to make them more inclusive.
Resources, skills, incentives	<ul style="list-style-type: none"> • Collect adverts in the past years and use researchers/practitioners with an insight on how to write more inclusive adverts. • Training or developing guidelines might be useful.
Challenges & Coping	<ul style="list-style-type: none"> • Difficulty in collecting adverts from the past years - some might not be held <ul style="list-style-type: none"> ○ The coping strategy included analysing current adverts and keeping a log of future adverts.
Outcomes and potential impact	<ul style="list-style-type: none"> • Staff overseeing the process are more aware and trained for wording to avoid in future adverts.

SI.2.5. Inclusion of gender issues in the induction process

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 61.

SI.2.6. Positive actions in research evaluation

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Introduction/retention in the RPO's internal research evaluation procedure of the consideration of maternity and parental leave periods in order to reach a more equal assessment (2.1.7.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> • To recognise parental leave as part of the evaluation. • Individuals having more time to provide evidence of their achievements. • Individuals feeling supported with parental leave being considered and they have more opportunities to progress to more senior posts with an extended probation period.
Implementation Process	When assistant professors (the only category of staff being on probation) are evaluated about being promoted to associate professor, maternity and parental leave are considered and their probation period can be extended.
Resources, skills, incentives	Clear guidelines and communication of this option.
Challenges & Coping	Ensuring that this is implemented in practice and all staff involved are aware of this.
Outputs and potential impact	Parental leave is streamlined and considered in promotions (promotions committee takes carefully into consideration parental leave and evaluates accordingly the individuals' performance).

SI.2.7. Career Support Schemes

For a description of this indicator see D5.1 Catalogue of Core Indicators.

SI.2.8. Initiatives for raising awareness on female role models

For a description of this indicator see D5.1 Catalogue of Core Indicators.

For this indicator there were specific measures applied, it was however not monitored in quantitative terms within this evaluation period.

Measure started in 2017	Promotion of campaigns within and outside the institution to make women's contribution to Research more visible (2.1.17.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> • To enhance the visibility of female role models in the university community and beyond. • Students and staff in the university becoming aware of the important contributions that women make and inspire younger generations to pursue scientific/academic careers.
Implementation Process	<ul style="list-style-type: none"> • A range of activities have taken place at the institution to enhance the visibility of female role models including the following: Warwick's Women in Science Forum regularly host events on subjects such as: <ul style="list-style-type: none"> ○ Career development, work/life balance. • International Women's Day – Annual event held to celebrate International Women's Day, usually comprising of both male/female speakers talking about Women that have inspired them throughout their careers. • Inspiring Women Series had its inaugural event on 2015 and carry on termly – a series of talks/panels from senior professional role models to hear personal stories of success, advice and inspiration followed by networking. <ul style="list-style-type: none"> ○ An example of a speaker - Pauline Black (musician), who's talk captured intersectionality well – a black woman in the entertainment industry. • Audiences have attracted both academic and professional and support staff and due to the success have inspired Warwick's Students Careers and Skills to replicate the series for students – Inspiring Women Student Series (Spring programme) which is targeted to female students and showcases successful women in different sectors sharing their stories and support female students in their personal development and realising their ambitions.
Resources, skills, incentives	<p>Resources to organise these events</p> <ul style="list-style-type: none"> • Logistics • Space • Catering • Promotion • Speakers' travel costs
Outcomes and potential impact	<ul style="list-style-type: none"> ○ Various events have taken place as specified in the implementation above. ○ Plans to concentrate all this information in one page to ensure that information about events is easily accessible.

SI.2.9. Initiatives for raising awareness on gender diversity in research teams

For a description of this indicator see D5.1 Catalogue of Core Indicators.

For this indicator there were specific measures applied, it was however not monitored in quantitative terms within this evaluation period.

Measure started in 2017	Workshop to enhance transparency about the selection/promotion process and the criteria for promotion (2.1.8.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> The objective of this workshop is to provide academic-led information about what is needed for promotion at each academic career stage. <ul style="list-style-type: none"> The speakers at these events include Pro-Vice Chancellors, Chairs of Faculties and members of the University Promotion Committee. More staff would be successful in getting promoted. A smaller proportion of staff would consider that there is limited transparency in the promotion process leading potentially to greater trust towards the institution and its processes.
Implementation Process	<p>The implementation of the workshop included following steps:</p> <ol style="list-style-type: none"> This annual event required (recent ones: 23rd of March 2017; 11th May 2018) liaising between HR, senior leadership team and members of the committee(s) for academic promotions. Establishing and deciding the content and the format of such an event depending on the needs identified through the audit. Identification of potential career pathways (e.g. academic/teaching only/research only) and career progression levels (for example from research fellow to senior research fellow or associate professor to full professor), by the individuals responsible for this event. Identification and invitation of individuals of the institution that participate in such decisions to provide clear information for different pathways and levels along with senior HR person in advance. The invitation of faculty representatives to ensure that disciplinary differences are taken into consideration. Allocating time for questions and answers and individual slots (one to one or small group) depending on needs of the participants. Developing a questionnaire to understand the benefits of people participating in the event. The cohort was people participating in 2014/15. The questionnaire was launched in May and 28 individuals participated in the survey. Until 2017, 191 attended the event. Out of those attending, 39 applied for promotion, 35 were successful in promotion with 17 women being successful. Moreover, a higher proportion of staff replied that the academic promotion process is fair which may be a result of this.

Resources, skills, incentives	<ul style="list-style-type: none"> • Ensure that individuals from HR, senior leadership team and members of the committee can participate in the workshop. • Budget for coffee/lunch. • A questionnaire immediately after the event and years after the event would be useful to investigate whether it is worthwhile and useful to participants.
Challenges & Coping	<p>Staff may not think it is necessary especially if the information is published but there is space to ask senior members questions.</p> <p>The coping strategy included:</p> <ul style="list-style-type: none"> • Being clear about the benefits of attending such an event. • Making sure to get and respond to feedback from participants.
Outcomes and potential impact	<ul style="list-style-type: none"> • Workshop delivered and there were positive evaluations of the event. • Expected that greater transparency in the promotion process will lead potentially to greater trust towards the institution and its processes. • Staff are more aware of the promotion procedure and hence are better prepared to put themselves forward for promotion and have better chances of being promoted.

SI.2.10. Empowerment trainings for career progression

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At **Warwick** the Learning and Development Centre provides a wide variety of trainings, such as Leadership and Career Development. Since 2011/12, more men than women have attended training sessions offered by the LDC. However, more staff in the Science Faculty is undertaking training, which may be indicative of STEM departments' involvement in the Athena SWAN process.

For this indicator there were specific measures applied, it was however not monitored in quantitative terms within this evaluation period.

Measure started in 2017	Carrying out empowering activities for early career researchers and offering them training to increase their leadership skills (2.1.3.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> • To develop leadership skills at an early career stage. Early career researchers feel confident and have developed leadership capacities to progress to the next stage of their career. • Networking and building a more cohesive community of researchers in similar stages.

Implementation Process	<ul style="list-style-type: none"> • The Learning and Development Centre delivers a series of training on transferrable skills. • One of the trainings is the leadership in action which is provided to early career researchers and junior academic staff across different departments. • This training is also a space for useful networking across the institution.
Resources, skills, incentives	<p>Expertise and resources:</p> <ul style="list-style-type: none"> • Space • Catering • Organisation of logistics
Challenges & Coping	<ul style="list-style-type: none"> • This training is comprised of three sessions of half day and individuals might find it difficult to find time to do this (also they need to have the support of their line manager). • LDC has organised it around three half days (finishing early to allow for picking up children) to enable staff to meet work and personal life responsibilities.
Outcomes and potential impact	<ul style="list-style-type: none"> • Leadership programme in action developed and delivered. It is embedded in the university training provision. • Early career researchers are supported in developing leadership skills that will help them in their career progression (especially senior posts require demonstration of leadership skills)

Measure started in 2017	Understanding career development needs for Early Career Researchers and mid-career academics to develop training (2.1.10.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> • To get a better understanding of career development needs of Early Career Researchers and mid-career academics to develop relevant training. • ECRs and mid-career academics feel supported and develop relevant skills/capacities which enable them to progress in their careers.
Implementation Process	<ul style="list-style-type: none"> • Collaboration with Learning and Development Centre on a better understanding of the needs of ECRs and mid-career academics. Learning and Development Centre through trainings and seminars ask staff about potential trainings. • A discussion with ECRs in Chemistry where the summer school in peer reviewing and being an editor was discussed. • Asking about needs of ECRs in terms of skills training. • A meeting with the LDC to forward this information and develop appropriate training.

	<ul style="list-style-type: none"> Established contact with the Royal Society of Chemistry followed by the discussion of the development of webinars that would be of interest to the whole ECR community and collaborates. Founding of an ECR forum in the faculty of social sciences along with two further researchers beyond the PLOTINA core team, where they discuss about events and activities in the future.
Resources, skills, incentives	Consultation with learning and development colleagues, and early and mid-career academics about their needs.
Challenges & Coping	No challenges have been identified.
Outcomes and potential impact	<ul style="list-style-type: none"> Consultations with various groups of ECRs and mid careers have been done. Learning and development colleagues have embedded all appropriate training based on the needs of early and mid-career scientists. ECRs and mid-career staff have a range of training opportunities which are embedded in the university training programme meeting their needs

SI.2.11. Trainings for leadership

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: Warwick provides trainings on leadership development (and empowerment) which are open to all genders.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 61.

SI.2.13. Training for researchers on research funding skills

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 61.

SI.2.14. Mentoring programme

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: In the scope of the audit reports, information collected on mentoring programmes was diverse in nature and does not in exact respond to the indicator concerning specific mentoring programmes for Grade C academics. Following data provided by (some of) the RPOs might facilitate a further aspect of mentoring programmes.

In **Warwick**, most departments have a mentoring system in place to support staff. PAIS has had a Postdoctoral Committee and departmental mentoring system that is designed to help the professional development of postdoctoral colleagues.

- Different mentoring practices across departments are identified from discussions with interviewees. Feedback on the usefulness of mentors seems to vary, depending on the mentor and the relationship between mentor and mentee. Staff returning from maternity/adoption/long term parental leave have the opportunity to select a mentor to help them adjust back into the work place.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 61.

SI.2.15. Perception of gender equality in career advancement, by gender (main focus: STEM area)

For a description of this indicator see D5.1 Catalogue of Core Indicators.

For this indicator there were specific measures applied, it was however not monitored in quantitative terms within this evaluation period.

Measure started in 2017	Creation of a questionnaire to be filled-in by any member of staff when leaving the institution in order to help the understanding of reasons for leaving the organization and analysis of the reasons from a gender perspective (2.1.5.)
Aim(s) & expected outcomes/impact	To understand reasons for leaving the organisation and identify whether there are any particular issues in relation to gender.
Implementation Process	<ul style="list-style-type: none"> • At the start of implementation, the University provided a generic process (paper questionnaire and an exit meeting with HoD or HR, depending on the individual) but there has not been any work on systemically collecting this information and taking any actions. • Review of literature and identification of few features of the process and some questions that should be include in a departmental (online) exit questionnaire. • The draft questionnaire has been discussed with the departmental administrator and the survey online designed. A test was undertaken to identify advantages and disadvantages. • As the university is reviewing the exit questionnaire process as well at the same time, this institutional processes has delayed the implementation of

	<p>this measure. A new committee will be overlooking this and the PLOTINA team has been invited to participate but the committee has not had any meetings yet.</p>
Resources, skills, incentives	<ul style="list-style-type: none"> • A researcher to look at existing activities/policies, literature and develop accordingly a questionnaire that will be appropriate for the department/institution and what they want to find out. • Liaising with departments and university staff to understand the process and how it works.
Challenges & Coping	<ul style="list-style-type: none"> • Time invested by departmental administrator/HR in designing/collecting and analysing these data. <ul style="list-style-type: none"> ◦ Recognition of this workload and the importance of this activity for the department/institution in terms of retaining and attracting staff. • Delay due to the “stickiness” of institutional processes under the supervision of multiple committees/steering agents.
Outcomes	None reported yet as the measure is still being implemented.

Measure started in 2017	Development of a collegiality indicator (2.1.9.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> • To get a better understanding of what collegiality is in order to be able to consider this in promotion procedures. • To change staff's behaviour and become more collegial because it is recognised and rewarded from the university.
Implementation Process	<ul style="list-style-type: none"> • Work on unpacking the collegiality indicator with a colleague from the Psychology department. • Provision of some of this information to the Provost who has considered it and integrated it to the new promotions process where one of the criteria categories is Collegiality, Leadership and Management. <p>This measure is for time being considered completed but the results will be shown when the next promotion process is launched.</p>
Resources, skills, incentives	<p>Social science expertise is useful and close communication with Provost and Promotions Committee.</p> <p>It is a challenging concept and not easily measurable and quantifiable.</p>
Challenges & Coping	<p>The coping strategy included: Trying to unpack it with colleagues from different disciplines and consultation with staff and senior management that would have to operationalise such an indicator.</p>

Outcomes and potential impact

- Collegiality has become an explicit criterion stated in the new framework for academic promotions process and is not ignored any more.
- This event has been replicated by departments which hold their own demystifying event on top of this university-wide event, which allows them to provide discipline specific advice.

Measure started in 2017	Hold focus groups with students to better understand their career choices and pass on info. Regarding career prospects, compatibility between further study and caring responsibilities, etc. (2.1.15.)
Aim(s) & expected outcomes/impact	<p>To better understand career choices and prospects, compatibility between further study and caring responsibilities.</p> <p>Understand better the perceptions and needs of UG and PG students about the department with a focus on gender.</p>
Implementation Process	<ul style="list-style-type: none"> • A member of the Equality and Diversity Team of the department ran two focus groups with students in UG and PG levels (those who served on student staff liaison committees and relevant university societies) in October 2017. • 8 students participated. • The results were communicated in the departmental Equality and Diversity Committee and appropriate actions are being discussed at the moment to decide further actions.
Resources, skills, incentives	A brief interview guide and a couple of social science researchers to conduct and analyse the data.
Challenges & Coping	<ul style="list-style-type: none"> • Findings are indicative since selection of students might not be representative. • Follow up and consultation with students is important.
Outcomes and potential impact	<p>Two focus groups were conducted and interesting findings about the representation of women in the department were provided:</p> <ul style="list-style-type: none"> • Limited visibility of women in the curriculum in specific years and gender modules not being integrated in the curriculum.

WARWICK's performance in quantitative terms in Key Area 2

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T1 are depicted in Table 61

Table 61 WARWICK's performance in quantitative terms in Key Area 2

Indicator	T0	T1	T2	Comments
CI.2.1. Share of funded and coordinated projects, by gender	0.34	0.68	0.47	Reference frame is from 1/08/2016 - 31/07/2017. For the first 2 questions, we report on number of funding awards (from the European Commission under H2020) during 1/08/2016- 31/07/2017. In the last two questions, we report on those women and men who were successful in funding awards from competitive national research programmes that we define as awards from Research Councils UK, UK Charities and UK government bodies. The number of men and women in PI and local coordinator is the same because it is not possible to identify whether they were local coordinators and/or PIs and many awards are individual awards where the PI and the local coordinator would be the same person.
SI.2.1. Gender diverse recruitment selection committees	0.11	0	Not assessed	
SI.2.2. Applications versus shortlists and appointments for jobs on grade A, B, C, by gender	0.79	0.83	0.84	
SI.2.3. Negotiated starting salaries, by gender and by job grade	0.63	0.83	0.79	In terms of salary scales, it should be mentioned that at the highest grade (A- full professor) there is not an official starting scale but individuals negotiate the salary with the department/university. Since the last scale of B is at 60,410 (and the previous increments increased by about 2,000) we inserted 62,411 as a starting salary so that we do not leave this empty. Note on the appointments/shortlist: five offered to men and two offered to women
SI.2.5. Inclusion of gender issues in the induction process	1	1	1	
SI.2.6. Positive actions in research evaluation	1	1	1	

SI.2.7. Career Support Schemes	0.17	0.13	0	In terms of the career support scheme, we have an academic returners' fellowship scheme and up to October 2016 - 12 fellowships have been awarded. the data reflected in T1 are the new people who benefited from last period - so at the moment accumulatively 27 individuals have benefited
SI.2.11. Trainings for leadership	0.93	0.72	0.81	In T1 overall 39 attended, out of which 17 were female and 22 were male. The indicator only considers attendees who fall under academic grades.
SI.2.13. Training for researchers on research funding skills	1	0	0	They have training on research funding thus they do not have the data of who attended. While there is an induction process for all newly recruited staff, sometimes the content of induction depends on the department. Training on research funding did not take place for the T1 period - these trainings sometimes do not happen due to low demand.
SI.2.14. Mentoring programme	0.5	0.5	0.5	

Peer Reviewer's assessment of key area 2

Outcomes

Pay report with recommendations was published.

New promotions process.

- *Survey was conducted on culture change in the dept. Analysis and recommendations under way.*
- *A range of activities have taken place at the institution to enhance the visibility of female role models including the following: Warwick's Women in Science Forum regularly host events on subjects such as:*
- *Career development, work/life balance.*

Workshop to enhance transparency about the selection/promotion process and the criteria for promotion (2.1.7.) delivered and evaluation of the event is under way.

Leadership programme in action developed and delivered.

Consultations with various groups of ECRs and mid careers have been done.

Research on the Development of a collegiality indicator and suggestions were sent to Provost and were fed into promotions process.

Two focus groups were conducted and interesting findings about the representation of women in the department were provided:

Limited visibility of women in the curriculum in specific years and gender modules not being integrated in the curriculum.

*How do you assess the **implementation process** in this key area?*

☐ poor ☐ fair ☒ **good** ☐ very good ☐ excellent

*Please justify your assessment and make references to **outputs** (what the implementation has produced compared to planned, both in qualitative and quantitative terms) and **outcomes** (the effects produced by the outputs on the targeted people).*

Implementation level is quite good the problem is always to transform the intervention into outcome and to get significant impact. It seems that this key area is the most difficult to change as it is the core of the institution culture, leadership, salaries, benefit and valued positions. Streamlined and embedded that single gender presence in different recruitment phases is not acceptable and research and initiatives need to specifically target this core aspect of the institution culture.

*How do you assess the extent of the **changes in terms of relevance**?*

(the extent to which the objectives of the intervention are consistent with the Key Area requirements)

☐ poor ☐ fair ☒ **good** ☐ very good ☐ excellent

Please justify your assessment.

Changes are very limited at the time of this analysis. Some of the interventions are expected to impact in a medium term but are not yet visible. I am thinking mainly of all the interventions aiming at equal recruitment and equal pay.

*How do you assess the extent of the **changes in terms of effectiveness**?*

(the extent to which the objectives of the intervention are achieved)

☐ poor ☒ **fair** ☐ good ☐ very good ☐ excellent

Please justify your assessment.

The interventions are effective in changing the image, the culture and the attitude of Human resource staff as well as the leadership of the institution, but of course resistance to change is huge and it might take some time before results are visible.

*How do you assess the extent of the **changes in terms of sustainability**?*

(the potential of continuation of the benefits after the project end).

<input type="checkbox"/> poor	<input type="checkbox"/> fair	<input checked="" type="checkbox"/> good	<input type="checkbox"/> very good	<input type="checkbox"/> excellent
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Please justify your assessment.

Changes are very limited at this stage but some intervention might register some sustainability in term of institution culture.

*How do you assess the **overall progress in this key area?***

<input type="checkbox"/> poor	<input type="checkbox"/> fair	<input checked="" type="checkbox"/> good	<input type="checkbox"/> very good	<input type="checkbox"/> excellent
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Please justify your assessment.

Pay report with recommendations was published. This is extremely positive in term of transparency, visibility and crating awareness of the impact of gender discrimination even in high education.

12.3 Key area 3 - Work and personal life integration

As a matter of course in any GEPs is support provision for the work and personal life-integration, which does not simply support the need to achieve a balance between home and working life, but it is also supportive for a positive work environment. Ineffective work and personal life integration policies and support might interfere with smooth career progression (Source: PLOTINA DoW). (Source: D5.1) Thus, in this chapter work and personal life integration support services are presented and discussed.

CI.3.1. Demand and supply of basic child care

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: Also, at **Warwick** there is a nursery offered both to staff and students. The demand for nursery places is higher than the supply. For parents who did not get a place, the RPO operates a scheme whereby employees can opt to receive childcare vouchers in return for sacrificing part of their salary. These can be used to pay for all types of registered childcare. Further, three lactation rooms are available.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 62.

CI.3.2. Provision of advanced child care services

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: **Warwick** offers a conference care fund, originally £2000 pa funded by the Science Faculty, to assist with payments of additional childcare arrangements for individuals attending conferences/ workshop/ training. This fund proved so popular that staff from other disciplines started to apply for it (each claim limited to £100 with individuals able to claim up to twice per academic year). In 2014/15, it was agreed that all four faculties would contribute £1000 each pa to the fund to increase the budget on offer. The interviewees mentioned that feedback from staff utilising this fund has been excellent.

Furthermore, **Warwick's** on-site nursery piloted a summer and Easter play scheme for primary aged children. The pilot scheme proved so successful that it now runs each year - it opens at 8am and closes at 6pm.

Measure started in 2017	Availability of structured supports inside the organization for child-care, family-members with special needs, elder family-members, etc. (3.1.1.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> To support staff with caring responsibilities during Summer and Easter holidays (when schools are closed). Individuals have the option to use these play schemes within the institution and they feel that the institution is supportive of their childcare duties.
Implementation Process	<ul style="list-style-type: none"> In 2013-14, the Warwick's on-site nursery piloted a summer (2013) and Easter (2014) play scheme for children. Activities enjoyed by the children included; tennis lessons, computer skills, forest school, craft and cookery sessions, dance and chemistry demonstrations – all provided by internal services. The pilot proved so successful that a holiday scheme now operates every year and has been extended to cover Easter Holidays, as well as half term holidays. The Holiday Scheme is open to school children aged 5-14 years, who may be children and dependants of University staff and students, partner organisations on campus and the University of Warwick Science Park and children attending local schools in Coventry and Warwickshire.
Resources, skills, incentives	Identifying the right person to run such schemes e.g. nursery to lead such activity.
Challenges & Coping	<ul style="list-style-type: none"> Participation to the play schemes is quite expensive due to the fact that the staff involved is highly trained. <ul style="list-style-type: none"> There have been discounts for university members who book early and for those who have more than one child participating.
Outcomes and potential impact	Schemes are now running every year and have been integrated within the services provided by the nursery.

Measure started in 2017	Availability of lactation rooms (3.1.6.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> To assist those returning from maternity leave and still breastfeeding. Staff coming back from maternity leaves feeling welcomed and supported in breastfeeding activity.
Implementation Process	<ul style="list-style-type: none"> The University has already two lactation rooms: one at university house and one in the medical school campus. In the past month, a nursing room was released in the social sciences faculty (main campus) for mothers returning from maternity leave who wish to express milk or breastfeed privately.
Resources, skills, incentives	<ul style="list-style-type: none"> Budget allocated for this. Planning permission/plumbing design. A calendar and webpage to be developed to enable individuals to book the space.
Challenges & Coping	<ul style="list-style-type: none"> Difficulties in finding space and appropriate infrastructure (pipes in place to allow for water basin/sink). <ul style="list-style-type: none"> The coping strategy included: Commitment from the faculty and following up on the initial plan, until a solution was found.
Outcomes and potential impact	<ul style="list-style-type: none"> The expression rooms have been developed and are fully functioning. Three lactation rooms are available with the newest in social sciences (released in May 2018). The action contributes to a change of organisational culture. The organisation becomes more open and attentive to the needs of staff who breastfeed.

CI.3.3. Provision of services for work and personal life integration

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: At **Warwick** the Academic Returners Fellowship launched in January 2015 provides funding to “buy out” teaching and administration duties. The Fellowship is intended as a mechanism to support staff who takes such periods of leave, to focus on their research on their return to work. To date (October 2016, 12 Fellowships have been awarded (11 Females and 1 Male). At **Warwick** there is also a Career Break Scheme. This is a period of leave that is unpaid and normally lasts between three months and two years. Career breaks can be taken for a variety of reasons including elderly dependents’ care responsibilities.

Since there were no direct measures addressing this indicator in specific, the RPO’s performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 62.

CI.3.4. Standard procedure for parental leave

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: Quantitative data related to parental leave were not recorded in the audit reports. From the qualitative data provided related to policies on maternity, paternity and parental leave it is often not possible to distinguish between the national policies and the RPOs' policies. Following information on the subjects specified above was based on statements made by the RPO under concern.

At **Warwick** maternity leave varies in length up to 12 months, while paternity leave is two weeks after the birth of the baby (in accordance with the UK legislation). The opportunity now exists for fathers to take so-called extended paternity leave instead of part of the maternity leave allocation. Paternity leave and pay are subject to continuous service and earnings requirements and must be taken within eight weeks of the date of birth or adoption. Parental leave is unpaid leave. For shared paternity leave, meanwhile, employees have the option to take statutory shared parental leave and to be paid statutory shared parental pay. Maternity/adoption leave is arranged *via* a meeting (maternity checklist is available) with a senior departmental administrator who talks through the University's central policy so that the staff member is fully aware of their options.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 62.

SI.3.1. Policies on work and personal life integration

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: **Warwick** offers a wide range of work and personal life integration policies:

- All departments operate ad-hoc flexible working arrangements (unless there is a contractual change of hours) which is then managed by HR which can range from one off, temporary or permanent arrangements. There are thus informal systems in place for flexible working, which the Departments believe have an important role to play in supporting staff diversity, recruitment, retention and performance. Options available include unpaid leave, reduced hours, seasonal hours/term-time-only working, staggered hours, flexi-time, job-sharing, compressed hours, and homeworking (mainly for administrative staff since academic staff is in general more flexible).
- **Warwick** gives the right to take a reasonable period of unpaid time off work to deal with a sudden problem or emergency involving a dependent.
- A Career Break Scheme is provided, which is a period of leave that is unpaid and normally lasts between three months and two years.

Measure started in 2017	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 (3.1.2.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> To support with payments of additional childcare arrangements for individuals attending conferences/ workshop/ training. To encourage and support individuals with caring responsibilities to attend conferences/ trainings/ workshops which are important for their career development.
Implementation Process	<ul style="list-style-type: none"> Recognising that conference attendance is an essential requirement for anyone building a prosperous research career and the difficulties in attending conferences for parents a fund was established in 2012/13 to assist with payments of additional childcare arrangements for individuals attending conferences/ workshop/ training. This fund proved so popular that in 2014/15, it was agreed that all four Faculties would contribute £1000 each pa to increase the budget available (each claim capped at £100 and limited to two claims per academic year). The Conference Care Fund has been embedded as part of the university provisions with an established group of individuals evaluating applications. Initially, the fund was set up in such a way that covered only childcare and was not possible to fund other caring responsibilities. However, it was soon modified to cover different types of caring responsibilities Feedback from staff utilising the fund has been excellent.
Resources, skills, incentives	<ul style="list-style-type: none"> Financial resources, budget to be allocated by university/faculty/department funds. A small team of staff to evaluate applications and organise logistics.
Challenges & Coping	Challenges with using this fund for other caring responsibilities beyond childcare.
Outcomes and potential impact	<ul style="list-style-type: none"> In 2017, the Conference Care Fund has been embedded as part of the university provisions. 79 claims have been submitted by January 2018 (Predominantly from women but also some from men) since the introduction of the fund and approximately £7482 in total have been allocated for this purpose. The fund was such a success that other institutions have contacted the RPO to replicate the fund and ask for advice.

Measure started in 2017

Developing a Carers' Policy and a Carer Staff Network (3.1.3.)

Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> The Carers' network provides a safe environment for individuals to meet with others and an opportunity to discuss issues that they may be facing or just take some 'time out' from responsibilities. To support individuals in their caring responsibilities and create a community of carers.
Implementation Process	<ul style="list-style-type: none"> The Carers' network has been formed following feedback from staff who have caring responsibilities outside of work, this may be an elderly parent or relative, or an unwell relative, partner or child. Topics that may be covered at meetings: <ul style="list-style-type: none"> Caring for a child with an illness or long-term disability - discuss with others coping strategies in this situation and share resources; Caring for an elderly relative - Understanding dementia and a visit from Age UK; Looking after you - How to look after yourself whilst juggling work and home responsibilities.
Resources, skills, incentives	E&D unit and individuals coordinate the meetings /resources for space/logistics.
Outcomes and potential impact	A Carers' staff network has been established with allocated resources.

Measure started in 2017	Availability of support for women and men coming back to work from parental leaves, from reduced work load to work times (3.1.4.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> 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. Warwick recognises that absence due to maternity/adoption/parental leave may have a detrimental impact on research programmes and subsequent publications. The Fellowship is intended as a mechanism to support staff who take such periods of leave, to focus on their research on their return to work
Implementation Process	<ul style="list-style-type: none"> 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. In March 2016, the Fellowship was evaluated.

	<ul style="list-style-type: none"> • Feedback from both participants and Head of Departments (HoDs) has been excellent, with all commenting the fellowships have been very beneficial to their research work, allowing them valuable time to set up projects and write publications/grant applications. • One HoD commented that the scheme was very valuable to staff and made them feel supported by the University in returning to their research after their maternity leave. • In 2016/17 scheme was evaluated and explicit guidelines have been provided to inform applicants and Heads of Departments how to use these fellowships
Resources, skills, incentives	<ul style="list-style-type: none"> • Resources/budget to be allocated towards this scheme so that it runs effectively. • Clear guidelines for applicants and HoDs and departmental administrators for what is entailed. • E&D unit to oversee logistics/applications of this scheme (workload).
Challenges & Coping	<ul style="list-style-type: none"> • In the beginning the scheme was not specified in detail to allow flexibility for the fellows but this led sometimes to various departmental approaches that did not always benefit the fellows. <ul style="list-style-type: none"> ◦ The coping strategy included: The scheme is monitored continuously by the E&D unit.
Outcomes and potential impact	<ul style="list-style-type: none"> • The scheme is established and embedded in university practices and will continue in the future. • To date 26 Fellowships have been awarded (25 females and one male) at a cost to the University of £267,645. • More information on the Fellowships can be found at: http://www2.warwick.ac.uk/services/equalops/maternity • Feedback from both participants and Head of Departments / HoDs has been excellent, with all commenting the fellowships have been very beneficial to their research work, allowing them valuable time to set up projects and write publications/grant applications. One HoD commented that the scheme was very valuable to staff and made them feel supported by the University in returning to their research after their maternity leave More information on the Fellowships can be found at: http://www2.warwick.ac.uk/services/equalops/maternity

SI.3.2. Contacts with individuals during maternal, paternal and parental leave

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: In Warwick Minutes are available on the web and individuals retain access. It is up to individual staff to read them or not. Individuals remain on circulation lists unless

they ask to be removed. Consultation is active where the change is obvious. Otherwise relies on individuals responding to general information circulated. A number of further inspiring services are offered at **Warwick**, both during and after the return from the parental leave.

Services during the leave:

- The Keeping in Touch (KIT) days offer a means to be further updated on relevant work/job related matters. Employees receive a normal day's full pay when working on a KIT day. KIT days are increasing year on year, which is predicted in response to:
 - Increased communication of KIT days
 - More women going on Maternity/Adoption leave
 - More women taking advantage of improved university package and support.
- **Warwick** initiated the Returning Parents Network Group in 2012 which seeks to collect feedback from returning parents on policies and processes which affect them as parents. In 2015, the Returning Parents Network was renamed to Working Parents Network, as members of the group felt that they wished to retain the option of attending the group meetings even when their child was older, and they were no longer considered a returning to work parent. The group has organised a number of external speakers to attend their meetings and have been consulted on a number of issues, such as maternity provision, support before, during and after maternity leave, as well as summer play schemes for school aged children.

Services after return from the leave:

Mentoring: returners from maternity/adoption/long term parental leave have the opportunity to select a mentor to help them adjust back into the work place. Interviewees mentioned that

- the importance of academic returners' fellowship scheme as a crucial initiative for individuals' support after parental leave. In March 2016, a review of the Fellowship took place to see how it was working and to gather feedback from both the participants and their Heads of Departments. Feedback from participants had been excellent.

Measure started in 2017	Formal process in place for contacts and communication with women and men during parental leaves (3.1.5.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> • To enable communication with staff during parental leave. • Individuals feeling that they are supported and have the communication/contact they want during parental leave.
Implementation Process	<p>Warwick offers Keep in Touch (KIT) days since 2011/12 which take-up is increasing year on year, which we predict is in response to:</p> <ul style="list-style-type: none"> • Increased communication of KIT days • More women going on Maternity/Adoption leave • More women taking advantage of improved university package and support. Activities used for KIT Days: • Conference/Workshop Attendance • Keeping in touch with PhD Students

	<ul style="list-style-type: none"> • Attending seminars • Writing publications/grant applications • Training sessions • Research Meetings/spending time in the laboratory • Preparing for return/catch up with line manager and team • Meetings relating to area of work <p>To determine whether staff found KIT days useful Warwick undertook a short survey in August 2016 targeting the 175 staff who have taken KIT days within the last five years. The survey asked what activity they used their KIT days for, how many days were taken and whether KIT days were useful. Only two negative responses were received:</p> <ul style="list-style-type: none"> • A department did not widely promote the KIT days to those about to go on Maternity leave. • There were delays in receiving payment for KIT days, usually because departments had not informed payroll. <p>Between T0 and T1, better communication of the KIT days was provided to raise awareness of the benefits of the KIT days. Monitoring and evaluation of the uptake of KIT days is also undertaken.</p>
Resources, skills, incentives	<ul style="list-style-type: none"> • Wide communication of the KIT days so that all staff is aware. • Clear guidelines how they should be used.
Challenges & Coping	<ul style="list-style-type: none"> • Lack of awareness of KIT days. <ul style="list-style-type: none"> ◦ The coping strategy involved: Clear communication and information.
Outcomes and potential impact	<ul style="list-style-type: none"> • The KIT-days practice is established and has allocated resources. • Since 2011/12 (and up to 2018), an increasing number of employees have taken up KIT days. Up to 2018, 260 employees have taken any KIT days which has costed the University approximately 120.000 pounds.

WARWICK's performance in quantitative terms in Key Area 3

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T1 are depicted in Table 62

Table 62 WARWICK's performance in quantitative terms in Key Area 3

Indicator	T0	T1	T2	Comments
CI.3.1. Demand and supply of basic child care	0.28	0.25	0.24	While the nursery has capacity for 78 children full time, 108 children were using the nursery in T0 (with the majority being part time). There is a waiting list of 80. The nursery provides places for children aged 3 months to 4 years so there is no kindergarten

				provision. In T1 it was 132 during the week with a waiting list of about 150, “which shows how reputable the nursery is” according to the RPO.
CI.3.2. Provision of advanced child care services	0.6	0.8	0.8	In terms of provision for emergency childcare and childcare during conferences, the nursery might accommodate a few cases that fall under these categories but this is subject to availability and sometimes they haven’t been able to offer what was requested.
CI.3.3. Provision of services for work and personal life integration	0.25	0.25	0.25	
CI.3.4. Standard procedure for parental leave	1	1	1	While there is a process for parental leave, many may use ad-hoc flexible arrangements within their departments. There is a conference care fund where individuals can apply to the University to assist with payments of care arrangements so this fund can be used for eldercare as well.
SI.3.1. Policies on work and personal life integration	0.64	0.64	0.64	T1: Extended leave is offered through 'career breaks' which can be taken for various reasons including care of family members and other personal reasons. However, this extended leave is unpaid. Paid extended leave is provided for sickness reasons and it depends on the duration of sickness and the numbers of service of the employee. There is no formal policy for maternity cover but there are guidelines about the departments working with HR for covering maternity cover through temporary assistance. There is no formal breastfeeding policy but as a practice it is enabled as there are breastfeeding/lactation rooms available There are guidelines for flexible working including: Staggered hours (mainly for administrative staff because academics have more flexible arrangements due to nature of work); working from home (mainly for administrative staff and they tend to be in higher grades); Job sharing; part time (request for part time can be submitted)
SI.3.2. Contacts with individuals during maternity, paternity and parental leave	1	1	1	The institution offers Keep in Touch (KIT) days which take up has increased per year. A staff survey was undertaken recently that showed that it was found very useful from staff especially in relation to maintain input into work or keep abreast with changes.

Peer Reviewer's assessment of key area 3**Outcomes**

Schemes are now running every year and have been integrated within the services provided by the nursery.

Three lactation rooms are available with the newest in social sciences (released in May 2018).

There have been 52 claims since 2012/13 (To encourage and support individuals with caring responsibilities to attend conferences/ trainings/ workshops which are important for their career development (3.1.2). In 2017, the Conference Care Fund has been embedded as part of the university provisions.

A Carer's staff network has been established.

To date 26 Fellowships have been awarded (25 females and one male) at a cost to the University of £267,645.

More information on the Fellowships can be found at: <http://www2.warwick.ac.uk/services/equalops/maternity>

Feedback from both participants and Head of Departments / HoDs has been excellent, with all commenting the fellowships have been very beneficial to their research work, allowing them valuable time to set up projects and write publications/grant applications. One HoD commented that the scheme was very valuable to staff and made them feel supported by the University in returning to their research after their maternity leave More information on the Fellowships can be found at: <http://www2.warwick.ac.uk/services/equalops/maternity>

The KIT-days practice is established and has allocated resources.

Since 2011/12 (and up to 2018), an increasing number of employees have taken up KIT days. Up to 2018, 260 employees have taken any KIT days which has costed the University approximately 120.000 pounds.

*How do you assess the **implementation process** in this key area?*

☐ poor ☒ **fair** ☐ good ☐ very good ☐ excellent

*Please justify your assessment and make references to **outputs** (what the implementation has produced compared to planned, both in qualitative and quantitative terms) and **outcomes** (the effects produced by the outputs on the targeted people).*

The implementation process in this key area is quite relevant and most of the planned activities were carried out. Progress is slow but continuous.

How do you assess the extent of the **changes in terms of relevance?**

(the extent to which the objectives of the intervention are consistent with the Key Area requirements)

☐ poor ☒ fair ☐ good ☐ very good ☐ excellent

Please justify your assessment.

Although the measures and intervention are relevant to the context they are slow to operate expected changes in the institution.

How do you assess the extent of the **changes in terms of effectiveness?**

(the extent to which the objectives of the intervention are achieved)

☐ poor ☒ fair ☐ good ☐ very good ☐ excellent

Please justify your assessment.

Progresses and impact are slow. The effectiveness of the measures will be measured in the long term and maybe can be registered in term of the change of the culture of the institution but maybe not very quickly on the level of retention, employment and progression of women in the institution.

How do you assess the extent of the **changes in terms of sustainability?**

(the potential of continuation of the benefits after the project end).

☐ poor ☒ fair ☐ good ☐ very good ☐ excellent

Please justify your assessment.

Rules and legislation need to be in place to enshrine equality in the institution and it does not seem that it is there at the moment. Policies and awareness might change and sustainability will not be ensured.

How do you assess the **overall progress in this key area?**

☐ poor ☒ fair ☐ good ☐ very good ☐ excellent

Please justify your assessment.

Changes are not yet noticeable in term of employment and retention and progression of staff in the institution. However, keeping up these initiatives will provide interesting possibilities to evaluate impact on the medium term.

12.4 Key Area 4 - Researchers and research: gender equality and sex and gender perspective

A further key concept of PLOTINA is that culture of research teams' work affects the gender equality in research programs. Cultural barriers, such as gender stereotypes, lack of women's empowerment, 'homo-sociality', all-boys team-networking, still persist within academic environments. Another key concept of PLOTINA is that sex/gender aspects of research programs are crucial for enhancing the reliability of research outputs. PLOTINA partners have identified the following main gaps preventing the gender/sex dimension to be inserted in research programs and contents.

- *Lack of specific requirements for consideration of gender in content and evaluation criteria for research programs.*
- *Lack of awareness and ignorance of the improvement of the quality of research if gender is considered (Source: PLOTINA DoW).*

Thus, the monitoring system will assess the grade of integration of sex/gender variables into research programs, gender equality among researchers, and the cultural change as stimulated by the project. (Source: D5.1)

A significant amount of data was reported by the RPOs referring to the general topic of integration of sex/gender variables into research. Although these data do not directly correspond to indicators in this key area, they may be worthwhile considering when contextualizing the results of the upcoming interim and final monitoring.

At **Warwick**, there is 'limited awareness' on the integration of sex/gender in research in disciplinary and subject areas where these variables have not been traditionally incorporated, while in the arts, humanities and social sciences, there are already many scholars that research topics are relevant to sex and gender. As at UNIBO, academic staff especially in natural sciences departments claims that this is not relevant. Neither do they see the relevance of a formal requirement for integrating sex/gender variables in all calls.

CI.4.1. Number of scientific papers including sex/gender variables and dimensions

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 63.

SI.4.2. Networks on gender issues research

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Creation of a network structure with the aim to facilitate and boost communication and cooperation between actors in the areas of gender research and gender equality practice in different levels and fields (1.1.2.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> To facilitate and boost communication and cooperation between actors in the areas of gender research and gender equality practice in difference levels and across departments and disciplines. Sharing knowledge and good practices about gender equality actions across departments and how they can be transferred across departments.
Implementation Process	<ul style="list-style-type: none"> A member of the PLOTINA core team has been the person behind establishing this action and ensuring resources (space and food) to bring the individuals involved in various department on gender equality work together (e.g. Athena SWAN processes), where they share their experiences and good practices. The Athena SWAN and PLOTINA teams meet once a term to discuss issues and network during a provided lunch. As part of this network, the PLOTINA team presents PLOTINA news and updates and gets feedback.
Resources, skills, incentives	Lunch is provided from central university fund; the E&D unit coordinates the meetings setting agenda.
Challenges & Coping	<ul style="list-style-type: none"> Sometimes, not all participate for various reasons (workload, being away). An informal lunch is provided for the participants that can be an incentive for individuals to come together and discuss while having lunch.
Outcomes and potential impact	<ul style="list-style-type: none"> Creation of a network as a space for sharing knowledge and good practices. Evidence of replicating efforts which were shared within the network. A lot of knowledge about efforts and actions is not lost within departments but cascades and helps others.

SI.4.3. Provision of an annual RPO gender report

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: Warwick does provide an annual Athena report which reports on gender and is published on the website.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 63.

SI.4.4. Participation in training seminars on integrating sex/gender analysis methods, by gender and field of research

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2019	Seminars to overcome unconscious bias in assessing excellence, in staff performance review/appraisal (4.1.1.)
Aim(s) & expected outcomes/impacts	To raise awareness of biases in the recruitment and promotion processes.
Implementation Process	<p>The Learning and Development Centre has organised a series of trainings on recruitment and selection and diversity in the workplace. In addition, the university has an online training on unconscious bias that University staff can undertake.</p> <p>The PLOTINA team has reviewed the unconscious bias training and provided comments to LDC with potential improvements.</p>
Resources, skills, incentives	<ul style="list-style-type: none"> • Reviewing the literature and expertise of researchers on unconscious bias or equality and diversity issues to provide a critical perspective. • Resources on building an online module and training programme. • Discussing with practitioners how to utilise it efficiently for culture change.
Challenges & Coping	Literature indicates that sometimes such training might make individuals complacent, invoking their biases as the reason behind some decisions, without actually engaging in reflecting on their biases and acting accordingly.
Outcomes and potential impact	<ul style="list-style-type: none"> • Online modules for diversity in the workplace and unconscious bias were produced. • The training is available online so it will be accessible for future staff as well thus contributing to the sustainability of the action. • An increasing number of staff takes up this training and become aware of biases that affect decisions and everyday practices.

Measure started in 2017	Internal training seminars on the use of sex and gender analysis methods in research (4.1.2.)
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Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> To raise awareness and develop capacities of individuals in integrating sex and gender analysis methods in research. Research and academic community is aware and is applying these methods in research projects.
Implementation Process	<ul style="list-style-type: none"> Collecting relevant material to develop seminars and guides. On the basis of these materials a series of workshops and seminars for different levels will be developed. Discussions with colleagues to develop these internal training seminars. Developing a seminar on objectivity, bias and integration of sex/gender. One seminar was delivered on 13th of June 2018 for 40 postgraduate research students. On the 26th of June 2018 a meeting was held to get feedback on the seminar content. The seminar is delivered but can be improved to engage even further with natural scientists.
Resources, skills, incentives	<ul style="list-style-type: none"> Developing material for the seminar, understanding of sociology of science, philosophy of science and gender issues. Resources for running the seminar (space, catering, presentation equipment) and liaising with scientists to arrange logistics.
Challenges & Coping	<ul style="list-style-type: none"> Postgraduate research students in the natural sciences and engineering are resistance to the idea about the objectivity of sciences and the biases that the scientific process might have. The coping strategy included: Framing this material in a critical but less provocative way might be important to keep their engagement.
Outcomes and potential impact	<p>A pilot-seminar was developed and delivered on the 13th of June 2018 to 40 postgraduate research students in natural sciences and engineering.</p> <p>The module contributes to raising awareness of postgraduate researchers regarding the relevance of sex and gender analysis methods in research.</p>

Measure started in 2019	Developing guidelines/policy for dual career couples (3.1.7.)
Aim(s) & expected outcomes/impacts	To provide support to the spouse/partner of new hires in the University and thus greater support for staff who relocate.

Implementation Process	<p>This action required liaising with different services within the organisation.</p> <p>Meetings were arranged to discuss the need for such a policy with the relevant services/working groups within the university (Equality/Diversity) and collaborate with the university Human Resources Team/Careers Advisor to provide information about relocating and finding employment in the broader area. Relevant information includes:</p> <ul style="list-style-type: none"> • Information about the local area • Accommodation information • Information about local recruitment providers • Healthcare provision • Schools and education • Public transport and how to get around • Tourism and things to do • Council webpages
Resources, skills, incentives	<p>One person to gather the relevant information and draft the guidelines</p> <p>A website to upload the relevant information.</p>
Outcomes and potential impact	<ol style="list-style-type: none"> 1. During the recruitment process, it is the responsibility of the Departmental HR Officer to ensure the procedure is shared with candidates who have been selected for interview. 2. After a job offer has been accepted by an individual, if requested, the Departmental HR Officer will liaise with the new appointee or their partner/spouse, by telephone or email, to provide appropriate job related support. 3. Change of university culture to consider dual career couples in institutional policies.

SL4.11. Perception of the gender/sex variables in research contents, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure
started in 2018

Summer school on peer reviewing (4.1.3.)

Aim(s) & expected outcomes/impacts	To provide academic-led information about the peer review process.
Implementation Process	<ul style="list-style-type: none"> Forty-seven PhD students and postdoctoral researchers participated in the summer school. Speakers from a diverse array of backgrounds shared their experience and provided valuable insights into the peer review process, including sex/gender issues. Participants had the opportunity to enhance their knowledge on the peer review process, attending talks on the peer review process and funding bodies, how to respond to peer reviews, and how to write peer reviews. Participants also participated in a writing boot camp and attended a CV workshop and a peer review training course. Invitation for this action was circulated through various newsletters (university-wide), including the Learning and Development Centre (LDC) and the Doctoral Training Centres at the University of Warwick. The PLOTINA team contacted departmental administrators across various faculties and departments to promote the event to early career researchers. The call for participation was furthermore disseminated to other universities within reasonable travelling distances, including the University of Birmingham, the University of Oxford, the University of Southampton, and Aston University, though advertisement stopped when the event was full.
Resources, skills, incentives	Budget for food/coffee, travel/accommodation expenses for speakers, printing and folders, administrative assistance.
Challenges & Coping	The summer school was offered for free and there was a big dropout rate so the RPO would in the future consider allowing for 10-15% over-subscribing to mitigate this and charging a small registration fee.
Outcomes and potential impact	<ul style="list-style-type: none"> The summer school took place and was well attended and well received. Overview of the programme: https://warwick.ac.uk/fac/soc/pais/research/projects/plotina/summerschool/programme/ After the summer school, the material used by speakers was uploaded to the summer school's website and participants were informed via email.

WARWICK's performance in quantitative terms in Key Area 4

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T1 are depicted in Table 63.

Table 63 WARWICK's performance in quantitative terms in Key Area 4

Indicator	T0	T1	T2
CI.4.1. Number of scientific papers including sex/gender variables and dimensions	481	519	592
SI.4.2. Networks on gender issues research	1	1	1
SI.4.3. Provision of an annual RPO gender report	1	1	1
SI.4.4. Participation in training seminars on integrating sex/gender analysis methods, by gender and field of research	Not asse ssed	0.75	0.25

Peer Reviewer's assessment of key area 4

Outcomes

Creation of a network as a space for sharing knowledge and good practices. Evidence of replicating efforts which were shared within the network.

A lot of knowledge about efforts and actions is not lost within departments but cascades and helps others.

Online modules for diversity in the workplace and unconscious bias were produced.

The training is available online so it will be accessible for future staff as well thus contributing to the sustainability of the action.

An increasing number of staff takes up this training and become aware of biases that affect decisions and everyday practices.

A pilot-seminar was developed and delivered on the 13th of June 2018 to 40 postgraduate research students in natural sciences and engineering.

The module contributes to raising awareness of postgraduate researchers regarding the relevance of sex and gender analysis methods in research.

During the recruitment process, it is the responsibility of the Departmental HR Officer to ensure the procedure is shared with candidates who have been selected for interview.

After a job offer has been accepted by an individual, if requested, the Departmental HR Officer will liaise with the new appointee or their partner/spouse, by telephone or email, to provide appropriate job related support.

Change of university culture to consider dual career couples in institutional policies.

The summer school was offered for free and there was a big dropout rate so the RPO would in the future consider allowing for 10-15% over-subscribing to mitigate this and charging a small registration fee.

The summer school took place and was well attended and well received.

Overview of the programme:

<https://warwick.ac.uk/fac/soc/pais/research/projects/plotina/summerschool/programme/>

After the summer school, the material used by speakers was uploaded to the summer school's website and participants were informed via email.

*How do you assess the **implementation process** in this key area?*

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

*Please justify your assessment and make references to **outputs** (what the implementation has produced compared to planned, both in qualitative and quantitative terms) and **outcomes** (the effects produced by the outputs on the targeted people).*

The culture of the institution is slowly evolving for a more equalitarian perspective.

*How do you assess the extent of the **changes in terms of relevance**?*

(the extent to which the objectives of the intervention are consistent with the Key Area requirements)

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Please justify your assessment.

Train and sensitize academic on the importance of the gender dimension in research is crucial. It is expected that academic will include these issues in their training and their research lessons.

*How do you assess the extent of the **changes in terms of effectiveness**?*

(the extent to which the objectives of the intervention are achieved)

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Please justify your assessment.

Although the level of change is not very noticeable at this stage it should increase as including gender course and gender sensitive research methodologies and requesting researchers to include gender analysis is a very effective way to make sure students and researchers take gender in consideration.

*How do you assess the extent of the **changes in terms of sustainability?***

(the potential of continuation of the benefits after the project end).

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Please justify your assessment.

Internal training seminars on the use of sex and gender analysis methods in research seems to be producing relevant results. The number of papers produced integrating a gender analysis is reflecting the effort being done to sensitize researcher about the importance of the inclusion of a gender dimension in their analysis and the sharing of gender sensitive methodologies in research.

If genders sensitive research methodologies are integrated in the curricula and not an added training to follow student will benefit greatly. The issues again in about integrating gender in the curricula, mainstreaming gender in the curricula. These extra training on gender may stop at any time a request and a monitoring on the inclusion of gender should be a way to explore.

*How do you assess the **overall progress in this key area?***

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Please justify your assessment.

Overall progress is very relevant, important and is very necessary in a higher education institution. There is still a lot of work to be done to achieve gender awareness and the inclusion of gender analysis into research. Progress is slow because of the level of inertia, administrative complexities and resistance to change. All the initiative in this field should be continued.

12.5 Key Area 5 - The integration of gender and sex dimension in study curricula

Ensuring the integration of gender dimension in teaching curricula is another core objective of PLOTINA. A series of concepts, strategies and challenges to promote the insertion of sex and gender as a variable in teaching/training curricula (from the undergraduate level to the PhD one) will be defined in the project. Training will range from occasional seminars to complete degree programs. Thus, WP5 will assess the progress of the insertion of gender/sex variables in teaching programs. However, as one RPO in the consortium does not provide teaching, all indicators in this subsection were being defined as “specific”. (Source: D5.1)

SI.5.1. Courses on specific gender dimensions, per field of research

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Since there were no direct measures addressing this indicator in specific, the RPO's performance in terms of this indicator is only assessed quantitatively. The figures are presented in Table 64.

SI.5.3. Training seminars or guidelines on integrating sex/gender in teaching curricula

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Status at the time of the audit report: **Warwick** did not make references in this regard (in the quantitative part of the audit report). At **Warwick** training for teaching is provided by the Learning and Development Centre where PhDs, Postdoctoral researchers and academic staff with responsibility to teach are required to attend. Part of this teaching training focuses on inclusive teaching which implicitly covers gender but there is not explicit addressing of gender approaches or gender content guidance.

Measure started in 2017	Availability of 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 for staff (5.1.1.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> To raise awareness of equality and diversity and support individuals in reviewing and developing curricula and teaching activities that will consider such issues. The teaching community is aware of these issues and the curricula and teaching activities reflect equality and diversity consideration.
Implementation Process	<ul style="list-style-type: none"> Collection of relevant material to develop seminars and guides. Development of a series of workshops and seminars for different levels, on the basis of these materials. Approach of the Institute for Advanced Teaching and Learning which is a cross departmental institute that helps running courses across departments.

	<ul style="list-style-type: none"> This activity will take place on the basis of 4.1.2, so after the completion of it, the activity can proceed.
Challenges & Coping	The approval depends on the Teaching and Learning group of central university. They have informed the PLOTINA team that they are currently reviewing the process for module approval. However, despite efforts to engage further and suggest recommendations about this, we have not got any further response.
Outcomes and potential impact	None yet.

SI.5.4. Students attending classes reflecting sex/ gender variables, by gender

For a description of this indicator see D5.1 Catalogue of Core Indicators.

Measure started in 2017	Development of introductory and advanced courses in all Schools on sex and gender variables in Research (5.1.2.)
Aim(s) & expected outcomes/impact	<ul style="list-style-type: none"> To raise awareness and develop capacities of individuals in integrating sex and gender analysis methods in research. To develop an online module for postgraduate students, researchers and interested undergraduate students who will be trained in understanding the importance of integrating sex/gender analysis into research. As part of this module participants will also be trained in getting multiple disciplinary perspectives (sociology, history, engineering, biomedical sciences, economics, physics, applied linguistics) in terms of scientific research and gender
Implementation Process	<ul style="list-style-type: none"> Phase 1: Literature review <p>A literature review was conducted to assess relevant material and develop an outline for the curriculum.</p> <ul style="list-style-type: none"> Phase 2: Testing the ground <p>A 2-hour workshop on objectivity and bias including sex/gender in research was organised and delivered to 40 doctoral candidates from the faculty of science. The advertised summary of the workshop was:</p> <p><i>In this workshop we will discuss how science is seen and framed and the biases that can be implicit in the scientific research process. We will also talk about</i></p>

how rethinking research design and methodologies can lead to innovative outputs. There will be a couple of practical exercises and discussions.

Feedback from Warwick students: The students in general enjoyed the workshop, though there was a lot of resistance to accepting that the institutions and cultures of scientific research are not objective. A key issue for the next phase of the project was to recognise that this was largely due to different definitions of science.

- Phase 3: Module design

The module is comprised of 9 units (an introduction and eight 30-minute podcasts plus individual work) with additional group tasks and associated individual work relating to participant's own projects. All sessions are tailored to show the benefits of considering sex/gender in research in their respective fields.

The module is comprised of the following sessions:

‘Why a module on gender and science: introduction to the module’, designed and delivered by PLOTINA team gender experts

Sociology and Gender: ‘Gender and Science: scientific facts and fictions of gender’, designed and delivered by a sociologist

History and Gender: ‘Gender and the history of science’, designed and delivered by a historian

Engineering and Gender: ‘Gender and industrial engineering’, designed and delivered by an engineer working in the automotive industry

‘Biomedical sciences and gender’, designed and delivered by an expert from the Life sciences/Medicine

Applied Linguistics and Gender: ‘Gender in workplace discourse studies’, designed and delivered by a discourse analyst.

‘Gender and physics’, designed and delivered by a physicist

Economics and Gender: ‘Seven things to know about sex, gender, brains and behaviour’, designed and delivered by an economist

How to gain ethical approval? An introductory training course to research ethics

Most of the sessions have integrated a few exercises/questions to enable group discussions within a classroom and/ or facilitate reflection to the viewers.

	<ul style="list-style-type: none"> Phase 4: A flexible online module <p>Once the sessions have been uploaded, they could be used together as an online module within degree programmes. However, each one of them could be utilised as part of a lecture or a seminar or ‘a reading list’ within different disciplinary programmes and modules. If local rules require credit points for a module, then the above programme could be supplemented by an individual essay on the significance and impact of the module material for their discipline and own past, current on planned research. At our institution, the sustainability route is to hand the module to the Institute for Advanced Teaching and Learning to run it for the wider University community.</p> <p>A short guide was created to inform contributors how to develop online lectures/podcasts using PowerPoint (to be attached).</p>
Resources, skills, incentives	<ul style="list-style-type: none"> This action requires good connections and liaising with university (teaching) staff from different departments and universities with expertise on the role of gender in research and excellent communication skills Funding needs to be allocated if external staff is going to be recruited to develop lectures.
Challenges & Coping	<p>It can be challenging to identify staff who integrate sex and gender in their research in STEM fields.</p> <p>The action is time-consuming so it might be challenging for full-time staff recruited to manage workload.</p> <p>To identify potential contributors, we made use of personal contacts across departments and searched the departments’ website for staff profiles.</p> <p>Potential contributors should be contacted and deadlines should be set well in advance.</p>
Outcomes and potential impact	<p>The module is available internally and externally to postgraduate students and early carer researchers. The internal student community is more aware of sex/gender analysis in research and consider such variables in their research projects.</p>

WARWICK's performance in quantitative terms in Key Area 5

The quantitative assessment of both the core and selected specific indicators as performed in the period T0 to T1 are depicted in Table 64.

Table 64 WARWICK's performance in quantitative terms in Key Area 5

Indicator	T0	T1	T2
SI.5.1. Courses on specific gender dimensions, per field of research	9	10	13
SI.5.3. Training seminars or guidelines on integrating sex/gender in teaching curricula	0.0	Not assessed.	Not assessed
SI.5.4. Students attending classes reflecting sex/gender variables, by gender	0.30	0.60	0.22

Peer Reviewer's assessment of key area 5

Outcomes

Module has been established.

*How do you assess the **implementation process** in this key area?*

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

*Please justify your assessment and make references to **outputs** (what the implementation has produced compared to planned, both in qualitative and quantitative terms) and **outcomes** (the effects produced by the outputs on the targeted people).*

The objectives of this key area are of furthestmost importance and relevance and are key for developing gender awareness among students. Giving tools for academics to integrate gender analysis in their teaching and in their curricula is of extreme importance and should be a priority activity

*How do you assess the extent of the **changes in terms of relevance**?*

(the extent to which the objectives of the intervention are consistent with the Key Area requirements)

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Please justify your assessment.

The module on introductory and advanced courses in all Schools on sex and gender variables in Research has been developed and is now available and this is a very relevant progress

*How do you assess the extent of the **changes in terms of effectiveness**?*

(the extent to which the objectives of the intervention are achieved)

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Please justify your assessment.

Progress is in the pipeline and will reach maturity soon if implementation of planes activities is maintained

*How do you assess the extent of the **changes in terms of sustainability**?*

(the potential of continuation of the benefits after the project end).

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Please justify your assessment.

Educating students in a gender sensitive way and to understand the importance of gender equity is the most effective way to educate a new generation of technician, researcher and tomorrow leaders...

*How do you assess the **overall progress in this key area**?*

☐ poor ☐ fair ☒ good ☐ very good ☐ excellent

Please justify your assessment.

The overall assessment of this area is quite good as the intervention is extremely relevant and results are already visible.

12.6 Peer Reviewer's overall assessment

GEP's progress in terms of achievement of measures	Fully achieved	Partially achieved	Unknown
Key area 1 (13 measures)	92%	8%	
Key area 2 (17 measures)	76%	6%	18%
Key area 3 (7 measures)	100%		
Key area 4 (3 measures)	67%	33%	
Key area 5 (2 measures)		50%	50%
Across all key areas (42 measures)	92%	8%	

I think that the efforts towards gender equality in this institution is following a very steady path and is registering relevant and regular progress in term of activities being implemented and new activities being initiated.

Overall the assessment asks about the extent of the changes in terms of relevance, the extent of the changes in terms of effectiveness, the extent of the changes in terms of sustainability. In most of the key areas changes are limited at the time of the assessment. It does not mean that the interventions are not relevant or they will not be effective and sustainable in the future; it just means that the change registered at the moment of the assessment is not yet there to be able to assess that there are "significant" changes.

The UN 2030 Agenda is rooted in the explicit integration of human rights principles and a recognition of the structural barriers faced by women and girls in the realisation of their rights and by implication, in the achievement of SDG 5. Among these persistent barriers are: discrimination in the law and its practice; gender-based violence faced by women and girls; the disproportionate burden of unpaid work shouldered by women; the denial of women's reproductive health and rights; and women's under-representation in decision-making in public and private spheres. By focusing more squarely on results, the new framework aims to correct the implementation failures of the past.

The initiatives being implemented in Warwick align with the Sustainable Development Goals, particularly Goal 5 on gender equality and target 5.1 which calls on ending all forms of discrimination against women and girls everywhere by 2030. It calls specifically to cover all areas of discrimination in law, policies and practices. There are many examples of laws failing to adequately ensure and promote gender equity because its implementation falls short.

Legislations, rules, strategies, etc. are only good intention if they are not implemented. They are fundamental but they are not enough as by themselves they do not promote change in mentality and in practice. Laws, regulations, etc. in the university, addressing sexual harassment in the classroom, in the campus, in the residences are most welcome and necessary. Other examples include ensuring that women have access to jobs on equal footing to men and that they are paid equally for the same job and can progress in the career in the same way.

We know that gender discriminatory practices are rooted in discriminatory social norms, which remain pervasive and are difficult to change. “We need to create a change that lasts and breaks the cycle of discrimination for good, so that the progress we have made prevails in future generations “said the UN Women director.

Already scarce resources for gender equality are becoming even scarcer. The action of governments toward fiscal consolidation resulted in significant cuts to public spending in general, and to social spending in particular. Women bear a greater share of the burden when it comes to cuts in public spending, and so gender inequality gap might widen.

So, some of the activities put in place in Warwick if not adequately financed and included in the budget might disappear. Thus sustainability becomes a very important issue. How to mainstream the interventions in such a way that their sustainability is ensured?

On the other hand, there is a significant shift in the discourse on gender equality. With regards to the gender pay gap there is now considerable attention to the issue at a global level. Despite rising female labour force participation rates, the terms and conditions of women workers remain poor, and women workers face precarious, unsafe and insecure employment and weak employment rights.

The 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 developed by Warwick are very important measures but some might be cut of if there are cut in university spending.

On the other side, the mechanisms in place to increase the clarity on career progression and promotion, an annual ‘Demystifying Warwick Promotion Process’ event held to inform and guide potential promotion applicants on process/criteria is an instruments that can support long term changes.