A Multi-Indicator Approach to Organisational Gender Data

Gender Imbalances at the Meso-Level

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The MINDtheGEPs Consortium

MINDtheGEPs
gender equality in research

Foreword

Gender equality is incredibly important for both research excellence and the well-being of researchers. Feminist epistemologies remind us that the economic and political context in which Western science has developed has led to scientific paradigms and organisational cultures that perpetuate inequalities. This means we need to not only welcome more women into the field but also rethink how we do science and how it fits into our lives. It's not just about the numbers; we also need to change institutions and the knowledge system.

The pressure to "publish or perish" and to be an "unconditional worker" are particularly challenging for women. They have to balance undervalued work in research organisations (often referred to as 'academic housework') with caregiving and family responsibilities. However, in today's uncertain and competitive academic environments, this pressure affects everyone.

Encouraging more diverse research teams and leadership offers a wider range of perspectives, not only in research contents but also in ways of doing science and of defining excellence and recruitment and promotion processes. The results are more innovative solutions and discoveries, benefiting everyone involved.

The MINDtheGEPs project is a significant effort to address gender disparities in research and education across five countries: Italy, Spain, Serbia, Ireland, and Poland. These are countries relatively 'inactive' in developing gender equality policies in science and research and that are characterized by resistances, anti-genderism and traditional gender roles (especially in Poland and Italy). Our project joins together different research performing organisations (RPOs), including public universities, publishers, and public and private research centres, taking a multidisciplinary approach to tackle persistent gender imbalances in our domain(s). By fostering collaboration and shared initiatives, we aim to pave the way for a more inclusive, equitable, and academically vibrant future within European research.

Led by the University of Turin's Research Center for Women's and Gender Studies (CIRSDe), MINDtheGEPs recognizes the importance of gender equality, first of all as a matter of social justice, but also as a crucial element for enhancing research excellence and individual wellbeing. Because gender is a social structure that is characterized by multiple intersected barriers, several types of data are needed to be able to capture the various push and pull factors that (de)construct gender inequalities during different phases of a research career (early, middle, late) and at different levels (individual, organizational, national).

By drawing from 4 types of data collected ad hoc within each MINDtheGEPs' implementing partners this report assumes a pivotal role in enriching our comprehension of gender equality within diverse contexts. It was first shared as a deliverable from the project titled *D2.2 Report on gender imbalances at meso-level*. After anonymization of results, in order to facilitate reading this report has been divided into three sub-reports: *Gender Imbalances at the Meso-Level: A Multi-Indicator Approach to Organisational Gender Data*, *Gender Imbalances at the Meso-Level: Gathering Insights from Researchers Through a Web Survey*, and *Gender Imbalances at the Meso-Level: Gathering Insights Through Interviews with Key Informants and Researchers*.

In this report, *Gender Imbalances at the Meso-Level: A Multi-Indicator Approach to Organisational Gender Data*, through 53 indicators, such as the share of women in governing bodies or in different grades, the share of women applying for or winning competitive funds, and the existence of gender measures, we offer a straightforward quantitate portrayal of the gender gaps in each implementing organisation. Our implementing organisations are described in detail in Annex 1.

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1. Introduction to MINDtheGEPs' mapping of data and policies at the meso-level

1.1 Aims and methodology of the data collection

The purpose of our work to mapping data and policies at the meso context is first to provide a preliminary picture of the gender status of each implementing organization and second to identify gaps in the collection, availability and dissemination of gender sensitive data, in order to fill the gaps with additional quantitative and qualitative data that can be a specific action within each GEP.

In order to measure the trend of different indicators we collected data for two time points: 2016 (optional) and 2020, the "time zero" of the project (mandatory). Indicators are divided into 4 key areas and have been collected at an institutional or departmental/division level. The indicators are mainly quantitative, with some qualitative data which concerns the existence of some policies or measures.

The data collection and subsequent measures for GEP involves five priority areas:
- work/life balance and organisational culture;
- gender balance in leadership and decision-making;
- gender equality in recruitment and career progression;
- integrating the gender dimension into research;
- measures against gender-based violence, including sexual harassment.

Thus, the collected indicators are divided in the following four areas, which follow the mandatory key areas for GEPs:
- KA1 – Decision Making bodies: gendering leaders and institutions;
- KA2 – Balancing recruitment and career progression;
- KA3 – Improving work-life balance;
- KA4 – Gendering research and teaching.

Although with constant meetings to share methods and doubts, every institution collected data independently, either by checking pre-existing data or interrogating the relevant offices for getting new ones. All partners filled in an agreed-upon template, and subsequently shared their results and compiled their section of the report.

KA1 includes 18 indicators and is further divided in two sub-sections. The first one, Decision making bodies, with 7 indicators, all collected at the institutional level. The indicators show the gender composition of various bodies (such as the directors of departments or the evaluation committees). The second sub-section, General management, contains 11 indicators which illustrate various gender equality policies and measures (existing targets for different bodies, regular collection of gendered data, protocols for gender-based violence, training, and so on). KA2 is composed of 13 indicators concerning the gender distribution across all different academic roles and administrative levels, all collected at the departmental level and then aggregated in scientific areas, where applicable. This sections also illustrates different facets of career progression, such as the policies on recruitment and selection, the pay gap, job seniority, existence of mentoring programs, and so on. KA3 measures the work-life balance with 8 indicators collected mainly at the institutional level. The indicators illustrate the work-life balance policies and number of beneficiaries, including but not limited to parental leave, flexibility arrangements, different child bonuses and meeting time adaptation. An indicator about COVID-19 policies for the most sensitive categories has also been included.

Finally, KA4 includes a total of 14 indicators divided in two different sub-areas, one concerning research activities and the other concerning students and teaching. The first one, with 8 indicators collected at the institutional level, illustrates the funding application rate and success between genders for local, national and international projects, and the number of publication concerning gender dimensions (which are not included in this report and will be collected with a specific GEP action); the second dimension includes 6 indicators and concerns the gender distribution of students at the departmental levels, for both undergraduate and graduate students, in terms of enrolled students, graduates and degree performance. This section also reports the number of teaching courses including the sex and gender dimensions.

Two final remarks must be made. First, in the case of CTAG, since it does not have courses and therefore enrolled students, some sections do not apply. Second, every institution has their own peculiarities in terms of career progression, academic structure, and national policies: in-depth explanations about exception and differences from the general template, or about the adaptation of the She Figures academic levels to a specific country can be found either in the methodological notes at the start of every institution's section, or in-text when relevant.

1.2 University of Turin, Italy (UNITO)

1.2.1 Key area 1: Leaders and institutions

Figure 1.1 UNITO: Gender composition of decision making bodies
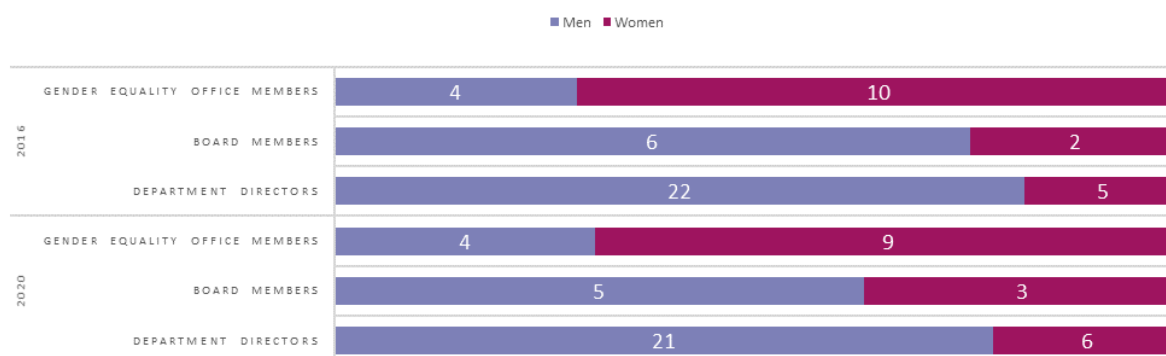
Figure 1.2 UNITO: Gender composition of recruitment and promotion committees

Decision making bodies were still male-dominated both in 2016 and 2020, with the exception of gender equality office members and, only for 2020, TA committees members, thus showing no

significant changes in gender composition. Moreover, the rector was a man and the general director a woman both in 2016 and 2020.

Figure 1.3 UNITO: Gender sensitive language and images use

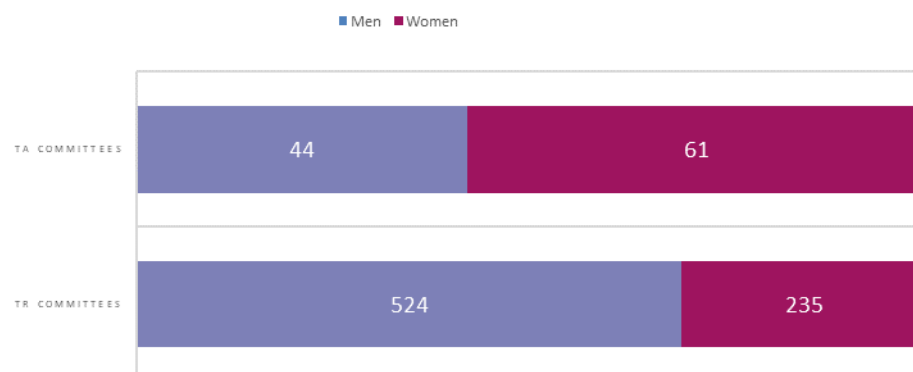|	2018	2020
Policy	Yes	Yes
Mission	Yes	Yes
Vision	Yes	Yes
Strategy documents	Yes	Yes
Agenda on the website	No	Yes
Job advertisements	No	Yes

Figure 1.4 UNITO: Training on gender issues

	2018	2020
Selection committees	Yes	Yes
Human resources	Yes	Yes
Decision makers	Yes	Yes
Public communication officers	Yes	Yes

Figure 1.5 UNITO: General management policies and initiatives

	2018	2020
Collection of gendered data and report publication	No	No
Targets for women in governance boards and committees	No	No
Targets for women applying as managers or high-level staff	Yes	Yes
Protocol for sexual harassment and gender-based violence	Yes	Yes
Awareness-raising events and awareness-raising efforts	Yes	Yes
Existing gender equality plan (e.g. positive action plan)	Yes	Yes
Mention of gender equality in official documents	Yes	Yes
Sustainability budget including gender equality issues	Yes	Yes
Support materials concerning gender equality issues	Yes	Yes
Existing directory of resources about gender	Yes	Yes

In UniTO policies promoting a gender sensitive language and images in official documents have been present since 2016, except for marketing and outreach materials and the communications on the website. UniTO, through CIRSDE, also offers gender awareness training to all staff and students: for example, through the organization of conferences and events (which count as training courses for

administrative staff) and with several on line and face to face courses on gender studies offering a lifelong learning on these topics. Unfortunately, data on the share of people attending compared to the total number of staff in each category is not available. Since selection committees are formed dynamically, everyone could be asked to fulfill this role; this means that being in a selection committee is an information which is not asked when analyzing training participants. For other categories, we only have data about aggregated total participations, not single participants; furthermore, data about teaching staff that is included in "decision makers" is not available.

General management offers an overall positive outlook. While there was not a collection of gendered data for 2020, UNITO recently closed the first ever gender budget. Before 2020, UNITO regularly published a sustainability report, which, while presenting many useful information about gender equality issues, is not explicitly a gendered report; nonetheless, UNITO also published a triennial Positive Action Plan, both in 2016 and 2020.

Concerning "gender quotas" in governing board and committees, the situation is not so straightforward. Targets exists for some boards, but not others: in line with national and international requests UNITO approved in 2021 a document promoting gender balance in scientific events. Moreover, the University Regulations already specify the importance of ensuring, where possible, gender balance in selection committees: at the moment departments define modalities to respect this indication independently. Furthermore, selection committees do not have explicit targets, but a general policy on equal composition and voting is done separately for men and women candidates.

Protocols for sexual harassment and gender-based violence are included in the Ethical Code and in the Conduct code. Furthermore, UNITO offers several services for people who experience gender violence or any form of harassment: the Confidential Counselor is established by national low and, according to the Conduct code, she is the person institutionally charged with providing information, advice, and free assistance to members of the university community (employees and students) e.g., in case of discrimination, harassment or mobbing. UNITO also has a dedicated Desk for gender-based violence, active since 2019, which was financed thanks to a collaborative project of Piedmont Region, the Department for Equal Opportunities and the University of Turin and works thanks to the job of local associations; moreover, UNITO offers a Counseling service for the organizational well-being of staff and students.

Concerning events and initiatives, UNITO has organized a cycle of 50 lessons about gender violence, a conference on inclusive language, and guidelines on gender balance in conferences and scientific events. Other support materials and directory of resources, such as guidelines of courses including a gender perspective, are available through our center in gender and woman studies (CIRSDe).

1.2.2 Key area 2: Recruitment and career progress

Figure 1.6 UNITO: Gender composition of TA staff
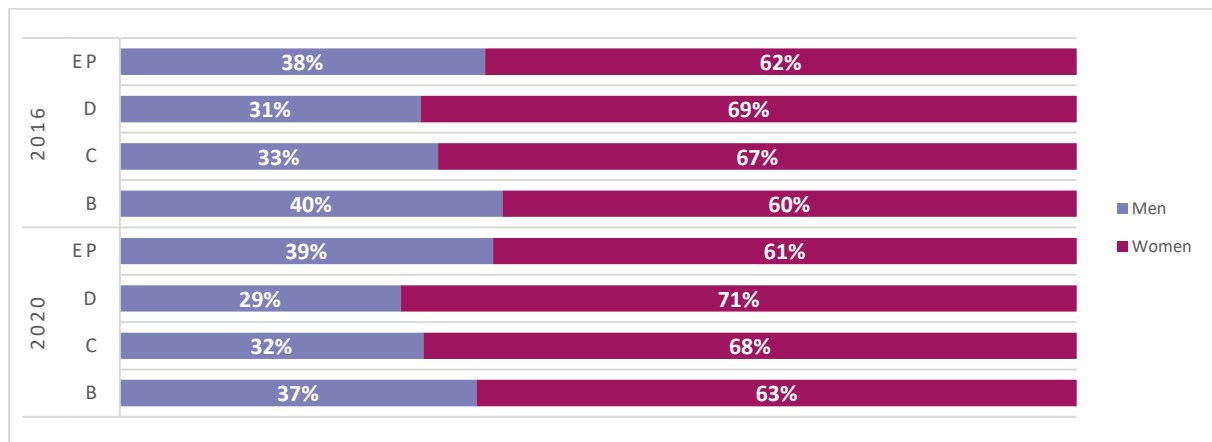
Non-academic staff in UNITO is predominantly female at all levels, with a slight rate increase in 2020, except for EP level.

Figure 1.7 UNITO: Gender composition of TR staff (absolute numbers)
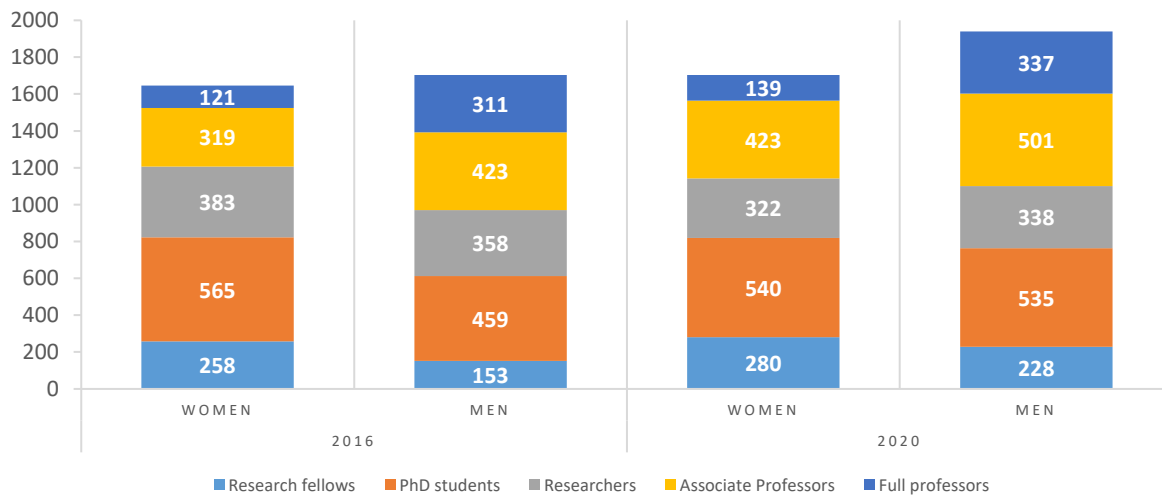
Figure 1.8 UNITO: Gender composition of TR staff (percentages)
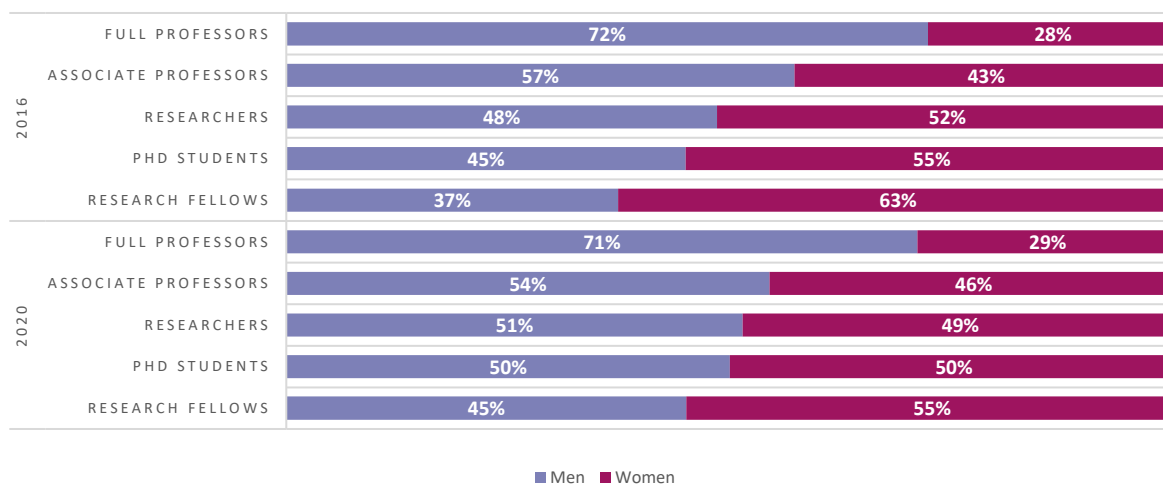
Concerning academic staff, the gap generally widens in top positions. The situation seems more balanced in 2020, in which every category sport an equal, or almost equal, rate, except for full professors. If we consider absolute numbers, however, we see that, from 2016 to 2020, there is a difference of only 58 women (1646-1704), while men's number increased by 235, from 1704 to 1939; ironically, making the total number of women in 2020 equal to the total number of men in 2016. The total of women barely increased, but there has been a notable increase in women associate professors.

Figure 1.9 UNITO: Percentage of women in TR staff by scientific area and role **(2016)**
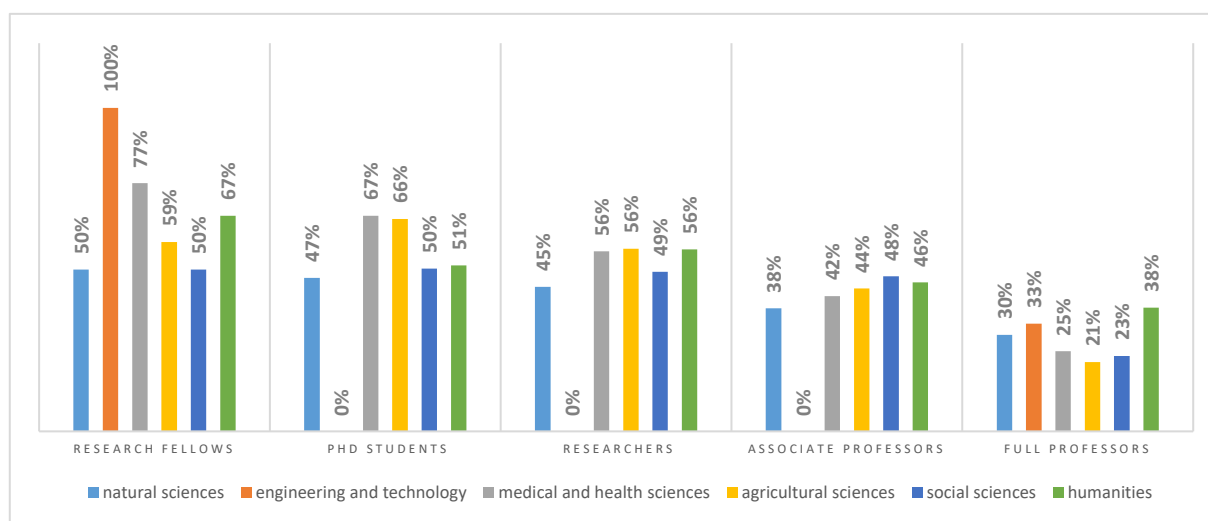
Figure 1.10 UNITO: Percentage of women in TR staff by scientific area and role (2019)
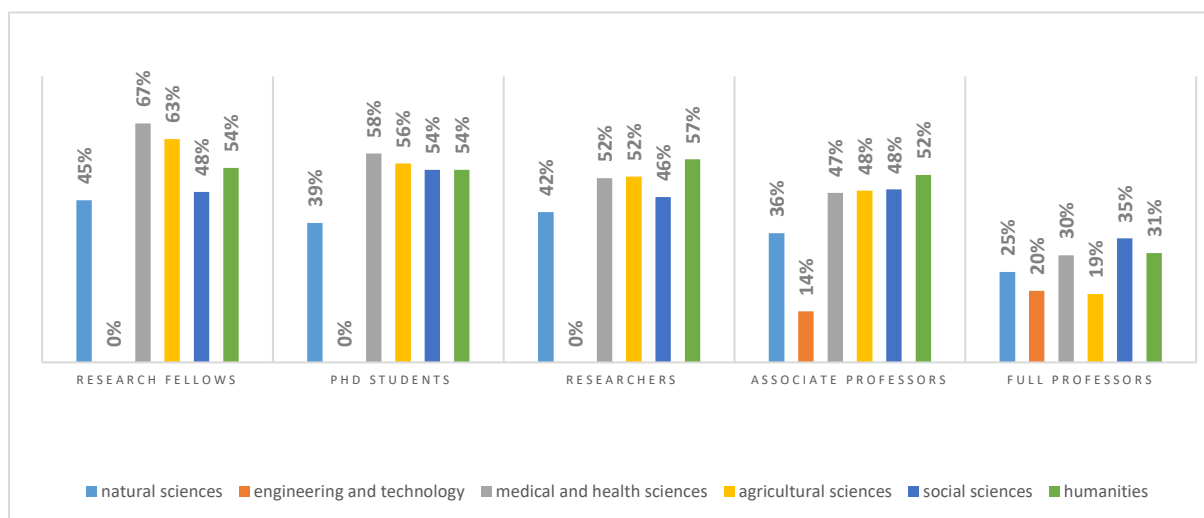
Table 1.1 UNITO: Absolute numbers of women and men in TR staff by area and role

		Research fellows		PhD students		Researchers		Associate professors		Full professors	
		M	W	M	W	M	W	M	W	M	W
2016	Natural sciences	52	52	176	159	99	80	114	70	66	28
	Engineering and technology	0	2	NS	NS	4	0	5	0	2	1
	Medical and health sciences	34	112	96	192	79	99	96	69	76	25
	Agricultural sciences	17	24	23	44	37	48	43	34	33	9
	Social sciences	32	32	71	72	72	70	77	71	79	24
	Humanities	18	36	93	98	67	86	88	75	55	34
2020	Natural sciences	71	59	222	142	102	74	145	82	71	24
	Engineering and technology	2	0	NS	NS	4	0	6	1	4	1
	Medical and health sciences	47	96	123	173	78	83	101	91	77	33
	Agricultural sciences	21	35	35	44	36	39	54	50	38	9
	Social sciences	46	42	95	111	64	55	98	92	79	42
	Humanities	41	49	60	70	54	71	97	107	68	30

For all percentage concerning engineering and technology, we must consider that there are no PhD courses in this area; the only department which offers courses in this area is the Interuniversity Department of Regional and Urban Studies and Planning; as the name suggests, the department works in cooperation with Politecnico di Torino. Looking at the absolute numbers, we can see that for engineering and technology, in fact, they are extremely low.

Following, we are presenting gender scissors for TR staff in general and for each area, both for 2016 and 2020. Due to how researchers are organized in Italy after the 2010 Gelmini reform, this category has been split in three positions: permanent researchers, a deprecated role; temporary researchers A, the first researcher position, and temporary researchers B.

Figure 1.11 UNITO: Gender scissors for TR staff
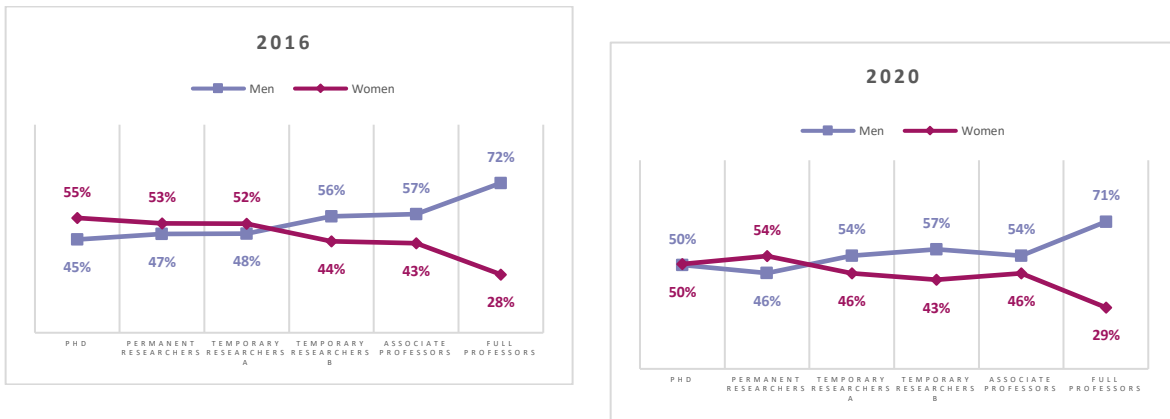
Figure 1.12 UNITO: Gender scissors for TR staff by area
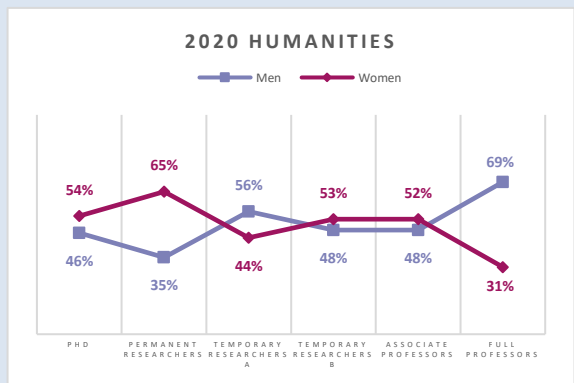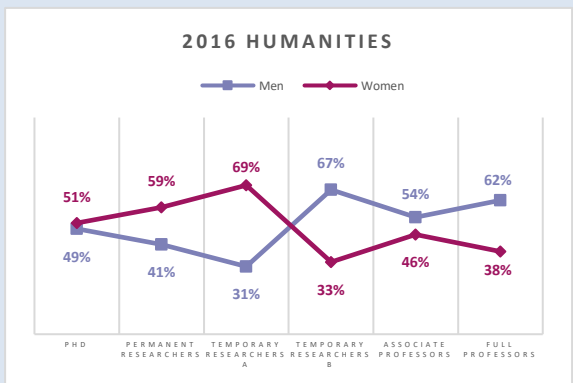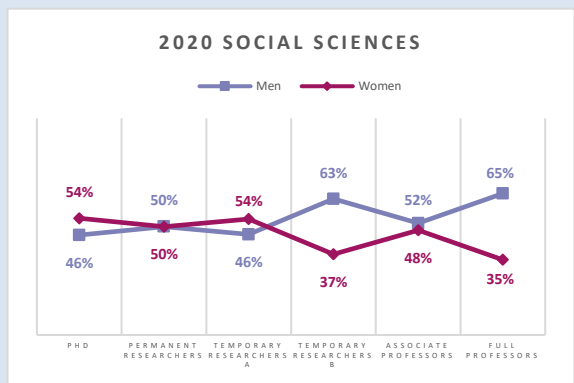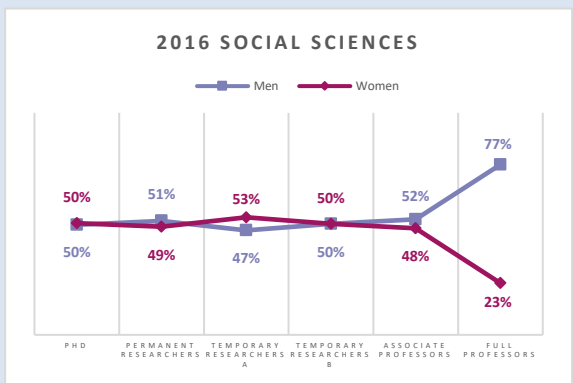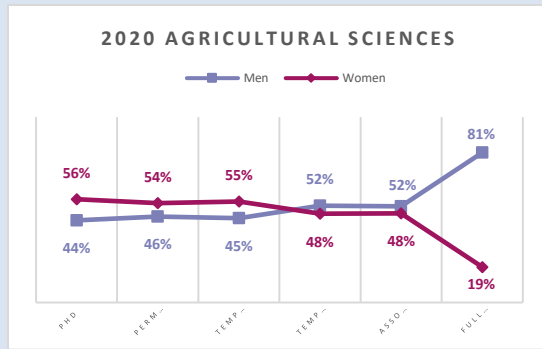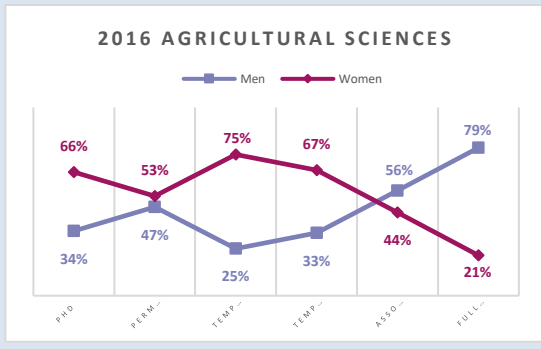
For natural sciences we can observe a gender gap which usually widens for top positions. Apart for permanent researchers, which as stated are a deprecated position and face additional hardships in career development, women presence usually decreases in the higher positions, never surpassing 40%. In 2020, the situation is even more unbalanced, with almost all female percentage being lower than 2016, except for temporary researchers. While female temporary researchers, especially grade B, increased in 2020, the gap in PhD students, which in 2016 were almost equal, significantly widened; furthermore, female presence in full professors dropped by 5%; this is not only due to the small increase in male full professors, but also to a decrease in female professors, from 28 to 24.

As stated above, the area engineering and technology is peculiar in UNITO and just entails one interuniversity department; having said this, the number are far too low to reach any meaningful conclusions.

Apart for full professors, the situation in medical and health sciences is balanced across all roles, both in 2016 and 2020, with minimal gaps which usually consist of a difference of 10 or 20 people. The

biggest gap is for PhD students, which also narrowed in 2020 compared to 2016, while still sporting a higher presence of women.

For agricultural sciences, the gap was more significant in 2016, while 2020 shows an overall equal environment, except in full professors, which sport a decrease from 2016 to 2020 and lowest percentage overall; looking at the absolute numbers, we can see that the overall number of female full professors has not changed in four years.

Social sciences show an even better gender balance across all position than health and medical sciences, except, predictably, for full professors. However, we can see that in 2020, for temporary researchers B, there is a gap which was not present in 2016; on the other hand, the situation for full professors, while still being far from substantial equity, it's one of the best for this role across all area, showing a rate of 65% of male and 35% of women.

Finally, in the area of humanities, we can observe that, while the lowest positions show a majority of women, the situation is reversed starting at temporary researchers B, from where women remain the minority. However, in 2016, the female rate for the role of full professors was the highest across all areas (38%), and it still stands as the highest rate of female professors even comparing with those of 2020. Speaking of 2020, humanities are the only area where women associate professor are more than their male colleagues; however, the gap for full professors is still quite wide, even more so than 2016. Overall, women are the slight or vast majority for every role, except for temporary researchers grade A and full professors.

Figure 1.13 UNITO: Recruitment and career policies and measures

	2016	2020
MENTORING PROGRAMS	✗	✗
TARGETS IN SELECTION COMMITTEES (TA)	✓	✓
TARGETS IN SELECTION COMMITTEES (TR)	✗	✓
POLICY ON RECRUITMENT AND GENDER BALANCED CAREERS OF SCIENTIFIC PERSONNEL	✓	✓

Currently there are no mentoring programs in UNITO. Concerning the other measures, there have been targets in TA selection committees for job applicants since 2016. Names are usually extracted randomly from a balanced list by gender, and no gender can be represented for more that 2/3 of the selection committees; previously, it was simply stated that at least 1/3 of the committee positions was reserved to women. Concerning the same aspect, but for TR staff, there is no numerical target defined in official documents, but there is a general gender equality policy in place; this holds true for 2020, while there was no mention of it in 2016.

Concerning the policy on gender balanced careers, UNITO offers training on managerial and relational skills, on well being and equal opportunities and on contrasting gender-based violence.

Figure 1.14 UNITO: Average salary and job seniority of TA STAFF
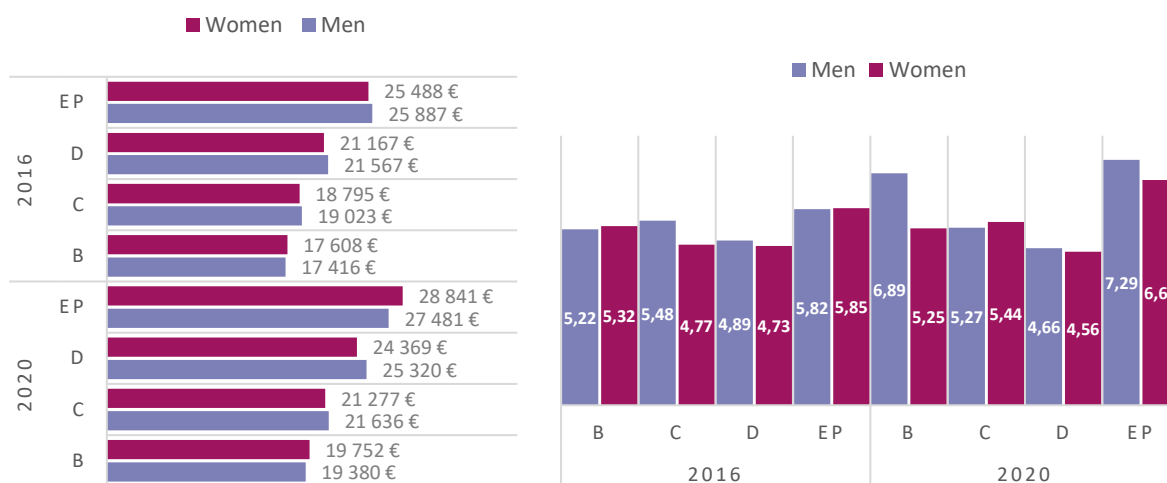
Women usually earn slightly less than their male colleagues on average, but they also usually have a lower job seniority, which is directly related to salary.

Figure 1.15 UNITO: Average salary and job seniority of TR STAFF
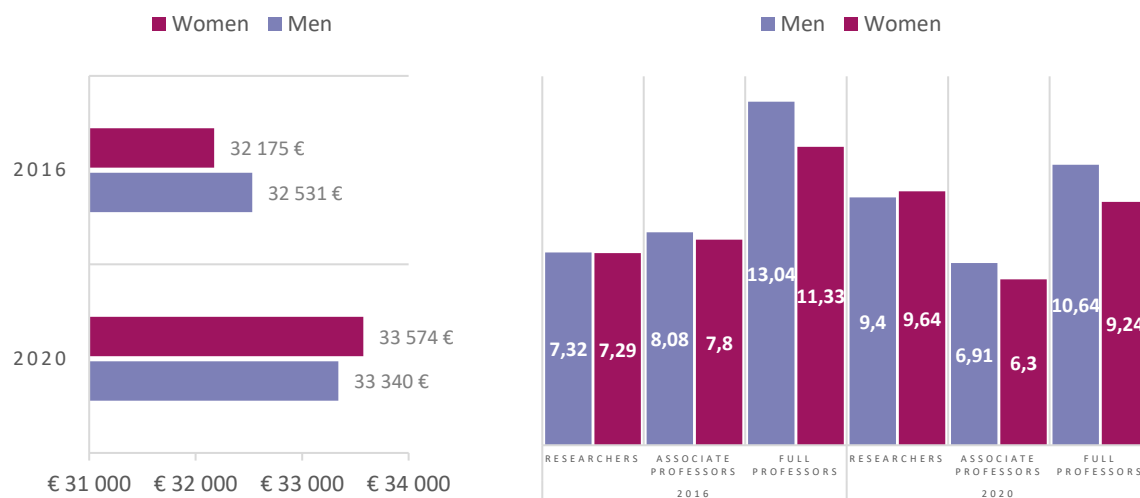
In the TR staff, women seem to earn slightly more than their male colleagues in 2020, while the opposite was true for 2016; this is probably due to the large increase in women associate professors, which was accompanied by a drastic reduction of researchers. The average reported excludes research fellows and PhD students.

Concerning average job seniority, we can observe a reduction from 2016 to 2020, except for what concerns researchers. This is caused by permanent researchers, which have less opportunities for career advancement

Figure 1.16 UNITO: Promotion rates of TR staff
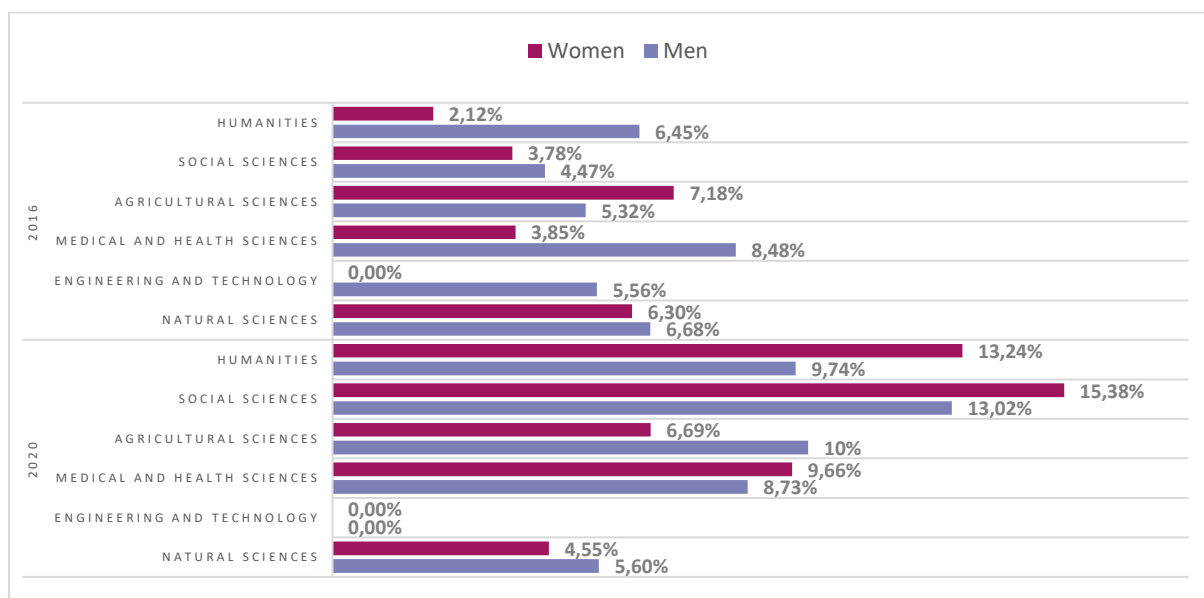
Promotion rates were calculated adjusting the total number of women and men at each level, which reflects the situation at the end of the year, accounting for the number of people who got promoted: thus, we added or subtracted to the total accordingly. In the calculation for every area, we computed the average of promotions across all levels, including those that did not have promotions. We believe it is a better representation, rather than just reporting the total number of promotions in each area divided by the total number of women or men. Predictably, given the changes in absolute number of people from 2016 to 2020, men tend to be promoted more than women, even if sometimes the difference is very narrow; agricultural science is the exception.

In 2020, instead, women were promoted more than men in three areas out of six: humanities, social sciences and medical and health sciences, which reinforce, especially for the first one, the perception that they are more "feminine" scientific areas; this is paired also with the fact that the gap in natural sciences, which in 2016 was almost nonexistent, widened in 2020. In fact, looking at the gender scissors, we can see that the gap in the role of full professors widened by 5% from 2016 to 2020 for natural sciences, while the gap narrowed for social sciences and humanities, although for the latter the promotions are more concentrated in the temporary researcher B and associate professor roles, bringing the rate to be almost equal.

Figure 1.17 UNITO: Glass ceiling index and glass door index 2016-2020
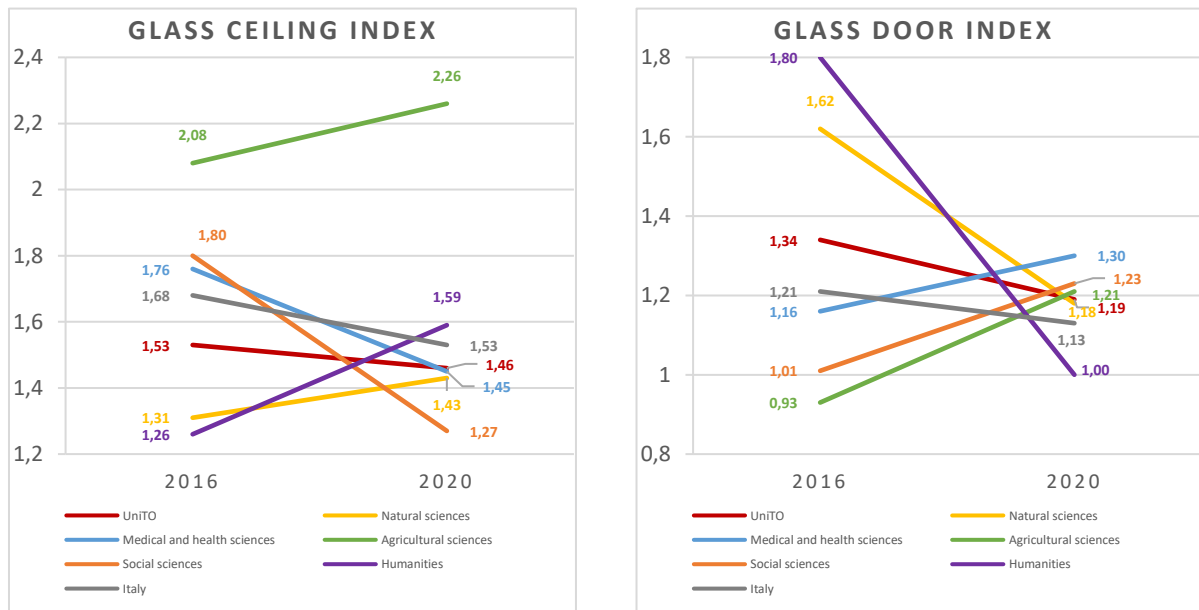
The Glass Ceiling Index (GCI) is a relative index comparing the proportion of women in academia (A, B, C) with the proportion of women in the highest academic position (A) in a given year. For UNITO, the positions were intended as follows: position A are full professors, position B are associate professors, position C are RTD-A, RTD- B and RU). The index can range from 0 to infinity. A GCI of 1 indicates that there is no difference between men and women, in terms of probability to reach grade A positions. Scores below 1 indicate that women are more likely to reach top position compared to men, while scores above 1 indicate the opposite, thus indicating the presence of a glass ceiling effect.

GCI values are generally lower in 2020 compared to 2016, except in humanities, agricultural sciences, and natural sciences, although in the latter the increase is less steep. For agricultural sciences, the GCI is not only increasing by a fair amount, but its absolute values are concerning, with a 2,26 in 2020 which is far higher than both the national and UNITO average. Conversely, GCI lowered significantly in Social Sciences, which in 2016 was the area with the highest GCI, except for agricultural sciences, while in 2020 is the area with the lowest GCI. However, no area has a GCI close to 1, albeit in all areas, except agricultural sciences and humanities, the GCI is lower than the national average.

The Glass Door Index (GDI) is a relative index defined as the ratio between the proportion of women performing research in academia in fixed-terms positions and in early position of academic stabilization (for UNITO: research fellows, RTD-A, RTD-B) and the proportion of women in an early position of academic stabilization (for UNITO: RTD-B) in a given year. The index can range from 0 to infinity. A GDI of 1 (or less) indicates that the percentage of women in the first stable position is stable (or growing) compared to the percentage of women in fixed-term positions; conversely, a value above 1 indicates the presence of a glass door effect, that is, an obstacle that restricts women's access to the first stable positions.

GDI values are generally higher in 2020 than in 2016, except for humanities and natural sciences. GDI values for 2020 are all higher than the national average, except for humanities, which has a value of 1, the lowest for 2020. Most notably, both social sciences and agricultural sciences, which had a GDI of 1,01 and 0,93 in 2016, show a significant increase; medical and health sciences, albeit having a less dramatic increase, show the highest GDI value in 2020.

For both indexes, engineering and technology was not reported, due to already mentioned low numbers of people and offered courses.

1.2.3 Key area 3: Work life-balance

Figure 1.18 UNITO: Work-life balance policies, services, and measures

	2016	2020
LACTATION ROOM	✗	✗
NURSERY	✗	✗
ELDERS CARE ASSISTANCE	✗	✗
SUMMER CAMP	✓	✓*
AGREEMENTS WITH EXTERNAL SERVICES AS BENEFIT FOR TA STAFF	✓*	✓
FLEXIBILITY ARRANGEMENTS	✓	✓
ADAPTATION OF MEETING TIMES TO CARE-RELATED WORKERS' NEEDS	✗	✗
COVID-19 POLICIES/SERVICES/MEASURES FOR THE MOST SENSITIVE CATEGORIES	NS	✓
TOTAL EXPENSE FOR THE ENROLMENT OF CHILDREN IN NURSERIES	✗	€6000
TOTAL EXPENSES FOR CHILD BONUS	✗	✗

UNITO offers several work-life balances services and measures and is currently designing new actions to implement those that are still lacking. UNITO activated a telework experimentation in 2016, which was followed by the setting up of a call for tenders with an increasing number of workstations. Since 2019, the University has been experimenting smart working for all staff, which was subsequently expanded in relation to the health emergency. UniTO, in collaboration with the Guarantee Committee, offers a Summer Camp since 2013, organized for staff and students with children aged 6-14 in two different locations at university.

Due to the exceptional nature of the health emergency, some clarification about the measures presented in the figure above is in order. In 2020, locations for a lactation room and nursery were found, but due to the COVID-19 emergency, the action was temporarily stopped. UniTo, and particularly the CUG, is starting research to map the needs of all staff, for the care of the elderly: this point has been addressed both in 2016 and 2020, but no measures are active as of now. Concerning the Summer Camp, the 2020 edition could not take place, however people were given a sum of money in place of the service, after a regular selection. The numbers reported in the corresponding graph refer, for 2016, to the effective number of people in the Summer Camp, and for 2020, the number of people who benefitted from the alternative monetary solution. While offering flexibility arrangements, namely the possibility to work remotely, there is no general policy to the adaptation of meeting times to care-related needs, and thus everything is left to the individuals. Some steps were taken to address this issue, which is a prime candidate for a GEP action.

Concerning child bonus, UNITO does not directly give money to staff with children; rather, it is a national policy in place, calculated as a tax deduction on salary.

Figure 1.19 UNITO: Summer camp gender distribution

■ Men ■ Women

		Men	Women
2016	TR STAFF AND STUDENTS	4	9
	TA STAFF	14	53
2020	TR STAFF AND STUDENTS	13	28
	TA STAFF	13	58
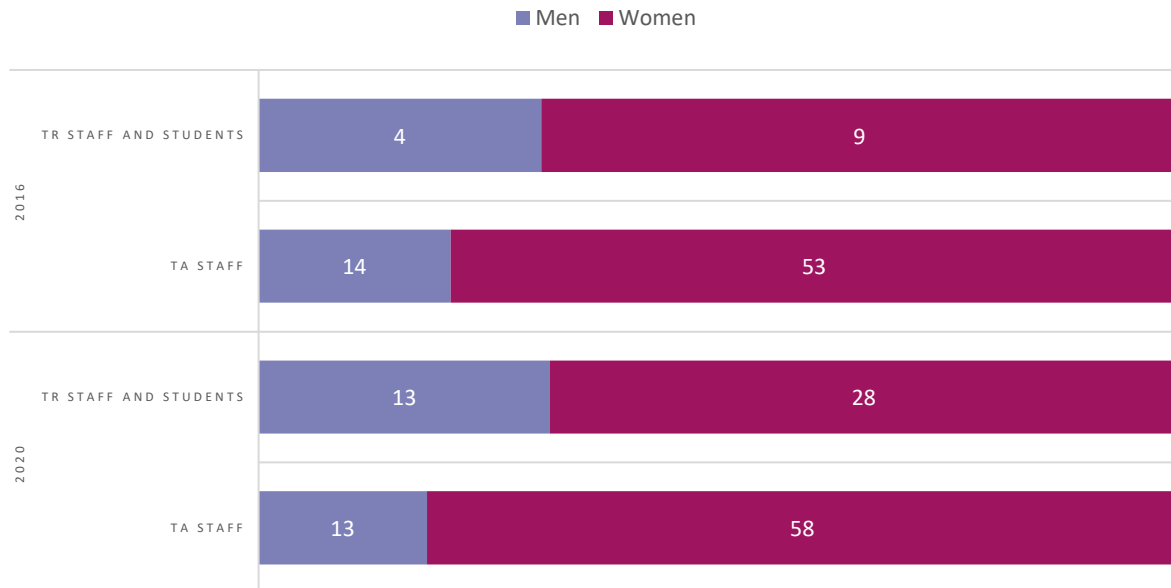
Figure 1.20 UNITO: TA staff benefits (2020)

■ Women ■ Men

	Women	Men
TRANSPORTATION	142	62
HEALTH INSURANCE	1335	626
CHILDREN ENROLMENT IN NURSERIES	10	3
MEAL VOUCHERS	1299	602
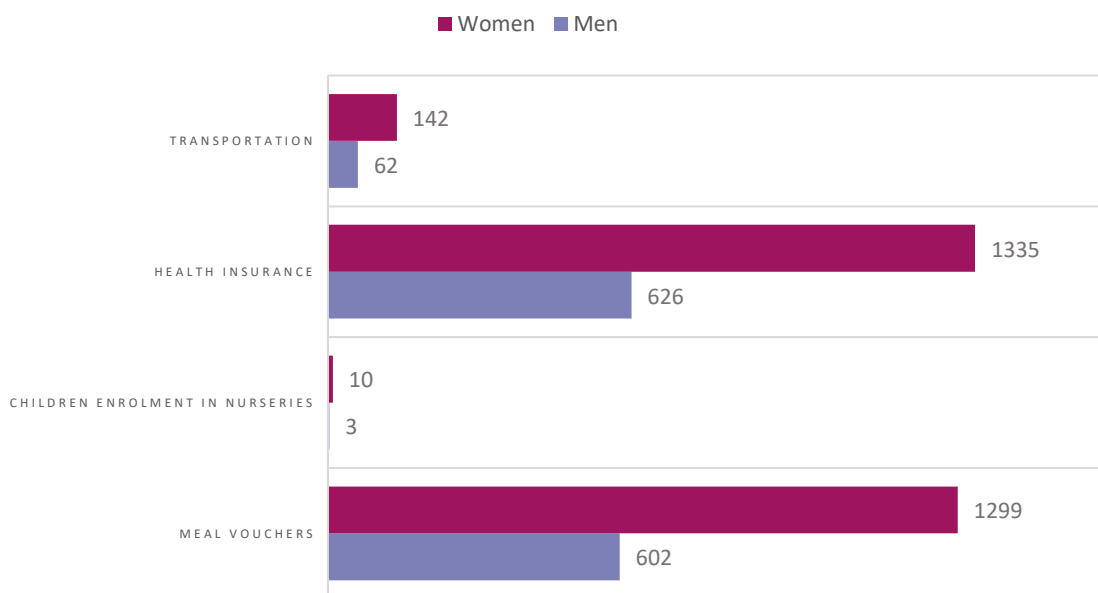
In this graph we can see the staff benefits for 2020; no data is reported for TR staff since they don't have any particular benefit. Transportations refers to reimbursement of bus tickets/passes; health insurance refers to the reimbursement of medical expenses; children enrolment in nurseries refers to a sum of money to contribute to the enrolment of staff's children in nurseries (which amounted to € 6000 in 2020); finally, meal vouchers are a sum of money charged in a card, which can be used to purchase meals in affiliated services. Only data for 2020 is reported, since most services started later than 2016, except for transportation, for which a convention was created in August 2016.

Figure 1.21 UNITO: Parental leaves out of total staff with children
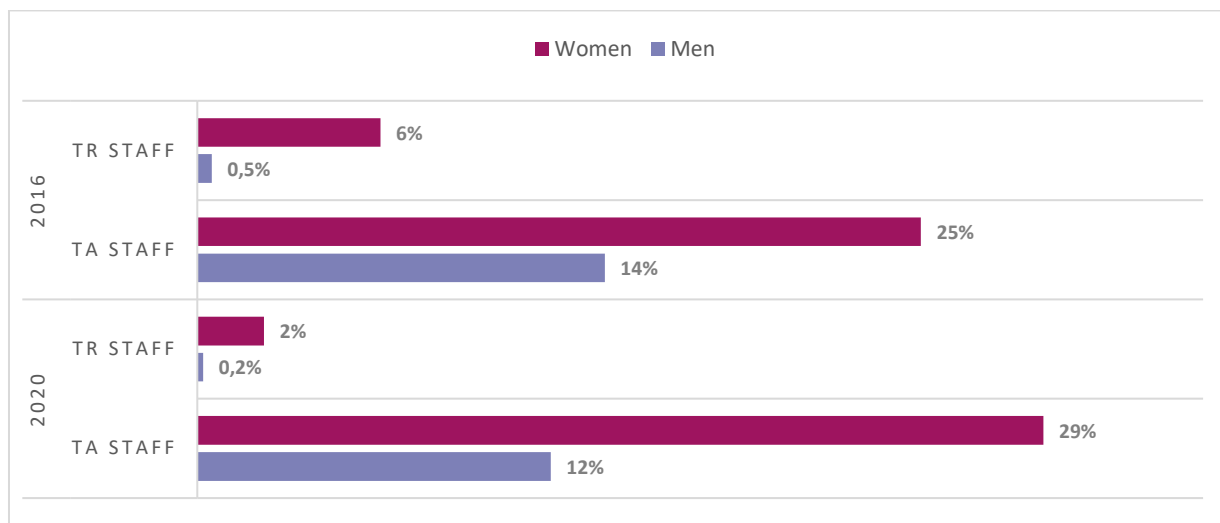
We calculated the number of staff with children by looking at who benefitted from tax deduction for dependent children. We can see that, compared to 2016, TR staff benefitted less from parental leaves, especially in the case of women, while the opposite is true for TA staff, where the rate increased for women while still slightly decreasing for men. However, we have to take into account that, usually, teaching and research do not ask for parental leaves.

Figure 1.22 UNITO: Empowerment trainings and research centers in gender studies

Table 1.2 UNITO: IRIDI training and research centers in gender studies program participants

	M	W
IRIDI full 19/20	22	28
IRIDI full Spring 2020	19	38
IRIDI full 20/21	17	26
IRIDI start 1	21	39
IRIDI start 2	23	37

The project IRIDI intends to develop a process of innovation in teaching, through research activities on the salient issues for teaching-learning in academic contexts. The research is linked to training courses for teaching staff on these issues and guidance in introducing these innovations. IRIDI is divided in two different projects: IRIDI full and start, the latter of which is reserved to researchers at the start of their careers. In 2020, there have been five editions: two of them were reserved for the start project. In table 1.2 UNITO the numbers of participants of each edition, divided by gender.

Concerning our research center, the CIRSDe (Interdisciplinary Center for Research and Studies on Women and Gender) represent an excellence of UniTO, an historical institution founded in 1991, which has been since then a reference for research, training, and dissemination activities, driven by scholars

and researchers from different scientific areas who all adopt gender differences as a study and research perspective. The activities of CIRSDe include systematic educational training projects, namely the realization of workshops on gender issues (Gender Studies Laboratory), on-line multimedia courses (Gender studies: method and languages), organization of numerous seminar open to the entire university community and the general public.

The center, furthermore, is the protagonist of specific research projects, such as the now concluded USVreact - University in Support of Victims of Sexual Violence (Prof. Norma De Piccoli); JUMP – Juggling Motherhood and Profession, ERASMUS + (Prof. Manuela Naldini) and, of course, MINDtheGEPs.

1.2.4 Key area 4: Research and teaching

Research

Unfortunately, we do not have data about research before 2018, hence every data presented here is relative to 2020 only. Furthermore, UNITO does not track applicants for fundings, but only the beneficiaries, thus we cannot calculate the success rate for funding.

Figure 1.23 UNITO: Research fund beneficiaries and total tenured staff (2020)
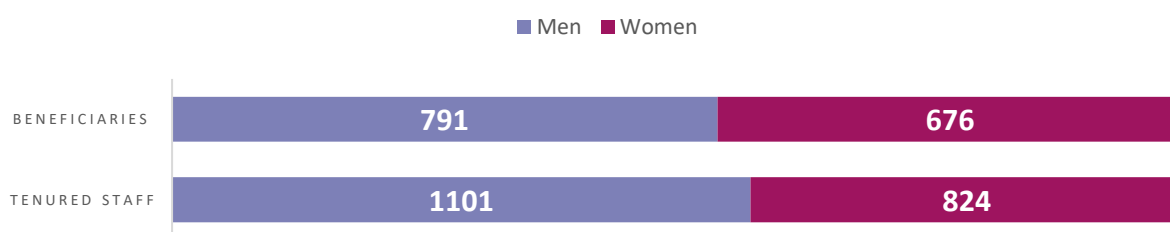
Figure 1.24 UNITO: Total research funds by gender
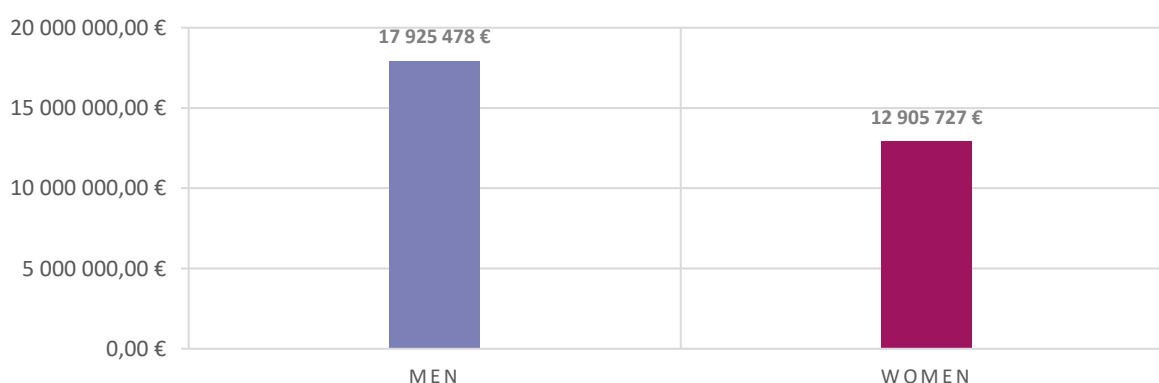
As already noted, men compose the majority of tenured staff, however if we check the rate of beneficiaries, the situation is almost equal (54% men). However, as noted in the following graph, there is a difference of € 5.019.751 between men and women total funds; furthermore, the average funding is always higher for men than for women. This could be due to the centrality of STEM projects, which usually are paid more, and the already observed gender gap, since it is easier for full professors to be principal investigator.

Even if not shown here, we must consider that until 2019 the gap, both in number if projects and total funding, was significantly wider: men total research funds were more than double. Finally, having only data on principal investigator, we cannot elaborate on the real composition of research teams.

Teaching

Figure 1.25 UNITO: Gender distribution of BA and MA students for each area
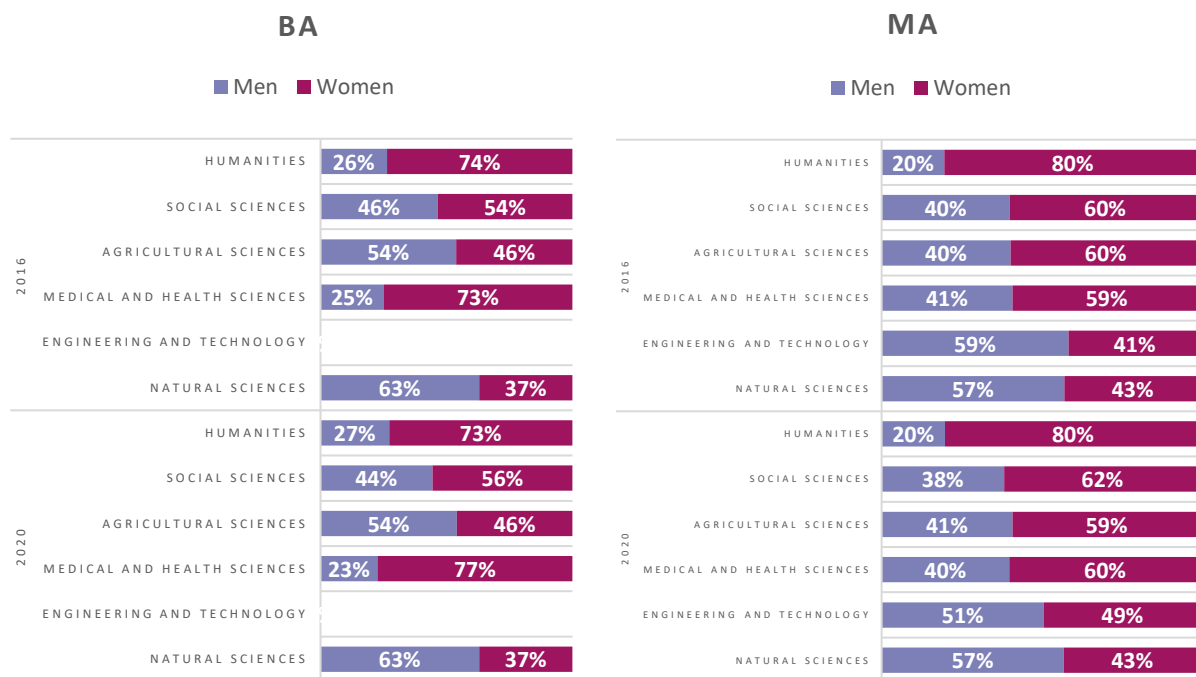
Concerning BA degrees, we do not have courses in engineering and technology. The rates are not too different between 2016 and 2020 and paint a context in line with previous research and data: humanities are the most chosen by women and natural sciences by men. Social sciences and agricultural sciences show the most equal rates; with social sciences having slightly more women and agricultural sciences having more men. Medical and health sciences are also chosen predominantly by women, with the same rates or higher than humanities.

Looking at MA students, we can see a similar trend. Humanities are still predominantly chosen by women and natural sciences by men. However, we can see that in every other area, women are the majority, except for engineering and technology: however, as noted before in the graph below, the total numbers of enrolled students are extremely low. To be noted that in master's degrees, the rate of women in natural sciences is higher compared to bachelor's degree.

Figure 1.26 UNITO: Number of BA and MA students for each area
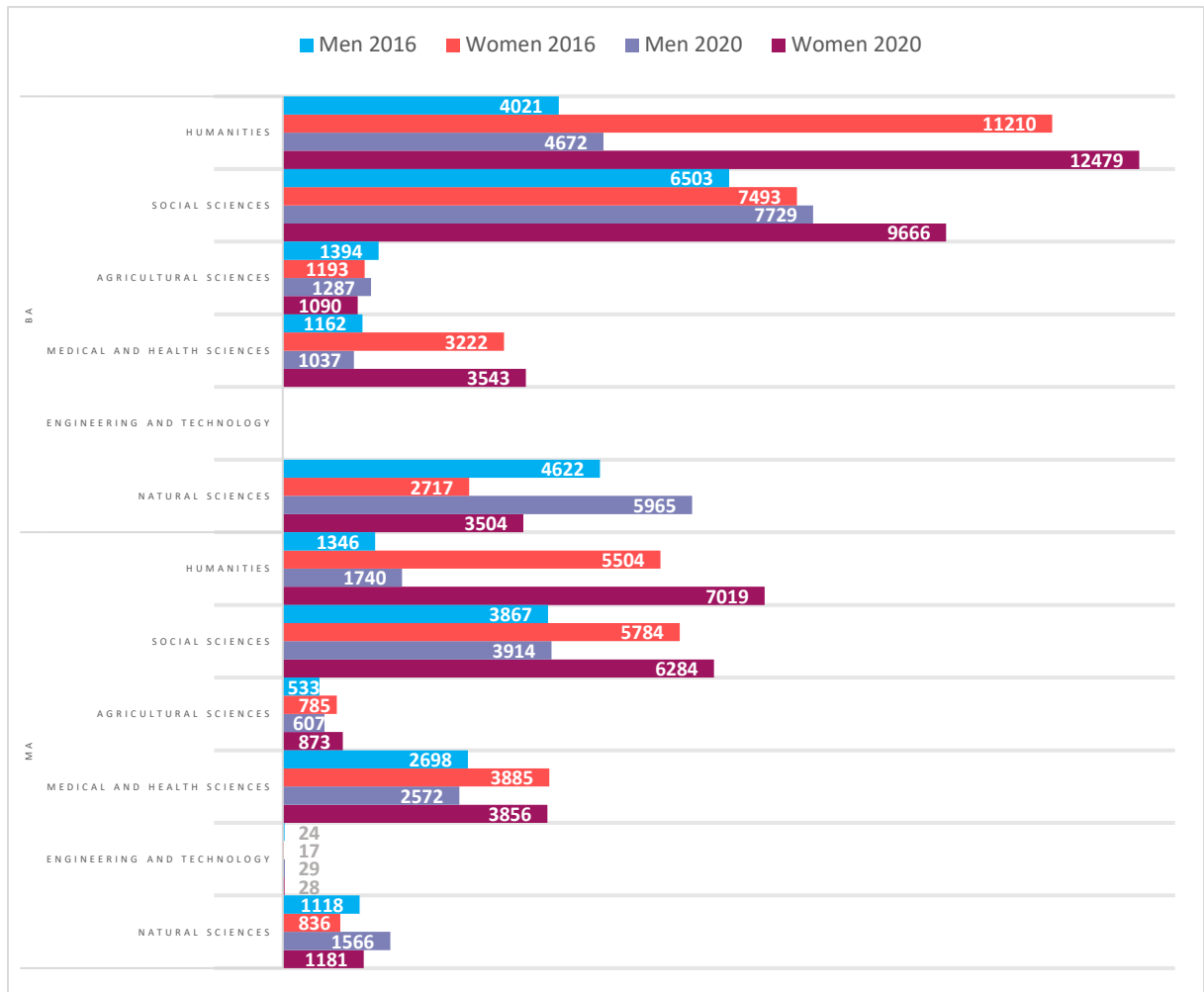
Figure 1.27 UNITO: BA graduations percentage, total and in time
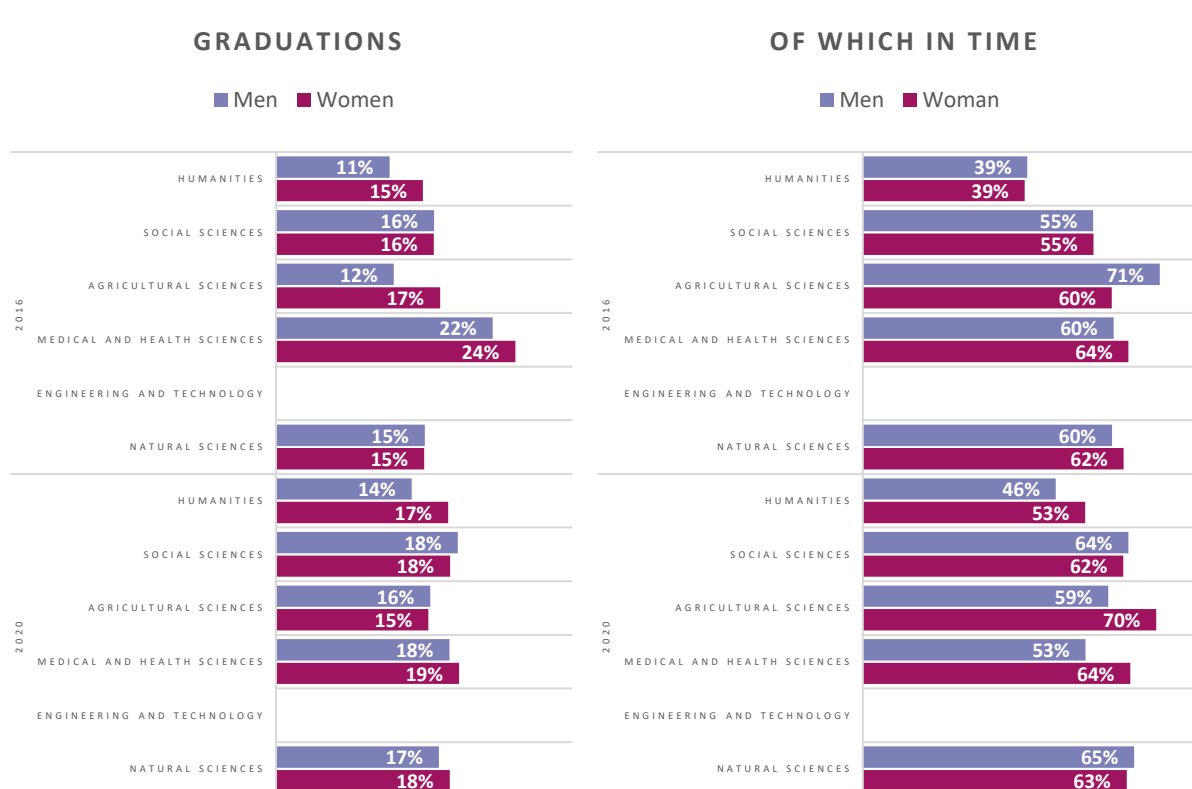
Data concerning graduations have been calculated by summing, respectively, the amount of women and men who graduated in every relevant department for each area and then we divided the total by the amount of enrolled men and women in the same area. This means that the percentage show the rate of people in a specific area who graduated, compared to the total people enrolled in the same area.

Looking at data for the graduations in bachelor's degree do not show vast differences. Despite agricultural sciences having more men than women, we had more female graduates in 2016. The gap in graduations in natural sciences widened in 2020, with a larger relative percentage of women than graduated compared to their male counterparts. Generally, the graduation rates are better in 2020, with the exception of medical and health sciences.

Success rate was calculated by dividing the total number of men and women, respectively, who graduated in time in each area, by the amount of men and women graduates in each area. We can see that in 2016 women graduated in time more than men, with the exception of humanities, where there is the same rate, and agricultural sciences. In 2020, more women graduated in time, except in social and natural sciences, the latter of which incidentally has the highest rate of men graduated in time out of all areas. Both areas, though, the area with the narrowest gap.

Figure 1.28 UNITO: MA graduations percentage, total and in time
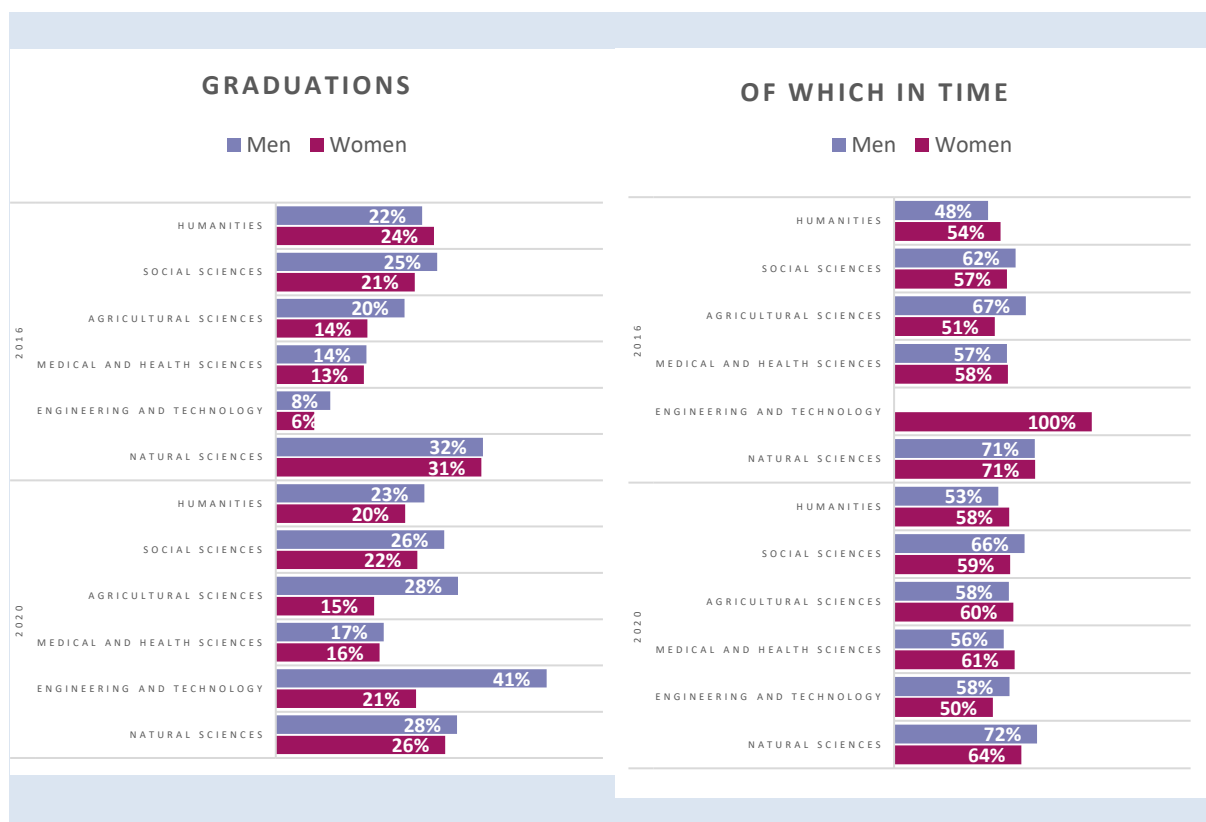
Concerning master's degrees, men usually graduated more than women in 2016, except in humanities; however, in natural and social sciences the rate is almost the same. As always, the percentage for engineering and technology must be taken with caution, due to the low numbers of enrolled students. For 2020, men graduated more than women in every area. The rates are usually higher for men compared to 2016, except for natural sciences; the same is true for women, with the addition of a drop in humanities.

In 2016, women graduated in time more than men, except for social and agricultural science, while natural sciences present no gap. As usual, engineering and technology are not very informative, due to the very low number of graduates. The data point below 50% are just men in humanities, while the highest is both women and men in natural sciences. In 2020, the situation is slightly different: men graduated in time more than women in social sciences, engineering and technology, and natural sciences. In general, the success rates are higher than 2016, except for agricultural sciences and medical and health sciences for men, while women registered a drop in engineering and technology, which again, is not very informative, and a consistent drop in natural sciences.

In general, when speaking of graduation, both for BA and MA, we found that the average graduation score was higher for women than for men; the data is not reported here, since it was not one of the indicators.

Figure 1.29 UNITO: Teaching courses including sex and gender dimensions
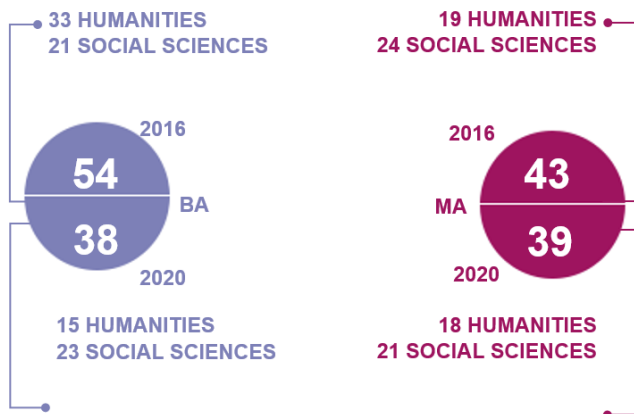
We can observe that predictably, due to the kind of teaching, the only areas that offer teaching that include the sex and gender topics are in humanities and social sciences.

Unfortunately, we can observe that the total number of courses diminished from 2016 to 2020, especially in the BA courses in humanities, while at the same time there are two more courses in social sciences; on the contrary, the difference for MA is much smaller, with only four courses less in 2020 compared to 2016: one less in humanities and three less in social sciences.

To conclude, figures below show the gender scissors, that is the gender distribution within career stages, from BA students to full professors.

Figure 1.30 UNITO: Gender scissors for TR staff, including students
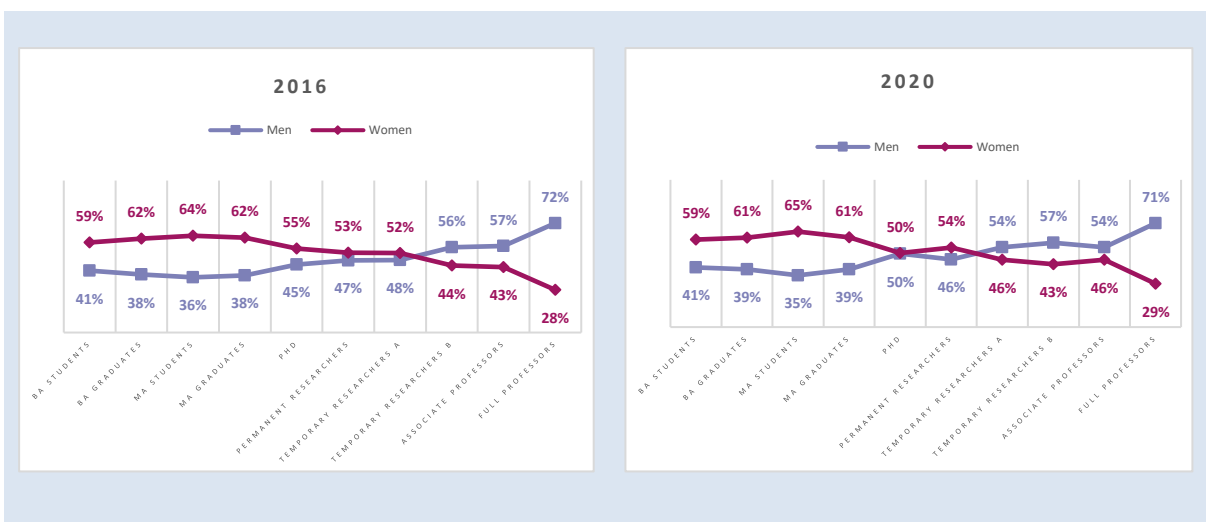
Figure 1.31 UNITO: Gender scissors for TR staff by area, including students

Enrolled students and graduates generally follow the same gender distribution of PhD in every area, albeit usually showing the first signs of a leaky pipeline: the most egregious cases are in humanities, where women percentage drop from 82% in 2016 and 78% in 2020 for MA graduates to 51% in 2016 and 54% in 2020 for PhD students. With the exception of natural sciences, where men are always the majority, women always start with higher percentages and are usually reached or surpassed by men at RTD-A or RTD-B stages, even when women compose the vast majority of all previous positions. The gender distribution between enrolled students and graduates within each degree course is usually stable, with the exception of agricultural sciences in 2016, where for BA courses, women were 46% of total students but 54% of graduates; the other exception is still in agricultural sciences, in 2020, where women composed the 59% of students but just the 44% of graduates. The areas with a significant majority of women students are humanities, for both BA and MA, BA courses in medical and health sciences, and MA courses in social sciences. Natural sciences is overall the most male-dominated area, and while it is true that it is the only area were women are not the majority of students, the gender gap is actually lower for MA courses compared to every other area. However, in terms of absolute numbers, women compose the majority of all enrolled students, so both this fact and the unchanging percentage of women students in natural sciences in 4 years indicate that, relatively speaking, female presence in natural sciences has not increased. On the contrary, the percentage of female PhD students, associate professors and full professors has lowered from 2016 to 2020; this is in contrast to every other area, where generally associate professors and full professors percentages increased or remained stable from 2016 to 2020, with the exception of full professors in agricultural sciences, which, not coincidentally, has a very high GCI index.

1.2.5 Summary towards a self-tailored GEP

Despite substantial efforts, there are still some critical areas that deserve attention and thus become candidates for GEP actions.

Key area 1:

- Better gender composition of decision-making bodies, such as:
  - department directors, where the largest imbalance has been found; however, this is related to the wide gap in full professor positions, which are usually the one eligible for being directors;
  - the position of rector, which historically has always been male;
  - recruitment and promotion committees for teaching and research staff; despite everyone being eligible, and the lower number of women in the TR staff, the imbalance is still too pronounced.
- Continuing the implementation of gender sensitive language and images use; while it has been encouraged since 2016, its use is still not widespread. Furthermore, we need new guidelines to take into account the most recent changes in literature and academic contexts.
- Strengthen the training on gender sensitive issues, while tracking more accurately individual participations and their affiliations, with particular care in identifying who has already or will probably be part of a selection committee that year. This could prove very difficult for UniTO, since people in committees are chosen every time a new selection is opened.
- Revising the rules for governing boards and committees, clearly stating the targets for equal composition; this also means to uniform the different boards and committees to have the same voting mechanism, such as voting separately for men and women candidates.

Key area 2:

- Women in the TA staff are generally more than men, which is more of a demographic fact than anything; we should also take into account that the ratio of women and men wildly change depending on the administrative area: for instance, men are concentrated in IT, which sports a lower number of women.
- TR staff is generally more problematic, and while the situation has surely improved from 2016, we could still observe a leaky pipeline which dramatically worsens in the passage from associate to full professors; furthermore, it seems that five times more men than women have entered UNITO from 2016 to 2020. This calls for a more in-depth study on hiring and promotion processes in every department, especially those with the most egregious gaps in associate and full professors (e.g., Physics, Surgery, Chemistry, Earth Sciences, Informatics)., which usually fall within the areas of natural sciences and medical and health sciences, despite the latter having not only a large number of female students, buts generally positive rates in the lower positions. However, as we have seen with promotion rates, men are generally promoted more than women. Since we have data on the exact number of promotions and from which role people are promoted to, we can implement some actions to combat potential discrimination.
- Designing and implementation of mentoring programs, which are sorely lacking in UniTO.
- Clarification of targets in TR selection committees.
- Revising policies on gender balanced careers, designing ad-hoc training and interventions specifically tailored on this issue
- Further data gathering on potential pay gap, based not only on regular salary but also considering extra responsibilities and, for TR staff, pro-capita research funds and eventual reimbursements, which could shed light on gender imbalance not only between lower and higher positions, but also between positions of the same level

Key area 3:

- Many services and measures are still lacking; however, it will prove difficult to implement them during the ongoing pandemic. Nonetheless, specific resources should be devoted to finally implement much needed services such as lactation rooms, nurseries, and the adaptation of meeting times, even in light of a gradual, albeit at the moment seemingly far away, return to work more in presence.
- Speaking of remote working, specific resources should be allocated to the monitoring of this indicator, considering that care work, both for TR and TA staff, could become even more invisible and automatically thrusted upon women. This point combines with the previous area to form a potential GEP action, i.e., recognizing the impact of care work in scientific evaluation, the lack of which at the moment is penalizing women in their academic career.
- Further investigation on why academic personnel uses far less parental leaves compared to nonacademic staff

Key area 4:

- We need to allocate specific resources to investigate the current extent of research in our university including sex and gender dimensions: this amounts to number of PhD thesis, fellowship awarded, number of scientific publications, number of MA thesis
- We need to track applicants for research funding; for what concerns beneficiaries, only reporting the PI does not reflect the actual composition of research teams.
- For students, further initiatives about career counseling could prove useful, in order to highlight the departments with the biggest imbalances, which are usually humanities and natural sciences. At the same time, mentoring programs could prove useful, in order to stress the importance of networking and starting to create relationships between students and higher positions
- We need to allocate specific resources to catalogue all gender-related learning activities organized by various departments, because as of now there is no central body which gathers all of them
- Finally, we need to get the overall number of BA and MA courses, in order to better calculate the incidence of other indicators, such as the number of courses offering a gender perspective

1.3 National Research Council of Italy (CNR)

1.3.1 Key area 1: Leaders and institutions

The CNR consists of 7 multidisciplinary departments plus the central administration office. Each department is made up of several institutes (88 in all, CNR) throughout Italy which carry out research activities. CNR institutes can have autonomous buildings, as well as being part of university facilities, or be hosted within CNR Research Areas (18 throughout Italy - www.cnr.it/en/areas). These areas, owned by the CNR, are scientific campuses that manage facilities and services for the CNR institutes and the other research organisations hosted there.

The CNR staff is divided into four profiles. The research profiles are the researcher profile and the technologist profile (hereinafter TR), plus the administrative and technical profile (hereinafter TA). While the researcher profile requires skills related to theoretical and empirical research, the technologist profile also requires managerial, project and/or team management skills in addition to those related to research. While the work of a researcher can be associated with a specific research field, the work of a technologist - being more transversal and wide-ranging - can be referred to four

technological sectors defined by the CNR: i) research support, ii) organisational-management sector; iii) legal-administrative sector and iv) design and/or management of plants, instruments and services.

As RPO, the "She Figure" classification for Italy is shaped as follows:

- Grade A, namely Level I in the CNR organisation, is Director of Research (*Dirigente di ricerca*) or Technologist Director (*Dirigente tecnologo*), as a permanent or temporary position with research and management responsibilities;
- Grade B, namely Level II in the CNR organisation, is Senior Researcher (*Primo Ricercatore*) or Senior Technologist (*Primo Tecnologo*), as a permanent or temporary position with research and management responsibilities;
- Grade C, namely Level III in the CNR organisation, is Researcher (*Ricercatore*) or Technologist (*Tecnologo*), as a permanent or temporary position with (usually) research responsibilities only;
- Grade D is Research fellow (*Borsista* or *Assegnista di ricerca*), only temporary position and extendable for a maximum of 6 years, with research responsibilities.

Recruitment for grade D and temporary positions is carried out by the individual institute or department through an open competition. Recruitment for grades A, B and C (permanent positions) is managed at the central organisation level for all institutes and departments through open competitions. The researcher grade D must win an open competition, open to non-CNR staff, to become a permanent employee of grade C (researcher or technologist). Grade C or B staff must win an open competition (reserved for internal staff or open to non-CNR staff) to progress to the next grade.

Finally, it is important to point out that the CNR has many databases concerning a wide range of organisational aspects (e.g. personnel, scientific performance, internationalisation, corporate welfare, and internal training), but often these databases are not queryable and analysable from a gender perspective or are not developed on a queryable tool. Thanks to the MINDtheGEPs project, the IRPPS Institute is currently in the process of discussing with central administration offices to structure a flow of data collection and storage that allows gender analysis across as many aspects of the organisation as possible.

Figure 1.1 CNR: Gender composition of decision-making bodies
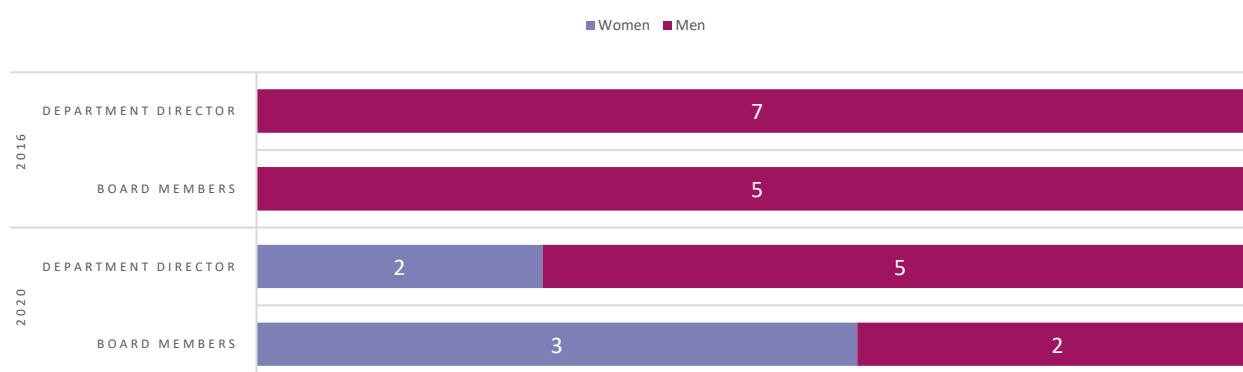
Figure 1.2 CNR: Gender composition of recruitment and promotion committees in 2020

■ Women ■ Men

		Women	Men
2016	TA COMMITTEES	173	130
	TR COMMITTEES	240	266
2020	TA COMMITTEES	3	
	TR COMMITTEES	240	266
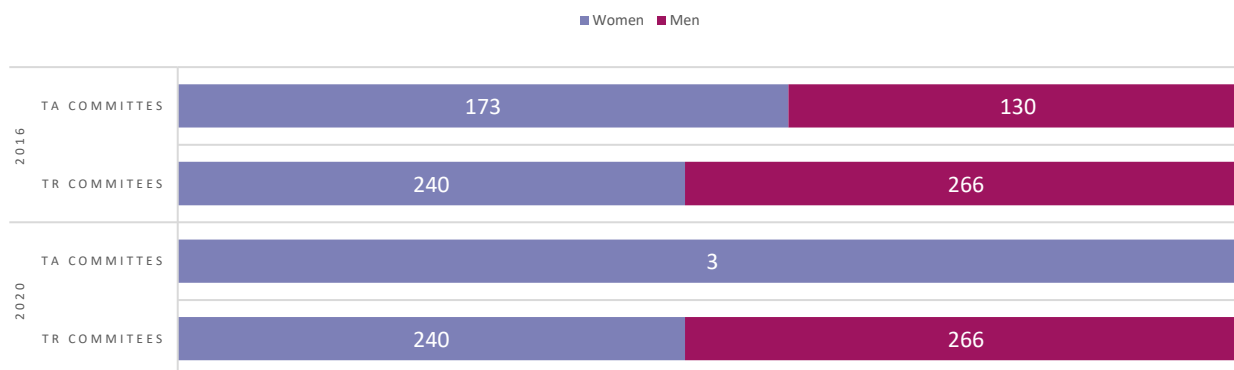
In 2016, CNR decision making bodies were completely male-dominated. The members of the board of directors as well as the heads of the seven CNR departments were all men. The picture changed in 2020 showing some improvements in terms of gender balance. Indeed, in 2020 2 out of 7 heads of departments, and 2 out of 5 components of the board of directors were female. Additionally, in 2021 a woman has been appointed as President of CNR for the first time since its foundation in 1923. Instead, TA and TR committees exhibited a balanced gender composition both in 2016 and 2020.

Figure 1.3 CNR: Gender-sensitive language and image use

	2016	2020
SELECTION COMMITTEES	✗	✗
HUMAN RESOURCES	✗	✗
DECISION MAKERS	✗	✗
PUBLIC COMMUNICATION	✗	✗

Figure 1.4 CNR: Training on gender issues

	2016	2020
POLICY	✗	✗
MISSION	✗	✗
VISION	✗	✗
STRATEGY DOCUMENTS	✗	✗
MARKETING AND OUTREACH MATERIALS	✗	✗
AGENDA ON THE WEBSITE	✗	✗
JOB ADVERTISEMENTS	✗	✗
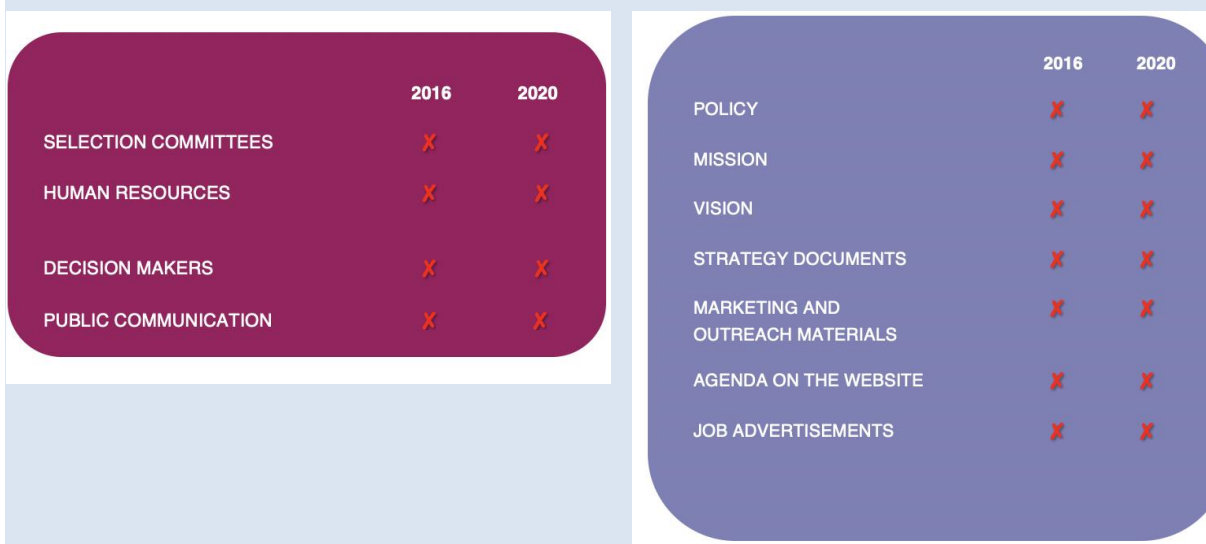
Figure 1.5 CNR: General management policies and initiatives

	2016	2020
COLLECTION OF GENDERED DATA AND REPORT PUBLICATION	✗	✓
TARGETS FOR WOMEN IN GOVERNING BOARDS AND COMMITTEES	✗	✗
TARGETS FOR WOMEN APPLYING AS MANAGERS OR HIGH-LEVEL STAFF	✗	✗
PROTOCOL FOR SEXUAL HARASSMENT AND GENDER-BASED VIOLENCE	✗	✓
AWARENESS-RAISING EVENTS AND AWARENESS-RAISING EFFORTS	✓	✓
EXISTING GENDER EQUALITY PLAN (E.G., POSITIVE ACTION PLAN)	✓	✓
MENTION OF GENDER EQUALIT IN OFFICIAL DOCUMENTS	✗	✗
SUSTAINABILITY BUDGET INCLUDING GENDER EQUALITY ISSUES	✗	✓
SUPPORT MATERIALS CONCERNING GENDER EQUALITY ISSUES	✗	✗
EXISTING DIRECTORY OF RESOURCES ABOUT GENDER	✗	✗

Within CNR, the General management policies and initiatives in 2020 show a modest improvement compared with the year 2016.

Indeed, in 2016 the General management provided the Institution with a Plan for Positive Action (i.e. a programming document in which the Unique Guarantee Committee (*Comitato Unico di Garanzia - CUG*) proposes to the Board of Directors the actions to be taken in the three years in the areas of its competence - workers' welfare, safety, equal opportunities and combating all forms of discrimination and violence), and at the same time, awareness-raising events and awareness-raising efforts were organized to draw interest on gender issues. However, no other policies and initiatives were active.

In 2020 the picture showed some improvements. The CNR has begun to collect and systematize gendered data and use them for public reports such as its first gender budget. It also started to include gender equality issues within its sustainability budget.

At the same time, in 2020 the CNR approved a protocol against sexual harassment and gender-based violence, making an important step forward in the fight against gender discrimination in the workplace. A procedure that could be activated in case of sexual harassment and mobbing episodes has been set up but it was lacking two key parts: the Confidential Counselor (the role in charge of the protocol), as well as the listening windows throughout the organisation, have not been appointed yet, and such situation makes the procedure activation itself more complicated for CNR employees.

## 1.3.2 Key area 2: Recruitment and career progress

Figure 1.6 CNR: Gender composition of TA staff
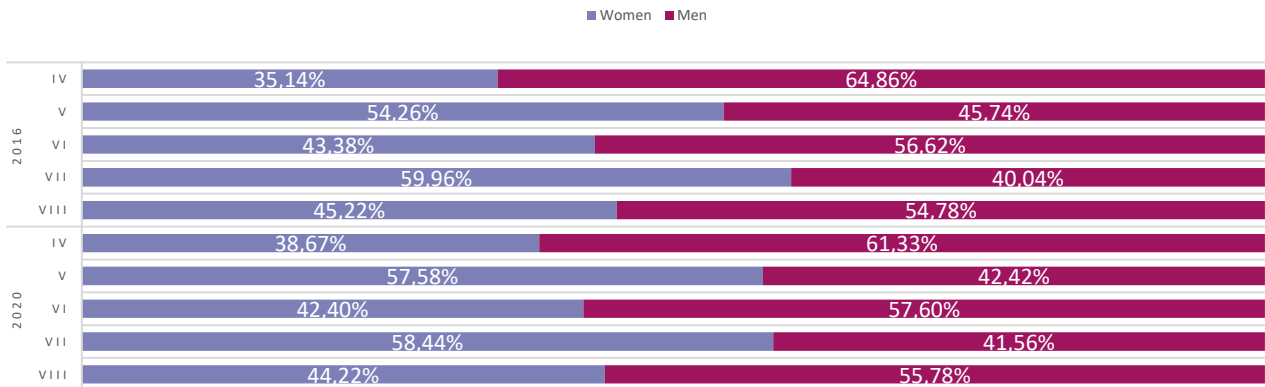
Technical and administrative staff at CNR is predominantly male at most of the levels, especially in the lower and in the higher career levels. In 2020, there has been a little increase of males in the top levels, while a little increase in female rates has been registered in the bottom levels. However, such an uneven pattern is the result of the combination of two main elements: the technical CNR staff is mainly composed of men, while the administrative staff is predominantly female. For more details, see the CNR Gender Balance (in Italian - https://comunicazione.cnr.it/novita-editoriale/373/bilancio-di-genere).

Concerning research staff, the CNR has two distinct research profiles with the same career progression, namely the researcher and the technologist.

Figure 1.7 CNR: Gender composition of Researcher staff (absolute numbers)
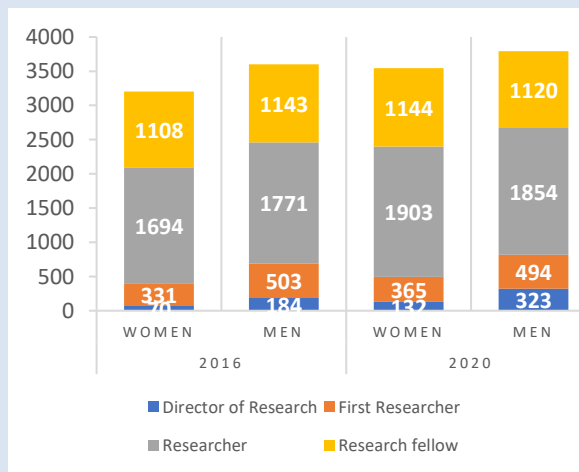
Figure 1.8 CNR: Gender composition of Researcher staff (percentages)
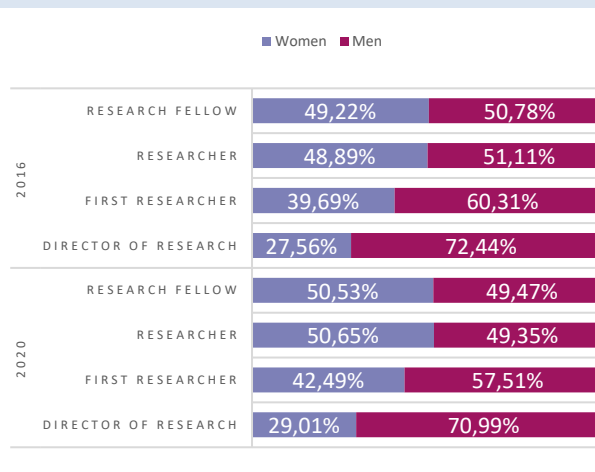
Concerning researchers, in the CNR the gender gap increases when progressing through career levels. Among Research Fellows (grade D) and Researchers (grade C), the female quota approaches 50% in 2016, while in 2020 it slightly surpasses the male one. However, moving to First Researchers (grade B) and Directors of Research (grade A) the gap widen consistently. Again, a slight increase of the female quotas was registered in 2020 in both levels II and I, representing respectively 42.49% and 29.01% of employees in those grades.

Figure 1.9 CNR: Gender composition of Technologist staff (absolute numbers)
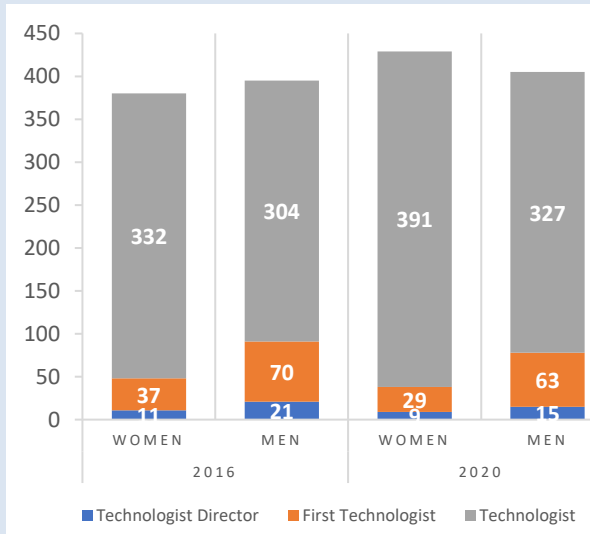
Figure 1.10 CNR: Composition of Technologist staff (percentages)

Technologist Director   First Technologist   Technologist

		Women	Men
2016	TECHNOLOGIST	52,20%	47,80%
	FIRST TECHNOLOGIST	34,58%	65,42%
	TECHNOLOGIST DIRECTOR	34,38%	65,62%
2020	TECHNOLOGIST	54,50%	45,50%
	FIRST TECHNOLOGIST	31,50%	68,50%
	TECHNOLOGIST DIRECTOR	37,50%	62,50%
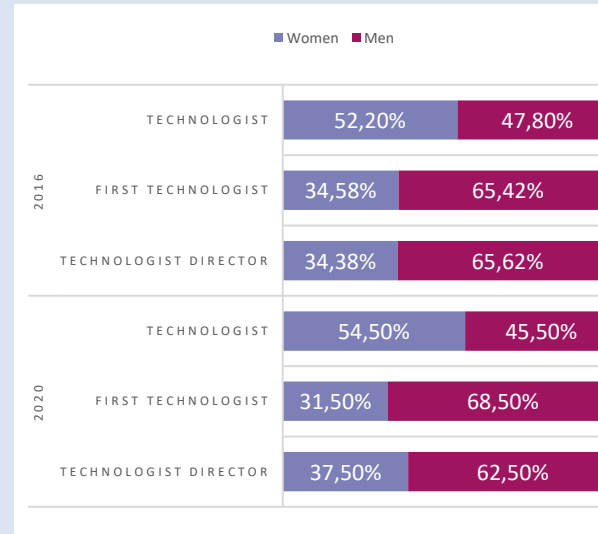
Figure 1.11 CNR: Percentage of women researchers by scientific area and role (2016)
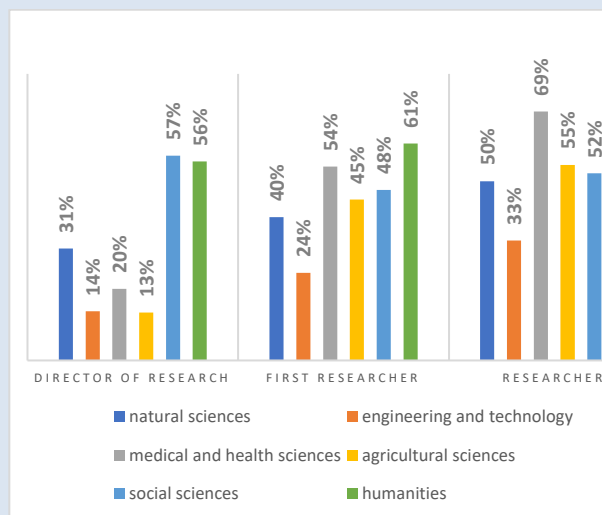
Figure 1.12 CNR: Percentage of women researchers by scientific area and role (2020)

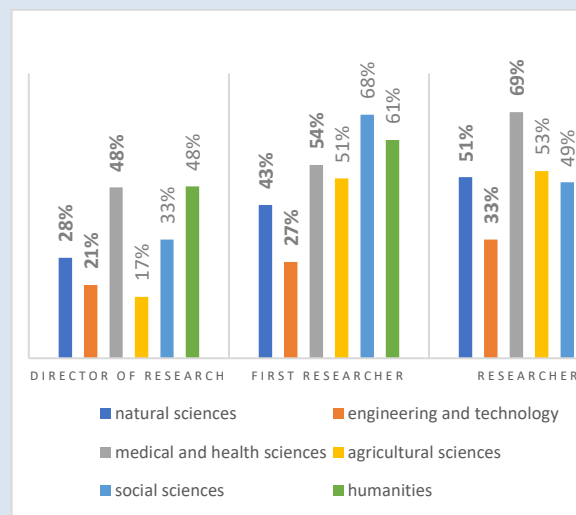Looking at the percentage of female researchers by scientific area and role, data show large differences in female incidence among the fields of research. As far as the early stages of the career progression are concerned, in 2016, the Engineering and Technology field was the research area with the widest gap between women and men (only 1 out of 3 persons was a woman), while in the Medical and Health Sciences field such incidence was close to 70% (grade C), no general improvement was registered four years later. However, moving from grade C to grade A, the percentages of women decrease significantly in almost all fields of research. By 2020, no area achieves full gender parity at grade A – but Medical and Health Sciences and Humanities that reach 48% of female incidence- and yet the percentage in the research field of Engineering and Technology remains at 21% while in the Agricultural Sciences they do not even reach one-fifth of all grade A staff. However, it is noteworthy that both negative and positive changes in the gender ratio at grade A depend largely on the small absolute numbers of staff (especially women) in that position per field of research.

Table 1.1 CNR: Absolute numbers of women and men researchers by area and role

		I level Director of Research		II level First Researcher		III level Researcher	
		M	W	M	W	M	W
2 0 1 6	Natural sciences	97	44	306	204	938	940
	Engineering and technology	44	7	99	32	346	174
	Medical and health sciences	12	3	22	26	51	116
	Agricultural sciences	13	2	38	31	124	149
	Social sciences	6	8	11	10	43	47
	Humanities	4	5	15	23	64	63
	NA	8	1	12	5	205	205
2 0 2	Natural sciences	198	78	286	216	872	903
	Engineering and technology	54	14	108	40	340	170

0	Medical and health sciences	13	12	16	19	45	101
	Agricultural sciences	24	5	48	49	118	131
	Social sciences	14	7	6	13	43	42
	Humanities	15	14	12	19	72	76
	NA	5	2	18	9	872	903

Unfortunately, the CNR data availability does not allow the calculation of important metrics that would better enable the study of the gender patterns of career advancements within the organisation. In particular, the promotion rate of CNR researchers and technologists cannot be computed as the organisation does not collect data concerning the individual internal competitions in a consistent and queryable format. In parallel, the system that keeps a trace of employees' career history has been demonstrated to not be accurate too. The system, in fact, on the one hand, reports the date of first hiring and the last level reached by the employee, but on the other hand, it deletes the intermediate steps and does not report the specification of the type of contract, i.e. whether open-ended or fixed-term.

Similarly, the lack of accurate data and the structural differences between the CNR and the university system do not allow the glass door index calculation, specifically due to the different professional profiles and contract typologies implemented in a public research organisation as opposed to universities. Indeed, a public research organisation cannot apply any kind of tenure track system (currently not ruled by the national law for research organisations), while fixed-term contracts do not grant access to a permanent position, as in the case of RTDB in the university system. In any public research institution, a permanent position can only be won through an open competition, and the previous but non-permanent employment relationship does not provide any rewards in such competition. Consequently, this career access scheme does not provide a correct denominator for the index, which in its conception would be the number of RTDB females. On the other side, the presence of the technologist profile within the CNR structure would generate a distortion if using the formula as designed for the university system: technologists may have a pure research profile but often they do not have research responsibility but rather organizational, communication, and research assistance responsibilities.

It is worthy to stress, however, that in the context of the MINDtheGEPs project and the design of the GEP, it has been activated a fruitful discussion with the central administrative offices in charge of the data collections, to overcome these issues and implement a coherent, consistent, and reliable administrative data flow. Efforts are being made to allow the communication and integration of the different databases and sources of information to be able to collect, produce and analyse those data that are currently unavailable.

Following, we are presenting gender scissors for researchers and technologists in general and researchers only by each research area, for both 2016 and 2020. Due to the lack of data concerning their division per research area, research fellows are only considered in the general overview.

Figure 1.13 CNR: Gender scissors for TR staff

For the Researcher profile, the gender scissors are similar in 2016 and 2020, showing a clear male predominance for grades B (level II – First Researcher) and A (level I – Director of Research) with a small improvement in the last year. On average, the female component of each grade increases its incident by roughly 2 percentage points.

For the technologist profile, the figure in the two years under review are evolving, although the general trend remains similar. Indeed, the incidence of women at the start of their careers (grade C) increased by 2 percentage points between 2016 and 2020, decreased slightly at grade B and increased slightly at grade A.

The changes in the composition of the researcher and technologist profiles in 2020 are arguably the result of the two public competitions that were held in the period 2018-2020 to recruit new staff (grade C), and for career progression of the existing employees.

Figure 1.14 CNR: Gender scissors for Researchers[1] by area

2016 NATURAL SCIENCES
Men — Women

50% · 49,95% · 60,00% · 40% · 68,79% · 31%

2020 NATURAL SCIENCES
Men — Women

51% · 49,13% · 56,97% · 43% · 71,74% · 28%

2016 ENGINEERING AND TECHNOLOGY
Men — Women

66,54% · 33% · 75,57% · 24% · 86,27% · 14%

2020 ENGINEERING AND TECHNOLOGY
Men — Women

66,67% · 33% · 72,97% · 27% · 79,41% · 21%

2016 MEDICAL AND HEALTH SCIENCES
Men — Women

69% · 30,54% · 54% · 45,83% · 80,00% · 20%

2020 MEDICAL AND HEALTH SCIENCES
Men — Women

69% · 30,82% · 54% · 45,71% · 52,00% · 48%

RESEARCHER · FIRST RESEARCHER · DIRECTOR OF RESEARCH

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[1] Analyses by research field are carried out exclusively for researchers, because technologists are not required to be divided into research fields but into strategic fields (research support, organisational-management sector, legal-administrative sector, and design and/or management of plants, instruments and services).

2016 AGRICULTURAL SCIENCES

Men   Women

55%
55,07%
86,67%
45,42%
45%
13%

RESEARCHER   FIRST RESEARCHER   DIRECTOR OF RESEARCH

2020 AGRICULTURAL SCIENCES

Men   Women

53%
51%
82,76%
47,39%
49,48%
17%

RESEARCHER   FIRST RESEARCHER   DIRECTOR OF RESEARCH

2016 SOCIAL SCIENCES

Men   Women

52%
52,38%
57%
47,78%
48%
42,86%

RESEARCHER   FIRST RESEARCHER   DIRECTOR OF RESEARCH

2020 SOCIAL SCIENCES

Men   Women

68%
49%
66,67%
50,59%
33%
31,58%

RESEARCHER   FIRST RESEARCHER   DIRECTOR OF RESEARCH

2016 HUMANITIES

Men   Women

61%
56%
50%
50,39%
39,47%
44,44%

RESEARCHER   FIRST RESEARCHER   DIRECTOR OF RESEARCH

2020 HUMANITIES

Men   Women

61%
51%
51,72%
48,65%
38,71%
48%

RESEARCHER   FIRST RESEARCHER   DIRECTOR OF RESEARCH

In the two years under review, the gender scissors for researchers in the natural sciences field follows the same trend. At grade C the gender ratio is balanced, and the gap widens at the upper levels to 69% and 72% men for grade A in 2016 and 2020 respectively.

The Engineering and Technology sector has historically been male-dominated. At all three levels, the percentage of women in both years never exceeds 33%, although there is some improvement in 2020. However, this improvement is extremely sensitive to the low number of female researchers at grade A.

Compared to Engineering and Technology, the Medical and Health Sciences field is traditionally female-dominated. In grades C and B, there is a majority of female researchers both in 2016 and 2020. As a result of the latest competitions, the huge gap that existed in 2016 for grade A has been closed,

from a male proportion of 80% in 2016 to 52% in 2020. However, it is important to emphasise that in absolute numbers there are very few Directors of Research (grade A) in this field of study.

In the research field of Agricultural Sciences, the trend remains similar for 2016 and 2020. There is a greater balance in the level of access to research careers (grade C), where the proportion of women declined from 55% in 2016 to 53% in 2020, while there was a catch-up in grade B (the proportion of women rose from 45% to 49.5%). On the other hand, the gap at grade A displayed in 2016 was held also in 2020.

In the CNR, the field of Social Sciences is the one with the lowest number of researchers. Traditionally with a high proportion of female research staff, the Social Sciences showed as of 2016 a general gender balance across the three career levels, with a female predominance at the highest level. By 2020, following the competitions held, grade B shows a considerable increase in female First Researchers (level II), as well as a strong increase in male Directors of Research (level I).

Finally, the field of Humanities is the one that showed in 2016 a gender balance at grade C and a predominance of women at the higher grades. In 2020, the proportion of women in grades C and B remains stable, while it decreases among the Directors of Research (grade A).

Figure 1.15 CNR: Recruitment and career policies and measures

	2016	2020
MENTORING PROGRAMS	✗	✗
TARGETS IN SELECTION COMMITTEES (TA)	✓	✓
TARGETS IN SELECTION COMMITTEES (TR)	✓	✓
POLICY ON RECRUITMENT AND GENDER BALANCED CAREERS OF SCIENTIFIC PERSONNEL	✗	✗

Regarding recruitment and career policies at CNR, currently, there are no mentoring programs or specific policies concerning gender balance at CNR. The only measures in place concern the gender balance in selection committees, both for research and technical-administrative competitions (due to Presidential decree nr.487/1994 "Regulation concerning rules on access to employment in public administrations and the procedures for competitions, single competitions and other forms of recruitment in public employment", article 9, paragraph 2).

Figure 1.16 CNR: Glass ceiling index 2016-2020
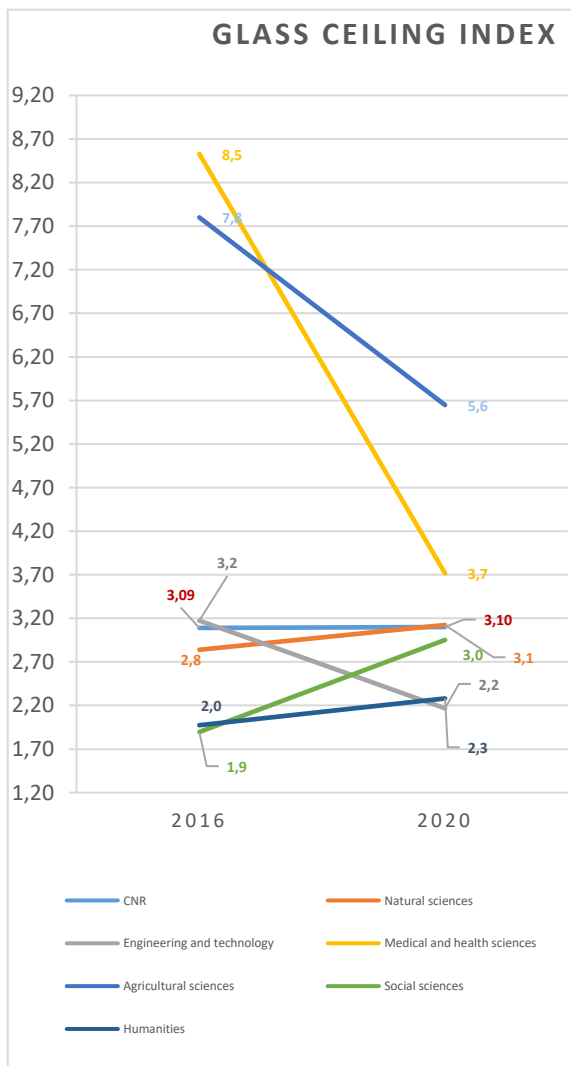
The Glass Ceiling Index (GCI) is relative comparing the proportion of women in academia (A, B, C) with the proportion of women in the highest academic position (A) in a given year. For CNR, the positions were intended as follows: position A are Directors of Research and Technologist Directors, position B are First Researchers and Technologists, position C is composed of Researchers and Technologists. The index can range from 0 to infinity. A GCI of 1 indicates that there is no difference between men and women, in terms of probability to reach grade A positions. Scores below 1 indicate that women are more likely to reach the top positions compared to men, while scores above 1 indicate the opposite, thus indicating the presence of a glass ceiling effect.

In the two years under analysis, at the organisation level the GCI has mainly remined steady, from 1.67 to 1.63. The Agricultural Sciences remain the field of research with the highest GCI thus significantly improving over time (3.82 in 2016 and 2.86 in 2020), highliting the strongest glass ceiling effect or the most difficult career for women within the CNR. At 2020, all the remining fields of research gradually converge towards a value between 1.66 (Natural Sciences) and 1.09 (Humanities). While the Medical and Health Sciences drop from 3.15 to 1.33, showing a strong betterment for the women's career over time, Natural Sciences, Humanities, and Social Sciences are the only research fields where the index has increased between 2016 and 2020

In particular, while the Social Sciences and the Humanities had values of less than 1 – 0.91 and 0.94 respectively - and thus showed a slight female advantage for achieving grade A in the research career at 2016, at 2020 the situation is reversed showing values close to (Humanities) or strongly above (Social Sciences) parity.

1.3.3 Key area 3: Work life-balance

**Figure 1.17 CNR:** Work-life balance policies, services, and measures

As of 2016, CNR had some work-life balance measures in place. Teleworking is a measure regulated at the central organisation level, based on an agreement between the employee and the organisation under specific conditions, regarding the implementation of a specific project related to the organisation's activities. Teleworking may last up to two years. Moreover, CNR organises summer camps for employees' children as well as agreements with existing nurseries. These work-life balance measures are managed at a territorial level (Institutes and/or research areas), and to date data collection is not structured to gather aggregate or specific information about them. Similarly, the CNR provides financial contributions for the enrolment of employees' children in nurseries and kindergartens, but the information system does not allow to know the exact amount of the allocated contributions.

The COVID-19 emergency led the organisation to introduce specific measures to enable employees with children or dependent persons to continue their daily work. Smart working, once the acute phase of the pandemic was over, became a structural organisational measure from the beginning of 2022: based on an individual agreement between the employee and the head of the Institute or Department, smart working allows employees to choose to work for up to 10 days a month from home.

Starting with information on staff absences, we analysed the number of employees by gender who had access to parental leave. Due to the lack of data concerning the actual number of CNR employees with children, the percentages are calculated on the total number of employees in each career level. In both 2016 and 2020, the female contingent accesses these measures to a greater extent than the male contingent, both for the technical-administrative profile and the researcher or technologist profile. However, in 2020 there is a strong reduction in access to these measures, especially for the female contingent among both technical-administrative and research staff. This reduction can be attributed to the emergency introduction of smart working due to COVID-19.
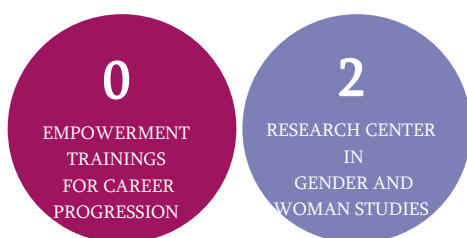
Figure 1.18 CNR: Parental leaves out of total staff
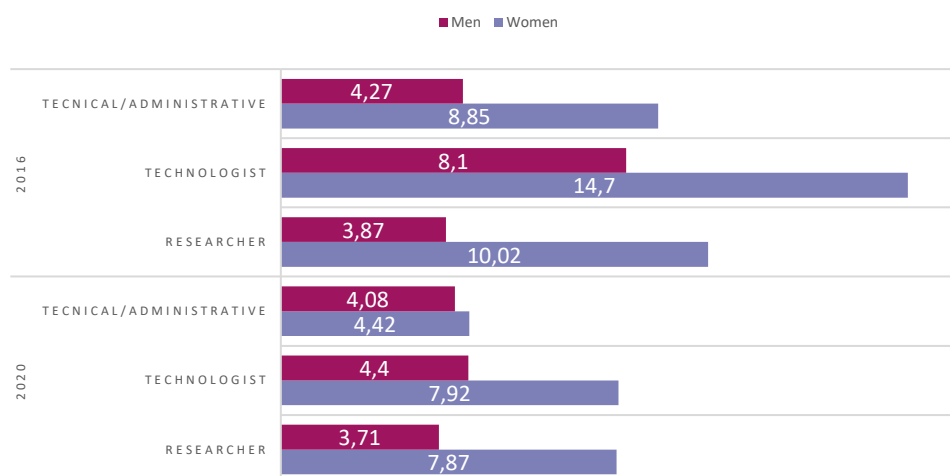
1.3.4 Key area 4: Research and teaching

Figure 1.19 CNR: Empowerment training and research centres in gender studies

The CNR has two centres dealing with gender studies. Within CNR-IRPPS (Institute of Research on Population and Social Policies, partner of MINDtheGEPs project), the permanent observatory Gender and Talents (GeTa) has been established as part of the "Knowledge society" research unit, working on gender equality in science and human resource for STI. GeTa is made of female and male researchers with longstanding research experience and project management capacity on structural change and integration of the gender dimension in research institutions. GeTa has in January 2019 received full support and mandate from the CNR top management to analyze, design and manage both a gender equality plan and a diagnosis study on the gender situation in the organization. GeTa is publishing an annual report in Italian on gender and research with annual focuses. The reports are available here:

www.cnr.it/sites/default/files/public/media/attivita/editoria/Rapporto_GETA2019.pdf

www.cnr.it/sites/default/files/public/media/attivita/editoria/GETA2020_finale.pdf

Additionally, the CNR is involved in an inter-agency gender awareness project. The OctopusLab was launched within the Florence Research Area (www.area.fi.cnr.it/index.php/it/news-list/211-octopus-lab), a project designed to raise awareness of the causes and effects of gender inequality in academia and research. From the initial idea of offering seminars focused on gender inequality in STEM disciplines, the need to speak to a wider community quickly emerged. Therefore, the project decided to address the issue of gender inequality in academia and research by involving those who study and work within the University of Florence and research institutions (National Research Council of Italy, National Institute of Nuclear Physics, and National Institute of Astrophysics).

1.3.4 Key area 4: Research area

Key area 4 is the most challenging in terms of data collection from a gender perspective. Although data on doctoral students carrying out research activities in the CNR are available, although the database on research output (publications, patents or other products) exists, and although the database on funding received for projects is maintained, the current data available do not allow for an in-depth analysis of the various dimensions by gender because they are not structured to be interrogated from that perspective. A dialogue on this matter has been opened with the Directorate General and the relevant central offices to make appropriate changes shortly to be able to analyse this data for gender purposes.

1.3.5 Summary towards a self-tailored GEP

Due to the complexity of the organisation, the main critical issue is the availability of gender-specific data. The CNR has a large number of databases, as well as administrative and management archives covering almost all aspects of scientific and administrative work. These archives, however, show criticalities in terms of archiving, querying, and data extraction, as well as dialogue among them. The very first action will be to work together with the central administrative offices to introduce the gender perspective in all data collections (e.g. personnel area, economic and management area, welfare area, international area), and allow a complete mapping as well as an effective monitoring of the situation over time. At the same time, the establishment of an administrative office specifically devoted to the collection, analysis, and monitoring of the gender balance within the CNR will be put in place at the central level.

Starting from the main evidences detailed above, the following actions by key area will be the turning measures for the self-tailored GEP of the CNR.

Key area 1:

- Support better gender composition of decision-making bodies, introducing gender-balanced amendments for the governing rules about:

  o the election or appointment to top positions at Institute, Department, Research Area level;

  o the selection and appointment of working groups and committees members;

  o the recruitment and career progression for central administrative directors and managers.

- Implementation of gender sensitive language and images use in the institutional communication and dissemination.

- Introduction of trainings on gender sensitive issues dedicated for CNR staff (researchers, technologists, technicians, and administratives).

- Implementation of the 'Code of Conduct against Harassment' procedures already approved.

Key area 2:

At the overall level of the organization, at profile level, as well as by field of research, the ratio of men to women in accessing careers tends to be equal, but the female contingent shows greater difficulties in advancing their careers throughout the organisation, although the general picture improved over time. For this reason, the main measures of the GEP will focus on:

- Improving the recognition of abstention periods for care reasons (e.g. maternity leave, care of dependent persons, parental leave) in the assessment criteria for access and career advancement of candidates (based on the ERC rules).

- Providing for actions aimed at rewarding those Departments which, from one triennium to the next, reduce the gender gap in research, technical and administrative staff.

- Establishing a fund to support participation in international events/programmes for employees and temporary staff with parental and/or care responsibilities.

Key area 3:

Currently, the CNR has some work-life balance measures, both in terms of daily working arrangements (e.g. teleworking and smartworking), and of family support (e.g. monetary support to nursery schools, childcare agreements with external services, one-week summer camp for children). Critical issues related, among the other factors, to the lack of an organic data collection, to the territorial dispersion of research structures throughout Italy, and to the different levels of welfare management make the overall picture about the CNR welfare particularly challenging to be achieve in detail, both in terms of provision of and access to measures. Thus, GEP measures will focus on the following priorities:

- the dissemination among staff of time flexibility and work-life balance measures such as teleworking and smartworking, which are not yet widespread among staff;

- updating existing welfare measures to:

  o broaden the range of beneficiaries (including, for example, non permanent staff);

  o adapting such measures to the needs and requirements of families;

  o strengthening the offer on the territory with new agreements at research area level for services such as nurseries, summer or winter camps for children;

  o encouraging fathers to benefit from the parental leave by letting the organization to partake into the state allowance (to reach 50% of the applicant's salary).

Key area 4:

As already mentioned, the current data available do not allow for an in-depth analysis of the various dimensions by gender related to the key area 4. Consequently, there will be a cross-area section within the GEP that will focus exclusively on data collection, both to reinforce what the organisation already does and to supplement what is still missing. This section will have the fundamental help of all the central administrative offices that create and update the organisation's databases.

1.4 University of Gdańsk, Poland (UG)

In 2020 there were 3313 workers at UG of them about 62 % were women.

Within about 1810 academic staff in 2020 woman make up about 55% and their percent is similar since 2016 (54%). In case of PhD students women make up to 65%. Within about 1500 nonacademic staff in 2020 woman make up about 70% and their percent is almost the same since 2016 (68%).

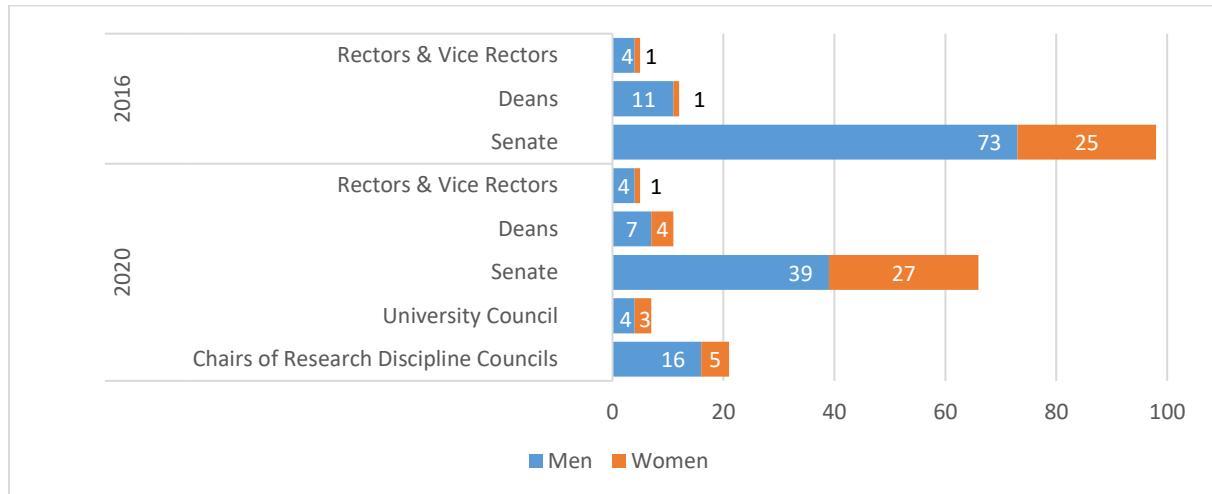## 1.4.1 Key area 1: Leaders and institutions

Decision making bodies were male-dominated in 2016 (Rectors 1 women/4 men; Deans 1 women 10 men; Senate 25 women/73 men) and in 2020 (Fig. 1.1.), with only small changes in gender composition.

Number of woman haveing Dean position grew significantly from 1 in 2016 to 4 in 2020. Both in 2016 and 2020 the Rector was a man and the the Chancellor and the Bursar were women.

Under the last higher education act new decision making bodies have been established in 2019 – in University of Gdańsk - the University Council (3 women/4men) and 20 Research Discipline Councils (5 women and 16 men were heads of the Research Disciplin Councils).

Figure 1.1 UG: Gender composition of decision making bodies

Figure 1.2 UG: Gender sensitive language and images use

Figure 1.3 UG: Training on gender issues

Figure 1.4 UG: General management policies and initiatives

In UG policies promoting gender sensitive language and images in official documents are absent. There were no gender issue trainings for targeted groups in 2016 and 2020, apart from individual gender equality trainings organized within applied projects realized by different units at UG. However, gender equality and non-discrimination issues are planned to be parts of obligatory safety and health trainings for all staff and students in 2022. Additionally in 2021 a series of workshops for teaching staff on anti-discrimination was conducted. Beside trainings, awareness raising efforts include organization of the international campaign of the 16 Days of Activism Against Gender-Based Violence Campaign, including informational campaigns, lectures, webinars and debates along with several events focused on gender equality issues organized within international projects realized within UG within National Science Center and Horizon grants.

While there was not a collection of gendered data for 2016 there were one in 2020, a report on gender at UG was published in 2021 and is planned to be regularly prepared and disseminated.

https://ug.edu.pl/sites/ug.edu.pl/files/nodes/strona/102981/files/kobiety-na-ug-skladenstronami-30092020.pdf

https://ug.edu.pl/news/sites/ug.edu.pl.news/files/attachments/node/421/files/kobiety%20na%20UG-raportnowypl.pdf

No targets nor quotas exist for university boards and committees, including selection committees.

While there is a university anti-mobbing procedure, which is in line with national requirements, no protocols for sexual harassment and gender-based violence are introduced. In case of discrimination, harassment or mobbing, both employees and students can contact the Ombudman's Office for Equal Treatment. There is a Commission for implementing the policy of social responsibility of science (ComSRS), headed by prof. Ewa Łojkowska, that collects informations and published coursebooks and guidebooks related to gender equality on their webpage.

1.4.2 Key area 2: Recruitment and career progress

Gender composition of administrative and technical staff at UG

In 2020 there were nearly 1500 non-academic staff at the University of Gdańsk and 70% of them were women. In 2016 there were 1490 non-academic staff and within them 68% of women. However, the gender proportions were different for different categories of non-academic positions. It is worth to emphasizing that women make up almost 71% of chief specialists and directors and about 70% of the other staff.

Figure 1.5 presentS data on gender composition of administrative and technical staff combined. In UG this category was predominantly female at all levels.

Figure 1.5 UG: Gender composition of administrative and technical staff at 2020 (%)
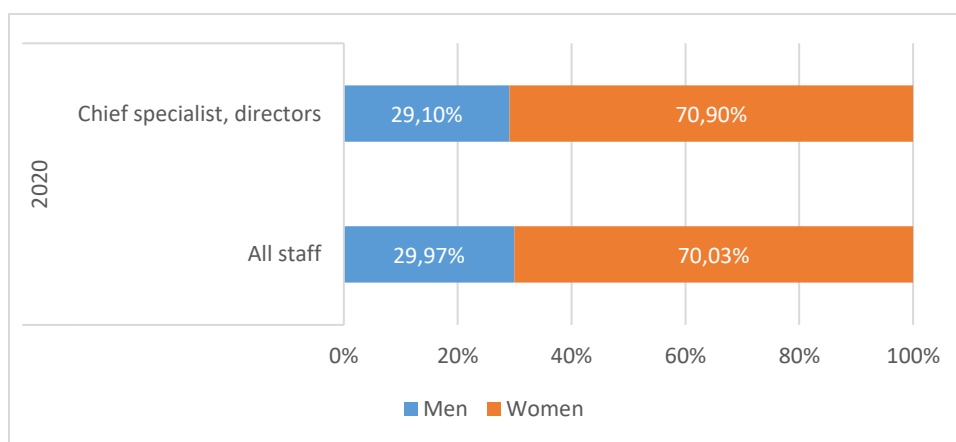

Gender composition of academic staff at UG

The following analysis uses the categorization of degree holders, which corresponds with the EC categorization of grades: academics without PhD (grade D), PhD students (grade D), PhD holders (doctors, grade C), habilitated doctors (grade B), professors (grade A). These categories do not fully correspond with academic positions of lecturer, assistant, assistant professor, university professor and professors as some of them can be held by academics with different degrees (e.g. a PhD holder can be employed as an assistant or assistant professor and – lately – also as a university professor). The most notable increase during last years was among female habilitated doctors at UG.

Figure 1.6 UG: Gender composition of Academic staff at 2020 (absolute numbers)
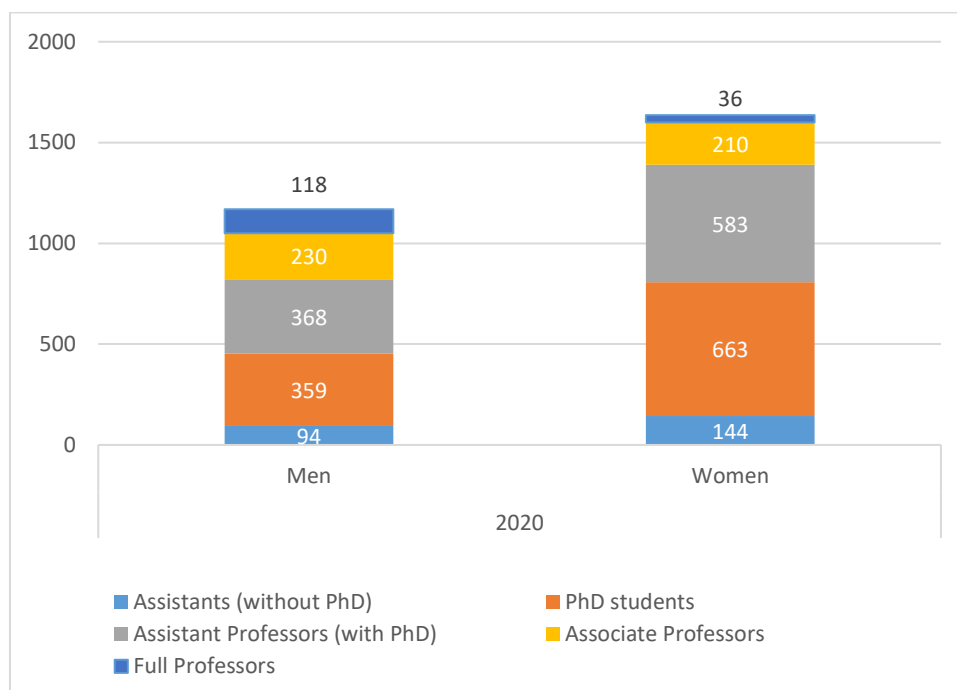
Figure 1.7 UG: Gender composition of Academic staff (percentages)
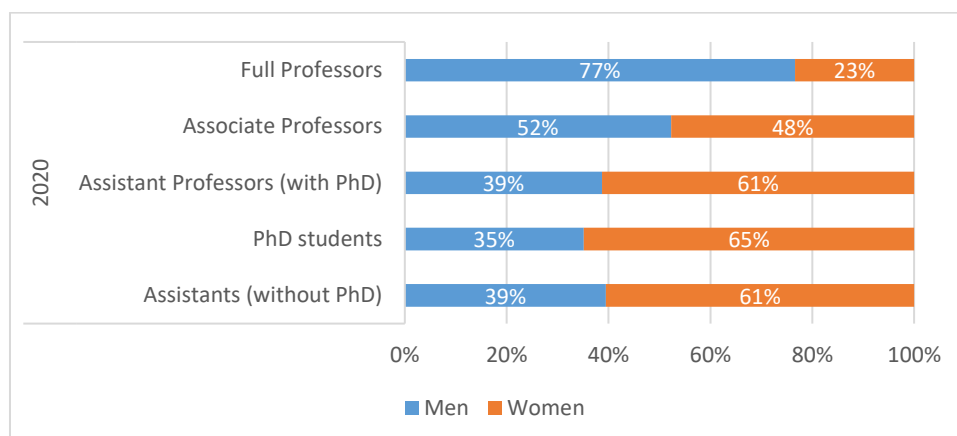
In UG there is a tendency of reversing the gender gap with advancing to higher academic positions. While women are the majority of early career researchers, PhD students and postdocs, they constitute only less than one third of full professors.

The analysis conducted indicates that in the past twelve years, the number of women employed in the post of associate professor has increased (30% in 2008 against 48% in 2020). The participation of women is, however, markedly lower in the group of full professors. Importantly, the data analysis conducted demonstrates that, among 154 professors employed at the UG, 36 are women and 118 men.

By analysing the number of years between attaining the degree of doctor with habilitation and the title of professor, it may be stated that in the case of both women and men, the average period is ten years. It may therefore be assumed that the number of female professors employed at the University will increase in years to come in connection with the rapidly increasing number of women attaining habilitation and employed in the post of associate professor. The rise in the number of women with the title of full professor is jeopardised by the earlier retirement age provided for in the "Act — Law
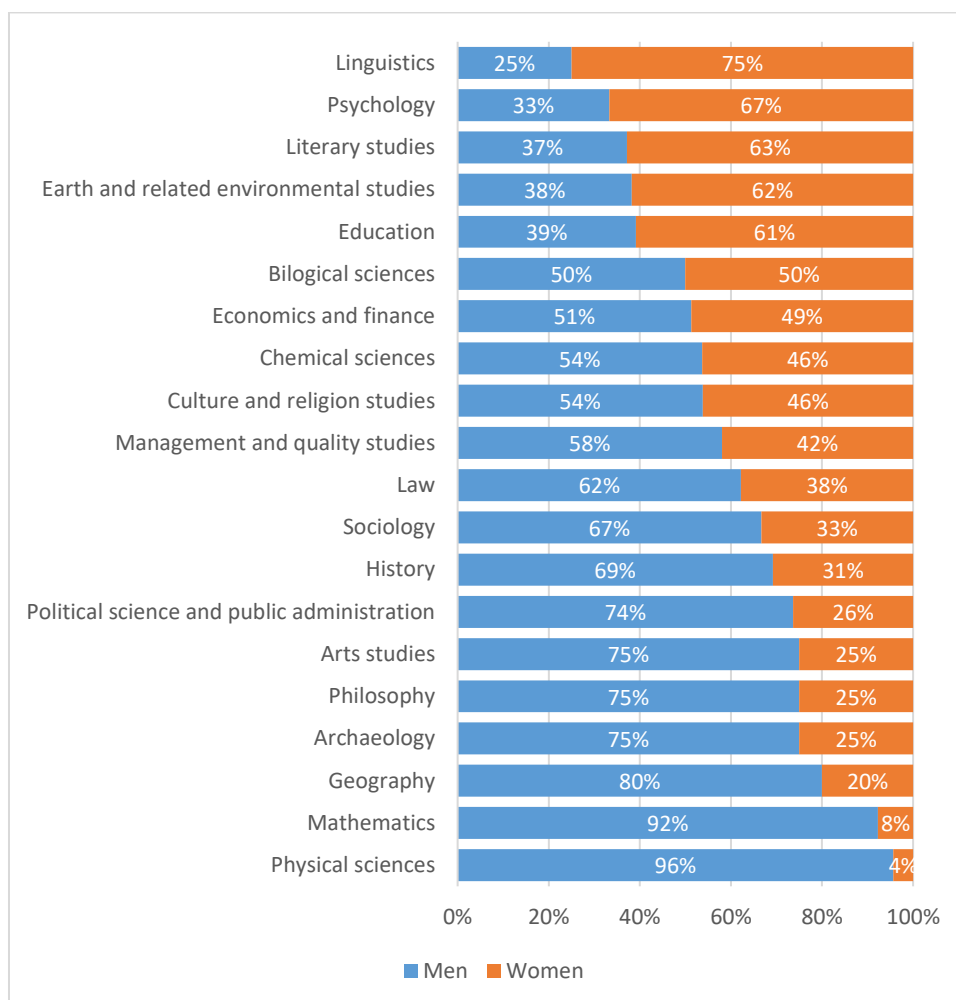
on Higher Education and Science". Retirement age for women associate professor is 60, and for men 65; for the full professsors the retirement age is the same 70 years.

Figure 1.8 UG: Number of female and males Academic staff by disciplines, 2020
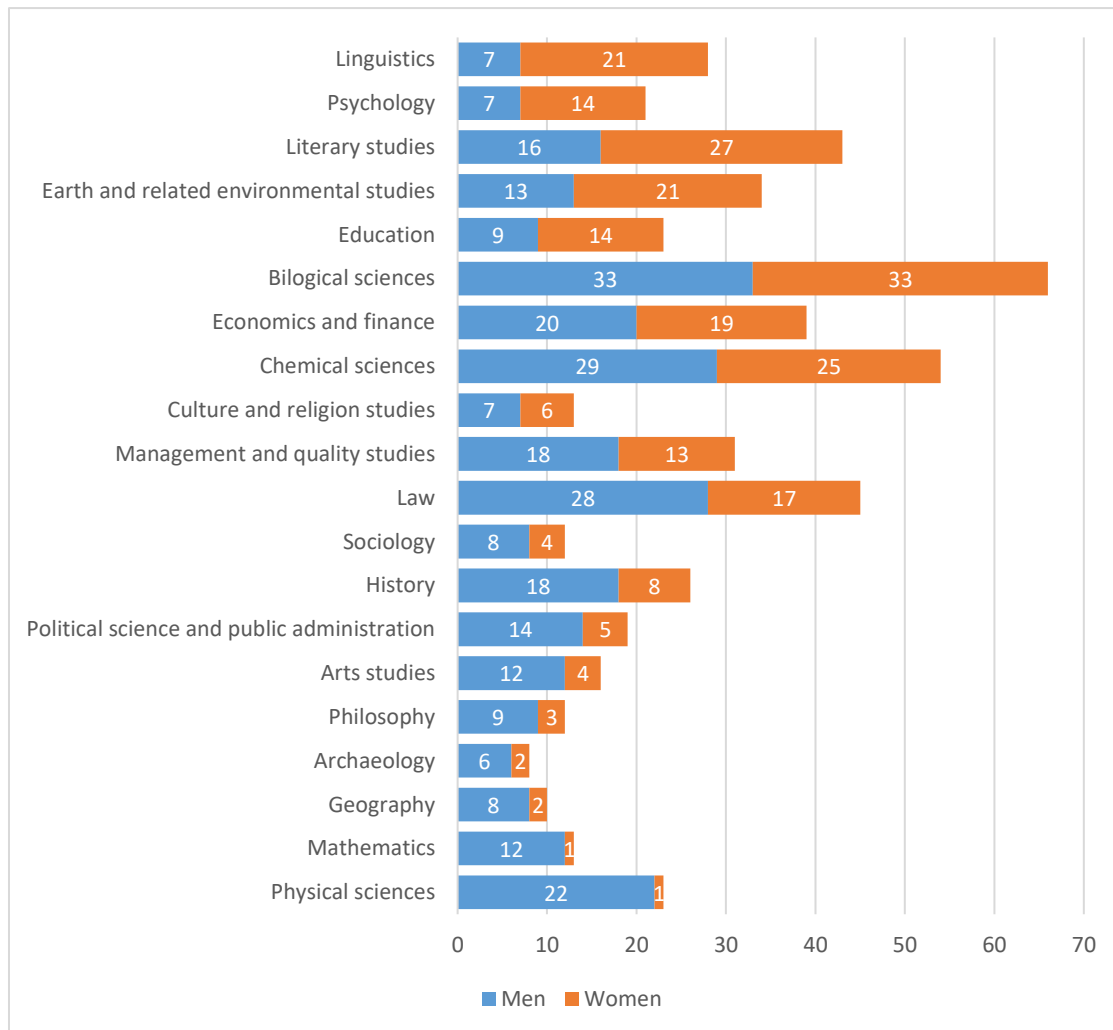
Figure 1.9 UG: Percentage of female and males Academic staff by disciplines, 2020

The predominance of men on discipline councils may be observed in the cases of Archaeology, Philosophy, History, Mathematics, physical sciences and Information Science. However, women outnumber men in the councils of such disciplines as Linguistics (77%) and Psychology (72%) and to a lesser degree in Literary Studies, earth and environmental sciences and Pedagogy. It is worth noting that the Discipline Council of Biological Sciences boasts the optimal situation, with an equal representation of women and men (Figure 1.9). The marked predominance of men may, however, be observed in the councils of such disciplines as physical sciences, Mathematics, Geography, Archaeology, Philosophy and Art Studies. The results obtained are similar to those regarding the percentage of female participation amongst employees in particular scientific disciplines in other scientific institutions in Poland and Europe.

Figure 1.10 UG: Percentage of female and males Academic staff by disciplines and degree, 2020
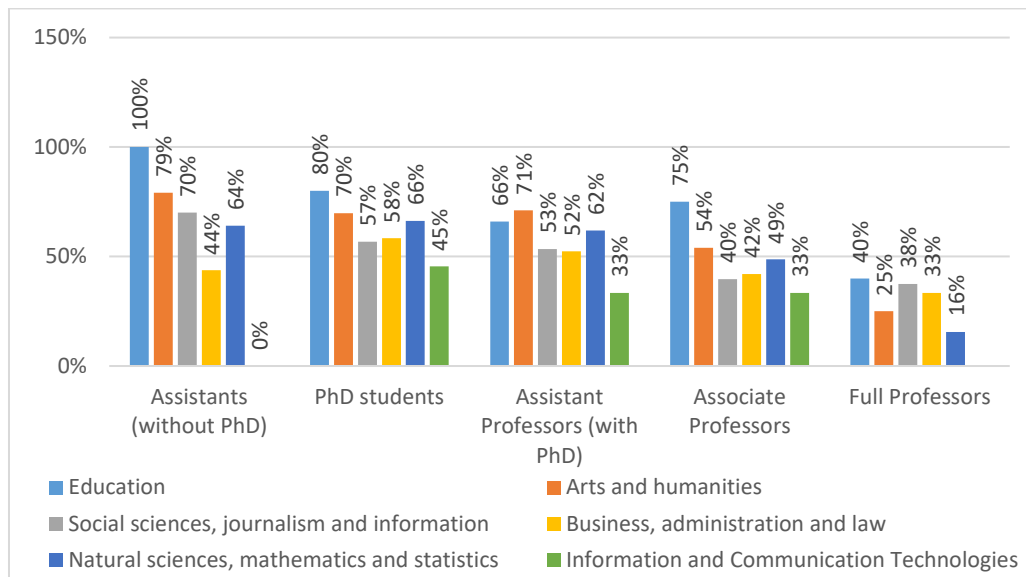
A tendency of decreasing proportions of female academics with increasing seniority in position was also observable at the level of ISCED disciplines. This linear tendency starting from PhDs onwards could be observed in both STEMM and SSH disciplines.
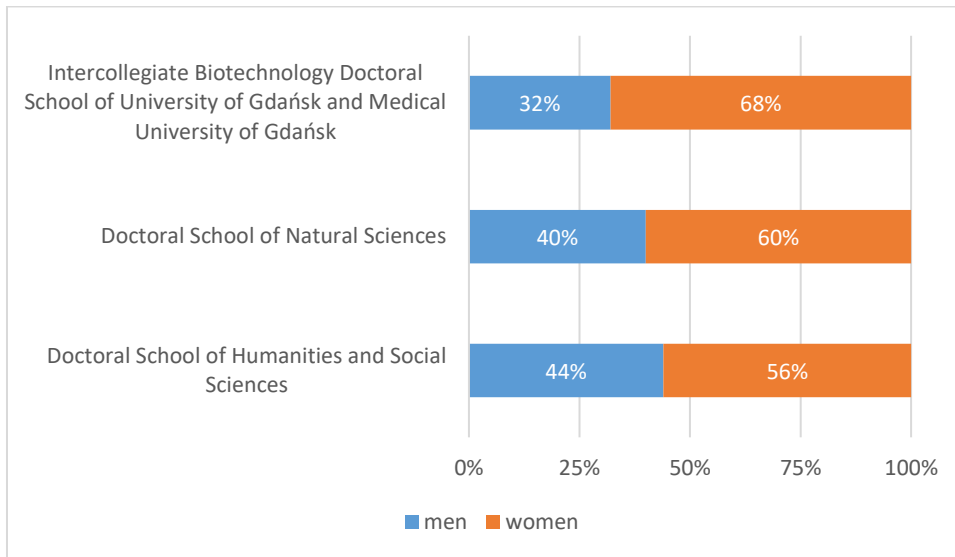
PhD students at UG

In 2020 there were 1022 doctoral students at UG. Women constituted of about 65% of all PhD students. Currently there are 3 PhD schools at UG. In the Doctoral School of Humanities and Social Sciences the participation of women and men is similar (56% women and 44% men), while in the Doctoral School of Exact and Natural Sciences and the Intercollegiate Doctoral School of Biotechnology UG and MUG the data shows a predominance of female over male doctoral students (60% and 68% women respectively).

The results obtained indicate that women graduating from studies are interested in following an academic career and working on a doctorate. The marked predominance of women in the Doctoral School of Exact and Natural Sciences and the Intercollegiate Doctoral School of Biotechnology may suggest that men may be more oriented towards pursuing careers outside scientific institutions, which may be connected with more rapid prospects for a higher income, e.g. in business.

Figure 1.11 UG: PhD schools (%)

**Figure 1.12 UG:** Recruitment and career policies and measures

Neither in 2016 nor in 2020 there were any mentoring programs, gender targets in recruitment committees and policies on recruitment and gender balanced careers of academic, technical and administrative staff at the University of Gdańsk.

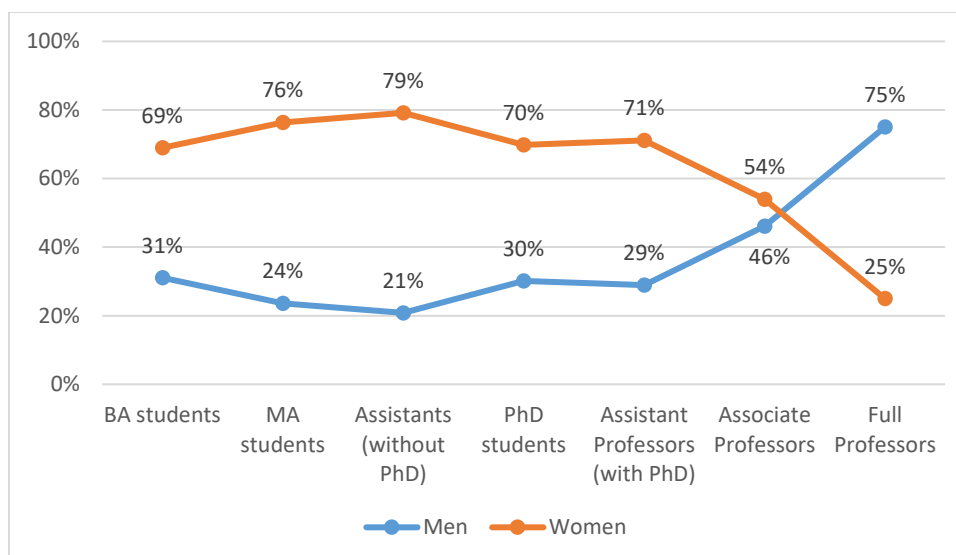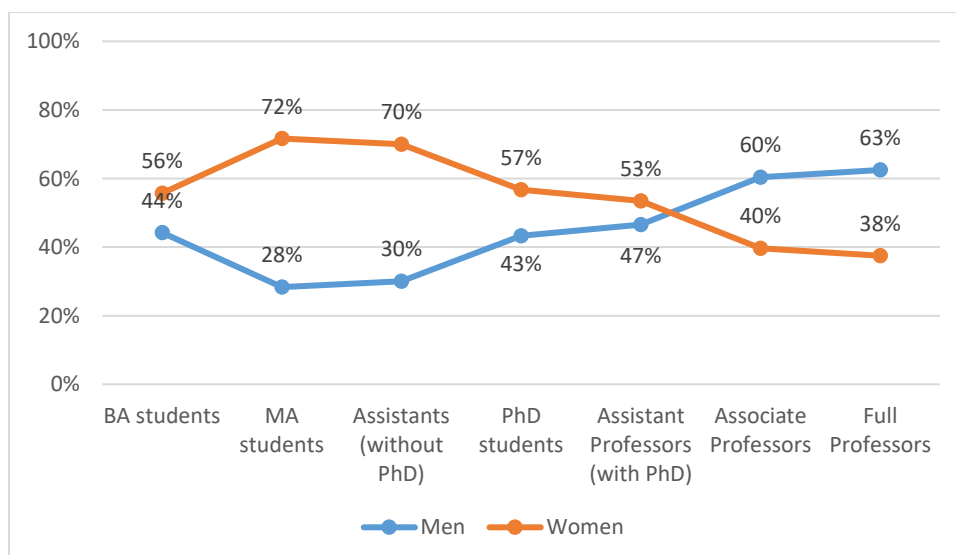**Figure 1.13 UG:** Glass scissors for all academic staff and all disciplines
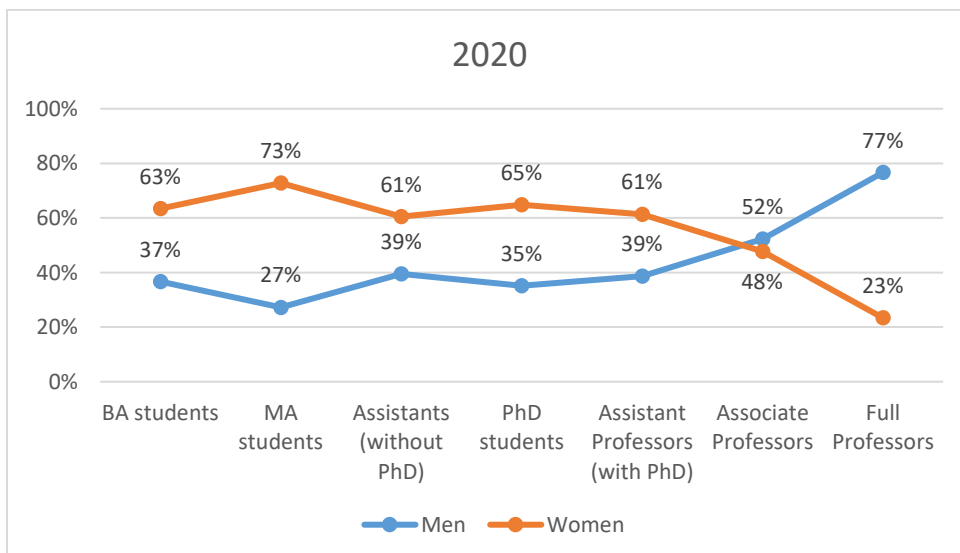
Figure 1.14 UG: Glass scissors for ISCED 01 Education staff
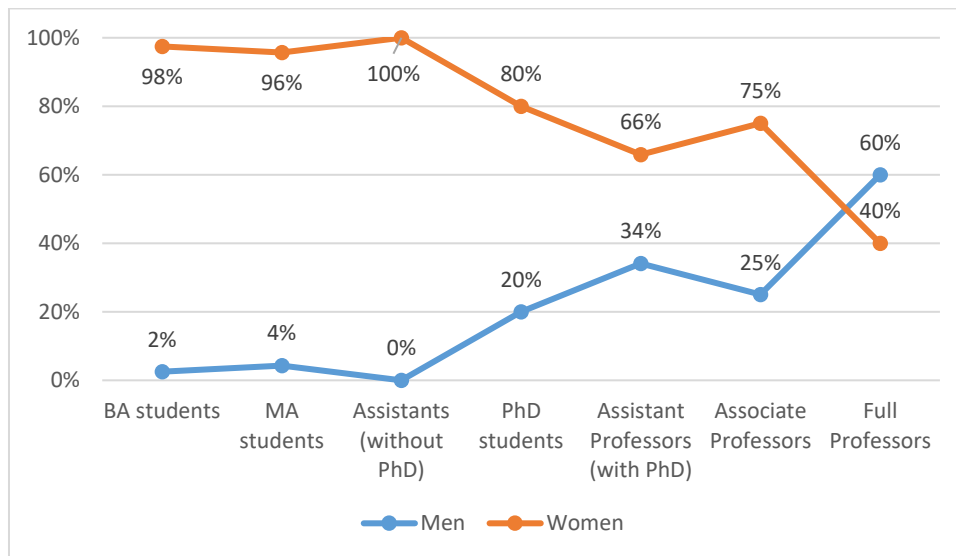
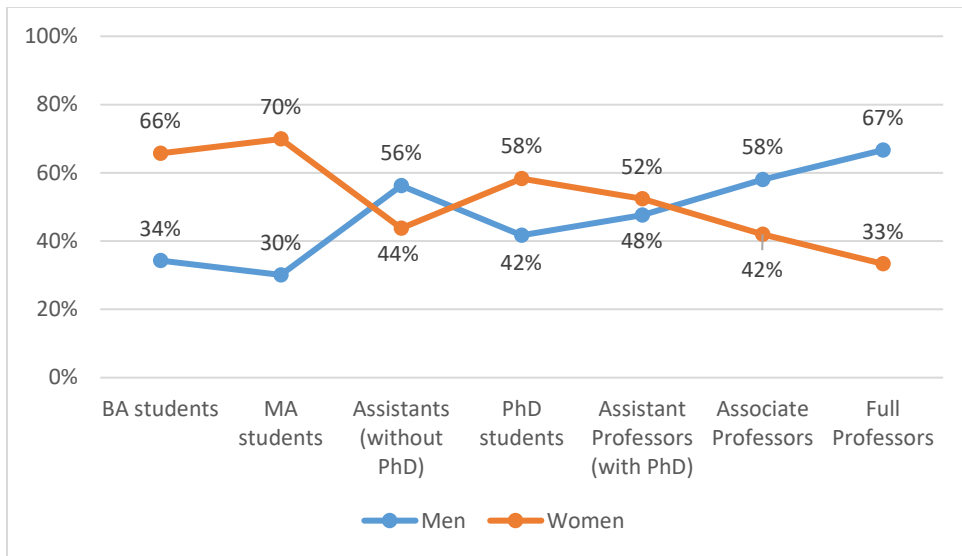**Figure 1.15 UG:** Glass scissors for ISCED 02 Arts and humanities staff

Figure 1.16 UG: Glass scissors for ISCED 03 Social sciences, journalism and information staff

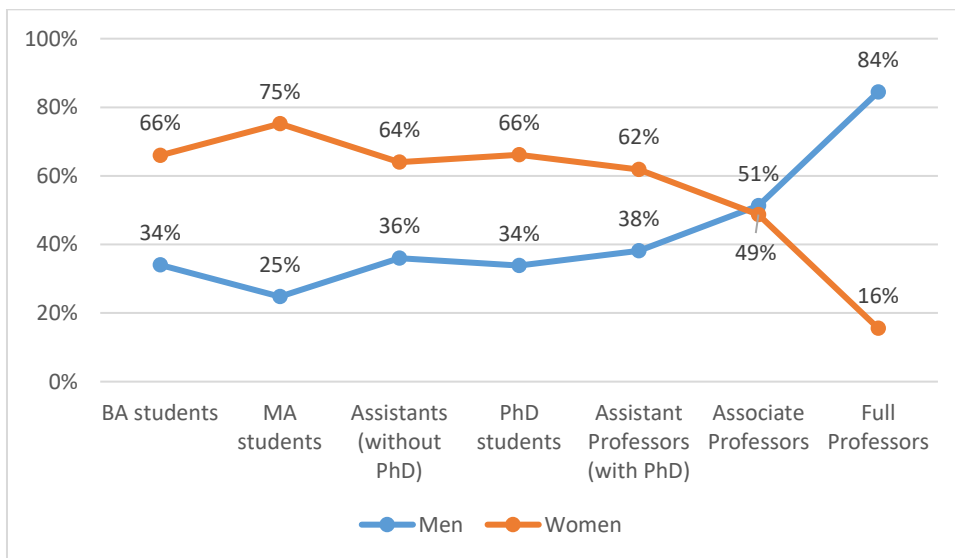**Figure 1.17 UG:** Glass scissors for ISCED 04 Business, administration and law staff

Figure 1.18 UG: Glass scissors for ISCED 05 Natural sciences, mathematics and statistics staff
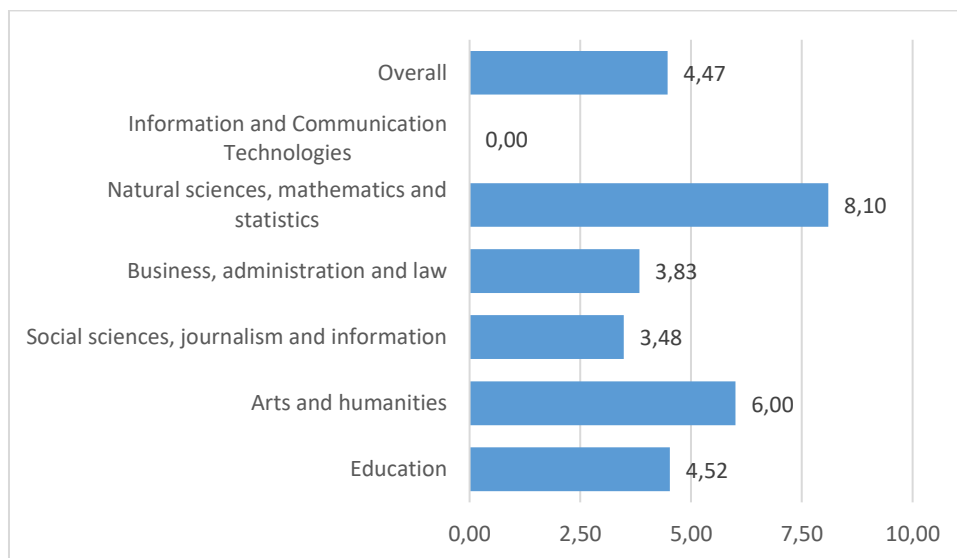
Figure 1.19 UG: Glass scissors for ISCED 06 Information and Communication Technologies staff
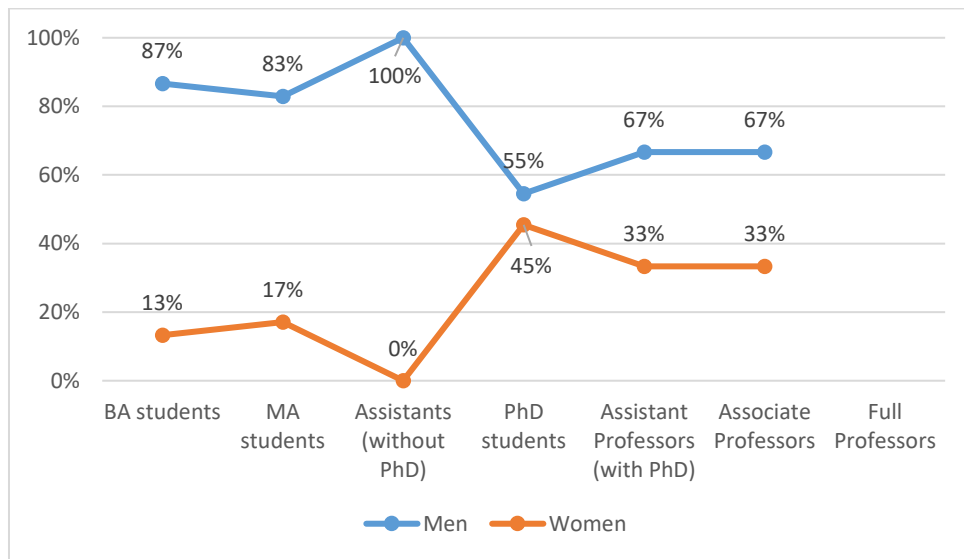
Figure 1.20 UG: Glass ciling for different disciplines for 2020

Note. GCI was not possible to calculate for Information and Communication Technologies, since no woman reached top academic position (Full professor) in that subject.

1.4.3 Key area 3: Work life-balance

**Figure 1.21 UG:** Work-life balance policies, services, and measures

	2016	2020
LACTATION ROOM	✗	✗
NURSERY	✗	✓
ELDERS CARE ASSISTANCE	✗	✗
SUMMER/WINTER CAMP	✓	✓
AGREEMENTS WITH EXTERNAL SERVICES AS BENEFIT FOR STAFF	✓	✓
FLEXIBILITY ARRANGEMENTS	✓	✓
ADAPTATION OF MEETING TIMES TO CARE-RELATED WORKERS' NEEDS	✗	✗
COVID-19 MEASURES FOR THE MOST SENSITIVE CATEGORIES	NS	✗
TOTAL EXPENSE FOR ENROLMENT IN NURSERIES AND KINDERGARTENS	NS	NS
TOTAL EXPENSES FOR CHILD CHRISTMAS BONUS	n/a	€195000
SUBSIDIES FOR HOLIDAYS	€21333	€21333

University of Gdańsk offers several work-life balances services and measures. Although at the UG campuses there are no lactation rooms or spaces but the students and employees have access to a nursery. Both at the UG flexibility arrangements, namely the possibility to work remotely and part-time job, are in place, however there is no general policy to the adaptation of meeting times to care-related needs. University of Gdańsk organizes both summer and winter camps for their employees and their families and UG subsidizes culture programs organized by external providers.

Concerning child bonus, UG does not directly give money to staff with children, rather, it is a national policy in place, calculated as a monthly benefit paid directly to one of the parents. The sums presented in the characters refer to yearly Christmas child bonus understood as an equivalent for a Christmas present or subsidizing holidays.

Figure 1.22 UG: Parental leaves – absolute numbers 2020
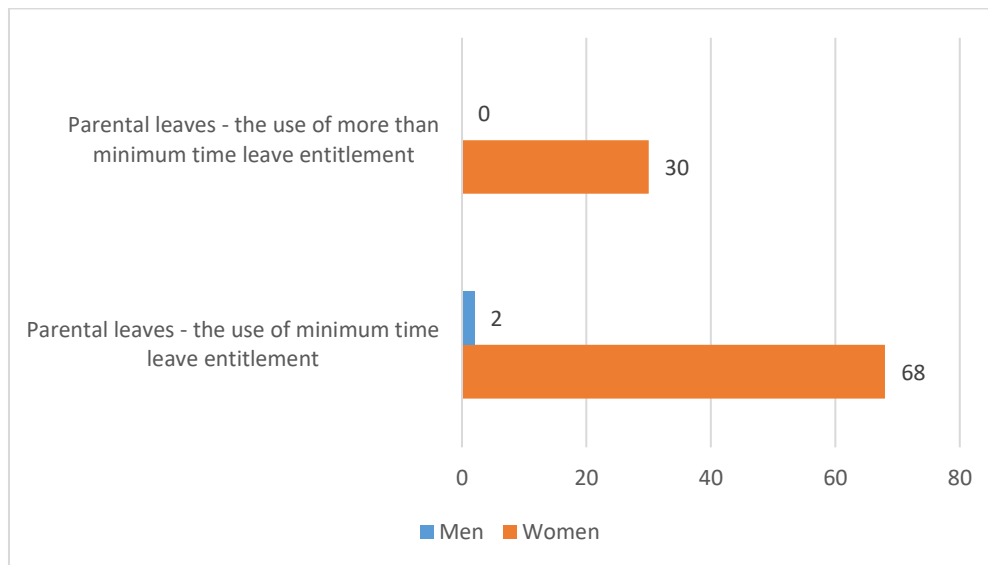
igure 1.23 UG: Parental leaves out of total staff 2020
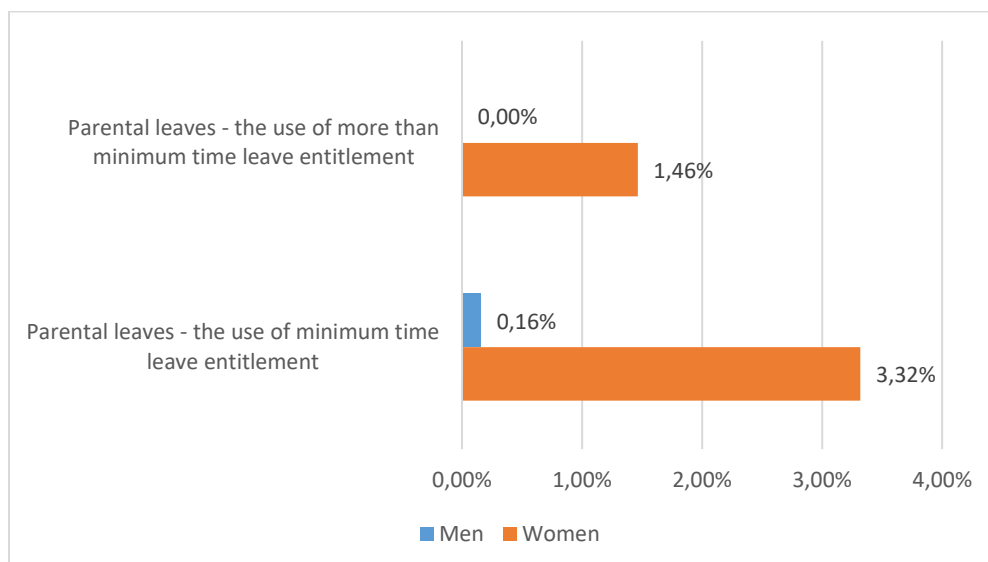
As the information on the number of staff with children is not available, we calculated the percentage of parental leaves out of total staff at UG. We took into consideration all forms of leave due to childcare. They include: maternity leave, paternity leave, parental leave and unpaid extended parental leave. We can see that in UG, both academic staff and technical and administrative staff benefitted from parental leaves in 2020, but this is true especially in the case of women. The share of men benefitting from paternity and parental leave is minimal at UG.

1.4.4 Key area 4: Research and teaching

Research

Figure 1.24 UG: Research centers in gender studies

1
RESEARCH CENTER IN SOCIAL PSYCHOLOGY OF GENDER

Concerning research center, the Division of Cross-Cultural and Gender Psychology since 2006 is a unit within Institute of Psychology – its research and didactic lines focus on the issues related to social and cross-cultural psychology of gender and their research projects use impressive cross-cultural datasets to allow for a better understanding of the complex ways that gender roles contribute to global and societal inequality. Their three recent research projects were Towards Gender Harmony, NCN HARMONIA, nr UMO-2017/26/M/HS6/00360) (637.000 PLN), www.towardsgenderharmony.ug.edu.pl carried out in 62 countries and „Masculinity Navigator – unpacking the relationship between masculine roles, well-being, and gender equality (EQUAMAN), financed by OPUS 21 grant from the National Science Centre in Poland (2021/41/B/HS6/00617) (1 643 100 PLN), and Socio-Cultural and Psychological Predictors of Work-Life Balance And Gender Equality: Cross Cultural Comparison of Polish And Norwegian Families. No PolNor/202343/62/2013 (2900000 PLN) (2013-2016).

Figure 1.25 UG: Research fund applicants and beneficiaries (2020)
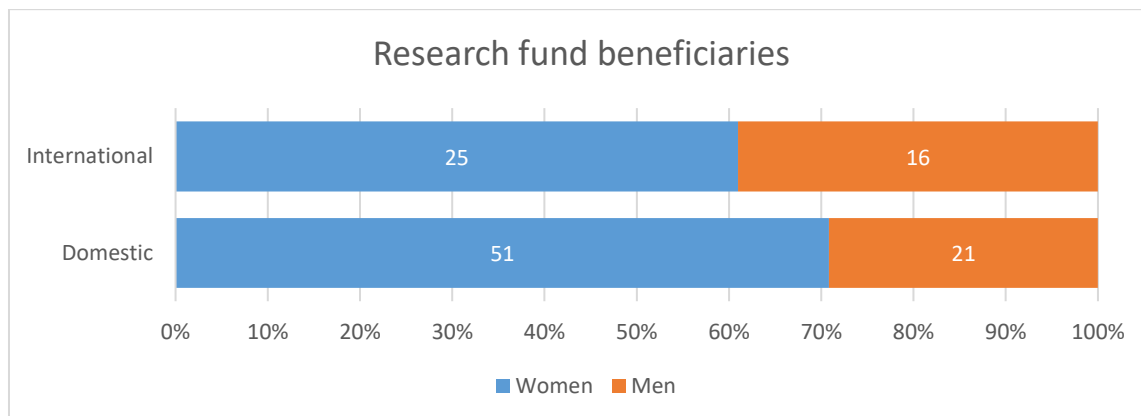
Following the analysis of the academic involvement of the University's female and male employees, it was concluded that women tend to submit more grant applications than men, with 71% of national (51 out of 72) and 69% (25 out of 41) of international grant applications respectively being submitted by female researchers (Figure 1.25 UG). Women also boast a higher success rate with regard to obtaining grants, with female researchers' success rate being around 29%, and male - around 20% (Figure 1.26 UG).

Figure 1.26 UG: Research fund success rate (2020)
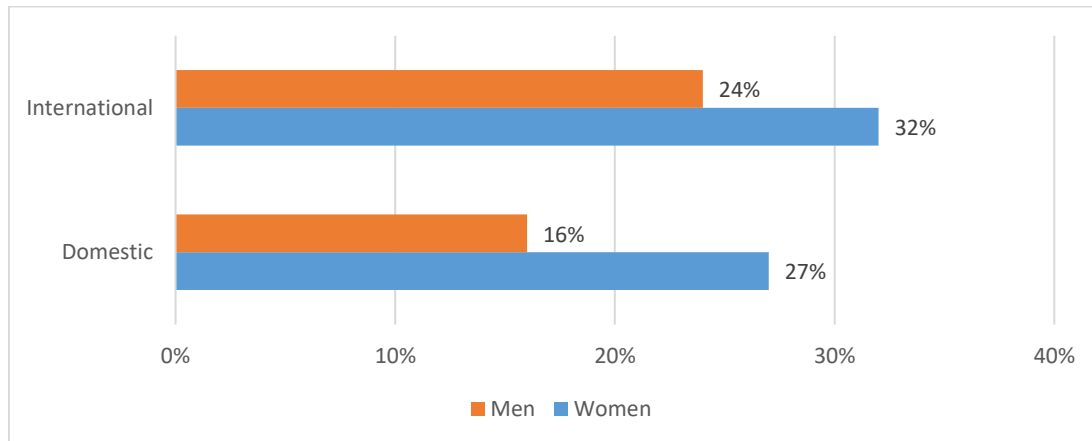
When looking on the total research funding, the amount of money obtained by women project leaders is lower in case of international grants (42% of funds was obtained by women), however higher in case of national grants (66% of funds was obtained by women), (Figure 1.27 UG).

Figure 1.27 UG: Total research funds by gender (2020)
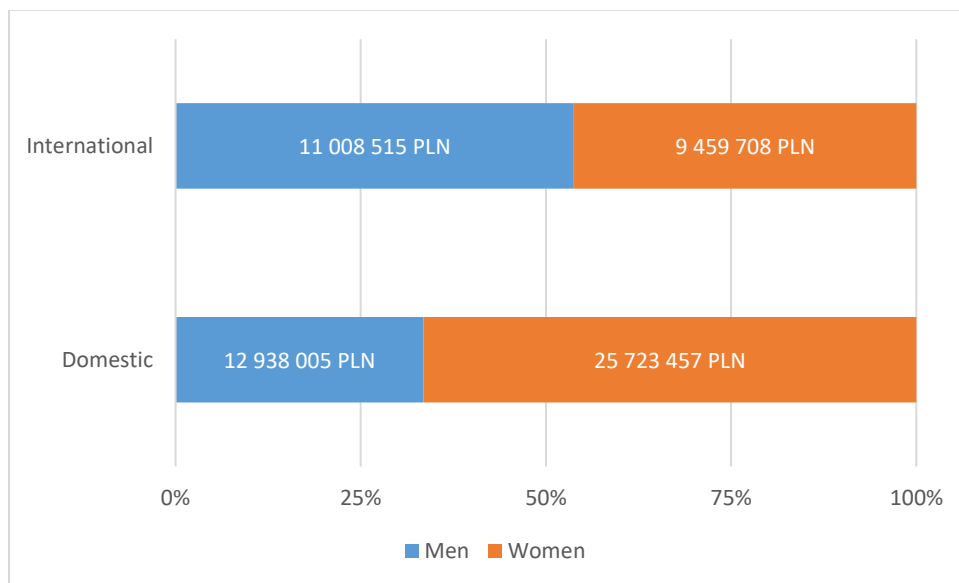
When looking on average research funding per project leders it is easy to see that men get better funded projects. For both national and international projects, the avarage funding for a male-led project is approximatively 20% and even for international grant 80% higher, respectively (Figure 1.28 UG).

Figure 1.28 UG: Average research funding by gender (2020)
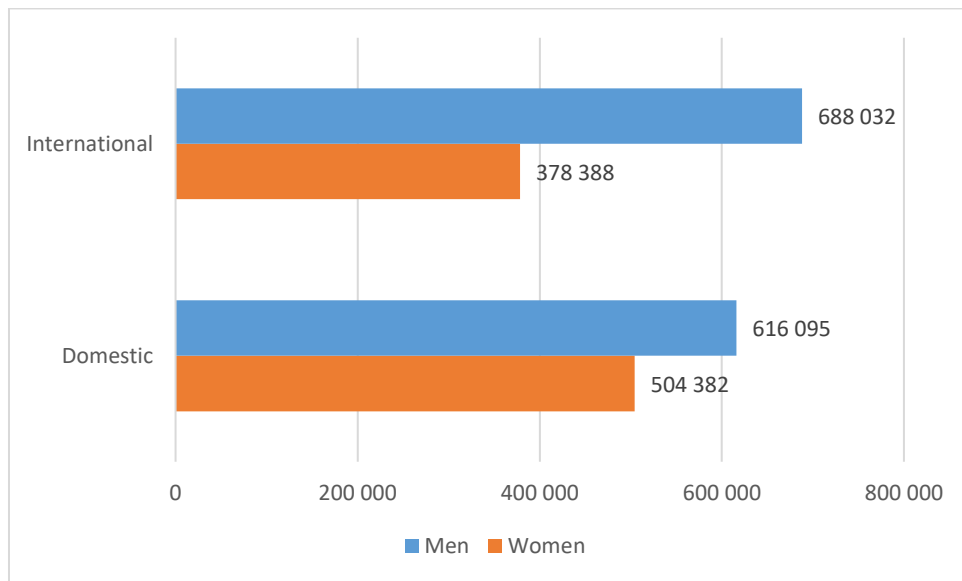
Teaching

Selected study programmes, including law (at Faculty of Law and administration), psychology (Faculty of Philosophy and Faculty of Management) are long-cycle (which mean they are not split into undergraduate/bachelor and graduate/MA studies, they last for 5 years). They have been included in the category of MA studies. Only full-time studies are included (Students from part-time/extramural studies not included).

Figure 1.29 UG: Gender distribution of Bachelor and Master students for discipline according to ISCED Code at UG each area (absolute numbers, 2020)
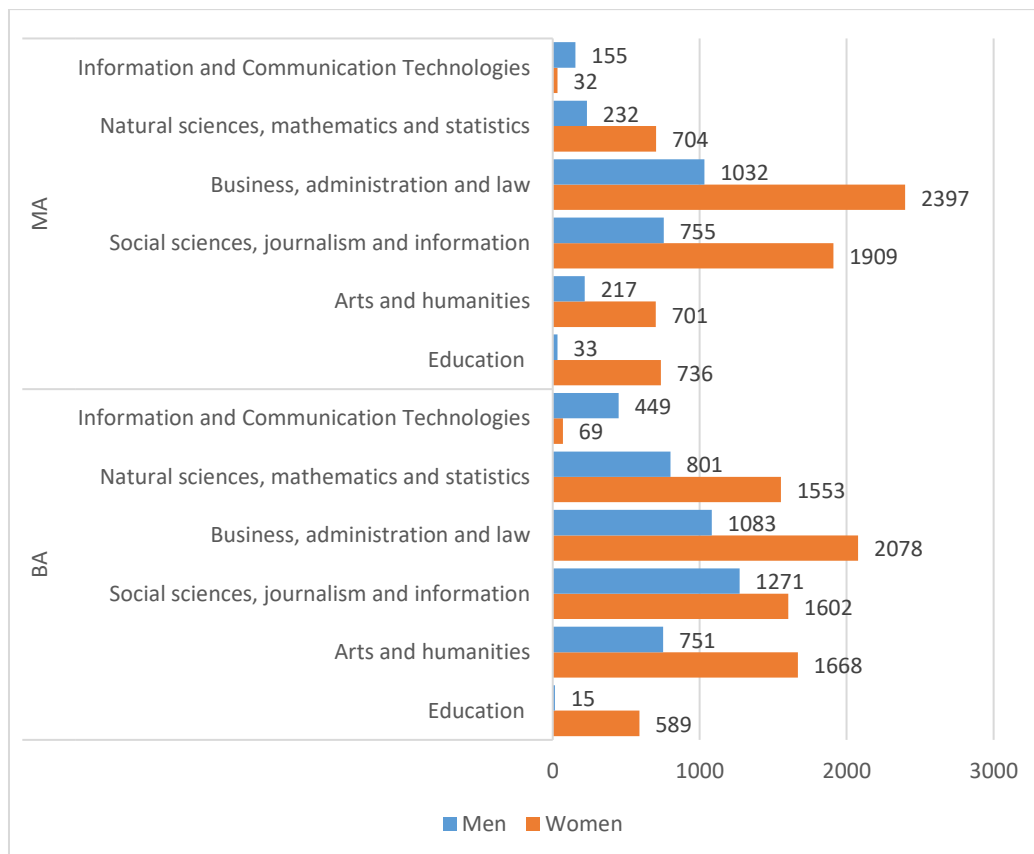
Figure 1.30 UG: Gender distribution of Bachelor and Master students for discipline according to ISCED Code (percent of women and men, 2020)
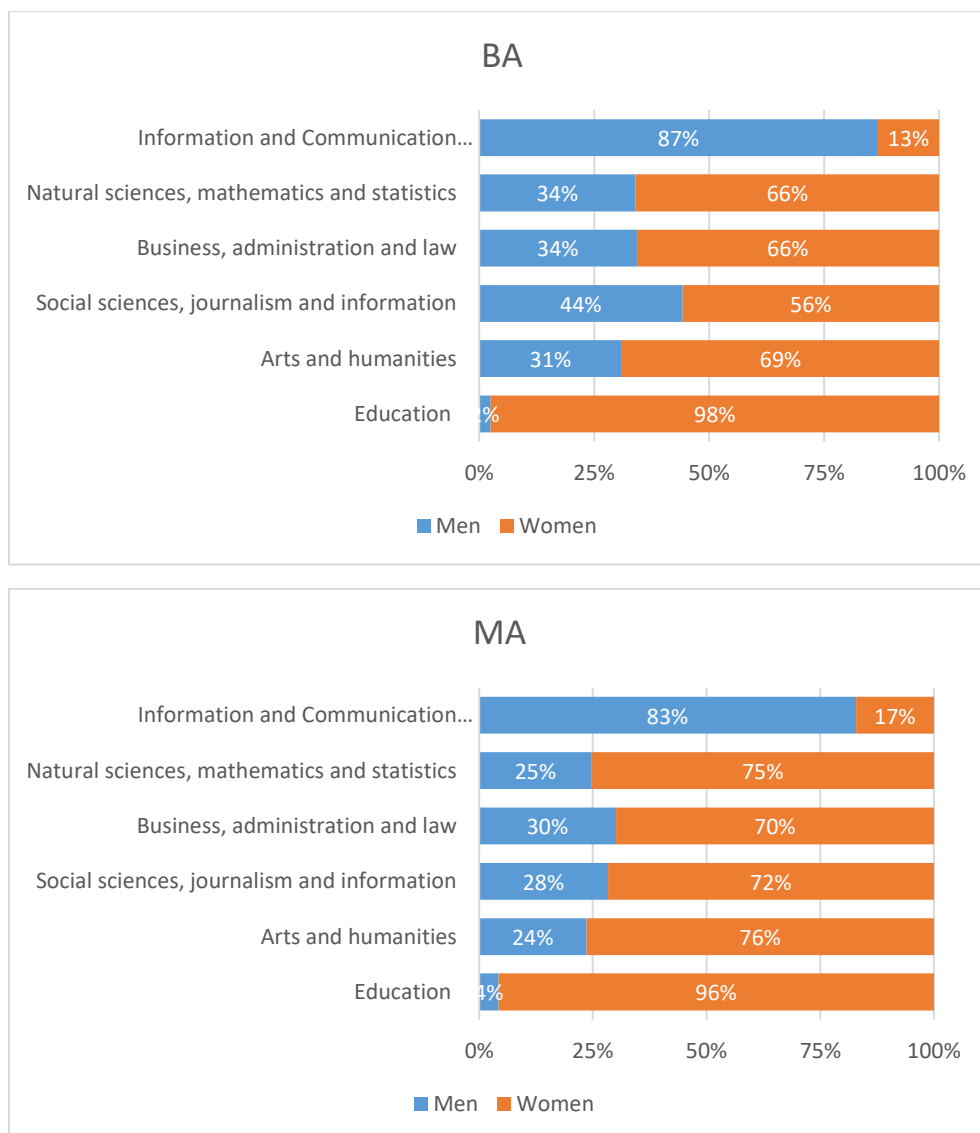
Not all fields of education are represented in UG, while there are no courses in agricultural sciences, medical science and engineering and technology. The highest percent of female student is observed in the ISCED 01 Education (98% of women). In addition, with the exception of ISCED O6 Information and Communication Technologies where only 13% and 17% are female students (respectively at the Bachelor and Master degree, all other ISCED areas of studies were feminized, both at the at the Bachelor and Master degree (Figures 1.29 UG and 1.30 UG).

At UG women numerically dominated among students and graduates of Bachelor and Master levels and the proportions of female graduates were higher than the shares of female students at both levels. Women constituted as well majorities at the doctoral level, however at UG their proportions were lower than at previous stages of education.

1.4.5 Summary towards a self-tailored GEP

The UG is currently significantly engaged in action in support of gender equality. The self-tailored GEP for UG sets out specific goals and measures as well as the indicators to achieve them. Measures undertaken at the UG focus primarily on collecting and analysing information related to good equality

practices and on popularising these practices, providing information on equality-related courses and training sessions as well as on devising and implementing a gender equality monitoring system. Raising awareness, sharing knowledge of gender equality and enhancing competences and good communication all constitute the basis for science culture equality at the UG.

The summary focuses on the possible GEP interventions at successive areas.

Key area 1:

- Support better gender composition of decision-making bodies, such as:
- the position of rector, which historically has always been male;
- Faculty Deans and Chairs of Research Discipline Councils; however, gender gaps correspond (more less) with the gaps in habilitated doctors and full professor positions, which are usually the ones eligible for holding these positions;
- Devising and introducing obligatory online training for all UG staff to increase awareness of the significance of equal participation of representatives of different genders in university management: "Participation of women and men in university management".
- Devising and introducing training in leadership skills, training to eliminate gender bias among managerial and executive staff
- Promotional campaign directed to employees, encouraging use of various forms of education to enhance professional development
- Revising the rules for governing boards and committees, clearly stating the targets for their gender-balanced composition.
- Implementation of gender sensitive language and images use.
- Implementing anti-discrimination (including anti-sexual harassment) procedures. \
- Creating subsites at the UG website to provide information on: 1) women in UG history, 2) women in UG executive bodies and 3) the participation of women in decision-making bodies and equality indicators of women and men

Key area 2:

- Devising and introducing online training for UG staff to increase awareness of the significance of gender equality related issues – Module "Gender equality in recruitment and assisting the development of careers of female and male researchers
- Extending *The UG Staff Development Policy* by mentoring for staff employed in research and didactic and research positions.
- Starting discussion on introducing gender targets in recruitment committees and policies on recruitment and advancement of academic staff.
- Further data gathering, including on gender pay gap, based both on regular salary and salary supplements, which could shed light on gender imbalance not only between lower and higher positions, but also between positions of the same level
- Endeavouring to provide a balance in the salaries of women and men: 1) with salary adjustments connected with increased subsidies from the Ministry of Education and Science, 2) with promotion to higher positions, 3) with the employment of new staff

Key area 3:

- Quite a few work-life services and measures are present. There might be a need to centrally implement space for family rooms and the adaptation of meeting times to care-related workers' needs.
- Speaking of flexible working arrangements (including part-time job and remote working), specific resources should be allocated to the monitoring of this indicator, considering that care

work, both for TR and TA staff, could become even more invisible and automatically thrusted upon women.

- Introduce awareness raising activities (trainings, workshops, information materials, etc.) promoting paternity and parental leaves among male employees, including both academic and administrative/technical staff.

Key area 4:

- Devising and introducing obligatory online training to increase awareness of the importance of gender equality related issues – Module *Work-life balance.*
- Undertaking steps towards the implementation of hybrid work solutions due to family-related and/or personal circumstances.
- Undertaking steps towards the implementation of hybrid study solutions due to family-related and/or personal circumstances.
- Promotion and information campaign to encourage men to use parental leave.
- Creating leisure space on the UG Campus – playground and gym

1.5 Jagiellonian University in Kraków, Poland (UJ)

1.5.1 Key area 1: Leaders and institutions

All the figures of this report include both JU and JU CM; if not it is specified.

Figure 1.1 UJ: Gender composition of decision making bodies (absolute numbers)
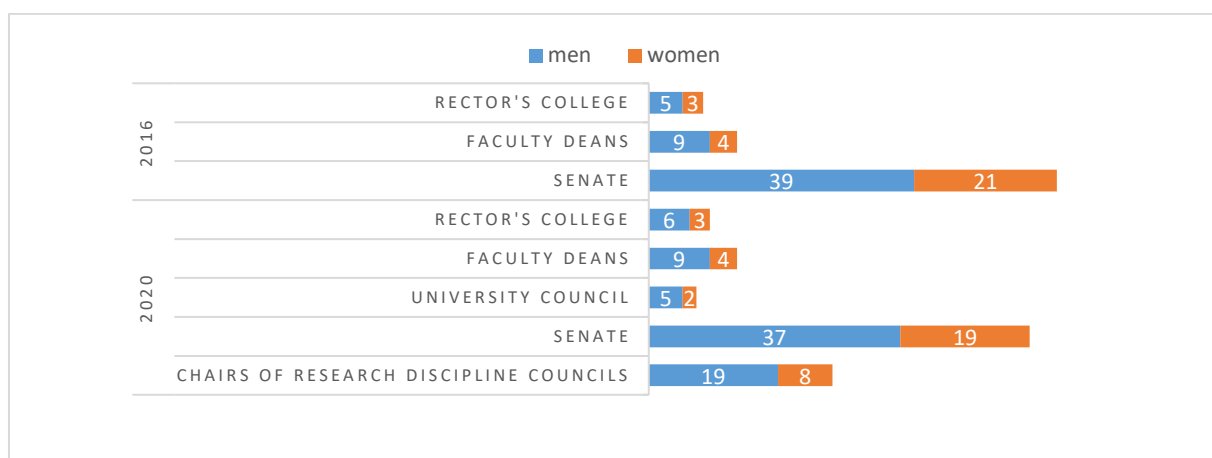
Decision making bodies were male-dominated both in 2016 and 2020, with no significant changes in gender composition. Both in 2016 and 2020 the Rector was a man and the the Chancellor and the Bursar were women. Under the last higher education act new decision making bodies have been established in 2019 - the University Council and 27 Research Discipline Councils.

Figure 1.2 UJ: Gender sensitive language and images use

Figure 1.3 UJ: Training on gender issues

	2016	2020
POLICY	✗	✗
MISSION	✗	✗
VISION	✗	✗
STRATEGY DOCUMENTS	✗	✗
MARKETING AND OUTREACH MATERIALS	✗	✗
AGENDA ON THE WEBSITE	✗	✗
JOB ADVERTISEMENTS	✗	✗

	2016	2020
SELECTION COMMITTEES	✗	✗
HUMAN RESOURCES	✗	✗
DECISION MAKERS	✗	✗
PUBLIC COMMUNICATION OFFICERS	✗	✗

Figure 1.4 UJ: General management policies and initiatives

/Nascondi segni di formattazione	2016	2020
COLLECTION OF GENDERED DATA AND REPORT PUBLICATION	✗	✗
TARGETS FOR WOMEN IN GOVERNING BOARDS AND COMMITTEES	✗	✗
TARGETS FOR WOMEN APPLYING AS MANAGERS OR HIGH-LEVEL STAFF	✗	✗
PROTOCOL FOR SEXUAL HARASSMENT AND GENDER-BASED VIOLENCE	✗	✗
AWARENESS-RAISING EVENTS AND AWARENESS-RAISING EFFORTS	✔	✔
EXISTING GENDER EQUALITY PLAN (E.G., POSITIVE ACTION PLAN)	✗	✗
MENTION OF GENDER EQUALITY IN OFFICIAL DOCUMENTS	✔	✗
SUSTAINABILITY BUDGET INCLUDING GENDER EQUALITY ISSUES	✗	✗
SUPPORT MATERIALS CONCERNING GENDER EQUALITY ISSUES	✔	✔
EXISTING DIRECTORY OF RESOURCES ABOUT GENDER	✗	✗

In JU policies promoting gender sensitive language and images in official documents are absent. There were no gender issue trainings for targeted groups. However, gender equality and non-discrimination issues are parts of obligatory safety and health trainings for all staff and students. Additionally in 2021 a series of workshops for teaching staff on anti-discrimination was conducted. Beside trainings, awareness raising efforts include organization of the international campaign of the 16 Days of Activism Against Gender-Based Violence Campaign, including informational campaigns, lectures, webinars and debates.

While there was not a collection of gendered data for 2016 and 2020, a report on gender at JU is to be published in 2022 and is planned to be regularly prepared and disseminated.

No targets nor quotas exist for university boards and committees, including selection committees.

While there is a university anti-mobbing procedure, which is in line with national requirements, no protocols for sexual harassment and gender-based violence are introduced. In case of discrimination, harassment or mobbing, both employees and students can contact the Office for Safety, Security and Equal Treatment, an Academic Ombudsperson or Dean's Proxies that operate in two Faculties.

Support materials concerning gender equality issues (including guidebooks, directory of regulations, guidelines for inclusive language), are available on the webpages of the Office for Security, Safety and Equal Treatment, Academic Ombudsperson, and Dean's Proxies.

1.5.2 Key area 2: Recruitment and career progress

There were nearly 3000 non-academic staff at the Jagiellonian University (almost 4000 if we include Medical College) and 66% of them are women (75% in Medical College). However, the gender proportions were different for different categories of non-academic positions. While there was a heavy overrepresentation of women in administration (76% in 2020) and among library and museum staff (74% in 2020), there was gender balance among service staff (55% of women) and technical staff (45% of women).

Figure 1.5 UJ: Gender composition of administrative and technical staff at JU (%)
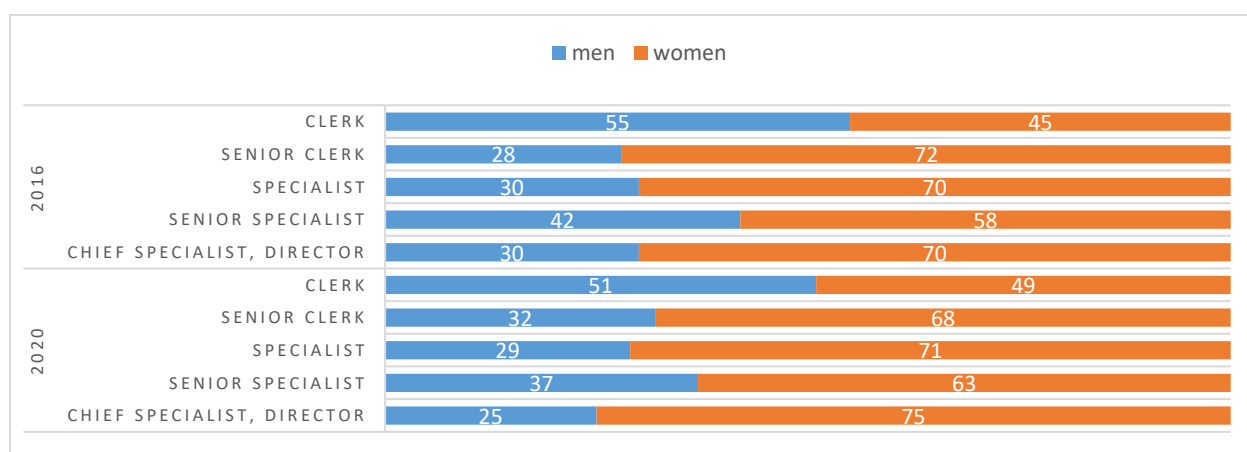
Figure 1.6 UJ: Gender composition of administrative and technical staff at JU CM (%)[*]
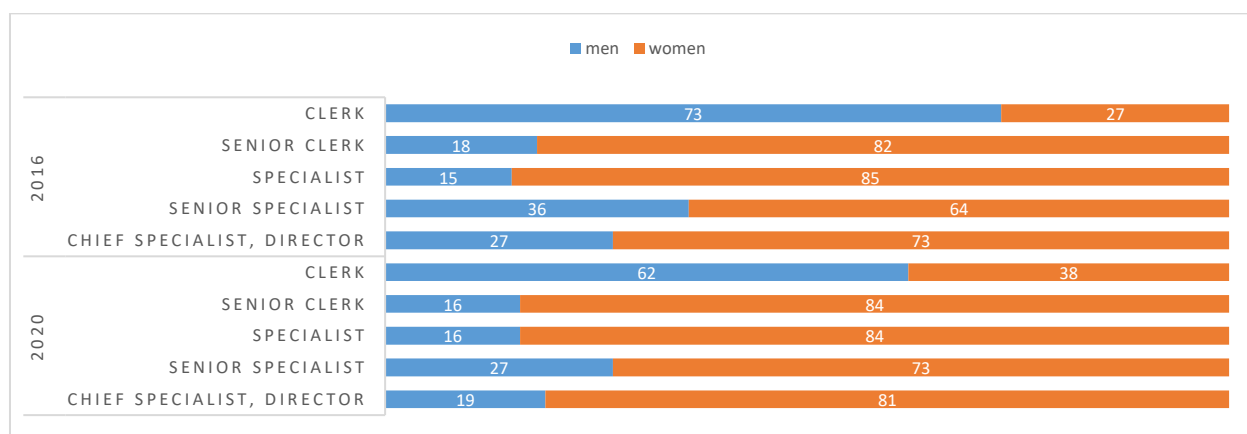
*The position of clerk was occupied by only 11 people in 2016 and by 15 people in 2020.

Figures 1.5 UJ and 1.6 UJ present data on gender composition of administrative and technical staff combined. Both in JU and JU Medical College this category was predominantly female at almost all levels, except for the lowest position of clerk ("referent"). Between 2016 and 2020 there was a slight female rate increase, both at the lower and the highest levels.

There were over 3000 academic staff at JU in 2020 (plus around 1600 at Medical College) and 48% of them were women (59% in Medical College) and their number considerably grew since 2016 (by around 130 female academic staff at JU and 100 female academic staff at JU CM). As a result the proportion of female academic staff had as well slightly increased since 2016: by 1 p.p. at both JU and JU CM.

The following analysis uses the categorisation of degree holders, which corresponds with the EC categorisation of grades: academics without PhD (grade D), PhD holders (doctors, grade C), habilitated doctors (grade B), professors (grade A). These categories do not fully correspond with academic positions of lecturer, assistant, assistant professor, university professor and professors as some of them can be held by academics with different degrees (e.g. a PhD holder can be employed as an assistant or assistant professor and – lately – also as a university professor). The most notable increase between 2016 and 2020 was among female habilitated doctors at JU and JU CM and among female early career researchers without PhD at JU CM.

Figure 1.7 UJ: Gender composition of academic staff at JU (left) and JU CM (absolute numbers)
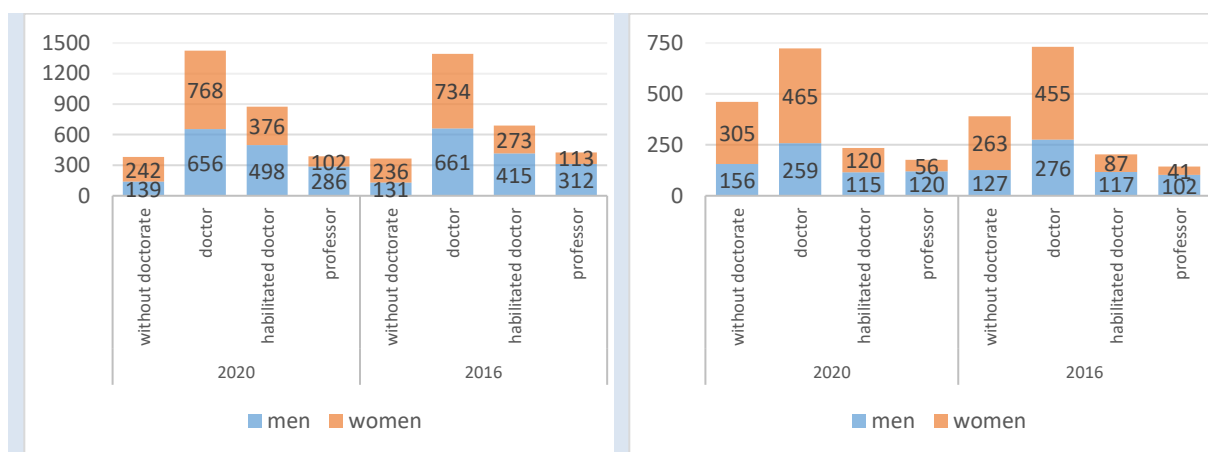
Both in JU and JU CM there is a tendency of reversing the gender gap with advancing to higher academic positions. While women are the majority of early career researchers and postdocs, they constitute only less than one third of full professors. However, between 2016 and 2020 at JU CM (and to a lesser degree in JU) there has been a notable increase in the proportion of women habilitated doctors, which should lead to decreasing the gap at the highest academic level in the next few years. It already takes place in JU CM, where the proportion of female full professors increased by 3 p.p.

Figure 1.8 UJ: Gender composition of academic staff at JU and JU CM (%)
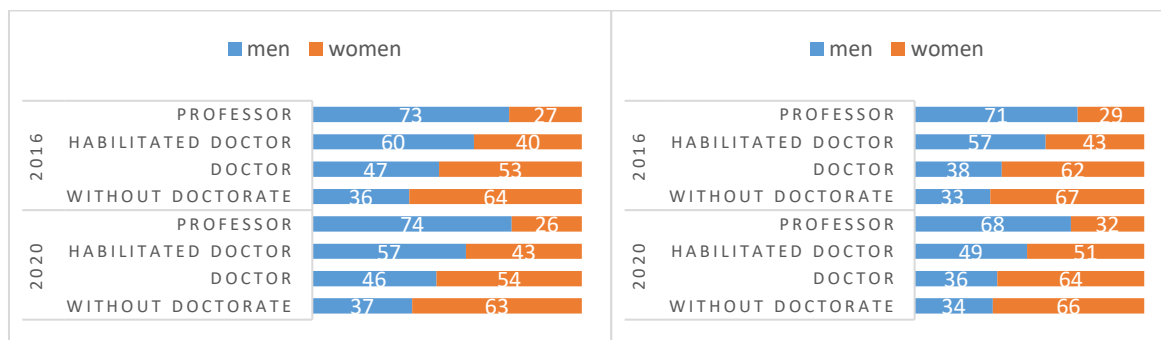
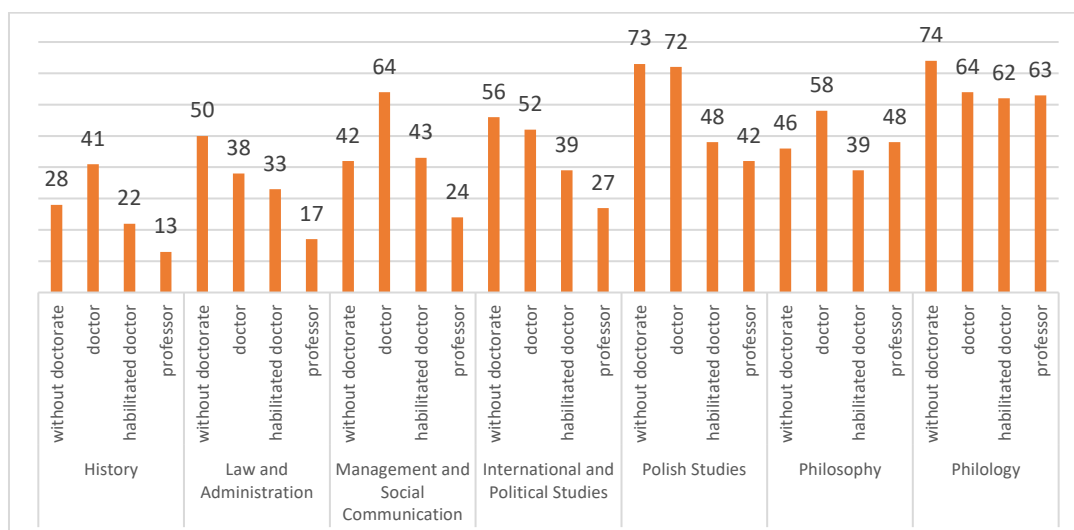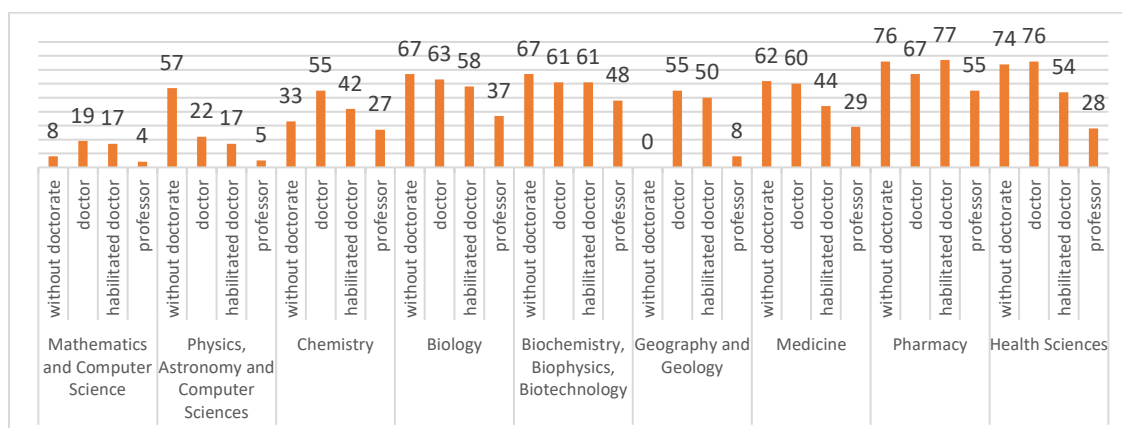**Figure 1.9 UJ:** Percentage of female academic staff by STEMM Faculties and degree, 2016
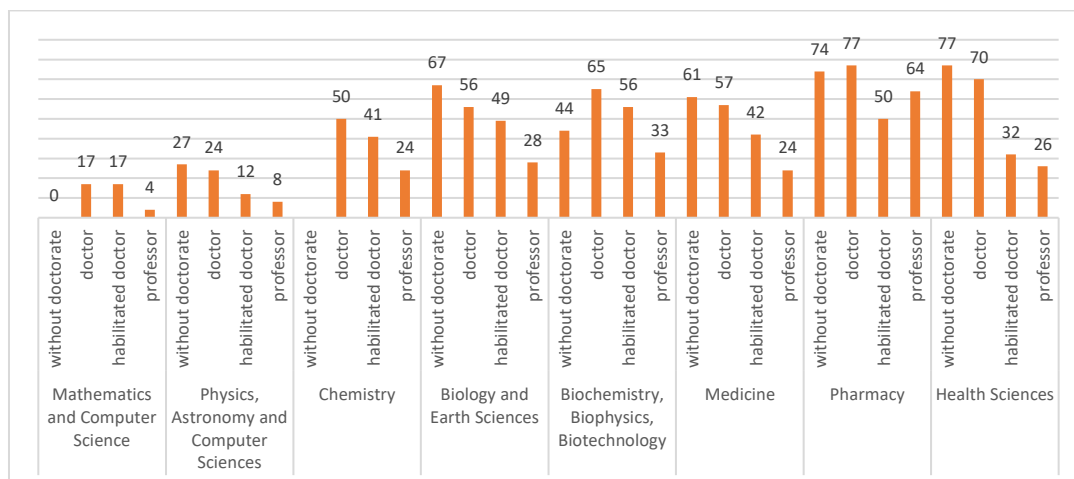
Figure 1.10 UJ: Percentage of female academic staff by SSH Faculties and degree (2016)
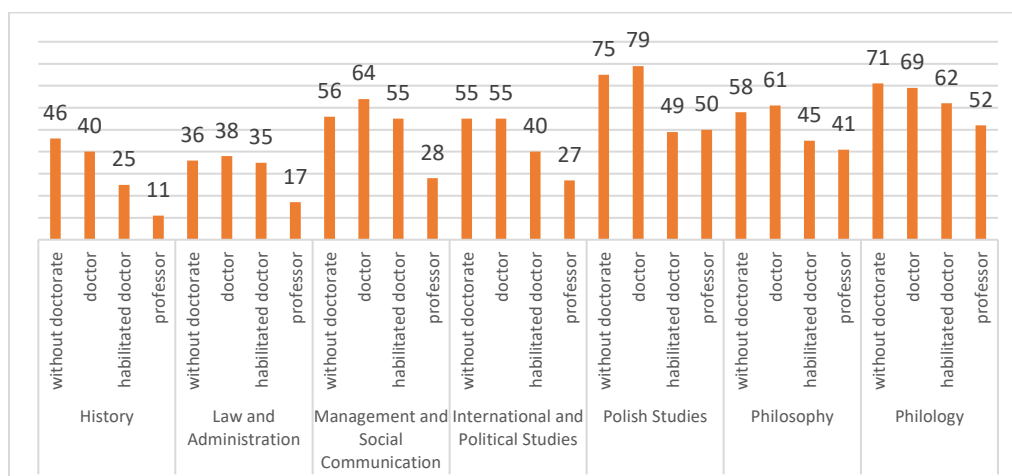

Figure 1.11 UJ: Percentage of female academic staff by STEMM Faculties and degree (2020)

Figure 1.12 UJ: Percentage of female academic staff by SSH Faculties and degree 2020)

A tendency of decreasing proportions of female academics with increasing seniority in position was also observable at the level of most university faculties. This linear tendency starting from PhDs onwards (as in many faculties the data for positions for academics without PhD is not fully comparable, as these positions are scarce) could be observed in both STEMM and SSH faculties, with the exception of Pharmacy, Philosophy and Philology in 2016 and Pharmacy and Polish Studies in 2020. In these few faculties the proportion of female habilitated doctors and/or professors was high and equaled or exceeded the share of women with a lower degree.

There were considerable differences within the groups of Faculties. Within the category of STEMM Faculties, women were heavily underrepresented at each stage of career in the Faculty of Mathematics and Computer Science and the Faculty of Physics, Astronomy and Computer Sciences with the shares of female full professors between 4 and 8%. On the other hand, there was an overrepresentation of female academics at all or almost all stages in the relatively new Faculty of Biochemistry, Biophysics and Biotechnology (established in 2002) and the Faculty of Pharmacy operating at the Medical College. The proportions of female full professors at these faculties either exceeded the shares of male professors or were close to them. It is also worth noticing that in newly established Faculty of Geography and Geology (in 2017) there was the biggest decrease (of over 40 p.p.) between the shares of early and middle career female academics and women professors.

In the group of SSH Faculties, women were underrepresented in the Faculties of History and Law and Administration with the shares of female full professors below 20%. On the other end of the spectrum there was the Faculty of Philology with the share of female professors exceeding 50%. A gender balanced ratios (40-60) of professors were also in the Faculties of Polish Studies and Philosophy.

Between 2016 and 2020 in most faculties the share of female academics increased at all career stages. Most often these increases were due to greater rise in the number of women than men, but also sometimes due to (greater) decline in the number of male academics. However, at few faculties – Mathematics and International Studies - the increases in the proportions of female academics were minimal. Negative tendencies were observed in the Faculties of Philosophy, Physics and Pharmacy where the proportion of female professors lowered. Additionally, at the Faculty of Law and Administration the shares of female academics at consecutive stages either decreased or stagnated.

In 2020 there were 1899 doctoral students at JU and 254 doctoral students at JU CM. Women constituted respectively 58 and 74% of PhD students. The numbers of doctoral students had reduced since 2016 (from 2456 at JU and 305 at JU CM), and so had the proportions of women among them, albeit slightly.

Figure 1.13 UJ: PhD Students (%)
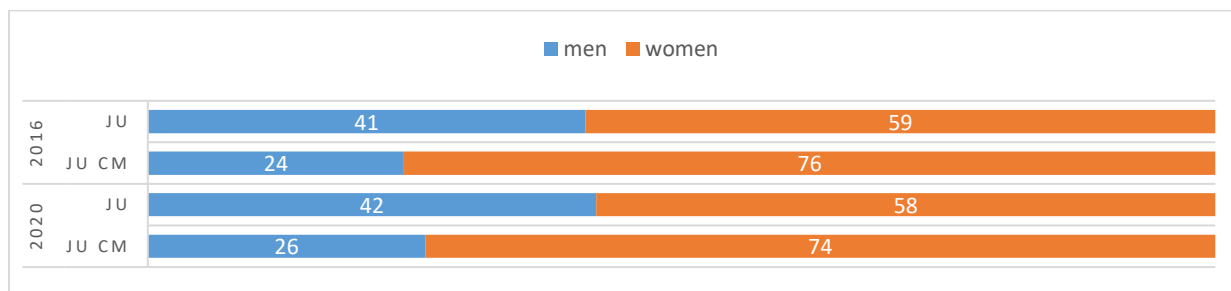
While the biggest overrepresentation of female doctoral students was in medical and health sciences, women outnumbered men in all represented areas of study (there are no doctoral programmes in engineering and agricultural sciences). Between 2016 and 2020 the proportions of women slightly lowered in all areas except for social sciences, where there were no changes. As there is incompatibility between data on staff and doctoral students (the first category is split into faculties, the second – fields of science) it is impossible to compare these stages of an academic career.

Figure 1.14 UJ: PhD students in each area

Figure 1.15 UJ: Recruitment and career policies and measures

Neither in 2016 nor in 2020 there were any mentoring programs, gender targets in recruitment committees and policies on recruitment and gender balanced careers of academic and TA staff at the Jagiellonian University (including Medical College). In 2014 JU only implemented an anti-mobbing procedure.

Figure 1.16 UJ: Glass ceiling index for JU and JU CM ,2020
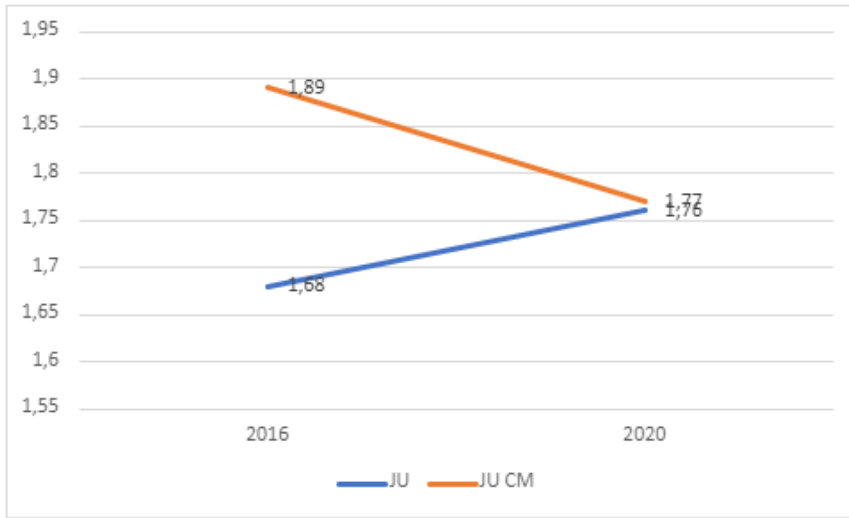
Figure 1.17 UJ: Glass ceiling index 2016-2020 by STEMM faculties (JU+JU CM)
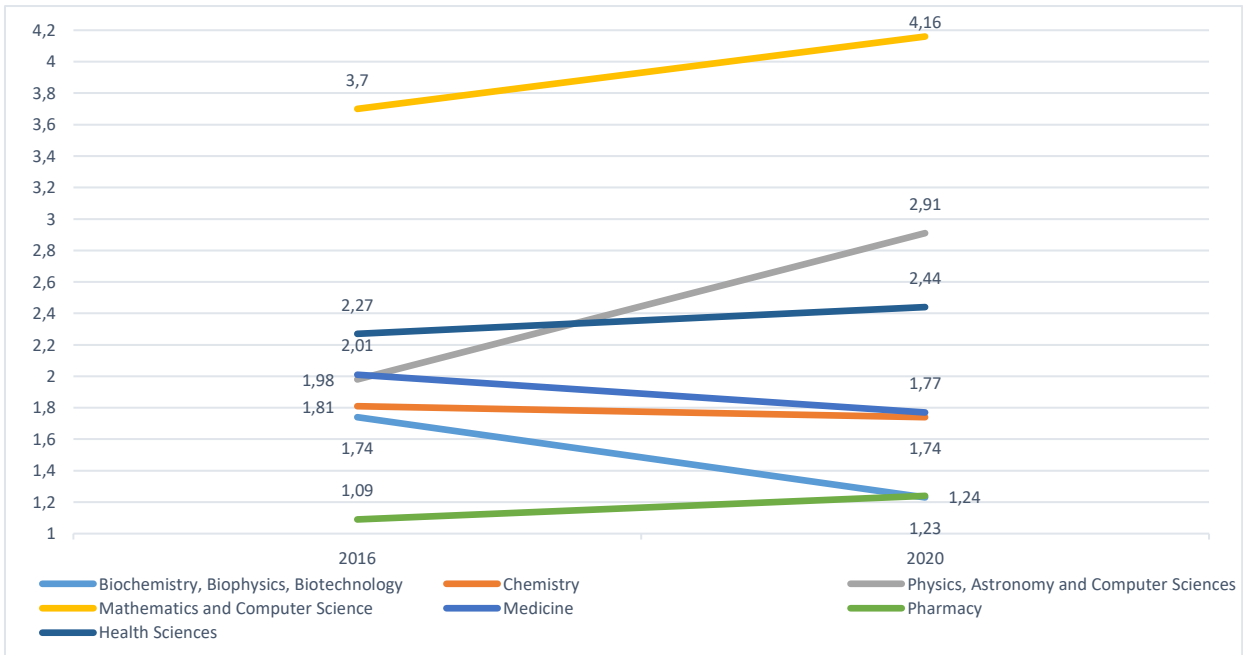
Figure 1.18 UJ: Glass ceiling index 2016-2020 by SSH faculties (JU)
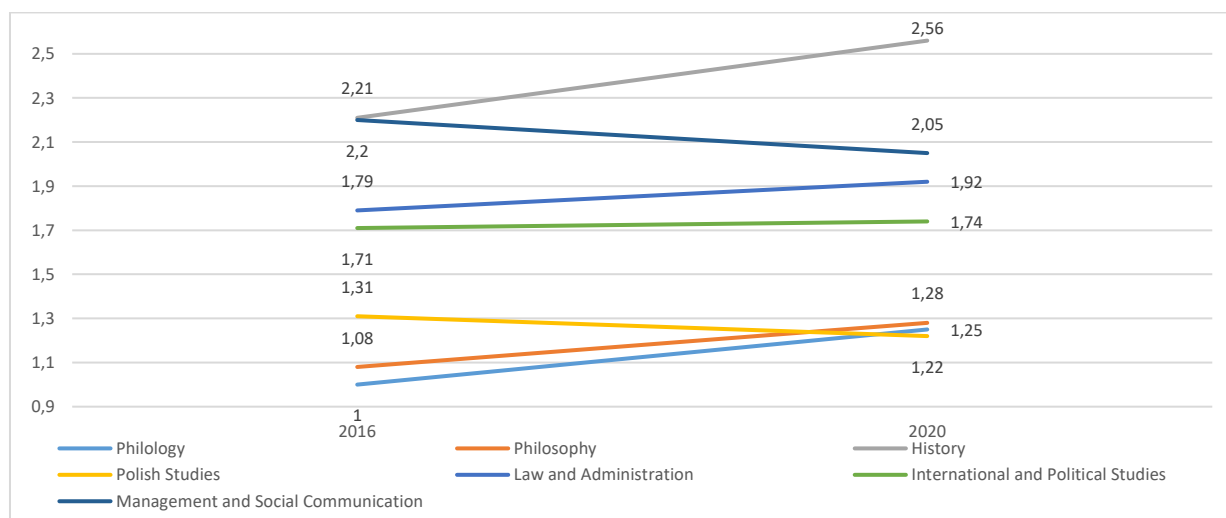
The Glass Ceiling Index (GCI) is a relative index comparing the proportion of women in A, B, and C academic positions with the proportion of women in the highest academic position (A) in a given year. The index can range from 0 to infinity. A GCI of 1 indicates that there is no difference between men and women, in terms of probability to reach grade A positions. Scores below 1 indicate that women are more likely to reach top position compared to men, while scores above 1 indicate the opposite, thus indicating the presence of a glass ceiling effect.

In 2020 JU and JU CM had comparable GCI values, that compared to 2016 were however lower for JU CM and higher for JU.

For STEMM faculties the GCIs were very much differentiated, with Pharmacy being in 2016 closest to gender equality in reaching grade A position and Maths and Computer Science on the other side of the spectrum, where glass ceiling was especially thick. In four out of seven faculties the GCI increased between 2016 and 2020, with the steepest rise in the case of Faculty of Physics, Astronomy and Computer Sciences. In three faculties the GCI was lower in 2020 compared to 2016 and the change was comparatively biggest at the Faculty of Biochemistry, Biophysics and Biotechnology. The analysis does not include the Faculty of Biology and the Faculty of Geography and Geology as these two units emerged from one Faculty of Biology and Earth Sciences in 2017 and data from 2016 and 2020 are not comparable.

Within the group of SSH Faculties the differences in the GCIs values were much lower, however still considerable. While at the Faculty of Philology there was gender equality in reaching grade A position in 2016, the thickest glass ceiling was observed in the faculty of History both in 2016 and 2020. Moreover, only in two Faculties there was a decrease in the GCI between 2016 and 2020 – the Faculty of Management and Communication Studies and the Faculty of Polish Studies. In the rest of the units, the GCI was higher in 2020 in comparison to 2016 and the most significant rise was observed in the Faculty of History.

Glass door index could not be calculated as the division between fixed-term and permanent positions is not as clear in Poland as it seems it is in Italy or other countries. While on one hand some assistant professors (with PhD) can have permanent positions (while most of them are on fixed-term), quite a big share of university professors (with habilitation) can be employed on a fixed-term contract. As we did not receive information on type of contract of each employee, we could not calculate the index.

1.5.3 Key area 3: Work life-balance

Figure 1.19 UJ: Work-life balance policies, services, and measures at JU (left) and JU CM

Jagiellonian University and the Medical College offer several work-life balances services and measures. At the JU campuses there are (the exact number has not been collected) lactation rooms or spaces and the students and employees have access to a nursery, run by the Foundation of Students and Graduates of Jagiellonian University "Bratniak" and co-financed by the Małopolskie Voivode (the representative of central government at the local level). The JU also provides (for employees whose income does not exceed a certain limit) subsidies for childcare in nurseries, kindergartens and other forms of pre-school education, as well as for care services provided by a day carer or nanny. Both at the JU and JU CM flexibility arrangements, namely the possibility to work remotely and part-time job, are in place, however there is no general policy to the adaptation of meeting times to care-related needs, although at least a few Faculties introduced this measure on their own. While the university does not organize summer camps, both JU and JU CM subsidise summer and winter vacation for the employees and their children. Both JU and JU CM also subsidise sport programme organised by external provider. Only recently both institutions started subsidizing additional private health insurance for their employees.

Concerning child bonus, JU does not directly give money to staff with children; rather, it is a national policy in place, calculated as a monthly benefit paid directly to one of the parents. The sums presented in the charters refer to yearly Christmas child bonus understood as an equivalent for a Christmas present.

Figure 1.20 UJ: Parental leaves out of total staff at JU (left) and JU CM in %
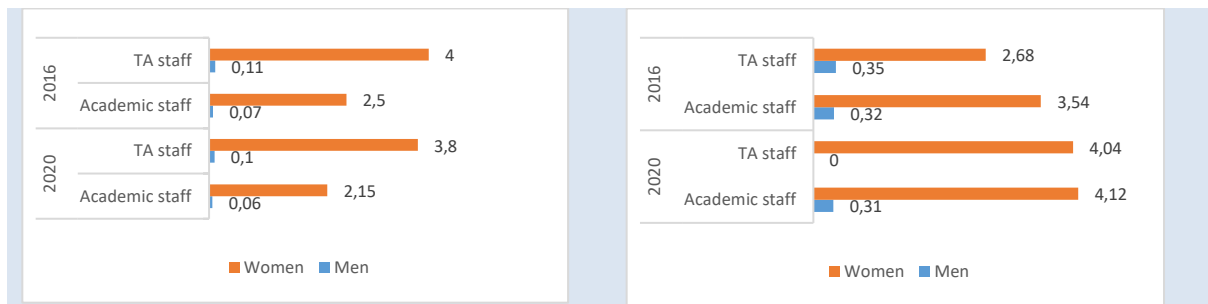
As the information on the number of staff with children is not available, we calculated the percentage of parental leaves out of total staff at both JU and JU CM. We took into consideration all forms of leave due to childcare. They include: maternity leave, paternity leave, parental leave and unpaid extended parental leave. We can see that in JU, compared to 2016, both academic staff and technical and administrative staff benefitted less from parental leaves in 2020, especially in the case of women. In JU CM women employed at both academic and TA positions benefited more in 2020 than in 2016, while the opposite is true for men. The share of men benefitting from paternity and parental leave is minimal at both JU and JU CM.

1.5.4 Key area 4: Research and teaching

Research

Figure 1.21 UJ: Research centers in gender studies

Concerning research center, the Department of Intersectional Social Research represents a unit within the Institute of Sociology operating since 2002 (previously as the Department for Population Research). Feminism and gender studies are important research and teaching areas of the unit. The department's activities are reflected in numerous research projects (recently including: MIC. Men in Care: Workplace support for caring masculinities, EaSi Progress and ACT: Communities of Practice for Accelerating Gender Equality and Institutional Change in Research and Innovation across Europe, Horizon 2020), conferences (e.g. Gender in Polish society, Gender-economics-migration, Academic Feminist Congress, Women's Utopias in Action) and cooperation with international institutions and universities in Europe and the USA.

Unfortunately, we do not have data about research before 2018, hence every data presented here is relative to 2020 only. Additionally, having only data on principal investigators, we cannot elaborate on gender composition of research teams.

Figure 1.22 UJ: Research fund applicants and beneficiaries at JU and JU CM (2020)
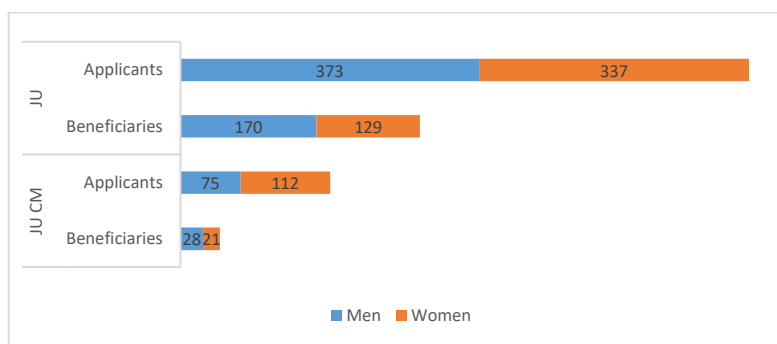
Figure 1.23 UJ: Total research funds by gender at JU and JU CM (2020)
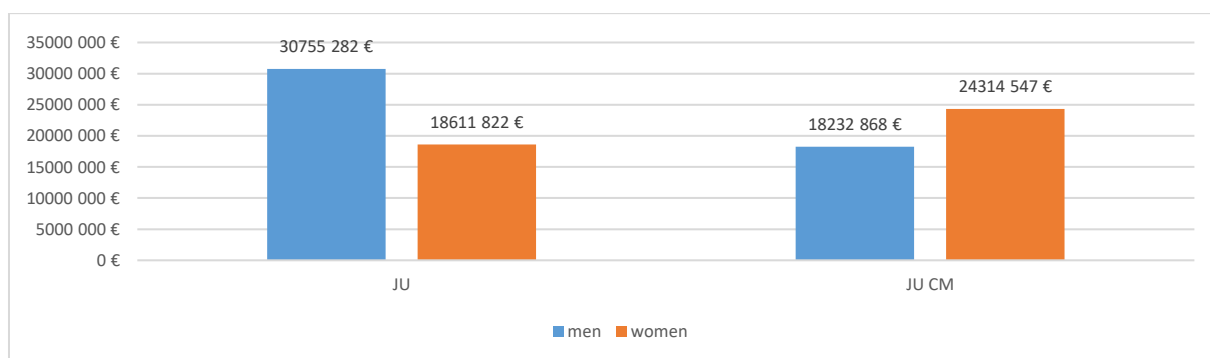
Gender composition of research fund applicants at JU and JU CM corresponded with the proportion of men and women among the academic staff (women constituted 48% of staff and 47% of applicants at JU and 59% of staff and 60% of applicants at JU CM). However, the share of women among beneficiaries was smaller and stood at 43% at both JU and JU CM. As noted in the Figure 1.23 UJ, at JU the share of research funding for projects led by women was even smaller as it constituted around 38% of total amount. At JU CM there was a reverse tendency, as projects led by women received around 57% of the total research funding.

Figure 1.24 UJ: Funding success rates by gender and research programme type (2020)
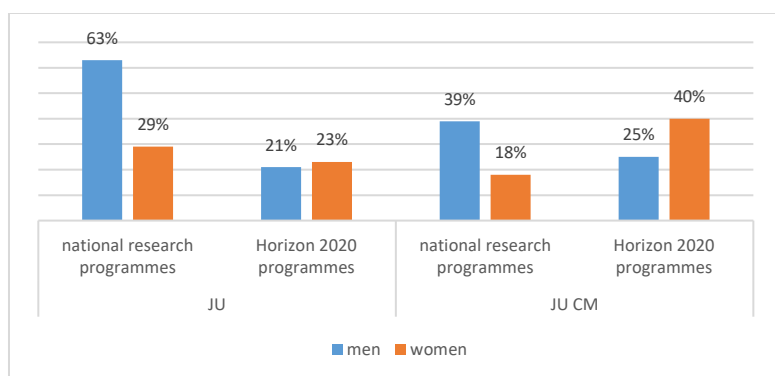
Both at the JU and JU CM, funding success rates were considerably higher for men than for women in national research programmes (over twice as high at JU and twice as high at JU CM) and higher for women than for men in Horizon 2020 programmes (10% higher at JU and 60% higher at JU CM).

Teaching

Selected study programmes, including law (at Faculty of Law and administration) biophysics (Faculty of Biochemistry, biophysics and biotechnology), pharmacy and laboratory medicine (Faculty of Farmacy), psychology (Faculty of Philosophy and Faculty of Management) and medicine and dentistry (Faculty of Medicine), are long-cycle (which mean they are not split into undergraduate/bachelor and graduate/MA studies, they last for 5-6 years). They have been included in the category of MA studies. Only full-time studies are included (Students from part-time/extramural studies not included).

Figure 1.25 UJ: Gender distribution of Bachelor and Master students for each area at JU
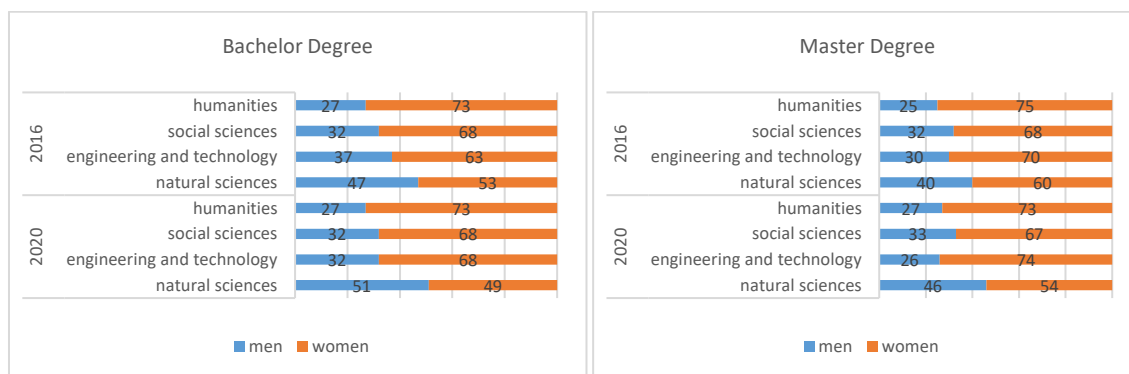
Figure 1.26 UJ: Gender distribution of Bachelor and Master students for each area at JU CM
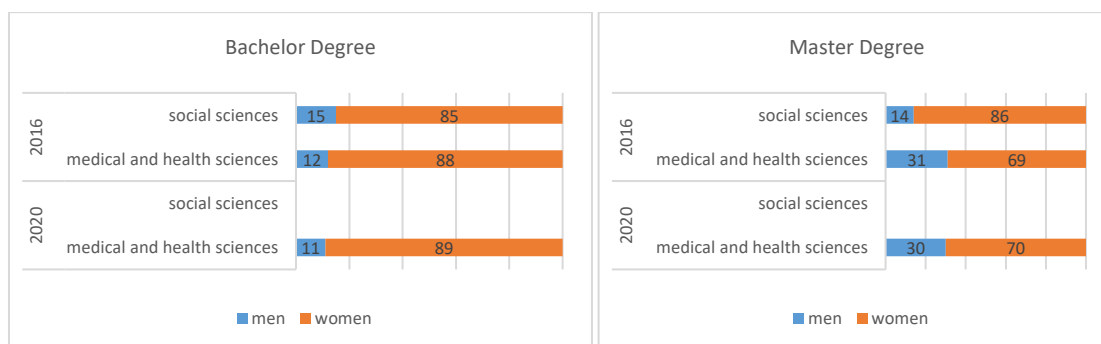
Figure 1.27 UJ: Gender distribution of Bachelor students for STEMM (JU + JU CM) and SSH (%)
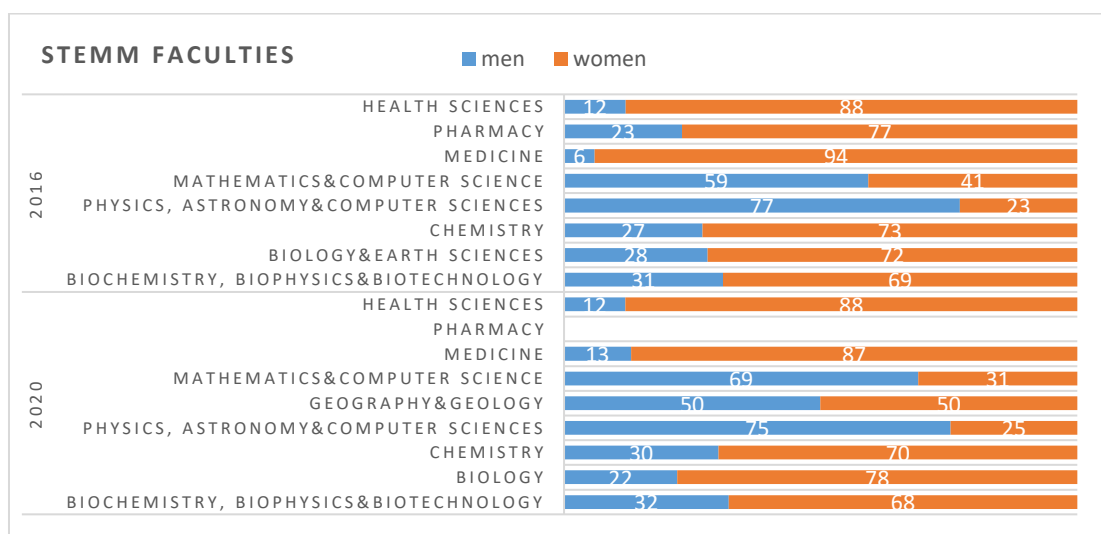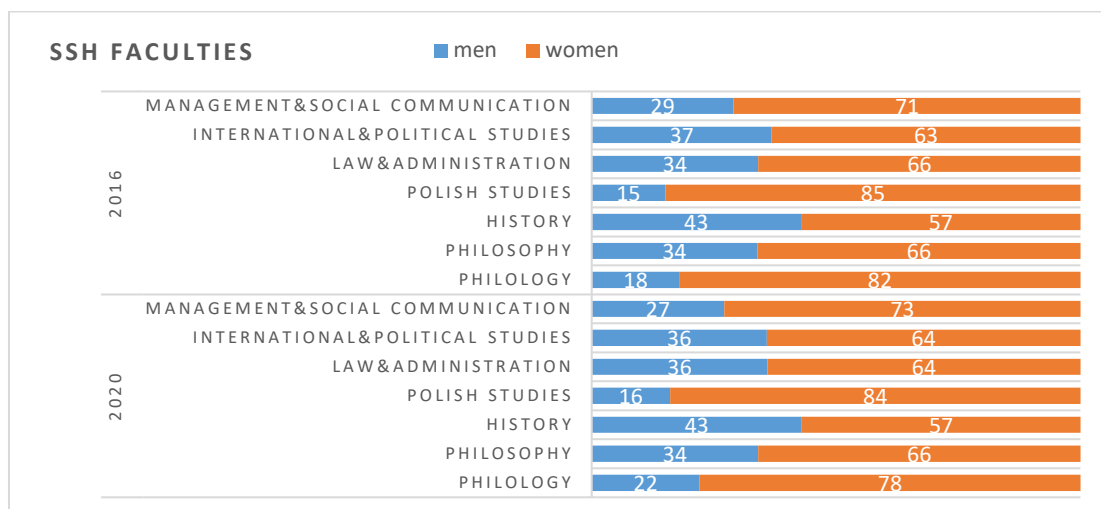
Figure 1.28 UJ: Gender distribution of Master students for STEMM (JU + JU CM) and SSH (%)
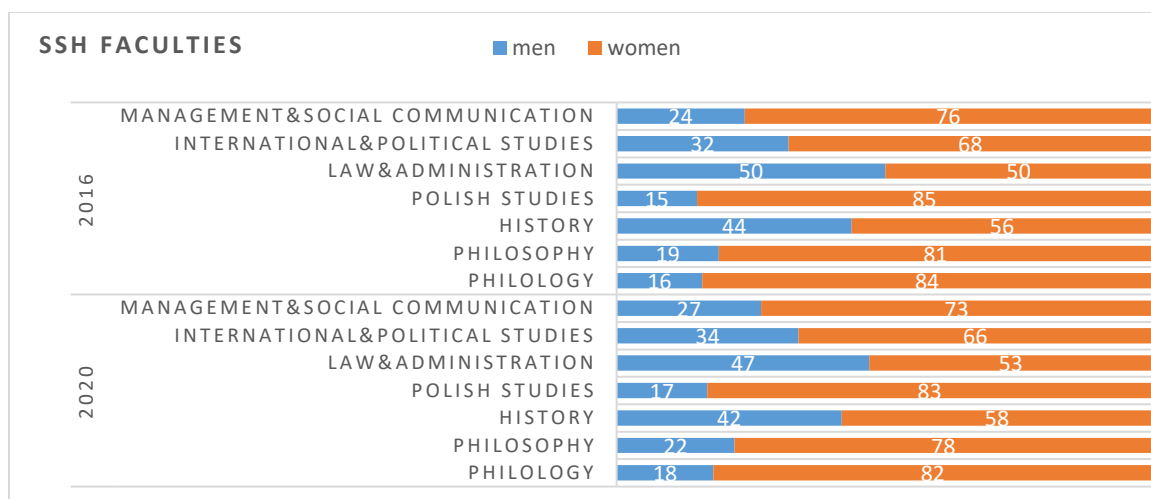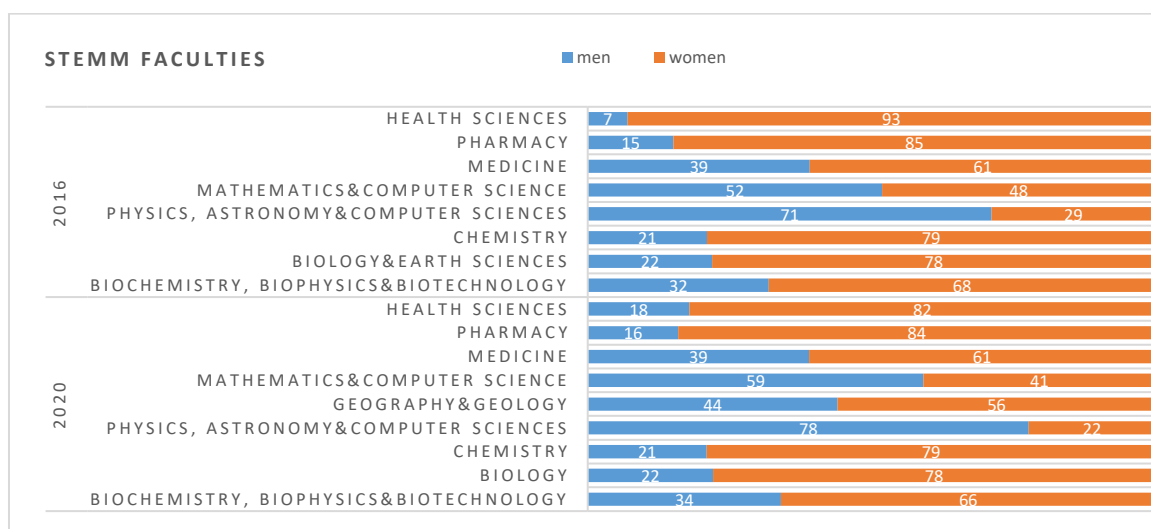
Not all fields of education are represented in JU and JU CM. At JU, while there are no courses in agricultural sciences, engineering and technology are represented almost exclusively by one major, that is chemical and process engineering taught at one of the Faculties. JU CM has mainly study programmes in medical and health sciences and only few interdisciplinary courses that were classified as social sciences in 2016 and as medical and health sciences in 2020. With the exception of natural sciences, where there is 60-40 gender balance, all other general areas of studies were feminized, both

at JU and JU CM, both at the Bachelor and Master degree (Figures 1.25 UJ and 1.26 UJ). Areas with the strongest overrepresentation of women included medical and health sciences at Bachelor studies, social sciences at JU CM and humanities at Bachelor and Master studies. Between 2016 and 2020 there was an increase of the proportion of women among engineering and technology students and decrease of their share among the students of natural sciences at both Bachelor and Master degree. In Master's degrees the shares of women were either equal or higher compared to Bachelor's degree in all areas of studies, with the exception of medical and health sciences at JU CM.

A more detailed and diverse picture give Figure 1.27 UJ and 1.28 UJ illustrating gender distribution of students at each faculty. They demonstrate considerable differences within both STEMM and SSH groups of disciplines. In STEMM while programmes in physics and astronomy are male-dominated, not only pharmacy and health programmes, but also biology and chemistry are heavily female-dominated. In SSH, while most programmes have overrepresentation of female students, the numbers of history as well as law and administration students are gender-balanced.

Figure 1.29 UJ: Number of BA and MA students for each area at JU
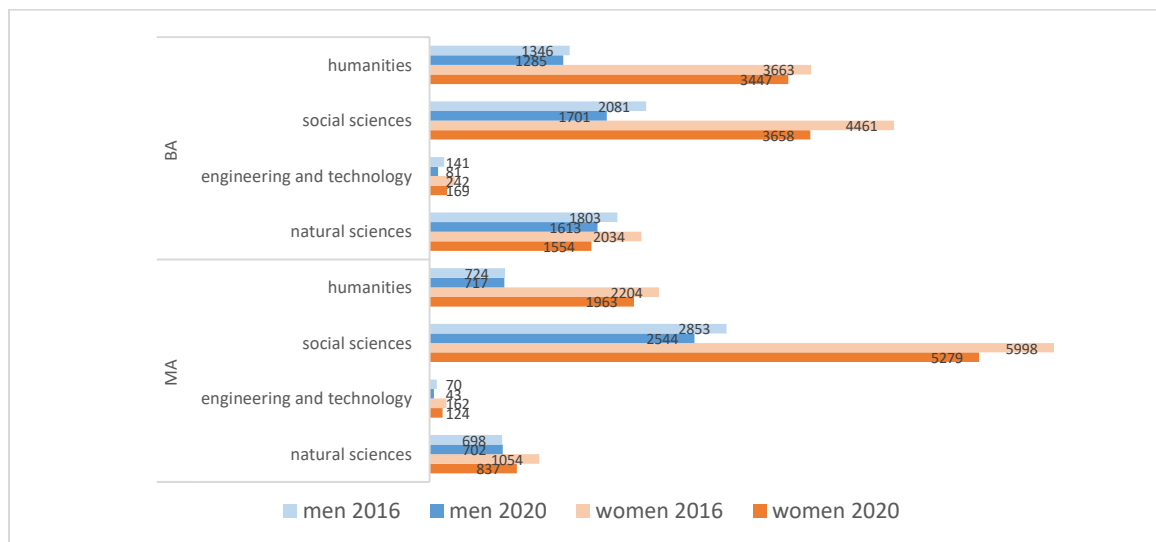
Figure 1.30 UJ: Number of BA and MA students for each area at JU CM
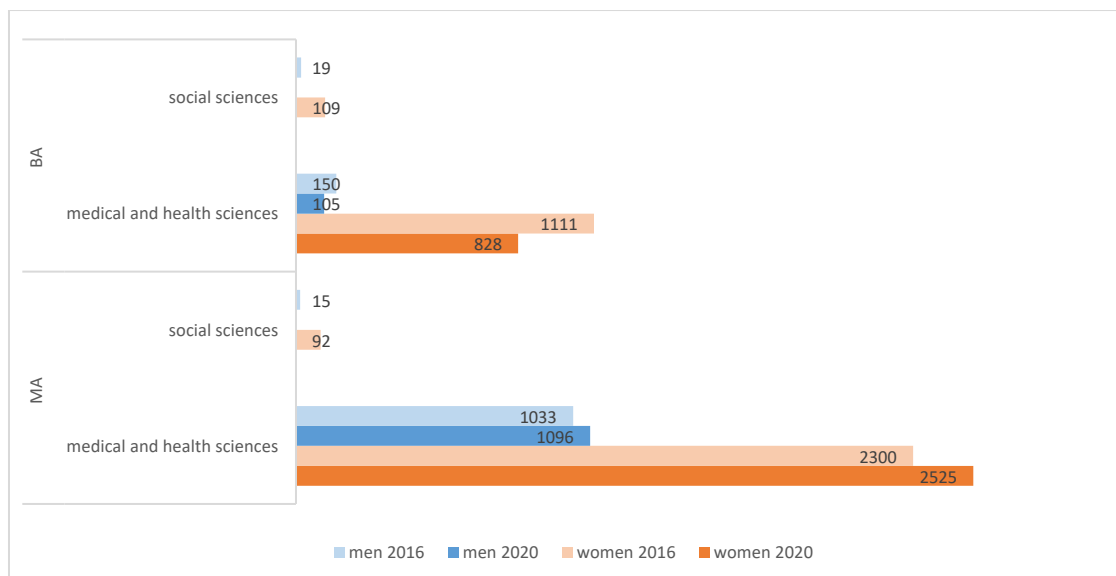
Figure 1.31 UJ: BA graduations percentage, total and in time for each Faculty in 2020 (%)
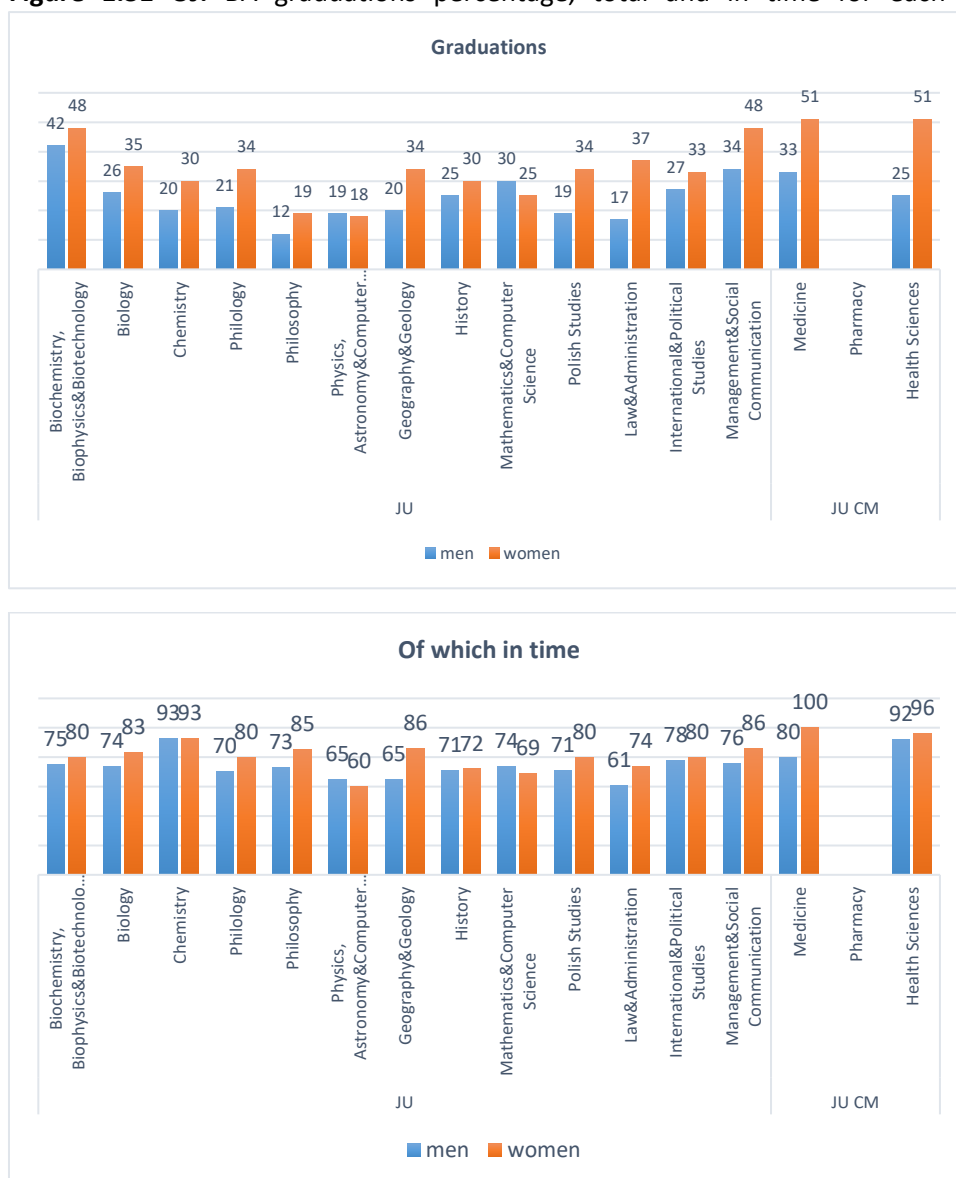
Data concerning graduations have been calculated by summing, respectively, the amount of women and men who graduated in every relevant Faculty and then we divided the total by the amount of enrolled men and women in the same Faculty. This means that the percentage show the rate of people in a specific Faculty who graduated, compared to the total people enrolled in the same Faculty. Graduates of long-cycle studies are included in the group of graduates of MA programmes. There is no data for 2016.

Data for the graduations in bachelor's degree show some gender differences. In most Faculties larger percentage of women than men graduated, with the exception of the Faculty of Physics, Astronomy and Computer Sciences and the Faculty of Mathematics, where more men than women graduated. The widest gender gaps in graduations were observed in the Faculties of Health Studies, Law and Administration and Medicine.

Success rate was calculated by dividing the total number of men and women, respectively, who graduated in time in each Faculty, by the amount of men and women graduates in each Faculty. We can see that in most Faculties larger percentages of women than men graduated in time, with the

exception of Faculty of Chemistry, where there was the same rate, and Faculty of Physics and Faculty of Mathematics, where more men than women graduated in time.

Figure 1.32 UJ: MA graduations percentage, total and in time for each Faculty in 2020 (%)

Concerning master's degrees, women usually graduated more than men, except for Faculty of History; where rates were the same and the Faculty of International and Political Studies, where more men than women graduated. The widest gender gap was observed in the Faculty of Biochemistry, Biophysics and Biotechnology..

In most Faculties larger percentages of women than men graduated in time, with the exception of Faculties of History, Mathematics and International and Political Studies, where more men than women graduated in time.

To conclude, figures below show the gender scissors, that is the gender distribution within career stages, from BA students to full professors at JU and JU CM.

Figure 1.33 UJ: Gender scissors for academic staff, including students at JU (%)
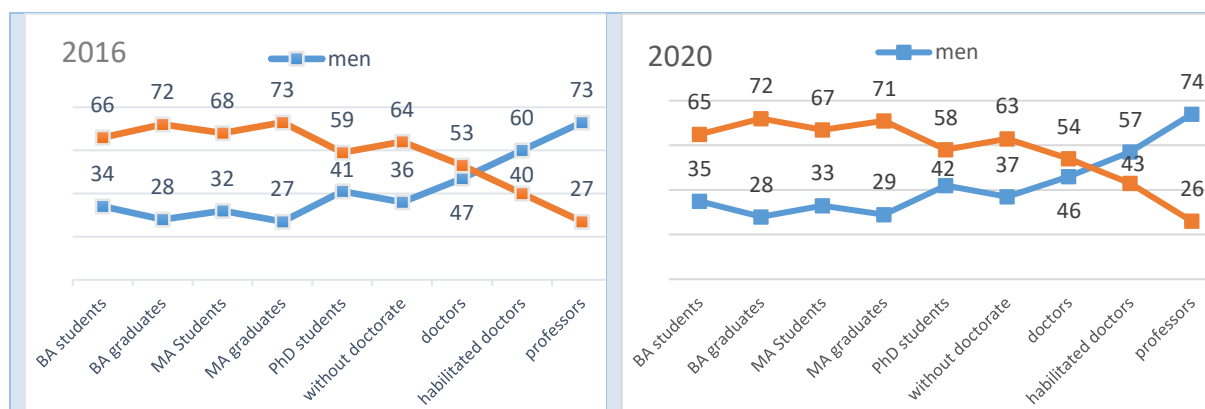
Figure 1.34 UJ: Gender scissors for academic staff, including students at JU CM (%)
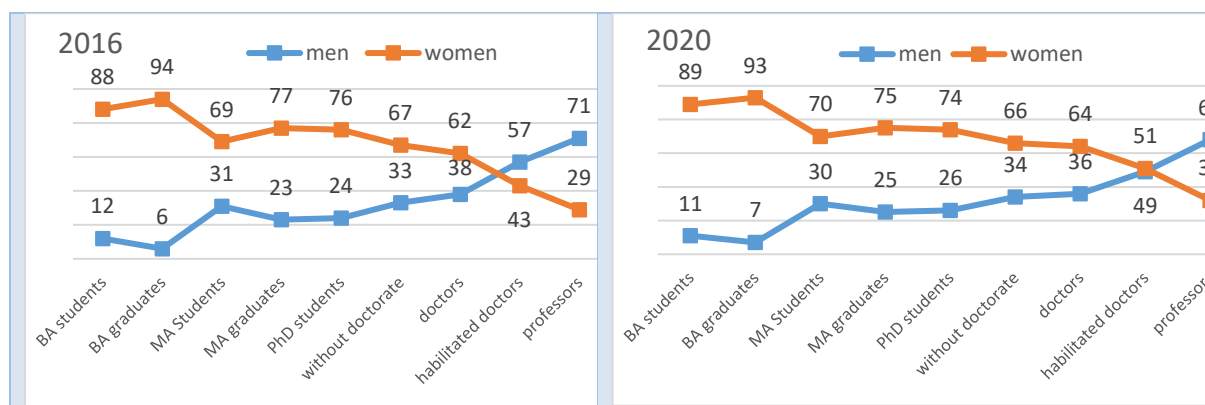
At both JU and JU CM women numerically dominated among students and graduates of Bachelor and Master levels and the proportions of female graduates were higher than the shares of female students at both levels. Women constituted as well majorities at the doctoral level, however at JU their proportions were significantly lower than at previous stages. While at both JU and JU CM the shares of women among academic staff declined considerably at higher positions in academia, at JU there was gender balance among PhD academics and the gap widened at successive stages of scientific careers, at JU CM in 2020 gender balance was reached at the level of habilitated doctors and the gap widened only at the level of full professors. Between 2016 and 2020 there were some changes in male and female proportions at successive stages, most of them were however slight. At JU while there was a decrease in the proportions of female BA students, MA students and graduates, PhD students, academic staff without doctorate and full professors, the shares of female doctors and habilitated doctors increased. AT JU CM there was a decrease in the proportions of female BA and MA graduates, PhD students and academic staff without doctorate. However, the shares of female BA and MA students, doctors, habilitated doctors and full professors increased, with the biggest rise of the share of female habilitated doctors.

Due to different formats of data on PhD students and academic staff we do not present gender scissors for particular faculties or areas.

1.5.5 Summary towards a self-tailored GEP

The summary focuses on the possible GEP interventions at successive areas.

Key area 1:

- Support better gender composition of decision-making bodies, such as:
    - the position of rector, which historically has always been male;
    - Rector's College, Faculty Deans and Chairs of Research Discipline Councils; however, gender gaps correspond (more less) with the gaps in habilitated doctors and full professor positions, which are usually the ones eligible for holding these positions;
- Implementation of gender sensitive language and images use.
- Introduction of trainings on gender sensitive issues dedicated for decision makers (including research team leaders), selection committees and public communication officers.
- Revising the rules for governing boards and committees, clearly stating the targets for their gender-balanced composition.
- Implementing anti-discrimination (including anti-sexual harassment) procedures. Establishment at each administrative unit positions responsible for equal-treatment.

Key area 2:

- While there is gender balance among technical (scientific-technical and engineering-technical) staff, administrative positions are heavily female-dominated, also at the highest posts.
- Academic staff is more problematic, and while since 2016 the number and proportion of female academics had slightly increased, we could observe a leaky pipeline which especially worsened in the passage from doctors to habilitated doctors and then to full professors at JU and from habilitated doctors to full professors at JU CM. This calls for a study on hiring and promotion processes in every Faculty. The first step would be to gather sex-disaggregated data on promotions to successive positions.
- Designing and implementation of mentoring programs, which are lacking at JU and JU CM.
- Starting discussion on introducing gender targets in recruitment committees and policies on recruitment and advancement of academic staff.
- Further data gathering, including on gender pay gap, based both on regular salary and salary supplements, which could shed light on gender imbalance not only between lower and higher positions, but also between positions of the same level

Key area 3:

- Quite a few work-life services and measures are present; however, there is a need to verify whether lactation rooms are available at each faculty, to what extent one nursery located far from one of the JU campuses ensures that the needs of students and employees who are parents are met. There might be as well a need to centrally implement the adaptation of meeting times to care-related workers' needs.
- Speaking of flexible working arrangements (including part-time job and remote working), specific resources should be allocated to the monitoring of this indicator, considering that care work, both for TR and TA staff, could become even more invisible and automatically thrusted upon women.
- Introduce awareness raising activities (trainings, workshops, information materials, etc.) promoting paternity and parental leaves among male employees, including both academic and administrative/technical staff.

Key area 4:

- There is a need to allocate specific resources to investigate the current extent of research and teaching including sex and gender dimensions: this amounts to numbers of MA and PhD theses and scientific publications as well as numbers of courses at different levels of education (BA,

MA, PhD) including gender perspective. We should as well consider introducing awareness raising activities addressed to academic teachers on the importance of integrating gender dimension in curricula and teaching methods.

● We need to further monitor applicants and beneficiaries for research funding and additionally include data on the gender composition of research teams. For better understanding gender gaps in success rates it is useful to monitor data by career stages and academic disciplines and/or Faculties.

● For students, initiatives about career counselling could prove useful, especially in the Faculties with the biggest gender imbalances. At the same time, mentoring programs could prove useful, in order to stress the importance of networking and starting to create relationships between students and academics.

1.6 University of Belgrade, Serbia (ETF)

1.6.1 Key area 1: Leaders and institutions

Figure 1.1 ETF: Gender composition of decision making bodies
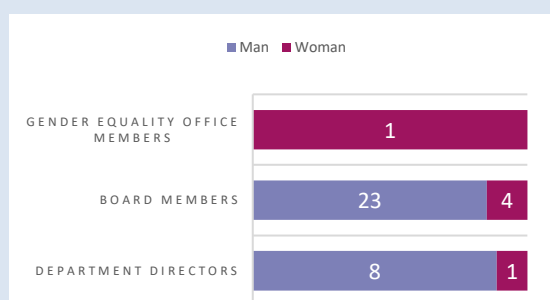
Figure 1.2 ETF: gender composition of recruitment and promotion committees in 2020
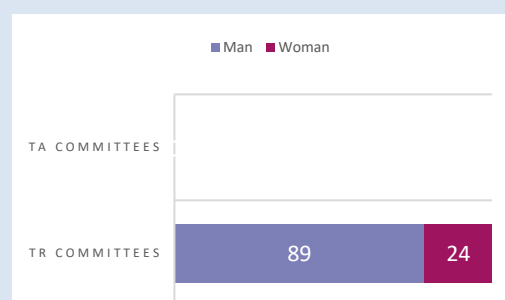
Decision making bodies as well as TR committees at ETF were quite male-dominated in 2020. Moreover, the Dean was a man, as well as all four Vice-deans. When it comes to the TA staff, there is no committee in charge of their recruitment and promotion. Regarding TR committees, they are composed of all employees who are performing teaching activities, thus the numbers can change only as a consequence of having more female staff. Precisely, the decision about hiring or promoting TR staff needs to be voted by the majority of teaching staff. The Dean of ETF has nominated one of the TA staff at ETF to be in charge of gender equality issues, which is performed under the Gender Equality Plan that stands at the level of the University of Belgrade.

Figure 1.3 ETF: Gender sensitive language and images use

Figure 1.4 ETF: Training on gender issues

	2020
POLICY	✗
MISSION	✗
VISION	✗
STRATEGY DOCUMENTS	✗
MARKETING AND OUTREACH MATERIALS	✗
AGENDA ON THE WEBSITE	✗
JOB ADVERTISEMENTS	✗

	2020
SELECTION COMMITTEES	✗
HUMAN RESOURCES	✗
DECISION MAKERS	✗
PUBLIC COMMUNICATION OFFICERS	✗

Figure 1.5 ETF: General management policies and initiatives

	2020
COLLECTION OF GENDERED DATA AND REPORT PUBLICATION	✗*
TARGETS FOR WOMEN IN GOVERNING BOARDS AND COMMITTEES	✗
TARGETS FOR WOMEN APPLYING AS MANAGERS OR HIGH-LEVEL STAFF	✗
PROTOCOL FOR SEXUAL HARASSMENT AND GENDER-BASED VIOLENCE	✗*
AWARENESS-RAISING EVENTS AND AWARENESS-RAISING EFFORTS	✓
EXISTING GENDER EQUALITY PLAN (E.G., POSITIVE ACTION PLAN)	✗*
MENTION OF GENDER EQUALITY IN OFFICIAL DOCUMENTS	✗
SUSTAINABILITY BUDGET INCLUDING GENDER EQUALITY ISSUES	✗
SUPPORT MATERIALS CONCERNING GENDER EQUALITY ISSUES	✗
EXISTING DIRECTORY OF RESOURCES ABOUT GENDER	✗

At ETF, there is no official document that considers gender sensitive language or gender-sensitive images. Moreover, no trainings regarding gender issues exist so fara. While the gendered data is collected, it is not accompanied by a report or a publication. At the level of the University of Belgrade (UB), of which ETF is a part, there is a Gender Equality Plan, however, it is not tailored to each individual institution that is a part of it, and it relates mostly to the Rectorate of the UB itself, which is a separate legal body (as well as all faculties that compose the UB). Therefore, each individual entity that is a part of the UB, including the ETF, is adopting its own GWP. In 2020, there was no policy addressing sexual harassment, but in 2021 the UB adopted one. The only bright spot in this regard is a national conference PSSOH, which has a session dedicated to the role and representation of women in engineering.

1.6.2 Key area 2: Recruitment and career progress

Figure 1.6 ETF: Gender composition of TA staff
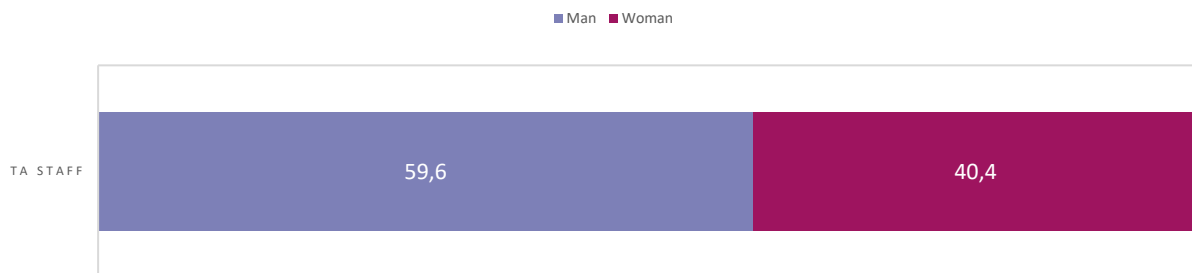
Non-academic staff at ETF is well gender balanced. Compared to the EU countries, there is no major segregation at the levels B, C, D, EP.

Figure 1.7 ETF: Gender composition of TR staff (absolute numbers)
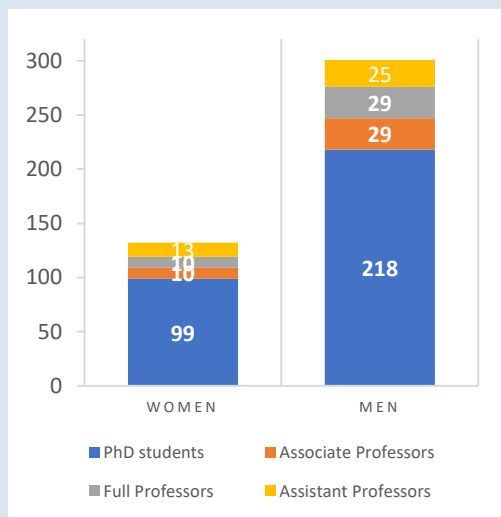
Figure 1.8 ETF: Gender composition of TR staff (percentages)
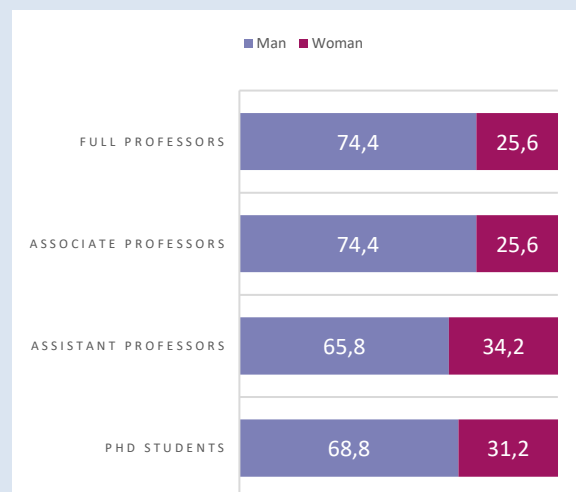
Concerning academic staff, the gap is significant, even at the early-stage academic levels, and it is even further widening for the top positions.

Figure 1.9 ETF: Percentage of women in TR staff by scientific area and role (2020)
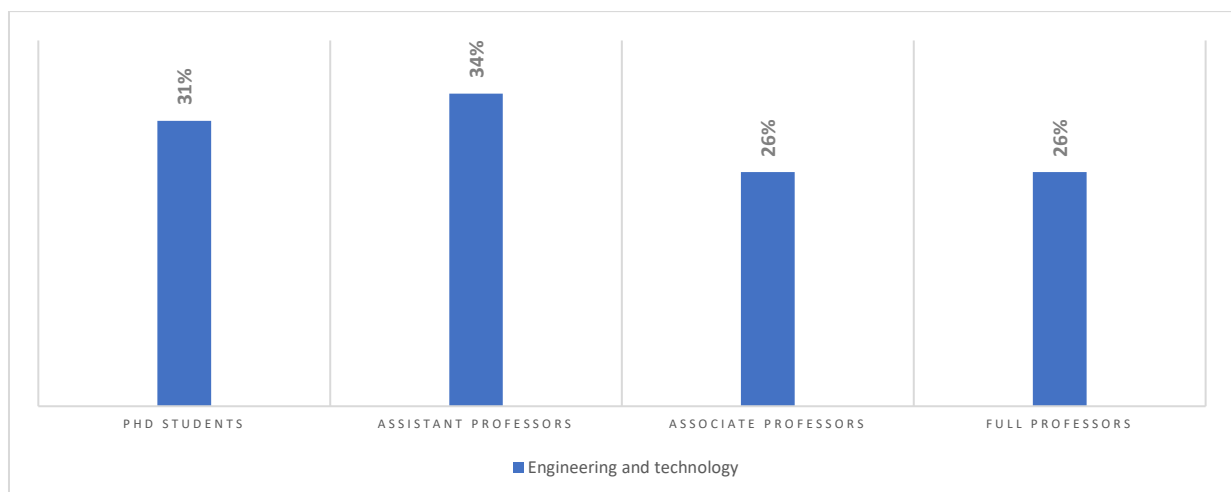
Table 1.1 EFT: Absolute numbers of women and men in TR staff by area and role

		PhD students		Assistant professors		Associate professors		Full professors	
		M	W	M	W	M	W	M	W
2020	Engineering and technology	218	99	25	13	29	10	29	10

Next, we present the "gender scissors" for the TR staff, which is comprised of the level of Ph.D. students, among which are Teaching Assistants (TAs), then the next level of Assistant Professors, who have obtained their Ph.D., and finally Associate and Full professors.

Figure 1.10 EFT: gender scissors for TR staff
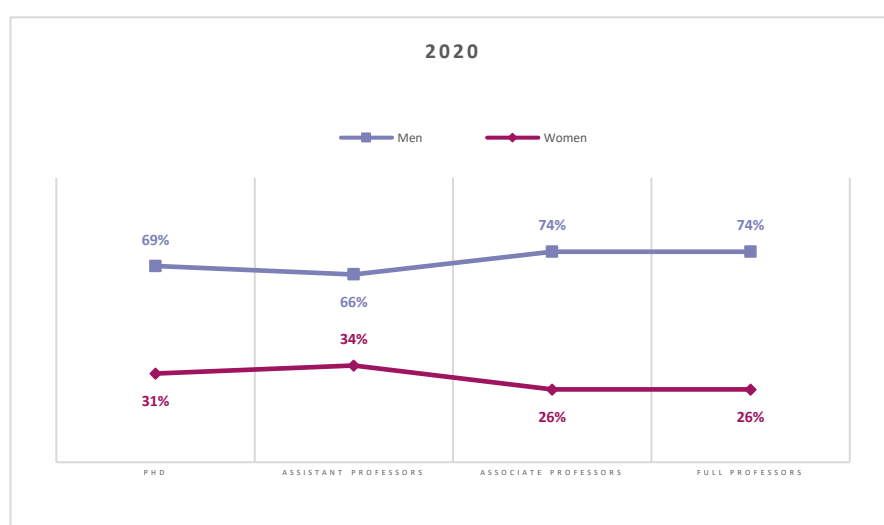
As previously stated, women are minority along all levels. One can observe an increased percentage of female Assistant Professors compared to the Ph.D. students, which can be explained by the fact that male Ph.D. students tend to go to industry after finishing doctoral studies, due to more competitive salaries in that sector. On the other hand, female Ph.D. students seem to prefer a more stable job in academy, and, thus, proceed to the Assistant Professor posts and other positions in academia.

Figure 1.11 EFT: Recruitment and career policies and measures

Currently there are no mentoring programs at ETF.

Figure 1.12 EFT: Average salary and job seniority of TA STAFF

This data was not available.

Figure 1.13 EFT: Average salary and job seniority of TR STAFF
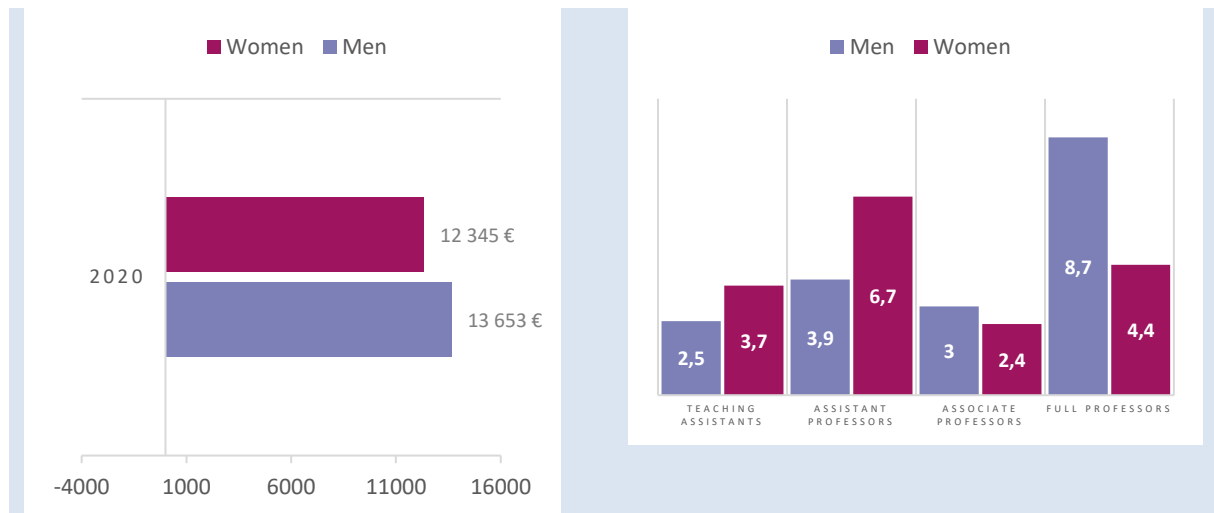
Regarding the TR staff, men at ETF earned more than their female colleagues in 2020. The average reported excludes PhD students who are not working as Teaching Assistants.

Concerning average job seniority, there are several interesting phenomena. First, the number of years that female staff spend at the position of Assistant Professor is significantly higher compared to their male colleagues. This occurs since in this time women usually conceive a family and spend more time with children. Secondly, regarding Full Professors, men have twice larger job seniority, which points out that men sooner become Full Professors than women.

Figure 1.14 EFT: Promotion rates of TR staff
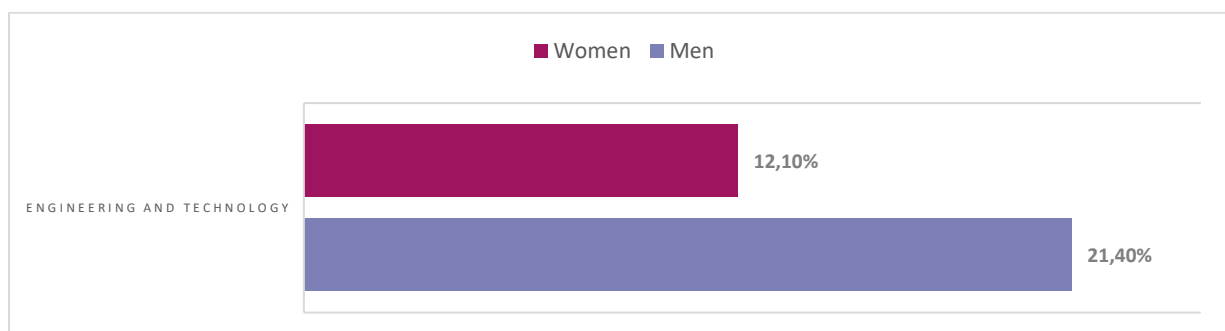
Promotion rates were calculated by adjusting the total number of women and men at each level, which reflects the situation at the end of the year, accounting for the number of people who got promoted: thus, we added or subtracted to the total accordingly. We computed the average of promotions across all levels, including those that did not have promotions. Predictably, men tend to be promoted more than women.

The Glass Ceiling Index (GCI) is a relative index comparing the proportion of women in academia (A, B, C) with the proportion of women in the highest academic position (A) in a given year. For ETF, the positions were intended as follows: position A are Full Professors, position B are Associate Professors, position C are Assistant Professors. In 2020, Glass Ceiling Index for ETF was 1.11. The index can range from 0 to infinity. A GCI of 1 indicates that there is no difference between men and women, in terms

of probability to reach grade A positions. Scores below 1 indicate that women are more likely to reach top position compared to men, while scores above 1 indicate the opposite, thus indicating the presence of a glass ceiling effect.

The Glass Door Index (GDI) is a relative index defined as the ratio between the proportion of women performing research in academia in fixed-terms positions and in early position of academic stabilization (for ETF: Assistant Professors) and the proportion of women in an early position of academic stabilization (for ETF: PhD students) in a given year. In 2020, Glass Door Index for ETF was 1.1. The index can range from 0 to infinity. A GDI of 1 (or less) indicates that the percentage of women in the first stable position is stable (or growing) compared to the percentage of women in fixed-term positions; conversely, a value above 1 indicates the presence of a glass door effect, that is, an obstacle that restricts women's access to the first stable positions.

1.6.3 Key area 3: Work life-balance

Figure 1.15 EFT: Work-life balance policies, services, and measures

ETF severely lacks work-life balances services and measures. Except for the cantine, where an external company delivers lunch to the ETF staff, there is no other service.

Flexibility arrangements are not adjusted at the level of ETF, but instead left to the departments.

Concerning child bonus, ETF does not directly give money to staff with children; instead each New Year, candies and toys are given to small children.

Figure 1.16 EFT: Parental leaves out of total staff with children
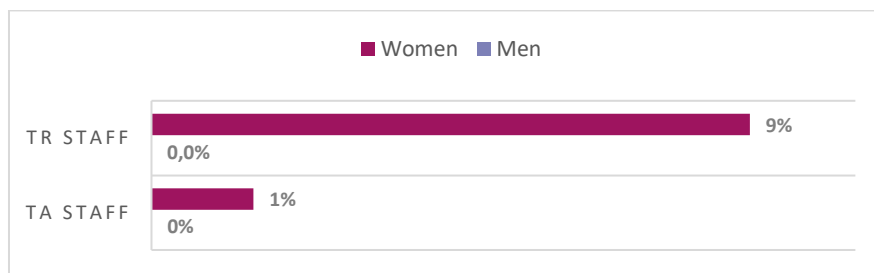
We can see that no male TR staff or TA staff took a parental leave at 2020. However, we have to take into account that, usually, teaching staff do not ask for parental leaves.

1.6.4 Key area 4: Research and teaching

Research

ETF does not track applicants for funding, but only the beneficiaries, thus we cannot calculate the success rate for funding. Moreover, there is no aggregated data on the research funds from different sources.

Figure 1.17 EFT: Research fund beneficiaries and total tenured staff (2020)
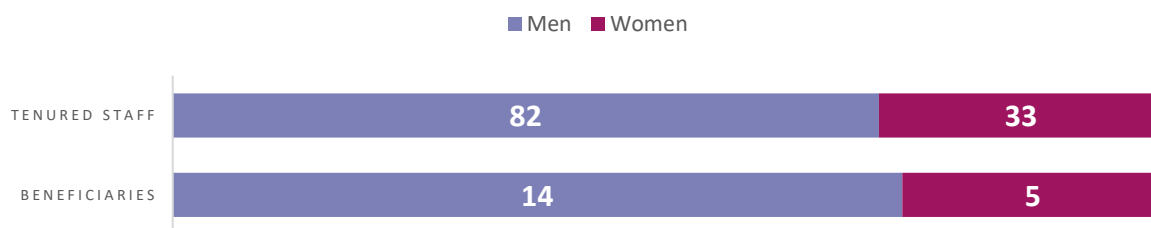
As already noted, men compose the majority of tenured staff. The number of beneficiaries is calculated as a number of principal investigators who got the project funding in 2020. A significant gap between women and men is evident. Finally, having only data on principal investigator, we cannot elaborate on the real composition of research teams.

Teaching

Figure 1.18 EFT: Gender distribution of BA and MA students
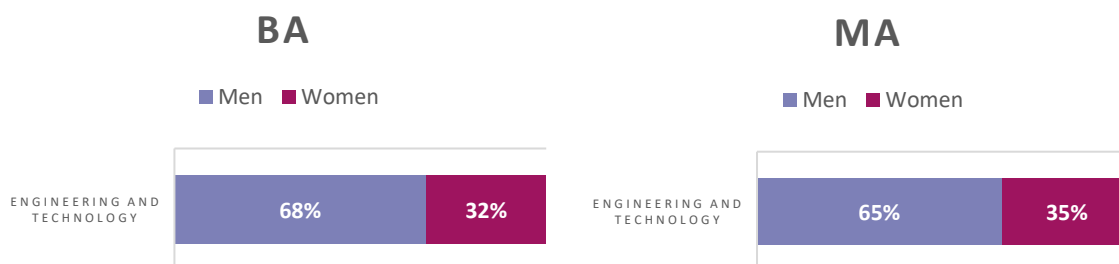
Concerning BA degrees, the rates follow the trend of TR staff, with female student comprising a third of the total number of students. Interestingly, there are more women at the MA level.

Figure 1.19 EFT: Number of BA and MA students
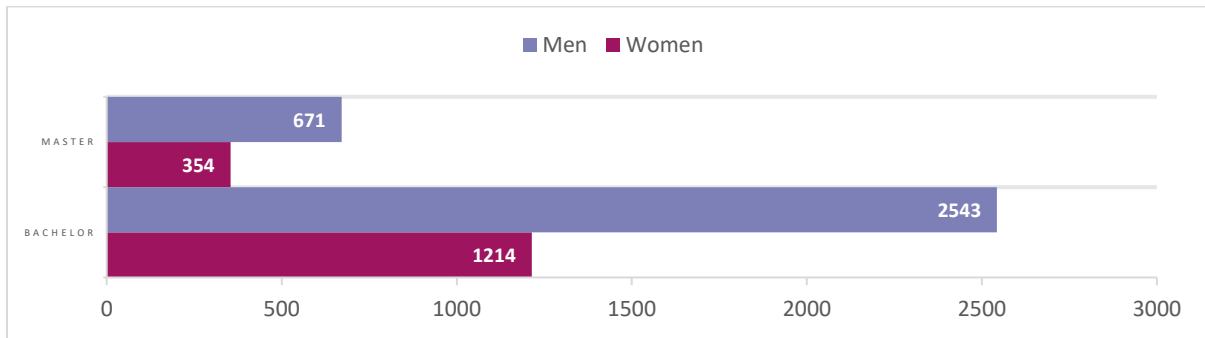
Figure 1.20 EFT: BA graduations in time percentage
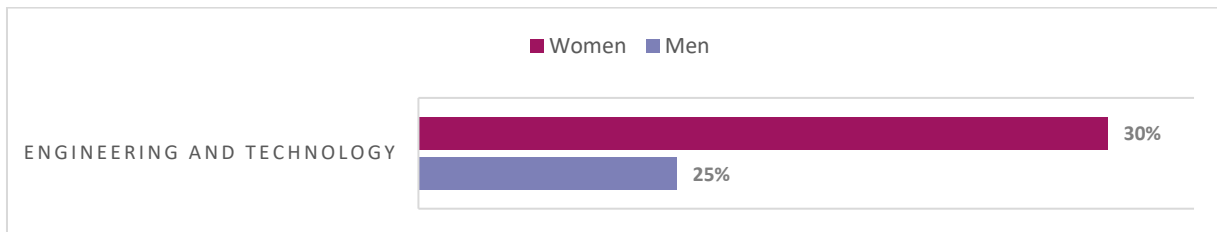
Data concerning BA graduations in time have been calculated by summing, respectively, the numbers of women and men who graduated in every relevant department in time and then we divided the total by the amount of enrolled men and women in the same area. This means that the percentage show the rate of people who graduated in time, compared to the total people enrolled in the same area.

Looking at data for the graduations in bachelor's degree, it is apparent that more women graduated in time.

Figure 1.21 EFT: MA graduations percentage, total and in time
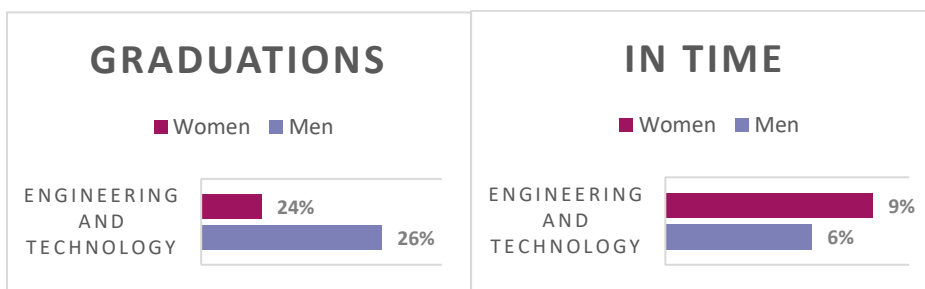
Concerning master's degrees, men usually graduated more than women, but women are those who were graduating in time.

To conclude, figures below show the gender scissors, that is the gender distribution within career stages, from BA students to Full Professors.

Figure 1.22 EFT: gender scissors for TR staff, including students
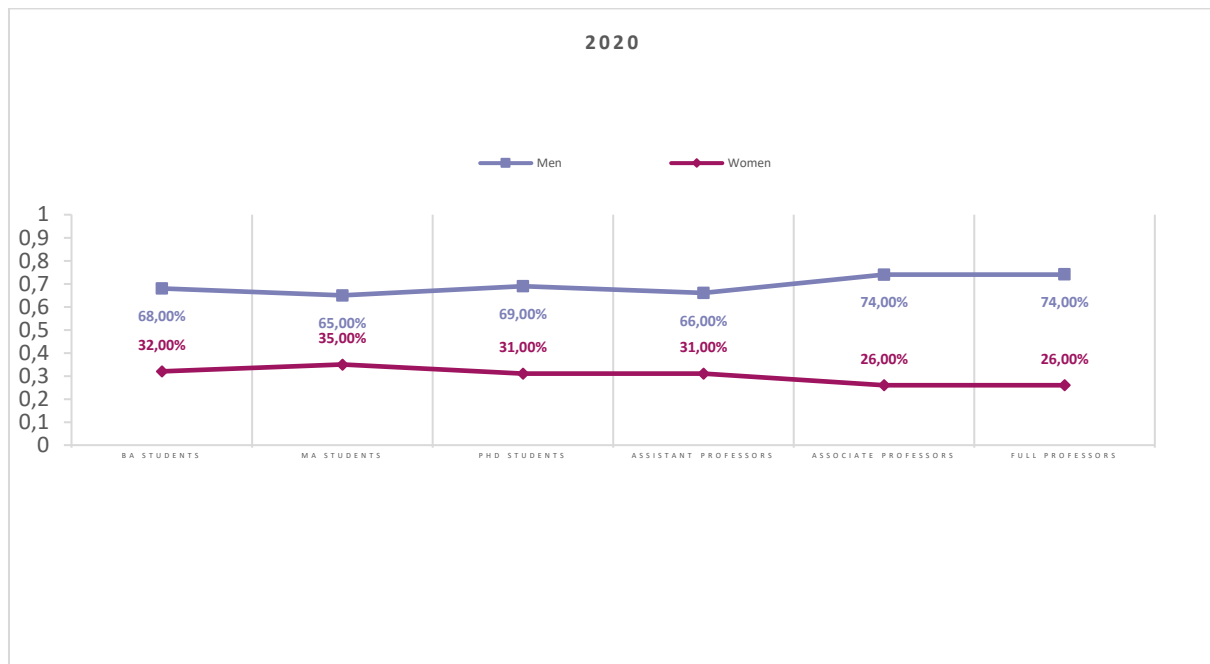
Enrolled students generally follow the same gender distribution as PhD in every area. Men are always the majority and remain the majority across all stages. The leaky pipeline occurs at the higher positions.

1.6.5 Summary towards a self-tailored GEP

Despite substantial efforts, there are still some critical areas that deserve attention and thus become candidates for GEP actions.

Key area 1:

- Better gender composition of decision-making bodies, such as:
  - department directors, where the largest imbalance has been found; however, this is related to the gap in Full Professor positions, which are usually the one eligible for being directors;
  - the position of Vice-deans, which were and still are filled with of all males;
  - the position of the Dean, which historically has always been male. It is connected to the fact that only Full Professors are eligible to be the Dean;
- Implementing of gender sensitive language and images use. There is a strong need for new guidelines to align to the most recent imporvements in literature and academic contexts related to gender equality.
- Establishing trainings on gender sensitive issue. One person nominated by the University is probably not enough to organize trainings and consultations on gender issues.
- Revising the rules for governing boards and committees, clearly stating the targets for equal composition.

Key area 2:

- Women in TR staff are generally less present than men. Moreover, we could observe a leaky pipeline which dramatically worsens in the passage from assistant to associate and full professors. This calls for establishing a more in-depth study on hiring and promotion processes in every department. As we have seen with promotion rates, men are generally promoted more than women. Since we have data on the exact number of promotions and from which

role people are promoted to, we can implement some actions to combat potential discrimination.

- Designing and implementation of mentoring programs, which are sorely lacking in ETF.
- Clarification of targets in TR selection committees.
- Brining policies on gender balanced careers, designing ad-hoc training and interventions specifically tailored on this issue
- Further data gathering on potential pay gap, based not only on regular salary but also on research projects funding.

Key area 3:

- Almost all services and measures are lacking; it could be easier to implement services such as lactation rooms or nurseries since new physical space will be given to researchers, and there is a plan to organize such service there.
- Speaking of remote working, specific resources should be allocated to the monitoring of this indicator, considering that care work, both for TR and TA staff, could become even more invisible and automatically thrusted upon women. This point combines with the previous area to form a potential GEP action, i.e., recognizing the impact of care work in scientific evaluation, the lack of which at the moment is penalizing women in their academic career.
- Further investigation on why male personnel uses no parental leaves

Key area 4:

- We need to track applicants for research funding; for what concerns beneficiaries, only reporting the PI does not reflect the actual composition of research teams.
- For students, further initiatives about career counseling could prove useful, especially at the University entrance level. At the same time, mentoring programs could prove useful, in order to stress the importance of networking and starting to create relationships between students and higher positions.
- We need to raise the awareness on adopting gender-related learning.

1.7 Munster Technical University, Ireland (MTU)

1.7.1 Key area 1: Leaders and institutions

Figure 1.1 MTU: Gender composition of decision making bodies
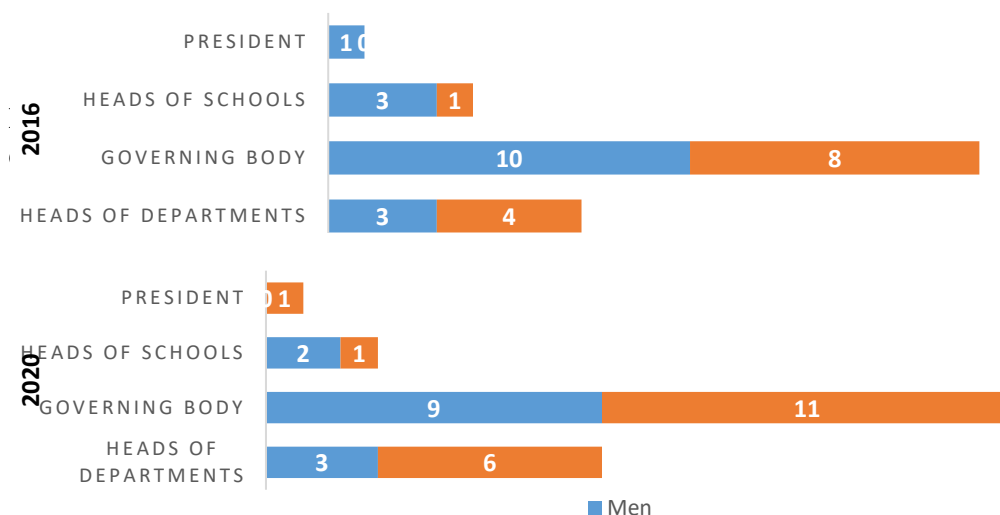
In recent years decision making bodies have become more gender balanced in MTU, with the exception of Heads of School which remains unchanged, with one of the three Heads of School being female. While previously there was a lack of gender balance among the Governing Body the situation has improved with 55% of board members being female. This is significant in that it is the Governing Body who is ultimately responsible for the academic quality, integrity, planning and financial health of the University. In 2020, MTU appointed a female president where she become the first female president of a Technological University in Ireland, moreover the second woman in more than four centuries appointed as president of an Irish university.

Figure 1.2 MTU: Gender Sensitive Language and Images Use

Figure 1.3 MTU: Training on Gender Issues

Figure 1.4 MTU: General Management Policies and Initiatives

	2016	2020
COLLECTION OF GENDERED DATA AND REPORT PUBLICATION	✗	✗
TARGETS FOR WOMEN IN GOVERNING BOARDS AND COMMITTEES	✗	✗
TARGETS FOR WOMEN APPLYING AS MANAGERS OR HIGH-LEVEL STAFF	✗	✗
PROTOCOL FOR SEXUAL HARASSMENT AND GENDER-BASED VIOLENCE	✓	✓
AWARENESS-RAISING EVENTS AND AWARENESS-RAISING EFFORTS	✓	✓
EXISTING GENDER EQUALITY PLAN (E.G., POSITIVE ACTION PLAN)	✗	✓
MENTION OF GENDER EQUALITY IN OFFICIAL DOCUMENTS	✓	✓
SUSTAINABILITY BUDGET INCLUDING GENDER EQUALITY ISSUES	✗	✗
SUPPORT MATERIALS CONCERNING GENDER EQUALITY ISSUES	✗	✗
EXISTING DIRECTORY OF RESOURCES ABOUT GENDER	✗	✗

MTU has a Gender Identity and Gender Expression Policy which outlines the University's formal commitment to recognise and support an individual's gender identity and gender expression so that all members of the community experience a positive and tolerant environment where every member is treated with dignity and respect, which encompasses all staff and student communities of the University. MTU have a Dignity and Respect Policy, which details the University's commitment to supporting a collegiate environment for its staff, students and other community members, which is free from inappropriate behaviour, discrimination on any of the nine equality grounds (gender, religion, age, civil status, family status, disability, sexual orientation, race or ethnicity, membership of the Traveller community), bullying, sexual harassment and other forms of harassment. A gender sensitive language policy is not in place in MTU nor are there any forthcoming plans to introduce such a policy. Gender awareness training is offered to all HR staff, those in selection committees, in addition to those in leadership roles. Training is also provided to managers and supervisors on how best to promote a positive working environment and their responsibilities under the Dignity and Respect policy and how to deal with complaints. There is no data available on those who attended these specific workshops and trainings, therefore we are unable to determine the gender and roles of those who attended and whether there is a higher take up among certain groups.

A sustainability report which references gender equality issues does not exist in MTU. However, due to the merger MTU has a Gender Equality Plan which outlines the university's commitment to gender equality and ensuring an inclusive environment. In 2017, Institute of Technology Tralee (ITT) now MTU Kerry committed to the Athena Swan Charter and adopted Athena Swan principles which is a commitment to advancing gender equality in academia, unequal gender representation across academic disciplines and in senior management grades, tackling the gender pay gap and short term contracts, removing obstacles faced by women in research to a sustainable academic career, tackling

discrimination faced by Trans people, to mainstreaming sustainable structural and cultural changes to advance gender equality and that all individuals have identities shaped by several different factors. MTU currently hold a Bronze Athena Swan Award.

In regards to "gender quotas", there is no process of such in place at MTU. Gender quotas only exist within selection committees. HR have a policy in place which requires a minimum of 40% female on interview boards. There are no targets in place as MTU is an equal opportunities employer which was lamented by the HR office.

Protocols for sexual harassment and gender-based violence are included in the Dignity and Respect Policy. The purpose of this policy is to prevent a culture of bullying, harassment, victimisation, and sexual harassment arising in the first instance. This policy is also designed to assure, members of staff and students who are subjected to such behaviour, that action will be taken to end such abusive and offensive behaviour. The policy ensures that all reasonable efforts are made by managers to prevent such behaviour arising and to deal with complaints of bullying, harassment, victimisation, and/or sexual harassment. A contact person is available to those experiencing any form of harassment. Contact Persons are specially trained staff and students who act as a listening ear, and are trained to provide non-directive advice, information and support to staff or students on this policy. They undertake this role on a voluntary basis and will accept cases on a discretionary basis. They provide options and potential for resolution of issues in a positive, solution focused manner. Contact Persons do not operate in a representative capacity and will not be interviewed or be involved in the formal investigation process. MTU also provide an Employee Assistance Service (EAS). EAS is a confidential counselling service. It provides support to employees, in addition to their spouse, civil partner or dependant. EAS is available 24/7, 365 days a year covering numerous topics such as; counselling, infertility & pregnancy loss, elder care support, parent coaching, international employee support, legal information, financial information and more.

Important to note that due to the merger, many policies were in the development phase at the time of data collection and therefore unavailable.

1.7.2 Key area 2: Recruitment and career progression

Figure 1.5 MTU: Gender composition of TA staff (Unavailable)

No data available for 2016 and 2020 concerning the breakdown of TA at various levels. Future collection of this data to be actioned.

Figure 1.6 MTU: Gender Composition of Lecturing Staff (Absolute Numbers)
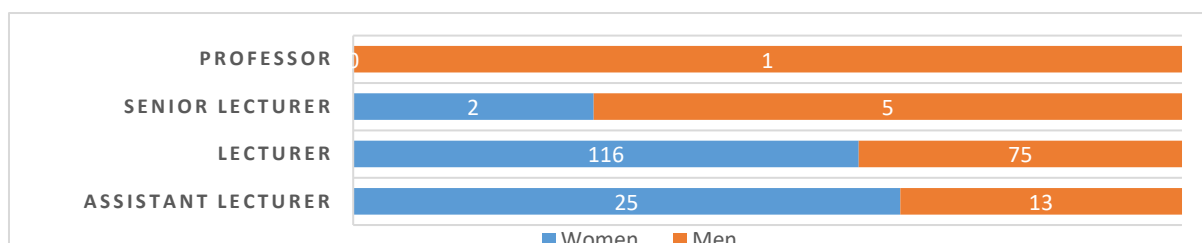
Figure 1.7 MTU: Gender Composition of Lecturing Staff (Percentages)
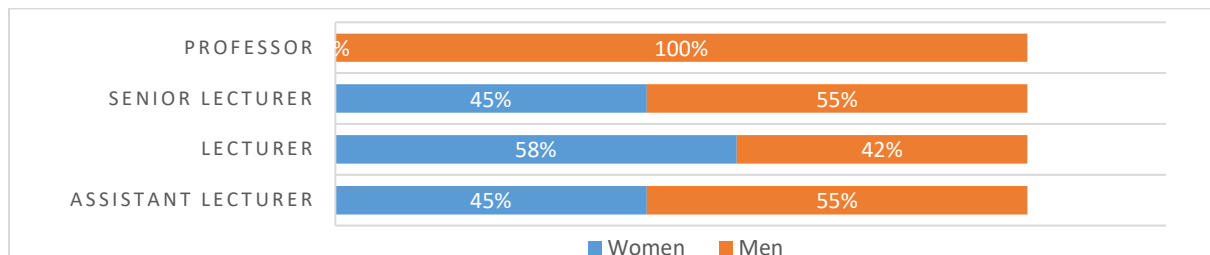
It appears from the overall staff numbers that there is good gender balance at MTU Kerry, however, when you interrogate the data further the imbalance becomes clear as you analyse the numbers particularly at senior levels. grades. There is a considerable lack of gender balance at the assistant lecturer level, with women dominating at lecturer and assistant lecturer positions. While the situation improves for men as one progresses through the grades to more senior positions, it becomes apparent that women are not progressing at the highest academic grade despite their strong hold at lecturer and assistant lecturer. There are no female professors at MTU Kerry. However, it is important to note that the designation of professor was only put in place in 2019. In regards to researchers, there are currently more men in research positions than women in MTU Kerry. This is not surprising as most of the research environment is within STEM which predominately has larger cohorts of men.

Figure 1.9 MTU: Percentages of women in assistant lecturer role and scientific field (2020)
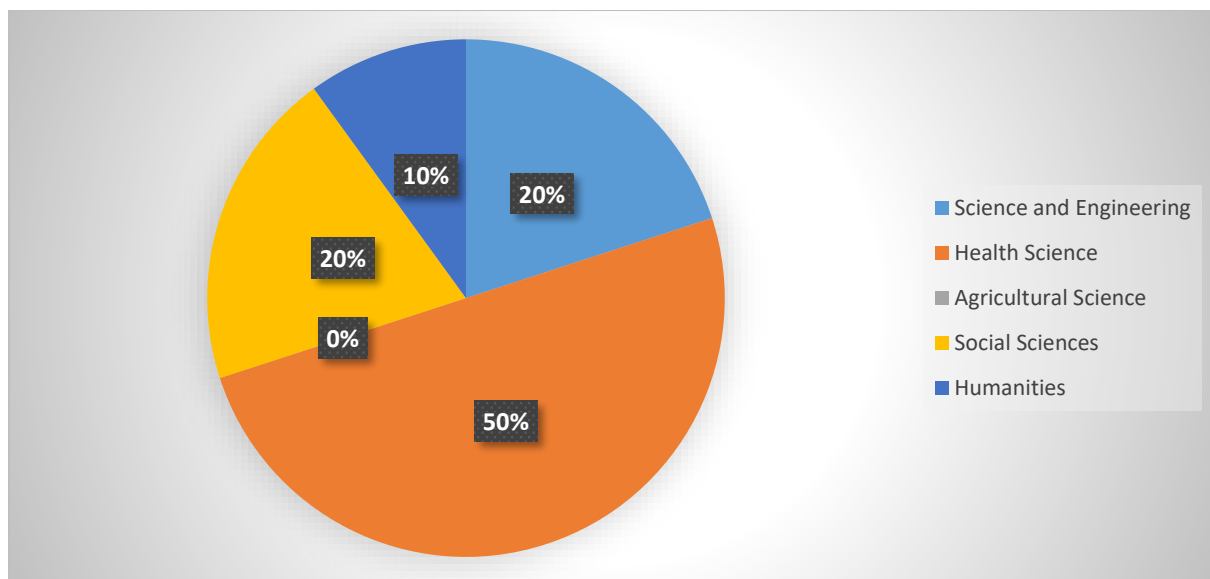
Table 1.1 MTU: Absolute numbers of women and men in TR staff by area and role

Area	Female Researchers	Male Researchers	Female Assistant Lecturers	Male Assistant Lecturers	Female Lecturer	Male Lecturers	Female Senior Lecturers	Male Senior Lecturers
STEM	6	16	8	18	12	22	3	5
Social Sciences	2	2	21	16	74	38	4	5
Humanities	2	1	1	3	7	7	2	1

Figure 1.10 MTU: Gender scissors for TR staff
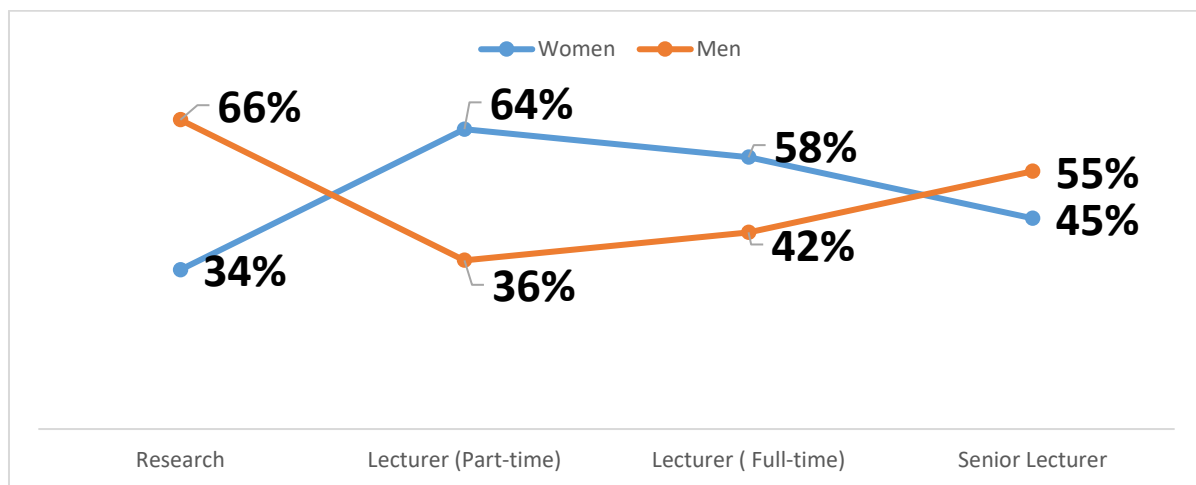
Figure 1.11 MTU: Gender scissors for TR staff by area

Social Sciences

Women **Men**

71%

69%

67%

57%

43%

29%

34%

33%

Researchers   Lecturer (Part-time)   Lecturer (Full-time)   Senior Lecturer

Humanities

Women **Men**

100%

89%

56%

44%

11%

0%

100%

0%

Researchers   Lecturer (Part-time)   Lecturer (Full-time)   Senior Lecturer
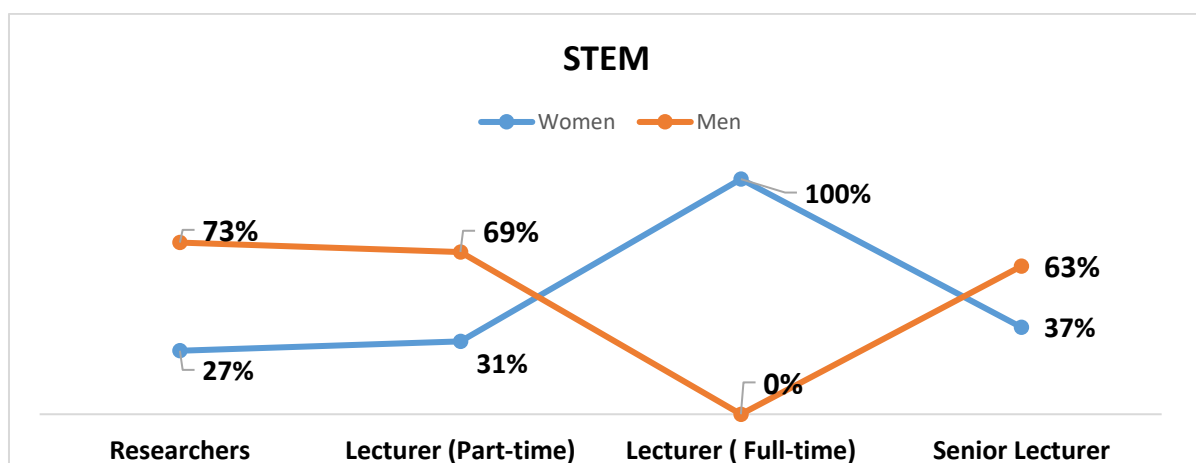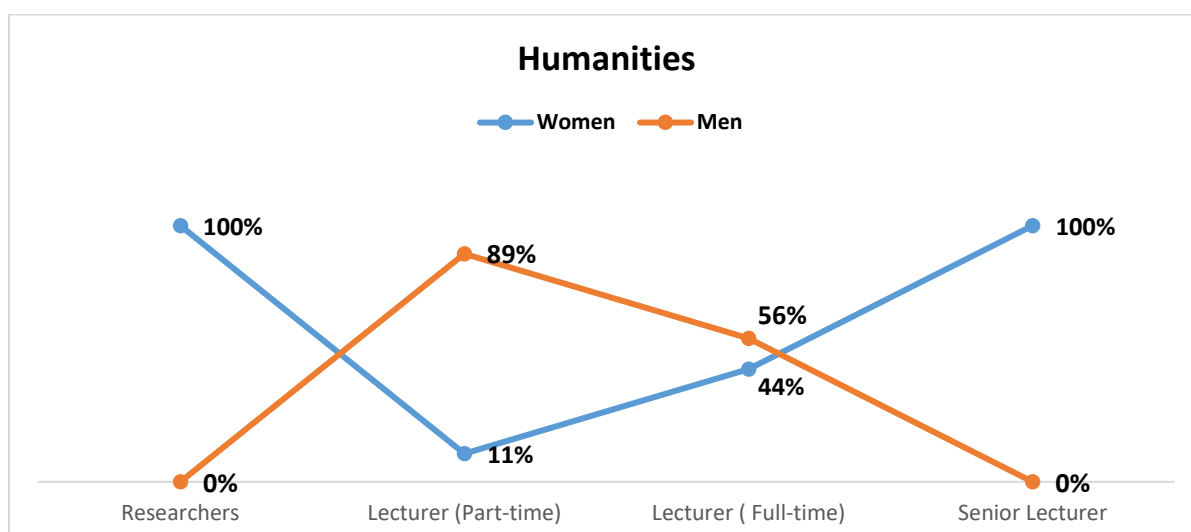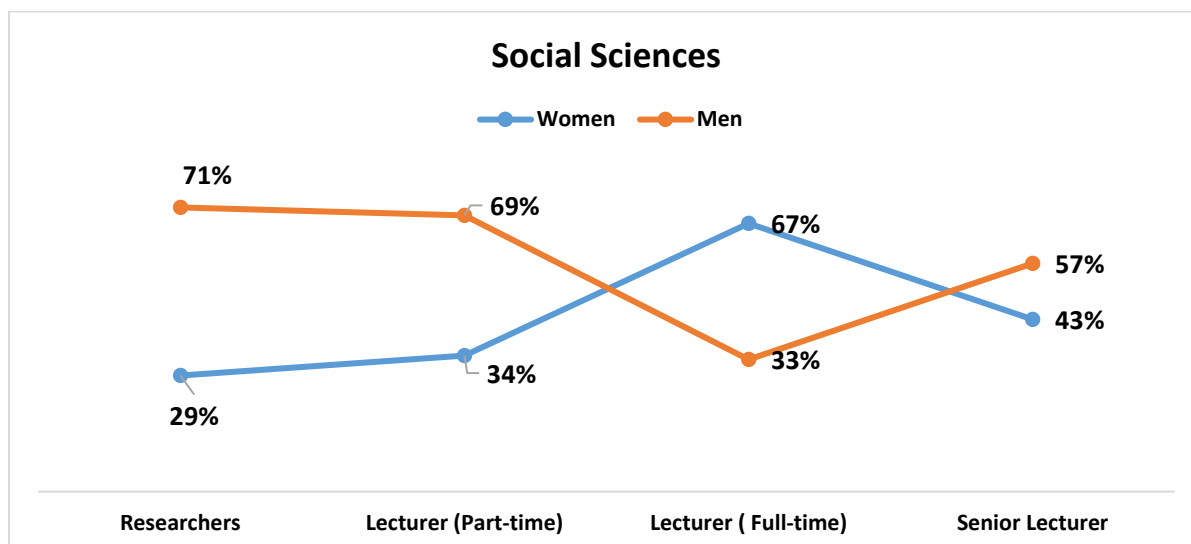
Figure 1.12 MTU: Recruitment and career policies and measures

	2016	2020
MENTORING PROGRAMS	X	✓
TARGETS IN SELECTION COMMITTEES (TA)	X	X
TARGETS IN SELECTION COMMITTEES (TR)	X	X
POLICY ON RECRUITMENT AND GENDER BALANCED CAREERS OF SCIENTIFIC PERSONNEL	X	✓

A mentoring programme for women was delivered in MTU in 2019. The mentoring programme Aurora is a women's leadership development programme actioned under Advance HE (Advance HE is a member-led, sector-owned charity that works with institutions and higher education across the world to improve higher education for staff, students and society). The mentoring programme is targeted at women in academic, support and research roles in the University – from Postdoctoral up to and

including Administrative Officer roles and Lecturer grades - in order to enable leadership potential and provide an opportunity for growth and development.

There are currently no targets in either TA or TR selection committees. This is attributable to the fact that most applicants are called for interview provided they pass the original screening process/ criteria of the job being advertised (minimum required qualifications and/or relevant experience).

Concerning the policy on gender balanced careers MTU offers training on managerial and skills, on well-being and equal opportunities. All policy documents pertaining to gender-based violence are outlined online within their Dignity and Respect Policy.

Figure 1.13 MTU: Average salary and job seniority of TA STAFF

and

Figure 1.14 MTU: Average salary and job seniority of TR STAFF

At the time of data collection salaries were being developed at national level except for Researchers. Salary for researchers was not available as MTU Kerry were aligning to MTU Cork's research scale which at the time had yet to be approved. Future collection of this data to be actioned

Figure 1.15 MTU: Promotion rates of TR staff

Some data is available, however not collated. For Researchers there are no promotions in MTU. Future collection of this data to be actioned

Figure 1.16 MTU: Glass ceiling index 2020 (MTU Average)
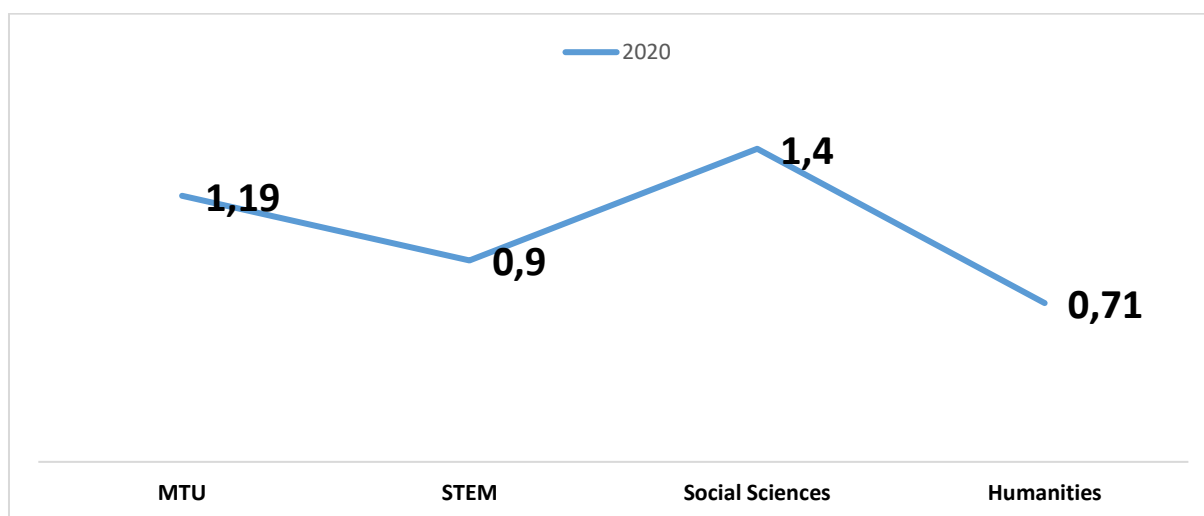
The Glass Ceiling Index (GCI) is a relative index comparing the proportion of women in academia (A, B, C) with the proportion of women in the highest academic position (A) in a given year. For MTU, the positions were intended as follows: position A are senior lecturers, position B are Lecturers below the bar, position C are Assistant Lecturers The index can range from 0 to infinity. A GCI of 1 indicates that there is no difference between men and women, in terms of probability to reach grade A positions. Scores below 1 indicate that women are more likely to reach top position compared to men, while scores above 1 indicate the opposite, thus indicating the presence of a glass ceiling effect. GCI is relatively stable, suggesting that women have an equal opportunity to men in reaching top positions. Within the social sciences, there is very little difference between the genders, however within humanities women are more likely than men to reach top positions.

Figure 1.17 MTU: Glass door index 2020
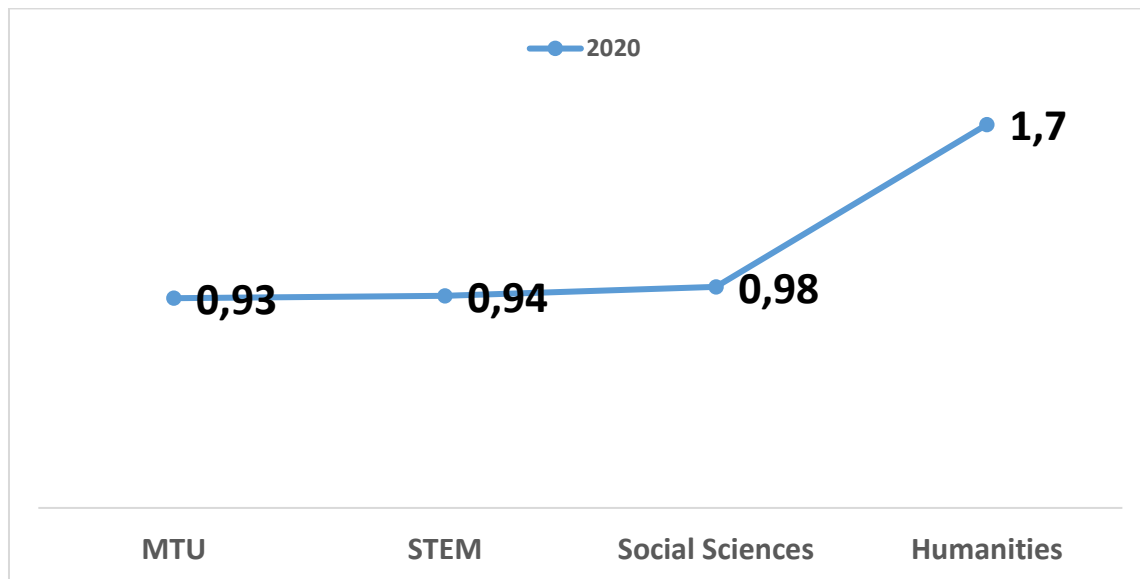
The Glass Door Index (GDI) is a relative index defined as the ratio between the proportion of women performing research in academia in fixed-terms positions and in early position of academic stabilization (for MTU: researchers) and the proportion of women in an early position of academic stabilization (for MTU: assistant lecturers in a given year. The index can range from 0 to infinity. A GDI of 1 (or less) indicates that the percentage of women in the first stable position is stable (or growing) compared to the percentage of women in fixed-term positions; conversely, a value above 1 indicates the presence of a glass door effect, that is, an obstacle that restricts women's access to the first stable positions. Overall, GDI values are stable within MTU.

1.7.3 Key area 3: Work-life balance

Figure 1.18 MTU: Work-life balance policies, services, and measures

		2016	2020
LACTATION ROOM		✗	✗
NURSERY	✗	✗	
ELDERS CARE ASSISTANCE		✗	✗
SUMMER CAMP		✗	✗
AGREEMENTS WITH EXTERNAL SERVICES AS BENEFIT FOR TA STAFF		✓	✓
FLEXIBILITY ARRANGEMENTS		✓	✓
ADAPTATION OF MEETING TIMES TO CARE-RELATED WORKERS' NEEDS		✗	✗
COVID-19 POLICIES/SERVICES/MEASURES FOR THE MOST SENSITIVE CATEGORIES		NS	✓
TOTAL EXPENSE FOR THE ENROLMENT OF CHILDREN IN NURSERIES		NS	NS
TOTAL EXPENSES FOR CHILD BONUS		✗	✗

MTU are currently developing measures and policy around work-life balance. They were not available at the time that data was being collected. While offering flexibility arrangements, namely the possibility to work remotely, there is no general policy to the adaptation of meeting times to care-related needs, and thus everything is left to the employee and their line manager.

Concerning child bonus, MTU does not directly give money to staff with children.

Figure 1.19 MTU: Parental leave – Lecturing and TA Staff
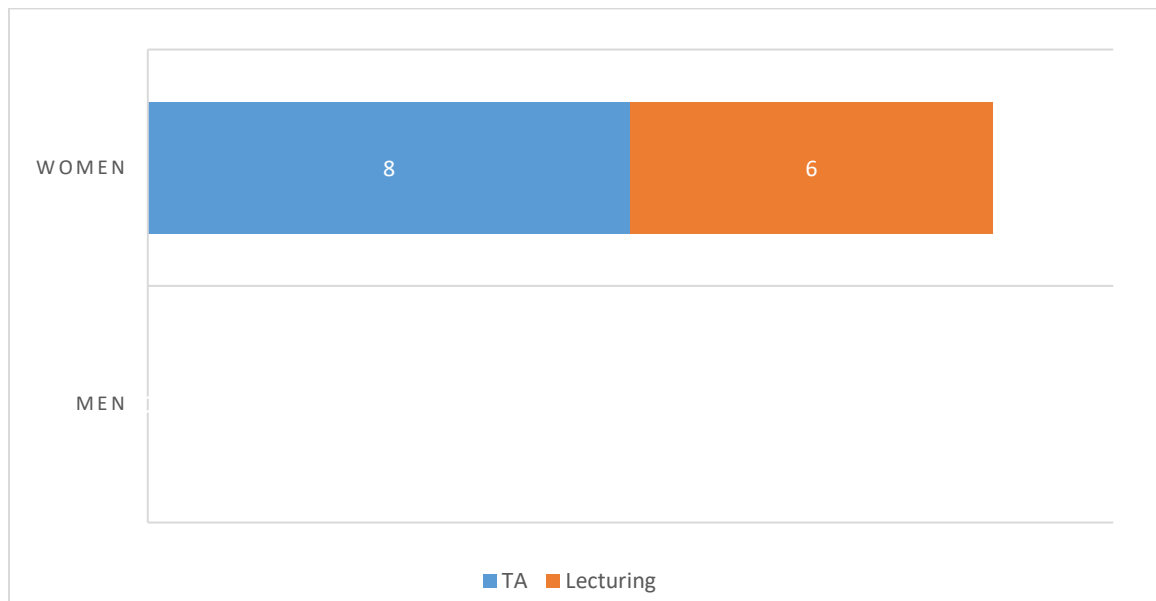
There is no data available for 2016. Parental leave data only available for those in lecturing and technical and administration roles. In 2020, no male took parental leave, while figures for women were low. These figures do not reflect all staff.

Figure 1.20 MTU: Empowerment trainings and research centres in gender studies
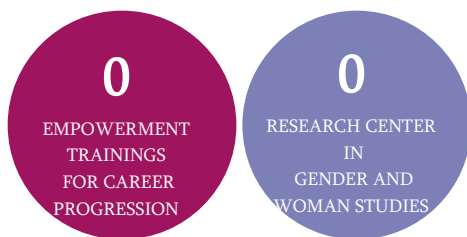
No empowerment trainings have been delivered. However there has been the Aurora mentoring programme to encourage women to apply for leadership roles. There is no gender or women studies centre within MTU at present.

1.7.4 Key area 4: Research and teaching

Research

MTU does not track applicants for funding, but only the beneficiaries, thus we cannot calculate the success rate for funding.

Figure 1.21 MTU: Research Fund Beneficiaries 2016 and 2020
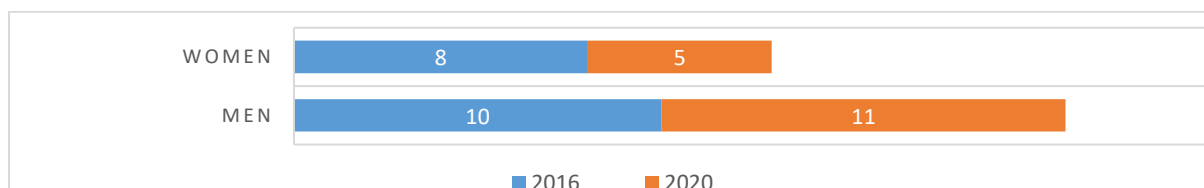
Figure 1.22 MTU: Total amount of MTU Kerry research funding by Gender 2016 and 2020
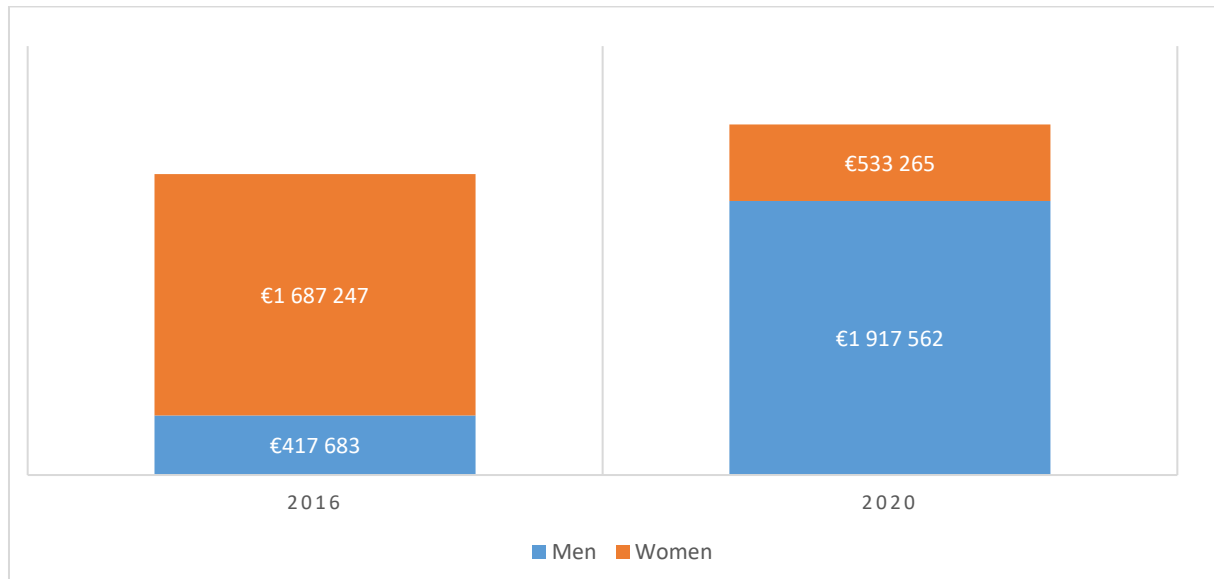
Data shows that men are more successful as benefices in comparison to women, however, not by a large margin. In terms of funding there is a noticeable gap between men and women within both years. In 2016, there was a difference of €415,995.75 between men and women total funds, the funding being higher for women. However, in 2020 the situation altered with men receiving more funding with a difference of €1.384.297. Akin to UNITO's situation this could be attributable to the high success rate of STEM projects which traditional are paid more.

Teaching

Figure 1.23 MTU: Gender Distribution of BA and MA students
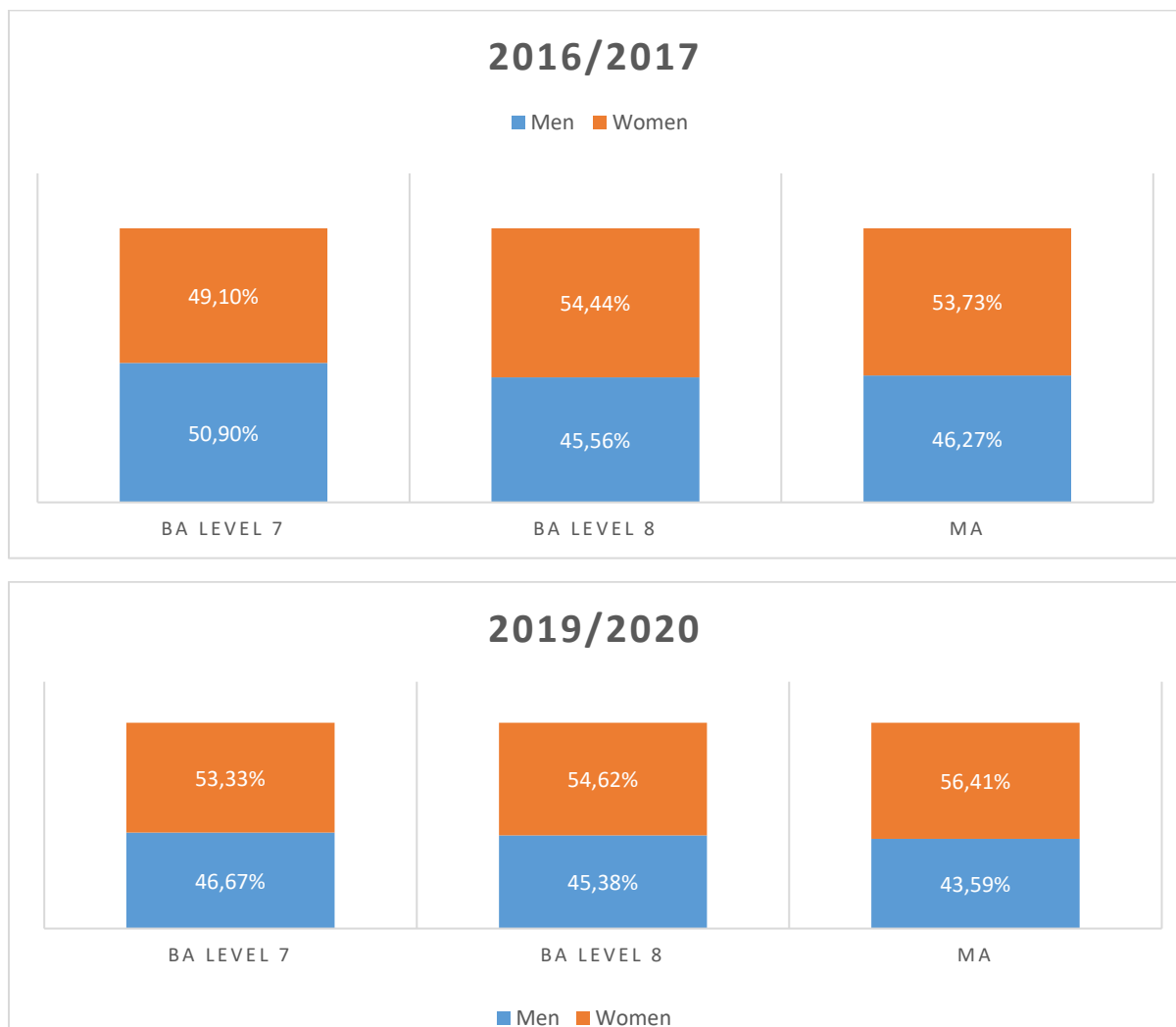
Percentage between male and female students are minimal, with a higher rate of females attending courses in comparison to men. Break down by field of study is not available however breakdown of courses is currently being collated.

Figure 1.24 MTU: Number of BA – level 7 – Students for each course 2016/2017
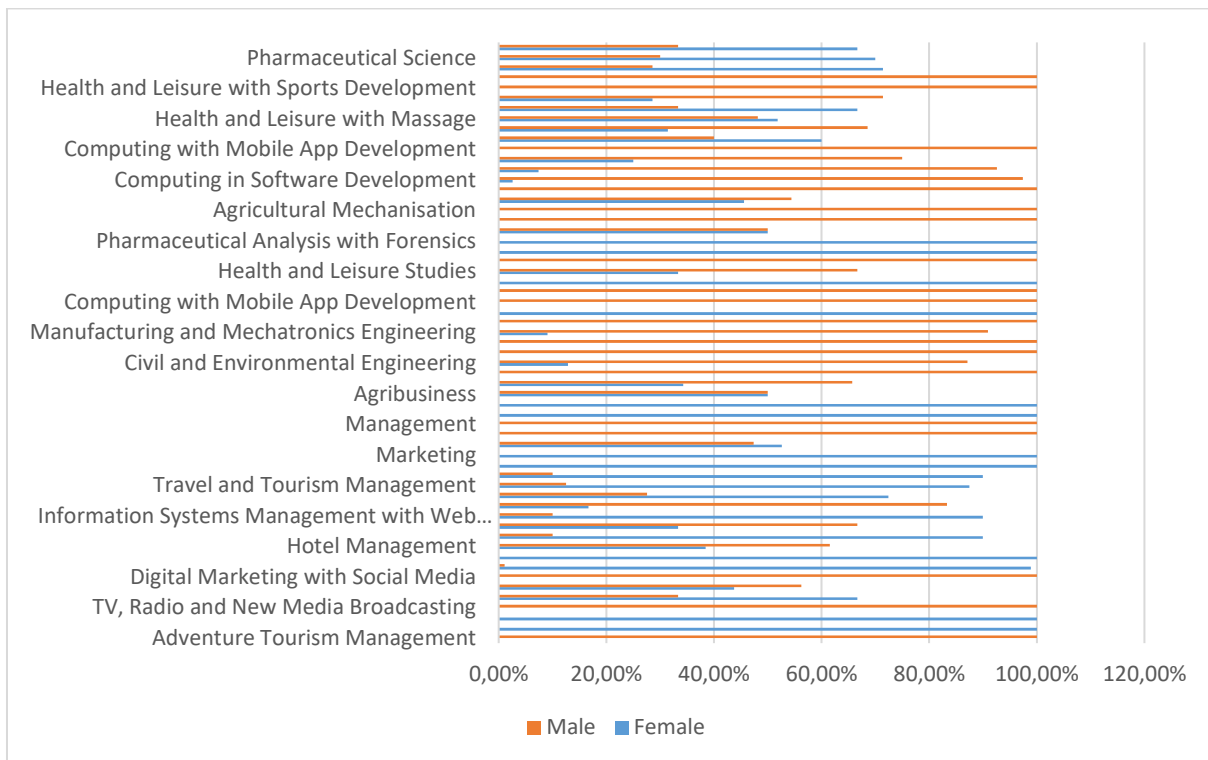
Figure 1.25 MTU: Number of BA – Level 8 – Students for each course – 2016/2017
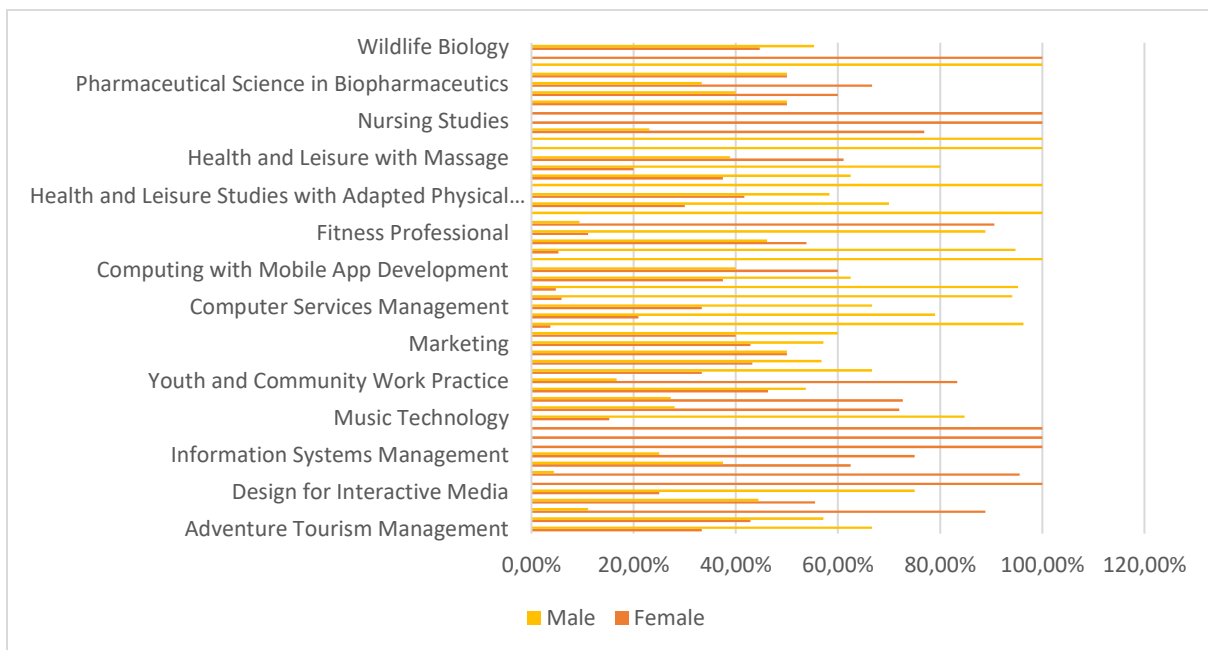
Figure 1.26 MTU: Number of BA – Level 7 - Students for each course - 2019/2020
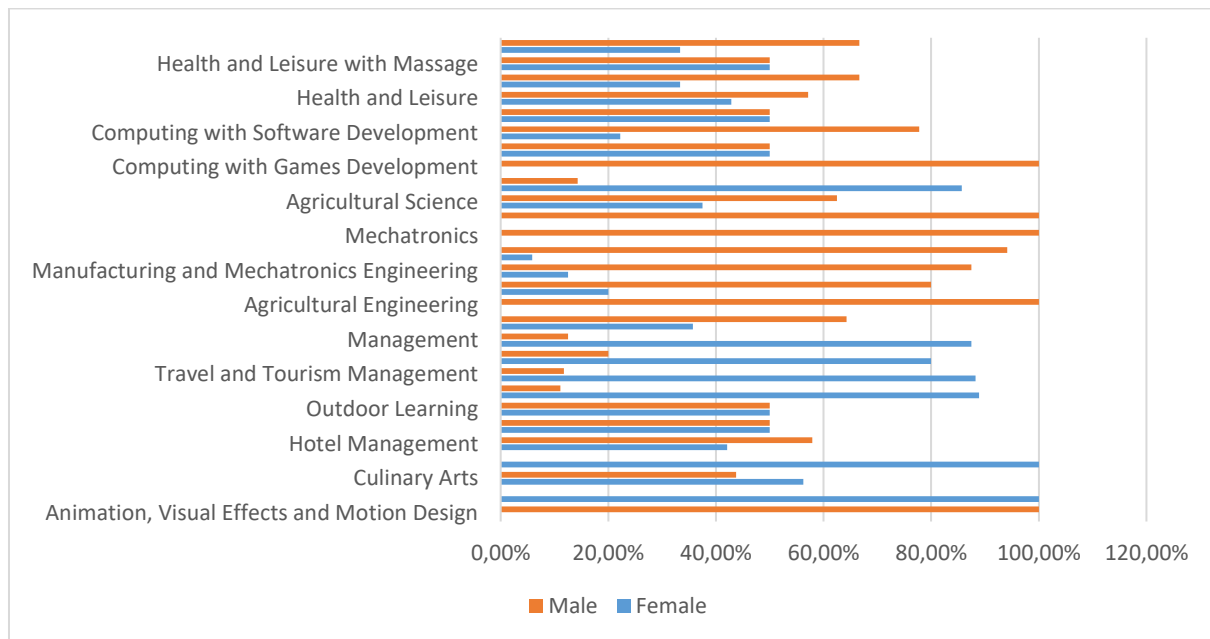
Figure 1.27 MTU: Number of BA – Level 8 – Students for each course - 2019/2020
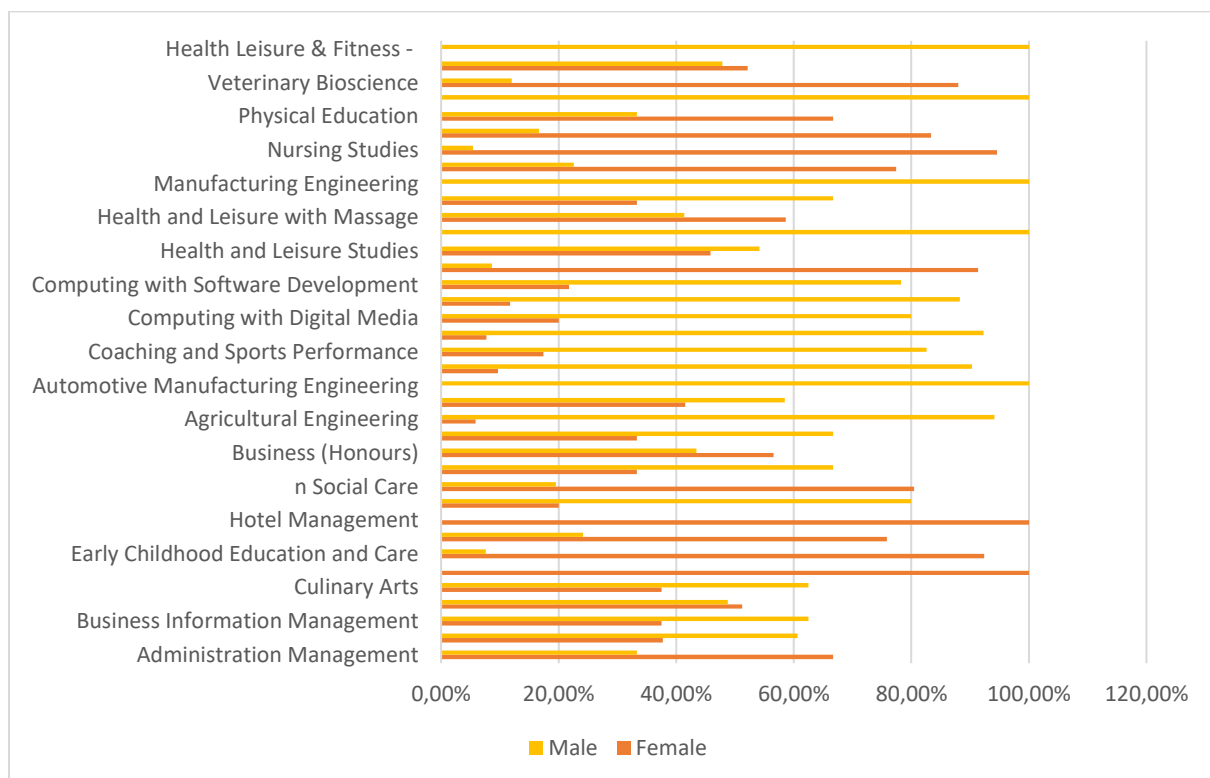
Figure 1.28 MTU: Number of BA – Level 7 – Students Graduated – 2016/2017
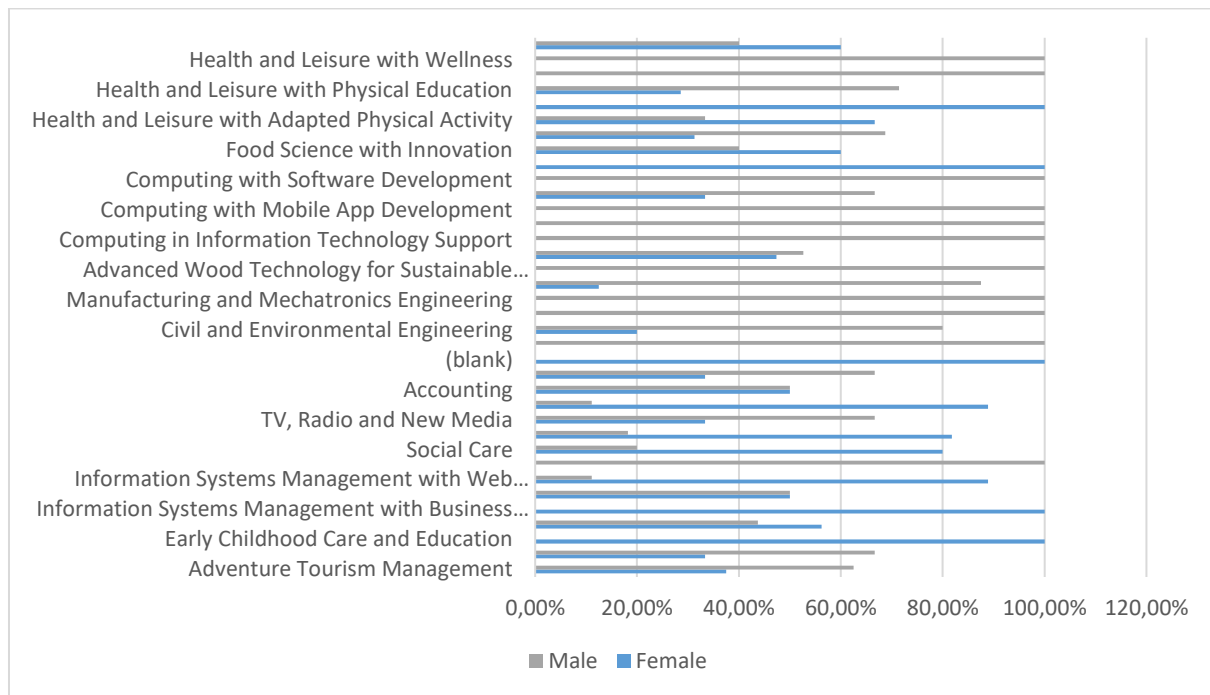
Figure 1.29 MTU: Number of BA – Level 8 – Students Graduated - 2016/2017
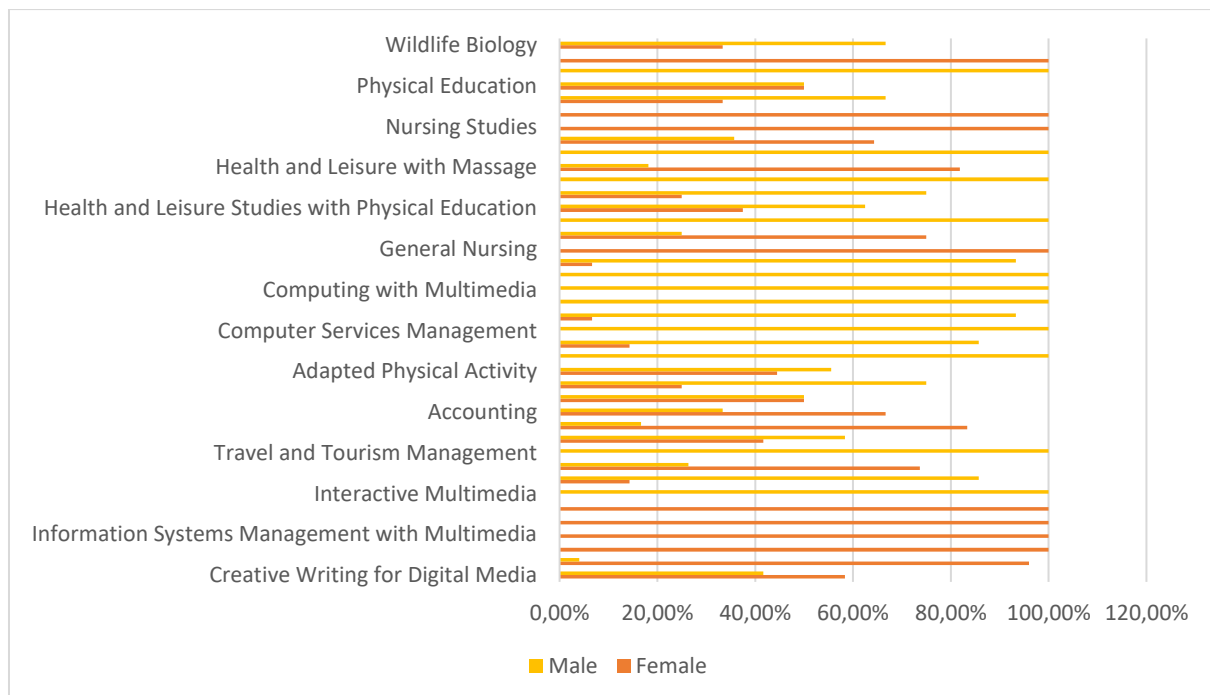
Figure 1.30 MTU: Number of BA – Level 7 – Students Graduated – 2019/2020
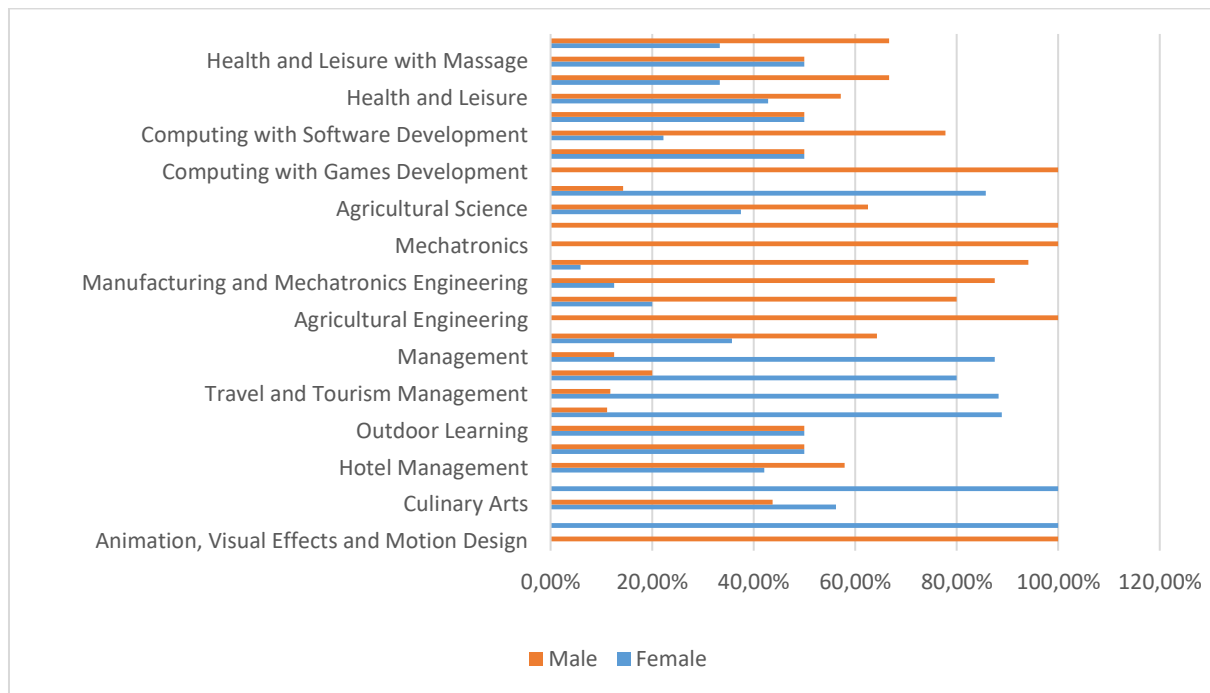
Figure 1.31 MTU: Number of BA – Level 8 – Students Graduated – 2019/2020
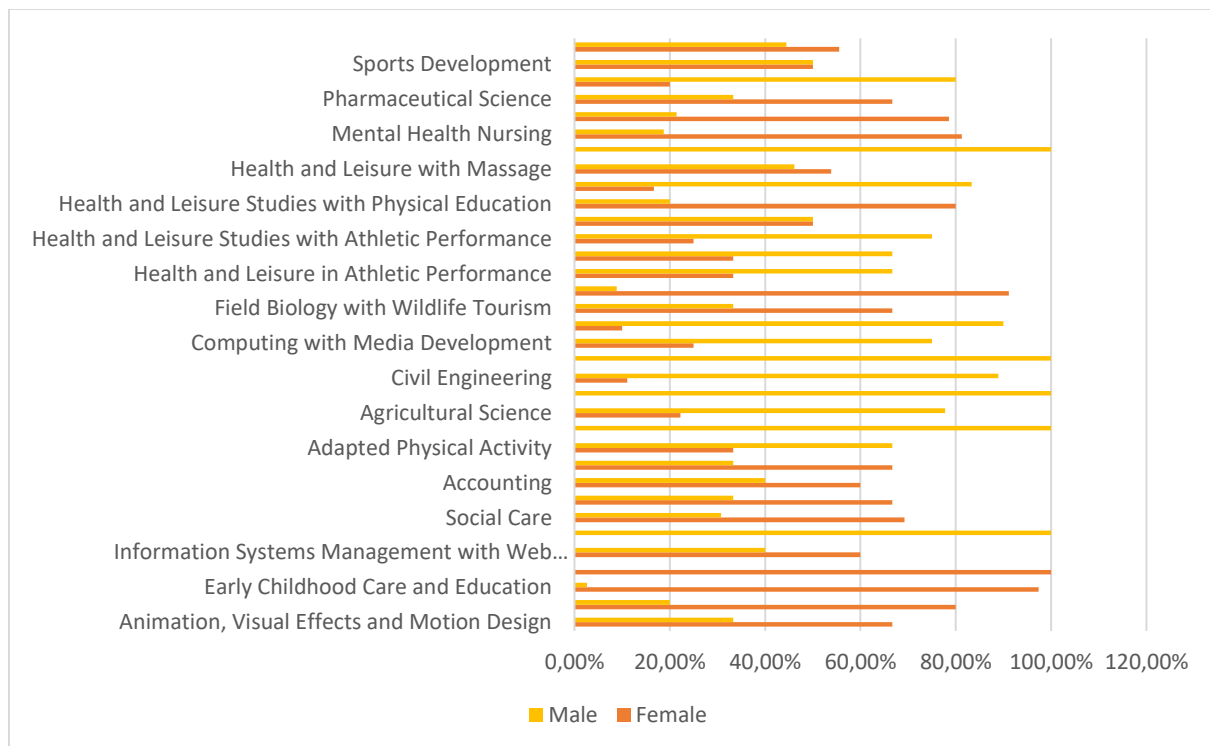
Data on those who graduated on time is not available. The data required for the meso report was not available in the required format hence the lack of analysis for this section. Future collection of this data to be actioned. Unsurprisingly data shows that females graduate from what would be regarded as traditionally women focused sectors such as childcare, social care and nursing. Number of females graduating from engineering and agricultural courses was very low. In both 2017 and 2020 more female's graduated than men for both BA level 7 and 8. Concerning Master's degree, more women

graduated than men. These MA courses mainly pertain to nursing which would explain this data. See table below for further information:

Table 1.2 MTU: Number of Graduates for BA and MA – 2016/2017 and 2019/2020

Year Graduated	Level	Female	Male
2016/2017	BA - 7	49.10%	50.90%
2016/2017	BA - 8	54.44%	45.56%
2016/2017	MA -9	77.27%	22.73%
2019/2020	BA - 7	53.33%	46.67%
2019/2020	BA - 8	54.62%	45.88%
2019/2020	MA - 9	84.31%	15.69%

Table 1.3 MTU: Teaching courses including sex and gender dimensions

TERM	Area of Study	Female	Male	Total
2020/2021	Medicine	42	49	90
	Nursing and midwifery	4		4
	Pharmacy	13	11	24
	Social work and counselling	5	5	10
2020/2021 Total		**64**	**65**	**128**
2016/2017	Nursing and midwifery	26	12	38
	Sports	7	9	16
2016/2017 Total		**33**	**21**	**54**
Total		**97**	**86**	**182**

Searched the module descriptors being studied for mention of the word 'Gender' - the numbers studying a module where there is mention of the word 'Gender' is shown in the table above (Table 1.3 MTU). The data above is shown by area of study and broken down by male/female. There is no gender research centre or courses specifically on gender available within MTU.

1.7.5 Summary towards a self-tailored GEP

Analysis from the gender budget revealed a number of shortcomings, particularly in relation to the collection of specific data. These areas which require attention are outlined below and subsequently could be actioned under GEP:

Key area 1:

- ●Foster gender balance in leadership.
- ●Better gender composition of decision-making
  - o Head of Schools and professorship – since 2016 there has been 1 female and 2 male heads of school. There are no female professors in MTU Kerry. However, it is important to note that professorships were only introduced within the university in 2019.
  - o Appoint a VP/Director for EDI.
- ●Introduction of policy around gender sensitive language and images use. There are no guidelines available on this at present.
- ●Provide training to mangers to enable EDI informed and led team management and decision-making.
  - o Annual training programme offering to managers in EDI.
  - o Update on policies to integrate best practice in EDI in higher education sector.
- ●Strengthen the training on gender sensitive issues, while tracking more accurately individual participations and their affiliations, with particular care in identifying who has already or will probably be part of a selection committee that year. It would be important to have data on those who are attending (gender, position, history of previous training).

Key area 2:

- ● Address the imbalance at senior levels and the leaky pipeline. While the number of women as lecturers is higher than those of men, women however are not progressing to senior lecturer posts:
  - o Introduction of a new criterion- referenced academic promotions scheme for SL and Professor grades.
  - o Introduction of a promotion pathway based on teaching and learning
  - o Removal of the requirement to have reached the top of the SL salary to apply for a promotion for TR staff.
  - o Introduction of targets – additional female posts to reach gender balance – could potentially be achieved via promotion of existing staff members over a period of time.
  - o Promotion Committee is gender balanced (50%F/50%M) and is required to undertake unconscious bias training.
- ● Very limited data around TR and TA staff – Gender composition of TA and what characterizes TA staff is required:
  - o Review CORE and update to extend the data points collected to ensure that all data required is captured and amenable to disaggregated data analysis.
- ● Implementation of mentoring programs particularly for those in research positions.
- ● Revising policies on gender balanced careers, designing ad-hoc training and interventions specifically tailored on this issue.
- ● Put in place a Gender Identity and Gender Expression policy for Staff and Students.
- ● Conduct a comprehensive equal pay audit, including professional/support salaries.

Key area 3:

- A number of services are required such as creches and the adaptation of meeting times.
- Development of a remote working policy.
- Build upon current formal policy which stipulates that practical meetings be held between 10.00 and 16.00.
- Identify program for Managers on how to support women returning from maternity leave / staff returning from carer's leave.
- Further investigation into why so little men utilize parental leave.

Key area 4:

- Develop support network for females in STEM to support career progression starting with student body including staff.
- Student data indicates that female students are underrepresented in traditionally male dominated areas of engineering, e.g. mechanical and electronic engineering:
  - Develop specific programs and initiatives to address this imbalance.
  - Review and revise the measures aimed at attracting female candidates in STEM
- Ensure that the gender dimension is integrated into all research content and provide training and support for academic and research staff on how to do this:
  - Training program for all staff on design of RDI integrating best practice on gender dimension. This will apply those involved in the design and supervision of student projects in addition to those principle investigators and research staff of all grades.
  - The gender dimension will be fully integrated into undergraduate and postgraduate curricula. Face-to-face, unconscious bias training will be fully integrated into initial teacher training education. At departmental level, self-assessment (departmental reviews) will include consideration of the gender dimension.
- We need to track applicants for research funding; for what concerns beneficiaries, only reporting the PI does not reflect the actual composition of research teams.
- We need to allocate specific resources to catalogue all gender-related learning activities organized by various departments, because as of now there is no central body which gathers all of them.
- Finally, we need to get the overall number of BA and MA courses, in order to better calculate the incidence of other indicators, such as the number of courses offering a gender perspective.

1.8 CTAG – Automotive Technology Centre of Galicia, Spain (CTAG)

1.8.1 Key area 1: Leaders and institutions

Figure 1.1 CTAG: Gender composition of decision making bodies
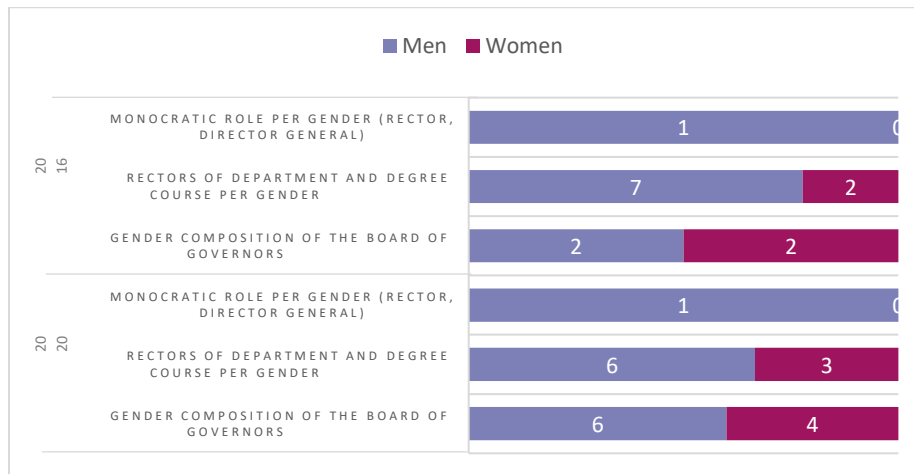
Decision making bodies are still over male-dominated, with not signficant reduction over time. In 2016 and 2020, no significan changes on the men:women ratio has occurred.

Figure 1.2 CTAG: Gender sensitive language and images use

Figure 1.3 CTAG: Training on gender issues
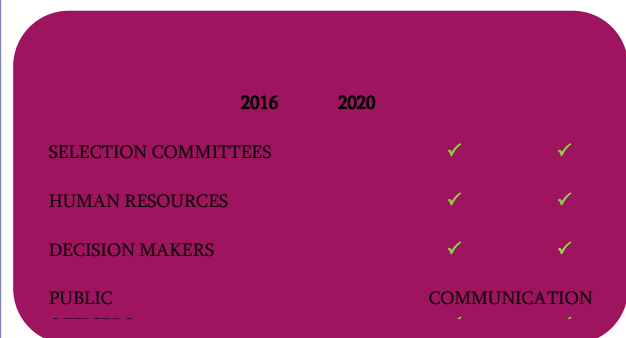
Figure 1.4 CTAG: General management policies and initiatives

	2016	2020
COLLECTION OF GENDERED DATA AND REPORT PUBLICATION	✗	✗
TARGETS FOR WOMEN IN GOVERNING BOARDS AND COMMITTEES	✓	✓
TARGETS FOR WOMEN APPLYING AS MANAGERS OR HIGH-LEVEL STAFF	✓	✓
PROTOCOL FOR SEXUAL HARASSMENT AND GENDER-BASED VIOLENCE		✓
AWARENESS-RAISING EVENTS AND AWARENESS-RAISING EFFORTS	✓	✓
EXISTING GENDER EQUALITY PLAN (E.G., POSITIVE ACTION PLAN)	✓	✓
MENTION OF GENDER EQUALITY IN OFFICIAL DOCUMENTS	✓	✓
SUSTAINABILITY BUDGET INCLUDING GENDER EQUALITY ISSUES	✓	✓
SUPPORT MATERIALS CONCERNING GENDER EQUALITY ISSUES	✓	✓
EXISTING DIRECTORY OF RESOURCES ABOUT GENDER	✓	✓

In CTAG, since the approval of its GEP in 2012, policies promoting a gender sensitive language and images in official documents have been present, including for marketing and outreach materials and the communications on the website. CTAG also offers gender awareness training to all staff: for example, through the organization of courses for all new hires.

Concerning gendered data and report publication, there is a collection of gendered data, but the report is not published, it is shared only with the Gender Committee.

There is always an amount for training on equality issues and even investments for the improvement of facilities focused on gender equality, such as work coats for women, parking spaces for pregnant women, material for breastfeeding rooms...

Concerning "gender quotas" in governing board and committees, targets exist for some boards and committees and for applying as managers. Moreover, regulations already specify the importance of ensuring, where possible, gender balance in selection committees: at the moment departments define modalities to respect this indication independently.

Protocols for sexual harassment and gender-based violence are included in the Ethical Code and in the Conduct code. Furthermore, CTAG offers several services for people who experience gender violence or any form of harassment.

Concerning events and initiatives, in addition to courses for all new hires, CTAG organized an event about gender balance for all the staff. Other support materials concerning gender equality issues are available for all workers.

1.8.2 Key area 2: Recruitment and career progression

Fig. 2.1 CTAG Gender composition of administrative staff
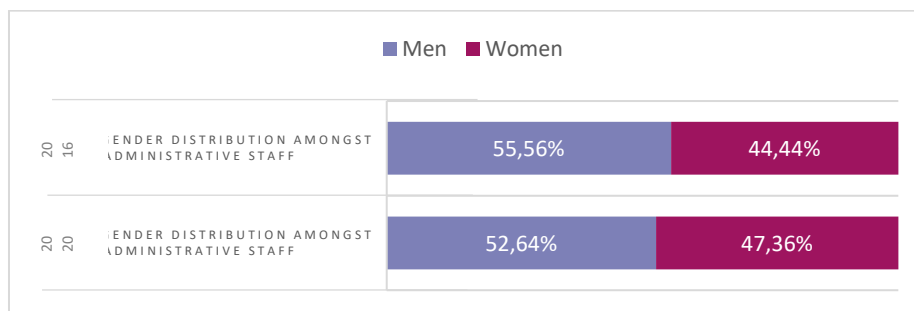
Administrative staff rates in CTAG are very similar, with a slight women rate increase in 2020.

Figure 1.6 CTAG: Gender composition of technical and research staff (absolute)

Figure 1.7 CTAG: Gender composition of technical and research staff (percentages)
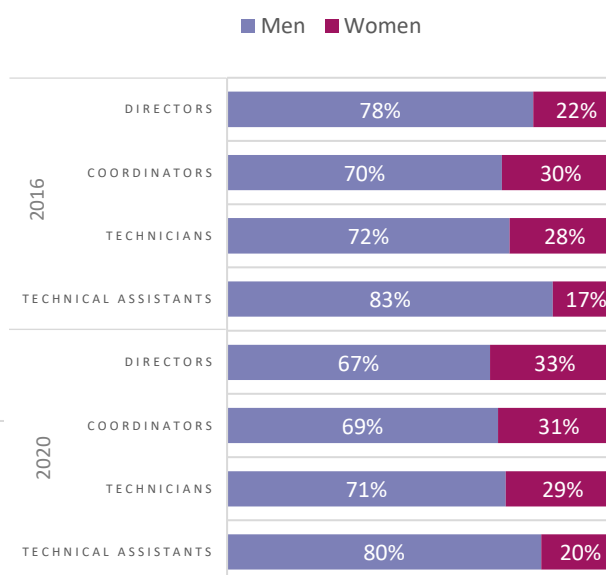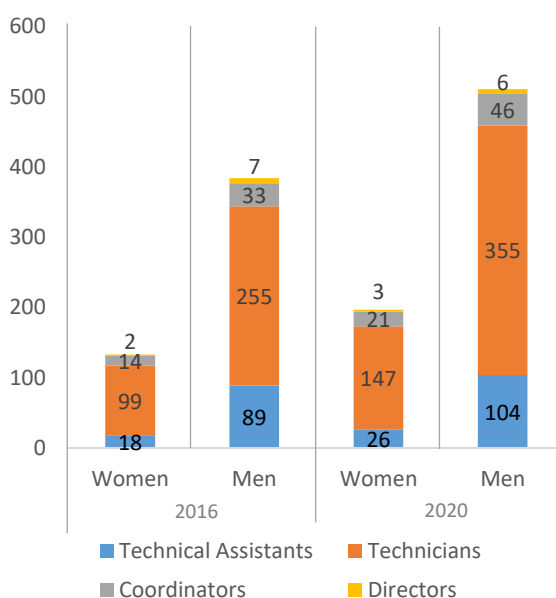
In terms of technical and research personnel, the gap is very wide in all positions. The situation is a little more balanced in 2020, but far from equal. However, if we consider the absolute numbers, we see that, from 2016 to 2020, there is a difference of only 64 women (197-133), while the number of men increased by 127, from 384 to 511. The total number of women barely increased, and the workforce remains predominantly male.

Figure 1.8 CTAG: Gender scissors for staff by area
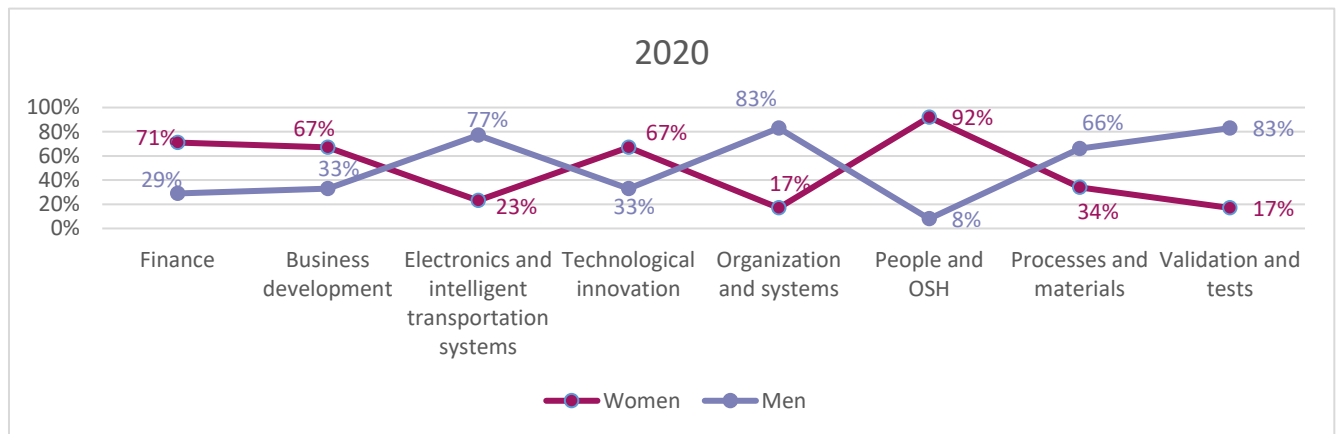
In the case of all employees, the gender gap varies by area and the percentages are very unequal, but in some divisions the number of workers is too low to draw meaningful conclusions.

Figure 1.9 CTAG: Gender scissors for technical and research staff
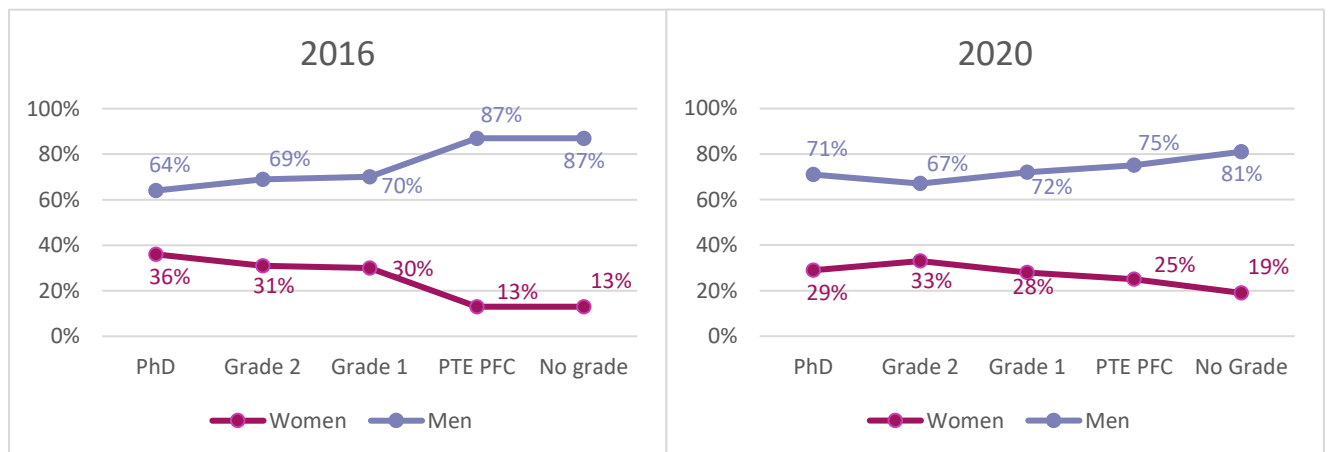
PhD: Doctorate.

Grade 2: University Degree.
Grade 1: Higher National Diploma.
PTE PFC: University student with some pending subjects.

No grade: No University studies.

Regarding the educational level, the differences are greater at the lowest levels, and the gap narrows for the highest levels. In 2020, differences decreased slightly at the lowest levels, even so, in all cases the number of men is clearly higher than the number of women.

Figure 1.10 CTAG: Gender scissors by age
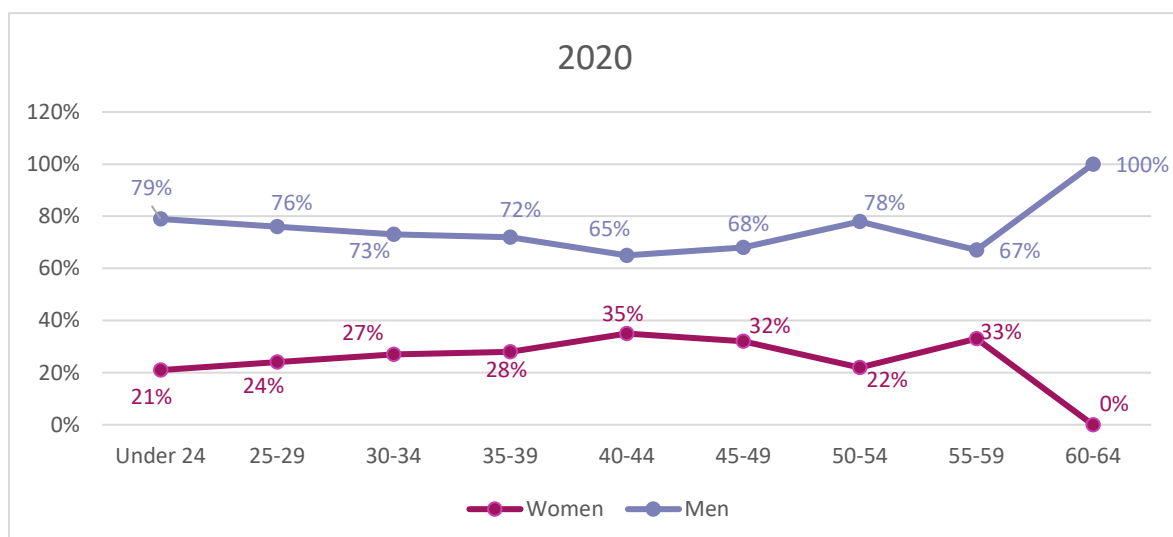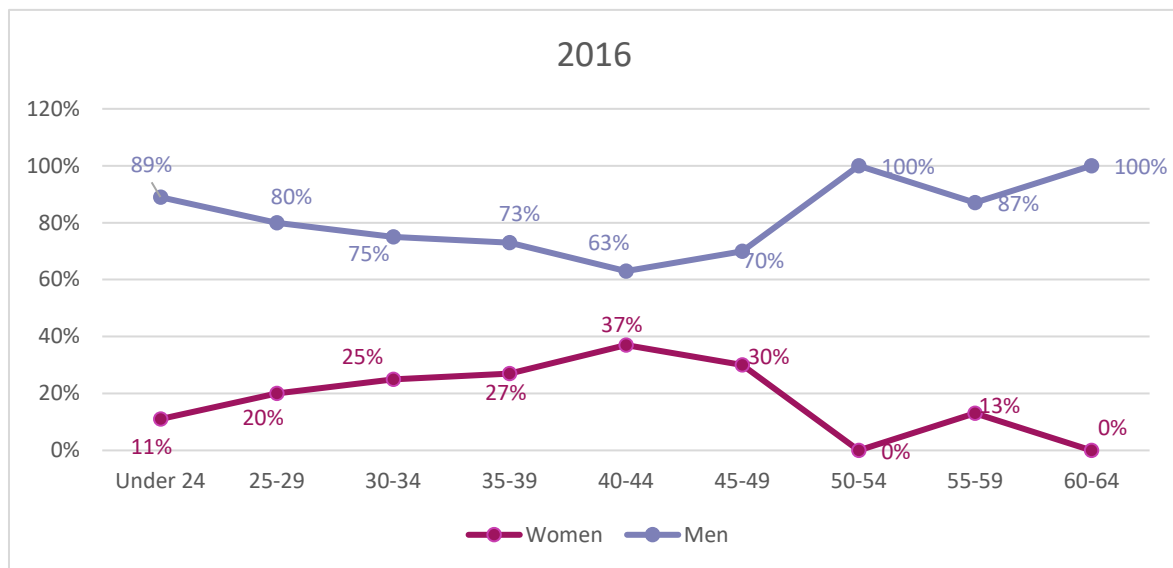
If we compare the number of women and men in relation to age range. In 2016, the gap between both genders for ages under 24 was higher than in 2020, indicating that more men were pursuing technical careers such as engineering. In 2020, that percentage has decreased, with women going from 11% in 2016 to 21% in 2021, indicating the increase of women in fields considered "male-dominated." The gender gap narrows as the age of workers increases until the age at which women make family/personal decisions as opposed to their working life. This is why, from the age of 45 onwards, there is an increase in the proportion of men compared to women. It is worth noting that in 2020, compared to 2016, women's return to work after a period of leave of absence or work stoppage, recovers from the age of 50.

Figure 1.11 CTAG: Recruitment and career policies and measures

	2016	2020
MENTORING PROGRAMS		✗ ✗
TARGETS IN SELECTION COMMITTEES (TA)	✗	✗
TARGETS IN SELECTION COMMITTEES (TR)	✗	✗
POLICY ON RECRUITMENT AND GENDER BALANCED CAREERS OF SCIENTIFIC PERSONNEL		✗ ✗

Currently there are no mentoring programs in CTAG. With respect to other aspects, there are no numerical targets defined in selection committees for job applicants. Finally, there are no policy on recruitment and gender balanced careers.

Figure 1.12 CTAG: Promotion Rate by gender and field in 2020
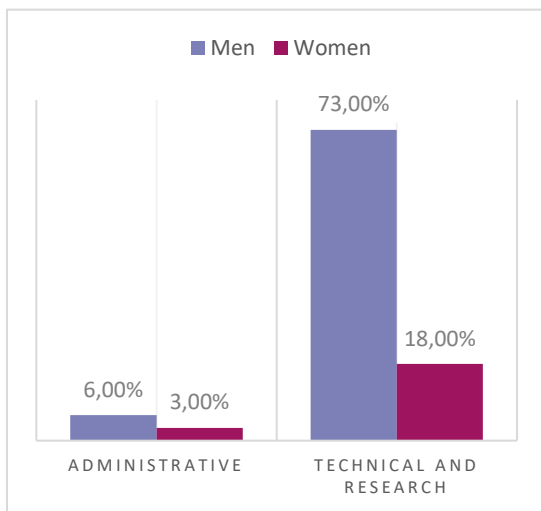
Promotion rates show men tend to be promoted more than women.

Promotion rates were calculated adjusting the total number of women and men at each level, which reflects the situation at the end of the year, accounting for the number of people who got promoted: thus, we added or subtracted to the total accordingly. In the calculation for every area, we computed the average of promotions across all levels, including those that did not have promotions. We believe it is a better representation, rather than just reporting the total number of promotions in each area divided by the total number of women or men.

Figure 1.13 CTAG: Glass Ceiling Index and Glass Door Index 2016-2020
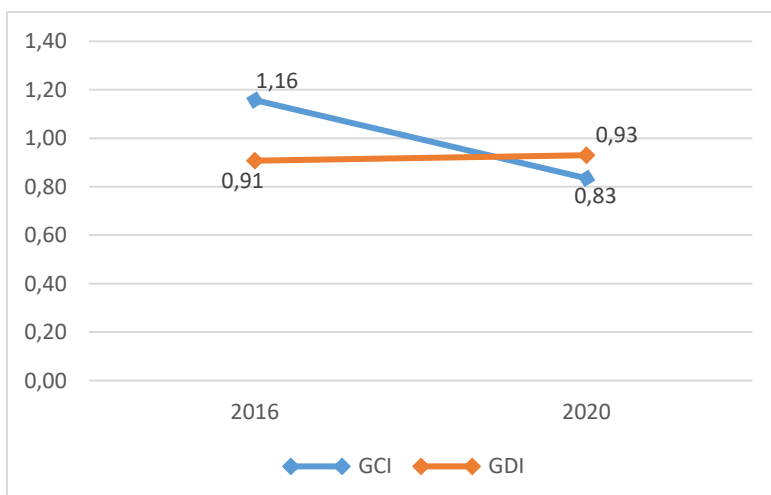
The Glass Ceiling Index (GCI) is a relative index comparing the proportion of women in CTAG (A, B, C, D) with the proportion of women in a high academic position (A) in a given year. For CTAG, the positions were intended as follows: position A are directors, position B are coordinators, position C are technicians, position D are technical assistants). The index can range from 0 to infinity. A GCI of 1 indicates that there is no difference between men and women, in terms of probability to reach grade A positions. Scores below 1 indicate that women are more likely to reach top position compared to men, while scores above 1 indicate the opposite, thus indicating the presence of a glass ceiling effect. The figure 2.9 shows that the value evolved from a value above 1 in 2016 to below 1 in 2020, indicating that, in CTAG, nowadays, women are slightly more likely to reach top position compared to men according to this index.

The Glass Door Index (GDI) is a relative index defined as the ratio between the proportion of women performing research in academia in fixed-terms positions and in early position of academic

stabilization and the proportion of women in an early position of academic stabilization in a given year. GDI is definitely more oriented to universities and thus it's difficult to apply in an institution like CTAG, where women (as well as men) can be hired with a permanent or temporary contract in any category.

For CTAG, this index roughly represents if the "leaky pipeline" starts early in the career. The index can range from 0 to infinity. A GDI of 1 (or less) indicates that the percentage of women in the first stable position is stable (or growing) compared to the percentage of women in fixed-term positions; conversely, a value above 1 indicates the presence of a glass door effect, that is, an obstacle that restricts women's access to the first stable positions. The figure 2.9 shows that the values are slowly growing but below 1, meaning that, there is not a Glass Door Effect in CTAG according to this index.

1.8.3 Key area 3: Work-life balance

Figure 1.14 CTAG: Work-life balance policies, services, and measures

	016	2020
LACTATION ROOM	✓	✓
NURSERY	✗	✗
ELDERS CARE ASSISTANCE	✗	✗
SUMMER CAMP	✗	✗
AGREEMENTS WITH EXTERNAL SERVICES AS BENEFIT FOR TA STAFF	✓	✓
FLEXIBILITY ARRANGEMENTS	✓	✓
ADAPTATION OF MEETING TIMES TO CARE-RELATED WORKERS' NEEDS	✓	✓
COVID-19 POLICIES/SERVICES/MEASURES FOR THE MOST SENSITIVE CATEGORIES	NS	✓
TOTAL EXPENSE FOR THE ENROLMENT OF CHILDREN IN NURSERIES	✗	✗
TOTAL EXPENSES FOR CHILD BONUS	✗	✗

CTAG offers several work-life balances services and measures and is currently designing new actions to implement those that are still lacking.

A lactation room was already available in 2016 and is still open for staff, but no measures are active as of now concerning nursery, elders care assistance and summer camp. While offering flexibility arrangements, namely the possibility to work remotely, there is also general policy to the adaptation of meeting times to care-related needs.

Concerning child bonus, CTAG does not directly give money to staff with children; rather, it is a national policy in place, calculated as a tax deduction on salary.

Figure 1.15 CTAG: Percentage of administrative staff that benefit from parental leave
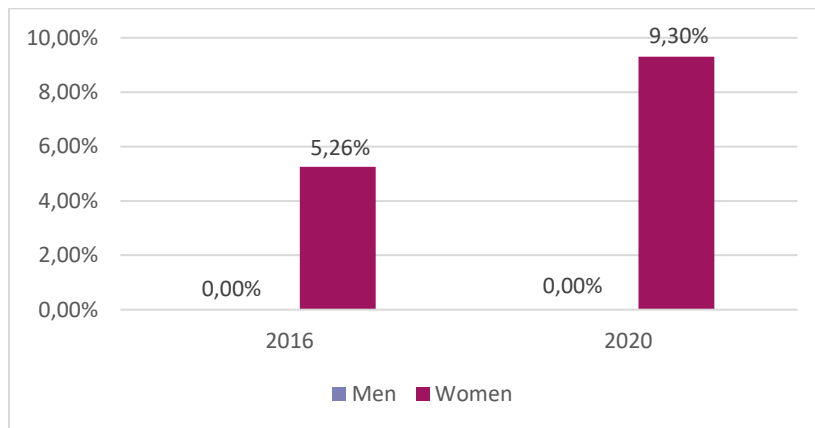
Figure 1.16 CTAG: Percentage of technical staff that benefit from parental leave
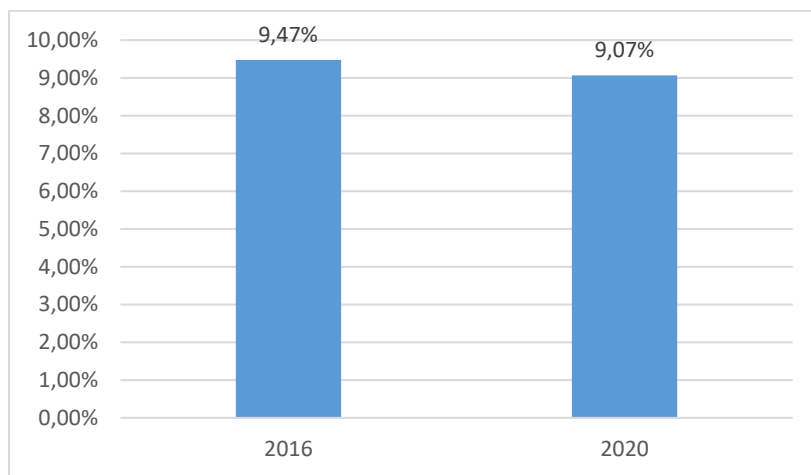
We calculated the number of staff with children by looking at who benefitted from tax deduction for dependent children. We can see that, compared to 2016, technical staff benefitted less from parental leaves, while the opposite is true for administrative staff, where the rate increased for women.

1.8.4 Key area 4: Research

Figure 1.17 CTAG: Number of applicants and beneficiaries of research fundings by gender
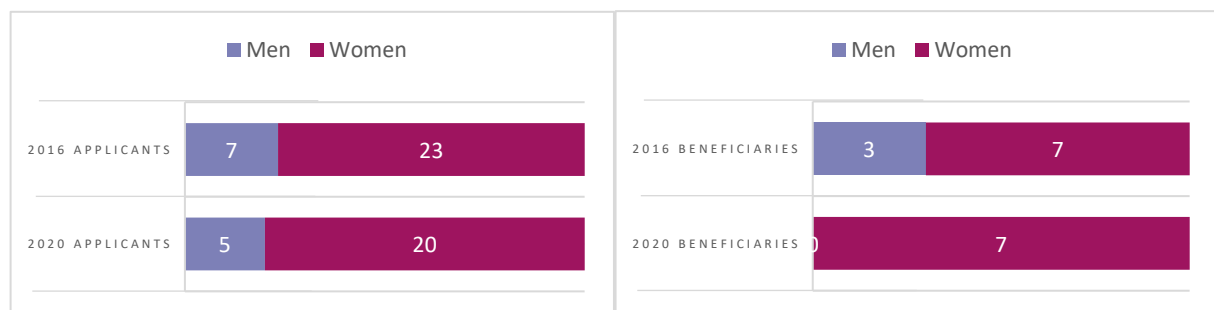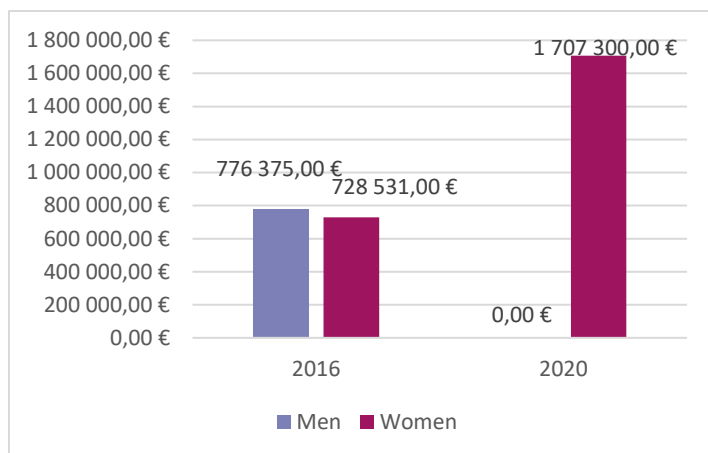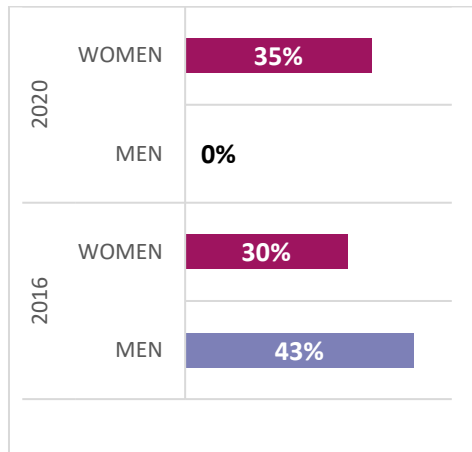
If we check the rate of applicants and beneficiaries, the situation is unbalanced (around 80% of applicants were women). As noted in the graph, there is a difference of € 1.659.456 between men and women total funds as project manager.

In 2020, all funding projects were led by a woman. However, having only data of the project manager, we cannot elaborate on the real composition of research teams.

1.8.5 Summary towards a self-tailored GEP

Despite substantial efforts, there are still some critical areas that deserve attention and thus become candidates for GEP actions.

Key area 1:

- Better gender composition of decision making bodies, such as:
  - department directors, where the largest imbalance has been found.
  - recruitment and promotion committees for teaching and research staff.
- Continuing the implementation of gender sensitive language and images use; while it has been encouraged since 2016, its use is still not widespread. Furthermore, we need new guidelines to take into account the most recent changes in literature and academic contexts.
- Strengthen the training on gender sensitive issues, while tracking more accurately individual participations and their affiliations, with particular care in identifying who has already or will probably be part of a selection committee that year. This could prove very difficult for CTAG, since people in committees are chosen every time a new selection is opened.

- Revising the rules for governing boards and committees, clearly stating the targets for equal composition; this also means to uniform the different boards and committees to have the same voting mechanism, such as voting separately for men and women candidates.

Key area 2:

- Designing and implementation of mentoring programs, which are sorely lacking in CTAG.
- Clarification of targets in selection committees.
- Revising policies on gender balanced careers, designing ad-hoc training and interventions specifically tailored on this issue.

Key area 3:

- Many services and measures are still lacking; however, it will prove difficult to implement them during the ongoing pandemic. Nonetheless, specific resources should be devoted to finally implement much needed services such as nurseries, and the adaptation of meeting times, even in light of a gradual, albeit at the moment seemingly far away, return to work more in presence.
- Speaking of remote working, specific resources should be allocated to the monitoring of this indicator, considering that care work, both for technical and administrative staff, could become even more invisible and automatically thrusted upon women. This point combines with the previous area to form a potential GEP action, i.e., recognizing the impact of care work in scientific evaluation, the lack of which at the moment is penalizing women in their academic career.

Key area 4:

- We need to allocate specific resources to investigate the current extent of research in our organization including sex and gender dimensions.
- We need to track applicants for research funding; for what concerns beneficiaries, only reporting the project manager does not reflect the actual composition of research teams.
- We need to allocate specific resources to catalogue all gender-related learning activities organized by various departments, because as of now there is no central body which gathers all of them.

2. A comparative portrait: Insights for designing self-tailored GEP

2.1 Comparing gender equality at the meso level: numbers

All the different implementing organizations have collected indicators across key areas and showed them in detailed in chapter 1. In this section we offer a comparative portray of the gender status of our 7 RPOs across the main areas and subareas. This helps us to design self-tailored GEPs.

Figure 2.1 shows that men composed the majority of department directors in every institution except MTU, which also sports a good degree of gender balance in the other governing bodies, including a women university president. Top positions and decision-making seem still a male monopoly: actions to address glass ceiling and the importance of diversity management and leadership should be promoted nearly in each RPO.

Figure 2.1: Percentage of women deans or directors of departments in 2020
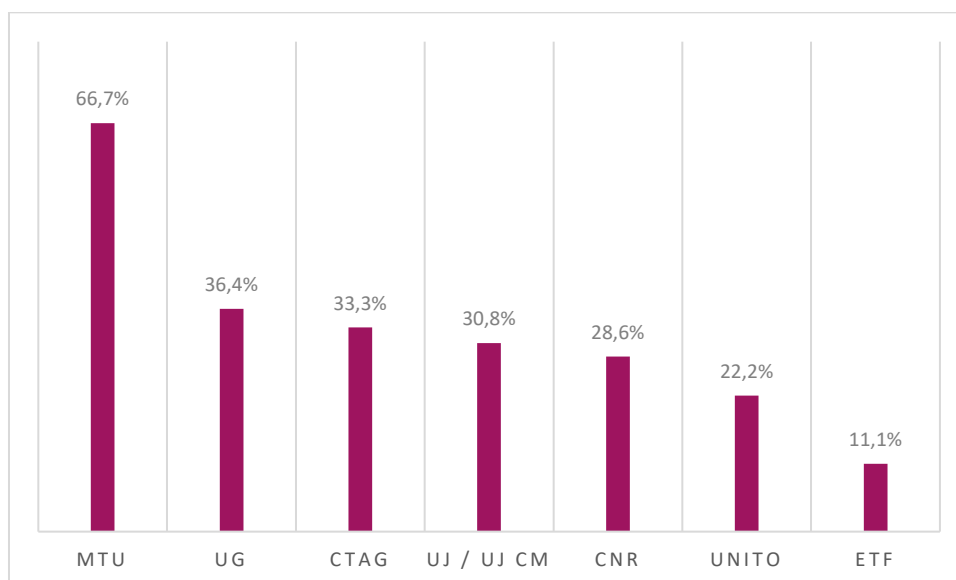
Figure 2.2 illustrates the percentage of female teaching and research staff across all levels, while also including students to have a wider perspective of the academic pipeline. CNR and CTAG do not have students, so their data starts from grade D. Grade D has some degree of variability: for instance, the majority of universities include PhD students, while some others, such as CNR and UJ, presented the PhD students as separated from the teaching and research staff.

More generally, we can see that, except for ETF (which is a STEM university), the gender distribution of students is tipped in favor of women, with almost every university having more than 60% of female students, with a small increase from BA to MA, except for UJ CM. At grade D, the percentage tend to decrease, however they generally remain above 50%, except for ETF and CTAG, which are consistently reporting the lowest percentage of women academics across all levels. MTU needs a separate mention, since at the researcher level the gap is very wide. At grade C the percentages start to decrease, while still being mostly over 50% (except for UniTO). On the other hand, MTU sees an increase, which correspond to the position of assistant lecturer: however, the percentage is still below half. The same can be said for CTAG. The first significant decrease is at grade B, which usually correspond to associate

professor: however, we can see that percentages hover just around 40-45%; the two exceptions are UJ CM, with 51% of women, and MTU, which sport a 58.1%, corresponding to the lecturer role. Predictably, grade A is where the percentage of women academics is generally the lowest, with comparable numbers across the institutions: a ratio of four men for each woman. MTU (34.8%), CTAG (33%) and UJ CM (32%) are the institution with the highest percentage. However, we can see that for CTAG, the percentage of women increases from junior to senior positions. Again, MTU needs some clarification: in this instance, grade A corresponds to the senior lecturer position. This has been done because the designation of professors, now the highest position, was instituted in 2019: this position is currently covered by just one man. Having said this, the data generally reinforce the notion that women academics are underrepresented at senior positions.

Figure 2.2: Percentages of women among students and TR staff in 2020
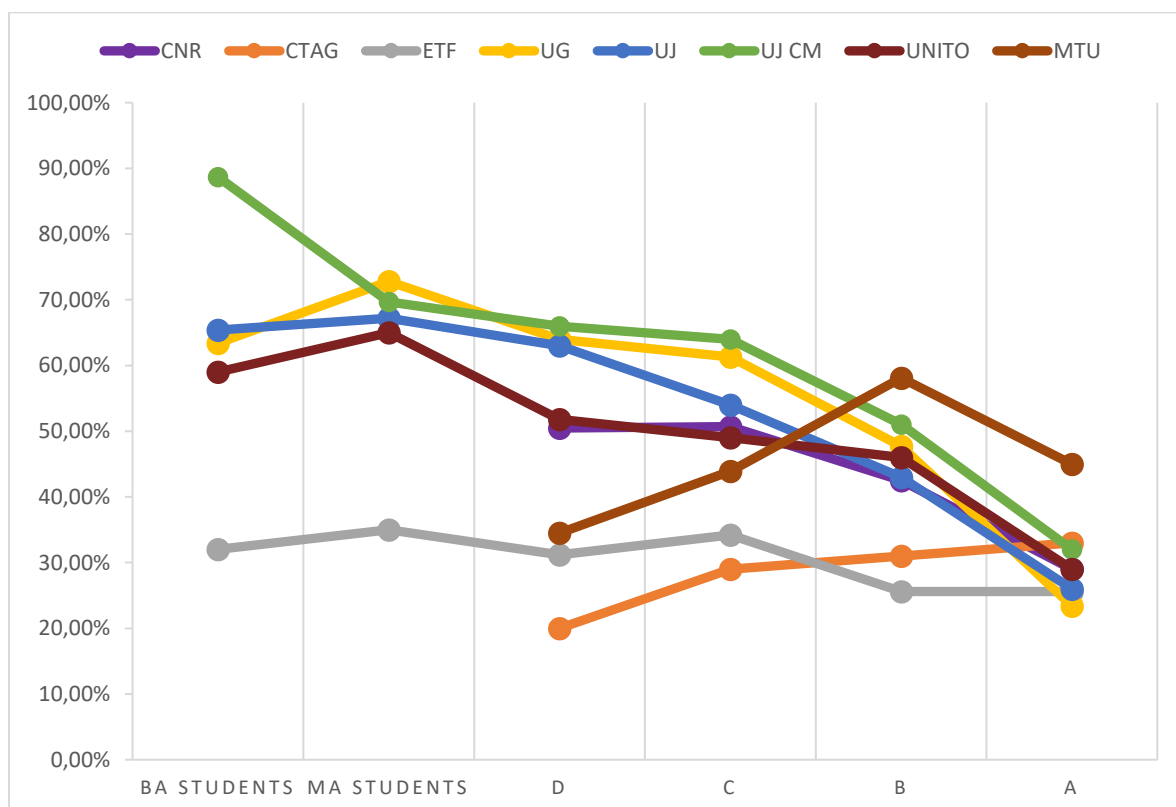
Figure 2.3 shows the Glass Ceiling Index (GCI) of every institution. Coherently with the data shown above, we can see that almost no institution reaches 1, the value that indicates that there is no difference between men and women in terms of probability to reach the highest positions. While CTAG, with the only GCI below one, and ETF have the best values, we must consider that they have low percentages of women across all positions. UG has the highest value, considering that women in position D and C are more numerous than the total of men in all positions (1390 women in position D and C, 1169 men in total); furthermore, while in position B there is almost equal representation, in position A women are less than a fourth of the total. Considering the lack of targets in selection committees, of mentoring programs and policies for gender balanced career in many institutions, the implementation of those policies in GEP actions should take into account that merely increasing the number of women does not ensure that they can break the "glass ceiling". Structural incentives for having more women in selection committees and decision-making boards, by deconstructing the gender biases embedded in the definitions of excellence and in the ideas of what constitutes a "good academic" and a "good leader".

Figure 2.3: Glass ceiling index in 2020
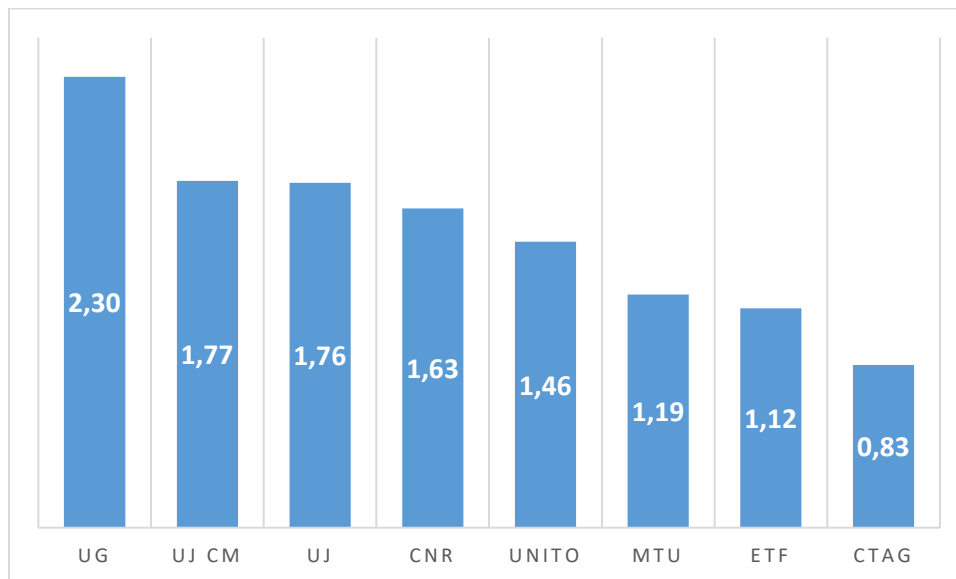
Figure 2.4 illustrates the Glass Door Index in 2020. The institution who are not included in the figure could not calculate the index due to lack of data or clarity concerning what constitutes a "first stable position" within their institution. We can see that the values are all around one, signifying a positive trend for women in precarious positions; specifically, CTAG, MTU and ETF are below one, indicating that the percentage of women in the first stable position is growing compared to the percentage of women in precarious, fixed-term positions. Again, we must take into account differences in the career ladder and the specificities of each institution, which are addressed in more details in their respective sections. Specifically, at CTAG people can have fixed terms contract at every position, so the GDI in this case does not represent the passage from precarious positions to the first stable one, but more generally represents how high the proportion of women in the lowest position is compared to the next position in the career ladder. The lack of data for calculating the GDI should spur institutions to review the ways in which data are stored or their availability, since this is the first step to monitor and then design proper action to include in the GEPs: in this regard, one action should definitely aim at improving the collection of gendered data.

Figure 2.4: Glass door index in 2020
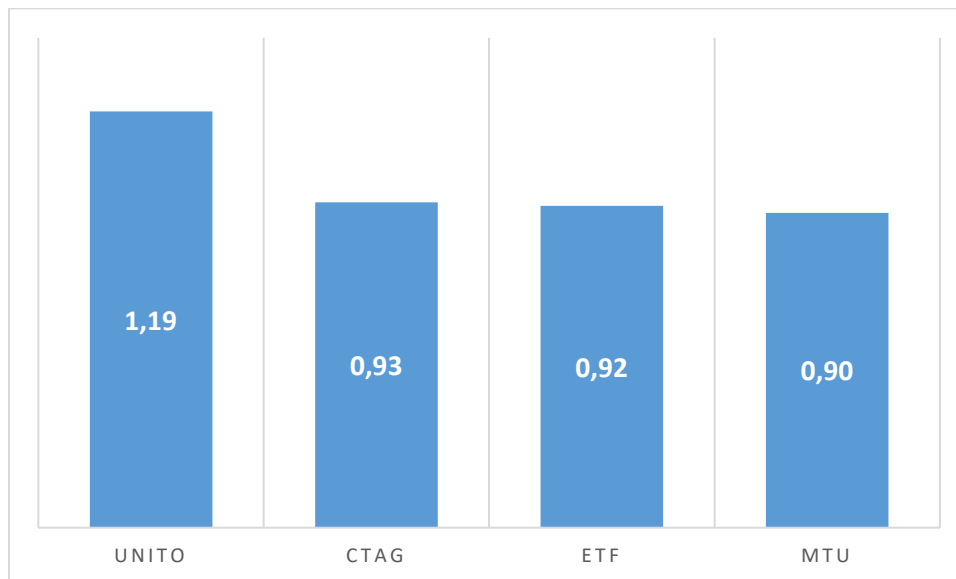
Figure 2.5 illustrates the total amount of research funds by gender in 2020, while Figure 2.6 shows what percentage of the total funds went to women. ETF and CNR could not provide data. For what concerns the total amounts, UJ provided the total funds already converted in euro, while for UG the conversion has been done considering the rate at 31/12/2020. We can observe that UJ and UJ CM, which are part of the same organization, have the highest total amount, both in general and for women. If we look at the share of funds allocated to women except for CTAG which reported that the only beneficiaries for 2020 are women, UG and UJ CM are the only institution with 50% or more of research funds allocated to women. However, we have to consider that the average research funding is lower for women at UG (see figure 1.28 UG in their section); a similar situation can be found in UniTO, where the average funding for women was 1909.31 € compared to 22661.79 € for men.

Figure 2.5: Total amount of research funds by gender in 2020
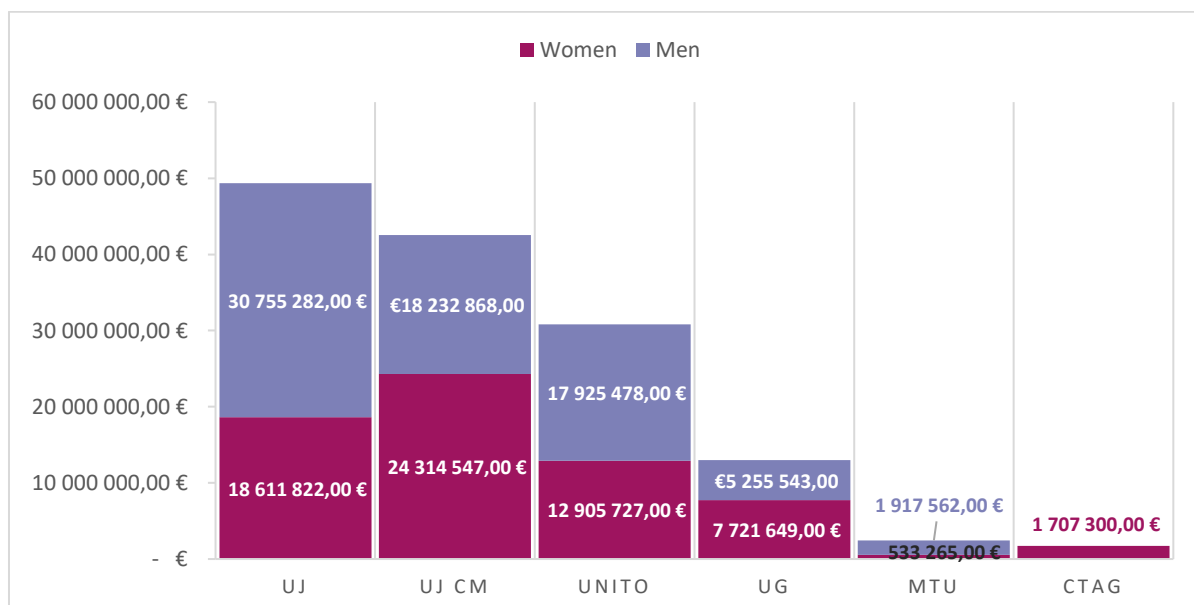
Figure 2.6: Share of total research funds allocated to women in 2020
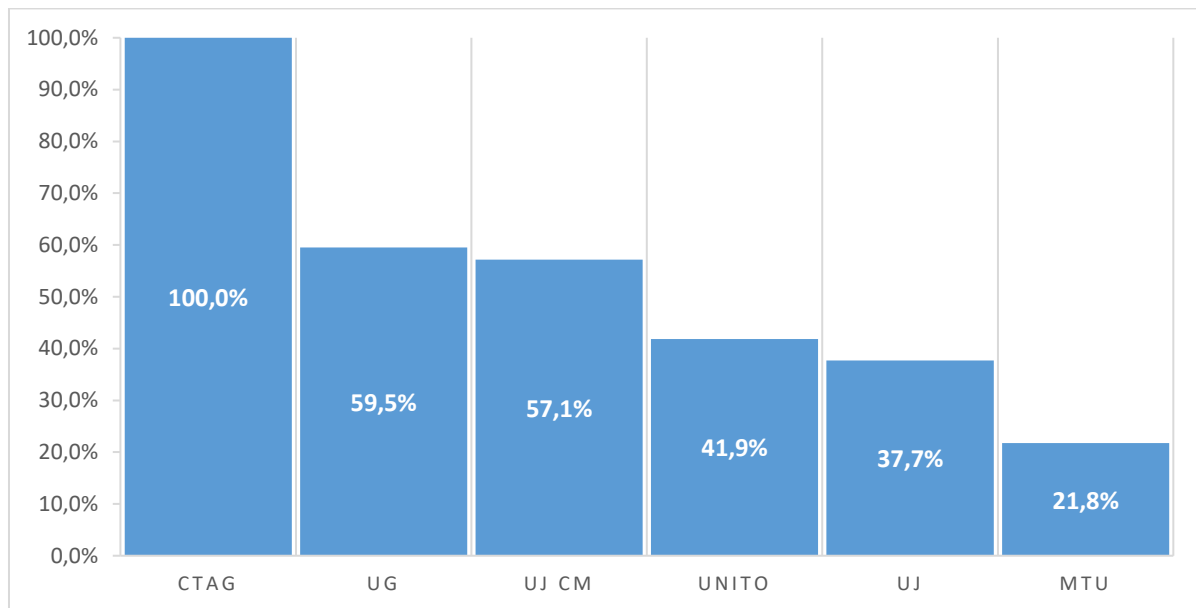
Figure 2.7 shows the percentage of women beneficiaries of research funds in 2020. Only CNR is missing, since although they have the data, they are not structured in a gendered perspective: a dialogue on this matter has already been opened in their institution to change this situation as soon as possible. Again, with the exception of CTAG, we can see that UG has the highest share of women beneficiaries, although as already stated, the average funds are lower for them. Every other university has a value below 50%, with the lowest being MTU and especially ETF, where there are roughly four men beneficiaries for one woman. This data informs us that, even in universities where women compose the majority of research beneficiaries, they still get less money compared to their male colleagues; furthermore, we usually have info only on principal investigator. More in-depth knowledge of the composition of research teams is needed to better assess the gender balance of research projects.

Figure 2.7: Percentage of women beneficiaries of research funds in 2020
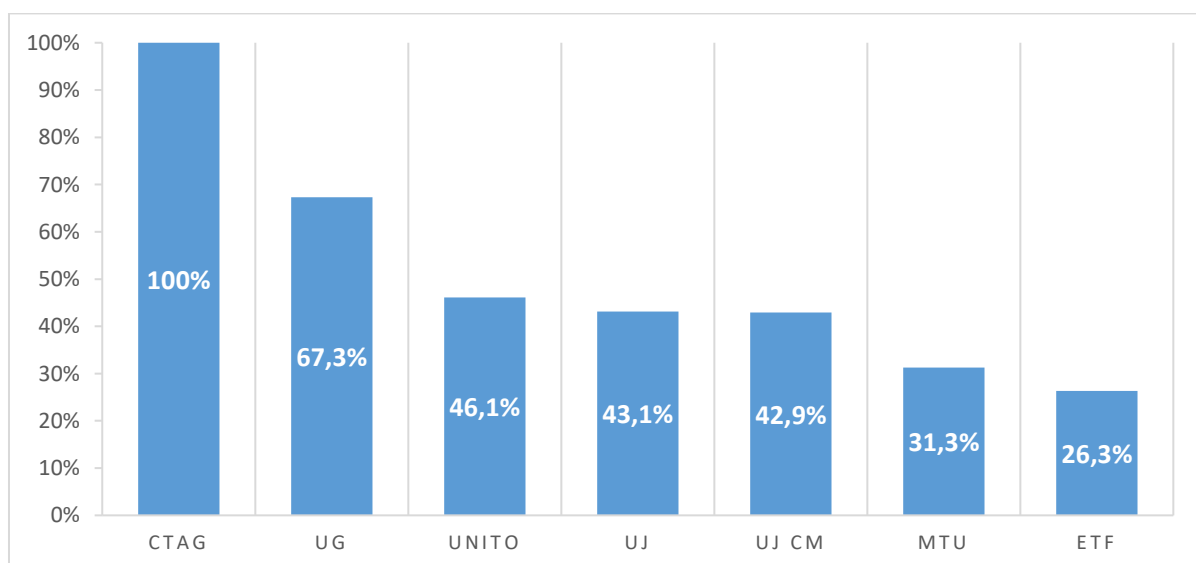
Figure 2.8 details the share of students already presented in Figure 2.2. As already noted, every university apart from ETF had a high share of female students, and we can see that they still are the majority both in STEM and SSH. Some considerations must be made: ETF only has engineering and

technology courses, while UJ CM is medical college, and while it included some SSH courses in 2016, by 2020 the only courses are in health and medical sciences, which for the purpose of this classification are part of STEM disciplines. The only university where the gap is more evident is UniTO, where only 38.4% of students enrolled in STEM courses are women: many are enrolled in medical and health sciences, while far less are enrolled in natural sciences, engineering and technology, and agricultural sciences. This division mirrors that of UJ and UJ CM, considering that in the latter 73.6% of enrolled students are women. While UG and UJ seems more balanced, we also have to consider that they are the institution with the highest glass ceiling: as already suggested, this can be because women participation in academia is increasing recently, and thus students, graduates and newly habilitated doctors will need more time to reach higher positions. In fact, UG has a Glass Door Index of just 1.03, suggesting an ongoing upwards mobility of women.

Figure 2.8: Share of female students within STEM and SSH disciplines in 2020
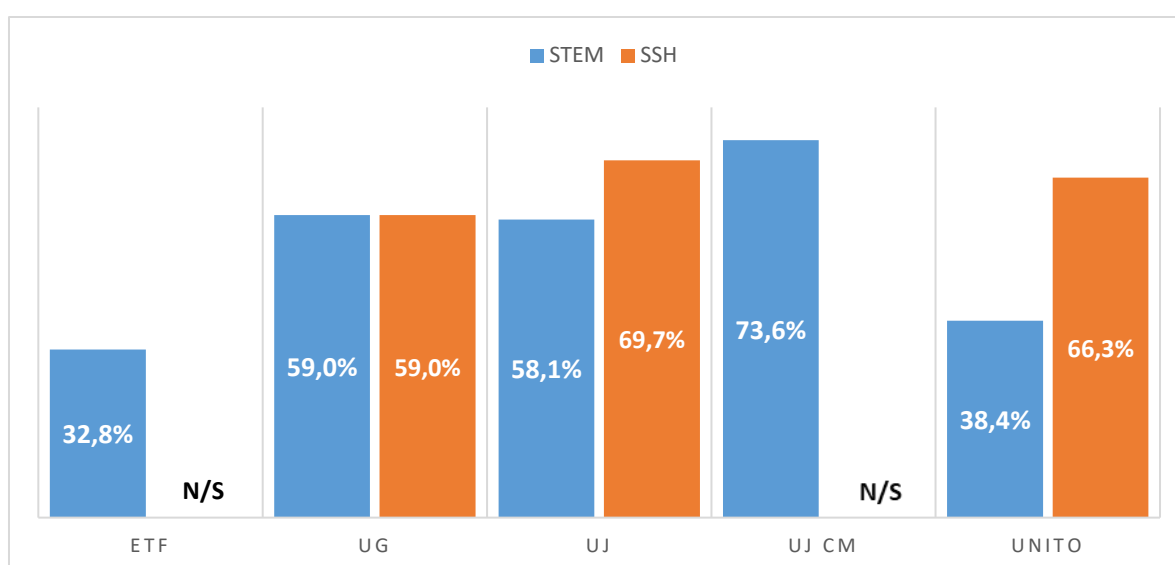
What about a comparison of some policies in place to tackle the empirical evidence showed above? Table 2.1 illustrates that, apart from CTAG, which approved a GEP in 2012, and UNITO, which was already working on its GEP during data collection, every other institution does not have policies for the use of gender sensitive language and images. Some institution, like CNR, started to implement policies in 2016 and 2020, while others, such as MTU, noted that there is no policy for the use of gender sensitive language and no plans to implement them. This indicates the necessity of designing GEP actions: on one hand, staff needs to be informed and trained on this issue, while on the other new policies need to be implemented. The need for training is also highlighted in Table 2.2, showing that again only CTAG and UNITO had training on gender issues in 2020; MTU also stated that selection committees received training in 2020, while human resources and other decision makers only received training in 2016.

Table 2.1: Gender sensitive language and images use in 2020

	CNR	CTAG	ETF	UG	UJ/ UJ CM	UNITO	MTU
Policy	✗	✓	✗	✗	✗	✓	✗
Mission	✗	✓	✗	✗	✗	✓	✗
Vision	✗	✓	✗	✗	✗	✓	✗
Strategy documents	✗	✓	✗	✗	✗	✓	✗
Marketing and outreach materials	✗	✓	✗	✗	✗	✓	✗
Agenda on the website	✗	✓	✗	✗	✗	✓	✗
Job advertisements	✗	✓	✗	✗	✗	✓	✗

Table 2.2: Training on gender issues in 2020

	CNR	CTAG	ETF	UG	UJ / UJ CM	UNITO	MTU
Selection committees	✗	✓	✗	✗	✗	✓	✓
Human resources	✗	✓	✗	✗	✗	✓	✗
Decision makers	✗	✓	✗	✗	✗	✓	✗
Public communication	✗	✓	✗	✗	✗	✓	✗

For what concerns general management policies and initiatives, we can see in Table 2.3 that the trend is similar. The asterisk indicates an exception or a comment that is explained below. Again, CTAG and UNITO are in the lead: for UNITO, specifically, there was no collection of gendered data, but in the same year they published a *Positive action Plan* and *Sustainability report*; additionally, work on the first GEP was already underway and UniTO published their first GEP *ad interim* in 2022. CTAG, on the other hand, did collect gendered data, but the resulting report is shared only internally with the Gender Committee. CNR and MTU both show an improving outlook. In 2020 CNR started different actions, such as the collection of gendered data, implementation of protocols against sexual harassment, and inclusion of gender equality issues within its sustainability budget; they are still lacking in the targets for women, in the use of language and the availability of resources and materials about gender. MTU, on the other hand, has a slightly different situation do to their recent merger: they have a *Gender Equability Plan* outlining their commitment to gender equality but lack a sustainability budget including these issues and a regular collection of gendered data. While many other equality policies are in place, there are no specific targets and a lack of materials and resources. ETF collects gendered data without a report. They also have a *Gender Equality Plan* at the level of University of Belgrade (UB), of which ETF is a part: however, it relates mostly to that university, and it is not tailored to ETF specific situation. ETF did not have a sexual harassment policy, but UB adopted one in 2021. Both UG and UJ have similar situations, and both already started to implement new policies: at UJ a series of workshops on anti-discrimination was conducted in 2021 and a report on gender will be published in 2022, while at UG, the report was published in 2021, and gender equality issue are planned to be part of obligatory training in 2022. It is evident that the missing policies will be prime targets for GEP actions.

Table 2.3: General management policies and initiatives

	CNR	CTAG	ETF	UG	UJ / UJCM	UNITO	MTU
Collection of gendered data and report publication	✓	✗	✗*	✓	✗	✗*	✗
Targets for women in governing boards and committees	✗	✓	✗	✗	✗	✗*	✗
Targets for women applying as managers or high-level staff	✗	✓	✗	✗	✗	✓	✗
Protocol for sexual harassment and gender-based violence	✓	✓	✗*	✗	✗	✓	✓
Awareness-raising events and efforts	✓	✓	✓	✓	✓	✓	✓
Existing gender equality plan	✓	✓	✗*	✗	✗	✓	✓
Mention of gender equality in official documents	✗	✓	✗	✓	✗	✓	✓
Sustainability budget including gender equality issues	✓	✓	✗	✗	✗	✓	✗
Support materials concerning gender equality issues	✗	✓	✗	✓	✓	✓	✗
Existing directory of resources about gender	✗	✓	✗	✓	✗	✓	✗

Concerning recruitment and career policies, Table 2.4 shows a general negative outlook. Most partners do not have policies in place and do not state that some efforts are underway. MTU states that most applicants are called provided they pass a screening process, so no targets are defined *a priori*; on the other hand, they are the only institution with a mentoring programme, which was delivered in 2019. UniTO only lacks a mentoring programme, which is currently being developed and should be integrated as a GEP action.

Table 2.4: Recruitment and career policies and measures

	CNR	CTAG	ETF	UG	UJ / UJCM	UNITO	MTU
Mentoring programs	✗	✗	✗	✗	✗	✗	✓
Targets in selection committees (TA)	✓	✗	✗	✗	✗	✓	✗
Targets in selection committees (TR)	✓	✗	✗	✗	✗	✓	✗
Policy on recruitment and gender balanced careers of scientific personnel	✗	✗	✗	✗	✗	✓	✓

Table 2.5 illustrates the work-life balance measures, policies and services. First, some specifications are in order about CNR: since they are a decentralized institution, they do not have aggregated data on the summer camps, the agreements with external services and the total expense for enrolment in nurseries: those policies are managed at a territorial level, and so some branches do have them in place, while other do not. Second, ETF stated that they lack several work-life balance services, apart from a canteen services which is note reported in Table 2.5.

Going forward with each measure, we can see that most institutions do not have a lactation room or a nursery, while no institution has policies concerning elders care assistance. Only UG and UniTO have summer camps, although due to COVID-19 containment measures UniTO offered a monetary alternative. Most universities offer agreements with external services and flexibility arrangements, usually teleworking. On the other hand, with the exception of CTAG, no one has a policy for the adaptation of meeting time related to care needs: this aspect is usually left to the individual work groups and managers to decide. For what concerns the expense for enrolment in nurseries, only UG, UJ and UniTO report the total sum; MTU explicitly stated that they do not directly give money to staff with children. Finally, concerning child bonus, most institution stated that they do not give money directly, because there are fiscal detractions which are determined by national policies. UG and UJ presented a sum which refers to a yearly Christmas bonus for buying gifts (pictured in Table 2.5) or subsidizing holidays: the sum for holidays are, respectively, 21.333 € for UG, 803.000 € for UJ and 303.000 € for UJ CM. Finally, ETF stated that, while they do not give money directly, each New Year candies and toys are given to small children. Work-care reconciliation policies for mothers (but also for involved fathers) are still insufficient, because caring responsibilities are still mainly female also in highly educated couples so that young female scientists face the dilemma if forming a family and have less time for research and governance or if give up and comply with the "unconditional worker model".

Table 2.5: Work-life balance policies, services, and measures in 2020

	CNR	CTAG	ETF	UG	UJ	UJ CM	UNITO	MTU
Lactation room	✘	✓	✘	✘	✓	✘	✘	✘
Nursery	✘	✘	✘	✓	✓	✘	✘	✘
Elders care assistance	✘	✘	✘	✘	✘	✘	✘	✘
Summer camp	NA	✘	✘	✓	✘	✘	✓*	✘
Agreements with external services	NA	✓	✘	✓	✓	✓	✓	✓
Flexibility arrangements	✓	✓	✘	✓	✓	✓	✓	✓
Adaptation of meeting times	✘	✓	✘	✘	✘	✘	✘	✘
COVID-19 policies/services for sensitive categories	✓	✓	✘	✘	✓	✓	✓	✓
Total expense for enrolment in nurseries	NA	✘	✘	✘	30000	✘	8000	NS
Total expenses for child bonus	✘	✘	✘	195000	77000	71000	✘	✘

Table 2.6 shows the number of empowerment trainings for career progression and the number of research centers in gender and women studies. With the exception on UniTO and UG, no other institution has empowerment training, while for the research center, only CTAG, ETF and MTU do not have one; however, this is also due to the nature of these institutions, particularly for CTAG. Since many institutions do not have a mentoring programme or other policies concerning gender balanced

career, special attention should be given to the design of such practices, in order to tackle gender issues not only at the hiring process, but also along the whole career.

Table 2.6: Empowerment trainings and research centers

	CNR	CTAG	ETF	UG	UJ /UJ CM	UNITO	MTU
Empowerment trainings	0	0	0	7	0	5	0
Research centers in gender studies	2	0	0	1	1	1	0

3. Annex

Annex 1. Introduction to each implementing partner

In this section a table containing useful info for each implementing partner will be listed to help readers in the understanding of the quantitative and qualitative data of MINDtheGEPs' institutions involved in the GEPs' elaboration, in particular info on the links between national and institutional policies.

University of Turin, Italy (UNITO)

Implementing Organization	University of Torino (UNITO)
Description of your organisation	The University of Torino (UNITO) is one of the largest Italian Universities, with about 70,000 students, 3,900 employees (academic, administrative and technical staff), and 1,800 post-graduate and post-doctoral research fellows. Research and training are performed in 26 Departments, encompassing all scientific disciplines. According to GreenMetric international ranking (December 2018), UNITO is ranked at 47th position in the world, and at 2nd in Italy (after University of Bologna). With reference to the most recent national evaluation of the Italian university system (VQR 2015-2019), UNITO is ranked in the top three Italian universities in nine scientific areas out of 16. In particular, UNITO is ranked in the top five in the following areas: ● first position in the area of historical, philosophical and pedagogical sciences; biological sciences; and chemical sciences; ● second position in the areas of medical sciences and physical sciences; ● third position in the area of political sciences; law; and agricultural and veterinary sciences; ● fifth position in the areas of psychological sciences; and economical and statistical sciences. As for internationalization, UNITO is involved in about 500 international cooperation formal agreements with institutions from all around the world (in particular South America, Mediterranean countries, India and China, in addition to Europe and North America), including joint educational programs at undergraduate and doctoral level.
Organization's experience/expertise in the project domain and role in the project	UNITO is the Scientific Coordinator of MINDtheGEPs and the leader of WP2. UNITO is deeply involved in scientific research and manages roughly 500 projects per year, both at the national and international level. The long record of participation of UNITO in the EU strategic research agenda results from 115 FP7 funded research projects, among which 33 coordinated projects and 4 Research Infrastructures projects. UNITO manages roughly 500 projects per year, both at the national and international level. The long record of participation of UNITO in the EU strategic research agenda results from 115 FP7 and 186 H2020 funded research projects. Under H2020 only, UNITO coordinated 41 projects and 13 ERC, taking part in 42 Marie Skłodowska Curie Actions and 9 Research Infrastructures grants overall. In Horizon Europe 8 projects have been funded so far, 5 of which under the Research Infrastructures program.
Decision Making	The University of Turin has two main decision-making bodies: the

Bodies	Academic Senate and the Board of Governors. The Academic Senate is the managing, planning and coordinating body of all University activities. Its members are the Rector, the Departmental Directors, the Professorial Delegates of the 16 scientific areas of the University, and a number of student and technical and administrative staff representatives. The Board of Governors supervises the University's financial, economic and administrative management and administrative staff management. Its main task is to carry out the planning decided upon by the Academic Senate.
Equal opportunity bodies and Gender Research Center	The University of Turin has a *Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-discrimination at Work* (so-called CUG - *Comitato Unico di Garanzia*). It was established in 2010 (Law 183/2010, article 21) with the role of elaborating and monitoring the Positive Action Plan (PAPs; *Piano di azioni positive*). https://www.unito.it/ateneo/organizzazione/organi-di-ateneo/comitato-unico-di-garanzia Within the University, there is a Research Centre for Women's and Gender Studies (CIRSDe) that was established in 1991. Beside the courses offered to students, CIRSDe provides advice and training for external organizations and bureaus interested in research and training. It is a multidisciplinary institution with 121 members, representing many departments at the University of Turin and many disciplinary fields, both in the humanities and in the sciences. https://www.cirsde.unito.it/it
Evaluation system and career progression	According to "She figure" Report in Italy Full professor corresponds to grade A; Associate professor to grade B; Researcher to grade C; Postdocs to grade D. The early academic career levels in Italy are ruled as short-term contracts: ● Research fellow (Grade D, *Borsista di Ricerca*, *Assegnista di ricerca,* only with research responsibilities, no teaching) ● Researcher (Grade C, *Ricercatore/Ricercatrice)* that in Italy are since 2010 temporary position by Law n. 240, art. 24, the so-called Gelmini reform that has reshaped the grade C of the academic career by replacing the former permanent contract of assistant professor (the *Ricercatore Unico* (RU)) with two new types of short-term contracts, both foreseeing research and teaching duties: ○ an A type "Ricercatore a tempo determinato di tipo A" (RTDa), which can be considered a "junior" assistant professor; ○ a B type "Ricercatore a tempo determinato di tipo B" (RTDb), which can be considered a senior assistant professor with tenure track once the 3-years contract is ended (if the candidate has obtained the *Abilitazione Scientifica Nazionale* – ASN; National Scientific Qualification) it automatically turns into an associate professor position). In UNITO, as in all the other Italian Universities, to progress in their career, early stages researchers or external candidates have to overcome successfully the ASN (Abilitazione Scientifica Nazionale), that is, being considered *'abilitato'* (employable, or fit for service) by a national committee within a specific field of study. Then, as a second step, the candidates have to apply and pass a local competition and be hired by a

	university as Associate Professor (Grade B, *Professore associato*, permanent position) before the title of habilitation expires. To became a Full Professor (Grade A, *Professore ordinario,* which is the highest academic qualification) the procedure is the same: the candidates need to pass a national competition to get the habilitation and then a local selection process (*concorso*) to get a promotion or to be hired. The evaluation in both national and local competitions is carried out on the basis of publications and scientific curriculum of the candidates: bibliometric methods and qualitative criteria are different for different scientific fields. The ASN was introduced by the Gelmini reform and it represents a minimum standard quality requirement for the recruitment of associate and full professors; It is granted by a national committee on the basis of the candidate curriculum (law 240/2020, art. 16). The recruitment and the career advancement occur at departmental level. The University Competition Code at art. 6, in line with the national law 240/2010, already specify the importance of ensuring, where possible, gender balance in the competition committees, however the Departments define the ways in which to respect this indication autonomously.
Sexual harassment and gender violence	The Code of conduct (646/2016) of the University of Turin at articles from 3 to 10 defines and condemns sexual harassment in agreements with the national legal framework, specifying that in the university the Confidential Counsellor appointed by CUG, is a super partes expert called on to prevent, manage and intervene in cases of harassment, mobbing and other forms of discrimination. UNITO has also in place an Anti-Violence Desk, created and carried out thanks to the funding from CRT/Piedmont Region/Ministry of Equal Opportunities granted following the presentation of a four-year project that will end in June 2022. https://www.unito.it/servizi/pari-opportunita-benessere-e-assistenza/sportello-antiviolenza Moreover, there are a Listening service and Counseling space that provide extensive services dedicated to the general well-being of the staff and the student body.

National Research Council of Italy (CNR)

Implementing Organization	National Research Council of Italy (CNR)
Description of your organisation	The National Research Council is the leading public organization in Italy with the responsibility to carry out, promote, spread, transfer and improve research in the main sectors of knowledge growth and of its applications to scientific, technological, economic and social development of the Country. To this end, the activities are divided into macro areas of interdisciplinary scientific and technological research, ranging from life sciences to ICT, Social Sciences and Humanities. CNR is distributed all over Italy with its network of 88 institutes aiming at promoting a wide diffusion knowledge throughout the national territory and at facilitating contacts and cooperation with industry and academy. The human capital comprises almost 9,000 employees, of whom more than half are researchers and technologists. Additionally, 2,000 research fellows are engaged in

	postgraduate studies and research training at CNR within the organization's top priority areas of interest. A significant contribution also comes from research associates: researchers, from universities or private firms, who take part in CNR research activities. The CNR Institute for Research on Population and Social Policies (CNR-IRPPS) is an interdisciplinary research institute that conducts studies on demographic and migration issues, welfare systems and social policies, on policies regarding science, technology and higher education, evaluation, on the relations between science and society, as well as on the creation of, access to and dissemination of knowledge and information technology.
Organization's experience/expertise in the project domain and role in the project	Gender and Talents (GeTa) Observatory is part of the "Knowledge society" research unit within IRPPS working on gender equality in science and human resource for STI. GeTa is made of female and male researcher with longstanding research experience and project management capacity on structural change and integration of the gender dimension in research institutions. GeTa has in January 2019 received full support and mandate from the CNR top management to analyze, design and manage both a gender equality plan and a diagnosis study on the gender situation in the organization. CNR will be responsible of WP3 (Designing GEPs for systemic institutional change) and co-responsible with CTAG of WP5 (Empowering Women in Decision Making Processes). It will also participate in all WPs of the project.
Decision Making Bodies	The CNR has one decision making body, the Board of Directors. This body is composed of 5 members chosen from among highly qualified technical and scientific experts in the field of research, with proven management experience in public or private bodies and institutions: the CNR President, appointed by the Ministry for University and Research; one member elected among the CNR research personnel (researchers and technologists); one member appointed by the Conference of Italian University Rectors (*Conferenza dei Rettori delle Università Italiane* - CRUI); one member appointed jointly by the Italian Union of Commerce Chambers and Confindustria (the main association representing manufacturing and service companies in Italy); and one member appointed by the Permanent Conference for Relations between the State and the Regions. The Board of Directors supervises the CNR financial, economic and administrative management, as well as is in charge to carry out the personnel recruitment plan regarding researcher, technologist, technician, and administrative (permanent) staff, while temporary staff or fellows recruitment is at department or institute level.
Equal opportunity bodies and Gender Research Center	The CNR has a Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-discrimination at Work (*Comitato Unico di Garanzia* - CUG). It was established in 2011 (Law 183/2010, article 21), and has the following purposes: ● addressing inequalities in access to employment, career advancement and the performance of work through the promotion of a culture of difference; ● encouraging the diversification of women's career choices, their access to employment and training; ● overcoming the distribution of work on the basis of gender and/or disability, which has negative effects on women; ● promoting the inclusion of women in activities where they are less

	present and at levels of responsibility; ● promoting the inclusion of women in activities where they are less present and at levels of responsibility; ● facilitating the overcoming of situations of personal and family hardship of employees; ● promoting a balance between family and professional responsibilities and a better gender balance; ● encouraging and encouraging female researchers to participate in research projects financed at national and international level. These objectives are pursued through the definition of the Positive Action Plan (*Piano di Azioni Positive* - PAP), on a three-year basis. https://www.cug.cnr.it On the determination of the CNR Directorate General, the permanent Gender and Talent Observatory (*Osservatorio Genere e Talenti* - GeTa) has been established within the IRPPS since 2019. It studies gender inequalities within society with a special focus on the research and innovation sector. Each year, the GeTa Observatory presents a report, drafted by CNR-IRPPS staff and experts from other Italian institutes and universities. https://www.irpps.cnr.it/en/geta-osservatorio-su-genere-e-talenti/
Evaluation system and career progression	As RPO, the "She Figure" classification for Italy is shaped as follows: ● Grade A is Director of Research (*Dirigente di ricerca*) or Technologist Director (*Dirigente tecnologo*), as permanent or temporary position with research and management responsibilities; ● Grade B is Senior Researcher (*Primo Ricercatore*) or Senior Technologist (*Primo Tecnologo*), as permanent or temporary position with research and management responsibilities; ● Grade C is Researcher (*Ricercatore*) or Technologist (*Tecnologo*), as permanent or temporary position with (usually) research responsibilities only; ● Grade D is Research fellow (*Borsista* or *Assegnista di ricerca*), only temporary position and extendable for a maximum of 6 years, with research responsibilities. Recruitment for grade D and temporary positions is carried out by the individual institute or department through an open competition. Recruitment for grades A, B and C (permanent positions) is managed at central organisation level for all institutes and departments through open competitions. The researcher grade D must win an open competition, open to non-CNR staff, to become a permanent employee of grade C (researcher or technologist). Grade C or B staff must win an open competition (reserved for internal staff or open to non-CNR staff) to progress to the next grade. Evaluation system follows national rules for public sector and CNR is evaluated on three year base by ANVUR, the agency for research evaluation
Sexual harassment and gender violence	In July 2020, the CNR approved the Code of Conduct against Harassment (Resolution No. 191/2020) upon proposal of the CUG. The Code condemns harassment of a sexual nature in accordance with national laws, and sets out the route for reporting and the measures to be taken if an employee becomes a victim of such harassment. Specifically, the Trusted Adviser

	(*Consigliera di Fiducia*), a super-partes figure with expertise in gender harassment, is in charge of the procedure, while counselling points have been planned at local level. These figures, however, still have to be identified through a public call. https://cug.cnr.it/sites/default/files/Codice%20per%20la%20prevenzione%20e%20il%20contrasto%20delle%20molestie%20nel%20CNR.pdf

University of Gdańsk, Poland (UG)

Implementing Organization	University of Gdańsk (UG)
Description of your organisation	The University of Gdańsk (UG) is a dynamically developing institution that combines respect for tradition with a commitment to the new. UG has been founded on 20 March 1970. Currently, it is the largest university in the Pomorskie Region (Poland). Approx. 25,000 undergraduate, post-graduate and PhD students are trained at 11 faculties. UG employs in total approx. 3,200 staff members and the academic staff comprises approx. 1,700 employees.
	UG has experience in the implementation of national and international projects focusing on research, teaching, networking, and development from various funding sources, incl. national funding, EU Framework Programmes, and EuropeanStructural Funds. UG cooperates with higher education institutions and other 15 entities in most European countries as well as outside Europe. Various institutes and departments of the University of Gdańsk have obtained, or are in the process ofobtaining, the prestigious status of *Centres of Excellence*, which is the European certificate of quality. The top-modern facilities on the University's Baltic Campus contribute to the high potential for providing innovative teaching and conducting excellent research.
	The mission of UG is to train highly-valued graduates who will possess broad knowledge, abilities, and competences that are essential in a social-economic life based on knowledge, as well as to continuously contribute to the scientific knowledge in the world and to the solutions of its most important contemporary problems.
Organization's experience/expertise in the project domain and role in the project	Social responsibility of universities is an important strategic path at UG. Several related projects project have been implemented eg: H2020: STARBIOS2 (2016-2020), RESBIOS (2020-2022), ACTonGender (2018-2021), Towards Gender Harmony (2018-2022). In 2017 UG has initiated its involvement in a national initiatives in this area and became signatory of the national *Declaration of Social Responsibility of Universities*, collected at the ministerial level, together with 23 other research & higher education institutions. UG is also one of 7 Polish universities starting an initiative called *Forum of Engaged Universities*. UG has received the HR Excellence in Research award and actively follows the *European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.* UG implements various research projects and initiatives related to enhancing professional careers of women researchers, eg.

	Involvement of staff in Polish Jury for the award L'Oreal UNESCOfor Women in Science, and in the International Selection Committee for the L'Oreal UNESCO for Women in Science – International rising Talents (ITR), and promoting of successes of UG researchers in these contests (eg. award for chemist dr Agnieszka Gajewicz in IRT 2018, virologist prof. Ewelina Król in 2019). UG also introduces anti-discrimination policies and various actions for a better work-life balance of employees. UG is leading WP6 (Gendering Research and Teaching) with ETF. It is also participate to all WPs of the project.
Decision Making Bodies	The University is headed by the **Rector** as a single-person body. In addition, the collegial bodies of the University are the **University Council**, the **Senate** and the **councils of scientific disciplines**. The University Council consists of: 3 persons elected by the Senate from the University community, 3 persons elected by the Senate from outside the University community and the President of the Student Government. The President of the University Council is its member from outside the University community, elected by the Senate. The tenure of the University Council is four years. The Council, among other things, gives its opinion on drafts of the University Strategy and reports on its implementation and monitors the management of the University. The University Senate consists of: Rector as chairman and representatives of all faculties both academic teachers and non-teaching staff representing the UG community. The Senate plays a legislative role, adopts, among others, the Statute, study regulations and regulations of doctoral schools, the mission and strategy of the University and approves the report on their implementation, appoints and dismisses members of the University Council. The tenure of the Senate is four years. The Councils of scientific disciplines confer degrees in the University. **The academic community** participates in the governance of the University through elected collegiate and single-member bodies. The entire academic community of the University is represented in the collegiate bodies.
Equal opportunity bodies and Gender Research Center	The following are in force at UG: Policy for Counteracting Mobbing and Discrimination at the University of Gdansk and Policy for Counteracting Discrimination against Students and Doctoral Students at the University of Gdansk, introduced by the Rector's Ordinances . Since February 1, 2021, on the basis of the Rector's Ordinance, there has been an Ombudsman for Equal Treatment and Counteracting Mobbing at the UG, who replaced the Rector's Plenipotentiary for Counteracting Mobbing and Discrimination. The tasks of the Ombudsman include in particular: 1) initiating, implementing, coordinating or monitoring activities aimed at ensuring equal treatment, in particular protection against discrimination and counteracting mobbing; 2) taking action aimed at elimination or reduction of consequences resulting from infringement of the principle of equal treatment or reasonable suspicion of mobbing;

	3) promoting, disseminating and propagating the principles of equal treatment treatment; 4) development and implementation of a gender equality monitoring system 5) Undertaking activities to examine the legitimacy of complaints 5) taking action to investigate the merits of complaints in cases of violation of the principles of equal treatment or mobbing. According to Gender Equality Plan introduced in January 2022 we plan realize Objective 4. **Objective 4: Integrating the gender perspective into research and teaching content** **Action 4.1.** Development and introduction of compulsory online training to raise awareness of the importance of a gender perspective in the research content of scientific projects "Gender dimensions in research and in teaching". **Action 4.5.** Enabling female editors and others involved in the publishing process of journals and publications published by UG to participate in training on gender mainstreaming in scientific content and guidelines for authors, as well as encouraging women to sit on evaluation panels for papers submitted for publication. **Action 4.7.** Support for writing/applying for grants including experience in building diverse teams and applying for gender-inclusive research **Action 4.8** Development and implementation of a compulsory training course: Module "Gender roles in research and scientific careers"
Evaluation system and career progression	University of Gdansk has just implemented Human Resources Development Policy that complies with the mission, vision and values laid down in the University of Gdańsk Development Strategy for 2020–2025 as well as with the principles of the European Charter for Researchers. The principal objective of the policy is to define transparent procedures of employment and to ensure flexibility of the development paths of academic staff in line with the European Commission's Code of Conduct for the Recruitment of Researchers. The policy outlines the expectations of the University towards its employees, alongside the instruments of systemic support for academic career paths at the UG. The policy also refers to the periodic assessment of academic teachers, based on detailed criteria of academic achievement in a given scientific discipline and the criteria of didactic and organisational achievements. The rules for the employment of professors emeriti and their participation in University life have been specified. Moreover, the academic staff development policy refers to the principles of the equality of treatment and opportunities at each level of professional development. Full text of the document can be found here: https://en.ug.edu.pl/sites/en.ug.edu.pl/files/_nodes/strona/52429/files/hr_development_policy_otm-r_policy.pdf
Sexual harassment and gender violence	See point: Equal opportunity bodies and Gender Research Center

Jagiellonian University in Kraków, Poland (UJ)

Implementing Organization	Jagiellonian University in Krakow
Description of your organisation	The Jagiellonian University in Kraków is a public higher education institution in Poland, run under the Act on Higher Education and Science, in accordance with its' Statute. The University is the oldest higher education institution in Poland and one of the oldest in Europe (established in 1364). Currently, the Jagiellonian University comprises 16 Faculties (including Medical College), where nearly 4 thousand academic staff conduct research and provide education to over 40 thousand students, within the framework of more than 90 different fields of study in the humanities, social sciences, science and medicine. The eminent researchers and state-of-the-art infrastructure make the JU one of the leading Polish scientific institutions, collaborating with major academic centres from all over the world and with a great record of both internationally and nationally funded projects, financed among others through the 6th and 7th Framework Projects and Horizon 2020 of the European Commission and through Norwegian Funds, COST, as well as the Polish National Science Centre. As for internationalization, JU is involved in 330 international cooperation agreements with 288 institutions from 64 countries. The Jagiellonian University is also well integrated into the European network of academic institutions through its numerous international education projects, funded by, among others, Erasmus Mundus, the Lifelong Learning Programme and the Visegrad Fund, aiming to further develop the innovative capacity of the university's educational potential.
Organization's experience/expertise in the project domain and role in the project	Both Institute of Sociology and the Office for Safety, Security and Equal Treatment (university unnits that take part in the MINDtheGEPs project) have been engaged in international research projects aiming at gender equality in research and academia and beyond. The Institute of Sociology has extensive research experience in the fields of gender and inequality studies. Recent projects concerning gender equality issues include 'Gender equality and quality of life – how gender equality can contribute to development in Europe' (Polish-Norwegian Research Programme, 2013-2016), 'GENERA – Gender Equality Network in the European Research Area (Horizon 2020, 2015-2018), ACT - Promoting Communities of Practice to advance knowledge, collaborative learning and institutional change on gender equality in the European Research Area (2018-2021). The *Office for Safety, Security and Equal Treatment – Bezpieczni UJ* was established on January 1st, 2020 as a result of a growing need of coordination of actions for personal safety and security, as well as equal treatment of all members of the university community. It is aimed at supporting victims of discriminatory behaviours, conducting surveys on perceived discrimination, co-creation of university-wide policies and procedures regarding equality & diversity. The office continues previous activities in this filed conducted by the Rector's Proxy for Student Safety and Security, namely international cooperation within university networks such as: The Guild (Gender and Diversity Working Group), the AUCSO (Diversity Group) and previous projects ("Just and Safer Cities for All – Local Actions to Prevent and Combat Racism and All Forms of

	Intolerance", "GENERA" (advisory board). Recent projects concerning gender issues include international campaign "16 days against gender-based violence" and students' satisfaction barometer – perceived discrimination, both conducted at the university annually since 2012. The Jagiellonian University is a leader of WP4 on balancing recruitment, retention and career progression. It is also one of the implementing partners, who develop their GEPs within the framework of the project.
Decision Making Bodies	The main decision-making bodies of the Jagiellonian University are: the Rector, the University Council, the Senate, the Vice-Rector for the Collegium Medicum and the councils of disciplines. The Rector leads and represents the University (with the support of the rector-dean's college). The University Council gives its opinion on the university Statute and Strategy projects and monitors the governance of the University. The University Council consists of 6 members appointed by the Senate, including 3 members from the community of the university and 3 from outside the community of the university and the the President of the student self-government. The Senate adopts the university Statute the strategy and the study regulations. Its members are the Rector, 16 professors representing 16 faculties, 2 professors from extra-faculty and inter-faculty units, 8 students (including doctoral students), 6 academic teachers other than professors and 3 representatives of non-academic staff.
Equal opportunity bodies and Gender Research Center	*Counteracting discrimination and ensuring equal treatment of all university community members* is one of the priorities defined in the Jagiellonian University Statute. In 2017 Jagiellonian University has received the HR Excellence in Research award and follows the *The European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.* The Office for Safety, Security and Equal Treatment - Bezpieczni UJ – selected tasks: ● diagnosing the level of equal treatment (monitoring, surveys, analysis) ● taking preventive actions consisting of conducting educational and promotional activities ● coordinating national and international cooperation in the field of equal treatment (including participation in projects) ● cooperation with other units on developing procedures and policies (responding to discriminatory incidents, implementing the principle of equal treatment in externally funded projects). Academic Ombudsperson – selected tasks: ● monitoring violations of academic rights and values at the University; ● taking action in situations of violation; ● taking action to prevent behaviour that violates academic rights and values; ● cooperating with entities established at the University to protect academic rights and values.
Evaluation system and career progression	According to "She Figures" Report in Poland Full professor (doctor habilis with the title of professor) corresponds to grade A; Habilitated PhD to grade B; Researcher with PhD to grade C; Researcher with Master degree to grade D.

	For most researchers, both research and teaching are obligatory. However, beside research and teaching positions, there are also teaching positions and research positions. In JU, to progress in their career, grade D researchers have to receive a PhD degree, through presenting and defending a doctoral dissertation prepared under the supervision of a senior researcher (a person holding a degree of doktor habilitowany or the title of professor). A person holding at least a PhD degree can be employed in the position of an assistant professor. The next step of academic career is the habilitated doctor ("doktor habilitowany"), which can be awarded only to PhD degree holders. Habilitation gives its holders scientific autonomy to conduct their own research and lead a team. It is the highest qualification level issued through the process of a university examination and is the key for access to a professorship. An application for the award of the degree of doctor habilitowany is evaluated by the habilitation commission on the basis of three reviews and the outcome of examination, which is obligatory in the case of achievements in the human, social and theological sciences. Full seniority in rank is however achieved with the scientific title of the professor ("profesor"), which is awarded by the President of the Republic of Poland upon a motion of a Commission appointed by the Council of the Scientific Excellence, a central body of government administration. The title of professor may be granted to a person who: 1. holds the habilitated doctor degree (in specific cases a PhD), 2. has outstanding scientific or artistic achievements, and 3. participated in scientific projects granted under open calls (national or international) or participated in international fellowships or research conducted in higher education institutions or research centres in Poland or abroad. Titular professorship is necessary to obtain the highest academic position of a professor. The recruitment and the career advancement occur at faculty level.
Sexual harassment and gender violence	There is no policy/protocol for sexual harassment/gender-based violence in the university. There is some data on the issue, gathered in e.g. GEAM research.

University of Belgrade, Serbia (ETF)

Implementing Organization	**University of Belgrade - School of Electrical Engineering (ETF)**
Description of your organisation	University of Belgrade - School of Electrical Engineering (ETF) is one of the leading higher education and research institutions in the field of electrical engineering and computer science in Southeast Europe (SEE). It is the largest engineering faculty in the SEE region, and 3rd largest electrical engineering faculty in Europe. ETF is committed to meeting the highest standards in pedagogy, research and applied science since its establishment in 1948. It has a staff of 300 employees, and revenue for 2018 was about 8.5M EUR. It provides exceptional engineers who contribute to productivity, innovation and competitiveness, in Serbia, but also around the world. ETF participates in numerous international projects, and has joint research initiatives supported by the European Commission (H2020, COST, EUREKA, InteRReg, ERASMUS, TEMPUS, and other programs), as well as with the US National Science Foundation and other prominent RFOs and RPOs. One of the fundamental activities of ETF is to provide support for

	innovation programs. Over the years, ETF have implemented technological methods with original and systematic approach, providing innovative products, solutions, technologies, and services for science and industry along with participating in national and international projects (>100 are currently being implemented). ETF is a founder and co-founder of several technological institutions in Serbia: Business- Technology Incubator of Technical Faculties, Serbian Software Cluster, and Embedded.rs Industry Cluster. ETF also launched its Innovation Center (ICEF), designed as an interface between academia and industry. ICEF has 18 full time employees and 60 associates who are partially engaged on different commercial projects with industry. ICEF also participates in numerous events dedicated to networking, promoting science, engineering and computing, education and collaboration with industry and government, and it organizes courses and trainings for clients from industry, offering knowledge about new technologies, policies and skills.
Organization's experience/expertise in the project domain and role in the project	ETF will co-lead WP 6 (Gendering Research and Teaching), and take part to all WPs. ETF has vast experience in H2020 projects in engineering and other technical fields. Moreover, ETF has already started to implement activities aimed at mainstreaming Responsible Research and Innovation (R&I) keys into its practice: Gender, Ethics, Science Education, Open Science, Sustainability, etc. Precisely, this institution has been one of the stakeholders in the trainings organized as a part of the FP7 RRI Tools project. Furthermore, ETF team has participated in several activities aimed at involving more girls and women in ICT and has information on the relevance of that issue for the engineering sector and knowledge in the field of gender and research. The Advisor to the Dean of ETF for ELSE and R&I has participated in more than 20 international projects focused on Gender in research and innovation, and was a member of the Helsinki Group, a European Commission advisory body for Gender and Research. She started work with the high-level management of ETF aimed at support of equal career opportunities among our employees, and the opening of a new career and research opportunities. Also, three years ago, ETF established a new conference "Application of Free Software (FS) and Open Hardware (OH) - PSSOH" with a conference track (one of the three tracks) on the representation and role of women in FS and OH.
Decision Making Bodies	The decision-making bodies at the School of Electrical Engineering comprise the Dean and four Vice Deans, the School Council, the Academic Council and the Election Council. The governing body of the School of Electrical Engineering is the School Council composed of teaching and non-teaching staff, student representatives and representatives of Serbia's Government, who founded the institution. The Academic Council of the School of Electrical Engineering consists of full-time teaching staff, the dean, vice-deans, and student representatives. The Election Council of the School of Electrical Engineering consists of full-time teaching staff and is chaired by the dean.
Equal opportunity bodies and Gender Research Center	Gender equality policies at ETF are at initial stage and with no systemic view both at strategic level and implementation level. Gender equality measures remains at very general and vague level in the official documents of the organizations, and no gender equality plan is in place yet. The only policies that are present are after law obligations and are in no way connected to a gender plan of action or strategy. No formal

	actions on career development are in place and no systematic support for work-life balance either.
Evaluation system and career progression	According to "She figure" Report in Serbia Full professor corresponds to grade A; Associate professor to grade B; Researcher to grade C; Postdocs to grade D.
	Academic staff at ETF includes teachers, associates and researchers. There are several levels of titles within the teachers' profession: assistant professor; associate professor; and full professor. Assistant professors, associate professors and full professors may teach at all levels of higher education. There are two titles for education staff working as associates: teaching associates and teaching assistants.
	Most commonly, teachers and associates are employed on a full time basis. However, the duration of their employment may vary in accordance with their respective titles:
	- Teaching associates: fixed-term employment for 1 year, with a possible extension for another year; - Teaching assistants: fixed-term employment for 3 years, with a possible extension for another 3 years; - Assistant Professor: fixed-term employment for 5 years; - Associate Professor: fixed-term employment for 5 years; - Full Professor: permanent position.
	Academic staff members are required to act in accordance with the professional code of ethics which is usually issued by each higher education institution.
	Moving from a lower professional title to the next in the line (from teaching associate to full professor) is considered career advancement. Although academic staff members have to formally undergo a recruitment process in order to earn a higher title, it is an expected sequence of events for those who wish to continue their career at the same institution.
	A higher-ranking title brings a salary increase, like in any other case of teacher promotion (e.g. becoming the Head of Department, Dean, a committee member etc.). Furthermore, each year of working experience brings an increase in salary and number of annual leave days, as specified by the Labour Law.
	Honourable professor emeritus title may be assigned to a retired professor for their distinguished scientific work and contribution to higher education. Professor emeritus may be involved in all teaching activities within the second and third-degree levels of study.
Sexual harassment and gender violence	The rulebook on prevention and protection against sexual harassment has been established in July 2021 at the level of the University of Belgrade. Article 4 forbids sexual harassment, while article 5 prohibits the abuse of the right to protection from the sexual harassment. Articles 7 and 8 introduce the ongoing training and modification of the teaching material to prevent sexual harassment. Finally, Article 9 appoints a Commissioner of Equality at each institution at the University of Belgrade, who is in charge of preventing sexual harassment, as well as suppressing any kind of discrimination with respect to sex, gender, gender identity and sexual orientation. Moreover the Commissioner is in charge to run the training from Article 7 at his/her institution. The Commissioner of Equality at ETF is listed on the website.

Munster Technological University, Ireland (MTU)

Implementing Organization	Munster Technological University – MTU Kerry (ITT previously)
Description of your organisation	Munster Technological University (MTU) was formed on 1st January 2021 when Cork Institute of Technology (CIT) & Institute of Technology Tralee (ITT) came together to form MTU. The MINDtheGEPS project is being carried out within the Kerry campus, namely within the STEM department as this department has the largest cohort of researchers in the university. MTU Kerry is involved in education, research, regional, enterprise and community development. It has a student community of 3500 students, 355 staff distributed across 3 schools 1) Science, Technology, Engineering and Maths (STEM), 2) Business, Computing and Humanities and 3) Health and Social Sciences, which collectively deliver 60 undergraduate and post-graduate programs. MTU Kerry has a vibrant and diverse and active research community, with over 150 researchers (principle investigators, post-doctoral researchers, post-graduates) in addition to research active academic staff distributed across academic departments and research centres. There are with 5 key research centres: Shannon Applied Biotechnology Centre (www.shannonabc.ie), Centre for Intelligent Mechatronics and Robotics (IMAR, www.imar.ie), Lero Software research centre (www.lero.ie) and the UNESCO Chair in Adapted Physical Activity (http://unescoittralee.com/) and the Centre for Enterprise Development and Entrepreneurship (CEED, www.ceed.ie). The research is a combination of pure and applied research, via collaborative initiatives at a national and EU level with 120 research partners, from industry, research and academia, with a portfolio of programs in excess of 10 Million euros ongoing. MTU Kerry has strong international engagement, via research and education. ITT has 100 international cooperation agreements (Canada, Malaysia, South America, China and Europe) with 500 international students from 70 countries engaged in study and research at MTU Kerry.
Organization's experience/expertise in the project domain and role in the project	MTU Kerry is actively extending this ethos of diversity and inclusion across the staff and student communities. There is a particular focus on addressing the gender dimension via Athena Swan, a charter for diversity and inclusion. MTU has an Athena Swan Bronze award which requires, in addition to establishing relevant governing bodies, to identify gaps and improvement opportunities in the context of gender equality, diversity and inclusion, and to develop and deploy actions to promote equal opportunities, well-being in the workplace and non-discrimination. MTU Kerry's MINDtheGEPs team has experience from working with the UNESCO Chair in Physical Adapted Activity, in the STEM Passport project (Supporting and Enabling girls to progress to STEM program in University), the InterReg project iEER, stimulating and developing innovation and entrepreneurial ecosystems at regional level across the EU for the next generation of innovators and exploring the gender dimension as a barrier, enabler and differentiator as well as the InterReg FANBEST project. They also acted as coordinator of the 4 million EUR EU-funded TRADEIT project that had a special focus on female entrepreneurship. MTU will contribute to all of MINDtheGEPs as well as co-lead WP4 to balance recruitment, retention and career progression.
Decision Making	MTU is Ireland's second Technological University and has a Governing

Bodies	Body which is the authority established by law to govern the University. In accordance with section 11 of the Technolloial University (TU) Act, "A technological university shall have a governing body to perform the functions of the technological university". These functions are set out under section 9 of the TU Act, Functions of technological university. To assist the Governing Body in carrying out its functions there will be a number of Governing Body Committees to oversee specific aspects of the business of the organisation. Committees have yet to be finalised. Members of the Governing Body perform key roles in relation to the direction, strategy, and corporate governance of the University. Members take collective responsibility for the long-term sustainability of the University, working with the Chair of the Governing Body, the President and the executive management team to ensure that the University is managed and developed in line with legal and policy parameters and accepted standards of best practice
Equal opportunity bodies and Gender Research Center	MTU are currently developing an equal opportunity committee. Policy around equal opportunity is still being discussed. In keeping with the university's person-centred focus, MTU is committed to advancing equality, equality of opportunity and gender equality, and to providing the highest quality academic and working environment where there is mutual respect and dignity, and all are treated in a fair manner that is free from discrimination, harassment, and victimisation. All university employees and students are entitled to enjoy a safe and positive experience at university, underpinned by mutual respect and trust where all staff and students are able to achieve their full potential. MTU works to ensure equality, including gender equality, through its Dignity and Respect Policy and Equality Diversity and Inclusion Policy. The Dignity and Respect Policy can be accessed here: https://www.mtu.ie/contentFiles/policies/MTU_Dignity_and_Respect_Policy_-_Final.pdf There is no gender research Centre in MTU.

Evaluation system and career progression	According to the 'She figure' Report 2021 in Ireland there are three grades (A, B, and C) which pertains to academic staff:
	● **Grade A** - Full Professor on appropriate salary (€101,404 – €136,276). Grade A staff members are found in the universities. While there are some staff members who are in the IoTs who are styled as professors, these are not returned as academic staff in the HEA returns, and therefore do not fit the definition of Grade A staff (the highest grade/post at which research is normally conducted).
	● **Grade B** - Senior Lecturer and Associate Professor, (it would be expected that once the staff database is established Grade B staff will also include Lecturer 'above the bar', as these positions are held by those 'more senior than newly qualified PhD holders').
	● **Grade C** - Lecturer (and 'Assistant Lecturer' in the IoTs)
	
	● The Science Foundation Ireland has a designated framework outlined for researchers. This framework is typically utilized to calculate research budget salaries in Ireland:
	    ○ Level 1 Research Assistant - Minimum of primary Degree in relevant discipline with little or no research experience.
	    ○ Level 2A New Post-Doctoral Researcher – Newly qualified

	PhD
	o Level 2B Experienced Post-Doctoral Researcher – The appointed candidate will have 2-3 years postdoctoral research experience
	o Level 3 Research Fellow - The appointed candidate will generally have 4-6 years postdoctoral research experience.
	o Level 4 Senior Research Fellow - The appointed candidate will generally have 4-6 years postdoctoral research experience. A researcher leading their research area or field. It would include the team leader of a research group ... In particular disciplines as an exception, leading researchers may include individuals who operate as lone researchers".
	Progression of Assistant Lecturer to Lecturer Grade by staff with PhD – Assistant lecturers with 3 years' service and qualified to PhD Level may apply to HR to progress to Lecturer grade. A minimum of one years' service in the is required at the institute in which the applicant is making the application.
	There is no career progression framework for researchers due to it being in the public sector. All calls must be open-calls to ensure equal opportunity.
Sexual harassment and gender violence	MTU are currently designing a framework to tackle sexual violence and harassment. MTU is committed to ensuring that staff and students can work and learn in a positive and safe environment which is free from all forms of bullying, harassment, victimisation, and/or sexual harassment. Bullying, harassment, victimisation and/or sexual harassment in any form is not acceptable and will not be tolerated, whether it is carried out by a member of staff, student or member of the public interacting with staff and students of the MTU. MTU's has a Dignity and Respect Policy (2021). This policy and its associated procedure for preventing bullying, harassment, victimisation, and sexual harassment, in the workplace and for dealing with such complaints which arise between members of MTU as defined in section 4. There are a number of processes under the procedure to resolve dignity and respect issues. Complaints of inappropriate behaviour, bullying, harassment, victimisation, and/or sexual harassment will be treated seriously and with due regard for the rights and sensitivities of the complainant and the respondent. This policy is in compliance with the recommendations of the Government Task Force Report on Bullying in the Workplace (2001) and is also underpinned by the Equality Authority's Code of Practice on Sexual Harassment and Harassment at Work. MTU also engages the services of Spectrum. Life who are an Employee Assistance Service provider. The Employee Assistance Service (EAS) is a confidential counselling service. It provides support to employees, in addition to their spouse, civil partner or dependant, where the family member can be described as a person over the age of 18 and residing in the family home. The EAP service is available 24/7, 365 days a year covering numerous topics such as; counselling, infertility & pregnancy loss, elder care support, parent coaching, international employee support, legal information, financial information and more.

CTAG – Automotive Technology Centre of Galicia, Spain (CTAG)

Implementing Organization	Automotive Technology Centre of Galicia
Description of your organisation	The Galician Automotive Technology Centre (CTAG) is a private non-profit entity created in 2002 to carry out R&D activities in the field of mobility. CTAG's mission is to contribute to increasing competitiveness of automotive companies, through the appropriation and transfer of related technologies, as well as to guide and boost development, research and technological innovation in the sector. CTAG is present in all the stages from analysis, validation and verification, to implementation at client sites and product improvement. The Centre has a top-level human resources team, with great capacity for dedication to the customer. CTAG's staff is around 900 people, most of them PhD, engineers and university graduates. Moreover, it has modern facilities equipped with the latest technology to provide the best customer service, through its four technical divisions: Electronic & ITS, Materials & Process, Testing & Validation and Passive Safety. CTAG has been declared as a Foundation of Industrial Interest by the Xunta de Galicia (regional government), and it also has the approval of the Ministry of Economy, Industry and Competitiveness, as a national level Technology Centre. Since 2009, CTAG has implemented an R&D management system accredited according to the UNE EN166.002 standard, and furthermore follows the recommendations of the international standard UNE-CEN/TS 16555-1:2013 "Innovation Management". The Centre also has other certifications such as ISO9001 Quality Management and ISO 140001 Environmental Management, as well as specific certifications like the UNE EN ISO/IEC 17025:2005 and UNE/ISO-IEC 27001. CTAG is member of well-know international initiatives, among others, the EIT Urban Mobility , the EIT Manufacturing - initiatives of the European Institute of Innovation &Technology, ERTICO - a public-private partnership of 120 companies and organisations representing service providers, suppliers, traffic and transport industry, research, public authorities, user organisations, mobile network operators, and vehicle manufacturers, EPoSS- European Technology Platform on Smart Systems Integration and GET2EXCEL - a Global Exo Technology Research, Benchmarking, and Standardization Center of Excellence coordinating world-wide efforts, ATIGA- Intersectoral Technological Alliance of Galicia and member of the Vanguard Iniciative, and Supporting Organization of ADMA: European Advanced Manufacturing Support Center, I4MS
Organization's experience/expertise in the project domain and role in the project	CTAG is the leader of WP5. Empowering women in decision making processes. CTAG has participated in more than 55 European R&D projects, most of them co-founded by the European Commission through the FP7, CIP and H2020 Programmes and Connecting Europe Facility (CEF) as well as Interreg programme. In Horizon Europe, CTAG is leading 1 project in Cluster 5.
Decision Making Bodies	CTAG has a decision-making body composed by the general manager and the 8 Directors of the 8 different divisions in which CTAG is structured. Moreover, CTAG counts with a Works Council, 21 people that represent the employees in the company (L.O 11/1985; L.O. 14/1994; R.D.L.G.

	2/2015),
Equal opportunity bodies and Gender Research Center	Since 2013, CTAG has a Gender Equality Committe engaged with the elaboration of GEPs and since 2018 CTAG has stablisehed an action committe for cases of sexual, gender-based, workplace harassment and violence in working environment. Furthermore, the Division "People, Safety and Health at Work" organize periodical trainings for the CTAG staff and an introductory training for new hires.
Evaluation system and career progression	CTAG, as private non-profit research organization has its internal classification. From a top to down approach: ● General Manager ● Director of Division ● Coordinator ● Head of department ● Team leader ● Technical staff Career advancement is not subject, as in the university, to the achievement of any accreditation. It is motivated by the capabilities of the person and his or her work in the company.
Sexual harassment and gender violence	From 2018, CTAG counts with an action guide in case of sexual, gender-based, workplace harassment and violence in working environment, with the aim of guaranteeing the protection of the fundamental rights of CTAG employees and external persons linked to the Center, ensuring that all of them enjoy a respectful working environment, in which the right to equal treatment, freedom of expression, non-discrimination, dignity, privacy and integrity, are one of the fundamental pillars to be safeguarded.