



## Linking Research & Innovation for Gender Equality

# D1.2: Internal Gender Equality Assessments Results

WP1- Analysis of external and internal conditions for GEPs development and acceptance

Version: 1.0

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### Document information

Grant Agreement Number	873134		Acronym	CALIPER	
Full Title	The CALIPER project: Linking research and innovation for gender equality				
Topic	SwafS-09-2018-2019-2020 - Supporting research organisations to implement gender equality plans				
Funding scheme	CSA – Coordination and Support Action				
Start Date	1 <sup>st</sup> January 2020	Duration	48 months		
Project URL	<a href="http://caliper-project.eu/">http://caliper-project.eu/</a>				
EU Project Officer	Katherine QUEZADA, REA, Unit B5				
Project Coordinator	Vasiliki Moumtzi - ViLabs				
Deliverable	D1.2: Internal Gender Equality Assessments Results				
Work Package	WP1- Analysis of external and internal conditions for GEPs development and acceptance				
Date of Delivery	Contractual	M8	Actual	M11 (1/12/2020)	
Nature	R - Report	Dissemination Level	P - Public		
Lead Beneficiary	VIL				
Reviewer(s):	SV				
Keywords	Gender equality, RPO, RFO, internal assessment				



**Document History**

Version	Issue Date	Stage	Changes	Contributor
<b>0.10</b>	<b>27/07/2020</b>	<b>Draft</b>	<b>ToC</b>	<b>VIL, SV</b>
<b>0.20</b>	<b>21/10/2020</b>	<b>Draft</b>	<b>Version 0.20 released for comments to reviewers</b>	<b>VIL, SV, UEFISCI</b>
<b>0.30</b>	<b>20/11/2020</b>	<b>Draft</b>	<b>Version 0.30 incorporation of comments/contributions from partners released for final review to reviewers</b>	<b>ALL RPOS, RFOS, VIL</b>
<b>1.00</b>	<b>30/11/2020</b>	<b>Final</b>	<b>Final version submitted to the EC</b>	<b>VIL</b>



## Executive Summary

This report presents the analysis of internal conditions and the identification of gender bias and inequalities for the seven RPOs (UZG, STU, ULB, NTUA, IRB, YU, UNILE) and two RFOs (SRNSF, UEFISCI). This analysis depicts the situation based on data collected from the previous three years (2017-2018, 2018-2019, 2018-2020). The data have been collected following the Internal and External assessment methodology (D1.1). All RPOs, RFOs carried out the research activities (surveys, interviews, focus groups, desk research), involving different stakeholders (high-, and middle-management level, professors, researchers, etc.), and collected their qualitative and quantitative data. All data have been analysed at this stage. The results include the core areas of collaboration between the RPOs/RFOs, categorised under the several research activity/research areas (e.g. human resources, institutional governance, institutional communication, research, teaching, student services, transfer to market, sexual harassment, intersectionality). This collaboration will be useful for them during the next phases of GEP design, implementation and further exploitation. Also, the analysis results include the internal assessment situation of each RPO/RFO.



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# 1 Introduction

## 1.1 Purpose & Scope

The internal assessment implements every RPO and RFO of the project as the first step towards structural changes. The core goal is to identify the existing gender bias and inequalities in internal processes, practices and procedures. The further analysis concludes on the exact situation of the organisation and on the measurement units useful to compare and monitor the progress.

Every RPO/RFO is a unique 'ecosystem', and a 'one fits for all' assessment approach is not possible to help every different organisation understand its internal conditions. Therefore, CALIPER developed the methodology which includes a set of indicators and tools that every organisation may adapt and use, in order to identify and analyse the factors that influence both negatively and positively the gender equality. The methodology is included in D1.1 'Internal and external assessment methodologies and guidelines'.

Following this methodology, in the long term, RPOs/RFOs will be able to build the GEP upon an evidenced basis and make substantial structural changes which will be sustainable.

This report presents the results of internal assessment analysis that the CALIPER seven (7) RPOs (UNIZG-FER, STU, ULB, NTUA, IRB, YU, UNILE) and two (2) RFOs (SRNSF, UEFIS) carried out during the challenging period, due to COVID19 lockdown, from April until September 2020.

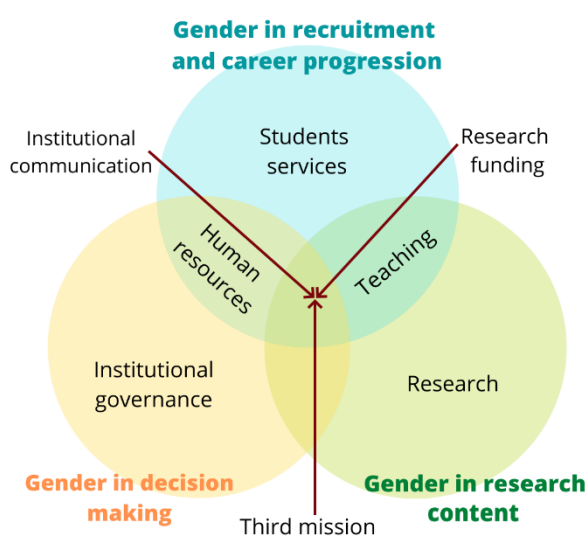
According to D1.1 'Internal and external assessment methodologies and guidelines', the internal assessment analysis involves all the ERA priorities on Gender Equality<sup>1</sup>:

1. Removing barriers to the recruitment, retention and career progression of female researchers.
2. Addressing gender imbalances in decision-making processes.
3. Integrating the gender dimension in research and innovation content.

The priorities are addressed through the analysis of the following research institutions activity/service areas:

1. Human resources (RPO/RFO)
2. Institutional governance (RPO/RFO)
3. Institutional communication (RPO/RFO)
4. Research (RPO)
5. Research funding (RFO)
6. Student service (RPO)
7. Teaching (RPO)
8. Gender/sexual harassment (RPO/RFO)
9. Intersectionality (RPO/RFO)

The matrix on the right represents how the 3 ERA priorities on gender equality in research touch upon the different activity- service areas/functions of research institutions (both RPOs and RFOs).



*Figure 1: Connections between ERA priorities and research institutions activity/service areas*

<sup>1</sup> Communication of the European Commission of the 17.07.2017



## 1.2 Intended audience

This report presents the internal assessment analysis for all project RPOs and RFOs to use as a basis to develop the GEP Scenarios (Task 2.1) and then design the GEPs (Task 2.3). This information can also be used as communication material to present the initial gender bias situation, during the meetings with high management level, or other RPOS/RFOs, or with the local innovation hub.

## 1.3 Structure of the deliverable

The report is structured into two main parts, the first part (Chapter 2) is related to the overall analysis and the second part (Chapters 3) provides the individual analysis of each project RPO/RFO.

## 1.4 Relation to other WPs & Tasks

The internal assessment results will constitute the substantial input for the development of GEPs scenarios (Task 2.1) and also, they will be the basis during the design phase of the GEPs (Task 2.3).



## 2 Overall analysis

### 2.1 Theoretical and policy background

The importance of the current analysis lays on policy and theoretical grounds which are dated back to 1988 and the establishment of the High-Level Expert Helsinki Group. Since then, the EC has refined its policies with a special focus on structural changes with the implementation of Gender Equality Plans. In 2012, through the ERA communication, a definition of GEPs at EU level was established. The Council Conclusions on Advancing gender equality in the European Research Area<sup>2</sup> (adopted in 2015) fostered the development of gender mainstreaming tools and strategies with the introduction to the institutional change as a strategy of adapting the internal practices of institutions to remove barriers to gender equality. According to the ERA Roadmap 2015-2020<sup>3</sup>, apart from the Research and Higher Education institutions, Research Funding Organisations were suggested as target organisations for setting up GEPs. To reinforce the implementation of the strategy of institutional change, the European Institute for Gender Equality provides a step by step guide for starting and implementing a Gender Equality Plan.

#### The GEAR Step-by-Step Guide

Step 1: Getting started

Step 2: Analysing and assessing the state-of-play in the institution

Step 3: Setting up a Gender Equality Plan

Step 4: Implementing a Gender Equality Plan

Step 5: Monitoring progress and evaluating a Gender Equality Plan

Step 6: What comes after the Gender Equality Plan?

According to the European Institute for Gender Equality (EIGE), the assessment phase in each Research Performing Organisation/Research Funding Organisation is an important step aimed at identifying, analysing and addressing the existing internal and external<sup>4</sup> gender bias and inequalities<sup>5,6</sup>. The design of the CALIPER internal assessment methodology is based on the multidimensional, multitarget approach featuring institutional change processes for gender equality in general (EIGE, GEAR Toolkit, 2017) as well as CALIPER, and a mixed methodology which is described in detail in D1.1 “Internal and external assessment methodologies and guidelines”. The GEAR step by step guide recognizes the analysis and assessment of the state of the play of each institution as one of the most important steps. This document presents the second step results of the guide as the basis for setting up GEPs in the involved CALIPER RPOs and RFOs. This analysis is crucial to shed light on potential gaps in gender equality and to design and implement measures as closer as possible to the needs of the organisation.

**Figure 2. The GEAR step by step guide (All steps)**

<sup>2</sup> Council of the European Union (2015), The Council Conclusions on Advancing gender equality in the European Research Area. Available at:

[https://eige.europa.eu/sites/default/files/council\\_conclusions\\_2015.pdf](https://eige.europa.eu/sites/default/files/council_conclusions_2015.pdf) (access: 30/10/2020)

<sup>3</sup> Council of the European Union. (2015). Draft Council Conclusions on the European Research Area Roadmap 2015-2020. Available at: <http://data.consilium.europa.eu/doc/document/ST-8975-2015-INIT/en/pdf> (access: 30/11/2020)

<sup>4</sup> The external analysis of the local/national ecosystem of each RPO/RFO is presented in D1.3 “Gender analysis of research and innovation ecosystems and reports from the local R&I Hubs”

<sup>5</sup> EIGE (2016), Integrating gender equality into academia and research organisations – Analytical paper. Available at: [https://eige.europa.eu/sites/default/files/documents/20186141\\_mh0518041enc\\_002\\_pdfx.pdf](https://eige.europa.eu/sites/default/files/documents/20186141_mh0518041enc_002_pdfx.pdf) (access: 30/11/2020)

<sup>6</sup> EIGE (2016), Gender Equality in Academia and Research GEAR Tool. Available at: [https://eige.europa.eu/sites/default/files/documents/mh0716096enn\\_1.pdf](https://eige.europa.eu/sites/default/files/documents/mh0716096enn_1.pdf) (access: 30/11/2020)





## 2.2 Data source profile

The analysis depicts the internal conditions and identification of gender bias and inequalities in each of the seven (7) RPOs (UNIZG-FER, STU, ULB, NTUA, IRB, YU, UNILE) and two (2) RFOs (SRNSF, UEFIS) who are members of the project CALIPER. The organisations collected qualitative and quantitative data from several sources, as indicated in D1.1 'Internal and external assessment methodologies and guidelines'.

### Interviews

All RPOs and RFOs conducted 144 semi-structured interviews (15-20 each), with people preferably directly involved in decision-making process for each target area, e.g. high and middle-level managers. The main goal has been to identify their vision on gender-equality. The majority of interviewees have been females (65%), but also there was a good representation of males (35%). Most of the total interviewees, have been Middle-level managers (47%) and others (35%), while also a lot high-level managers (18%) participated as well. The figures below depict this information, with the number of interviews as unit measure.

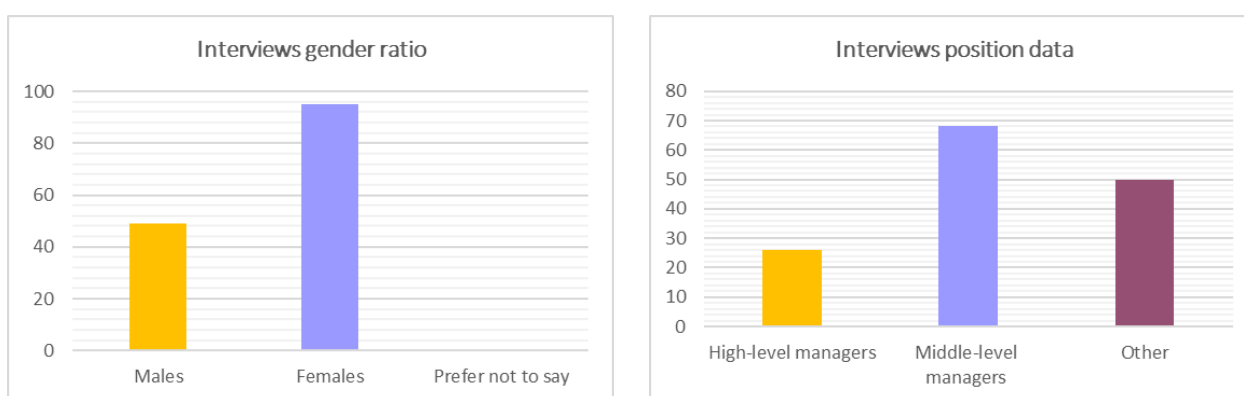


Figure 3: Data source profile - interviews

### Survey

CALIPER RPOs and RFOs carried out online survey questionnaires directed to their institutional communities, institution's employees/staff of different offices and positions/levels, researchers, evaluators. The total number of survey responses are approximately 1.900, that represents the 20% of the total targeted audience. The responders' gender ratio is very close with 46% males, 53% females and 1% who preferred not to say. The age range is high particularly among 25-34, 35-44 and 45-54 ages. The survey has been completed by the person who belong to all the targeted profile categories. Most of them are non-tenured researchers (36%), associate professors (19%) and staff of administrative offices (18%).



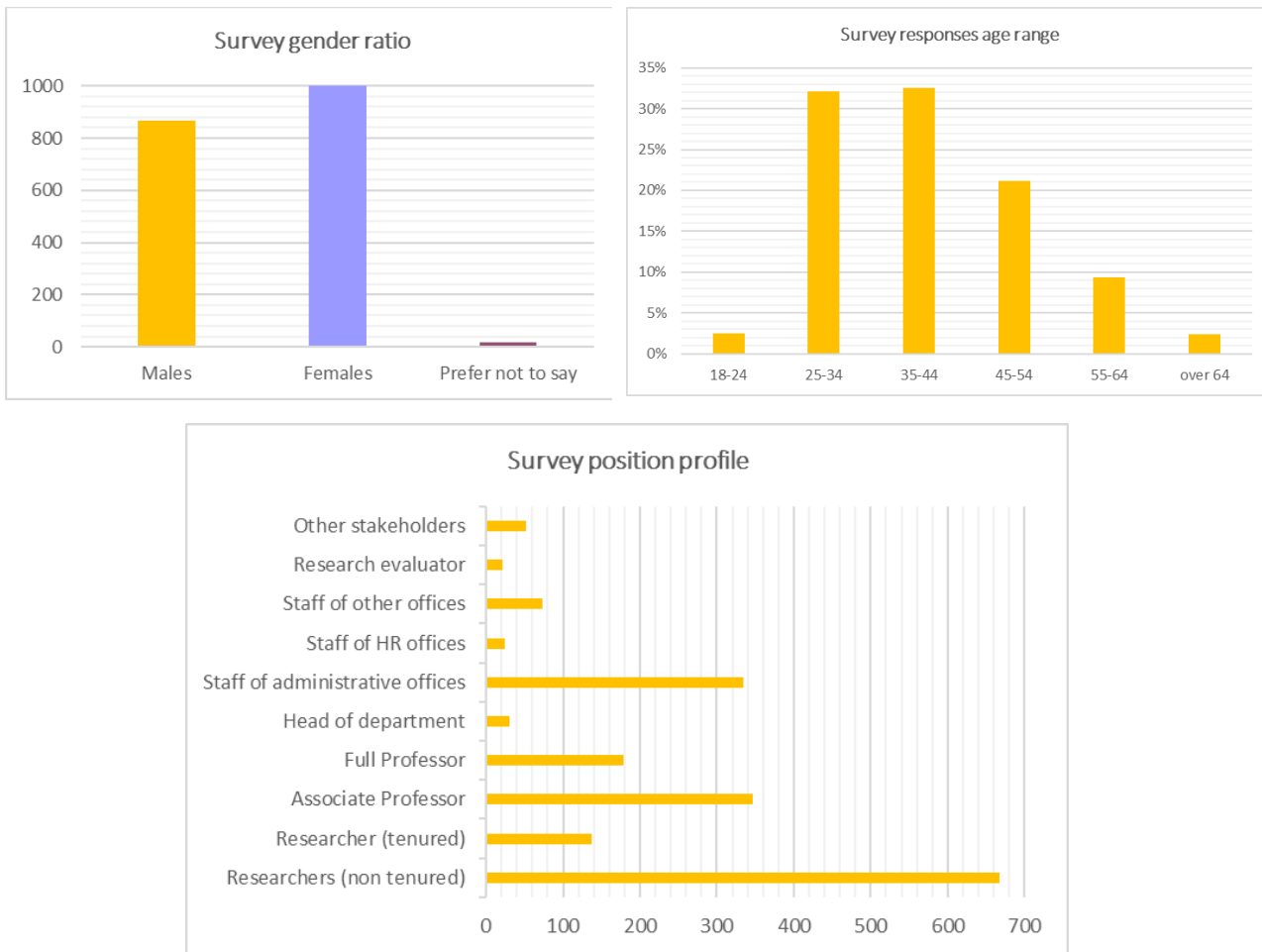


Figure 4: Data source profile - survey

**Focus groups**

Every RPO/RFO organised one focus group with 4-11 participants, each. The persons who participated are high- and middle- managers. The main goal of the focus group is to further investigate the efficacy of existing measures and explore which new measures/initiatives could be adopted by the Institution to address gender issues in the different areas. The gender ratio is quite balanced, with 42% males and 58% female participants. Half of the participants are middle- and high- managers (38%, 13%, respectively), while the rest (49%) are key staff.

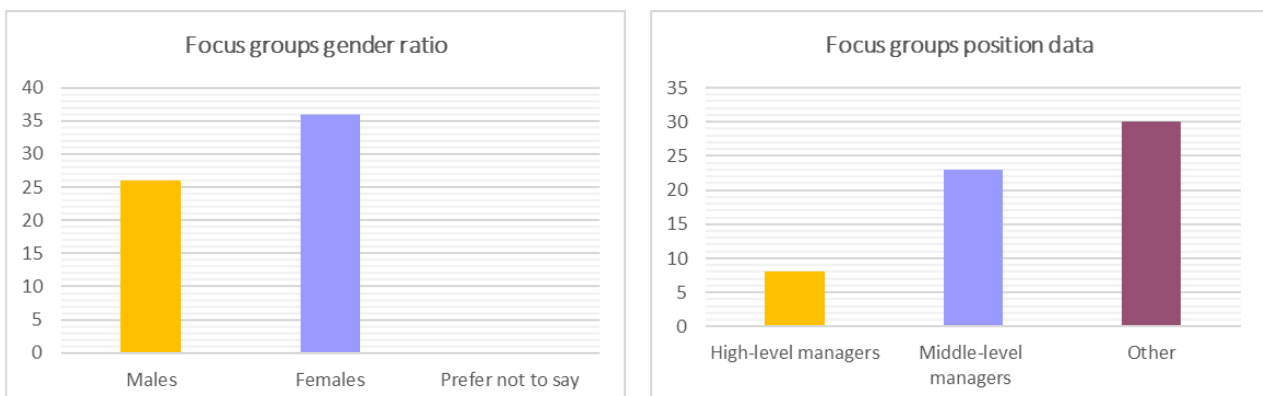


Figure 5: Data source profile - survey

## Reports

RPOs/RFOs conducted desk research to collect the existing information from organisation' s relevant statistics from the previous three years, from organisation' s policies and regulations, national policies on gender quality, and from other available resources, e.g. organisation' s website, publications, etc. Each chapter below of every individual RPO, includes the relevant list of references.

## Analytical approach

The primary analysis has been carried out by each individual RPO/RFO who completed the data collection. Each organisation translated the data from local to English language and provided all the information to WP1 leader (SV) and the Task 1.2 *Analysis of internal conditions and identification of gender bias and inequalities* leader (VIL). The recipients reviewed the data and the responsible partner (VIL) proceeded to the internal assessment of all the data. It consulted also policy and other relevant reports to elaborate this analysis in a broader perspective.

## Limits of the analysis

The data collection carried out from April 2020 until the end of August 2020. During this period, Europe was locked down due to COVID19 for the first time. RPOs/RFOs had to carry out the interviews and the focus groups online. In our analysis, we should consider the potential influence of the confinement to the psychology and therefore to the feedback receive by the interviewees, focus group members, and survey responders.

## 2.3 Assets and points worth of attention between RPOs & RFOs at activity/service areas

The project seven RPOs (UZG, STU, ULB, NTUA, IRB, YU, UNILE) and two RFOs (SRNSF, UEFISCI) carried out the research activities for the internal assessment. The table below presents an overview of the internal assessment analysis. For each activity/service area there is a summary of the optimistic results from the analysis (assets) and the relevant interesting information that worth to pay attention (points worth of attention) during the GEP design.



Activity/service area	Assets	Points worth of attention
<b>Human resources</b>		
Recruitment	<ul style="list-style-type: none"> <li>• Most RPOs/RFOs (6 out of 9) have higher success rates of female applicants to positions</li> <li>• Two RPOs apply gender sensitive protocols/policies for recruitment and hiring may prevent gender bias.</li> <li>• There are three RPOs/RFOs that during the interview stage consider the potential career breaks due to care related issues</li> </ul>	<ul style="list-style-type: none"> <li>• Some RPOs (2 out of 9) do not collect data on success rates of applicants</li> <li>• The proportion of females on the overall number of shortlisted candidates for university job applications is lower than of males in most RPOs/RFOs (5 out of 9)</li> <li>• In most RPOs/RFOs female employees outnumber men among parents with children of different ages</li> <li>• All RPOs/RFOs have high male ratio on academics with permanent contract</li> </ul>
Vertical segregation	<ul style="list-style-type: none"> <li>• Two RPOs have higher proportion of women grade (A/B/C staff) across STEM fields of science</li> </ul>	<ul style="list-style-type: none"> <li>• The Glass Ceiling Index in most RPOs/RFOs (7 out of 9) is high, meaning that less females move into a higher position.</li> </ul>
Horizontal segregation	<ul style="list-style-type: none"> <li>• The female gender distribution of administrative staff is higher in all RPOs/RFOs across the scientific fields</li> </ul>	<ul style="list-style-type: none"> <li>• The male gender distribution of academic staff is higher in most RPOs/RFOs (7 out of 9) across the scientific fields</li> </ul>
Recruiting and promotion panels/boards		<ul style="list-style-type: none"> <li>• Most RFOs/RPOs (6 out of 9) have high representation of males in their recruitment or promotion boards/panels and decision-making groups, which play a crucial role in career development. Two of RPOs/RFOs do not available data.</li> </ul>
Career progression	<ul style="list-style-type: none"> <li>• Four RPOs/RFOs have balanced share of male and female who achieved career progression, both at the administrative and academic levels.</li> </ul>	



Work life balance	<ul style="list-style-type: none"> <li>• In three RPOs/RFOs more men are dropping out their career, mainly for resignation or non-renewal of contract reasons, but they continue their career at another organisation</li> <li>• The internal assessment data refer to the last three years, and only an organisation had official tele-working positions. However, during the pandemic of COVID19 this situation has changed.</li> <li>• Four RPOs/RFOs offer part time/flexible hours arrangements. At the three of them, mostly women apply.</li> <li>• Five organisations receive positive perception on the work life balance, while the rest have not investigated this aspect yet.</li> </ul>	<ul style="list-style-type: none"> <li>• In five RPOs/RFOs mainly women apply for parental leave while there is an RFO/RPO that doesn't have parental leave arrangements.</li> </ul>
Retention		<ul style="list-style-type: none"> <li>• There is no institution who has set up mechanism to retain gender ratio in scholars to fields to identify where women or men are underrepresented. In addition, women's career trajectories have not been monitored, to explore at what stage of their career women leave and why, if there are any emerging patterns.</li> </ul>
Wellbeing	<ul style="list-style-type: none"> <li>• Almost on all RPOs/RFOs, apart from two who have no data available, the employees/ staff perceive positive the working relations and dynamics, and they are overall satisfied with their job.</li> <li>• With regards to the equal pay, all the organisations follow the national laws, which does not include gender criteria and in most cases are evaluated transparent.</li> </ul>	



Remuneration	<ul style="list-style-type: none"> <li>In most RPOs/RFOs the gender pay gap is almost balanced.</li> <li>The distribution of monetary rewards or additional remuneration in two RPOs, belongs mainly to male staff</li> </ul>	<ul style="list-style-type: none"> <li>In three RPOs/RFOs there are no data available, nor an hourly paid system of remuneration</li> </ul>
<b>Institutional governance</b> <i>The gender representation in decision-making bodies and in leadership position, is considered crucial to avoid inequalities (ERA priority 4).</i>		
Commitment to gender equality	<ul style="list-style-type: none"> <li>Six RPOs/RFOs have the tools to collect gender disaggregated data.</li> </ul>	<ul style="list-style-type: none"> <li>At organizational level, three RPOs/RFOs have a wide program and mission document for gender equality.</li> <li>Five RPOs/RFOs do not have gender equality monitoring and gender-sensitive budgeting in the institution.</li> </ul>
Decision-making	<ul style="list-style-type: none"> <li>A few RPOs/RFOs (3 out of 9) are carrying out mentoring or coaching services/activities for leadership position dedicated to the under-represented gender. However, they are not systematic in most cases.</li> </ul>	<ul style="list-style-type: none"> <li>Many RPOs/RFOs (6 out of 9) do not have specific strategies/policies to foster gender balance in decision making processes. However, in most cases the leadership positions gender ratio does not have a high gap.</li> </ul>
Gender Equality Policies/Bodies	<ul style="list-style-type: none"> <li>There are three RPOs/RFOs with Gender Equality Bodies.</li> </ul>	<ul style="list-style-type: none"> <li>The institutions do not have in place a GEP. They follow any relevant national laws. There is a case of an RPO that establishes annually a positive actions plan.</li> </ul>
<b>Institutional communication</b> <i>The institutional communication is divided into internal and external.</i>		
External communication	<ul style="list-style-type: none"> <li>The gender sensitivity is considered by most RPOs/RFOs (5 out of 9) within the visual and the content of the general institution website, printed publications and social media.</li> </ul>	<ul style="list-style-type: none"> <li>Awareness raising campaigns aimed at fighting stereotypes and dedicated communication activities promoting the under-represented groups in science, are not organized in many organisations (6 out of 9).</li> <li>RPOs/RFOs (7 out of 9) have not in place yet guidelines on gender sensitive non-biased communication/language use, should be adopted.</li> </ul>



Internal communication		<ul style="list-style-type: none"> <li>• Most RPOs/RFOs (6-7 out of 9) do not have policies on the use of gender sensitive language in administrative communication. There are no training activities on gender sensitive language, as a part of existing trainings. Finally, they do not have in place complaint mechanisms in cases of gender biased/sexist communication.</li> </ul>
<b>Research</b>		
Research content	<ul style="list-style-type: none"> <li>• There are three RPOs with available gender/women's studies department in the University.</li> </ul>	<ul style="list-style-type: none"> <li>• The majority of research projects that carry out all RPOs/RFOs focus on STEM topics, in comparison with the project that focus specifically on gender issues. However, the first ones, consider gender issues if they are obliged by the RFO.</li> <li>• Most RPOs/RFOs (8 out of 9) haven't identified MSc and PhD theses, or scientific publications integrating a gender dimension in their subject matter. There are not assigned post-doc research fellowships for gender studies, in comparison with all, either allocation of funds for specific programs on gender studies.</li> <li>• Following the above, such RPOs/RFOs have not in place policies or guidelines on the integration of the gender analysis into research.</li> </ul>
Gendered roles in research delivery		<ul style="list-style-type: none"> <li>• Most RPOs/RFOs (7 out of 9) have low share of females among Principal Investigators but three of them have high share of project leaders.</li> <li>• Most RPOs (8 out of 9) have high share of males patenting of research outputs</li> </ul>



Research funding (RFOs)	<ul style="list-style-type: none"> <li>The RFOs have equal gender distribution of applicants for funding and successful applicants. Also, the total amount of grants funded is equal to male and female applicants.</li> </ul>	<ul style="list-style-type: none"> <li>An RFO doesn't have available records on the average amount of its grants given to male and female.</li> <li>Both RFOs have not dedicated funds for gender-specific projects.</li> </ul>
Evaluation (RFOs)	<ul style="list-style-type: none"> <li>An RFOs includes already in its evaluation forms/templates a paragraph on gender equality in research teams (if relevant) and gender dimension in research content. It also includes gender fair language in its call texts.</li> </ul>	<ul style="list-style-type: none"> <li>In both RFOs investigated, the share of women and men in scientific evaluation/selection panels/committees is not balanced. These panels do not include a gender expert. They have not in place measures/policies for gender balance in funding decision-making bodies and scientific evaluation panels.</li> <li>During the recruitment of evaluators, there are no specific protocols or training/guidelines on gender stereotypes and unconscious bias to evaluators.</li> <li>The review process is single-blind but no double-blind</li> <li>There are no guidelines or trainings for grant applicants and evaluators on the integration of the gender analysis into research content.</li> <li>Currently the gender equality and gender dimension in scientific research content, are not a funding requirement.</li> </ul>
<b>Student services (RPOs)</b>		
Recruitment	<ul style="list-style-type: none"> <li>Half of the RPOs identified that the success rate of female is quite balanced in comparison to male students.</li> <li>Such organisations are also offering information/guidance to prospective students.</li> </ul>	<ul style="list-style-type: none"> <li>All RPOs have lower percentage of female students in STEM compared to the overall number of students and in Humanities. The same is the situation for most RPOs (6 out of 7) in all levels (BA, MA, PhD).</li> <li>Some RPOs (4 out of 7) at the moment are not counselling enrolled students with a gender sensitive approach.</li> </ul>





<b>Teaching (RPOs)</b>		
Gender dimension into curricula		<ul style="list-style-type: none"> <li>• Most of RPOs (5-6 out of 7) are not organizing training courses/workshops for researchers which focus on the gender dimension in research content. Study courses where gender has a prominent part are not foreseen in the study program.</li> <li>• The percentage of PhD seminars on gender studies is low.</li> <li>• Policies, guidelines/checklists on how to integrate the gender dimension into curricula are not available in RPOs.</li> </ul>
Gender sensitive teaching	<ul style="list-style-type: none"> <li>• All RPOs commented that they haven't met any bias towards gender, race or nationality (not only) in teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Most RPOs (8 out of 9) have not in place training courses or guidelines for teaching staff which focus on the gender dimension in teaching.</li> </ul>
<b>Transfer to market (RPOs)</b>		
External relations		<ul style="list-style-type: none"> <li>• Three RPOs have established spin offs which are mostly comprised by men. Also, there are three RPOs who do not have available data on the gender distribution of their spin offs.</li> <li>• Most RPOs (6 out of 7) have high percentage of male speakers at conferences in STEM, in training initiatives on knowledge transfer and research valorization, in co-funded/co-managed research projects with companies or other stakeholders, and patenting.</li> <li>• Until now, the RPOs have not established collaborative research projects with a gender dimension in research/technology development content. Also, they have not put gender sensitive specific measures/actions on enhancing transfer to market of scientific research results.</li> </ul>



Gender/sexual harassment		
Gender/sexual harassment	<ul style="list-style-type: none"> <li>All the institutions are applying the national laws and two of them have policies and initiatives addressing sexual harassment and are implementing relevant activities.</li> </ul>	<ul style="list-style-type: none"> <li>Most RPOs/RFOs (8 out of 9) do not have in place training courses on gender harassment/gender-based violence, a system of reported cases of harassment, or counselling services for gender-based offenses and harassment.</li> </ul>
Intersectionality		
Intersectionality	<ul style="list-style-type: none"> <li>Half of the RPOs/RFOs have identified national laws and the University is carrying some activities, e.g. to assist students with impairments, psychological, disorders, health issues, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The research activities carried out in the context of the internal assessment, showed that it is important to increase awareness about the definition and importance of intersectionality, because most participants confuse this term with gender equality.</li> </ul>

*Table 1: Assets and points worth of attention between RPOs & RFOs at activity/service areas*

## 2.4 Suggested collaboration between RPOs & RFOs to address gender bias and inequalities

The overall analysis of the internal assessment leads us to identify commonalities among the seven RPOs and between the two RFOs.

Three groups of RPOs are detected based on the commonalities at activity/service areas. The first group includes the RPOs who have achieved assets on an area. Their measurements present that they are already taking some actions to improve gender balance. The second group includes the RPOs whose measurements present points that worth attention at some areas due to deviation among the genders. The third group includes the RPOs that are lacking measurements in some areas, and therefore the gender balance situation can't be identified. The same groups are detected also for the RFOs.

The categorisation of RPOs and RFOs into groups is useful for their collaboration during the next phases of the project, such as the GEP design, GEP implementation, further exploitation, etc. The second and the third groups may receive advice from the first group. Also, the second and the third groups may collaborate during their progress to exchange knowledge, e.g. on resistances they face and useful solutions. The first group, may improve may receive some information from the other groups which will help it to make improvements

Based on the analysis on the RPOs, at **human resources area** the 1<sup>st</sup> group can be comprised by UZG, ULB, UNILE, and IRB. The 2<sup>nd</sup> group can join the STU-BA, NTUA, and YU, while the 3<sup>rd</sup> group can join almost all RPOs (except IRB) for the sub-area of retention. At the **institutional governance** area, the 1<sup>st</sup> group can include ULB, NTUA, UNILE, and IRB and the 2<sup>nd</sup> group the rest RPOs. At the **institutional communication** area, the 1<sup>st</sup> group may join the ULB and YU, and the 2<sup>nd</sup> group can include all the rest RPOs. At the **research, teaching and transfer to market** areas there is only the 2<sup>nd</sup> group with all the RPOs. At **student services** the only member of the 1<sup>st</sup> group is UNILE with the 2<sup>nd</sup> group involving all the other RPOs. At the **sexual harassment** area, the 1<sup>st</sup> group may join UZG, ULB, UNILE, IRB, the STU-BA the 3<sup>rd</sup> group and the rest RPOs the 2<sup>nd</sup> group.



Finally, at **intersectionality** the 1<sup>st</sup> group may contain UZG, NTUA, and IRB. The ULB, UNILE and YU may be members of the 2<sup>nd</sup> group and STU-BA may belong to the 3<sup>rd</sup> group.

The tables below depict the current activity areas of collaboration among RPOs and RFOs. The **cells marked in dark purple color** represents members of the first group, the **cells marked in light purple color** highlight the members of the second group and the **cells marked in gray color** feature the member of the third group.

Activity/service areas	UZG	ULB	STU-BA	NTUA	UNILE	IRB	YU
<b>Human resources</b>							
Recruitment							
Vertical segregation							
Horizontal segregation							
Recruiting and promotion panels/boards							
Career progression							
Work life balance							
Retention							
Wellbeing							
Remuneration							
<b>Institutional governance</b>							
Commitment to gender equality							
Decision-making							
Gender Equality Policies/Bodies							
<b>Institutional communication</b>							
External communication							
Internal communication							
<b>Research</b>							
Research content							
Gendered roles in research delivery							
<b>Student services</b>							
Recruitment							
<b>Teaching</b>							
Gender dimension into curricula							
Gender sensitive teaching							
<b>Transfer to market</b>							
External relations							
<b>Gender/sexual harassment</b>							
<b>Intersectionality</b>							

*Table 2: Suggested collaboration among RPOs*

Respectively for the RFOs, the SRNSFG may provide advice on topics about the Human resources area, while UEFISCDI may offer support on actions related to the research funding.

Activity/service areas	SRNSFG	UEFISCDI
<b>Human resources</b>		
Recruitment		
Vertical segregation		
Horizontal segregation		
Recruiting and promotion panels/boards		
Career progression		



Work life balance		
Retention		
Wellbeing		
Remuneration		
<b>Institutional governance</b>		
Commitment to gender equality		
Decision-making		
Gender Equality Policies/Bodies		
<b>Institutional communication</b>		
External communication		
Internal communication		
<b>Research</b>		
Research funding		
Evaluation		
<b>Gender/sexual harassment</b>		
<b>Intersectionality</b>		

*Table 3: Suggested collaboration between RFOs*



## 3 Internal assessment by partners

### 3.1 University of Zagreb – Faculty of Electrical Engineering and Computing (RPO)

The Faculty of Electrical Engineering and Computing of University of Zagreb (UNIZG-FER) is comprised of 12 departments and administrative and support services, and it is governed by the Dean and the Faculty Council, which consist of more than 230 members - employees from the ranks of professors and associates and students. The Council meets once a month.

Faculty Management comprises Dean and three Vice Deans (for research, education and business), elected by the Faculty Council for a two-year term. Relevant permanent committees of the Faculty Council are the following: Undergraduate and Graduate Studies Committee, Doctoral Studies Committee, Committee for Academic Elections, Research and Innovation Committee, Lifelong Learning Committee, Quality Management Committee, Student Disciplinary Committee, Ethics Committee.

Around 100 Faculty employees, working in administrative and support services, take care of everyday functioning of the Faculty: General Secretary's Office, Office for General Affairs, Office for Human Resources, Office for Public Relations, Office for Student Administration, Career Centre for Students and Faculty Centre to Support Research.

#### 3.1.1 The data validation

The internal assessment of the University of Zagreb – Faculty of Electrical Engineering and Computing (UNIZG-FER) that follows, stems from qualitative and quantitative data. The data has been collected by the institution researchers, through desk research and policy analysis, interviews, surveys and focus groups.

##### The data collection process

Some minor adaptations to the initial internal and external assessment methodology were done at UNIZG-FER due to the covid-19 pandemic.

The assessment started in mid-March 2020, and within few days the lockdown due to the pandemic of covid-19 started in Croatia. For this reason, the focus groups were only organised on June 2020. In mid-June 2020, the mapping of the stakeholders in national and regional ecosystem was conducted without the initial focus group. The National training on gender in research, which was held online at UNIZG-FER on March 21-22 2020, as a substitute for the focus group, was used to obtain information on stakeholders from the participants of the training. A list of representative partners of UNIZG-FER was obtained, and the support for CALIPER from stakeholders such as schools, faculties, companies and non-government organisations was ensured. After the lockdown finished in June 2020. UNIZG-FER organized a focus group on external ecosystem additionally in September. The list of all partners of UNIZG-FER was obtained from the administrative office. National legal and policy frameworks were collected via desk research, thus interviews and focus group on this particular topic were not organised.

There were no limitations to find available data, although the overall data collection process was challenging due to the lockdown.

##### Source of data

In terms of the **desk research and policy analysis**, it is important to mention that the UNIZG-FER has already set in place its intervention areas structure. The UNIZG-FER gathered data from the resources listed in 3.10 References.

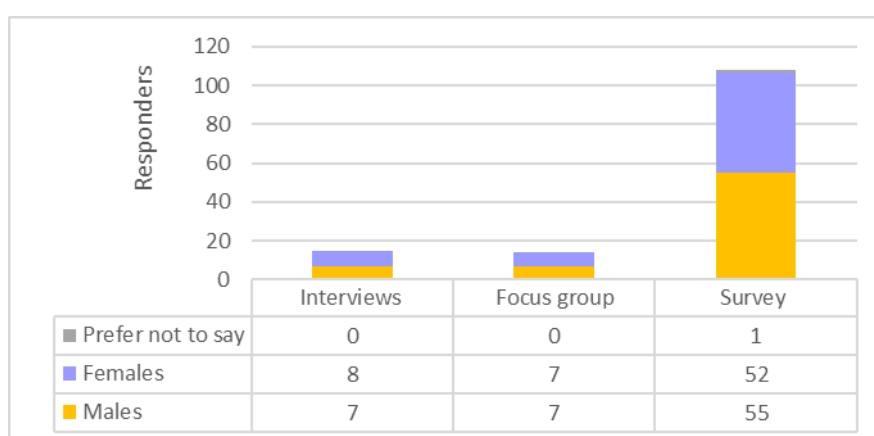


The intervention areas are structured at UNIZG-FER in the following way:

- Human Resources - Office for Human Resources, Committee for Academic Elections and Faculty Management
- Institutional Governance - the Dean and the Faculty Council
- Institutional Communication – Office for Public Relations and Faculty Management
- Research, Research funding, Research Transfer to Market - Faculty Centre to Support Research, Research and Innovation Committee and Faculty Management
- Student services - Office for Student Administration, Career Centre for Students, Advisory Service for Students
- Teaching - Undergraduate and Graduate Studies Committee, Doctoral Studies Committee, Lifelong Learning Committee, Quality Management Committee and Faculty Management
- Sexual Harassment, Intersectionality - Ethics Committee, Confidential Person, Advisory Service for Students, General Secretary's Office

Turning to the **interviews**, 15 were carried out at UNIZG-FER. Key people were selected for interviews (e.g., directors, head of offices/departments, managers, decision makers). They are employees with responsibilities, directly involved in decision-making process for each target area to capture the vision of the high levels of the hierarchy on gender-equality. Selected people were able to provide specific information on the background and future plans of the organisation in terms of gender-equality in the specific area. For the **focus groups**, three were organised with selected key people belonging to different areas of the institution in order to have a great representation of the different institutional activities/services. People having similar levels of responsibilities were selected in order not to create situations in which some participants might feel inhibited. Those were able to provide specific information on the background and future plans of the organisation in terms of gender-equality in the specific area. Finally, an anonymous survey was spread to the institution involving employees/staff of different offices and positions/levels, researchers, evaluators with a total number of 108 responders and a balanced gender distribution.

Responders gender distribution shows that our sample is balanced during all the data collection processes.



*Figure 6. UNIZG-FER responders gender distribution*

About the responders' position in the institution, it is positive that both in interviews and focus groups high and middle level managers participated with a higher participation of middle-level managers.



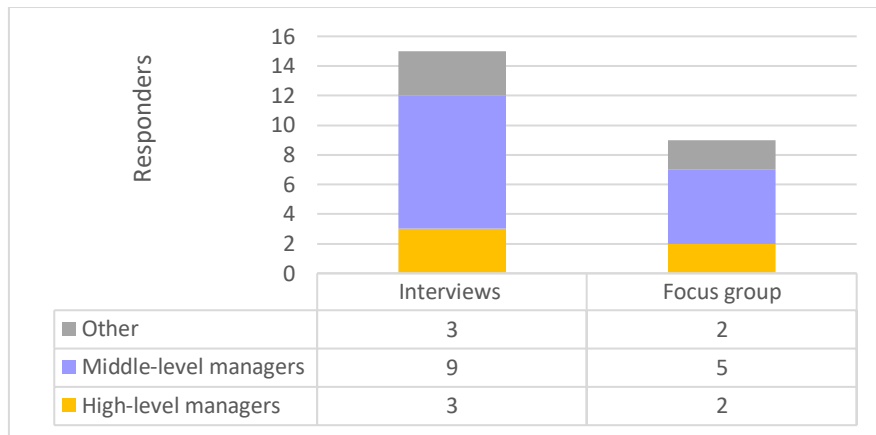


Figure 7. UNIZG-FER interviews and focus group responders' position in the organisation

The survey distribution of responses is grouped into the different position of the persons involved and it is depicted in the figure below.

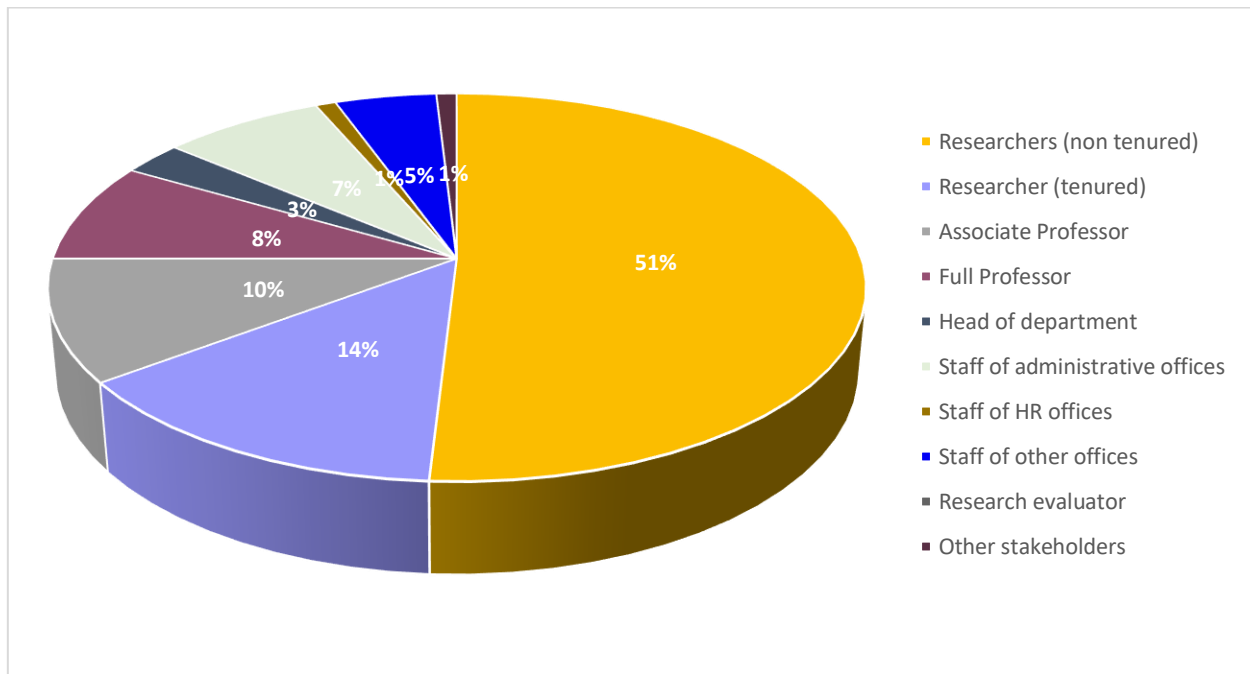


Figure 8. UNIZG-FER survey responders' position in the organisation

### 3.1.2 Internal assessment analysis of the activity/service areas

#### 3.1.2.1 Human resources

Through the desk research, UNIZG-FER has been investigating the existence of **gender sensitive recruitment protocols/policies and policies** to prevent gender bias in recruitment and it was resulted that UNIZG-FER implements its internal rules of operation based on Internal Labor Regulations of Faculty of Electrical Engineering and Computing [10], Internal Labor Regulations of the University of Zagreb [14], Collective Agreement for Science and Higher Education for Croatia [12] and Labor Act of Croatia [13]. The documents state that direct or indirect discrimination in the field of work and working conditions, including selection criteria and conditions in employment, promotion, in accordance with special laws, is prohibited. Based on the answers given in the survey we can conclude that most of the participants did not feel discriminated

against when applying or being promoted for their last position in the UNIZG-FER. However, this number decreases when asked about their whole career. We can conclude that the situation concerning discrimination when being hired or promoted significantly improved in recent time, and that most of the participants did not feel discriminated when being admitted to their last position at UNIZG-FER.

For the **career progression**, the promotion/tenure criteria are transparent and flexible. The criteria are defined by law, and they are the same for all public universities in Croatia. All information can be found on the intranet of the UNIZG-FER; the procedure is described in detail, and all the forms are available to all the employees. The criteria are flexible when taking into consideration childbirth because this is prescribed by law. Other major life events are not taken into consideration because they are not prescribed by law. The criteria for accessing the following stages of career is fixed to a minimum 5 years for assistant professors, associate professors and full professors, maximum is not prescribed. There are no measures to support career progression of the underrepresented gender at the institutional level. There are no soft quotas, targets or female professorships positions. Each person is responsible for her/his own career progression, and obstacles are the same for everyone, while there are no formal mechanisms to **retain female/male scholars** to fields where they are underrepresented. There are no quotas or grants reserved to women academics.

Regarding the topic of **work-life balance**, all measures prescribed by the law are listed in The Labor Act of Croatia [13]. At UNIZG-FER all these measures are available to employees. The institution does not implement any additional measures. The information about their rights is available to every employee, via intranet, but also can be provided by administrative services upon request.

Finally, for the **policies on equal pay**, the salaries in public institutions are determined by the law, they are determined by Internal Labor Regulations of the Faculty of Electrical Engineering and Computing [10] and Collective Agreement for Science and Higher Education in Croatia [12]. Therefore, the salary does not depend on the gender, this implies equal pay.

The figures below depict the current situation.

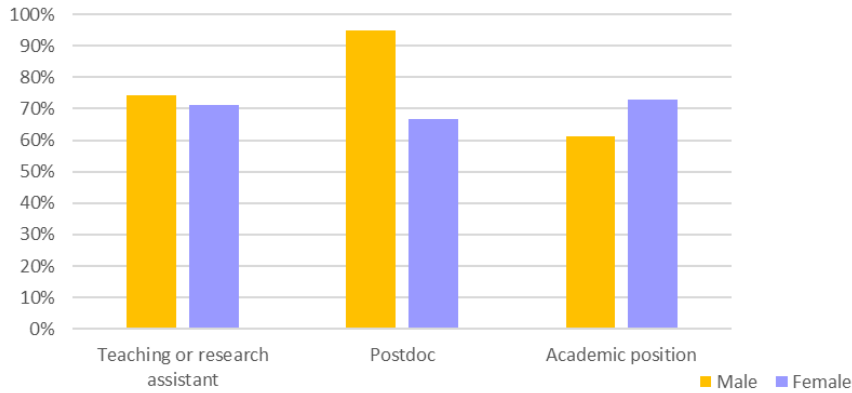




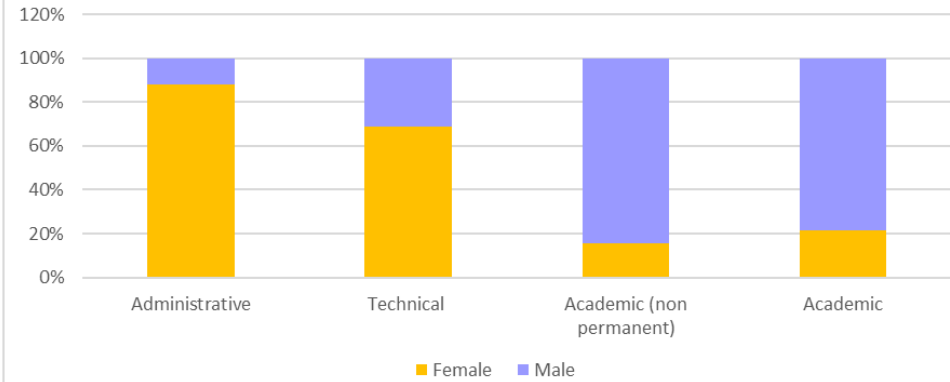
# Human Resources

## Recruitment

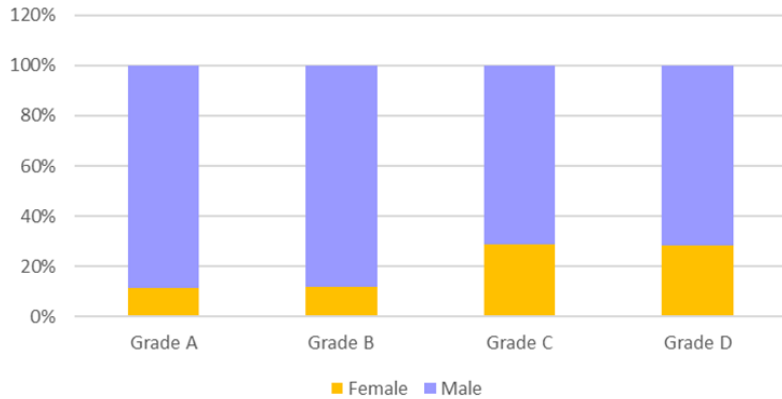
Success rates of men and women applicants to positions in the last 5 years



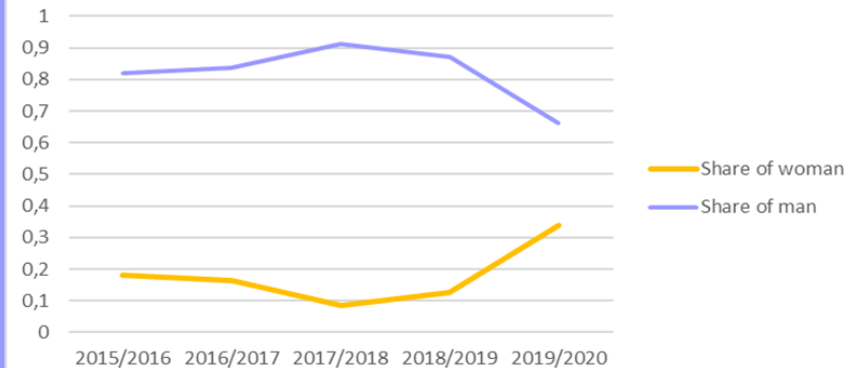
Proportion of shortlisted women for interviews in the last 2 years divided per kind of position



Proportion of women grade A/B/C staff



Average distribution of gender in recruitment or promotion boards/panels in the last 5 years



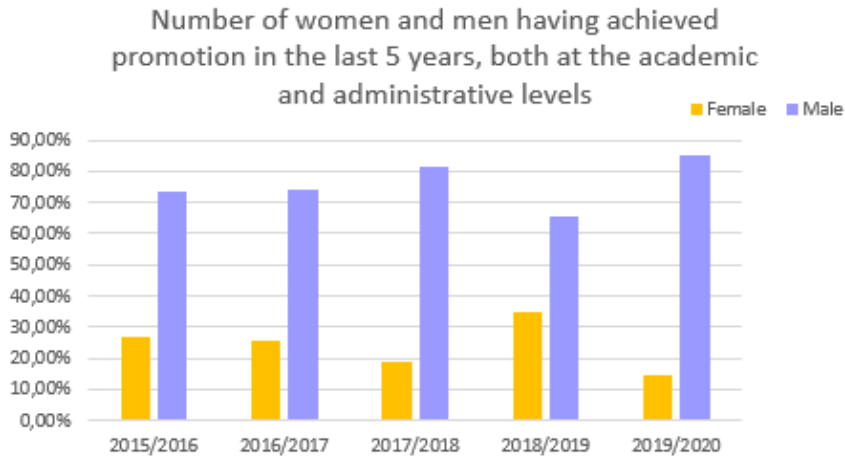
Vertical segregation

Recruiting & promotion panels/boards

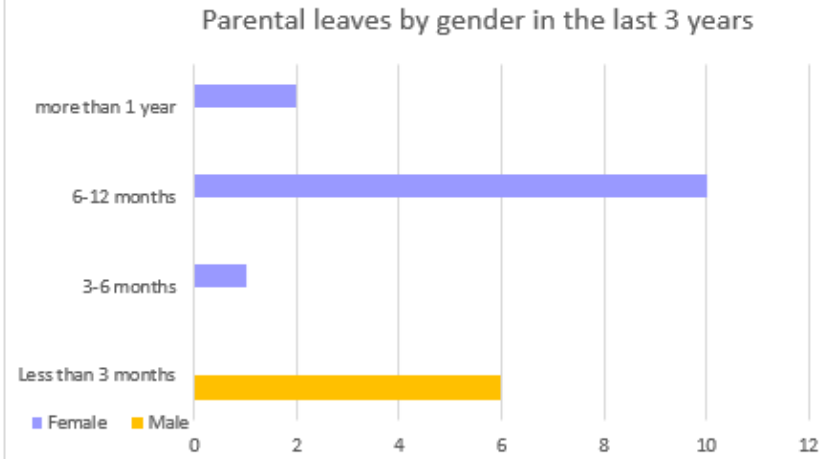
Figure 9. UNIZG-FER HR current situation (part A)

## Human Resources

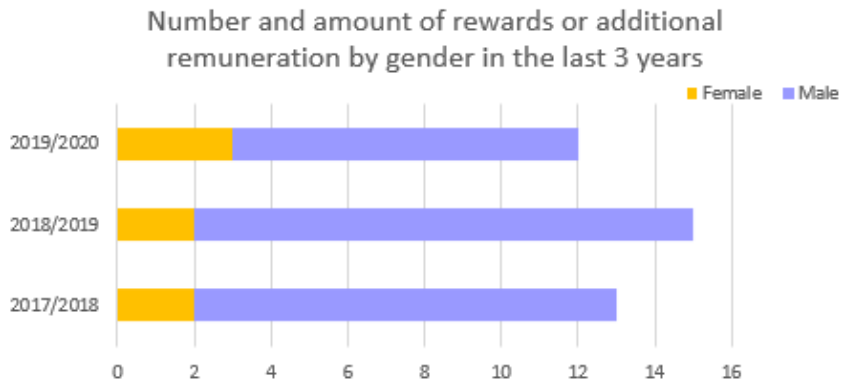
### Career progression



### Work-life balance



### Remuneration



### Female career breaks and drop-outs in the last 5 years

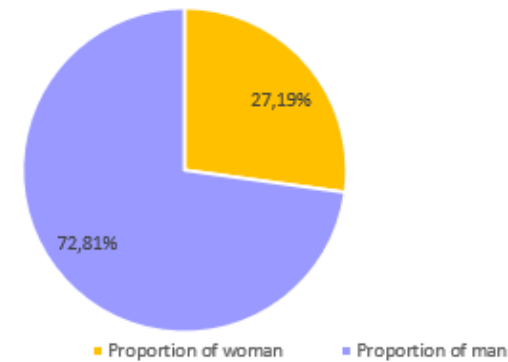


Figure 10. UNIZG-FER HR current situation (part B)

### 3.1.2.2 Institutional governance

UNIZG-FER implements its **internal rules of operation** based on Internal Labor Regulations of Faculty of Electrical Engineering and Computing [10], Internal Labor Regulations of the University of Zagreb [14], Collective Agreement for Science and Higher Education [12] and Labor Act of Croatia [13]. There is not much mention of the gender related topics in these documents except when prohibiting discrimination. The institutional governance of UNIZG-FER has foundations on the following documents: Internal Labor Regulations of Faculty of Electrical Engineering and Computing, Internal Labor Regulations of the University of Zagreb, as well as related national acts, such as Labor Law and Anti-Discrimination Law. These documents regulate gender equality very well. When it comes to gender-sensitive budgeting, it is not in place while it is not clear what is gender sensitive budgeting. UNIZG-FER is not required to produce annual reports of any kind. Each 4 years UNIZG-FER produces a report for Agency for Science and Higher Education of Croatia with the purpose of reaccreditation of the institution. This report contains a section concerning gender balance and this data is also used for the Self-assessment Report. With regards to **gender segregated data**, the institution collects data for all students about their gender when enrolling to studies. For all employees, the institution collects data about their gender when they are being employed.

In relation to the **decision-making bodies** those are the Dean's office and the Faculty Council. The Dean and the Council are advised in the decision-making process by various faculty committees. Women actively participate in the committees, and they can influence decision-making in this way. There are no official strategies/policies to foster gender balance in decision making. However, the institution has a long-term unofficial commitment to inclusion of women in management at all levels. There are no quotas or gender quotas applying to leadership positions, elections to decision making positions/governing bodies. Women are encouraged as much as men. Considering that there are much more eligible male candidates (there are academic requirements prescribed by constitutional documents), it is expected that mostly men occupy these positions. While, the UNIZG-FER has a long-term commitment to inclusion of women in management at all levels, there are no mentoring or coaching services/activities for leadership positions for women.

When it comes to **gender equality policies/bodies**, a gender equality plan does not exist at UNIZG-FER. The institution plans to set it up via the CALIPER project. UNIZG-FER does not have any body whose work is focused on gender equality. There are no human or financial resources for gender equality, there is no intention of setting up body dedicated to gender equality. Decision-making bodies of UNIZG-FER are available to influence the process of institutional change in order to improve gender equality.

The figures below depict the current situation.

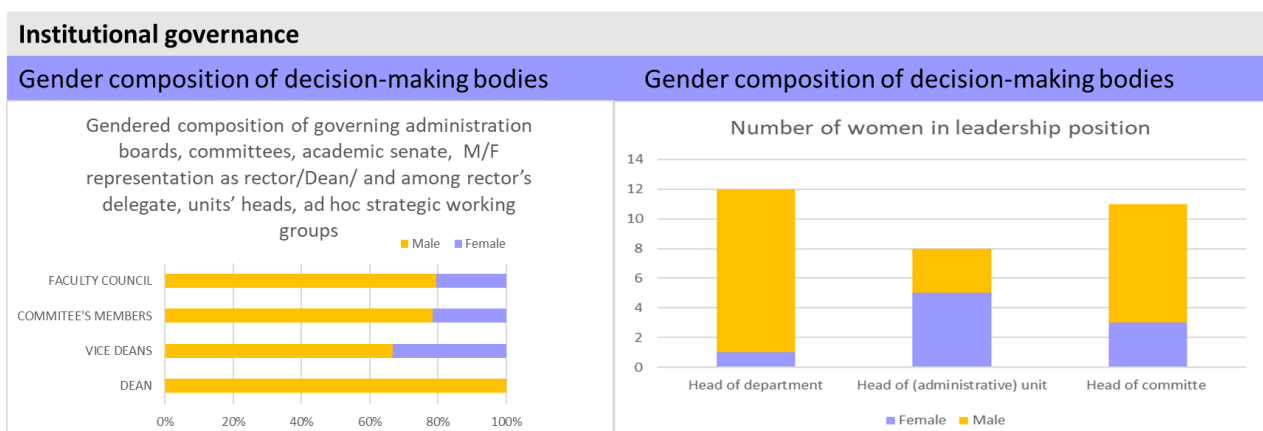


Figure 11. UNIZG-FER Institutional governance current situation

### 3.1.2.3 *Institutional communication*

Via desk research, the institutional website was reviewed to assess the **internal and external institutional communication**. As a result, the front webpage<sup>7</sup> of UNIZG-FER contains basic information about the study programs at UNIZG-FER. The photos that accompany the text also show girls, but it is noticed that they are shown mostly inactively (they talk casually, or they look very worried). On the other hand, male students are mostly shown actively (participating in some experiments or presenting innovations and patents). The ratio of women to men shown is approximately 15 to 85 percent. The communication materials about Life@FER emphasises that an average student of UNIZG-FER does not comply with urban legends stereotypes: among them there are artists, singers, models, athletes and even politicians. The photos that accompany the text show mostly male students doing sport or performing a leading role at some social event. At UNIZG-FER there are no gender studies, so they can't be presented in communication materials or in social media. There is an effort to use gender neutral language on website and other internal documents. The Faculty of Electrical Engineering and Computing is perceived in public as a very successful male institution. There is a strong public perception that only men work and study at UNIZG-FER. Public relations service pays special attention to promote successful women on institutional social media. There is no dedicated webpage for gender equality. UNIZG-FER promotes women researchers in the media.<sup>8</sup>

On **social media**, UNIZG-FER is very actively represented on social networks especially on Facebook<sup>9</sup>. Public relations office publishes daily news related to research and social life at the institution. The fact that the numerical ratio of male and female students is 75:25 is also reflected in the notices related to student achievement. Inspecting the posts on Facebook, we can conclude that enough attention is paid to female students and that their successes are proudly highlighted. The institution has also @fer\_unizg Instagram profile<sup>10</sup>. The photos that are published mostly present modern technology and symbols. Concerning scientific achievements of students, mostly male students present them. On Women's Day of 2020, a post dedicated to a prominent young scientist was published on the institution's Instagram profile, and it was pointed out that about 27% of assistant professorships at FER belong to young scientists.

In relation to the **presence of dedicated communication activities promoting women**, Career Center (CKF)<sup>11</sup> is the organisational unit of UNIZG-FER, whose main tasks are systematic care of preparing students for a competitive domestic and global labor market after graduation. CKF combines different types of activities that complement the academic curricula regarding career development and works to improve better interaction of academia and economy. CKF educates students how to identify opportunities to achieve desired careers that match their values, interests, traits and skills. CKF pays special attention in attracting and promoting young successful women students.

Furthermore, there are no guidelines/protocols on **gender sensitive nonbiased communication/language** use. Finally, the complaint mechanism in cases of **gender biased/sexist communication** is available and effective. In cases of gender biased/sexist communication, one can submit a complaint to the Ethics Committee of UNIZG-FER.

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<sup>7</sup> Reference to the following webpages with date of access: [2] UNIZG-FER (2020, May 25) <https://www.fer.unizg.hr/> [3] UNIZG-FER (2020, May 27) [https://www.fer.unizg.hr/zivot\\_na\\_fer-u](https://www.fer.unizg.hr/zivot_na_fer-u)

<sup>8</sup> All the abstracts and links to the stories published in the media can be found in the designated area: UNIZG-FER (2020, March 25) [https://www.fer.unizg.hr/novosti/mediji\\_o\\_nama](https://www.fer.unizg.hr/novosti/mediji_o_nama)

<sup>9</sup> [4] UNIZG-FER (2020, May 10) <https://www.facebook.com/fer.zagreb> [5] UNIZG-FER (2020, June 16) <https://www.facebook.com/fer.zagreb>

<sup>10</sup> [6] UNIZG-FER (2020, June 16) @fer\_unizg

<sup>11</sup> [8] UNIZG-FER (2020, June 6) <https://karijere.fer.hr/>



### 3.1.2.4 *Research*

According to the desk research, which was conducted, there are no funds for specific programs on gender studies since UNIZG-FER does not cover the field of social sciences as a technical faculty. When it comes to **integrating gender analysis into research**, it is reported that there are no official guidelines on this issue. The institution provides practical support to researchers, without intervening in **research content**. The institution does not have direct influence on defining how research is conducted, it depends on the international scientific community. Research projects are financed by government institutions that determine the research policies, not UNIZG-FER. If the research includes people then research is conducted with highest ethical principles, which understand equal representation of both genders. The figure below depicts the current situation.

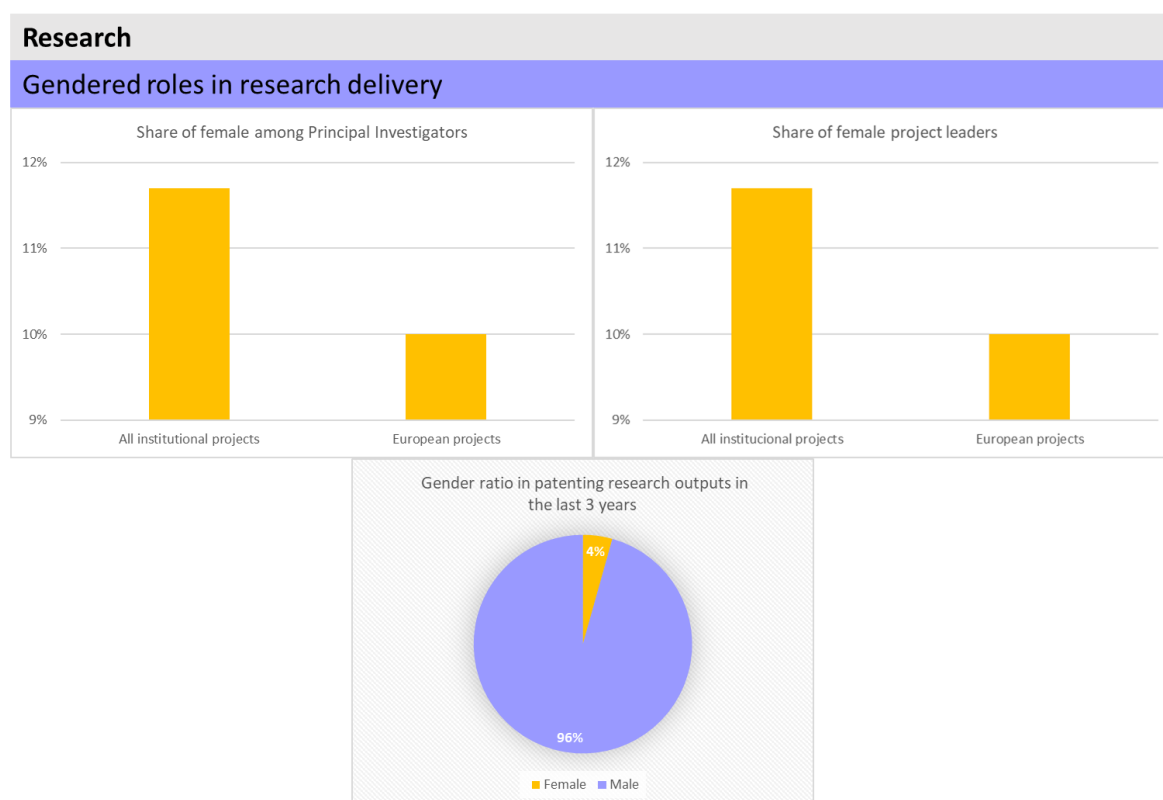


Figure 12. UNIZG-FER Research current situation

### 3.1.2.5 *Student services*

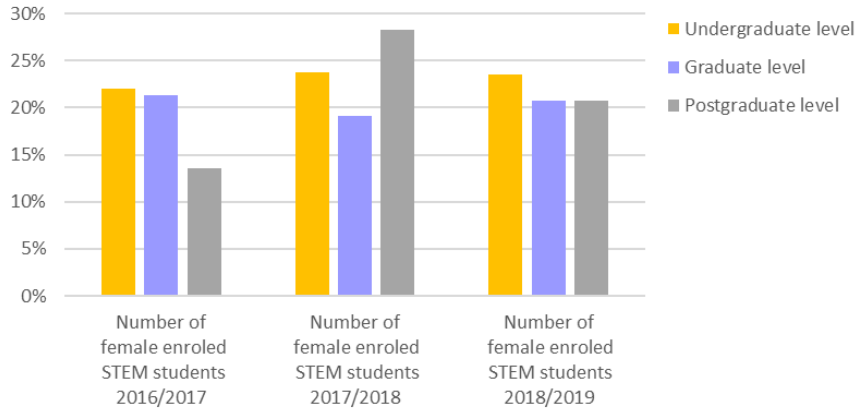
The current situation regarding the student services and the **presence of initiatives offering information/guidance to prospective students**, since 2012 UNIZG-FER has an official program for popularisation of science called “ŠUZA - from school to science and academia” which organises various popularisation events such as: Open doors, Day of women in IT, Day of UNIZG-FER in some schools, Lego league, Raddar and Summer robotics camps which are conducted for high school and elementary school students. Also, tours for students around the labs of the institution are organised on regular basis. UNIZG-FER also participates in STEM popularisation organisations and events with more gender approach such as: IEEE Women in engineering section, Girls in ICT, Become IT girl and Gender 4 Stem. All programs have their own websites that can be accessed by the interested public and students. In relation to the **presence of initiatives aimed at counselling enrolled students with a gender sensitive approach**, such initiatives are typically aimed at preventing drop out from students of the under-represented sex. There is the Student Advisory Service at UNIZG-FER without any specific counseling with a gender sensitive approach. The figures below depict the current situation.



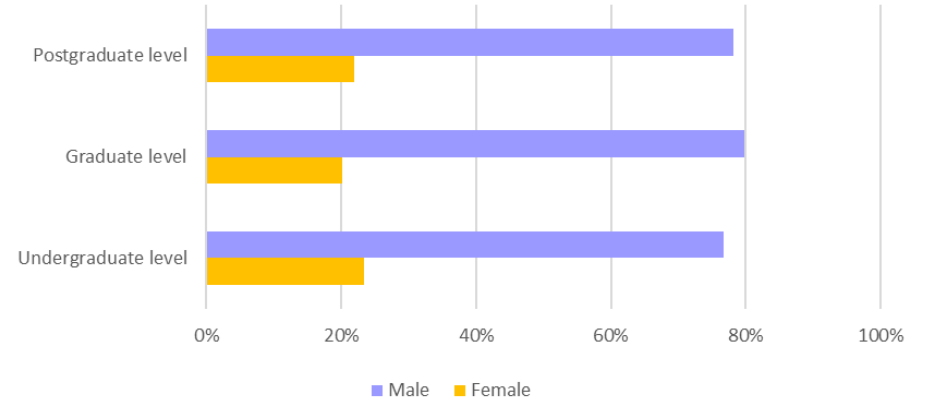
## Student services

### Recruitment

Share of women enrolled as STEM students



Gender distribution of students per STEM field and level



Success rate of female STEM students in all levels

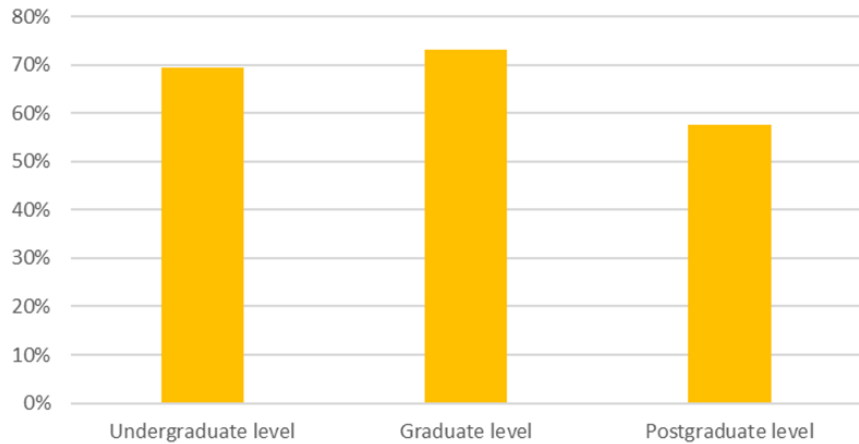


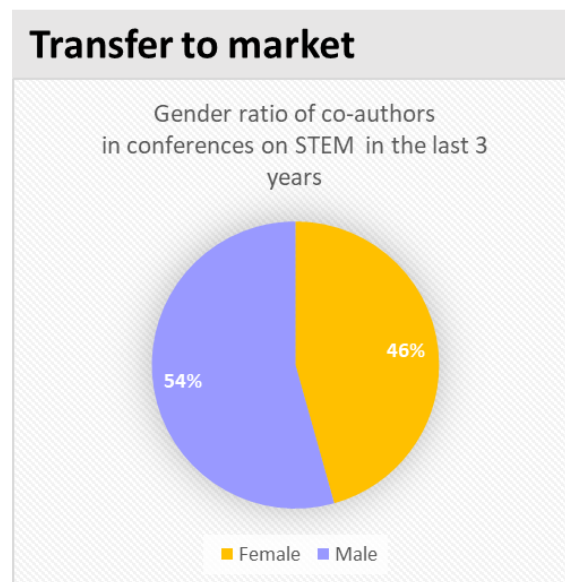
Figure 13. UNIZG-FER Student services current situation

### 3.1.2.6 *Teaching*

Currently there are no guidelines, checklists, policies or training of staff on how to integrate the **gender dimension in the curricula**. At the same time, there are no guidelines for **gender sensitive teaching** for professors.

### 3.1.2.7 *Transfer to market - external relation - third mission*

Currently, the main research fields at UNIZG-FER are computer science and electrical engineering. There are no collaborative research projects with a gender dimension in research / technology development content. At the same time, there are no gender sensitive/gender specific measures/actions on enhancing transfer to the market of scientific research results. The process of technology transfer to the market is only in its beginnings at UNIZG-FER so it is impossible to expect gender sensitive specific measures. In regards to the presence of educational/science communication projects with a gender component three (3) research projects were given as examples the CALIPER project; the European Network for Gender Balance in Informatics; and another scientific project financed by the Croatian Science Foundation that aims at transforming robots into educational assets.



*Figure 14: UNIZG-FER gender ratio of co-authors in conferences on STEM*

### 3.1.2.8 *Gender/sexual harassment*

In the document Internal Labor Regulations of the Faculty of Electrical Engineering and Computing [10] it is stated that a worker who considers that he has been harassed has the right to lodge a written complaint to the Person of Confidence elected by the Dean. All the procedures are defined in this document. UNIZG-FER implements the Regulation on Internal Reporting of Irregularities of the Faculty of Electrical Engineering and Computing [11]. UNIZG-FER has an Ethics Committee which implements the Code of Ethics of the University of Zagreb [1]. This body deals with discrimination, harassment and plagiarism issues for all academic staff and students. Students can also report to the Student Ombudsperson at UNIZG-FER regarding issues of academic relations and student rights and freedoms. Students can report sexual harassment to Student Ombudsperson, respecting privacy is strongly implemented. Employees can report sexual harassment to Person of Confidence. There is the Ethical Committee at UNIZG-FER which implements Code of Ethics of the University of Zagreb.

### 3.1.2.9 *Intersectionality*

The institution implements Anti-discrimination Act and Ethics Code of the University of Zagreb. In the document Internal Labor Regulations of the Faculty of Electrical Engineering and Computing [10] it is stated that a worker who considers that he has been discriminated has the right to lodge a written complaint to the Person of Confidence elected by the Dean. All the procedures are defined in this document. UNIZG-FER implements a document Regulation on Internal Reporting of Irregularities of the Faculty of Electrical Engineering and Computing [11].

UNIZG-FER has an Ethics Committee which implements the Code of Ethics of the University of Zagreb [1]. This body deals with discrimination, harassment and plagiarism issues for all academic staff and students. Students can also report to the Student Ombudsperson at UNIZG-FER regarding issues of academic relations and student rights and freedoms. There is Person of Confidence elected by the Dean to whom employees can report any discrimination. His actions are prescribed by the law. There are legally defined procedures how to handle these situations, and UNIZG-FER is implementing them.

### 3.1.3 Assets and points worth of attention

UZG follows the national regulations and its internal rules about **gender sensitive protocols/policies for recruitment and hiring**. The institution has a balanced gender success rate at academic and teaching or research assistant, while more males have succeeded into Postdoc positions. On the area of **career progression**, responders consider that maternity leave is causing delays in the career due to lower publication rates by female researchers. With regard to women's career trajectories, women leave in the early stage of their careers, as doctoral students or postdocs. On the area of **work-life balance**, it should be highlighted that in the administrative offices where all employees are women difficulties due to frequent parental leaves and sick leaves were reported, most likely due to their care work-load. There is also a problem regarding the procedure for getting substitutes for maternity leave of associates or project leaders for projects financed by the Croatian Science Foundation. This problem could be addressed at the institutional level.

The institution faces a strong vertical segregation and managerial positions are male dominated. In the area of **institutional governance**, it has to be noted that if a Gender Equality body is present, the institution would start monitoring the gender equality and report it together with other internal reports to the Faculty Council at the end of each academic year. The participation of women in decision-making bodies is low, thus efforts could be made for empowering women (i.e. by organising leadership workshops).

With regards to the **external institutional communication**, the desk research shows that the communication materials do not reflect diversity neither in gender nor in terms of ethnicity, disability etc. Furthermore, additional communication material with content related to gender has not been identified. There is no institutional training or official guidelines on fighting stereotypes in communications. There are no awareness raising campaigns aimed at fighting stereotypes at UZG. Due to the specificity of the Croatian language, there is a legal problem in the scientific titles, as the law prescribes that scientific titles should be used in masculine gender in legal documents.

UZG does not have any guidelines for in place the application of gender analysis and gender dimension into **research**.

With regards to the **student services**, while there is the Student Advisory Service aimed at counselling enrolled students, the service does not have a website and the information about their work is short and insufficient without any additional material. Their main role is helping students with the motivation and learning difficulties and does not imply a gender sensitive approach. There are problems students are facing in case of pregnancy. Counseling services should be improved in this area. There is no formal approach to student-parent problems. Also, these problems should be addressed at the level of University of Zagreb.





There is no counselling office for giving advice and support in the case of discrimination or harassment for students.

The current status reflects the challenges as no mechanism is set in place regarding the gender dimension in the curricula and the gender sensitive **teaching** at UZG.

UZG is also active in activities to **transfer to the market** the research results it extracts. During the internal research statistics have been found about its active participation in Croatian Science Foundation Projects with a quite balanced gender ratio of 451,85 (100\*M/F). The gender ratio on patenting researchers is 4800. Moving to the scientific papers on STEM, females have been met as co-authors in a balanced percentage of 45%. On the other hand, there are no female researchers have been identified in the teams of university spin offs.

At UZG, there are no publicly known cases of employees reporting **sexual harassment**. At the same time, there is no special counselling service for gender-based offenses and harassment for staff.

Finally, at UZG all types of discrimination are forbidden and taken seriously, but the topic of **intersectionality** is not well-known, thus raising awareness about the topic of intersectionality is highly recommended for the academic community.

### 3.1.4 References

[1] University of Zagreb. (2007). Code of Ethics

[https://www.hrstud.unizg.hr/images/50014335/Eticki\\_kodeks-1.pdf](https://www.hrstud.unizg.hr/images/50014335/Eticki_kodeks-1.pdf)

[2] Faculty of Electrical Engineering and Computing (2020, May 25) <https://www.fer.unizg.hr/>

[3] Faculty of Electrical Engineering and Computing (2020, May 27) [https://www.fer.unizg.hr/zivot\\_na\\_fer-u](https://www.fer.unizg.hr/zivot_na_fer-u)

[4] Faculty of Electrical Engineering and Computing (2020, May 10) <https://www.facebook.com/fer.zagreb>

[5] Faculty of Electrical Engineering and Computing (2020, June 16) <https://www.facebook.com/fer.zagreb>

[6] Faculty of Electrical Engineering and Computing (2020, June 16) @fer\_unizg

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[8] Faculty of Electrical Engineering and Computing (2020, June 6) <https://karijere.fer.hr/>

[9] Faculty of Electrical Engineering and Computing (2020, June 12)

<https://www.fer.unizg.hr/novosti?@=2r8ou>

[10] Faculty of Electrical Engineering and Computing. (2015) Internal Labor Regulations.

[11] Faculty of Electrical Engineering and Computing. (2020) Regulations on Internal Reporting Irregularity.

[12] Collective Agreement for Science and Higher Education (Official Gazette 9/2019),

[https://narodne-novine.nn.hr/clanci/sluzbeni/2019\\_01\\_9\\_204.html](https://narodne-novine.nn.hr/clanci/sluzbeni/2019_01_9_204.html)

[13] Labor Act of Croatia (Official Gazette, No. 149/09)

<https://ravnopravnost.gov.hr/UserDocsImages//dokumenti/Zakoni//Labour%20Act.pdf>

[14] University of Zagreb. (2007) Internal Labor Regulations.



## 3.2 Shota Rustaveli National Science Foundation of Georgia (RFO)

### 3.2.1 The data validation

The internal assessment of the Shota Rustaveli National Science Foundation of Georgia (SRNSFG) that follows stems from qualitative and quantitative data. They have been collected by the institution researchers, through desk research and policy analysis, interviews, surveys and focus groups.

#### The data collection process

Different departments of SRNSFG were involved, according to the other research area (human resources, research funding, etc.). Taking into consideration organisation size, some of the SRNSFG departments participated in the research, not the total of them. For example, based on organisational structure, there is not a separate human resources department. The department of Law and Administration is responsible for the recruitment and career progression, and thus it was involved in the research. This department was also in the research areas of institutional governance, intersectionality and gender/sexual harassment. For the institutional communication area, the Office of Public Relations was involved. For the research funding area, the Science Department was concerned because it is responsible for calls announcement and the evaluation process. Besides that, for the collection of Administration data (Director General, Deputies of Director General), the Department of Finance and Economics and Office of International Relations and Fundraising actively participated.

The data are referring to the years from 2017 up to 2020. The data collection took place during April until end of August 2020. During the assessment, all required data were gathered according to every required indicator (D1.1). However, there were some limitations during the data collection process. Mainly, the limitations were related to the situation caused by the COVID-19 pandemic. Some desk research data were not available electronically, and the relevant hardcopies were stored at the office, where the access was limited for an extended period. Besides that, it was hard to communicate with persons to receive feedback, especially for focus groups and interviews. In the end, it required more time but was managed through online tools. Apart from the limitations related to COVID-19, the additional ones were associated with the lack of detailed data collected in the last three years at the organisation.

#### Source of data

In terms of **desk research and policy analysis**, it is essential to mention that the SRNSFG has no long-term experience in dealing with gender equality. Therefore, it doesn't have particular policies and regulations. The SRNSFG is at the beginning of development and implementation for a gender equality system at the organisation. As a result, it was not possible to analyse concrete policies and approaches towards gender equality. However, the process of internal assessment demonstrated helped to find out the potential gaps and problems related to gender equality where changes are required. Relevant recommendations identified in particular areas, such as the development of gender equality policies, regulations and tools. The SRNSFG gathered data from the resources listed in 3.2.4 References.

Turning to the **interviews**, SRNSFG has completed **15 interviews** in total, with high and middle managers. The majority of them have been females, 12 out of 15. One **focus group** took place on 29<sup>th</sup> June 2020 at Tbilisi, Georgia with six (6) participants, including a high-level, a middle-level and four low-level managers. Two (2) of them were males and the rest four (4) females. With regards to the **survey**, thirty-eight (38) responds collected by six (6) males and thirty-two females (32) with different profiles, including full Professors, head of the department, the staff of administrative, HR and other offices.

Responders' gender distribution shows that most females provided feedback through interviews and surveys while in focus groups, the difference between the male and female participants seems to be much lower.



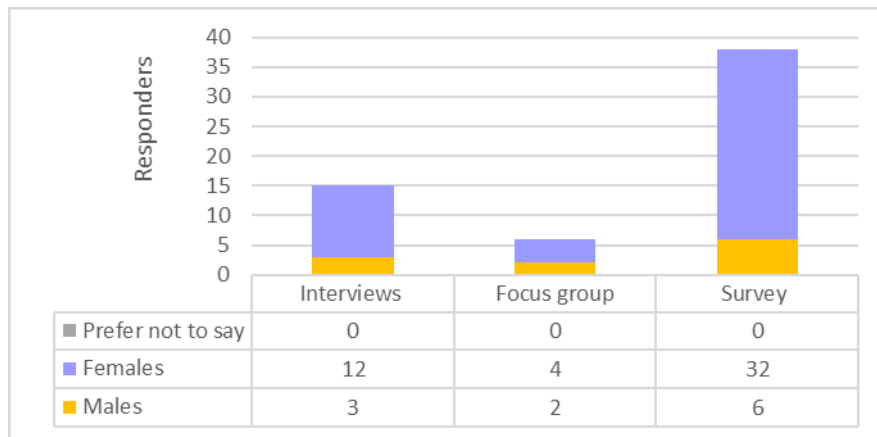


Figure 15: SRNSFG responders gender distribution

About the responders’ position in the institution, it is positive that both in interviews and focus groups participated high and middle-level managers.

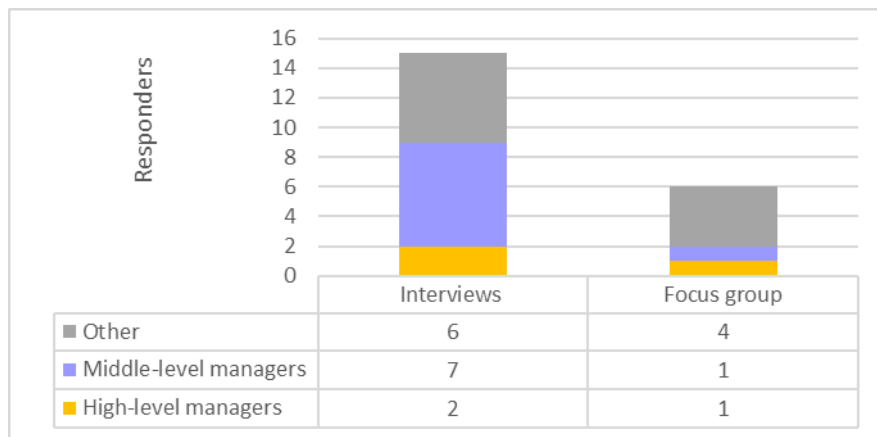


Figure 16: SRNSFG interviews and focus group responders’ position in the organisation

The survey distribution of responses is grouped into the different position of the persons involved, and it is depicted in the figure below.

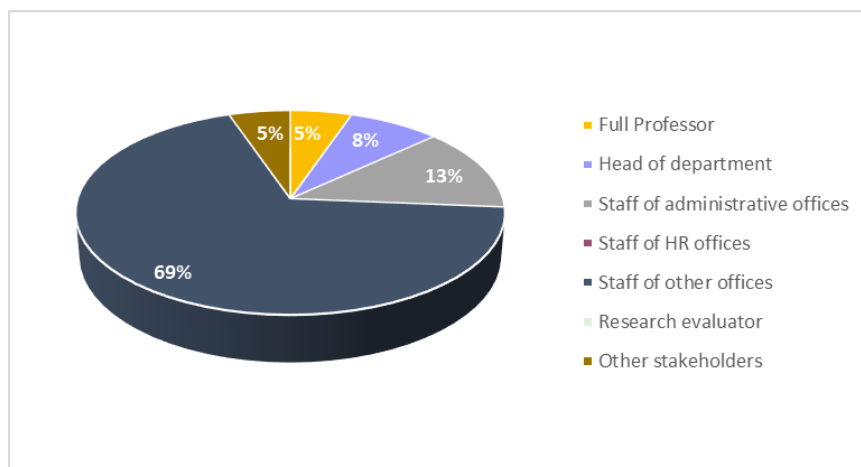


Figure 17: SRNSFG survey responders’ position in the organisation



## 3.2.2 Internal assessment analysis of the activity/service areas

### 3.2.2.1 *Human resources*

The SRNSFG project team has been investigating the existence of **gender-sensitive recruitment protocols/policies** and **policies to prevent gender bias in recruitment** in the organisation. The research results from interviews, focus groups and desk research show that unfortunately, at organisation level, there are no particular gender-sensitive recruitment protocols/policies. However, SRNSFG is obliged to follow the regulations provided at a national level; Article 9 of “Law of Georgia on Public Service” and Chapter 1, article 2, sub-article 4 of “Labor Code of Georgia”.

Additional research work in the field **career progression** has been carried out to explore the existence of **transparent and flexible criteria for the promotion** of staff (both academic and non-academic) of the institution. Based on the interview results with high and middle management level, the organisation doesn't have any flexible or fixed criteria for the promotion of staff. The career progression can be done only following the particular rule; the employee of the Foundation, who is appointed to the position through competition is able to take place on the basis of the Head' recommendation. Complementary, investigation took place to identify any **specific measures** that adopt SRNSFG to support the **career progression** of the under-represented gender, but no relevant measures have been found.

The research carried out at the human resources division to have a full view of the gender balance status during the last three years at several sub-areas. At the sub-area of recruitment, more females (65%) are applying for **open working positions**. The **success rates** of women applicants are increasing at the departments of Science, Law and Administration and IT, while this rate is decreasing at the Administration department. About the current staff, a few more males have a temporary contract (57%), and also more males are having children (43%).

At the **horizontal segregation** sub-area, the top management level is comprised mainly by men (67%) while more women are the staff of the mid and low management levels (90% and 64% respectively). At the **recruiting and promotion boards** sub-area, more women are part of the boards (70%)<sup>12</sup>. At the **career progression** sub-area, it seems that it takes four years for men aged from 30-40 to get a promotion, while it takes only one year for younger and older men to progress. On the other hand, it takes almost two years for women of any age to get a promotion. About the number of persons who applied for a promotion, both the same number of males and females applied from the low and middle management level<sup>13</sup>. The statistics about **work-life balance**, shows along the last three years, women used to drop out or break their careers in a shorter period than men, but this gap is decreasing progressively. On the other hand, we notice that as time passes, more women are dropping out. No parental leaves and no part-time/flexible hours arrangements were at the organisation. During the last three years, there weren't any teleworking positions at organisation. After COVID-19 situation most of the departments switched to remote working. Not all of the departments were able to switch due to physical infrastructure. However, it was identified that some positions are able to switch to remote working. But it is not clear, and there are no expectations that after the pandemic regulations end any teleworking positions will be introduced. In terms of remuneration, the gender Pay Gap is 15,88%. At SRNSFG there is no hourly-paid system of remuneration. Employees receive a set amount of salary that is paid monthly. The gender pay gap is calculated according to monthly salaries. The figures below depict the overall situation.

<sup>12</sup> It is average distribution of gender of those who are permanent members of the board for every announced vacancy. The figure below does not include other different members of the board whose participation depends on the department

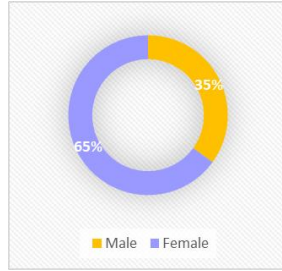
<sup>13</sup> Calculations of average number of years for promotion for w/m are made based only on the data available electronically



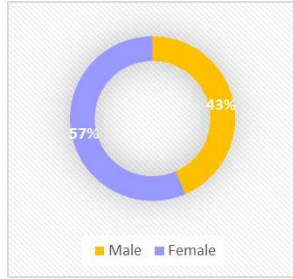
# Human resources

## Recruitment

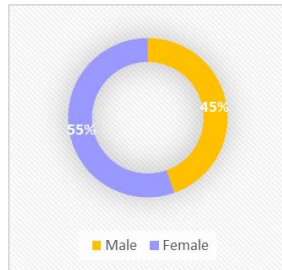
Applicants for open working positions



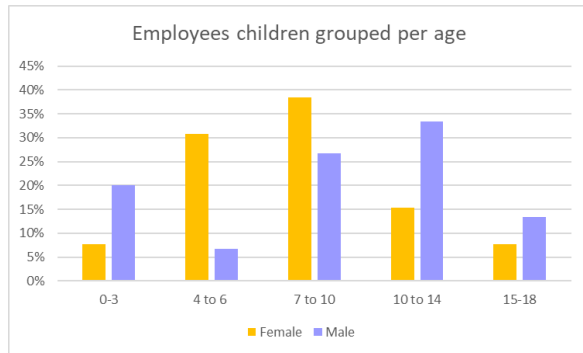
Sex ratio on temporary contract



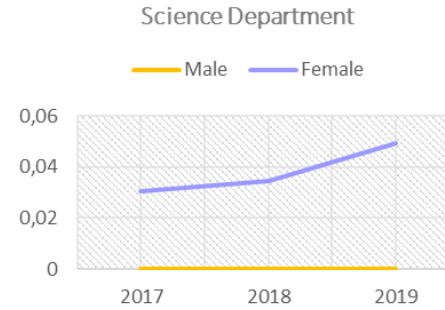
Employees having children



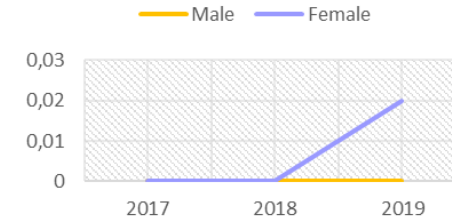
Employees children grouped per age



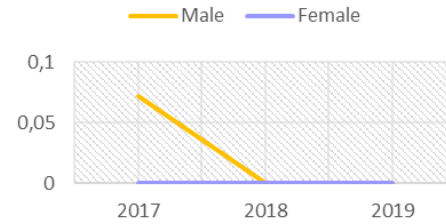
Success rates of man and women applicants to positions in the last 3 years



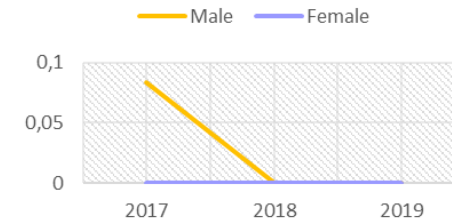
Department of Law and Administration



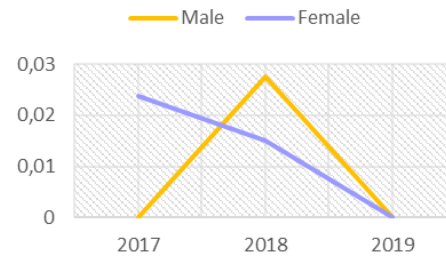
Department of Finance and Economics



Office of International Relations and Fundraising



Administration



IT Office

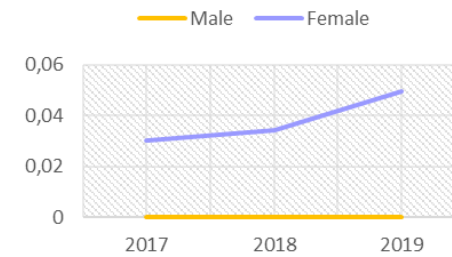
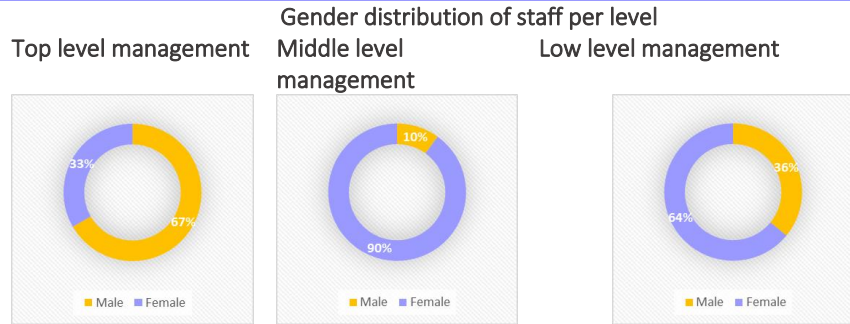


Figure 18: SRNSFG HR current situation (part A)

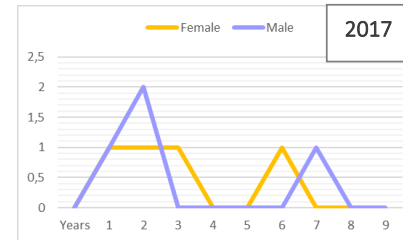
## Human resources

### Horizontal segregation



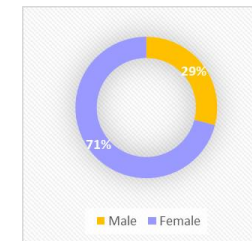
### Work life balance

Female career breaks and drop-outs in the last 3 years



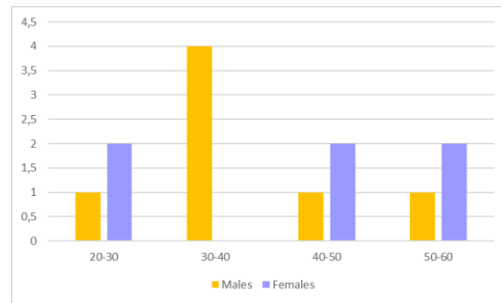
### Recruiting and promotion boards

Average distribution of gender in the last 3 years

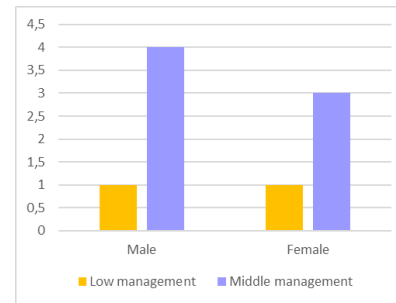


### Career progression

Average number of years/per for promotion per age:



Number of women and men applying for a promotion in the last 3 years



### Remuneration

Rewards or additional remuneration by gender in the last 3 years

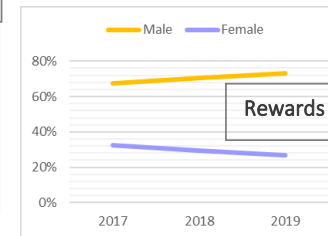
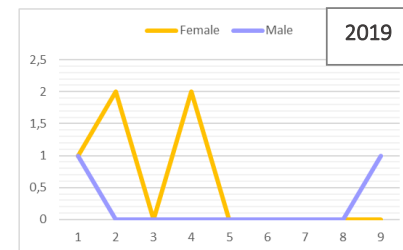
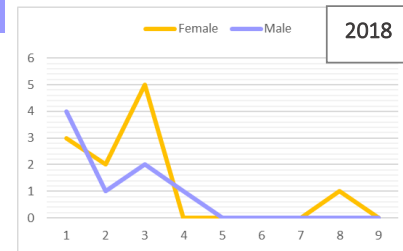
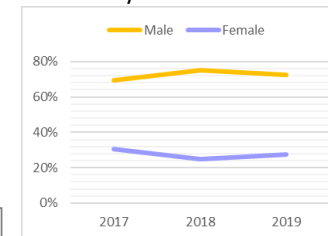


Figure 19: SRNSFG HR current situation (part B)



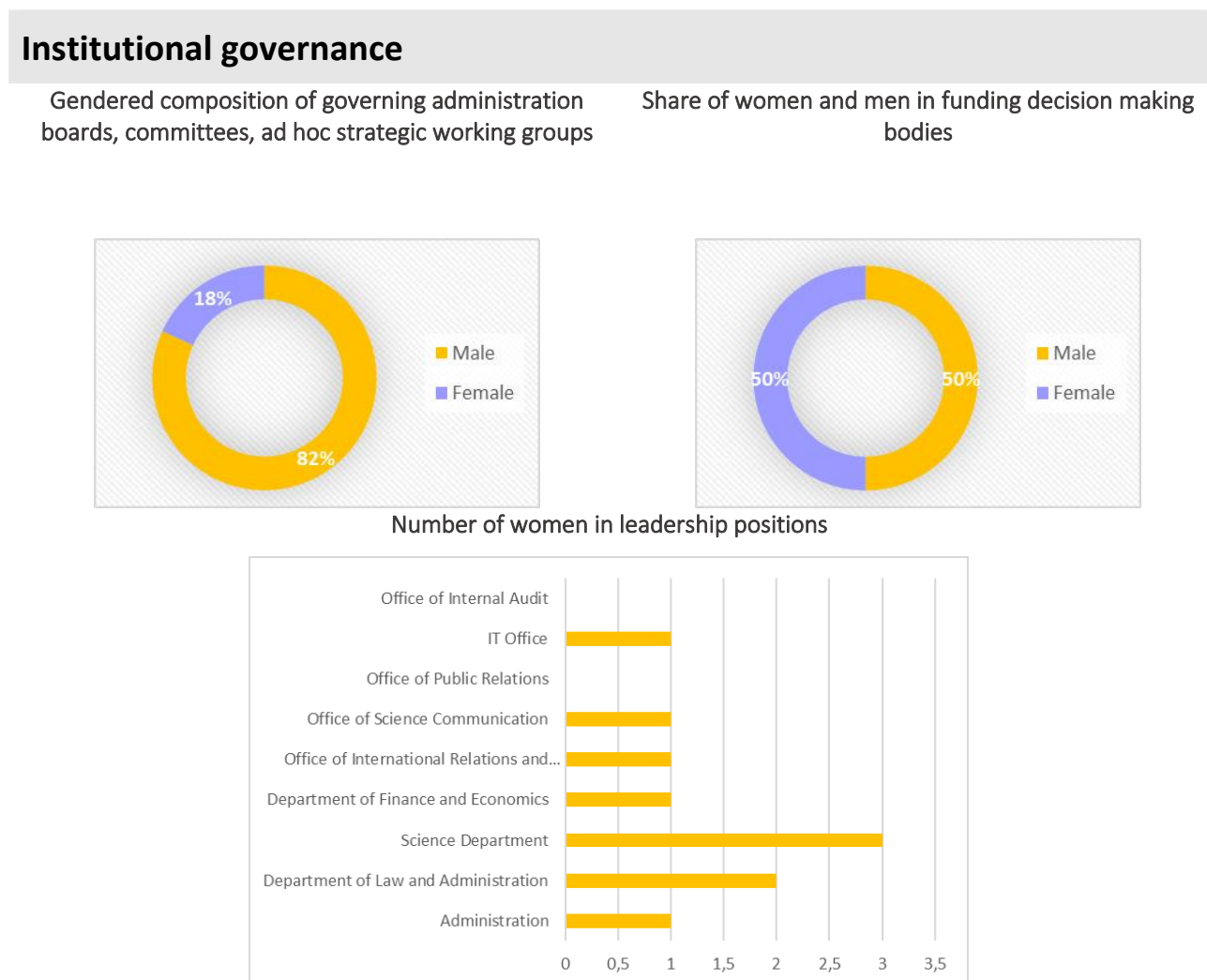
### 3.2.2.2 Institutional governance

Until now, it seems that **the commitment of SRNSFG to gender equality** is limited. The official documents and regulations don't mention any gender equality issues, and in addition, there is no ongoing evaluation/monitoring process on gender equality and no gender-sensitive budgeting. However, there is an electronic system for the gender-disaggregated data collected. In the system are recorded the data submitted for the call applications and organisation's open vacancies, data of funded grants and winners of the calls, data of evaluation committees. It includes the gender dimension and provides the overall statistics of the distribution of male/female participants.

Institutional activities to foster gender balance in **decision-making processes** are not in place yet. Currently, there are no strategies/policies to foster gender balance in decision-making process which can provide gender quotas applying to the appointment of leadership positions or elections to decision making positions/governing bodies. There are not either strategies/policies that guarantee the maintenance of gender balance in this area.

In addition, the organisation structure does not include **gender equality bodies** or any other positions related to gender equality. The total budget does not foresee any unique financial resources for this sector.

The figure below shows the current status with regards to institutional governance.



**Figure 20: SRNSFG institutional governance current situation**

### 3.2.2.3 *Institutional communication*

The institutional communication is comprised of two parts, the external which is targeted to the audience of the institution and the internal, which is targeted to the members of the institution.

To assess **external institutional communication**, the research team examined the gender sensitivity of the public institution website and other printed publications. During the desktop research, specific criteria and communication materials that reflect “diversity” (in terms of sex, age, ethnicity, disability, etc.) haven’t been identified in policy documents. However, the materials of the institution are presenting genders equally.

At corporate media product, press releases, announcements, distribution of audio-video material, inclusive language is used, the content is free of sexist language, discriminatory terminology and how the content will be perceived by people of different sexes is considered. The SRNSFG **website** doesn’t promote gender equality as a core message. But, it presents the information on the various activities, awards and calls of other organisations which are related to the topic of women in the science field and helps to promote concrete events. It also contains information about the Foundation's activities aiming provision of a better understanding of the role of women in the development of science in Georgia, as well as the contribution of women scientists from different countries to the development of Georgian sciences, popularisation of Georgian history and culture. The images that appear at the website home page are uploaded according to the ongoing events, and they are usually changed every 1-2 weeks. The gender ratio depends on the events which take places and who are the participants of the events. Through **social media**, a strategy does not exist about posts relevant to gender equality. However, SRNSFG promotes well-known women scientists through **awareness-raising campaigns**, which is important for the establishment of gender equality priorities in the public consciousness that women and men play an equal role in all areas of public life, including science.

The internal communication of the institution has space for many additional activities. On the one hand, there are International guidelines, recommendations, and local laws - "On Gender Equality", "On Freedom of Speech and Expression", "On the Elimination of All Forms of Discrimination" are considered in administrative communication. On the other hand, there are not any institutional policies in place, and therefore we do not meet tailored actions in this respect.

### 3.2.2.4 *Research funding*

The research around research funding is related to the current evaluation process that the institution follows to grant a research funding and is also about funding programme.

The SRNSFG existing evaluation processes do not include any official guidelines and protocols about gender equality. In particular, the funding **decision-making** bodies, and the scientific evaluation panels are not measured whether they are gender-balanced. The SRNSFG policies about the **recruitment of evaluators** do not include any specific gender-sensitive protocols. These policies are determined by the Code of Conduct for Independent Experts under the Decree N87 of the Director-General of SRNSFG. The code does not include criteria on gender-sensitive recruitment of evaluators. In the following, at SRNSFG, there are no guidelines on gender stereotypes and unconscious bias to evaluators. The evaluators are not trained, and also, they are not provided with any kind of gender-related evaluation practices. Turning to the **evaluation forms/templates** of the grant call administrated by SRNSFG, currently, they do not include a paragraph on gender equality in research teams and gender dimension in research content. The annual statistics of SRNSFG show, there are more women participants and winners than men, but it is not achieved through the foundation’s internal regulations. The adoption of the gender dimension in the evaluation form is crucial.





According to Normative Acts and Regulations of the grant calls<sup>14</sup> the Foundation uses only single-blind review process when the applicants do not know who the evaluators are. There is no double-blind review process adopted by SRNSFG to avoid gender bias. Adoption of the **double-blind review process** for SRNSFG would require systematic changes, such as new evaluation criteria for every grant call, new forms and templates for grant call documentation and useful annexes. Opinions of the person survey are contradictory on this matter, whether the double-review process is sufficient to avoid gender bias. Moreover, the integration of the gender analysis into **research content** is not yet foreseen by the organisation, since there are not in place guidelines or training for grant applicants and evaluators for this topic.

At the beginning of every year, the Government of Georgia approves the official annual budget of SRNSFG, where every expenditure is planned beforehand. Until now, the SRNSFG does not administrate gender-specific funding programs. Regarding the Grand calls in other topics, gender equality is still not a funding requirement. There are no specific policies which will be the guarantee that gender equality in research teams is represented nor in research content. Furthermore, the SRNSFG grant call documentation contains gender-neutral language; there is no bias towards a particular sex or social gender and no adoption of the use of exclusionary forms.

The figure below depicts the current status in this field.

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<sup>14</sup> Decrees of the Government of Georgia, Decrees of the Ministry of Education, Science, Culture and Sport of Georgia, Decrees of Director General of SRNSFG



# Research funding

## Share of men and women among applicants and successful applicants in the last 3 years

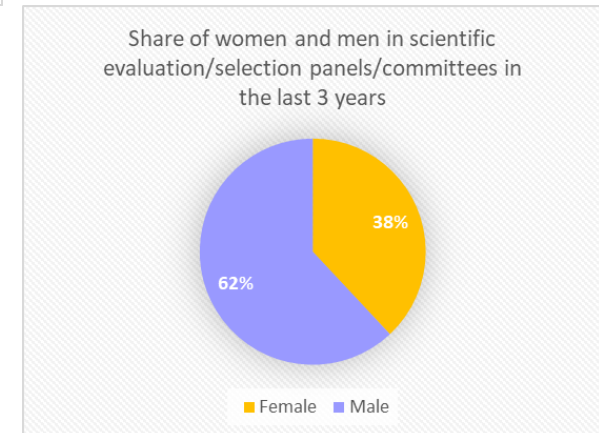
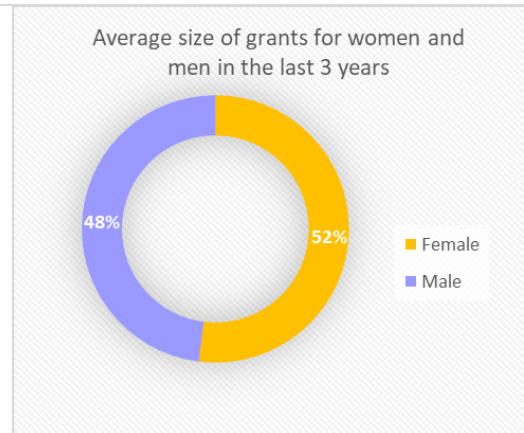
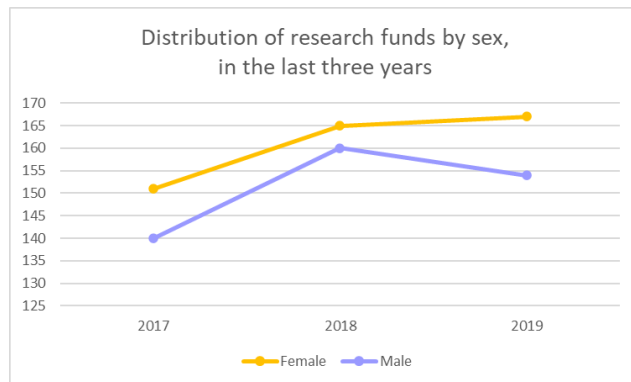
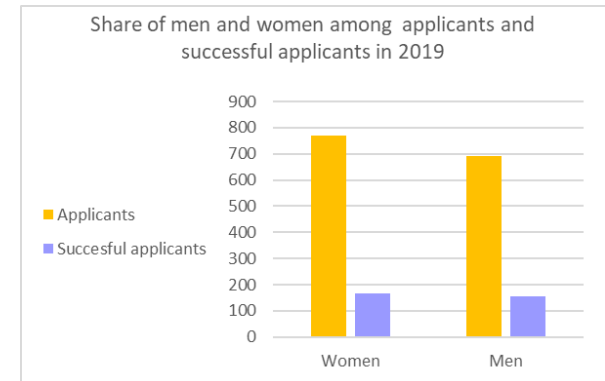
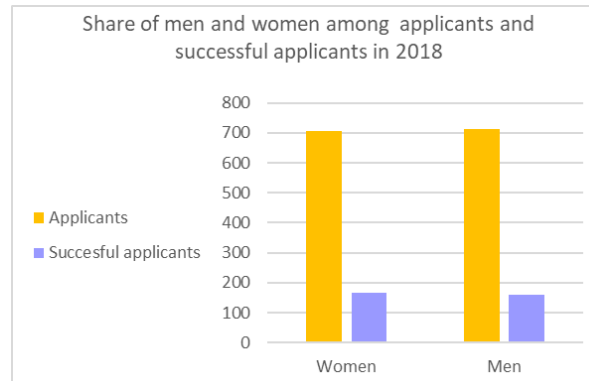
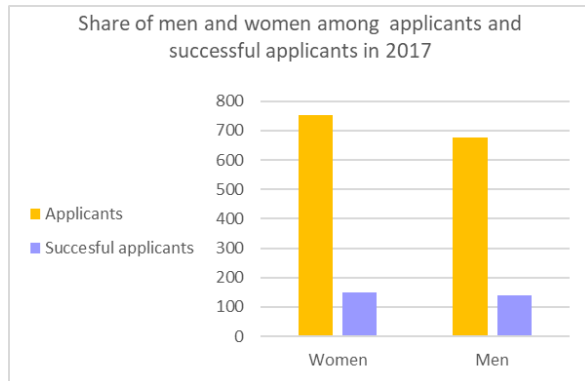


Figure 21: SRNSFG research funding current situation

### 3.2.2.5 *Gender/sexual harassment*

Within the Foundation, particular policies and initiatives addressing sexual harassment do not exist. However, the SRNSFG is obliged to follow the regulations provided at a national level; Chapter 1, Article 2, Sub-articles 4 and 41 of “Labor Code of Georgia”.

Relevant research on this area showed that during the last three years, the organisation had no organized training. It had not taken any measures to elicit reporting formally gender/sexual harassment, and no cases of harassment (by victims/ and by bystanders) have been reported.

### 3.2.2.6 *Intersectionality*

At the moment, the only available document that includes the idea of gender equality in conjunction with other discriminations and structural inequalities is the N187, Article 14 of SRNSFG Director General. There are no other specific institutional measures concerning about this issue.

## 3.2.3 Assets and points worth of attention

The SRNSFG follows the national regulations about gender-sensitive protocols/policies for **recruitment and hiring**, recruitment and promotion boards are comprised mainly by women, but the institution itself lacks individual policies/protocols. In **recruitment processes** there are not any discrimination cases reported. More females apply for open positions across all departments, succeed and have temporary contracts. However, they get a middle or low management position, while top management positions are covered by males. In addition, male employees receive higher rewards and additional remunerations. As for the **career progression**, a very few females experienced discrimination. The organisation has set a procedure to follow for career progression, but the survey results proved that the procedure lacks transparency. The organisation hasn't adopted any transparent and flexible promotion/tenure criteria for the promotion of staff yet, e.g. continuing education as well as individual performance measurement, neither for measures to support employees during major life events like childbirth, care work etc. This seems to refer to **work-life balance** issues in the organization, and the highest share of females dropping out in recent years might signal this.

**Institutional governance** activities to foster gender balance include an electronic system for gender-disaggregated data collection and a well gender balanced decision-making body. Though, there are no official regulations to monitor and evaluate gender equality, no gender-sensitive budgeting in place, no mentoring or coaching services/activities to foster leadership position dedicated to women, and not a gender equality body.

SRNSFG seems to cope well with gender sensitivity during the **external institutional communication**, even though it doesn't not have an official action plan. In terms of **internal institutional communication**, the staff adopts international guidelines and local laws on the use of gender-sensitive language but relevant training is not taking place, there are no internal guidelines and protocols on gender-sensitive non-biased communication/language use, or complaint mechanisms in cases of gender-biased/sexist communication.

The institution recruits **research evaluators** based on an official Code of Conduct, but it does not include any gender sensitive criteria and currently they are mostly men. They do not receive any additional training or guidelines on gender stereotypes and unconscious bias. Also, the review process is single and no double-blind. Moreover, the **grant calls** contain gender-neutral language, since the Georgian language is gender-neutral itself (there are no exclusionary forms he/she). Also, the grant winners are mostly females. However, the calls for grants do not include gender evaluation related criteria, neither they require integration of

gender into research content. Each year the Government approves the official annual budget of SRNSFG, and it is possible to add a **new research funding program** on gender equality.

No **sexual harassment** cases have been reported in the institution until now. On the other hand, there is not a tailored desk/service taking actions to raise awareness on the national regulations and organize informational activities.

In terms of **intersectionality**, there are available national policies on equality and discriminations, but this aspect is not yet measured in the institution. Most participants to the research needed additional details on understanding intersectionality and the need of an intersectional approach to gender equality.

### 3.2.4 References

The list of references studies during the desk research and policy analysis:

[“Law of Georgia on Public Service”, Article 9, \(2015\)](#)

[“An Ordinance of the Government of Georgia on the Procedure for the Conduct of Competitions in Public Service”, \(2017\)](#)

[“Law of Georgia on Remuneration in Public Institutions”, \(2017\)](#)

SRNSFG official website, available at: <http://rustaveli.org.ge/>

[SRNSFG Statute](#), (2010)

[“Labour Code of Georgia”, Article 2, \(2010\)](#)

[“Code of Conduct for Independent Experts LEPL Shota Rustaveli National Science Foundation of Georgia” \(2018\)](#)



### 3.3 Slovak University of Technology in Bratislava (RPO)

#### 3.3.1 The data validation

This is the internal assessment for gender equality of the Faculty of Materials Science and Technology of the Slovak University of Technology in Bratislava (MTF STU BA). The assessment activities are applying the internal assessment methodology described in D1.1 and include desk research, interviews, survey, and focus group.

##### The data collection process

During the activities towards the data collection (both qualitative and quantitative), the MTF STU BA researchers of the CALIPER project invited personnel from the Faculty, the Institutes and Departments of the Slovak University of Technology.

The data collected refer to the last three years, from 2017 until 2020. The internal assessment activities started in April 2020, along with the beginning of COVID19 pandemic in Europe. Therefore, MTF STU BA researchers of the CALIPER project put additional efforts to implement the assessment in distance mode and managed to collect with success the necessary information needed. The team applied the internal assessment methodology (D1.1) without any modifications.

##### Source of data

The desk research and policy analysis has been based on the two following information systems:

- **MAGION** - an information system that ensures the monitoring of human resources at the university level, personal records, and payroll processing at the faculty level. It provides information on the drawing of salary funds according to budget paragraphs, various overviews for the academic senate, and superior bodies of the Ministry of Education. The MAGION Program displays data on all registered persons and their possible employment relationships, which were searched on the basis of the specified selection criteria.
- **AIS** - Academic information system of the Slovak University of Technology in Bratislava, which makes a lot of information available to the academic community, university employees, and the general public. It is a university-wide database that is used to manage students' studies. The link to AIS can be found on the main university and faculty websites. AiS2 is currently the most widespread academic information system at Slovak universities. AiS2 was created at UPJŠ (Pavel Jozef Šafárik University in Košice) and is still being developed on the campus from where it is distributed under non-commercial conditions.

The additional data have been collected through sixteen (16) **interviews** with Head of offices/departments and the research unit and a **focus group** with four members from the teaching staff without a managerial position. The **survey** was conducted at the workplace of one of the faculties of the Slovak University of Technology, where the project is also being implemented. It is a Faculty of Materials Science and Technology based in Trnava (MTF STU BA).

Turning to the gender distribution of the responders, the figure below shows that the same number of both male and female gave an interview, while most females participated in the focus group and a bit more women completed the survey than males and those who preferred not to say.



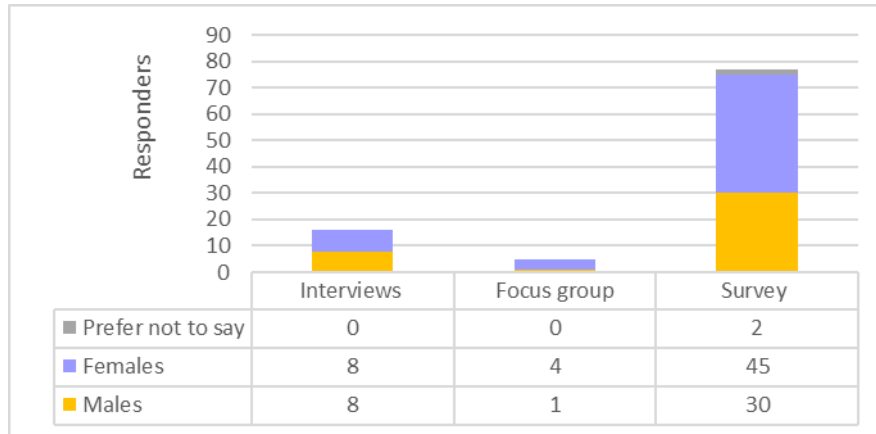


Figure 22: MTF STU BA responders gender distribution

An important contribution to the internal assessment provided the High- and Middle- level managers through the interviews. However, the focus groups participated the only person from the teaching staff.

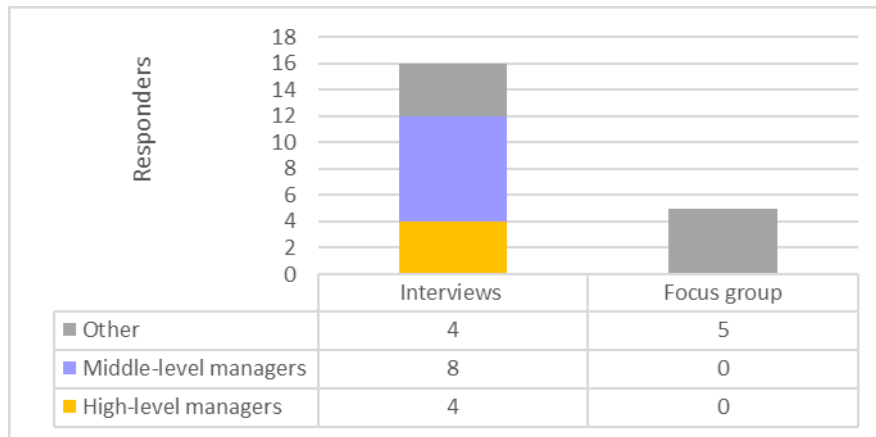


Figure 23: MTF STU BA interviews and focus group responders' position in the organisation

The survey has been completed mainly by researchers, Associate Professors, and staff from the administrative offices. The contribution also provided Full Professors and Head of departments.

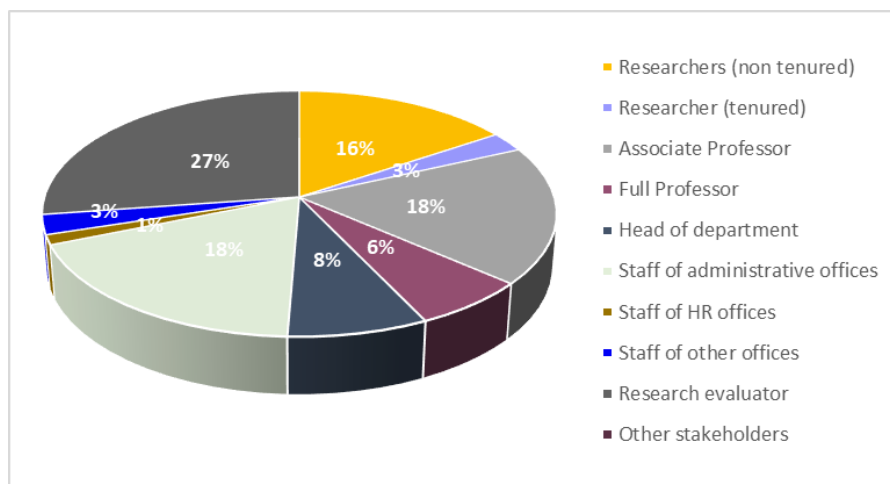


Figure 24: NTUA survey responders' position in the organisation

### 3.3.2 Internal assessment analysis of the activity/service areas

#### 3.3.2.1 *Human resources*

MTF STU BA doesn't have to apply any gender sensitive protocols for **recruitment and hiring**. Most person who completed the survey, agree that they do not experience bias of other types (ethnicity/ age/ gender identity, disability, other) when they were recently applying as a candidate for a position. However, when the same question referred to the whole career, then we notice a positive reply increase up to 13%. At the department level, a fixed-term **employment contract** is always concluded, usually for a year, regardless of the applicant's gender (or for representation in the case of long-term sick leave, but this is an entirely different situation that is not affected by gender selection). Data for statistics about the **sex ratio of staff and academic members** per age of children are not collected in the organisation. For example, male employees (e.g. divorced) don't state the number of children.

Initiatives or measures targeting the underrepresented gender related to **career progression** do not exist in the organisation. However, survey results show that the vast majority of the candidates who applied recently for promotion have not experienced any gender bias due to being a woman/man or another type (ethnicity/age/gender identity, disability, other). Nevertheless, the reaction to the same question for the entire career, was quite different because 17% of them replied positively. It worth also to mention the case of a mother with young children who are searching for work after four years on parental leave and now feels disadvantaged. About the women encouragement to engage in **decision-making** positions, the survey replies have been quite contradictory (42% Yes - 32,9% No). It seems that relevant activities are not communicated or do not exist.

With regards to measures that improve **work-life balance** and reconciliation of work and family life, in the past, the University Collective Agreement had one day of paid leave for every three months only for mothers who care for a dependent child under the age of 15. This has changed. This leave can also be taken by fathers of children. However, there aren't any additional measures. Many employees surveyed experience often (25%) and sometimes (34%) tensions between the work and family roles. In addition, most of them are aware of the MTF STU BA measures that improve work-life balance, such as the home office and part-time posts and have made use of them, but they are not aware of many more like measure to support return (after leave), reduction and/or flexible hours for childcare, for other family dependents' care (elderly, other), for different reasons (e.g. for final exams, measures to support victims of gender-based violence) and job sharing. Sabbatical leave is not supported from the point of view of legislation, and at the same time, the employer does not provide this possibility within the framework of internal regulations in connection with the legal regulation of social and health insurance for both the employer and employees. For this reason, this option was avoided within the questionnaire. Turning to in/outgoing **mobility for researchers**, most employees agree that MTF STU BA facilitates mainly international and national mobility. However, this question was generally understood without focusing on women researchers.

The MTF STU BA has achieved to create a **well-being environment** with the majority of employees being satisfied (55%). The percentage of 27% of employees define this climate as neutral, and 13% of employees claimed it as negative. Almost all employees (94%) are satisfied with their work and the workplace (90%).

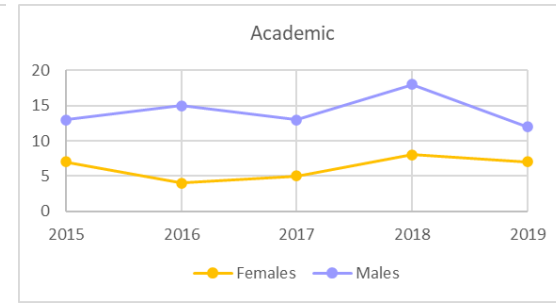
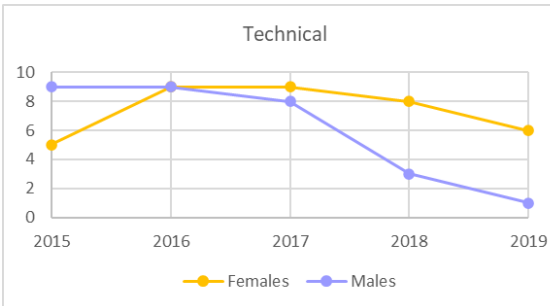
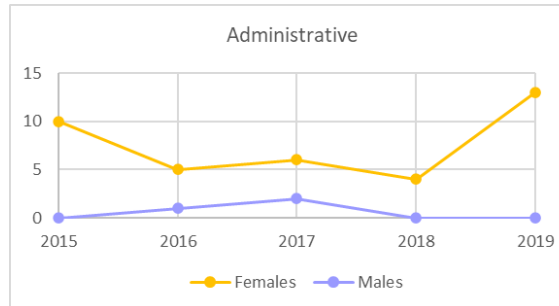
The level of MTF STU BA wage/**remuneration** policy transparency seems that is not explicit to the employees. At the relevant question, the answers are included in all options, with the option 'no' representing more than 39% of the answers. A total of 40% of respondents expressed satisfaction, and 21% of employees said 'I don't know'. It is interesting to mention that during desk research statistics showed that despite the fact that the rewards were paid to a higher number of women in some years, the amount was not reflected (always dominated by men). Also, it was identified that the organisation doesn't collect statistics about the Glass Ceiling Index (GCI). The figures below, depict the current status.



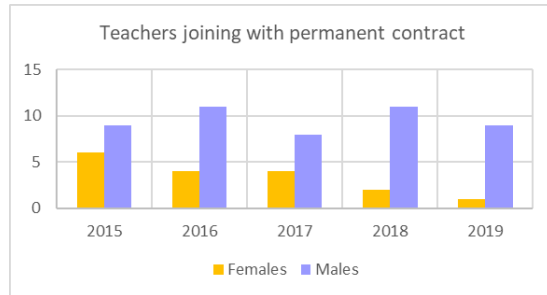
# Human resources

Recruitment

## Proportion of shortlisted women for interviews

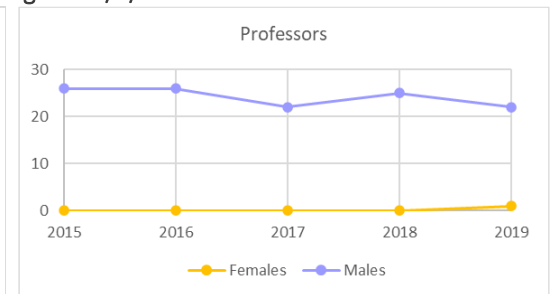
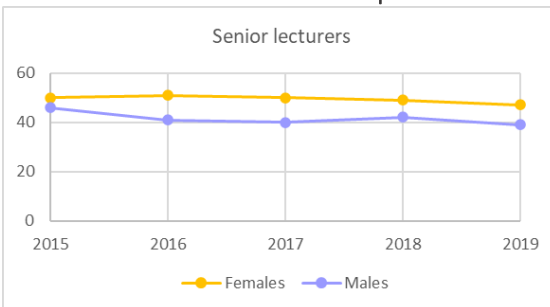


## Sex ratio on type of contract for academics



## Vertical segregation

### Proportion of women grade A/B/C staff



Horizontal segregation

## Gender distribution of administrative and academic staff per scientific fields and level

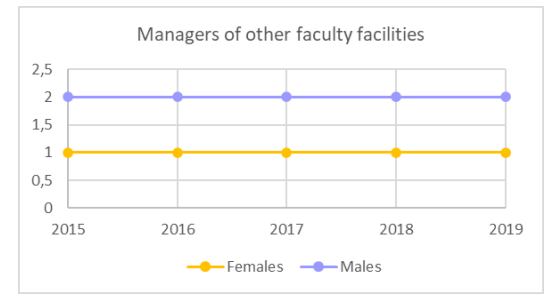
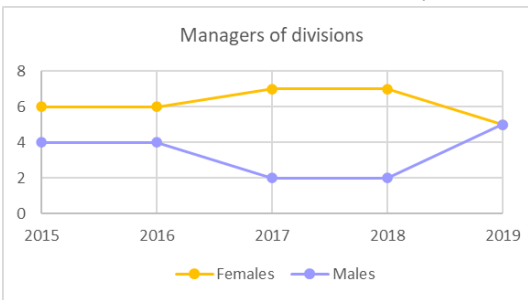
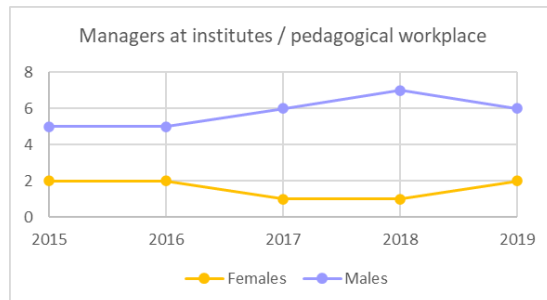


Figure 25: MTF STU BA HR current situation (Part A)



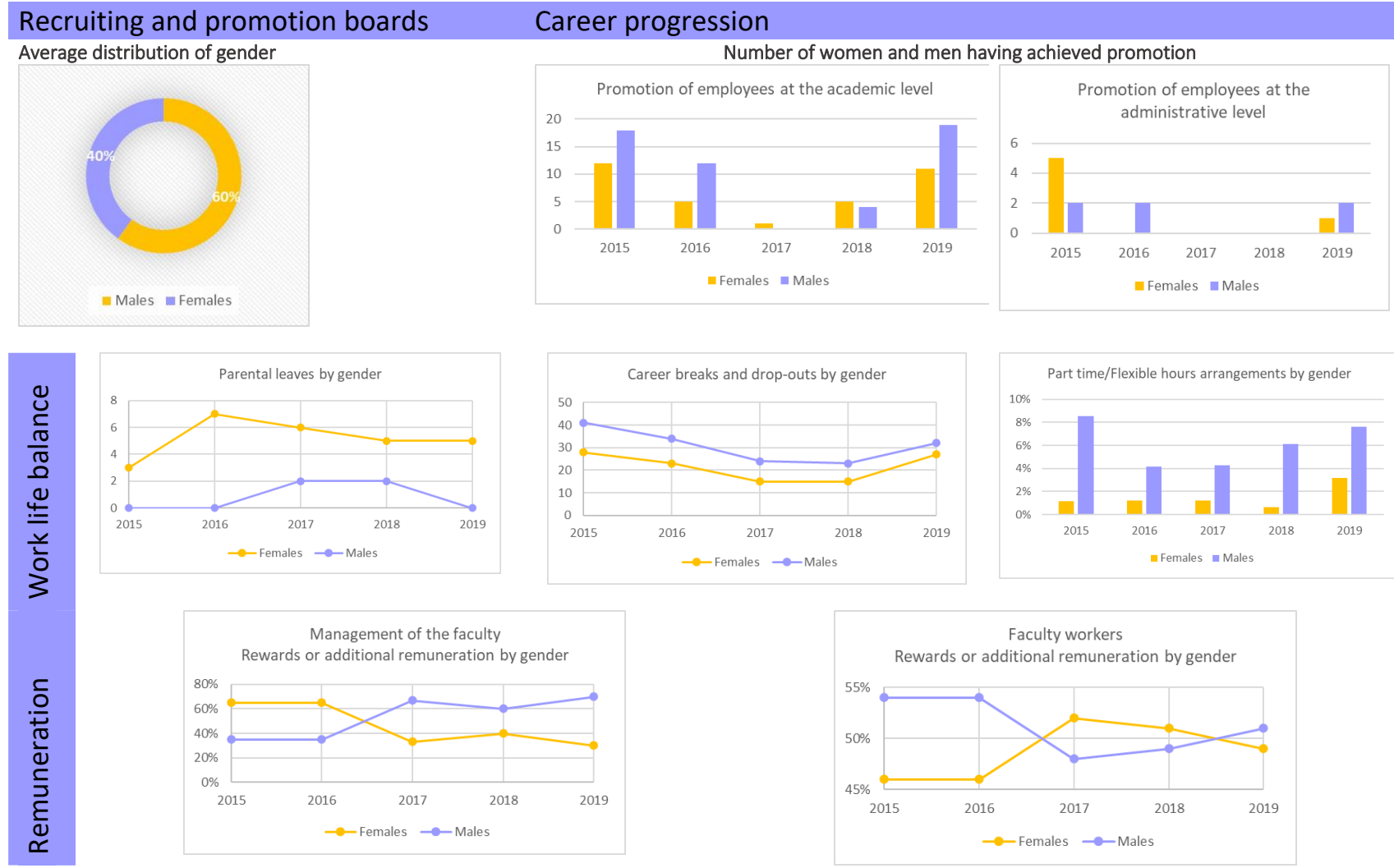


Figure 26: MTF STU BA HR current situation (Part B)



Following the above, we identify that the main challenge is related to the increase of awareness of existing policies, e.g. measurements for work-life balance, mobility of researchers, decision making and transparency of remuneration. During the communication, it is essential to pay special attention to the terminology that will be used. For example, the response shows that the use of the term "gender" and "sex" is still not clear to the employees. It requires further consideration to raise people's awareness of this issue and to provide them with a workshop on recognizing terminology in this area as well as entering the use of gender-sensitive language.

It has been mentioned during the survey that there are companies which calculate the salaries on the basis of nationality, putting on disadvantaged position person from different nations, e.g. local person vs UK citizens.

Through the survey, persons have been asked whether the institution adopts gender sensitive protocols/policies for recruitment and hiring. Many of them responded that this type of policy is not needed because only the skills are evaluated. It is clear that awareness activities should take place in this respect, so people understand the meaning of such policies.

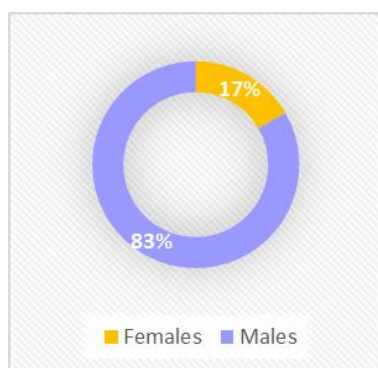
### 3.3.2.2 *Institutional governance*

MTF STU BA seems that has a lot of space for improvements in this area. The institution's existing **program and mission regulations** don't include any articles referring to the commitment to gender equality. Therefore, any strategies/policies to foster gender balance in **decision-making processes** have not been identified. However, desktop research shows that approximately 40% of the total leadership positions are women, such as directors, head of departments/units and leaders of other decision-making bodies. With regards to the **data collection processes**, currently, any measures, procedures, tools that embed a gender dimension have not been taken. Finally, a Gender Equality Plan (GEP) and Gender Equality Bodies do not exist.

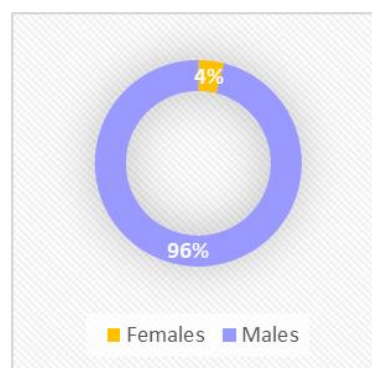
## Institutional governance

### Gender composition of decision making bodies

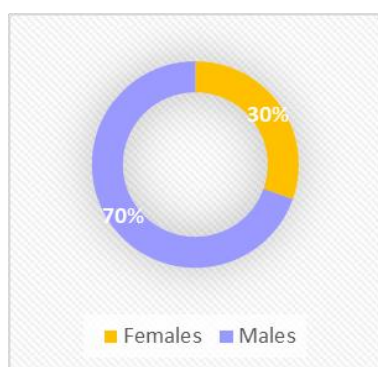
Gendered composition in Management of the faculty in 2017, 2018, 2019



Gendered composition in Scientific board in 2017, 2018, 2019



Gendered composition in Academic senate in 2017, 2018, 2019



Percentage of women in leadership position in 2017, 2018, 2019

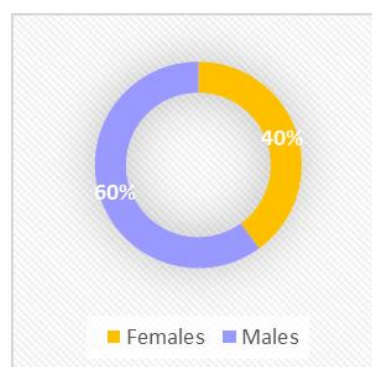


Figure 27: STU MTF institutional governance current situation

### 3.3.2.3 Institutional communication

The gender sensitivity part of MTF STU BA communication seems that it is still immature. Starting from the examination of its website, its visual communication the men appeared is more than women and predominate on informative pages about the faculty, in the ratio 58.82%: 41.18% (monitored on August 11th. 2020). Within its content, there is no dedicated page or any other information about gender equality. Moving to social media, we meet the same status. In addition, the institution hasn't organized yet any communication activities to promoting women (and/or other underrepresented groups) in science. Either the institution has not collected any training activities however on gender-sensitive language use and/or gender-sensitive communication, or modules within existing training.

Turning to the internal communication among the institution members, the official guidelines and protocols do not include articles on gender-sensitive non-biased communication/language use. Also, there are not set any complaint mechanism in cases of sexist communication.

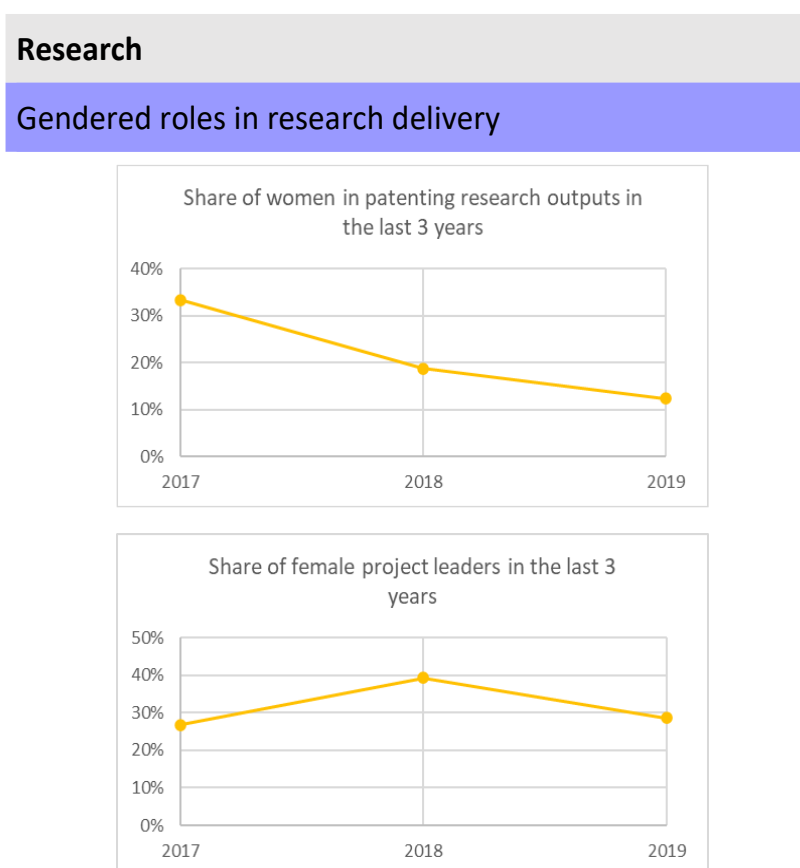


### 3.3.2.4 *Research*

The research results showed that MTF STU BA had not applied actions to foster gender equality integration in its research activities. In particular, the investigation included the allocation of funds for specific programs on gender studies, the existence of guidelines or a policy on integrating gender analysis into research, the presence of a gender/women's studies department, but no actions have been identified. However, with regards to the double-blind review process, the organisation is using it to assess the expertise of articles before publication in a journal.

Turning to the evaluators that MTF STU BA recruits, the research that carried out didn't spot any protocols on gender-sensitive recruitment, any training or guidelines on gender stereotypes and unconscious bias to evaluators, nor evaluation forms/templates including a paragraph on gender equality in research teams and gender dimension in research content.

The figure below depicts the current statistic of MTF STU BA gendered roles in research delivery.



*Figure 28: STU MTF research current situation*

### 3.3.2.5 *Student service*

The research carried out that carried out to identify the MTF STU BA status on student service, focused on exploring the presence of initiatives aimed at counselling prospective students and attracting girls to STEM/Humanities studies (or vice versa, boys to education studies/humanities) and to explore the presence of initiatives aimed at counselling enrolled students with a gender approach. The results showed that relevant activities are not taking place.



# Student services

## Recruitment

### Female students in STEM field per level

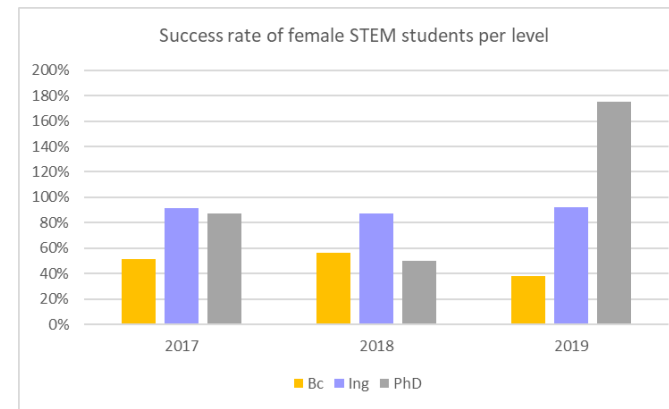
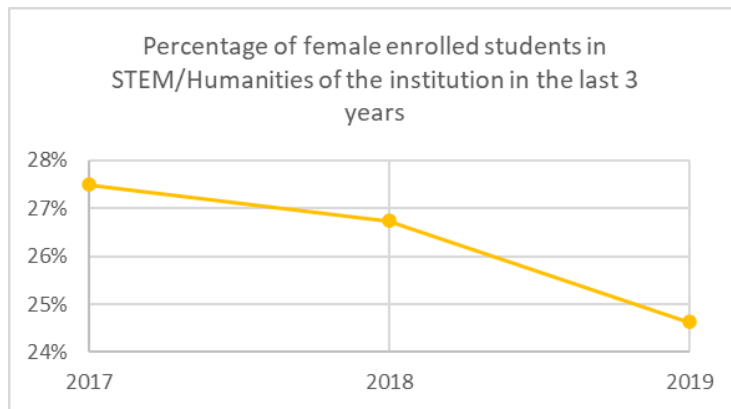
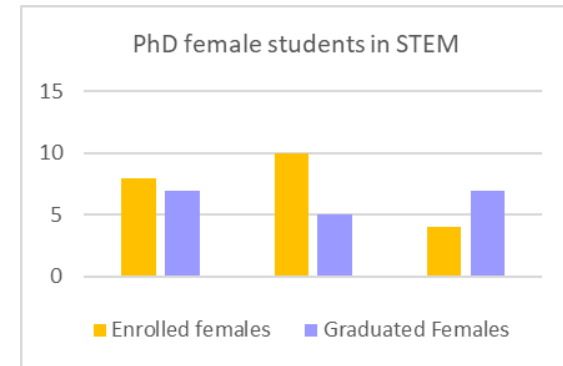
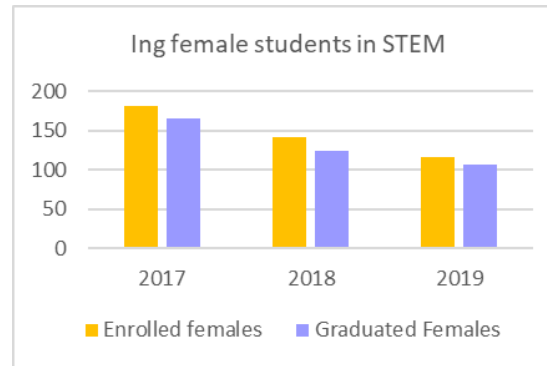
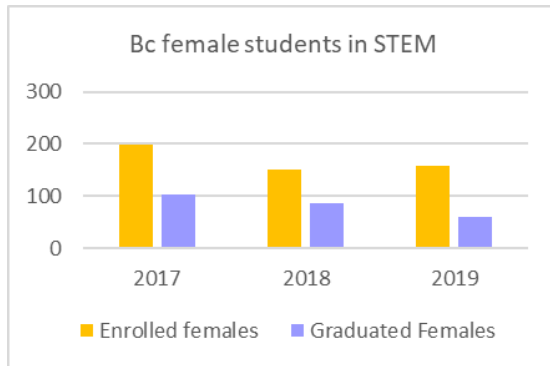


Figure 29: MTF STU BA student services - recruitment current situation

### 3.3.2.6 *Teaching*

The research carried out in the context of teaching included the exploration of existing policies/guidelines on the integration of the gender dimension into curricula. In addition, the research team investigated if there are particular gender-sensitive teaching guidelines for professors/lecturers. Finally, the conclusion has been that currently, relevant information does not exist. However, it worth to stress that in MTF STU BA the research team hasn't met any bias towards gender, race or nationality (not only) in teaching. The organisation employs employees of various ethnicities, genders, races, faiths.

### 3.3.2.7 *Transfer to market- external relation- third mission*

MTF STU BA is carrying out activities to transfer the research results to the market and achieve further exploitation. Researchers participate in **collaborative co-founded/co-managed research projects with companies or other stakeholders**. Throughout the last two years (2017-2018) 35% females and 65% males were involved in such projects, while in 2019 the gender ration gap decreased to 40% females and 60% males. With regards to the **gender ratio of patenting researchers**, males (80%) are dominating this field.

### 3.3.2.8 *Gender/sexual harassment*

MTF STU BA doesn't have any policies and initiative addressing sexual harassment in the institution. In addition, any training courses on gender harassment/gender-based violence haven't taken place within the in the last three years, either statistics of harassment reported cases had been gathered.

### 3.3.2.9 *Intersectionality*

MTF-STU, at the moment, does not have any institutional measures where gender is taken into account in conjunction with other criteria.

## 3.3.3 Assets and points worth of attention

Institution **recruitment and hiring** processes do not follow gender-sensitive protocols. In fact, during recent years, more females have been interviewed for administrative and technical positions, but for academic jobs, fewer females were interviewed than men. Recruitment and promotion boards members are mostly men. The language used in job advertisements on the website of the institution can subtly filters men and women. The current staff is comprised mainly of male professors (22 males/1 female) and senior lecturers who are mainly females (39 males/47 females). **Female career progression**, both at the academic and administrative level, is not significant. The institution hasn't set up any initiatives to identify female talents, provide talented young women with career development /mentoring programmes and create a supportive environment. MTF STU BA is taking measures that improve **work-life balance**. Still, employees are not entirely aware of existing policies, e.g. measurements for work-life balance, mobility of researchers, decision making and transparency of remuneration.

The decision-making bodies consist mainly of males (management of the faculty, scientific board, members of academic senate, and leadership positions). The **institutional governance** does not include specific measures or bodies targeting on gender equality, such as GEPs, Gender Equality machineries, activities to empower women to apply for leadership positions, or any others.

**External and internal institutional communication** activities do not appear to be gender-sensitive. The stakeholders involved in the creation of communication material do not follow gender-sensitive communication policies and training on these issues was never set up for staff members.

**Teaching** in MTF STU BA is non-gender-biased, based on survey responders, despite the fact that it has not yet developed official guidelines to integrate the gender dimension in teaching.

MTF STU BA has not in place available services for **gender and sexual harassment**. Through the survey on gender/sexual harassment, useful feedback has been collected. The vast majority of responders (68 out of 77) replied that they have never experienced gender/sexual harassment within MTF STU, only six (6) replied they did, and they had reported about it to competent bodies of the organisation, and three said they did not want to answer. The same number of responders (6 out of 77) replied that have also witnessed gender/sexual harassment within MTF STU and encouraged the victim to report it to competent bodies.

**Intersectionality** is not perceived as a component of equality policies within the institution. The MTF-STU BA hasn't any measures/guidelines to adopt an intersectional approach, to raise awareness and educate the staff and students on the concept of intersectionality.

The institution's **research** projects are mainly led by males, and females who are patenting research outputs are a few. During the investigation, relevant protocols or actions that foster gender equality integration into research activities have not been met.

MTF STU BA has a relatively high number of female **students** who enroll in STEM studies, but only half of them graduate. Most of those who do it continue to postgraduate studies, but only a few of them continue their career to PhD studies. MTF STU BA hasn't initiated yet activities aimed at counselling both prospective and enrolled female students to attract them to enroll and continue STEM studies.

Both male and female researchers of the institution are members of **joint research projects with companies**. Along the years, the proportion between males and females has become more balanced, apart from patenting outputs, which are achieved mostly by men. Until now, MTF STU BA has not set up measurements about the gender ratio of researchers in the teams of university spin-offs, speakers at STEM conferences and participants in training initiatives on knowledge transfer and research valorisation.



## 3.4 Université LIBRE de Bruxelles (RPO)

The internal assessment of the Université LIBRE de Bruxelles (ULB) that follows, stems from qualitative and quantitative data. The data has been collected by the institution researchers, through desk research and policy analysis, interviews, surveys and focus groups.

### 3.4.1 The data validation

#### The data collection process

The data collection process included some adaptations of the methodology which are presented below:

**Quantitative indicators for the internal analysis:** not all the demanded indicators are available at ULB (i.e. the data are not collected, or they are not centralised in a database). In some occasions, some indicators are available but at a level different from the one required (for instance, institutional instead of department level). Both the unavailability of some indicators and the adaptation of some other indicators is specified in the correspondent Excel file. We added a sixth column on the first page ('List of indicators') in which we describe this information.

**Survey:** instead of using the proposed CALIPER survey, ULB has used data already available from two surveys carried out on similar topics (gender inequalities in scientific careers and sexism and sexual harassment at university) in 2017 and 2018 respectively. This choice can be explained by two main reasons: 1) time constraints due to the current pandemic crisis and 2) to avoid 'respondent fatigue' given the number of surveys already carried out on similar topics.

**Focus groups:** two focus groups have been carried out for the internal assessment. Due to time constraints, not all the intervention areas were addressed in the discussion. Even with these adaptations, each focus group lasted more than 2 hours.

**Semi-structured interviews:** no important adaptation has been performed. The advantage of semi-structured interviews is their flexibility. Basing ourselves on the desk research previously carried out, we specified the broad questions suggested in the methodology to make them more meaningful to the ULB existing policies and practices. The questions were therefore more specific to the ULB context.

#### Source of data

The **desk research and policy analysis** has been based on the ULB published policies and internal documents. The extensive list of references can be found at 6.10 References. With regards to the interviews, sixteen (16) have been conducted. Attention was given to selecting people able to provide specific information on the background and future plans of the organization in terms of gender-equality in the specific areas.

Two (2) **focus groups** also took place with eleven (11) participants. Finally, two (2) **surveys** were rolled-out with 1198 participants including researchers, members of the Deanery, Professors from different positions, staff of administrative and HR offices, etc.

The figure below shows that the gender sample was quite balance during all the data gathering procedures.





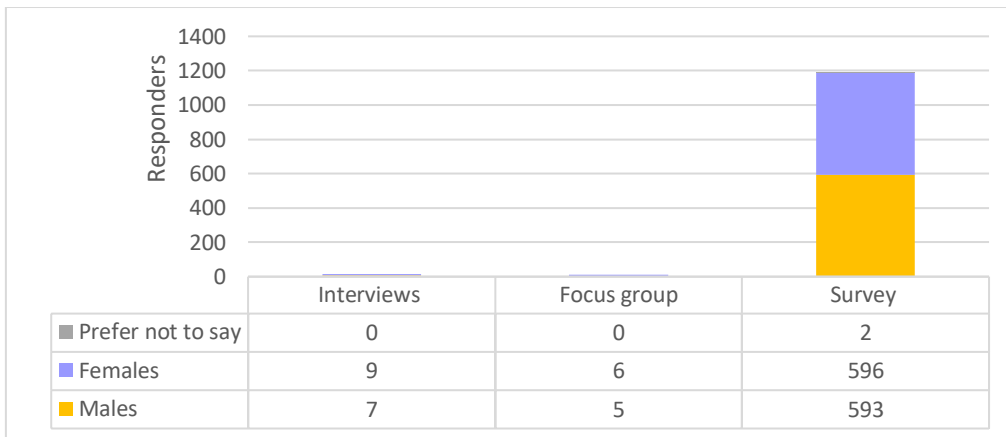


Figure 30. ULB responders gender distribution

As for the professional profile of the responders, many high and middle-level managers accepted to participate, while some middle-level participated at the focus group as well.

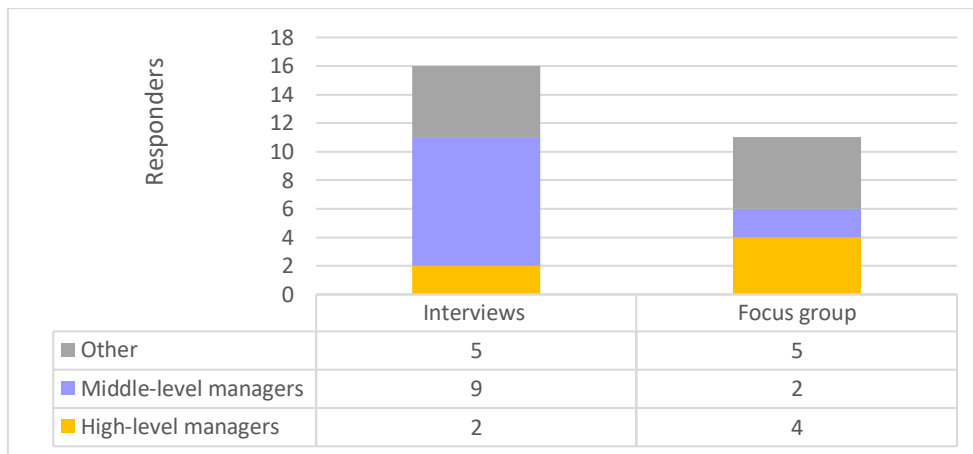


Figure 31. ULB interviews and focus group responders' position in the organisation

The two surveys have been completed mainly by researchers and Associate Professors.

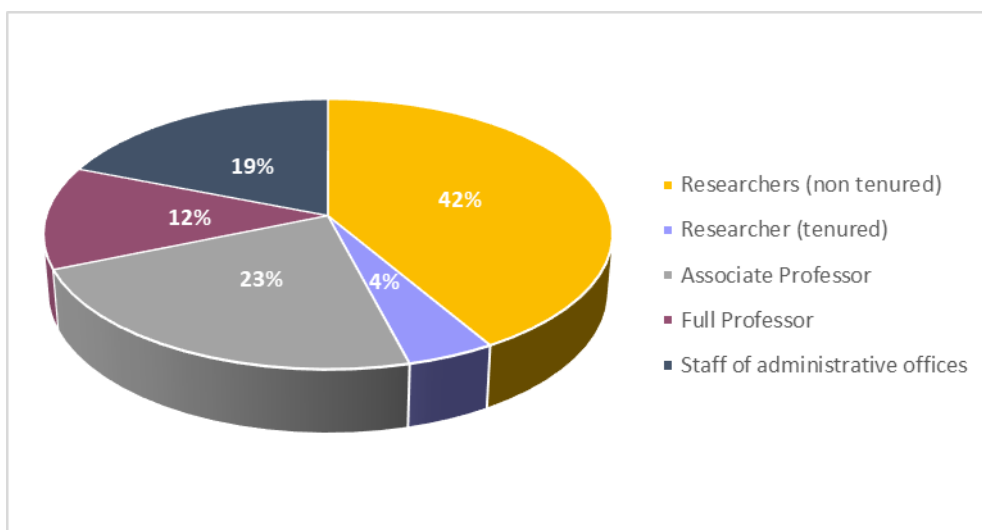


Figure 32. ULB survey responders' position in the organisation

Before starting with the analysis, it is important to mention and present the current structure of the intervention areas at ULB.

### **General Administration**

The general administration consists of departments directly attached to the Director General and the Rector, and twelve departments (Chancellery, Department of Financial Administration, Teaching Department, Research Department, Department of External Relations, Department of Human Resources, IT Department, Department of Community Services, Department of Libraries and Scientific Information, Infrastructure Department, Transversal strategy support directorate, Joint Service for Prevention and Protection at Work) each under the direction of a Director.

The Director General, appointed by the Board of Directors, ensures the general coordination of the departments of the General Administration among themselves, the coordination of these departments with those of the faculty administrations and the coordination between the latter. For this purpose, the Director General chairs the College of Department Directors and the College of Directors of Faculty Administration, whose missions, operation and composition are the subject of regulations approved by the Board of Directors after advice from the Academic Council. The Director General also has disciplinary authority over all administrative, technical, management and specialized staff.

### **Department of Human Resources**

The mission of the HRD is the administrative management of the careers of the administrative, scientific and teaching staff of the University. It manages employment contracts, termination and end of contracts, leave and working time arrangements, pensions and early retirement, but also training, promotions and advancement, decorations, recruitment and support for transfer. The Human Resources Department is composed of 5 departments:

- The Administrative, Technical, Managerial and Specialized Personnel Service (SPATGS)
- Contract Research Personnel Services (SPRC)
- The Teaching and Scientific Personnel Service (SPES)
- The Selection, Recruitment and Transfer Service (SSRM)
- The Support Service and Transversal Missions (SSMT-DRH)

### **Department of Communication and External Relations**

The mission of the Department of Communication and External Relations is not only to strengthen ULB's visibility, image and presence in Belgium and abroad, but also the institution's communication, coherence and internal synergies. The priority objective is the construction of a strong image, both inside and outside the University. The Department contributes to external promotion and to a better internal awareness of ULB's performance, values and innovations, which make ULB's originality and assets. Within the Department of Communication and External Relations, there are the following services:

- The International Relations Service is in charge of international relations and the promotion of the University abroad.
- The Communication & Institutional and Promotional Events Service promotes the flow of information and ensures the promotion of ULB and the consistency of its brand image, both inside and outside the University.
- The Promotion & External Support Service
  - Alumni
  - Infor-emploi
- The Brussels University Alliance

### **Research Department**



The Research Department informs and assists ULB researchers in the search for funding, the setting up and management of research projects as well as in the socio-economic valorization of research results. The Research Department also provides support to doctoral and post-doctoral students, in particular in terms of training and career development. Organization:

- Vice-Rector for Research and Development
- Director of the Research Department
- Research support service :
  - Doctoral cell
  - Europe Unit
  - Contract Administration Unit
  - Research unit (FNRS, institutional funds)
- Technology Transfer Office (TTO) :
  - Team support unit
  - Business Unit
  - Intellectual Property and Development Unit
  - Administrative Management Unit
- Cross-cutting missions :
  - Legal Unit
  - Communication Unit
  - Information Technology
  - Organization of scientific conferences

### **Teaching department**

Under the leadership of the Vice-Rector for Teaching, Learning and Quality, the Teaching Department is the privileged interlocutor for all questions relating to teaching. The services of the Education Department:

- Audiovisual Centre (CAV)
- Educational Support Centre (Centre d'appui pédagogique - CAP)
- Information, guidance, relations with secondary and higher education (InfOR-études)
- Learning Management Support Service (LMSS)
- Time & Audience Support and Coordination Service (SACHA)
- Continuing Education Service (CE)
- Student Mobility Service (SME)
- Support service and cross-cutting missions (SSMT)
- Enrolment Service (SIE)

### **Joint Service for Prevention and Protection at Work**

Prevention and protection at work is the set of provisions or measures taken or planned at all stages of the activity of the undertaking or institution with a view to avoiding or reducing occupational risks. Prevention also makes it possible to safeguard health and improve well-being. Well-being at work is defined as all the factors relating to the working conditions in which the work is carried out: safety at work, protection of worker's health, psychosocial aspects of work, ergonomics, occupational hygiene, workplace beautification, environmental measures. Services:



- Occupational Medicine
- Psychosocial aspects
- Physical Control
- Risk Management

### 3.4.2 Internal assessment analysis of the activity/service areas

#### 3.4.2.1 *Human resources*

Through the desk research, the following have been concluded in regards with the **recruitment** procedures of ULB. A short presentation of the procedures is described below:

#### **Partnerships with external organizations to disseminate ULB job postings to other networks in order to promote diversity of applications**

Quantitative and qualitative analyses carried out for the design of the Diversity Plan show that ULB staff is not as diverse as the Brussels population, particularly in terms of the dimensions of specific needs and cultural or origin diversity. The aim of this Diversity Plan action is to increase the number of applications for the recruitment of these categories of people. At present, job offers are advertised on the ULB website (as well as on Euraxess and Academic Positions for academic and scientific posts). The project consists in organizing partnerships with organizations such as Actiris and Diversicom (the employment agency for the Brussels Region) to disseminate ULB job offers to these audiences. A partnership with an organisation facilitating the employment of people with disabilities is foreseen in the Plan. Diversicom is a non-profit organisation that facilitates the employment of people with disabilities on the basis of their skills. Among other things, it connects employers and people with disabilities.

#### **Use of gender-neutral language in job advertisements**

As part of the Diversity Plan, in 2018, ULB wrote guidelines for more inclusive communication. These guidelines should be applied to the drafting of job offers to ensure that they do not present any gender bias. Currently, the HR Department is working on standardizing functions for the administrative and technical staff. The job functions will therefore have to be written in a gender-inclusive manner. According to the Plan, as a first step, research is to be carried out to adapt the guidelines to the writing of job offers. Then, these guidelines are to be presented to the people writing the job offers.

#### **Recruitment and hiring regulations**

ULB staff is composed of three different “bodies”: the academic staff, the scientific staff (temporary and permanent) and the administrative and technical staff. The recruitment and hiring procedures differ for each of them. Gender sensitive protocols and policies for recruitment and hiring exist for the academic and scientific staff. These policies can be found in the *Texte coordonné des dispositions relatives à la carrière du corps scientifique et du corps académique* [Coordinated text of the provisions relating to the careers of the scientific and academic staff]. We describe below the procedures for each body.

#### *Gender analysis of the regulation*

The regulation establishes transparent *general* criteria for the recruitment and hiring of academic staff, both in relation to the dossier and the evaluation. However, these general criteria need to be interpreted by the boards in each disciplinary field and for each vacancy to make them concrete. It is in this context that gender biases and other types of biases can take place.

In relation to the gender sensitivity of the general criteria established, it is a well-known fact that the requirement of research stays abroad may be an obstacle in the academic career of women, especially for those who have children. In this sense, it is important to underline that the eligibility conditions of the



regulation include having post-doctoral experience but not necessarily *abroad* (as it was the case before). In a similar vein, the dossier should include a note on “international achievements and projects” (not on international research stays). In the evaluation grid, the criteria “internationalisation of research” is described as “member of research networks, responsibility at the international level”. This change proves the University willingness to removing barriers for women’s academic career. However, we may ask ourselves about the feasibility of having both international experience and post-doc experience without spending time abroad and how the criterion is interpreted by the evaluation boards.

Another criterion of the evaluation grid in relation to research is the realisation of research stays *outside the institution* where the PhD was carried out. Candidates are asked to describe the duration, relevance of the stays and quality of the host teams. Although it does not require research stays outside Belgium, the change of institution may also imply a displacement.

In relation to teaching, one of the criteria refers to the evaluation. In the case of previous teaching experience, this section should integrate the report of the pedagogical commission on the students evaluation of teaching (SET). However, although results are contradictory, many studies prove a gender bias in SET (Basow & Martin, 2012; Boring, 2017). If a gender bias against women exists, it can be detrimental to include this criterion in recruitment processes. In that regard, ULB is currently carrying out a **study to assess the existence of gender biases in SET**, examining both scores and comments. Moreover, although many professors do not know it, the report of the pedagogical commission on SET can be accompanied by a note of the professor concerned explaining the particular results.

Regarding the type of criteria that are assessed for recruitment, it is important to note that these assess and value research, teaching and international development activities, whereas community services are not prioritised in the first stages of the career. However, community services are very often performed by female academics. According to the evaluation grid, research and teaching activities are equally valued. International development activities received a separate special mention in the grid.

The statistics form the last three years (2017-2018, 2018-2019, 2019-2020) show that for the applicants on institutional positions, more males shortlisted, the recruited persons have been mainly males but the percentage of the recruited females is very close to those of males (e.g. 42% females/58% males). The proportion of women grade A/B/C/D at the two STEM departments, Polytechnic School and the Faculty of Science staff, is lower than men. The Glass Ceiling Index for the Polytechnic School is calculated 23,6 (GCI (A+B+D/A)) and for the Faculty of Science, 11,7.

The requirement of gender parity in evaluation boards (at least 1/3 of each gender) is a very positive change in the regulations.

These questions are further explored in the interviews, particularly the extent to which the regulations are respected by the boards, as well as their impacts on women’s and men’s academic career.

*Gender analysis of the regulation:* For the temporary vacancies outside the post-doc ones, the regulation for the recruitment of scientific staff establishes the few eligibility conditions and elements to be included in the dossier by the candidates. However, as opposed to the recruitment of academic staff, it does not set the criteria to assess the dossiers and does not provide with a standard evaluation grid. Biases can thus interfere more easily. The scientific board that examines and classifies the dossiers and the faculty council that validates the final decision are not required to be gender-balanced.

For post-doc vacancies, it establishes the evaluation criteria to be taken into account, including not only research and teaching activities, but also administrative and logistic ones. The international criterion is also included, but it does not set the requirement of research stays abroad. It aims to “highlight the international influence of the candidate’s current and future career in the fields of research, teaching or development



cooperation (post-doctoral stays, inter-university collaborations, participation in international networks...)” (p. 30). A detailed evaluation form, provided in the annex of the regulation, is required to be completed by the faculty scientific board. The boards examining the dossiers are not required to be gender-balanced.

It is important to note that a research stay of 6-12 months outside the University is mandatory within this type of research contract. However, it can be split in several periods of time and it can take place in another University (foreign or Belgian), in a company, in an administration, within the framework of cooperation or in the field where the postdoctoral researcher works.

For the permanent research logistician vacancy, the eligibility conditions and elements to be included in the dossier by the candidates are described. However, it does not set the criteria to assess the dossiers and does not provide with a standard evaluation grid. The five referees should respect gender balance, but not the evaluation boards.

### **Combating discrimination in selection and promotion boards**

In addition to these regulations, a new measure has been included in the Diversity Plan in 2019 to combat discrimination within selection and promotion boards.

The objective of this action is to combat bias in the recruitment, appointment, promotion and evaluation processes in order to promote the representation of diverse people in the academic body and in the highest levels of government. To this end, an [animated short film](#) has been created to raise awareness of these biases among members of selection and evaluation boards and commissions. This short film is sent to each person when invited to participate in a jury (for example, thesis juries) or a selection or promotion commission. Indeed, the first step to fight against biases is to raise awareness about them. These biases are related to gender but also to other forms of diversity such as sexual orientation and gender identity, age, disability, religious and philosophical beliefs, alleged race or origin.

The current statistics (2017-2018, 2018-2019) for recruitment or promotion boards/panels at institution level, show that male percentage is higher than female.

### **Recruitment of persons with special needs**

This action is also part of the Diversity Plan. Since March 2018, for scientific and academic positions administrative, technical job postings encourage applications from people with special needs and offer candidates reasonable accommodation. However, there is a need to facilitate the implementation of this measure. To this end, five sub-projects have been proposed within the Diversity Plan:

- *Establishment of agreements with external bodies* to provide ad hoc assistance during job interviews for candidates with disabilities when the necessary resources are not available internally. The aim is to respond to the requests expressed by candidates *and* to find support quickly. This will involve examining the demands that are likely to arise and identifying possible partners. For example, a sign language interpreter might be required (the association *Info Sourds* could respond to this request). This information, collected by the Disability WG, will then be passed on to a contact person in the HR department. A budget line will have to be foreseen (budget that can be mobilized according to needs) that can be adapted from one year to another according to the requests.
- *Identification of easily accessible premises on each campus* to persons with reduced mobility, for the conduct of job interviews using the Full Access project.
- *Incorporation of the text setting out the policy of equal opportunities in recruitment in job offers* for the scientific and academic staff. Information about accommodation will have to be disseminated to faculties and solutions will have to be coordinated with those proposed for the administrative and technical staff.



- *Drawing up and disseminating a procedure for the introduction of recruitment accommodation so that everyone involved in recruitment can have easy access to the necessary information.*

Job analysis for administrative and technical job offers. As advertised in the job offers, for any proposed position, an analysis of the capabilities and functions required to fill it is available upon request. This analysis requires working time for each new job offer. The budget requested for this action is the estimated working time for all the actions concerning the recruitment of persons with special needs for human resources as well as for Action 5 in the field of personnel management which aims at improving the reception of persons with disabilities (0.5 full-time equivalent Level 2)

In the sub-area of **career progression** there are certain measures to support the underrepresented gender at the institutional level.

### **Promotion regulation (Academic staff)**

At ULB, the Texte coordonné des dispositions relatives à la carrière du corps scientifique et du corps académique [Coordinated text of the provisions relating to the careers of the scientific and academic staff] establishes the conditions for the promotion of the academic staff (from the rank of “first assistant/lecturer” to “professor” and from the rank of “professor” to “ordinary professor”). Since the scientific staff is not permanent, the promotion procedures do not apply to them (there are no promotions, but recruitments).

Members of the academic staff are not automatically entitled to promotion. The number of promotions granted each year depends, inter alia, on the University's budget, the average cost of salaries of the University's academic staff and the composition of the academic staff. It is announced each year by the Rector and ratified by the Academic Council. Promotions to the rank of professor are granted on the basis of internationally recognized research work and teaching record, all of which must demonstrate a clear evolution since appointment to the academic body. The rank of ordinary professor is reserved for careers that are distinguished by their exemplary nature in the combined fields of research, teaching and community service.

Gender analysis of the regulation: As it was the case with the recruitment procedures for academic staff, the regulation establishes standard and transparent general conditions and criteria to evaluate the dossiers for promotion. However, although community services are taken into account at least since 2014, they still play a secondary role in the promotion from first assistant/lecturer to professor.

The "Cascade measure"<sup>15</sup> is a very positive action to support the career progression of women. It has the advantage of combating the erosion of gender equality at the highest levels of the academic career and of encouraging, from the very beginning of the career, the introduction of women's as well as men's dossiers.

### **Mentoring/training programs for academic staff and scientific staff**

A mentoring pilot project was launched in 2018 within the Diversity Plan. It is aimed at new academic staff, both women and men. The principle of mentoring is that an experienced person provides support and shares his or her expertise with a less experienced person through a privileged and confidential interpersonal relationship.

- [New Academic Staff Support Programme](#) (DANA - Dispositif d'Accompagnement des Nouveaux Académiques): it is a training and professional development programme for newly hired academic staff. This three-year programme is based on three main lines of action: 1) Individual professional development plan, 2) Mentorship Program and 3) Elective training program.

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<sup>15</sup> ULB gender policy – « Cascade measure » (13 December 2016): [video](#) explaining the “Cascade measure” (what it is and what it is not) to the University community.



- [ULB EURAXESS Career Development Centre for Researchers](#) : its primary mission is to coordinate the provision of general training and career development support for researchers. As part of its human resources strategy for research (EURAXESS HRS4R), ULB has developed a comprehensive programme of general training to help its researchers acquire cross-cutting skills (in addition to specific scientific skills) and develop their careers at all stages. These free trainings can take different forms (training in small groups, personalised coaching) and cover the following themes: communication and languages, research, supervision and management, teaching, career management and skills.

Statistics at Institutional and faculty level for the last three years, present a bit higher percentage of men having achieved promotion, both at the academic and administrative levels.

In the sub-area of **work-life balance**, through the survey, it was identified that both women and men feel a conflict between their personal/private life and their professional life (mean = 4,204 in a scale from 1 = never to 6 = always). However, women experience that conflict more than men (the difference is statistically significant). When being in a relationship, the distribution of household chores between partners was perceived as having a negative influence on the work performance of 23% of women and on only 11% of men. Through the desk research, the following existing policies and measures have been identified at ULB:

#### Leaves:

- Maternity leave: up to 15 weeks.
- Birth leave (for father/female partner): up to 10 days.
- Parental leave (up to 4 months full-time): a specific leave that allows an employee to reduce their working time or suspend it temporarily to take care of their young child(ren) (until they are 12 years old). The duration can vary.
- Breastfeeding breaks: it allows to take breaks to breastfeed a baby or pump the milk. Duration of these breaks: if the employee works at least 7h30 per day, she can have 2 x 30 minute breaks (one after the other or in 2 stages), if she works less than 7h30 but more than 4 hours a day, she can only take one 30-minute break. Until the baby is 9 months old.
- Adoption leave: up to 4 weeks if the child is older than 3 years old, up to 6 weeks if the child is younger than 3 years old.
- Time credits: it allows the employee to reduce or temporarily suspend their work. To obtain a time credit ("with reason" or "end of career"), they must meet certain conditions of access.

#### ULB also offers several **services for staff with children**:

- Several nurseries on campuses for babies from 2 to 36 months.
- Workshops for children during school holidays: during the school holidays, ULB Sports welcomes children from 3 to 15 years old on the Solbosch and Erasmus campuses and offers a wide range of sports, fun, cultural and scientific activities.
- Other ludic activities for children, such as the festival "La St-V des enfants" and "l'Université des enfants" ("Children's university"), an activity in which the ULB opens its doors to children from 6 to 12 years old to encourage curiosity as early as possible and to facilitate the learning of sometimes complicated notions in an original and playful way. It has the mission of helping the youngest children to discover the many fields of knowledge and research.
- Reception of doctoral students' children (Action 21 of the Diversity Plan): the University offers, to students and staff members who request it, a nursery for children aged 2 months to 36 months all year round from 7:30 am to 6:30 pm. However, these solutions are not available in the evenings during conferences, nor for temporary staff such as doctoral students during summer school. The objective of this project would be to reflect on how to deal with family situations. A first experiment





was carried out during the Brulau (doctoral school for gender studies) organised by STRIGES (an interdisciplinary research structure on gender and sexuality).

The statistics at institutional level of the last three years (2017-2020) show that more females applied for parental leave of 1/5 time reduction, and more males applied for parental leave of total suspension. Regarding the career drop-outs, the percentage of female academics is lower than males. On the contrary, the scientific females' percentage was higher than male for the years 2017-2018 and 2019-2020, but lower on 2018-2019. The drop-outs (resignation or non-renewal of contract by the worker) of female academic and scientific staff is higher than males. Finally, the gender ratio on part time/flexible hours arrangements is balanced both for full time and part time administrative, scientific, and academic staff.

#### ULB offers **health services**:

- The ULB Medical Service offers consultations in general and specialist medicine to the entire university community on the Solbosch campus: general medical consultations, specialist medical consultations (cardiology, gynaecology, dermatology, gastroenterology, psychiatry), sport medicine consultations, osteopathy sessions, physiotherapy sessions, blood samples, nursing, an emergency service.
- The family planning centre *Aimer à l'ULB* located on the Solbosch campus provides employees and students with a multidisciplinary team of doctors, psychologists, psychotherapists and a family lawyer-mediator. It aims at prevention, reception and accompaniment for all questions related to sexual and emotional life.
- PsyCampus: a team of psychiatrists, psychologists and social workers.
- The University has taken out a group "hospitalisation" insurance policy for its staff for any stay in hospital, even for one day (One day clinic).

In the sub-area of **well-being**, according to the survey, both women and men are quite satisfied with their job (mean = 4,90 in a scale from 1 = not satisfied at all, to 7 = very satisfied). There is no statistically significant difference between women and men in job satisfaction. There is also no difference in the perception of professional recognition reported by women and men. However, women reported having felt more physically and emotionally exhausted and stressed than men in the three months previous to the survey (women reported benefiting from less well-being than men). When it comes to policies for equal pay, salaries at ULB follow a formally defined scale. The scales for the different types of staff and functions are available on the intranet of the University. According to the type of contract and function, anybody can check the corresponding scale. However, there is **no specific policy on equal pay**.

The figures below depict the above information on the current situation.

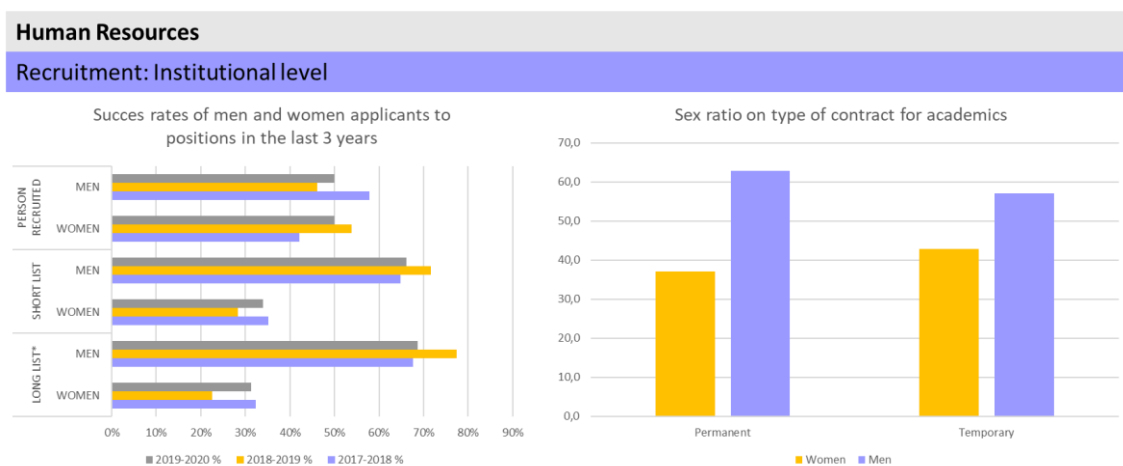
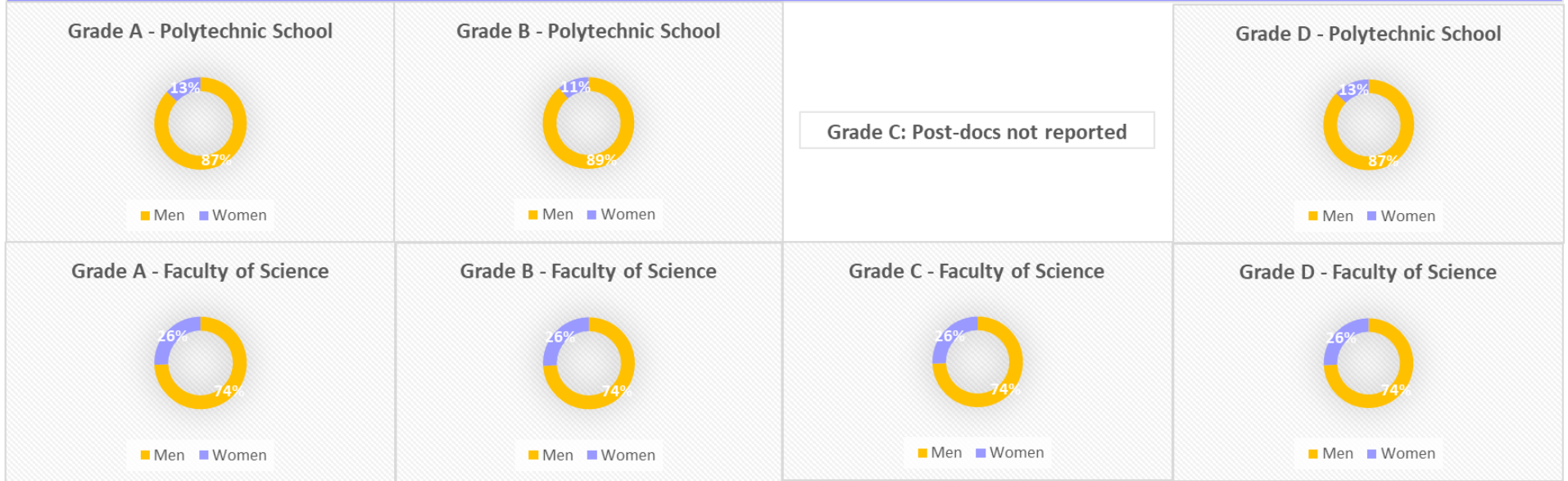


Figure 33. ULB HR current situation (part A)



# Human Resources

## Vertical segregation



**Grade A:** Full professor + FNRS research director  
**Grade B:** FNRS professor + researcher, 1st assistant + lecturer + qualified FNRS researcher  
**Grade C:** Post-docs  
**Grade D:** Phd

Glass Ceiling Index calculated for the last 3 years (2019-2020)

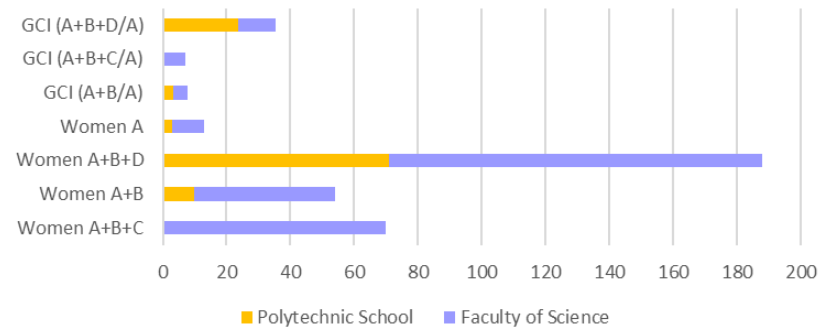
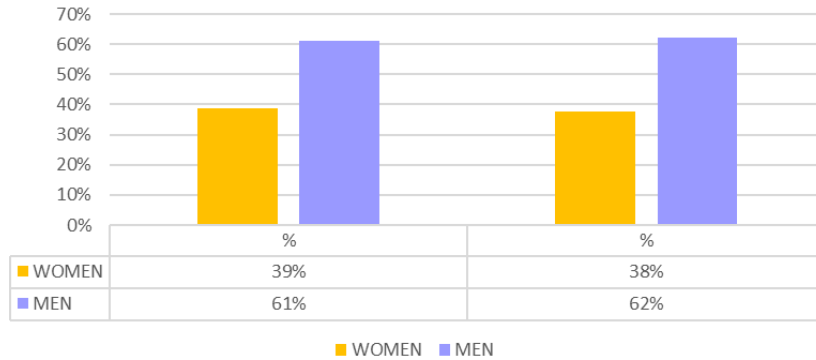


Figure 34. ULB HR current situation (part B)

## Human Resources

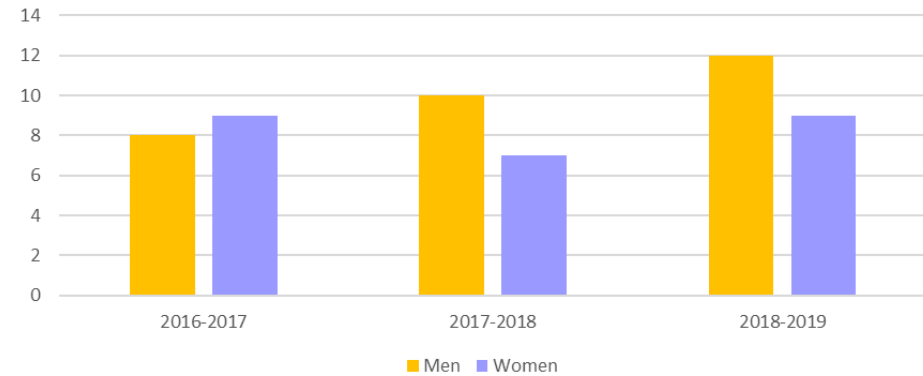
### Recruiting and promotion panels/boards

Average Distribution of gender in recruitment or promotion boards/panels in the last 3 years



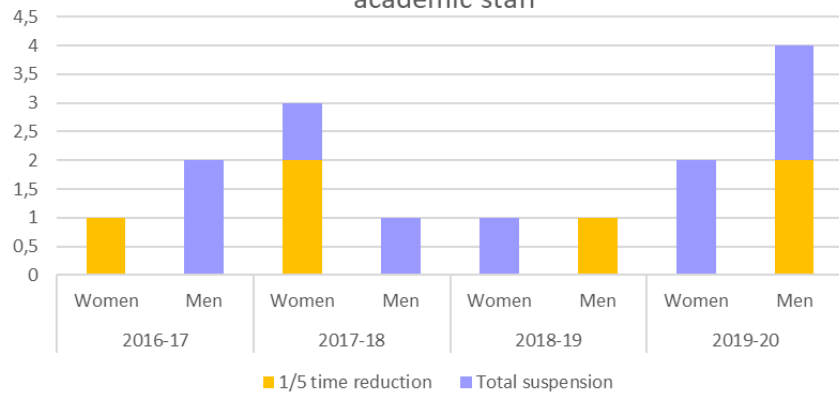
### Career progression

Gender ratio having achieved promotion in the last 5 years, both at the academic and administrative levels



### Work-life balance

Parental leave by gender in the last three years in the academic staff



Gender ratio of career breaks and drop-outs in the last 5 years (on personal grounds)

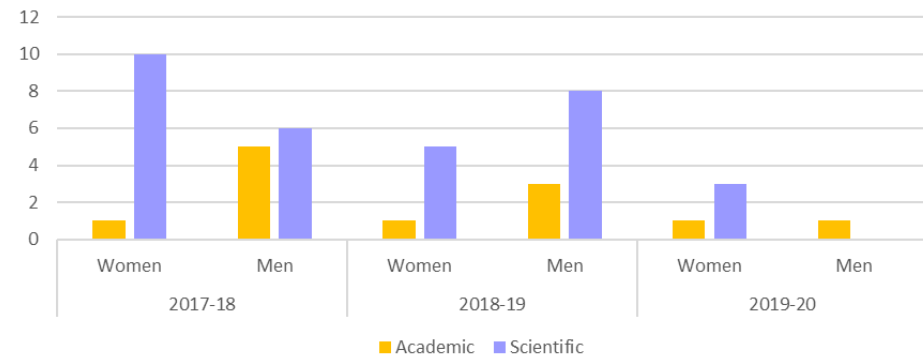
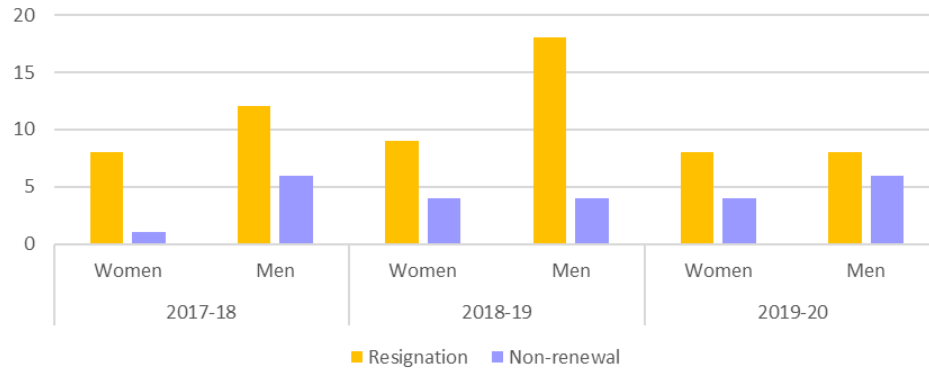


Figure 35. ULB HR current situation (part C)

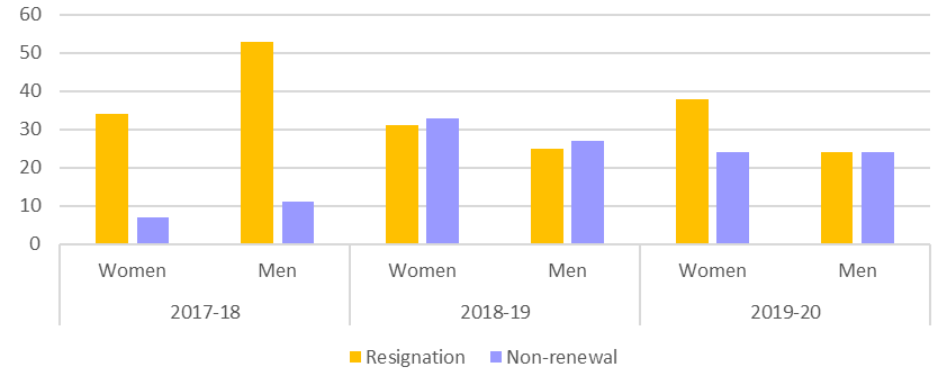
# Human Resources

## Work-life balance

Drop-outs(resignation or non-renewal of contract by the worker) - Academic staff



Drop-outs(resignation or non-renewal of contract by the worker) - Scientific staff



Part time/Flexible hours arrangements by gender

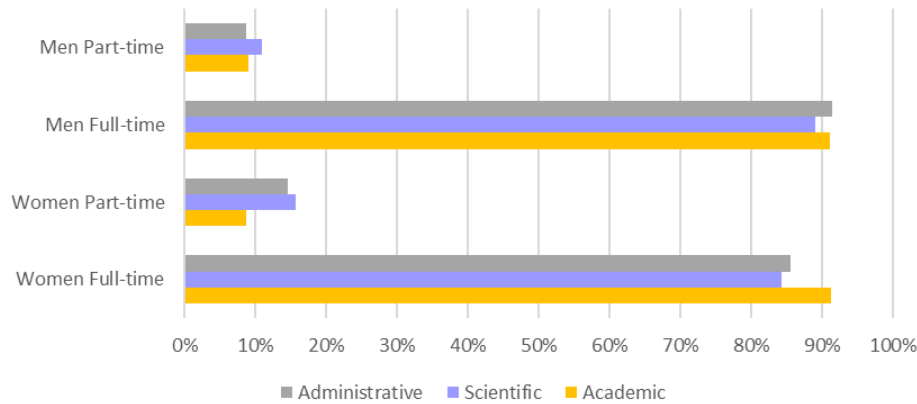


Figure 36. ULB HR current situation (part D)

### 3.4.2.2 *Institutional governance*

**ULB** is a university very **committed to gender equality**. At ULB, the gender policy is included in the areas of competence of a Vice-Rectorate (Vice-rector of academic policy and career management, in charge of gender and diversity policies) and the mandate of an advisory function to the Authorities (Adviser to the University Authorities for Gender Policy). The different gender equality measures and actions can be found in the “Gender equality charter”. They address the institutional governance, human resources, teaching, research, students and communication. ULB has also a designated gender contact person for the University and a network of contact persons in every faculty. These people are in charge of disseminating relevant information regarding gender issues, both internally and externally. Since 2018, the University has a Diversity Plan (including a focus on gender, gender identity and sexual orientation) funded by the institution. Two people were permanently recruited within the Plan: one full time person responsible for the gender equality and diversity policy and one part-time person in charge of the inclusion of disabled people in recruitment processes. A researcher was also hired in 2019-2021 in order to carry out two studies: the examination of gender biases in students’ evaluations of teaching and the improvement of diversity measures (migration origin). The ULB engagement to gender equality and diversity can also be seen in the budget allocated to the Plan: 144.535 euros.

In terms of **gender disaggregated data**, a report on gender equality (“Rapport sur l’état de l’égalité de Genre”) at the University is prepared annually. The last version of the Rapport Genre (2018-2019) includes gender-disaggregated indicators concerning students (bachelor’s, master’s and PhD’s enrolment and obtain of degrees, disciplines), ULB staff (administrative, academic and scientific staff) and the composition of ULB management bodies. It also includes gender-disaggregated data on other information such as the number of PhD scholarships received, the number of Doctor Honoris Causa and other recognition prizes attributed, the attribution of research funding, and the number of participants in the Erasmus programme. The report includes also a very important section on good practices for gender equality in different areas: institution, human resources, teaching, research and community services. The third section presents an inventory of master’s and doctoral thesis adopting a gender perspective.

In the sub-area of **decision-making bodies**, according to the *Texte coordonné des dispositions relatives à la carrière du corps scientifique et du corps académique* (Coordinated text of the provisions relating to the careers of the scientific and academic bodies), the composition of the **commissions** that evaluate the recruitment and promotion of the academic staff must be gender-balanced.

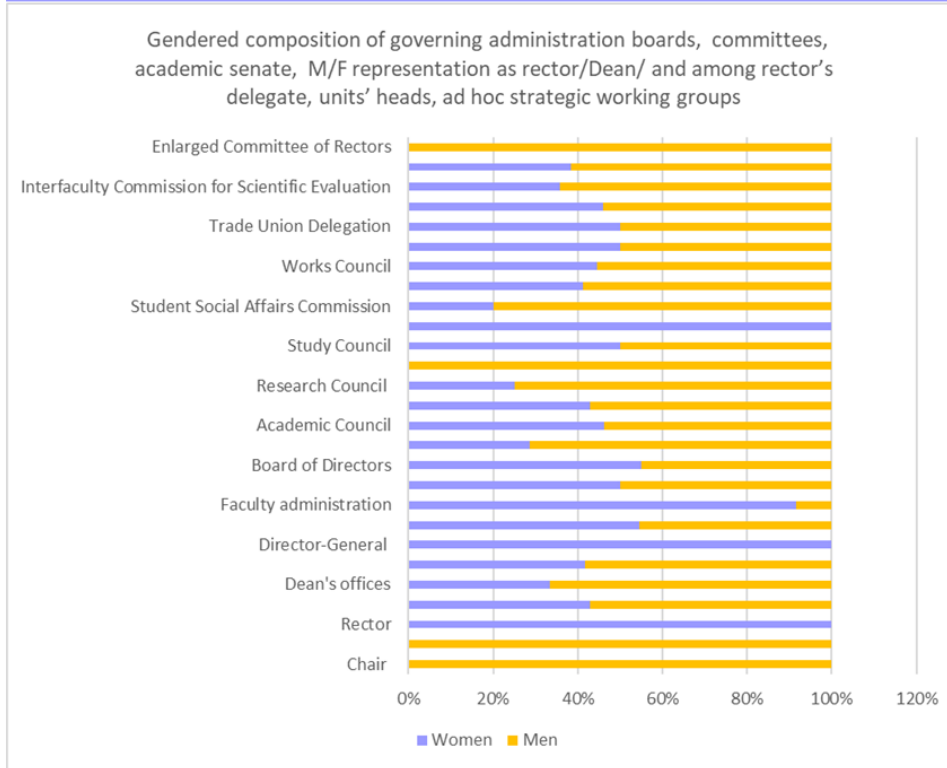
In the sub-area of **gender equality bodies**, the ULB does not have a Gender Equality Body or Unit as such. However, it has established:

- A Vice-Rector on Gender Equality and Diversity.
- A full-time Gender and diversity officer (permanent position). This is an action included in the Diversity Plan. This person has recently been hired and it has not been decided yet where she will be placed in the organisation structure.
- A part-time researcher (2-year contract) within the Diversity Plan.
- A gender advisor (a gender scholar, member of the academic staff, who advises the authorities on gender matters).
- A ULB gender contact person (the contact person for external members).
- A network of gender contact persons from each faculty (contact persons for internal members).
- In some faculties (e.g. Faculty of Psychology) there is a gender commission which organise awareness raising activities and other gender equality actions.
- ULB also has a feminist student association.

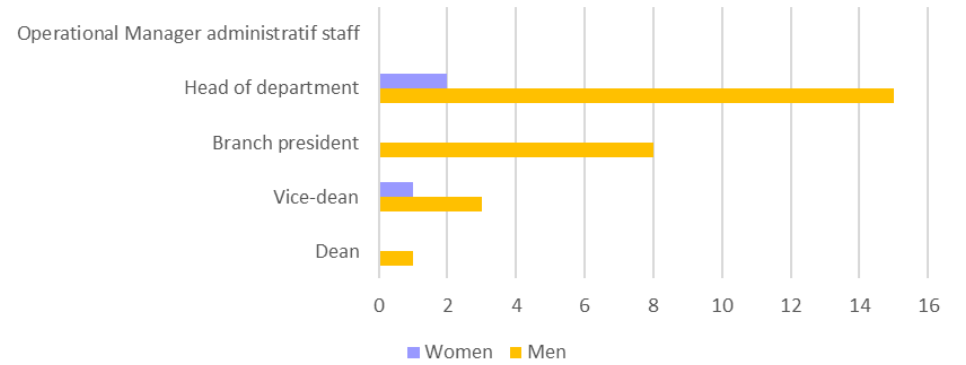
The figures below depict the current situation, described above.

# Institutional governance

## Gender composition of decision-making bodies



### Gender ratio in leadership position in Polytechnic School



### Gender ratio in leadership position in Faculty of Science

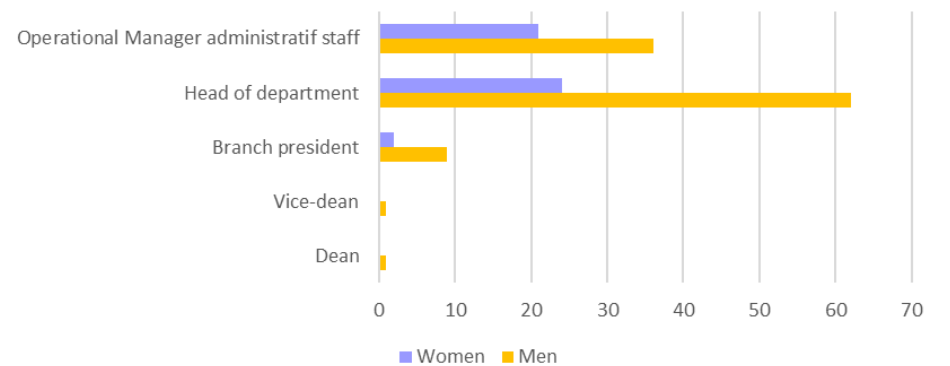


Figure 37. Institutional governance current situation

### 3.4.2.3 *Institutional communication*

According to the desk research, when it comes to **external** and **internal communication**, at the institutional level, the ULB has a guideline on inclusive communication, but there are no trainings about it. The guideline is available to all staff member on the University's intranet. It offers basic knowledge and different ways to implement inclusive communication. However, the use of inclusive language is not mandatory, it is a recommendation. Within the Diversity Plan there are also some measures targeting inclusive communication: the use of a non-sexist language in job advertisements; training in communication modalities accessible to people with special needs; writing and distribution of articles on different themes of diversity in internal communication tools; and the feminisation of ULB's premises names based on remarkable women rooted in ULB's history and values.

In relation to the website, at ULB there are many dedicated pages to **gender equality and diversity**. They present the gender and diversity policy at the University, the gender and sexuality research structure (STRIGES) and the different academic programs on gender. A few examples include:

- *ULB webpage dedicated to diversity policy* ([link](#)): It presents the diversity policy of the University, the Report on the Thematic year on Diversity (including all the projects and actions implemented) and links to the webpages of specific axis of diversity (gender policy, students with special needs, thematic year on diversity, avoidance of bias in recruitment):
- *Gender equality policy webpage* ([link](#)): This website includes information about (Gender Equality Charter, Report on the state of gender equality at ULB, Combating sexism and harassment, STRIGES, Interdisciplinary Research Structure on Gender, Equality and Sexuality, Inter-university Master's Degree in Gender Studies, etc.)
- *Students with special needs webpage* ([link](#)): information and contact details for students who apply for the status of "student with special needs" to benefit from special measures to for access to higher education.

At the same time, there are few awareness raising campaigns aimed at fighting stereotypes including a **thematic year on Diversity (2017-2018)**: ULB dedicates each academic year to a specific theme that it promotes. In 2017-2018, the thematic year was dedicated to the topic of diversity, which included gender and sexuality, culture and origins, socio-economic condition, age, disability and philosophical convictions. A dedicated website was created. It was the occasion to launch new projects promoting diversity at the University, as well as many awareness raising activities: Poster campaign against sexism, homophobia and transphobia. The list is non-exhaustive and more campaigns have been organized throughout the years.

Finally, ULB does not have a specific complaint mechanism in case of sexist communication, but the institutional communication service is open to modify its communication if they are informed about it.

### 3.4.2.4 *Research*

In the sub-area of **research content**, the ULB is very sensitive to gender issues and takes measures to correct gender biases and inequalities. However, the University is reluctant to target specific research topics by means of specific funds or other means. There is no allocation of funds for specific programs on gender studies, but such funds do not exist on any other subject either. The reason is that the freedom of researchers is a fundamental value of ULB, the University cannot set a specific research agenda. There are no policies or guidelines on the integration of the gender analysis in research at ULB.

At ULB there are different gender studies departments:

- STRIGES - Structure de recherche interdisciplinaire sur le genre, l'égalité et la sexualité (Interdisciplinary research structure on gender, equality and sexuality). This research structure is hosted by the Maison des Sciences Humaines (MSH) of the ULB, an interdisciplinary centre that aims at underlining the importance and visibility of the human and social sciences (HSS). STRIGES includes academic and scientific members from different HSS disciplines (psychology, education, languages, social sciences, philosophy, religion, political sciences, architecture) working on gender and sexuality issues. It organises conferences, seminars and workshops, a PhD day on gender studies and participates in different research projects.
- The Atelier Genre(s) et Sexualité(s) (Gender and Sexuality Workshop) was launched in June 2005. It has become, over the years, one of the main seminars on gender and sexuality in Belgium, acquiring an important national and international reputation. Since 2017, the Atelier has become a research unit in its own right within the Institute of Sociology. However, it continues its policy of collaboration with other partners, working regularly with ULB research centres and other universities, STRIGES, Sophia (the Belgian gender studies network) and civil society actors. <https://ags.centresphisoc.ulb.be/>

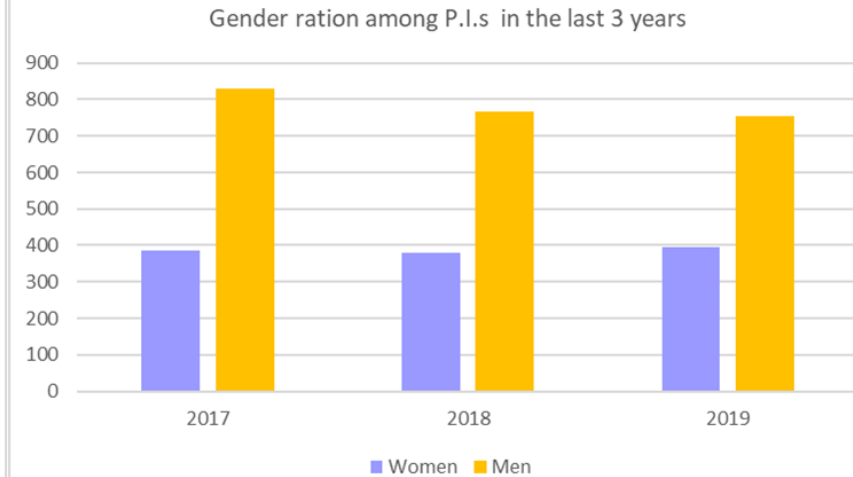
The statistics of the last three years show that the percentage of male participants in research is higher than females. They are the majority of the project Leaders, Principal Investigators, and Patenting. In addition, MScs and PhD thesis are consider the gender dimension only at departments for humanities and social sciences. The figure below depicts the current situation.





## Research

### Gendered roles in research delivery



## Research content

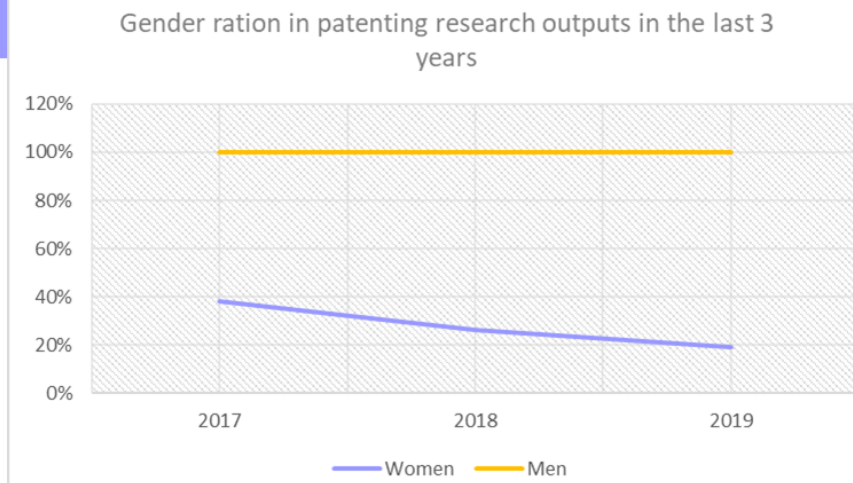
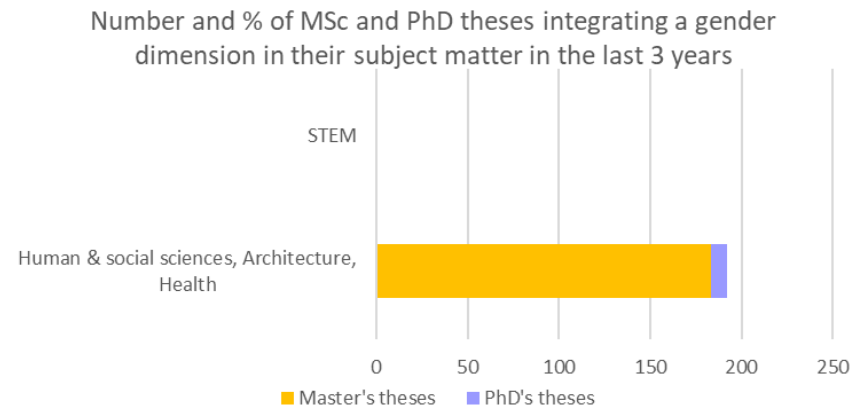


Figure 38. ULB Research current situation

### 3.4.2.5 *Student services*

In the sub-area of **gender sensitive/gender specific Information/guidance to prospective students**, it was identified that there are two websites as key points of information: a) InforSciences is the Department of Science Dissemination of the Faculty of Sciences of the ULB and b) InforEtudes: Information, counselling, advice and personalised workshops, the Infor-Études service welcomes prospective and enrolled students all year round, guides them and advises them on their choice of studies. On the two websites there is no information regarding gender equality initiatives and/or the incorporation of the gender perspective in the content of the different activities.

The figure below depicts the current situation.

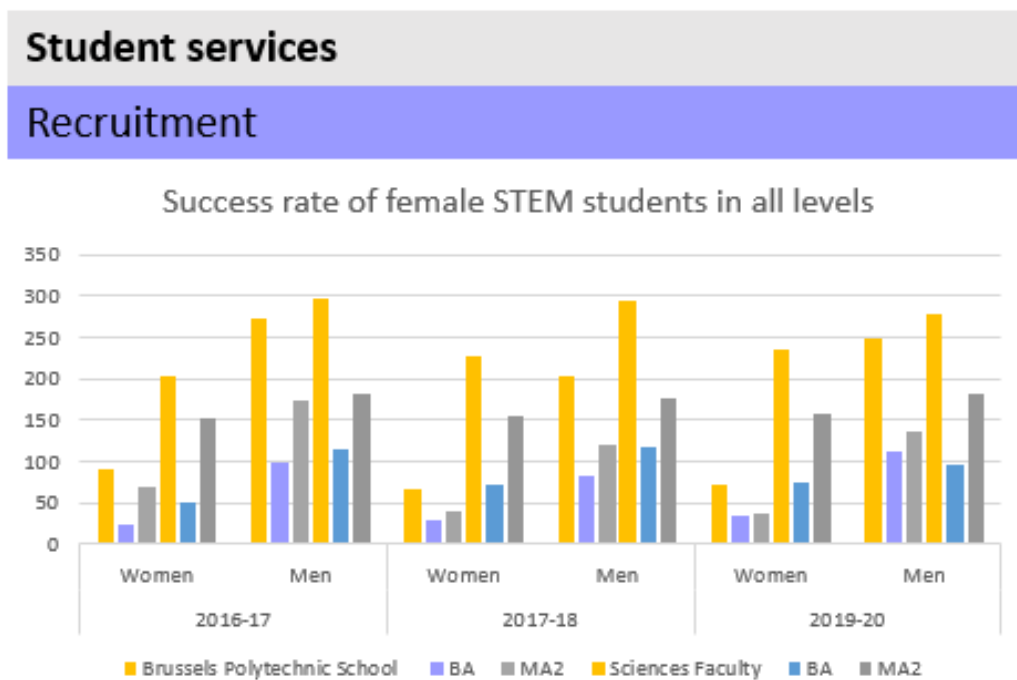


Figure 39. ULB student services current situation

### 3.4.2.6 *Teaching*

No policies or guidelines are in place regarding the **gender dimension into curricula**. The Learning Support Centre is in the process of developing a Guide on Gender in Teaching. A first version has been sent to different actors in the University for revision, but the Guide has not yet been finalized. It is an ongoing project. The Guide will be aimed at ULB teachers but it will also be shared with members of the CAP pedagogical network. For **gender in teaching**, the Centre d'appui pédagogique (CAP) (Learning support centre) offers a 2-hour workshop called "Is my teaching sexist? Gender equality in higher education pedagogy". This training focuses on the curriculum, the interaction of teachers with students and the evaluation of teaching. It is carried out once a year on a voluntary basis.

The figure below depicts the current situation.

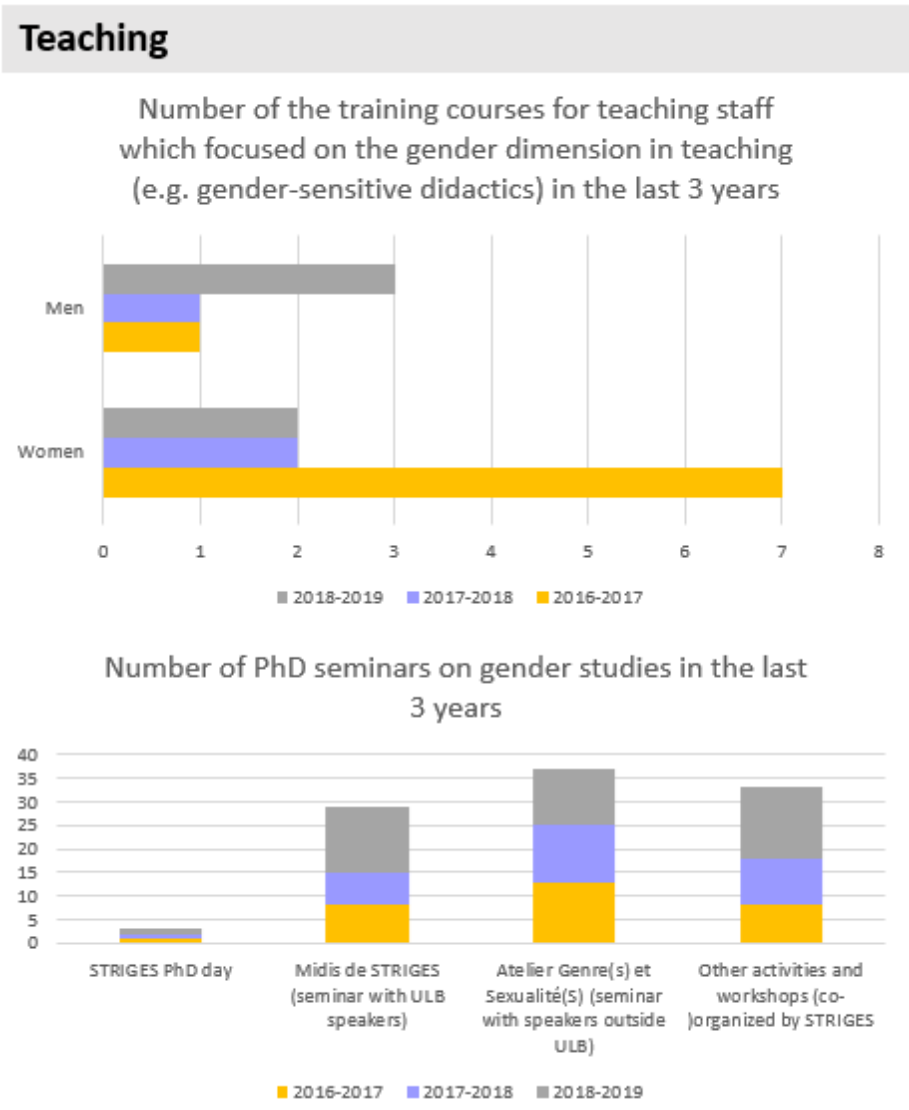


Figure 40. ULB Teaching current situation

### 3.4.2.7 Transfer to market - external relation - third mission

Currently, ULB does not have a database of collaborative research projects with a gender dimension. This type of projects exists but it is very difficult to say how many there are. With regard to the gender sensitive actions on enhancing transfer to market of scientific research results, ULB is reluctant to encourage one topic or one perspective in knowledge transfer to market. Although the presence of educational/science communication projects with a gender component is covered by InforScience.

InforScience was initially created as a service of the Faculty of Sciences in 2001 with the aim of bringing together different initiatives for the promotion and dissemination of science. This unit has many collaborations with other universities and many external partners. InforScience participates in the Study Fair (a fair where high school students can meet the universities in order to better orient their choice of studies), in the open doors of the University, elaborates explanatory brochures of studies at the Faculty of Sciences and manages the page of the website dedicated to orientation. InforScience is particularly attentive to the (visual) representation of women in certain orientation activities.

The statistics of the recent years show that the percentage of male researchers who belong to spin-off teams is higher than females. Also, more males participated in the relevant summer school event. In addition, more males are transferring the research results into patents. The figures below depict the current situation.

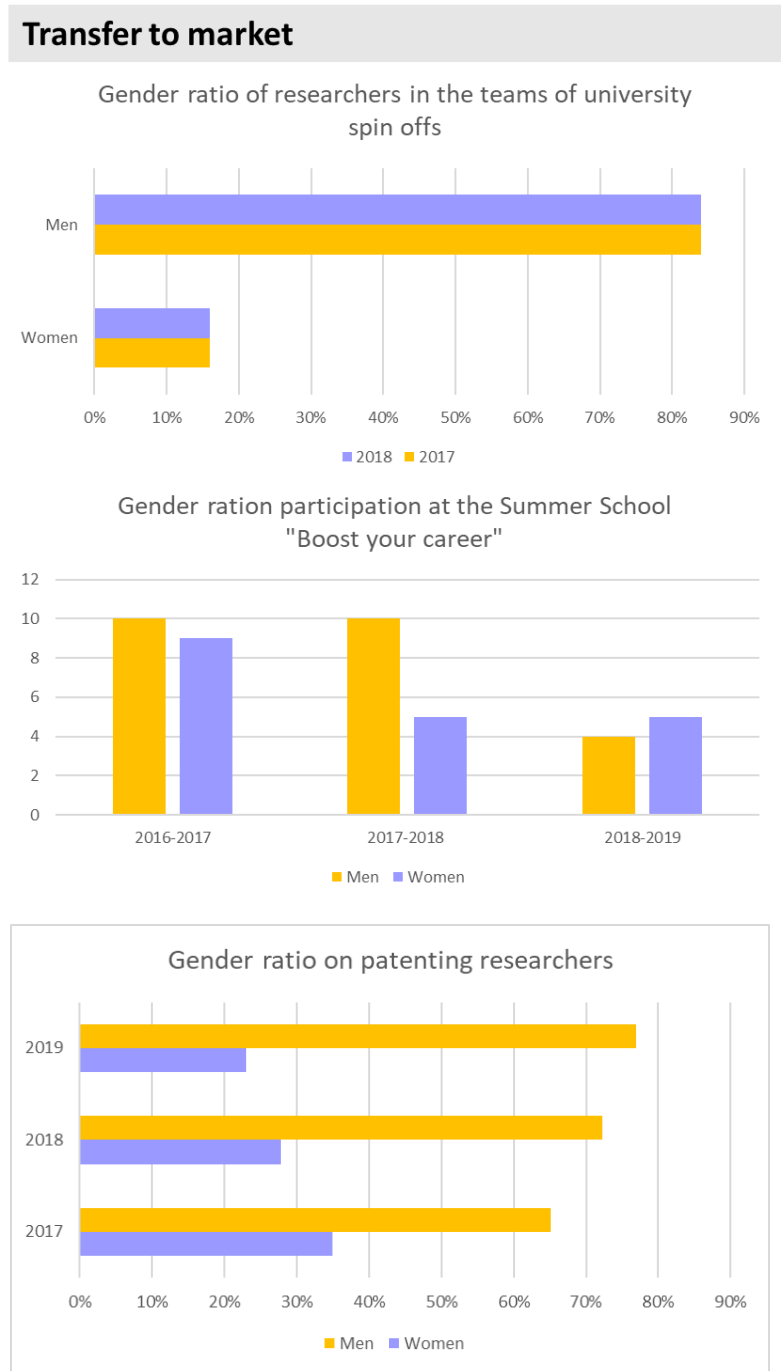


Figure 41. ULB Transfer to market current situation

### 3.4.2.8 Gender/sexual harassment

ULB has a plan to fight against **sexual harassment** and sexism at the University. According to the desk research, there are several measures including:

- **Project to combat sexism and sexual harassment at the university:** A [project](#) to combat sexism and sexual harassment at the university was launched in 2017. On March 10, 2017, with the conference « *Université libre de harcèlement ?* » ("University free from harassment?") ULB began a process of reflection. This led to a project to fight against sexism and sexual harassment at the university, in collaboration with the Université de Genève.
- **Disciplinary regulations:** On November 13, 2017, the disciplinary regulations for students, faculty and scientists at ULB were modified. They now include an explicit prohibition of discrimination on any grounds whatsoever, as well as of intimidation, violence, threats or harassment.
- **Poster campaign:** On 23 November, on the occasion of the conference "*Au-delà du décolleté : l'ULB contre le sexisme et le harcèlement à l'université*" ("Beyond the Neckline: ULB against sexism and harassment at university"), the poster campaign was officially launched. Numerous awareness-raising posters were displayed throughout the campus for several months.
- **Network of contact persons:** A [network of contact persons](#) was created at the beginning of the 2017-2018 academic year. These focal points (from the administrative, scientific, faculty and student bodies) refer students, victims and witnesses of sexism and sexual harassment to the appropriate people to follow up on each situation. Although members of the scientific and academic bodies and administrative staff can also call upon the focal points, trusted persons are trained to deal with these issues.
- **Guidance and support centre for students at risk of harassment :** In September 2020, the CASH<sup>e</sup> (Centre d'accompagnement et de soutien dans les risques de harcèlement envers les étudiant.e.s - Guidance and support centre for students at risk of harassment) was launched.
- **Student collective FRESH:** In 2019, the student collective [FRESH](#) - Fight Racism Exclusion Sexism and Harassment was created to fight sexual and sexist harassment in the ULB student party scene. The goal of this collective is to work with ULB students on issues of harassment, consent, gender and sexuality. As harassment is also linked to other criteria of discrimination than gender, FRESH also aims to fight against racism, homophobia and exclusion.
- **Dedicated website:** A [website](#) including all the information regarding sexual harassment was launched in 2017.
- **Survey on sexism and sexual harassment:** A survey to assess the prevalence of sexism and harassment at ULB was conducted in 2018 (results are presented in the survey Excel file).
- **Counselling services.**

### 3.4.2.9 *Intersectionality*

The intersectional approach is present at the University (especially in relation to gender, origin, age, disability and social class).

### 3.4.3 Assets and points worth of attention

Despite the detailed procedures of **recruitment** at ULB a few challenges were identified via the focus groups and the interviews. During the recruitment processes for technician positions, almost 100% of the applications received are from men. On the other hand, in the administrative staff there are more women. At the same time, there is a lack of women role models for women among academic staff. In addition, there is also the problem of unconscious biases in recruitment, although it is not unique to STEM. The ULB video to prevent biases is an important step, but there is no impact assessment yet. Furthermore, a need to review the criteria of excellence for academic recruitment emerged. According to the ULB recruitment regulation, the evaluation grids for recruitment and promotion establish a list of general criteria to be assessed in candidates but it is not clear how they are interpreted in concrete terms. The notion of excellence needs to



be reviewed. A vicious circle is identified: the composition of committees. In areas in which it is not possible to set up a gender-balanced committee because there are very few women, it is then even more difficult for women to be recruited. Another problem which has been identified is the lack of culture change and the attitude towards measures for gender parity, especially for criteria in promotions.

In relation to the sub-area of **career progression**, a few challenges have been identified especially regarding career abandonment. Even if it is hard and difficult to get a permanent academic position, and the dropout rate is generally low, it is often men in science faculties who resign to go and work in other institutions (but actually they do not give up the scientific career). The end of the thesis coincides with the age of having children for women, so there is a lot of drop-out among female graduates. This is an important structural problem. At ULB there is mentoring for young academics in terms of academic career management, but there is no mentoring for participation in decision-making organs or mentoring for team management.

Despite the measures and policies for **work-life balance** at ULB, a few challenges are still in place especially in view of the teleworking procedures which were arisen due to covid-19 as the problem for academic and scientific staff is that the separation between private and professional life is blurred and this can lead to burnout. The psychological implications (how to hold on for the long haul) and for work should be assessed in the long term.

Finally, in the sub-area of **well-being and equal pay**, in general, equal pay for equal work is the norm at ULB. The problem is vertical segregation, especially in administrative and technical staff, and the IT department (mostly men) earns where salaries are higher. At ULB there are no specific policies to promote "equal pay" but the University applies the official legal salary scales (which are the same for men and women).

At the level of **institutional governance**, while there are regulation and policies regarding the composition of **decision-making bodies**, the main problem is that quotas are not very well understood as there is much resistance. The problem of quotas is that sometimes women accept to participate in boards but then they don't show up and, in the end, there are only men. No specific challenges have been identified regarding **gender disaggregated data**, but the university is working towards improving gender indicators. The annual report evolves every year with the incorporation of new indicators, it is not fixed. One of the current research projects within the Diversity Plan entails the improvement of data concerning migration background of the staff in order to carry out intersectional analysis and measures that address ethnic minority groups. At ULB there is no gender budgeting either, considered to be a very complicated policy requiring specific experts in the field.

Regarding the **external communication** and **internal communication** at ULB, the use of **gender sensitive language** is starting, but there is still a long way to go to achieve the equal representation of women and men in both the Faculties which were the subject of the assessment (Sciences and Polytechnic). The EPB's visual representation is, in general, very "masculine" (with colours and a style traditionally associated to masculinity – black). Although on some occasions names have been feminized, the masculine form remains. The visual representation of the Faculty of Sciences is more "women-friendly" in relation to colours and style, but masculine forms of language are still dominant. In general, there is a lack of visual representation of people with disabilities and old people. While there are a few dedicated pages on gender equality, there is no dedicated Faculty page to gender equality. These gender equality pages belong to the ULB general website. The two Faculties' websites share gender equality news and initiatives from the central webpage. Another issue identified from a communication do occur at the University, at point of view is how to attract girls without falling into sexist stereotypes.

The main challenge identified regarding the **research area** is that the gender perspective is generally absent in STEM research.



In the sub-area of **gender sensitive/gender specific Information/guidance to prospective students**, the gender perspective is not explicitly implemented in the counselling services as there is a lack of knowledge on gender issues and how to address them. At the same time, awareness of gender inequalities is lacking among students and student circles. It was identified that the choice of studies is made during the “rhetoric class” (final year of Belgian secondary education) but the interest in a subject is built up much earlier in school. Often there are blocking mechanisms in girls: if they are interested in a scientific subject, they often find the environment very masculine, they think that it does not suit them. There are therefore two ways of attracting girls to STEM subjects: to arouse their interest during their school years and to build a university environment capable of welcoming them, not too “masculine”.

In the sub-area of **gender dimension into curricula**, according to the focus groups and to the student experience, there are sexist statements in syllabus. There needs to be a mode to sensitize teachers to avoid this and to encourage female students to speak out. In the lectures: gender was presented as a theme only in agricultural studies. In spite of the fact that the use of expressions such as ‘mademoiselle’ (‘miss’) is not recommended in the ULB guide to inclusive writing, the student states that it is still very used by some professors. In the sub-area of gender in teaching, there is a lack of awareness about the need to use gender sensitive material, language and to incorporate the gender dimension in the research content.

The institution is carrying out activities to **transfer its research results to the market**. During the last years, more males have been involved in relevant activities, such as spin-off members and patent creators.

The data on the survey on **sexism and harassment** published in this CALIPER report demonstrates the University's desire for transparency and its commitment to combat these behaviours within the institution. However, these data should be interpreted with caution. They confirm that research is needed to achieve a better understanding of possible phenomena at stake and the efficacy of the existing measures. There is a need for a simple, easy, clear and accessible mechanism.

Finally, the Diversity Plan of ULB focuses on diversity (gender, age, social status, origins and disability) but not on the interaction of gender and other variables, thus the topic of **intersectionality** is not appropriately addressed.

### 3.4.4 References

ULB documents analysed

Université libre de Bruxelles (2018, 26 janvier). *Texte coordonné des dispositions relatives à la carrière du corps scientifique et du corps académique* [Regulation]. Internal document. Retrieved from: <https://portail.ulb.be/fr/documents-officiels/statuts-et-reglements/texte-coordonne-des-dispositions>

Université libre de Bruxelles (2019, 10 juillet). *Plan Diversité* [Plan]. Internal document.

Université libre de Bruxelles (2020, 15 janvier). *L'ULB met en place son Plan Diversité avec le soutien d'Actiris* [Press release]. Retrieved from: <https://actus.ulb.be/fr/actus/institution-et-engagements/l-ulb-et-la-vub-mettent-en-place-leurs-plans-diversite-avec-le-soutien-d-actiris>

Université libre de Bruxelles (2019). *Charte pour l'égalité de genre* [Charte]. Retrieved from: <https://www.ulb.be/fr/diversites/egalite-des-genres>

Université libre de Bruxelles (2016). *Questions - réponses concernant la mesure « cascade »* [Policy]. Retrieved from: [https://www.ulb.be/medias/fichier/genre-questions-reponses\\_1540372643696-pdf](https://www.ulb.be/medias/fichier/genre-questions-reponses_1540372643696-pdf)

Université libre de Bruxelles (2017). *Rapport sur l'état de l'égalité de genre 2016-2017* [Report].



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Université libre de Bruxelles (2019). *Rapport sur l'état de l'égalité de genre 2018-2019* [Report].

Université libre de Bruxelles (2020, 6 April). Règlement électoral [Regulation]. Internal document. Retrieved from : <https://portail.ulb.be/fr/l-universite/organisation-et-gouvernance/elections/reglement-electoral>

ULB websites consulted

Polytechnic School of Brussels: <https://polytech.ulb.be/>

Faculty of Sciences: <https://sciences.ulb.be/>

InforScience: <https://sciences.brussels/>

ULB gender equality policy: <https://www.ulb.be/fr/diversites/egalite-des-genres>

ULB Diversity thematic year (2017): <http://diversites.ulb.be/fr>

Institutional campaign against sexism and harassment (2017): <http://diversites.ulb.be/fr/stop-harcelement>

STRIGES (gender research structure): <https://msh.ulb.ac.be/equipements/striges/>

Atelier Genre(s) et Sexualité(s) (Gender Studies department): <https://ags.centresphisoc.ulb.be/>

Inter-University Master's degree on Gender Studies: <https://www.mastergenre.be/>

BruLau (French-speaking Summer school in Gender Studies, ULB-Université de Lausanne): <http://wp.unil.ch/summerschools/etudes-genre-brulau/>

ULB and schools: <https://www.ulb.be/fr/l-ulb-et-l-ecole>

InforÉtudes: <https://www.ulb.be/fr/l-ulb-et-l-ecole/infor-etudes>

InforEmploi: <https://infoemploi.ulb.be/>

E.COL.E project: <https://www.ulb.be/fr/l-ulb-et-l-ecole/plateforme-collaborative-ulb-e-col-e>

Nurseries: <https://www.ulb.be/fr/aides-services-et-accompagnement/creche-ulb>

Université des enfants : <https://engagee.ulb.be/ude/>

#### ULB videos

Gender equality policy « Cascade measure » (13 December 2016): [https://www.youtube.com/watch?time\\_continue=1&v=gg7KjTBN7HA&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=1&v=gg7KjTBN7HA&feature=emb_logo)

A year of diversity, what is it and how do you prepare for it? (28 September 2017): <https://www.youtube.com/watch?v=G4cJ6KbmeyM>

What are the diversities at the ULB? (28 September 2017): [Video 1](#), [Video 2](#) and [Video 3](#)

Excellence and gender in universities (17 February 2019): <https://www.youtube.com/watch?v=IPpEgteRAiI>

Let's avoid implicit bias when recruiting and promoting at ULB (1 October 2019): <https://www.youtube.com/watch?v=MZeL4Vt2FMk>





## 3.5 National Technical University of Athens – School of Electrical and Computer Engineering (RPO)

### 3.5.1 The data validation

This internal assessment report of the School of Electrical and Computer Engineering (ECE) at the National Technical University of Athens (NTUA), is based on qualitative and quantitative data. The data have been collected by the NTUA-CALIPER research team of the ECE institution, who carried out desk and policy analysis, interviews, surveys and focus groups, applying the internal assessment methodology provided in D1.1.

#### The data collection process

During the data collection activities, the NTUA-CALIPER research team reached personnel from different departments of the ECE institution (Administrative, Academic, Research & Teaching, Technical, and Research Personnel) as well as the Liaison-Career Office of the NTUA and the NTUA Professional Practice Office in order to gain more in-depth knowledge on the current and future activities at the University (NTUA) level (i.e. beyond the School of ECE, NTUA Central administration of the ECE School secretarial).

The data collected refer to the last three years (2017-2020). It is worth mentioning that the data collection took place at the beginning of the COVID19 pandemic, from April to August 2020. Therefore, the NTUA-CALIPER research team had to put additional effort and adapt its activities to the new situation (e.g. transfer physical interviews to online, reach out to personnel at the Central administration that could be working from home, etc.).

Overall, there were no significant issues on information regarding the qualitative indicators of the internal assessment. The desk research, the surveys and the interviews provided satisfactory levels of knowledge. The following adaptations have been done to the main tools of the internal assessment methodology:

- Survey - personnel categories:
  - The categories were adapted according to the personnel categories in the School of ECE. In some cases, more than one role is mentioned.
- Interviews:
  - The interview questions were adapted for each category of personnel as foreseen by the methodology. The critical questions were all asked, and an effort was made to ask most of the other items in the corresponding areas. In the case of professors/ members of the deanery, the questionnaires were adapted to ask the critical questions only, leading the conversation to the other issues depending on the flow of the discussion. This was necessary to maintain the interview within the short timeslots available for their interviews due to their tight schedule.
  - Interviewees in the internal assessment also provided information for the external evaluation on their own accord. In other cases, they were asked some of the questions for the external evaluation.
  - Some optional interview questions were not asked, as the answers were already known or answered early in the interview process, e.g. whether the School has adopted measures for career progression of the underrepresented gender.
  - Concerning top managers, interviews took place with 3 (out of 6) members of the deanery. It was not possible to arrange an interview with the rest.
- Focus group:
  - Instead of a separate internal and external focus group, a single combined focus group meeting took place, covering both areas separately (discussing first internal assessment topics, and then external ones).

#### Source of data



The **desk research and policy analysis** has been based on several National sources published by the Greek government and scientific publications authored by Greek Universities, including NTUA, the Aristotle University of Thessaloniki, the National and Kapodistrian University of Athens etc. The extensive list of references can be found at 3.5.4 References.

With regards to the **interviews**, seventeen (17) have been done at the ECE-NTUA level, to capture the vision of the high levels of the hierarchy on gender-equality. Attention was given to selecting people able to provide specific information on the background and future plans of the organization in terms of gender equality in the specific area. A **focus group** also took place with ten (10) participants, all from the ECE-NTUA. Finally, 112 persons have completed the **survey**, including researchers, members of the Deanery, Professors from different positions, the staff of administrative and HR offices, etc.

The figure below shows that more women were available to participate in an interview, while the majority of men completed the survey. As for the focus group, it had a balance among men and women.

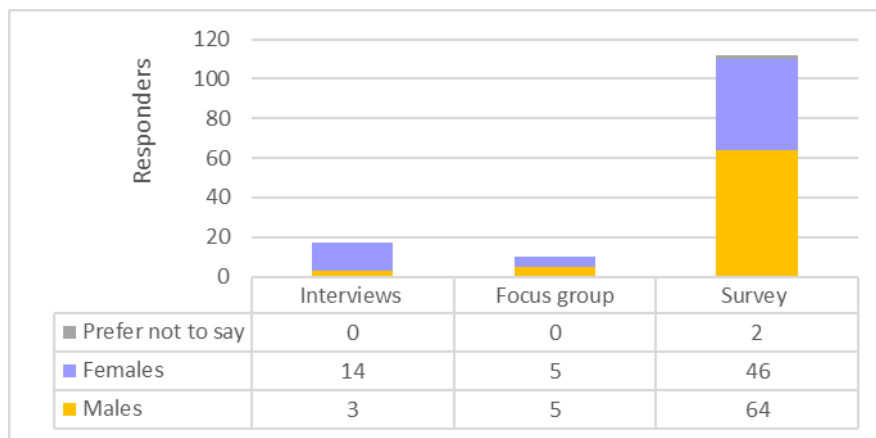


Figure 42: NTUA responders gender distribution

As for the professional profile of the responders, many high-level (Dean and vice-Deans)- and middle-level (Heads of Offices)- managers accepted to be interviewed, while some middle-level participated in the focus group as well.

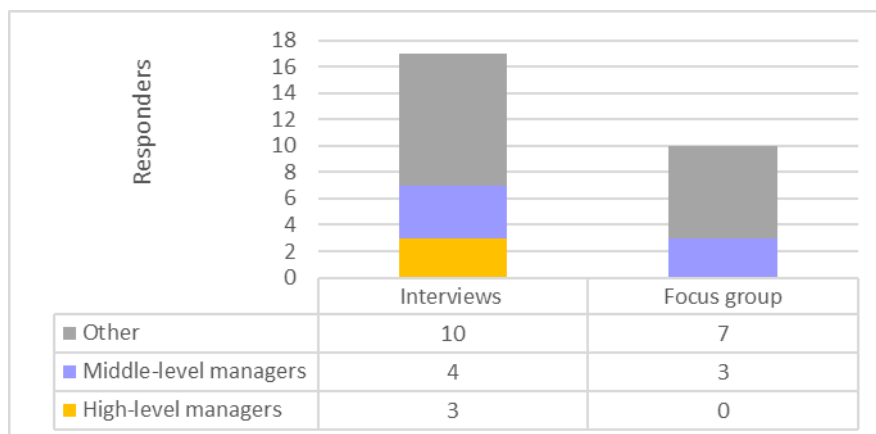


Figure 43: NTUA interviews and focus group responders' position in the organisation

The survey has been completed mainly by researchers and Full Professors. One of the Heads of a department (out of the 7 departments/sectors that exist in the School) has also filled it in. A small percentage of responses is comprised of administrative staff, HR, offices, etc.

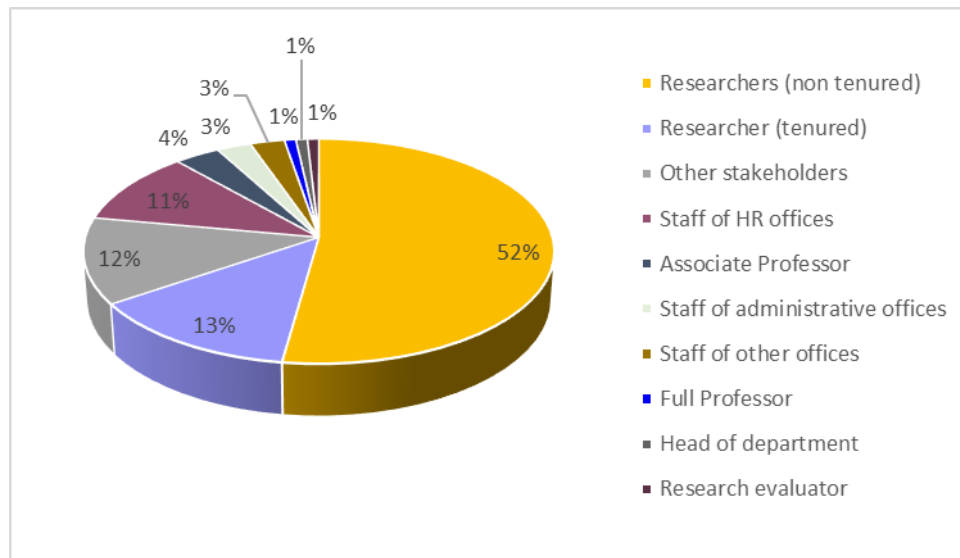


Figure 44: NTUA survey responders' position in the organisation

### 3.5.2 Internal assessment analysis of the activity/service areas

#### 3.5.2.1 Human resources

Human resources management falls under the responsibility of the School administration and the Central Administration of the NTUA. Salaries and leaves for permanent personnel are managed by the NTUA General Directorate for Administrative Support (Which Includes the Directorates of administration, finance, IT, Studies, Student Services). The School and its governing bodies are responsible for faculty tenure and career progress decisions (General Assembly, Elector's committees), as well as the hiring and career progress of other permanent staff (Teaching laboratory Staff / Technical Laboratory Staff / Administrative Staff).

The NTUA-CALIPER research team has been investigating the existence of **gender-sensitive recruitment protocols/policies** and **policies to prevent gender bias in recruitment** in the School of Electrical and Computer Engineering (ECE-NTUA). ECE-NTUA is a School that currently employs 5 female Faculty members out of 61 in total Faculty members. This extends to the rest of researchers, i.e. non-permanent research staff such as PhD candidates, research associates, laboratory staff and others temporarily engaged in research projects. According to data provided by the Institute of Computers and Communication Systems (ICCS), in 2017,2018,2019, the Institute has signed temporary contracts with 607 persons, of which 170 were women, and 437 were men (28% vs 72% respectively). Note that academic staff were excluded from this sample. Therefore, women are underrepresented in tenured academics as well as researchers in general.

In the context of recruitment, ECE-NTUA doesn't have specific gender-sensitive protocols for recruitment and hiring in ECE-NTUA. Particular processes for hiring permanent personnel (administrative, research, academic, technical) exist, but they are not explicitly designated by the School, rather than the Ministry of Education. The Ministry announces vacancy notices describing the full requirements of qualifications and experience needed and all eligible candidates have the right to submit their CV. Candidates are assessed on their capabilities and experience, while the gender dimension is not considered.

There are four (4) categories of permanent personnel (academic, administrative, research, technical) in ECE-NTUA. Hiring processes for three of these categories (academic, administrative, technical) follow the procedures established by the Ministry of Education and the Supreme Council for Civil Personnel Selection (ASEP), while work behavior and ethics follow the civil servants' code.



The procedures for hiring administrative, technical, and academic (permanent) personnel, as defined by the relevant legislation, do not foresee an explicit interview stage. Academic and professional qualifications are evaluated, but there is no gender-sensitive criteria. Two new academic positions have been filled, by one male and one female, in the last 5 years. Regarding recruitment and hiring of academic personnel (permanent) in ECE-NTUA, vacancy notices are announced through the Apella electronic system (<https://apella.minedu.gov.gr/>), by the Ministry of Education. All announcements, procedures and deadlines are regarding the “election” (i.e. hiring) of faculty members in Greece are uploaded. Candidates can also apply through the system. The “election” criteria established refer to the academic profile and background of each candidate, but no gender-relevant issues are considered. The Electors are selected from the School’s registries; therefore, the allocation of women electors is low, in line with the overall gender distribution of the School’s academic staff. Within this framework, and as noted in the interviews, given the same qualifications, male Electors tend to prefer male candidates, as opposed to female Electors that may show no preference at all. The school has elected (for academic grade promotion) 2 female professors and 26 male professors in the last five years.

Finally, regarding recruitment and hiring of non-permanent personnel, the School usually announces vacancy notices, fully describing the needed qualifications and eligible candidates may participate. Additionally, the School announces notices for PhD candidates, according to the needs of each research field. These notices have specific requirements (final grade, research area etc.) but do not include gender sensitive criteria or protocols. Non-permanent personnel and researchers are hired through vacancy notices announced either by the Rector’s Office, or by the School’s Deanery. Criteria regarding knowledge background, experience etc. may be applied, but no gender sensitive recruitment protocols/policies or policies to prevent gender bias in recruitment exist.

Note that an interview stage is also not foreseen explicitly for both permanent and non-permanent personnel, but informal interviews may take place in some cases (e.g. informal discussions with supervisors may take place when assessing PhD candidates).

Regarding permanent administrative personnel, as well as academic personnel, **career breaks** are allowed and established by law. Administrative personnel can be granted unpaid leave for up to five (5) years. Also paid leaves for educational reasons (Postgraduate studies, PhD’s etc.) are foreseen. All long-term leaves need to be approved by the Staff Council. The same stands for academic personnel, for which career breaks due to research or other reasons (care-related reasons) are also granted.

Turning to the **career progression**, the contracts for academic staff (Grades, A, B, C, D in Greece as defined in European Commission (EC). (2019). *She Figures 2018*, p.196). Grades A/B/C are tenured (permanent) Grade D is temporary (fixed-term). For the permanent administrative personnel, the promotion/tenure process and criteria are the responsibility of the University (and not the School of ECE). The promotion policy is aligned with the common promotion policy of the Greek public administration. The criteria used are not flexible. Promotions for permanent personnel are based on the supervisor and Head of Administration’s written performance assessments. Faculty promotions are based on research performance, teaching experience and years at the position.

Non-permanent personnel and researchers’ promotions (wage promotions) occur through experience (years of experience), scientific expertise (PhD nomination and other scientific work) and other related criteria. Major life events are not considered. The application of flexible criteria depends on the negotiation and agreements with the research supervisor (e.g. project principal investigator, research group leader, etc.), and the informal norms established in each research group and laboratory. The sex ratio both on a permanent and temporary contract is male.



The Glass Ceiling Index is decreasing among the last three years, in 2017 was 2.0, in 2018 was 1,66 and in 2019 also was 1,66. It is calculated as no of women in Grades A,B,C / no of women in Grade A.

The measures implemented in NTUA regarding **maternity/paternity leaves** are the ones established by laws, presidential decrees and EC directives. Note, however, that these measures apply only to salaried/permanent staff (i.e. faculty, administrative, technical, laboratory staff) or temporary staff under a fixed-term contract. These generally don't apply to temporary staff with an agreement based on delivering a specific piece of work (e.g. work on a research deliverable), which have an "independent contractor" status. In this case, they need to informally agree on work-life balance arrangements with the project leader or research supervisor for the lab. The relevant survey respondents provided data on the work-life measures. Most of the survey respondents seem to know about measures such as working from home, parental leaves, sabbaticals, support for returning to work and flexible working hours, and consider them overwhelmingly positive. The exception is part-time work, for which many respondents have some doubts. However, note that all salaried positions are currently full-time, while temporary research contracts have no specific working hours.

In terms of work-life balance, mainly women are taking parental leave (Technical laboratory, Faculty, Administrative and Research and Teaching staff) and the unpaid leave is the most common request. As for the remuneration, the gender pay gap is 68% for all Staff.

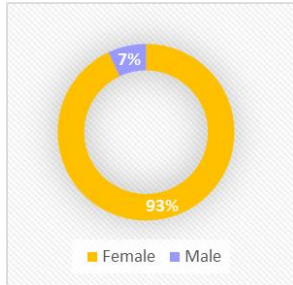
The figures below depict the current situation.



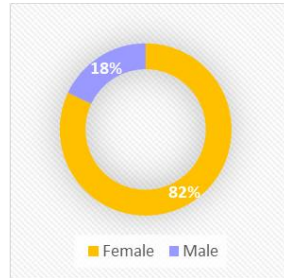
# Human resources

Recruitment

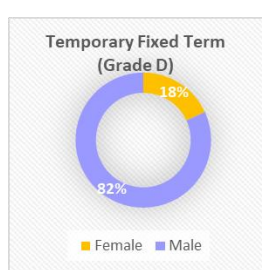
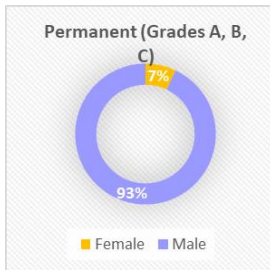
Sex ratio on permanent contract



Sex ratio on temporary contract



Sex ratio on type of contract for academics



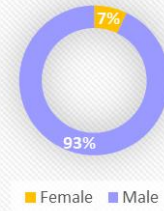
The definitions for Grades A ,B,C correspond to those used for Greece in the She Figures 2018 report (European Commission (EC). (2019). She Figures 2018, p.196). These are:

Grade A: Professor, Grade B: Deputy Professor, Grade C: Assistant Professor, Lecturer. Numbers for 1/1/2020

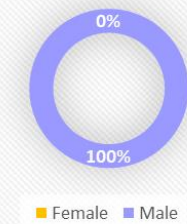
## Vertical segregation

Proportion of women grade A/B/C staff

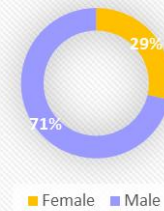
Grade A Faculty



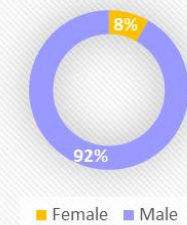
Grade B Faculty



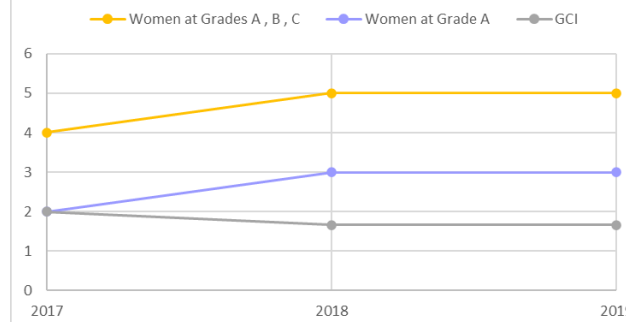
Grade C Faculty



All Grades



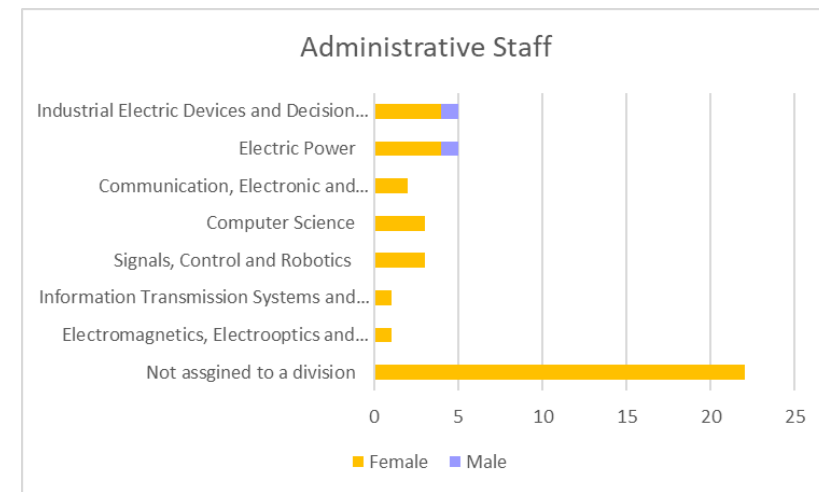
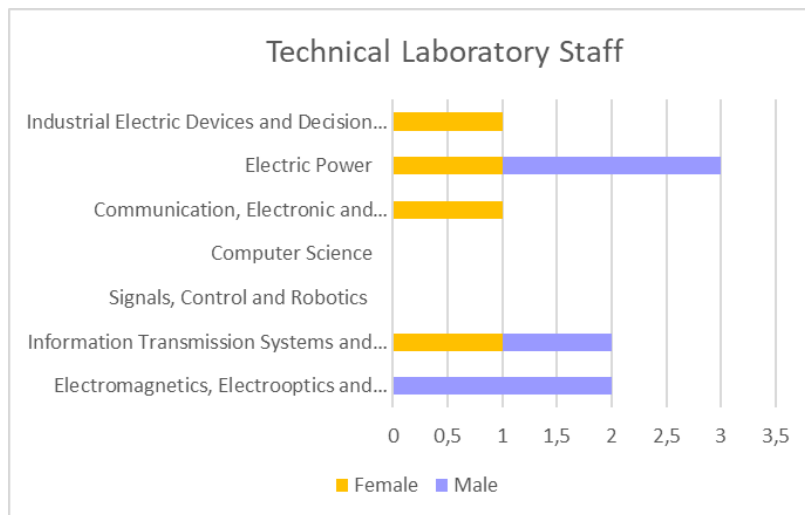
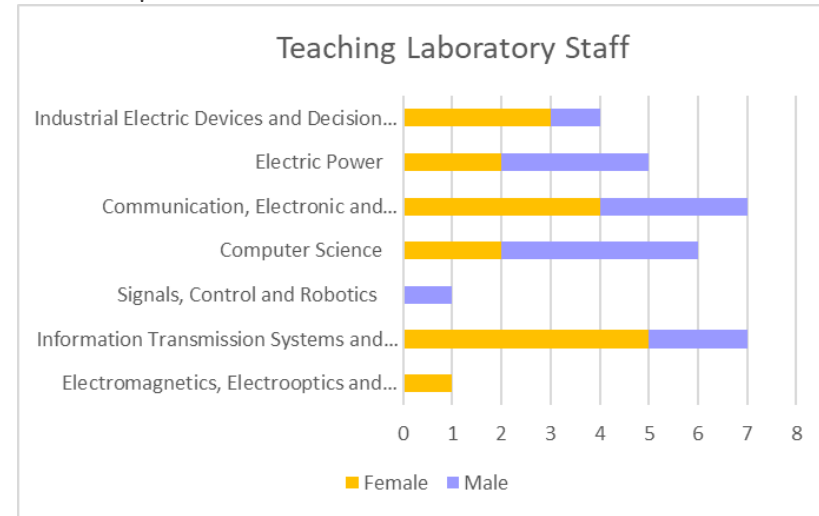
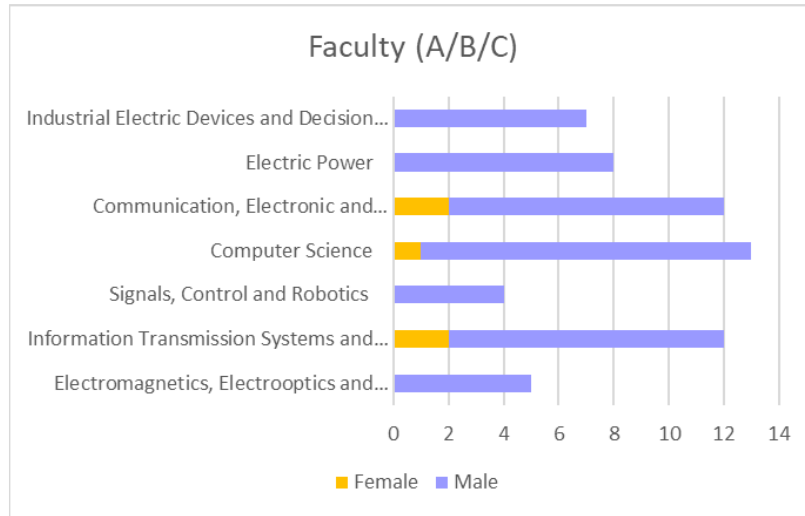
Glass Ceiling Index



## Human resources

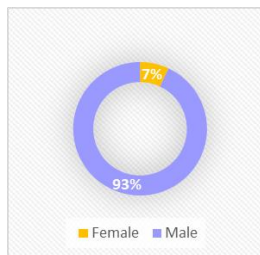
### Horizontal segregation

Gender distribution of administrative and academic staff per scientific fields and level

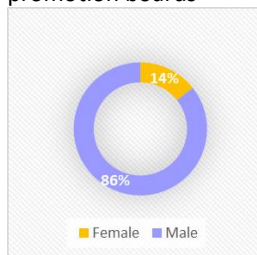


### Recruiting and promotion panels/boards

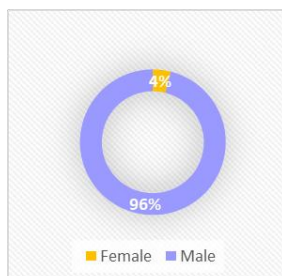
Faculty tenure boards



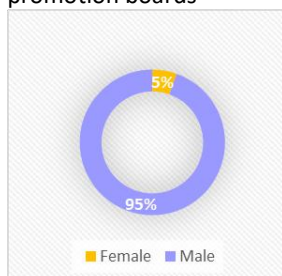
Teaching Laboratory Staff promotion boards



Faculty promotion boards

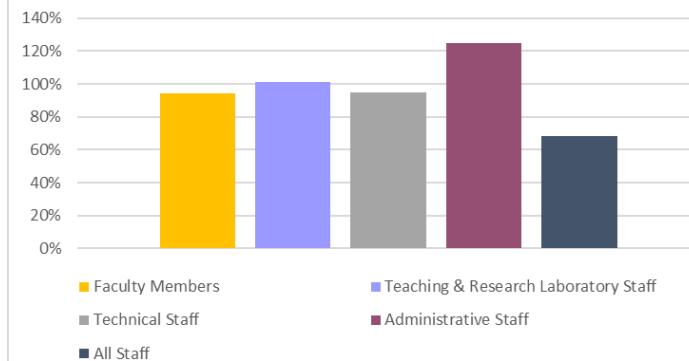


Technical Laboratory Staff promotion boards



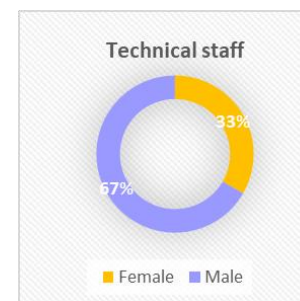
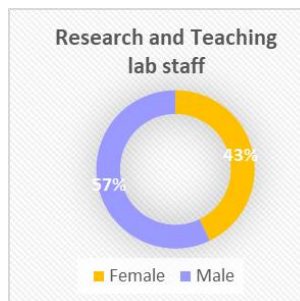
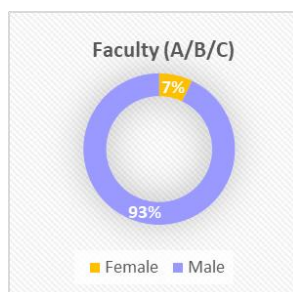
### Remuneration

Gender Pay Gap (female/male)



### Career progression

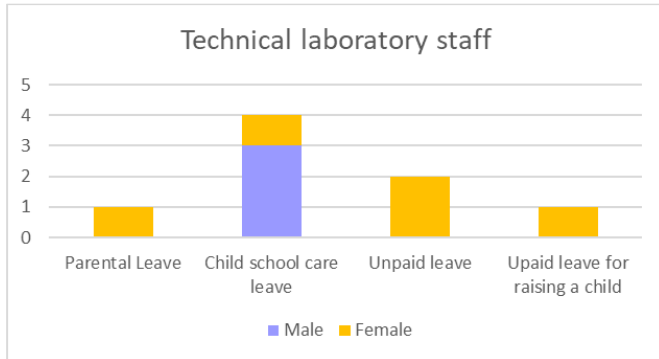
Number of women and men having achieved promotion in the last 5 years, both at the academic and administrative levels



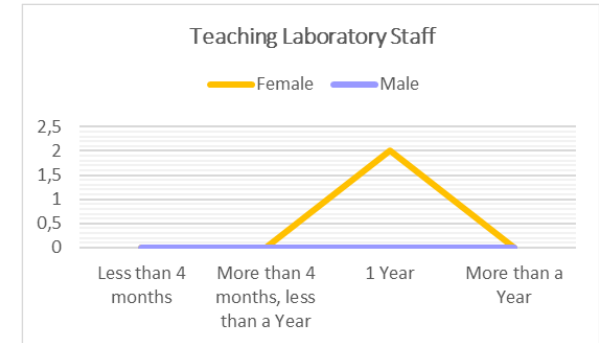
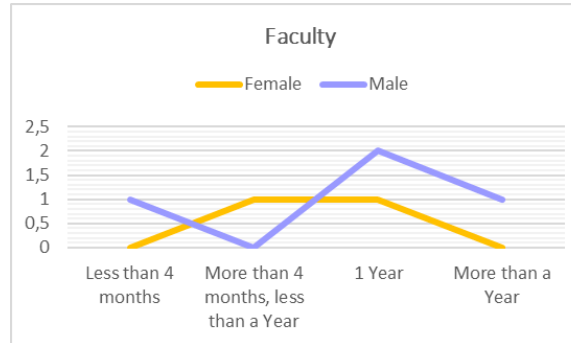


## Work life balance

Parental leaves by gender



Female career breaks and drop-outs



Administrative staff

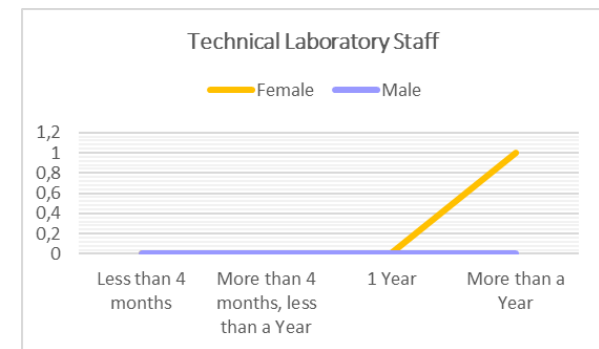
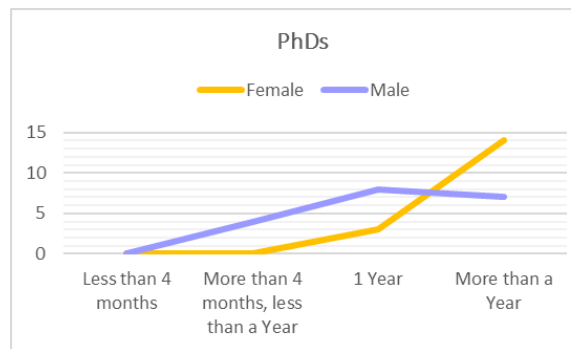
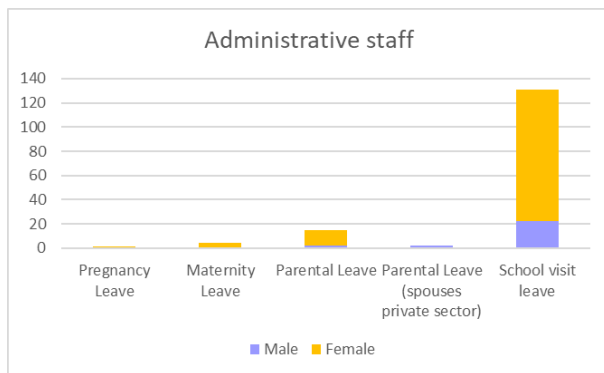


Figure 45: ECE-NTUA & NTUA human resources current situation



### 3.5.2.2 *Institutional governance*

The ECE-NTUA (as all other Schools and horizontal functions of the NTUA) is overseen by the University governing bodies. These include the Rector, Vice-Rectors, and the Senate. Faculty members of the School participate in those bodies, as well as various NTUA-level committees (e.g. The Research Fund committee).

The ECE-NTUA enjoys significant autonomy in institutional governance. The top decision-making positions is the Dean (currently male) and the Deanery (1 female, four male Vice Deans).

Desk research shows that that NTUA – and therefore ECE-NTUA as well – has a **commitment to gender equality**. NTUA was founded in 1837. In 1894 the NTUA's Director proposed, to the Ministry of Education, the admittance of women to NTUA's "School of Arts". The proposal was accepted, and at the same year, an exceptional "Graphics and Plastics" class for women was established. During the 1920s the first women engineers graduate from various Schools of NTUA (Thanailaki P., 2012)

NTUA operates under state supervision, wielded by the Ministry of National Education and Religious Affairs. The NTUA internal Rules of Procedure (Official Government Gazette, 2000) are based on Article 16 of the Constitution of Greece, which declares that "All Greeks are entitled to free education on all levels at State educational institutions. The State shall provide financial assistance to those who distinguish themselves, as well as to students in need of assistance or special protection, in accordance with their abilities" in combination with Article 4 which states that "Greek men and women have equal rights and equal obligations" (Hellenic Parliament, 2008).

Furthermore, **Gender-sensitive budgeting** is foreseen in the Law 4604/2019 (Official Government Gazette, 2019). According to it, the gender dimension must be reflected in budget planning and the accompanying activities of legal entities belonging to the General Government, such as NTUA.

Furthermore, **gender equality is not actively monitored** at NTUA. However, the Law determines that academic Institutions shall send a relevant report through the Ministry of Education, to the General Secretariat for Gender Equality (GSGE). This report will include data which contribute to the fulfilment of the institutions' objectives, as well as their plans for the coming year, in terms of gender equality. Moreover, the report should be sent one month after the planning and approval of the budget. Each institution shall provide training for the staff involved in the budget and activities planning. The training is supported by GSGE, the Research Centre for Gender Equality (KETHI) and the National Centre for Public Administration and Local Government Self-Government (E.K.D.D.A.). The content, methods, duration, process of training, the means of cooperation among the competent bodies as well as any other relevant issue may be determined by a decision of the Ministers of Interior and Administrative Reconstruction (Official Government Gazette, 2019).

The School of ECE – NTUA collects **gender-disaggregated data** that are sent to the Ministry of Education and other public organisations upon request. This data concerns the student's gender ratio and other characteristics such as religion, nationality, health issues and possible disabilities. The particular information is retrieved from the students' registry where each student's file is digitally kept. No other procedure or tool embed a gender dimension in data collection processes in ECE-NTUA.

Greek National laws foresee **gender balance in decision making**. In particular, the Law 4386/2016 on "Regulations on research and other provisions" recognizes the need to achieve greater gender balance in the composition of leadership/decision making positions and established a specific gender quota. In particular, the Law foresees that, regarding evaluation and selection committees and advisory bodies in the field of research, technology and innovation, at least one-third of the members of these advisory bodies and scientific councils of research institutes must be from either sex, "as long as the candidates have the necessary qualifications as required by each position" (Official Government Gazette, 2016). Furthermore, the

Greek Strategy for Gender Equality 2016-2020 also promotes the adoption and increase of quotas in members of advisory boards or other collective bodies (GSGE, 2017).

Regarding the existence of **mentoring or coaching services/activities for leadership positions** dedicated to women, most interviewees responded that either no such actions are in place in a School level, or they did not know whether they exist. Some interviewees underlined the fact that there is an informal encouragement for female representation in such positions, which is described in the previous section, but the problem still exists due to the small number of female faculty members. Note that the situation is reversed in the case of the administrative staff, where the vast majority are women. However, at an institutional level, the liaison-student services office is co-organising, participating and/or disseminating various events with a gender equality dimension. A more focused event was a workshop was organized in October 2019 by the NTUA Laboratory of Industrial and Energy Economics and the Innovation and Research Hub “Epinoo”. The event, dealing with Initiatives in Women’s Entrepreneurship, was disseminated to all interested NTUA parties, by the liaison-student services office. At ECE-NTUA, we meet women in leadership positions, including Director of undergraduate studies /head of undergraduate studies committee, member of the Deanery, head of administration / head of the secretariat for undergraduate studies, head of the Communication Office, head of the finance office, head of the secretariat for postgraduate studies.

Moreover, the Law 4589/2019 includes an article that foresees the establishment of **Committees for Gender Equality (CGE)** in all Greek universities (Official Government Gazette, 2019a). Under the provisions of the law, the CGE is to be established at the “institution” level (i.e. covering the whole university, and not at the “department” or “school” levels. It foresees such committees as consultative bodies to assist the university administration in its efforts to promote gender equality. The NTUA is in the process of creating a CGE and published a call for applicants from the various Schools and administrative services. The call started on the 14<sup>th</sup> of September 2020 and lasted until the 30<sup>th</sup> of September 2020, while the membership applications were being processed at the time of the submission of this report (November 2020).

At the School level, ECE-NTUA has not established its Gender Equality Committee yet. In July 2020, the NTUA Senate convened and discussed the establishment of a Gender Equality Committee. Some limited gender equality-related work is undertaken by the NTUA (Market) **Liaison-Student Services Office**. Its focus is on providing various services to students, including help with accessing the job market, and others. The Liaison–Student Services Office develops activities and established actions that favor equality policies and equal access in education regardless of parameters such as gender, nationality, race and/or personal and physical disabilities. The Office retains professionals to provide counselling and psychological support to NTUA students in need, for free (Note that, as evidenced from the interviews, it is estimated that about 10% of the students are using the counselling services to deal with issues related to gender, gender identity and sexuality). The Office also organizes, participates in and communicates events and activities referring to gender equality issues. These included for example topics such as the enhancement of the role of women in scientific activities, ongoing education for women engineers, systematic research regarding the position of women engineers in the Greek market, the connection between second-grade education and academic life, workshops on female entrepreneurship, women-only hackathons and workshops on gender violence.

The NTUA and the ECE-NTUA have not yet implemented specific diversity and/or **gender equality bodies**. Until such bodies are developed, it seems that it is in the ECE-NTUA’s best intention to initiate further collaborations with existing gender equality bodies and other relevant institutions in order to increase the presence of diverse interconnections regarding gender equality. Especially ECE-NTUA strongly cooperates with Universities in Greece which have created Gender Equality Committees. Various other bodies present opportunities for collaboration such as the General Secretariat for Gender Equality of the Ministry of Labor and Social affairs. Work with civil society organisations may include partnerships with the Institute of Electrical and Electronics Engineers – IEEE and the Women in Engineering affinity group of its Greek chapter,



the Greek Women's Engineering association and others. Furthermore, the project team has been in contact with the Laboratory of Gender of the Department of Sociology in the University of Crete, for collaboration within the context of CALIPER in the basis of expertise and information exchange and know-how transfer.

About the existence of a **GEP**, Law 4604/2019 on "Promoting Substantive Gender Equality, Preventing and Combating Gender-Based Violence - Provisions for Granting Citizenship -Provisions for Elections of Local Authorities- Other Provisions" (Official Government Gazette, 2019) includes a definition for a Gender Equality Plan, its contents and those liable for their submission, namely public and private bodies. The GEPs will be submitted to the General Secretariat for Gender Equality, which forwards them to the Special Permanent Committee on Equality, Youth and Human Rights. However, it does not specify how and when it is required by public and private organisations. Note that the law provides various concrete measures for the inclusion of gender equality and gender aspects in public policy. Neither NTUA nor the School of ECE have developed or implemented a GEP.

The figure below shows the current status with regards to institutional governance.



## Institutional governance

### Gender composition of decision-making bodies

Gendered composition of governing administration boards, committees, academic senate, etc.

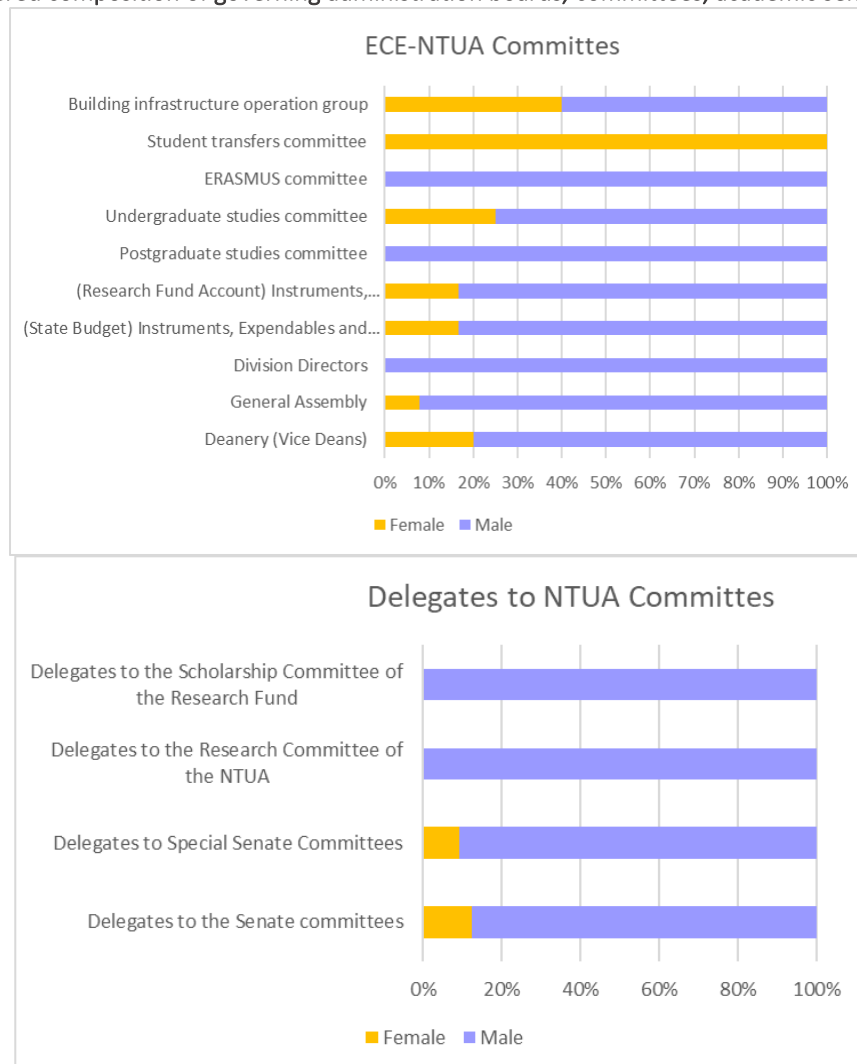


Figure 46: ECE-NTUA & NTUA committees' current situation

### 3.5.2.3 Institutional communication

NTUA has a central website and social media accounts which introduce all visitors to its Schools and presents its activities, organisation, Senate decisions etc. The same stands for each of the NTUA Schools.

The School of ECE has its own web page, and social media accounts that are all managed by the School's Communication Office. Furthermore, all external communication activities (events, conferences, workshops, School visits etc.) are also implemented within the context of the School's Communication Office, in close cooperation with the School's decision-making bodies.

Moreover, the School's Laboratories might also have their own web pages and social media, but these are managed by their respective administrators, which they disseminate their own, mostly research-related, activities. Therefore, they have not been considered in this analysis.

At the external communication level, the key information that the ECE promotes through different means (website, material) is related to the academic and scientific activities and events. The audience they refer



includes both women and men. However, non-binary, non-conforming people dimension is not visible in the announcements and material.

From a brief overview of the ECE's communication material, it appears that in general, it reflects a level of diversity, in terms of sex, age and sometimes ethnicity and disability but not in a systematic manner. As all the announcements are related to academic progress and achievements within the School – Institution, their content depends on the achievement itself. The visibility of diversity is correlated with the composition of the research teams or categories of persons featured in the communication materials.

Usually, the ECE's communication channels only depict persons directly involved with the subject of the communication (e.g. research groups, award winners, speakers, etc.) and do not use images to represent categories of persons. In fact, all “stock-like” images depict experiments, equipment, laboratories etc., without persons in them. However, gender-sensitive language is not used either in the web site's announcements or in any other section of it. As ECE is an engineering School, the areas of study represented are more technical/technological.

Regarding equally addressing all genders, the institutional **website** of ECE and NTUA seem to contain announcements relating to both male and female genders. In particular, in ECE website, there is no dedicated gender equality webpage. Information regarding the CALIPER project, occurring lately, have initiated some degree of gender equality promotion through the ECE-NTUA website. Nevertheless, this is not a replacement for a dedicated section or sections on the topic. However, it promotes gender equality indirectly through announcements regarding the scientific and/or academic achievements of female students and/or teaching staff, when it occurs. Overall, the ECE site's administrator is responsible for maintaining gender equality in the website content. It is also essential to consider that ECE is an engineering School. For example counting the number of people represented in pictures in the ECE-NTUA website, within a period of one year (April 2019 – April 2020) there were 84 women (researchers, students, professors etc.) and 182 men (researchers, students, professors etc.).

ECE-NTUA **social media** promotes gender equality through announcements regarding the scientific and/or academic achievements of female students and/or teaching staff when it occurs. There is not a social media strategy tailored to this topic.

The ECE itself, hasn't organised and promoted **awareness-raising campaigns** aiming at fighting stereotypes. However, at an NTUA level and through the Liaison and Gender Services Office, relevant activities have been organized and disseminated for participants among all Schools. The situation is similar to dedicated communication activities promoting women in science. At the level of ECE, such activities haven't been organized, but at NTUA level, several activities promoting women have taken place, and one of them has been co-organised with ECE.

At the level of internal communication, in 2015 the General Secretariat of Gender Equality (GSGE) elaborated the first version of the “**Guide of using non-sexist language in administrative documents**”, which was further updated to its final version in 2018 (GSGE, 2018). The Guide contains comments, instructions, recommendations, advice, and specific suggestions for the use of non-sexist language, in order to promote and apply gender equality in administrative documents. Furthermore, its secondary goal is to inform and raise awareness on gender issues.

According to the National Strategy Plan on Gender Equality (GSGE, 2017) various educational and training activities on the practical implementation of the particular guide have already taken place, while the National Strategy further urges for the organization of more similar activities. As these activities are being organized and implemented by E.K.D.A.A., anyone working in the Public Administration or Local Government can attend them. However, the research results from survey and interviews show that relevant awareness-raising



activities about training have not taken place, since the majority of the audience is not aware that they exist, or not informed.

In ECE, there are no official in-school (or in-University) guidelines/protocols on gender-sensitive and non-biased communication/language. However, the code of ethics is implemented, while politeness and good behaviour are also applied. The same situation is also in administrative communication. In addition, there are no official complaint mechanisms in cases of gender-biased/sexist transmission. Most interviewees mentioned that people who want to lodge a complaint about such problems usually contact the School's Dean or the School's Secretary and they handle the matter directly.

#### 3.5.2.4 *Research*

The laboratories of ECE are responsible for their individual research, and they are free to prepare grant proposals (for EU and national authorities) and engage in research projects relevant to their specialisation.

The Greek Strategy for Gender Equality refers to mechanisms for promoting and monitoring gender equality. These include the possibility of combined training programmes and funding incentives, including some for the integration of gender in the context of scientific research. A number of those are in place, but they do not specifically refer **to research but, more broadly, to education or training**.

Grant proposals are submitted, and projects and co-financed research projects are implemented under two modalities. A subset of research grants is managed by the Special Research Fund of the NTUA (ELKE), along with grants from other Schools of the NTUA. ELKE is independent of the School and is overseen by the NTUA central administration and the NTUA research committee. The other projects are managed by the ICCS. In this case, the ICCS manages only projects concerning the School of ECE.

The ECE-NTUA hasn't allocated any funds for specific programs on gender studies. The School participates in several research projects, (financed from EU or state funding mechanisms). Still, it seems that the vast majority do not consider the dimension of gender as a central topic of research. These research projects depending on the topic consider the gender dimension, although it is mostly secondary to the main research topic. The last three years (2018-2020) the Institute of Communications and Computer Systems (ICCS - NTUA) started 432 projects but no one of them focused on gender issues, while the NTUA Special Account for Research Funding (E.L.K.E.) from the School of Electrical and Computer Engineering started 101 projects, with one focusing on gender issues. Specifically, for ECE-NTUA there is no current formalised practice ensuring the integration of the **gender dimension into research** in a systematic way.

The EU funded projects prerequisite gender equality standards for the projects' proposal and implementation, but there are no other **policies or guidelines** at a School level on the integration of gender analysis into research. Currently, integrating gender aspects is at the discretion of the research team, and usually, it is secondary to the main research topics. For instance, a current project that investigates climate change models considers gender as one of the parameters taken into account within the models and all the related activities are conducted accordingly. All the workshops needed to elicit information from stakeholders impose gender quotas.

Finally, in the ECE-NTUA department, there are no **women studies** since the whole university is technical with a focus on engineering. However, it was discussed that maybe a dedicated course could be included in the curricula. Also, a course looking into gender and design is currently taught by the NTUA School of Architecture.

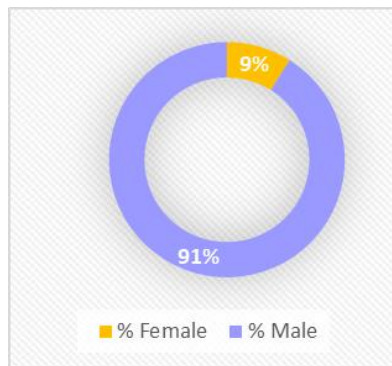


# Research

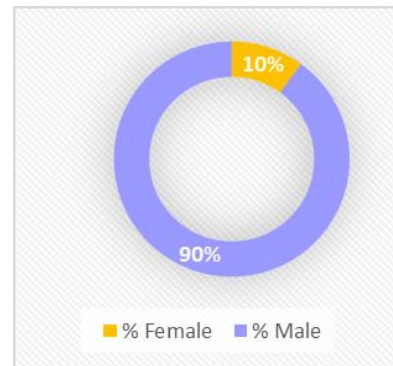
## Gendered roles in research delivery

Principal Investigators  
(Institute of Communication and Computer  
Systems projects)

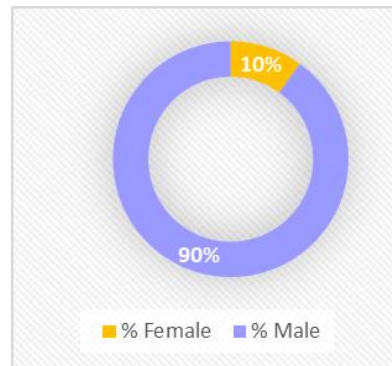
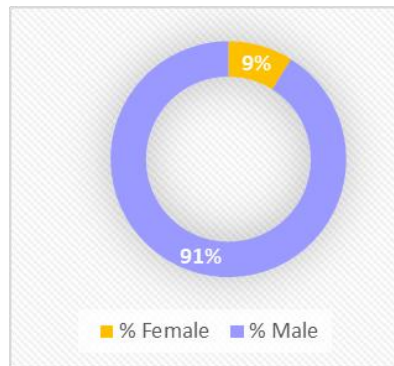
Share of women among P.I.s in the last 3 years



Principal Investigators  
(NTUA Special account for research  
funding)

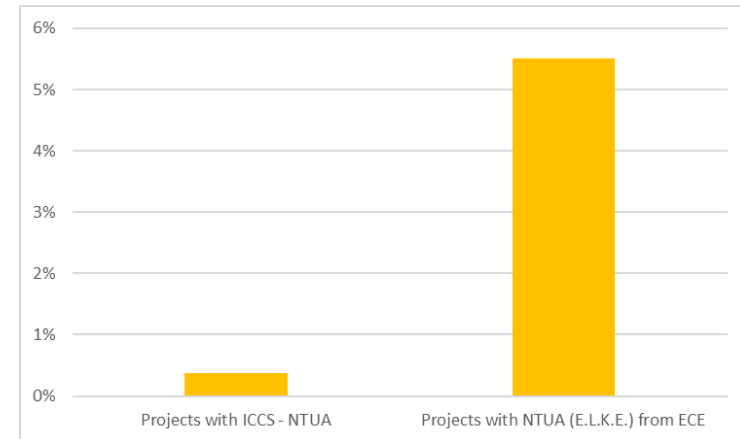


Share of female project leaders in the last 3 years



## Research content

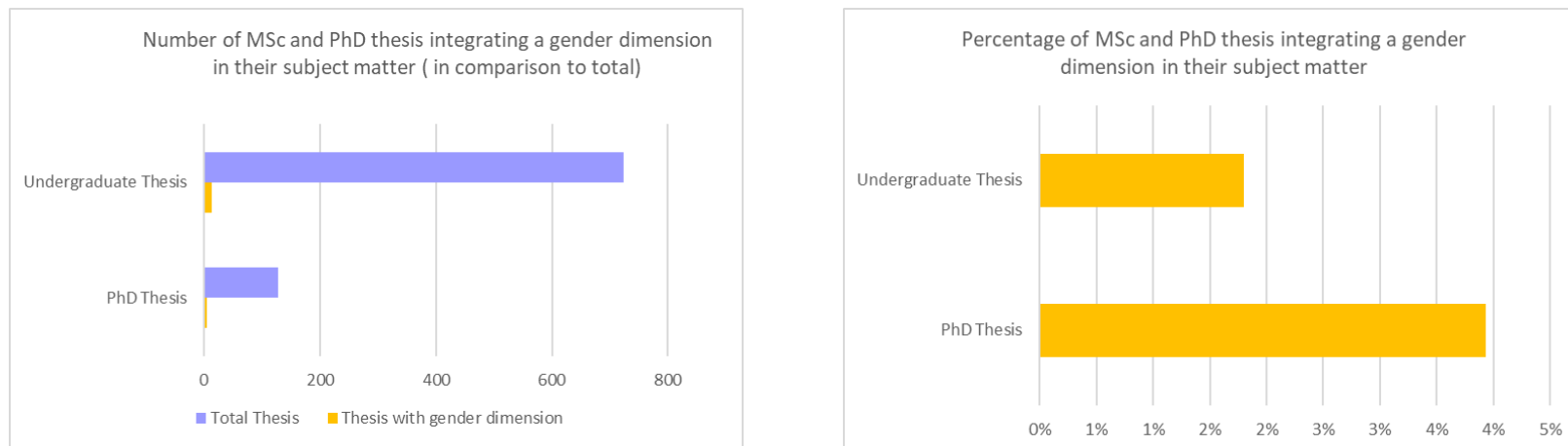
Percentage of research project which started in the last 3 years and  
take into consideration gender issues in relation to all research  
projects



Notes: Principal Investigators are the academic staff officially leading the research team of the project, and are considered to be the same as project leaders. The NTUA Special account for research funding also provided the share of projects with women

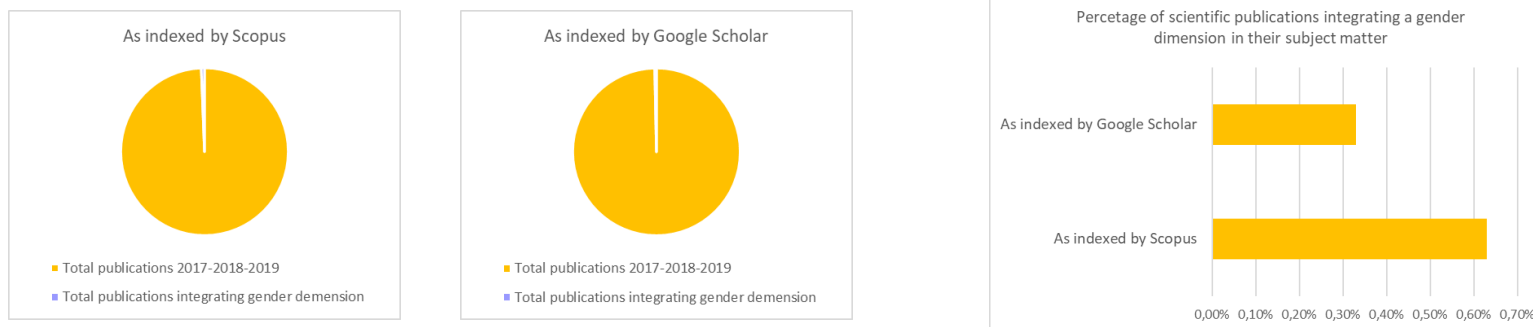


Number and percentage of MSc and PhD theses integrating a gender dimension in their subject matter in the last 3 years



Notes: All data (abstract, full texts) retrieved from the artemis.cslab.ece.ntua.gr repository. Data from July 2017 - July 2020. The collection of MSc theses is not up-to-date and no data are available for the last 3 years. Undergraduate theses are included in a separate line.

Number and percentage of scientific publications integrating a gender dimension in their subject matter in the last 3 years



Notes: The databases were searched using the terms "National Technical University of Athens", "School of Electrical and Computer Engineering" (providing the total output for 2017-2018-2019), and alternatively "gender", "woman", "women", "female" to refine the results. The articles were then read to locate the relevant references and selected only if gender was a research dimension (e.g. if effects were differentiated by gender etc.) or considered in the results (e.g. as a confounding factor, or affecting generalisability of the conclusions). Other types of reference (eg. gender noted in dataset but not examined further) were not included. Note that the NTUA institutional repository is not up-to-date regarding scientific publications.

Figure 47: ECE-NTUA & NTUA research area current situation



### 3.5.2.5 *Student service*

The NTUA as a whole provides a set of services to all its members: Library collection and journal subscriptions to major academic publishers (the School of ECE also provides its library and collections), a publishing service for theses, course notes / handouts, books and other material, a sports centre and sports activities, a bicycle path, a clinic and a church, restaurants and canteens. Additional services for students include a discount card for transport, museums and events, free meals at the NTUA restaurant for low-income students and low-cost meals for all others, a mental health counselling service, dormitories, student rent subsidies for low-income students, awards, and scholarships. Additionally, the NTUA operates an apprenticeship office and an Innovation and Entrepreneurship Unit for students, as well as a career office. Foreign language lessons are included as electives in the curriculums of the Schools. Educational trips are organised with the Schools and their faculty and are relevant to the scientific areas of the Schools' divisions. Finally, the NTUA operates an alumni office.

With regards to initiatives that aim at attracting girls to STEM studies, ECE-NTUA School does not have a specific strategy on attracting girls to the Electrical and Computer Engineering field. However, there are some outreach **activities for secondary education**. For instance, several schools from secondary education visit the campus and get a guided tour of the premises and all the labs and available services. Additionally, professors pay visits to various schools to speak about the engineering profession and the potential careers of students applying to the School. Finally, there is a dedicated course in secondary education on "Vocational guidance" aiming at helping students in their selection of higher education and professional alternatives.

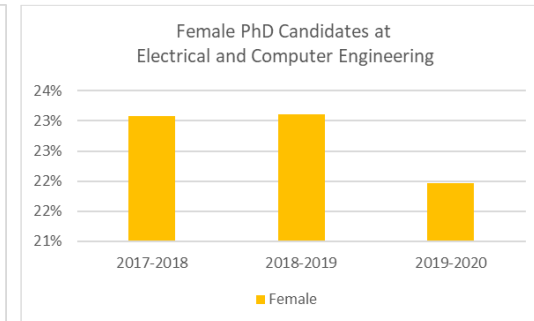
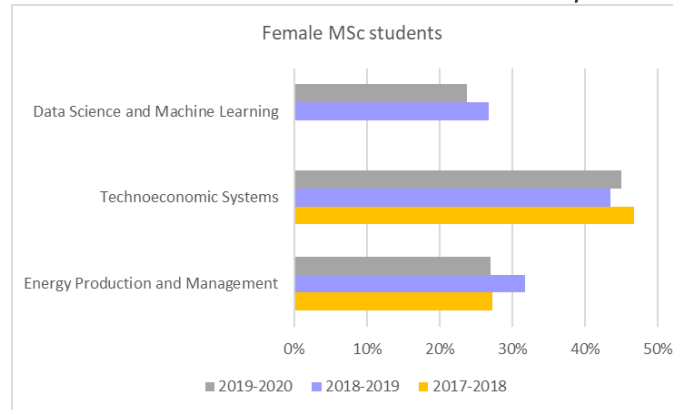
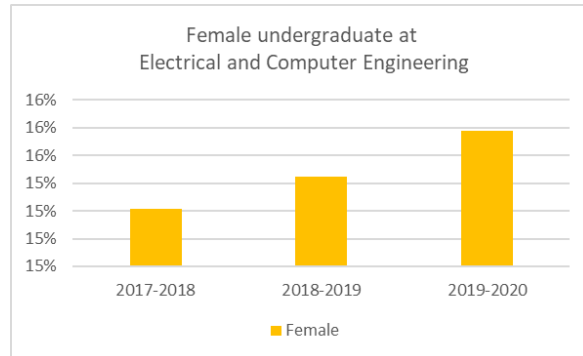
Within the framework of an initiative of the Liaison – Student Services Office, at an NTUA level, NTUA students (volunteers) were sent at various interested schools, to disseminate and communicate the research and work elaborated in the institution and to further encourage school students to enroll for engineering studies. However, the volunteer character of this activity made it hard to continue and currently is no longer available.

In the context of NTUA, several services are provided to students at all Schools (like ECE-NTUA), including a **career counselling office** and a psychological support service. All these services aim at aiding and counselling enrolled students in any kind of matter, including possibly gender equality issues. However, this is unclear from the descriptions of these services if they adopt a gender-sensitive approach. It is worth to mention that in article 7 of Law 4485/2017 (Official Government Gazette, 2017) the counselling services that need to exist in each university are enumerated. The law notes that they can vary depending on the university's needs. There is no provision for a gender-sensitive approach in counselling.

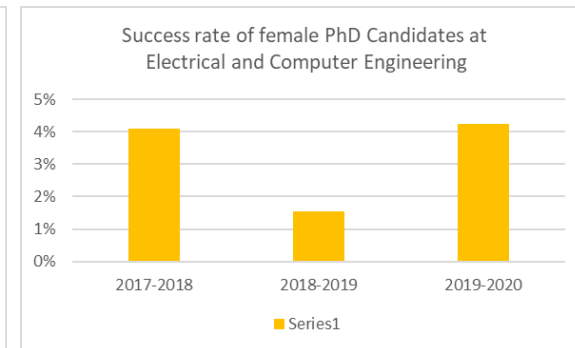
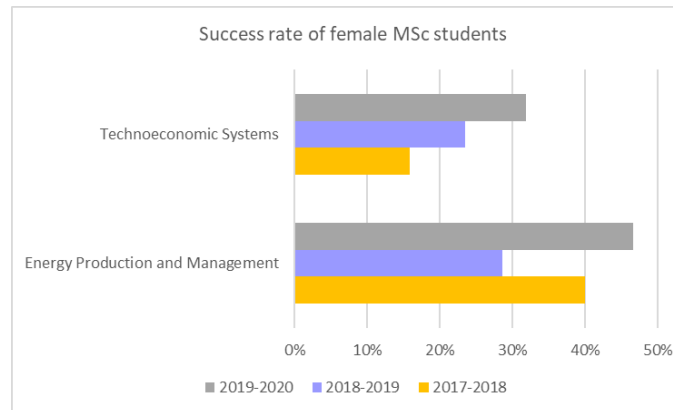
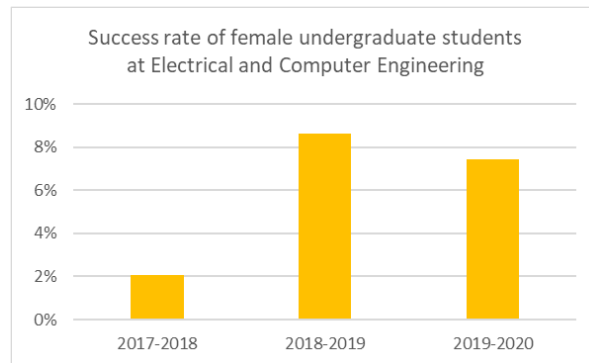
# Student services

## Recruitment

### Female students enrolled in STEM in the last 3 years



### Success rate of female STEM students in the last 3 years



Regarding the distribution of undergraduate students, it should be noted that they attend a common set of courses until semester 5, i.e. there is no specialisation per scientific field. After semester 5, they can pick a specialisation stream for the rest of their studies (semesters 6-9), either enrolling fully (i.e. attending 7 courses from the stream) or partially (attending a smaller subset of courses from the stream, with the obligation to enroll in another partial stream). The stream enrolment figures in the figure refer to the selected specialisation streams of undergraduate students for semesters 6-9.

## Student services

### Recruitment

Gender distribution of students per STEM field and level



Figure 48: ECE-NTUA & NTUA student services current situation



### 3.5.2.6 *Teaching*

The curriculum is determined by the ECE-NTUA's governing bodies and followed by the individual divisions, labs, and faculty responsible for each course. The teaching activities are organised by each lab, who is ultimately responsible for the content of the course and the teaching methods used. Teaching is carried out by faculty, or Teaching Laboratory Staff, with contributions from researchers.

Desktop research shows that at present, there is no specific policy or set of guidelines for the **integration of a gender dimension in the curriculum** at the School of Electrical and Computer Engineering. However, relevant national laws exist, such as the **Law 3896/2010** (Official Government Gazette, 2010) indicating the principle of equal treatment of men and women in terms of access to employment, vocational training and development, working conditions and other relevant provisions. This also applies to integrating the gender dimension in all aspects of academia and into the curricula of universities. Moreover, the **Greek Strategy for Gender Equality calls** for the integration of gender courses in academic, research institutions, such as ECE-NTUA, as well as in higher education military institutions and relevant institutions that organise training, seminars and other similar activities. The main goal is to promote gender equality, removing gender stereotypes, ensuring equal access and participation in decision-making centers, and equal opportunities for hierarchy advancement (GSGE, 2017). Additionally, **Law 4604/19** (Official Government Gazette, 2019) in article 17 "Promoting gender equality through education and learning" refers that higher education institutions, such as ECE NTUA, ensure the promotion of gender equality at all levels and processes of academic life by Law 4589/2019, which establishes Gender Equality Committees (Official Government Gazette, 2019a).

Currently, there are no formal guidelines for gender-sensitive teaching in Greek legislation or within the ECE-NTUA and the NTUA. However, there are some seminars and training available for gender-sensitive writing and teaching for administrative staff from EKDA. In addition, professors and lecturers follow the code of ethics, some use gender-sensitive language, but all the above depend on their own goodwill.

According to most interviews, there is **no gender bias** evident during the implementation of lectures. However, some interviewees recognised that students interact with male and female faculty members differently. Some mentioned that there could be difficulties, especially for female professors/lecturers, regarding acceptance and keeping order in a broad -mostly male- audience. Regarding examinations, it was mentioned that the best way to avoid gender bias is to remove the possibility of personal analysis. Even in cases of **oral exams**, students should be primarily grouped, while more than one faculty members should also participate.

### 3.5.2.7 *Transfer to market- external relation - third mission*

The commercial exploitation of research outputs in collaborative projects is usually the responsibility of the private sector partners. The ECE-NTUA itself does not exploit research outputs commercially, nor does it create research-based spin-offs. The ICCS implements several research and development projects for the public (in Greece and the EU) and private sectors.

However, the NTUA Innovation and Entrepreneurship Unit provides some support to student-led startups, which can be assumed that they exploit some of the know-how provided by the School. Students are also supported to start apprenticeships in the private and public sector and are also supported by the NTUA career office.

The figure below depicts the percentage of females who participated as speakers to STEM conferences.

### Transfer to the market

% female speakers in conferences on STEM in the last 3 years



*The data refers to PhD candidates who presented papers in conferences in Greece and abroad. The data on Professors refer on Conferences and Scientific meetings (in Greece and abroad), in which they presented scientific work.*

**Figure 49: ECE-NTUA transfer to market refer to the current situation**

#### 3.5.2.8 Gender/sexual harassment

There are no formal bodies or mechanisms dealing with sexual harassment or gender violence issues. Complaints are usually communicated to the Dean's office, where they are handled directly. There is no specific counselling service for persons involved in, or victimised by gender violence / sexual harassment. The Liaison-Career Office offers psychological and psychiatric support to all the enrolled students and sometimes to employees. However, this support does not take preventive actions or initiate any other processes.

Nevertheless, the national legislation Law 3896/2010 (Official Government Gazette, 2010) addresses the issue of sexual/gender harassment in the workplace. Particularly, the law refers to providing equal opportunities and treating equally both women and men regarding matters of work and employment.

Simultaneously, the law allows for an independent authority and particularly the Greek Ombudsman to monitor whether the law is being applied (2020). The Ombudsman examines all the cases, after the first court hearing. The law allows the employee that was harassed to claim monetary compensation and demand both administrative and criminal charges in violation of the principle of equal treatment. Within the university, there is not currently an initiative addressing the issue of sexual harassment.

Moreover, the Greek Strategy for Gender Equality 2016-2020 further **promotes activities** regarding the information and sensitization of the academic and research society on issues like gender inequalities, violence, harassment, sexism, and stereotypes. Additionally, activities refer to the establishment of an office, within the structure of the Ministry of Education and higher education institutions, for the monitoring of the application and promotion of gender equality. This Office will also have the responsibility of filing complaints in cases of gender discriminatory treatment, as well as the care for the effective dealing of sexual harassment (GSGE, 2017).



Interesting information on the current status has been extracted through the survey. Regarding the question of whether the responders have experienced sexual harassment because of their gender 85.8% claims they haven't, 10.6% that they have and 3.5% do not wish to respond. The ones that answered yes, also responded that they did not disclose it to the competent authority within the university. They also clarified that there is no such authority to go to or that they were afraid of the stigma. Others described that they were sure that they wouldn't find a solution to the issue, so they dropped it, or they dealt with it alone. 21.6% have witnessed sexual harassment, and 78.4% have not. From the ones that did see such an event, 74.4% did not take any further action, while 25.6% reported it themselves or encouraged the victim to do so. The ones that remained inactive clarified that they did so because there is no reporting mechanism, or that the victim didn't want them to. Regarding the question of whether there is counselling on gender-based offences, the 84.8% does not know whether such a service exists, and 15.2% knows that it doesn't exist. Regarding whether the responders themselves have used the counselling service, in case they know it 97.8%, said no, and 2.2% that they do not want to answer.

Significant proposals have been provided from the interviewees and the focus group. In particular, many interviewees propose various measures to be taken, such as the creation of a help desk or a supportive framework that will support and guide the victims, while initiating respective procedures for intervention, charges and/or punishment.

The focus group members are aware that no policies or initiatives are aiming at addressing sexual harassment. Some of them think that it is not a real problem or that each victim is capable of addressing each particular case on their own. The focus group discussed that there is no reporting process. Thus it is straightforward for an issue to be overlooked. They think that there should be a committee or something similar established, however, the members of this committee should be independent, and its members are chosen with caution. Alternatively, the members should be experts outside the organisation to establish that every case is handled correctly for the victim and the offender alike.

ECE-NTUA may increase awareness about the need for the existence of a desk/service or a committee available for employees and staff to receive support/advice on gender-based offences and harassment and initiate activities towards its establishment.

### 3.5.2.9 *Intersectionality*

Within the University, as well as the ECE-NTUA, there are no formalised institutional measures addressing the issue. However, the Law 3896/ 2010 (Official Government Gazette, 2010) includes a specific article dedicated to the principle of equal treatment and the prohibition of discrimination. This forbids any kind of direct or indirect discrimination based on gender. This applies to sexual harassment or discrimination based on gender as well as any less favourable behaviour towards a person based on their gender or any other structural inequalities.

Regarding inequalities other than gender, currently, **two workstations** are being built in the institutions' library that will assist students with sight and mobility issues. Furthermore, scholarship programs for students with psychological disorders, health issues, as well as based on various social criteria exist.

Additionally, the **Liaison-Student Services Office** supports and disseminates various activities for minorities and different marginalized social groups.

Currently, there are no institutional measures that consider gender in conjunction with other discriminations, apart from some efforts that have been put in place for people with disabilities.



### 3.5.3 Assets and points worth of attention

The staff of the School of Electrical and Computer Engineering (ECE) at NTUA is comprised mainly by male academics across the different grades (A, B, C) and male personnel with a permanent or temporary contract. The only exception is the laboratory staff, which is gender-balanced, and in some sectors, the females are more. Regarding discrimination in **recruitment and hiring** based on gender, the institution doesn't have specific gender-sensitive protocols. Most of the survey responders who applied for a job in ECE-NTUA haven't met any discrimination in their career. A very few of them reported to have faced some sort of discrimination because of their age, being legally declared disabled, their nationality, being overweight and a smoker, and of their gender identity. Regarding **promotions** within ECE-NTUA, the vast majority of survey responders (more than 90%) also claim that they have not faced discrimination based on gender in their last application, either in the whole course of their career. The **career breaks** due to care-related issues are taken into consideration during the recruitment/interview phase especially when the nature of research is technical-oriented (e.g. on the field high voltage measurements – windmill plants, mountains etc.). Regarding non-permanent personnel (researchers), career breaks are negotiated and agreed with the supervisor(s). Non-permanent contracts based on deliverables do not foresee career breaks or leaves. All interviewees recognised that women usually face the dilemma between career and family, which results in a career break for some time. Some interviewees noted that women tend to abandon their academic careers after the completion of a major research project, or after obtaining their PhD. Others claim that for female researchers (i.e. non-permanent staff), pregnancy and motherhood interfere with their careers in a more limited way as, most of the times, the nature of the work is such that allows flexible hours, as well as working from home. With regards to the institution facilitation of in/outgoing **research mobility for women** researchers, the survey responses have been quite contradictory to the relevant priorities, if it exists, should be communicated. Similar is the situation for administrative staff. Overall, the **working environment** in ECE-NTUA is positive, and the vast majority of employees are satisfied with their job, even if some respondents referred about sexist behaviours and need to improve the working environment. Turning to the **equal pay**, there are policies in place, including the equality right, established by the Hellenic Parliament. These are applied for permanent staff only.

The national legislation includes specific laws that address the issue of **sexual/gender harassment** in the workplace. There is an independent authority that monitors reported cases and a Greek strategy that organised activities for the information and sensitisation of the academic and research society. In ECE-NTUA there are not individual policies, not a desk/service or a committee available for employees and staff to receive support/advice on gender-based offences and harassment.

All levels of **organisational commitments** take into account the gender equality. In fact, it seems that there is a further need for a direct and exact positioning of gender equality in the organisation's broader **program and mission**. Gender equality is indirectly monitored through statistical data that ECE-NTUA provides to the Ministry of Education and other public organisations, including gender disaggregation for students and employees populations only which are not officially published by Schools. There are no specific target quotas/gender quotas applying to appointment to leadership positions, elections to **decision making positions/governing bodies** in ECE-NTUA. It is unclear whether these quota provisions have ever been put to practice, and there is no information confirming that this has taken place (Anagnostou & Avlona, 2019). Even though the School informally encourages women to participate in decision making positions, no **mentoring or coaching services/activities for leadership positions** are implemented in the institution. Finally, there are no Diversity/Equality bodies in the ECE-NTUA School or in NTUA as a whole. However, the Liaison– Student Services Office has undertaken plenty of the responsibilities that such a Body would have. The Greek law is already on the same side as ECE-NTUA to proceed and make structural changes to improve institutional governance.





Even though there are no formal regulations for the **external communication** of the institution, the website administrators and the event organisers (administration, faculty members, researchers) try to keep a balance in the equal representation of gender, age groups and other characteristics. In terms of **internal communication**, there are national educational and training activities on the practical implementation of the *Guide of using non-sexist language* in administrative documents, but its implementation depends on the individual interest of the employees. Further study in the communication documents (official and/or unofficial), the communication tools and communication language used show that the guide has not been applied. This does not apply only to the School of ECE, but various other legal entities belonging to the General Government.

The ECE-NTUA is carrying out significant **research** in STEM fields, but tailored activities on how to integrate gender dimension have not been identified. The vast majority of the Principal Investigators at research projects is males. The MSc and PhD Thesis and scientific publications of the institution are focusing on engineering, and a very low percentage of them consider gender dimension in research and innovation.

The NTUA as a whole, and especially ECE-NTUA have a clear interest to attract young people equally **enroll in STEM studies** and continue their careers. Through the interviews and focus groups, two critical challenges were identified. The first is that students are not aware of some actions that the University undertakes, therefore particular emphasis should be given on promotional activities. Moreover, the Career – Liaison Office of the NTUA offers to all of the enrolled students' psychological support and counselling regardless of the topic of the issue. It was noted that about 10% of the students have asked for help with gender, gender identity and sexuality issues.

There are active Greek laws on the integration of a **gender dimension in the curriculum**, such as the Law 3896/2010 (Official Government Gazette, 2010), Law 4604/19 (Official Government Gazette, 2019), and the Greek Strategy for Gender Equality calls. The institution does not have specific formal guidelines or policies in place, but currently, the personnel is receiving training for gender-sensitive writing from Governmental initiatives. Therefore, at the moment, there is no gender bias evident during the implementation of lectures.

The ECE-NTUA is producing several and substantial research results, which **transfers to the market** through scientific paper and thesis, but it does not commercially exploit them. The gap is overt between females and males who participated as speakers to STEM conferences. The NTUA Innovation and Entrepreneurship Unit provides support to student-led startups but gender disaggregated data are not available yet.

With regards to prevent **intersectionality-related issues**, NTUA applies the national Law 3896/ 2010 (Official Government Gazette, 2010) and is taking actions on disability issues in particular, through scholarship programs to students, improving infrastructural accessibility, and providing psychological support, but more could be done to tackle how disability intersects with gender and other discrimination grounds and to improve the dissemination of the existing measures.

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### 3.6 Institute for Research in Biomedicine (RPO)

The internal assessment of the Institute for Research in Biomedicine (IRB) that follows, stems from qualitative and quantitative data. The information has been collected by the institution researchers, through desk research and policy analysis, interviews, surveys and focus groups.

#### 3.6.1 The data validation

##### Source of data

Responders gender distribution shows that mostly females provided feedback through interviews and surveys while in focus groups the difference between the male and female participants seems to be much lower but reaching the 40/60 female male proportion in all cases.

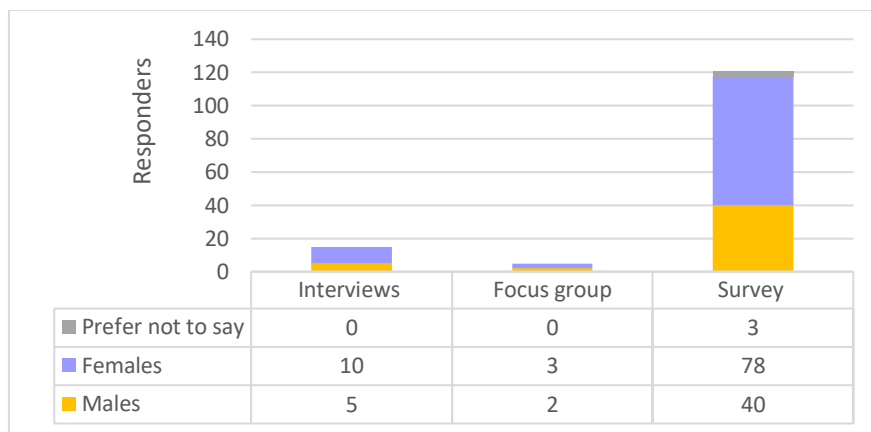


Figure 50. IRB responders gender distribution

As for the professional profile of the responders, many high and middle-level managers took part in the interviews, while some middle-level managers participated at the focus group.

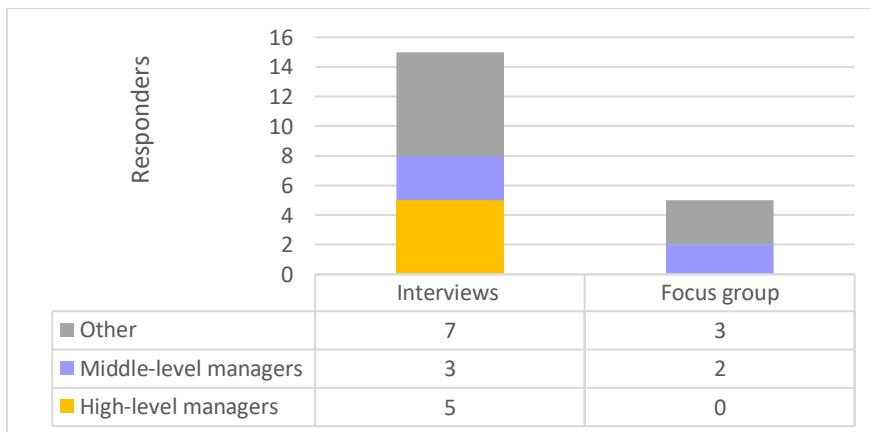


Figure 51. IRB interviews and focus group responders' position in the organisation

The survey has been mainly completed by post-doc researchers and administrative staff. A small percentage of responses is comprised by research assistants, predoc researchers, group leaders, etc.

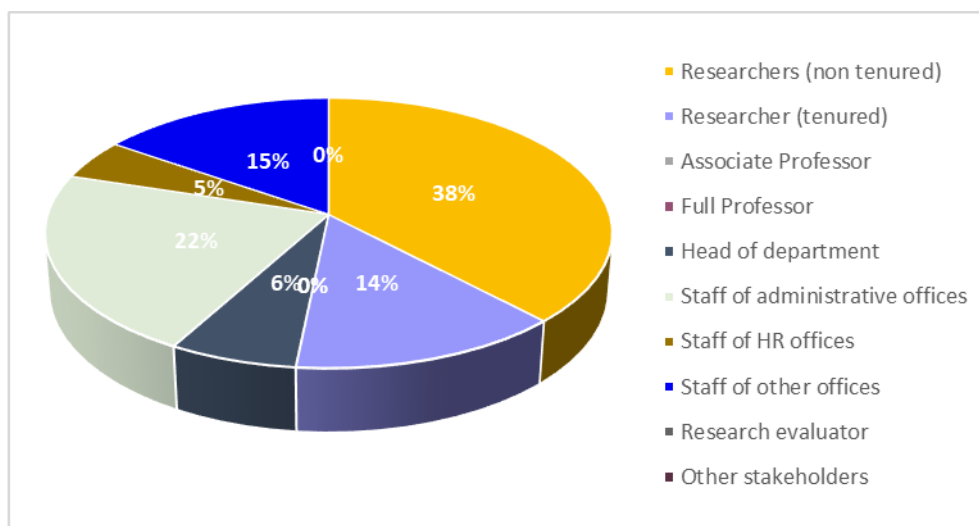


Figure 52. IRB survey responders' position in the organisation

### 3.6.2 Internal assessment analysis of the activity/service areas

#### 3.6.2.1 Human resources

In relation to the **recruitment** in IRB, according to the desk research, the following recruitment and hiring procedures and protocols are being followed:

The Human Resources and Academic Affairs department comprises three big areas: Human Resources, Health & Safety and Academic Office. HR main functions are related to personnel administration, recruitment, training, talent and development, international mobility, compensation & benefits, data base and HR statistics, staff support, Labour Relations and Gender Dimension (Equality and Diversity Committee and CALIPER Project)

The IRB has an established recruitment policy that complies with the Organic Act 3/2007 of 22 of March of 2007 on effective equality of men and women, the Workers' Statute passed by Spanish Royal Legislative Decree 2/2015 of 23 October, and with the European Directives provided by the ECC about non-discrimination.

On the 9th of December of 2014, IRB Barcelona was awarded the "HR Excellence in Research (HRS4R)" logo, as of today the IRB is currently in the renewal phase, scheduled for next year, 2021. In this regard, the Institute fully endorses the requirements and principles of the European Charter for Researchers, the Code of Conduct for the Recruitment of Researchers, and follows an Open, Transparent, Merit-based recruitment following the principals of the European Commission together with Equal Opportunities policies.

All open scientific positions are posted on prestigious scientific and biomedical websites with open access, such as, Euraxess, SOMMA, Biocat, etc. IRB Barcelona also works with specific ones, such as science4refugees, the European Platform of Women Scientists (EPWS) and the Association for Women in Science (AWIS). IRB actively encourages female applicants and also ensures that their merits are properly identified and appreciated. The institute understands non-discrimination as an essential value to follow, and makes every effort to reach as many potential candidates as possible, in particular underrepresented minorities in the scientific field. For these reasons, all calls and positions are written with the same non-discriminatory standards.



IRB also seeks new recruitment portals and alliances to allow it to keep abreast of trending channels, and it is planning to reorganize the web display of the Human Resources Strategies to gain visibility and to share relevant information for researchers. Furthermore, the HR department is about to launch a new recruitment portal (October 2020) with the objective to improve the current recruitment process and to extend it to all new openings.

To ensure that there is enough time to undertake correct diffusion of job offers, the HR department reinforces to its members to plan a minimum of a month and half ahead to post a job advertised. This allows proper planning for dissemination and ensures a transparent and open recruitment. At the end of the selection, the members must write a selection report, as the official record of the selection process. The main purpose of the selection report is to convey the panel's recommendation, and provide enough information for the delegate to make an informed and fair recruitment decision.

Recruitment process for PhD and Postdoctoral candidates: Organisation of selection processes at IRB ( Pre and Postdoctoral researchers)

The whole process is coordinated by the Academic Office (AO), which is currently formed by three members who are highly experienced in managing IRB Barcelona's undergraduate, predoctoral and postdoctoral calls. Other actors (External evaluators, PhD Advisory Committee, IRB Barcelona Group Leaders, members of the Equality and Diversity Committee, members of the Student Council, ITS and Human Resources departments staff) participate in one or more of the stages.

The IRB Barcelona's applications and selection process are organised in various steps, which can be grouped into the following five stages:

1. Call opening and applications.
2. Eligibility check
3. Remote Evaluations
4. Interviews
5. Notifications of results and onboarding.

Institutional policies are published on the website:

- Human Resources Excellence in Research
- Recruitment Policy
- Conflict of Interest Policy
- Code of Conduct

Other internal policies related to recruitment:

- Recruitment and Selection Procedure - R1 Procedure on recruiting and selecting Predoctoral researchers at IRB Barcelona
- Recruitment and Selection Procedure – R2 Procedure on recruiting and selecting Recognised researchers (Postdoctoral researchers) at IRB Barcelona
- Recruitment and Selection Procedure – R3 Procedure on recruiting and selecting Established researchers at IRB Barcelona
- Recruitment and Selection Procedure – R4 Procedure on recruiting and selecting Leading Researchers at IRB Barcelona
- Guidelines to guarantee an unbiased Recruitment Process for Group Leaders
  - Topics detailed in the document are related to duties of the members, selection committee, panel compositions, job description and advert, dissemination, eligibility check, selection processes and selection interview.



- Composition of selection panels aiming to achieve a target of at least 70/30% men/women, and a proportion of Shortlisted candidates aiming at least 75/25% men women.

IRB Barcelona is committed to providing a positive research environment that recognizes diversity as an asset and source of creativity. The institute takes specific measures to ensure that all researchers, regardless of gender, sexual identity or expression, national, racial or ethnic origin, religion or belief, social or economic condition, disability or age will have equal access to the research opportunities that it offers.

It is important to mention that **career breaks** can be understood in two possible ways: a) Personal reasons; b) Formation/ Training. Both of these career breaks are regulated by the Spanish labor law. In terms of sabbaticals leaves some of the projects/grants in the institute contemplate the possibilities of career breaks and the IRB will definitively adapt to these dispositions. In regards of internal regulation, the only type of position that have an internal policy to have a career break/sabbatical is the Group Leader Positions.

In relation to the sub-area of **career progression**, the IRB Barcelona does not have a written a promotion/career development policy. IRB Barcelona works to ensure fair and transparent recruitment, to promote equal opportunities, and to improve appraisal procedures, therefore all the job openings are published on the website. Every available position either new or a vacancy has to publish publicly in the IRB website, assuring the process will be transparent. All the applications received during the recruitment process are analyzed and the selected candidate will be chosen by merits. The IRB Barcelona has a “flat structure” so it is difficult to promote employees. Nevertheless, transversal promotion is encouraged, giving different and wider responsibilities to employees and reinforcing employability. Regarding progression in administration and core Facilities and technical roles in labs, most job positions have been covered through internal promotion. Regarding progression in Research career progression is determined by the academic deadlines (Thesis defense, end of research project, etc). This determines the high temporality in job positions like PhD and Postdocs.

On an institutional level, the IRB is always trying to assure to have female representation in all the committees. (Governing Council, Equality and Diversity Committee, Research Integrity, among others).

The IRB has supported and has been part on initiatives such as the “Mothers of Science”. Seeking to promote the career progression of talented female researchers working in BIST (Barcelona Institute for Science and Technology )centres, this programme includes a grant, as well as the opportunity to attend leadership and management activities (professional coaching).

Another important initiative is a mentoring program targeted to female PI/GLs, set up in collaboration with other scientific institutions (IBMB, BSC and IBEC). Peer mentoring Group for Females was created by and for female Group Leaders in late 2019 as a self-support group. This group currently comprises 10 female members and provides professional development and support for senior and junior female GLs. A mentoring programme for Post Docs was also set up in 2019 and women are the higher number of participants.

In the sub-area of **career retention**, every employee leaving the IRB goes through an “exit interview”. This interview is designed to understand the reason why the employees are leaving and so far, no common denominator has been found related to gender, of why people leave the IRB, especially since the rotation in the institute is very low.

In the sub-area of **work-life balance**, it is a topic of constant work in progress in the IRB. According to the desk research, the IRB follows national policies and procedures established by the Spanish law and also regulated by agreement CVE-DOGC-B-20038084-2020. Covering measures in WLB in the following chapters:



- Chapter IV Working day (articles 30-34 , Working hours, work calendar, overtime, vacations and holidays)
- Chapter V (Permits and leaves of absence, Voluntary leave and leave to care for minors and family members, Suspension of the employment contract due to the birth or care of a minor, Infant care leave, Reduction in working hours for care).

As of internal measures and procedures important efforts to preserve WLB are constantly being done, some of these efforts are:

- A Psychosocial survey was performed in a 2018 with a participation of 63.32%
- Psychological support. IRB Barcelona has reached an agreement with two psychologists, one English-speaking and the other Catalan/Spanish-speaking, who are offering therapy sessions at a special discount to all IRB members and their relatives.
- Time Management Workshop

Some of the latest measures adopted as a result of COVID 19 outbreak are:

- Conciliation grants due to COVID 19 situation (2 months grant that help families during the pandemic to support care of children) Workshops of time management, open to all the IRB community.
- During the critical period of pandemic situation and “new normality” teleworking is encouraged, combining on-site and off-site working whenever possible (always with previous agreement of the supervisor).

In terms of **equal pay policies**, IRB remuneration system is determined following as stated on the agreement: “Convenio colectivo de trabajo del sector de oficinas y despachos de Cataluña para los años 2019-2021” (código de convenio núm. 79000375011994). This document is of public access and it can also be found on the IRB intranet. The IRB remuneration system works with an established salary table divided by categories.

The figures below depict the current situation.





# Human Resources

## Recruitment

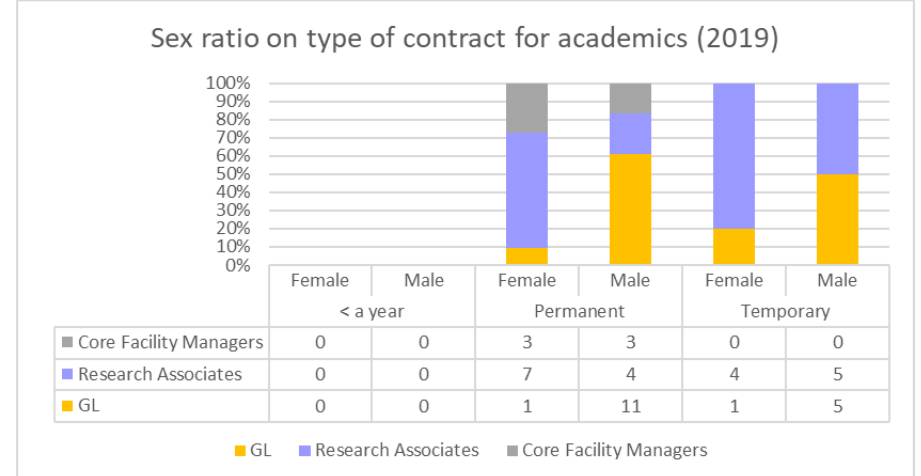
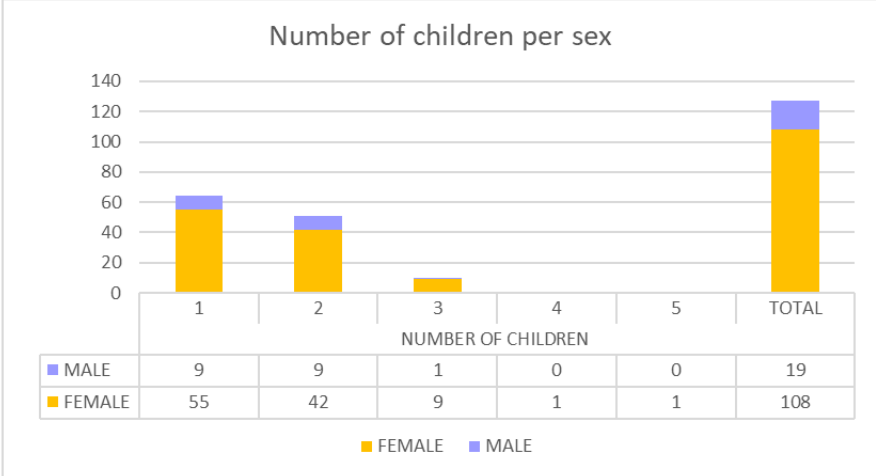
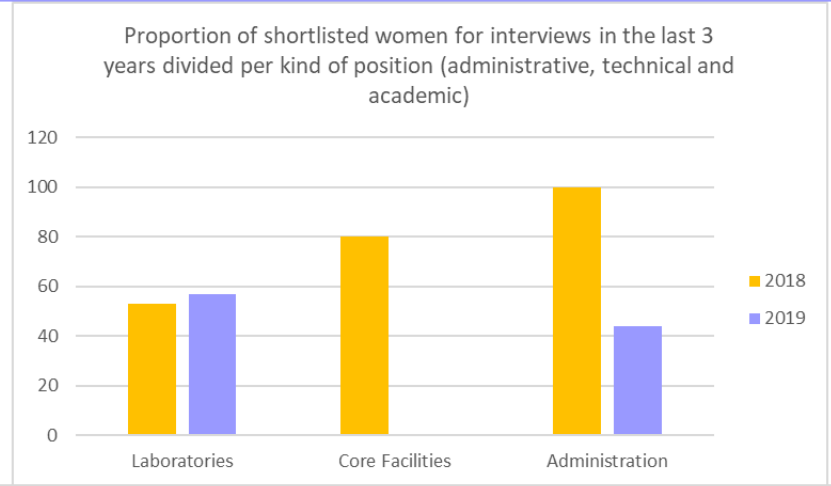
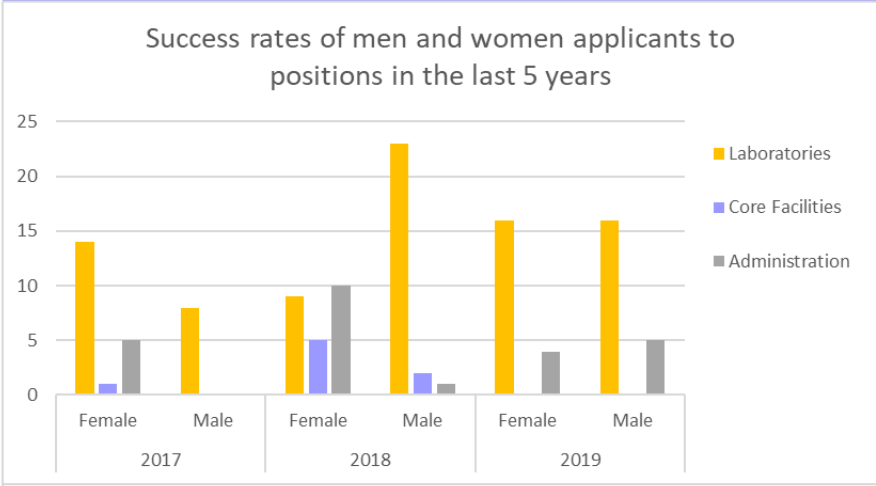
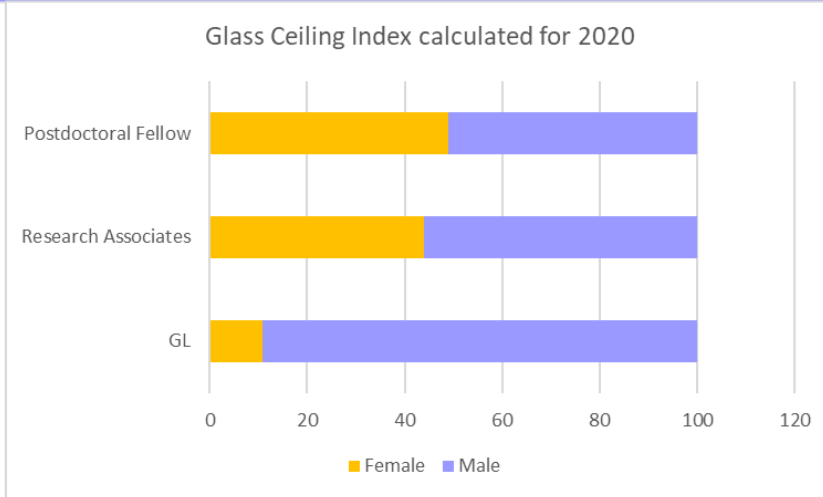


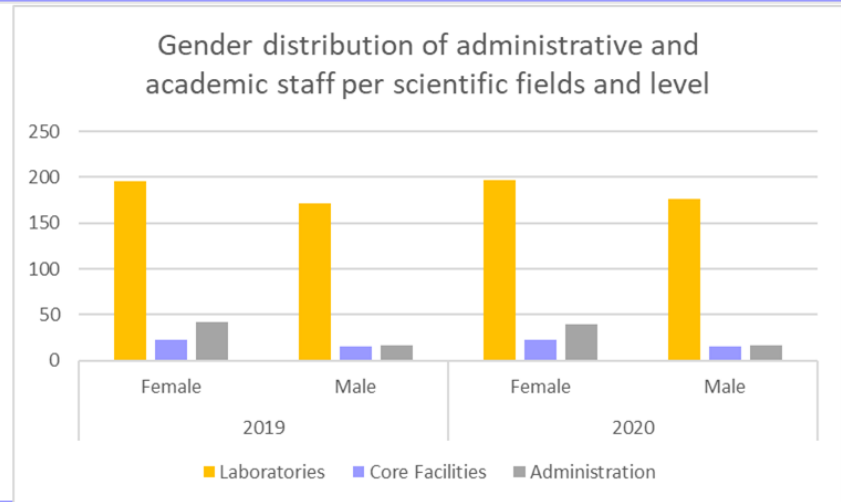
Figure 53. IRB HR current situation (part A)

# Human Resources

## Vertical segregation



## Horizontal segregation



## Work-life balance

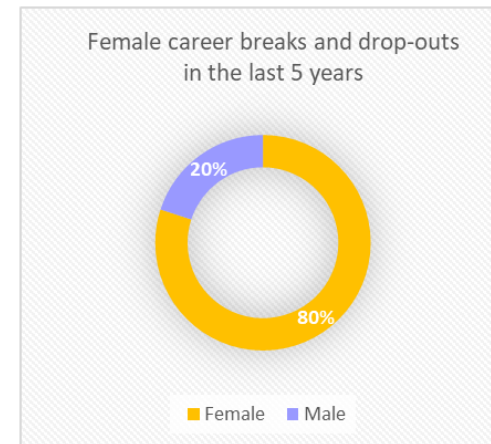
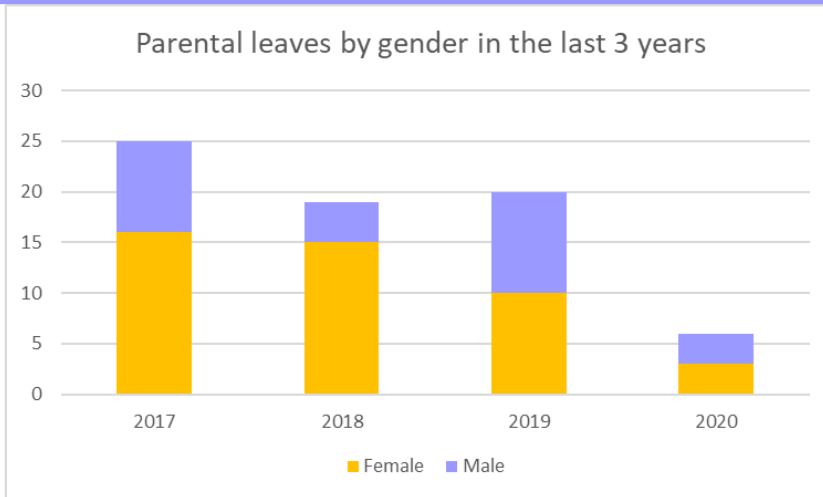


Figure 54. IRB HR current situation (part B)

### 3.6.2.2 *Institutional governance*

Regarding the **commitment to gender equality** and the institutional governance, the current status of the institution the policy and procedures are regulated by the IRB agreement “Convenio de Oficinas y despachos” CVE-DOGC-B-20038084-2020. Chapter VI, Equality. Articles 42-47 and la Ley Orgánica 3/2007, de 22 de marzo, para la igualdad efectiva de mujeres y hombres.

Since the foundation, the IRB has implemented measures designed to promote equal opportunities for men and women, based on a business culture where raising equality awareness has always been a prevalent theme. The first Equality plan was implemented from 2011 to 2016. To promote this mindset, IRB Barcelona created the Equality and Diversity Committee (EDC), with the aim to ensure that the ideal of excellence through inclusion is embedded in our institute and is currently formed by 11 IRB members.

The EDCs main mission is to develop a strategy through which promote and monitor equality and diversity issues and to provide support and guidance in the implementation of policies and action. In compliance with IRB Barcelona’s Equality and Diversity Plan 2017-19, the EDC is committed to promoting these values at IRB Barcelona. The committee is formed by members representing IRB Barcelona’s scientific community and Administration Department.

The committee meets formally every month. All the points and discussions developed during these meetings are summarized in the corresponding minutes that are stored with other documents generated by the EDC. Every year a summary of all the main actions developed in the EDC are recorded and sent to the IRB governance bodies and made available for all the employees of the IRB through the intranet.

In addition, in 2012 The IRB Barcelona approved the “*PROTOCOL FOR DEALING WITH, PREVENTING AND ERADICATING WORKPLACE HARASSMENT AT THE INSTITUTE FOR RESEARCH IN BIOMEDICINE (IRB BARCELONA)*”. This protocol was revised and updated in November 2018 and is available on the intranet, in the Health & Safety section, in both Spanish and English.

The CALIPER Project is a sign of commitment of IRB Barcelona.

In terms of **gender budgeting**, the IRB allocates some specific budget for the Equality and Diversity Committee (EDC). Other actions that also take into account the gender topic are supported and financed by the budget of the HR department.

In relation to the **gender disaggregated data**, the gender dimension is embedded in the data collection of the HR Department; all the quantitative data of the employees of the institute are disaggregated by gender and also by nationality. The human resources department keeps strict control of the existing personnel of the IRB. Once the employee/collaborator starts working at the IRB a profile of the employee is elaborated keeping track of essential information, including gender and nationality. This information is updated every month keeping control mechanisms such as payroll elaboration and the exit interview process. The information is kept in monthly updated files and the Institutes ERP tool.

Regarding **decision-making bodies** and gender equal representation, there is no specific policy on this matter. All the internal committees have diversity and female representation but the lack of female women in scientific leadership positions prevents several committees from being well-balanced.

In the sub-area of **gender equality policies/bodies**, IRB has a Gender Equality Plan. The latest Plan started on 2017 and was intended to have a duration of 3 years. The GEP is published on the IRB Barcelona Intranet. The Plan covers the following topics: Workforce distribution, Non-Discriminatory Languages, Training, Recruitment-Promotion-Development, Remuneration, Work-life Balance, Sexual Harassment, and Working Conditions. An external consultant specialized in gender was contracted to develop the GEP. The current plan has been extended until a new GEP is set in place through the actions of the CALIPER project. The

current GEP is available at the IRB Intranet. In addition, the IRB Barcelona has an established Gender Equality Body. The name of this body is the Equality and Diversity Committee. The EDC's main mission is to develop a strategy through which promote and monitor equality and diversity issues and to provide support and guidance in the implementation of policies and action plans. In compliance with IRB Barcelona's Equality and Diversity Plan, the EDC is committed to promoting these values at IRB Barcelona. The committee is formed by members representing IRB Barcelona's scientific community and Administration Department. Currently the EDC has a total of 11 Members.

The figures below depict the current situation.

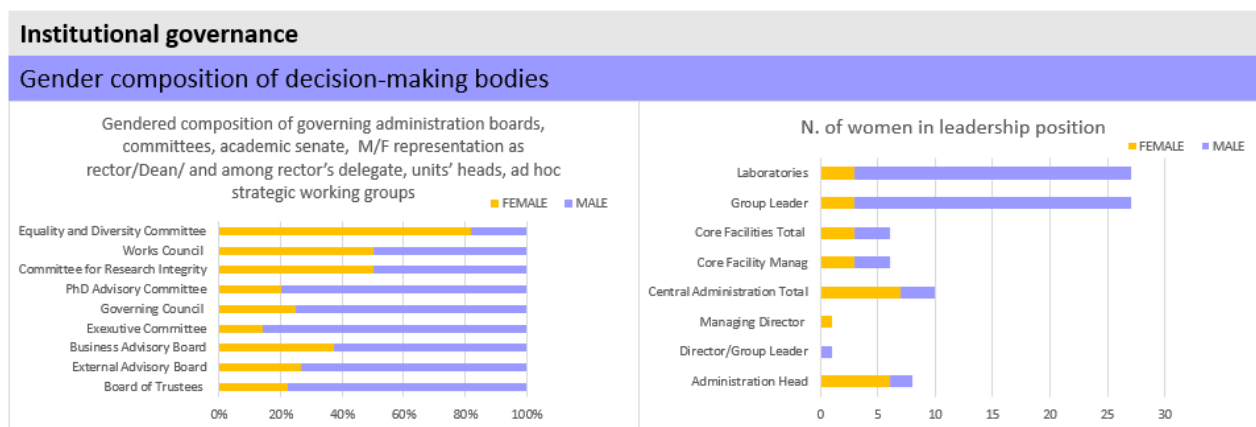


Figure 55. IRB Institutional governance current situation

### 3.6.2.3 Institutional communication

Regarding the **external and internal communication**, there are no concrete policies or guidelines that take into consideration gender sensitivity in internal/external communications. However, some concrete actions have been taken such as the organization of a seminar of inclusive language. The gender equality topic is becoming more and more present in the communications department; an effort is made to embrace diversity and gender equality. Although there is not any policy on that matter, it is taken into consideration. The importance of the gender sensitive language and policies on this matter should be approved and implemented at the institute. In addition of efforts to keep the website as a gender equal website in regards of images and the language used, the dedicate page addressing and referring to equality is the section of the Equality and Diversity Committee. This section of the website is included on the Organizational Boards and Committees glossary. The section provides a brief summary of the role of the committee and indicates the members and contact information. The website is the following <https://www.irbbarcelona.org/en/about-us/organization/boards>.

### 3.6.2.4 Research

In relation to the **research content** sub-area, no funds were allocated for specific gender studies over the last 3 years. There are no gender studies at the IRB. In addition, there are no policies/guidelines on the integration of the gender analysis into research. Although, some funding entities, Ethical Committees and scientific journals ask researchers and research teams to explain how the gender dimension is addressed in the grant/experiment/paper.

The figure below depicts the current situation.



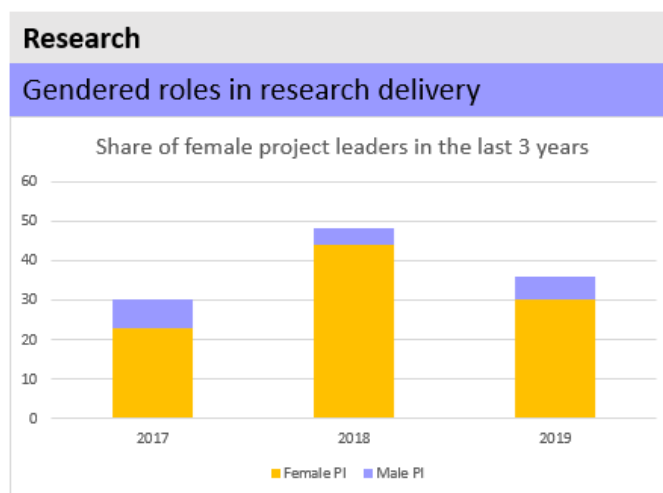


Figure 56. IRB Research current situation

### 3.6.2.5 *Student services*

Regarding student services and more specifically the sub-area of **gender sensitive/gender specific Information/guidance to prospective students**, at the IRB there is a balance between male/female at the Master and PhD students level so no initiatives to attract women are in place. Normal recruitment procedures following the guidelines explained on the human resources section are followed. HR department is in charge of imparting an induction programme to explain to new employees the rules, regulation, committees and protocols, among others, the ECD Committee and Health & Safety protocols. Academic officer/ HR provides support to the PhD students council and to the Postdoc council, included gender or psychosocial matters as well all the academic subjects. There are some initiatives, such as “Noies al lab or 100tifiques”, that contribute to give visibility to women in our research center and encourage young girls to STEM studies respectively. There are no initiatives aimed at counselling enrolled students with a gender sensitive approach.

### 3.6.2.6 *Teaching*

There are no guidelines/policies regarding the **gender dimension into curricula** and **gender sensitive teaching**. It is important to point out that even though “teaching” is addressed at some point at the institute, the nature of the Institute is Research and most of the politics and guidelines are addressed to this matter.

### 3.6.2.7 *Transfer to market - external relation - third mission*

About the presence of collaborative research projects with a gender dimension, recently, the calls for proposals for innovation projects have become aware about gender equality while some of them request for a gender balanced teamwork. In terms of gender sensitive actions on enhancing transfer to market results, IRB is not keeping track of the participation of women in transfer to market results as well as the evolution of the participation of women, which are important to identify any challenges.

The figure below depicts the current situation.



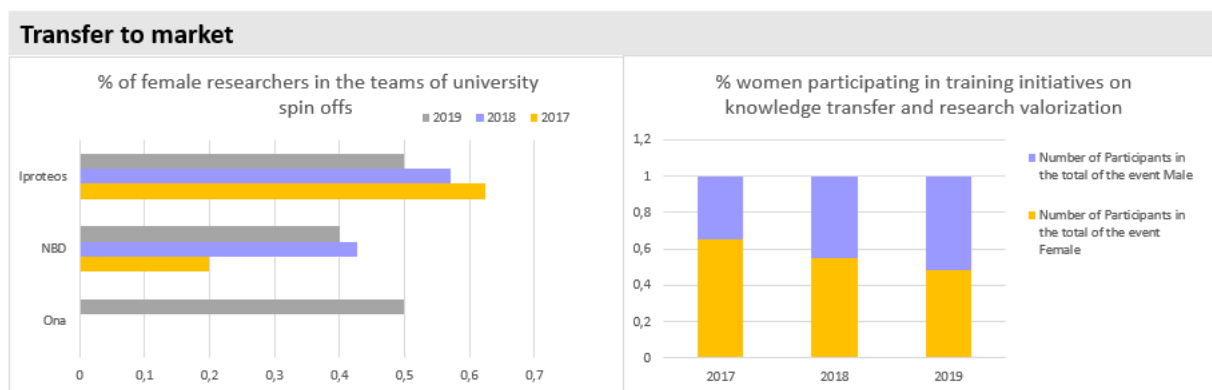


Figure 57: IRB transfer to market current situation

### 3.6.2.8 Gender/sexual harassment

The IRB follows national policies and procedures established by the Spanish law and also regulated by agreement CVE-DOGC-B-20038084-2020. Article 44 Protocol for the prevention and tackling of sexual and sex-based harassment. The IRB Barcelona approved a protocol on 2012, PROTOCOL FOR DEALING WITH, PREVENTING AND ERADICATING WORKPLACE HARASSMENT AT THE INSTITUTE FOR RESEARCH IN BIOMEDICINE (IRB BARCELONA). This protocol was revised and updated in November 2018 and is available on the intranet, in the Health & Safety section, in both Spanish and English. The protocol includes detection, prevention and intervention against harassment of all kind (work, psychological, and sexual). This protocol is available through the intranet, and all employees are informed at different levels while new employees are informed about it. An evaluation of psychosocial risks was performed in 2018, and it included some questions to detect sexual harassment. The protocol describes and defines which are the different representatives or departments to contact in case of harassment or to ask for help or counselling. IRB Barcelona also has an agreement with external psychologists with special prices for IRB Barcelona employees. There is limited data to the topic.

### 3.6.2.9 Intersectionality

From its beginning, the EDC has put into place different actions intended to encourage and support young scientist (PhD and postdocs) to develop their scientific career, taking into consideration gender in a binary perspective (men and women). With the experience gained through the last years the EDC is evolving to a broader vision of equality in which intersectionality is considered as a way of taking into account other aspects that influence gender equality. Thus, starting in 2019 actions envisioned to include intersectional LGBTQ+ issues in the scientific community have been put into consideration through the support of the EDC in order to contribute to a more involvement of this community in scientific research. Other actions regarding disabilities will be also considered with the contribution of the HR Department.

### 3.6.3 Assets and points worth of attention

The IRB has set measures and protocols for **recruitment**, but according to survey responders, it is not well known among the scientific community. In the sub-area of **career progression**, no gender sensitive protocols are set in place. In the sub-area of **career retention**, most of the employees leave because the specific time frame of their contracts but there are no indications about gender related issues in the exit survey that employees need to fill out before their leave. In the sub-area of work-life balance, it is clear that despite the fact that the institution follows the national laws and regulations, internal policies are much needed to



balance the situation for their employees and students. Overall, IRB relies on national laws and regulations, while a clear institutional plan and policy is highly recommended.

At IRB, the main challenges on **institutional governance** lay on the **decision-making bodies** and the lack of specific policies for gender equal representation. A clear policy would benefit this area. In relation to the **decision-making bodies**, there is a lack of female participants in the IRB decision-making bodies because of the lack of female PI. Female PIs are encouraged to participate on decision-making bodies, but they are so few (2/27) that their representation ratio is very low. In addition, there is a challenge female PIs face when combining their professional career with their family, especially when facing early maternity period. At the IRB committees take diversity into account, the balance is pursued but it never reaches 50% due to the lack of female PIs of the center. It is important to point out that due to the emergence of gender balance issues and the idea of “having women involved”, the few women available carry a huge burden and are overloaded.

The gender equality topic is very important in the **institutional communication** and it is always a work in progress. More visibility of the actions related to gender equality should be given, especially on institutional web/intranet. As a department, a training session on gender sensitive-inclusive language was implemented giving a few good recommendations, but the department still lacks practice on that. There are no defined guidelines nor protocols on the use of gender sensitive language in administrative communication. Efforts are made to maintain languages and communication material as gender neutral as possible.

There is limited data regarding **research** in IRB, thus challenges are not clear while there is clearly a need for a certain policy regarding the integration of gender dimension in research as the need is expressed through the interviews.

In regard to the **student services**, there are some initiatives that contribute to give visibility to women in the IRB research center and encourage young girls to STEM studies respectively. However, these initiatives are not promoted by the institution as much as they should be. At the same time, there are no initiatives aimed at counselling enrolled students with a gender sensitive approach.

In addition, there is lack of awareness regarding the **gender dimension into curricula** and **gender sensitive teaching**.

Through the focus groups and interviews, it became clear that the follow-up of harassment cases is uncertain, and who you can talk to. The IRB should better inform the employees on which support is given to cope with **sexual harassment** cases. The participants are not sure neither on what is considered sexual harassment nor gender offense, power abuse, etc. It is highlighted that there are some offensive behaviors from men that are normalized or ignored to avoid eventual major conflicts. There is a clear need for a proper mechanism to tackle and combat gender/sexual harassment at IRB as well as better information and training of the staff, employees and everyone in the institution.

IRB is putting efforts to **transfer research results into market** but currently it has not set up a system to measure and monitor gender related aspects. At the moment, 3 out of the 6 spin-off created in the IRB Barcelona have a female CEO. However, the number of female researchers in the teams of university spin offs are less than males.

Finally, there is a little knowledge of what **intersectionality** is, thus raising awareness about the topic of intersectionality among the members of IRB with specific training and communication campaigns would be beneficial.



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### 3.7 Executive Unit for Higher Education, Research, Development and Innovation Funding in Romania (RFO)

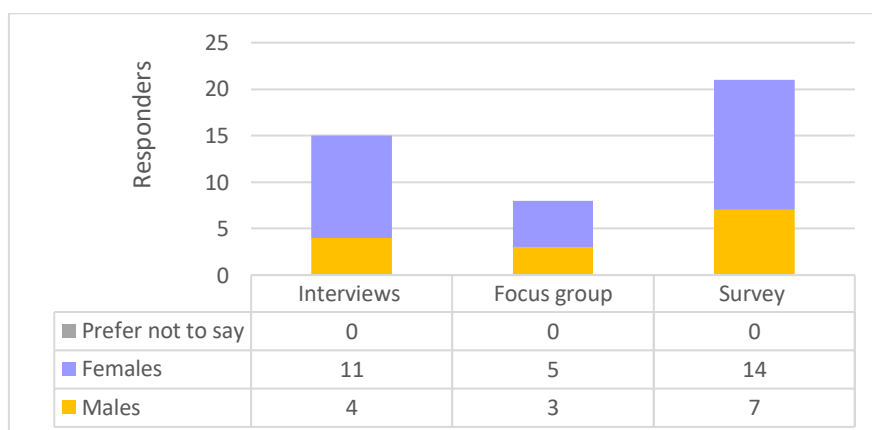
The internal assessment of the Executive Unit for Higher Education, Research, Development and Innovation Funding in Romania (UEFISCDI) that follows, stems from qualitative and quantitative data. They have been collected by the institution researchers, through desk research and policy analysis, interviews, surveys and focus groups.

#### 3.7.1 The data validation

##### The data collection process

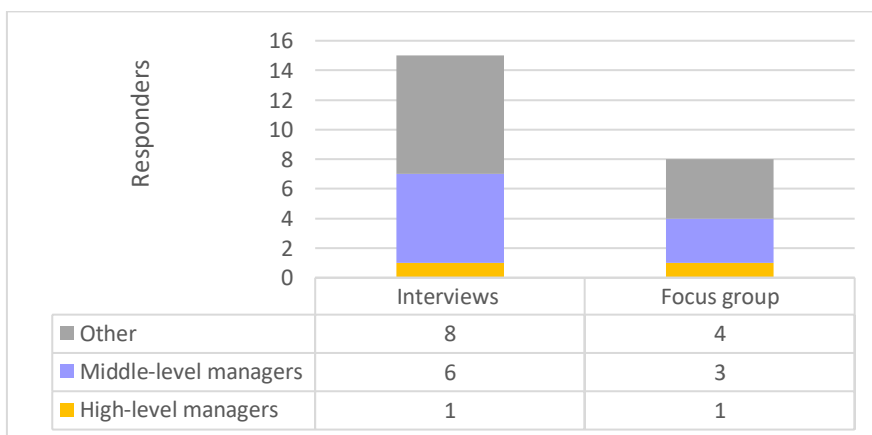
The process of data collection focused on gathering both qualitative and quantitative data, as they are complementary in nature and present different advantages for a researcher. The data covered as many categories of employers as possible so that the analysis could include a large spectrum of answers. The objective of this data collection was to ensure that the gathered information was rich and reliable for our analysis so that data-driven hypothesis could be elaborated after its results. The UEFISCDI employees were very open to the idea of the project and showed support to the implementing team by providing precise and complete answers, according to their professional experience.

##### Source of data



*Figure 58. UEFISCDI responders gender distribution*

As for the professional profile of the responders, both high and middle-level managers took part in the interviews, while some middle-level managers participated at the focus groups.



*Figure 59. UEFISCDI interviews and focus group responders' position in the organisation*



The survey has been mainly completed by Full professors, staff of administrative offices and other offices. A small percentage of responses is comprised by researchers and heads of department etc.

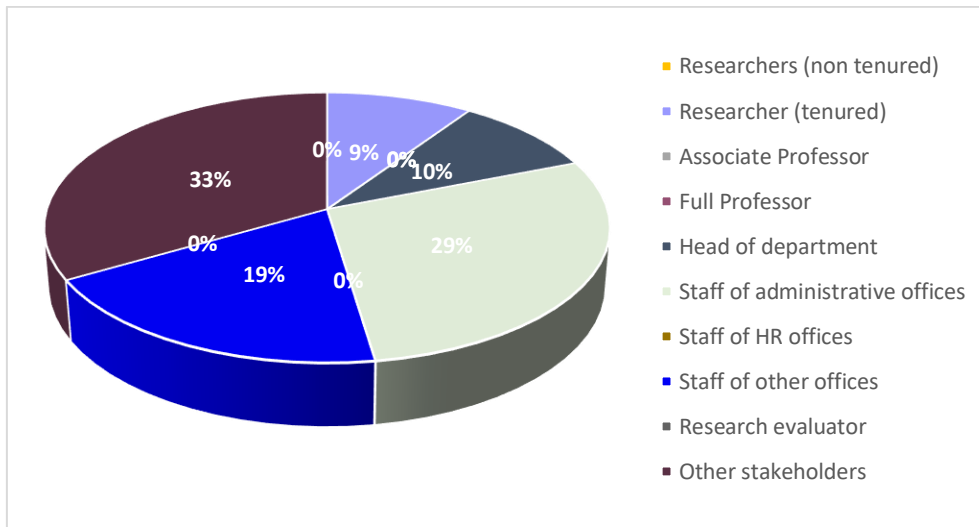


Figure 60. UEFISCDI survey responders' position in the organisation

### 3.7.2 Internal assessment analysis of the activity/service areas

#### 3.7.2.1 Human resources

In terms of **recruitment** policies, the expert selection activities take into account the non-discrimination principle as the selection process will not allow / encourage discrimination of sex, nationality, ethnicity or religion. This is extracted from the Order approving Operational Procedure for external expert selection in the projects team, Code: PO-01, UEFISCDI. When it comes to the **career progression**, the recruitment and promotion procedures are based on merit, the competitions are public and transparent, while the rules for progress in the public system are very clear – they are the established by the legislation for public servants – and this did not take into account gender. According to the bureaucratic rules, the recruitment is realized based on a transparent selection process. In UEFISCDI, women are over-represented both at management and experts' level.

In relation to the sub-area of **work-life balance**, for maternity/paternity leave, UEFISCDI is acting in line with the legislation and respects the decisions of the parents related to the period chosen for maternity leave (maximum 2 years). According to the focus groups, the organization culture allows work-life balance and the care for the employee is a top management priority. Of course, the tasks should be completed by each employee according to the requirements of his/her position, but employees can work from home if there is a special situation, people working on projects have part-time options, pregnant women are supported to adapt their programme according to their needs and in case of family issues of an employee all colleagues supports the fulfilment of his/her tasks. All these are part of the organizational culture. All the employees considered that the measures have/will have a positive impact in their professional and personal life. All the employees used the teleworking / remote working (especially during the restriction period due to the covid-19 pandemic). Other measures that were frequently used were part time jobs and maternity/paternity leave.

With regards to the **policies on equal pay**, based on an analysis of the payments in the international projects, the equal pay principle is respected. For the same position in a project, there are same hour rates for both women and men. As in the entire public system, the salaries are legally established and this does not take



gender into consideration. However, institutionally for same position and same experience salaries are the same.

The figures below depict the current situation.

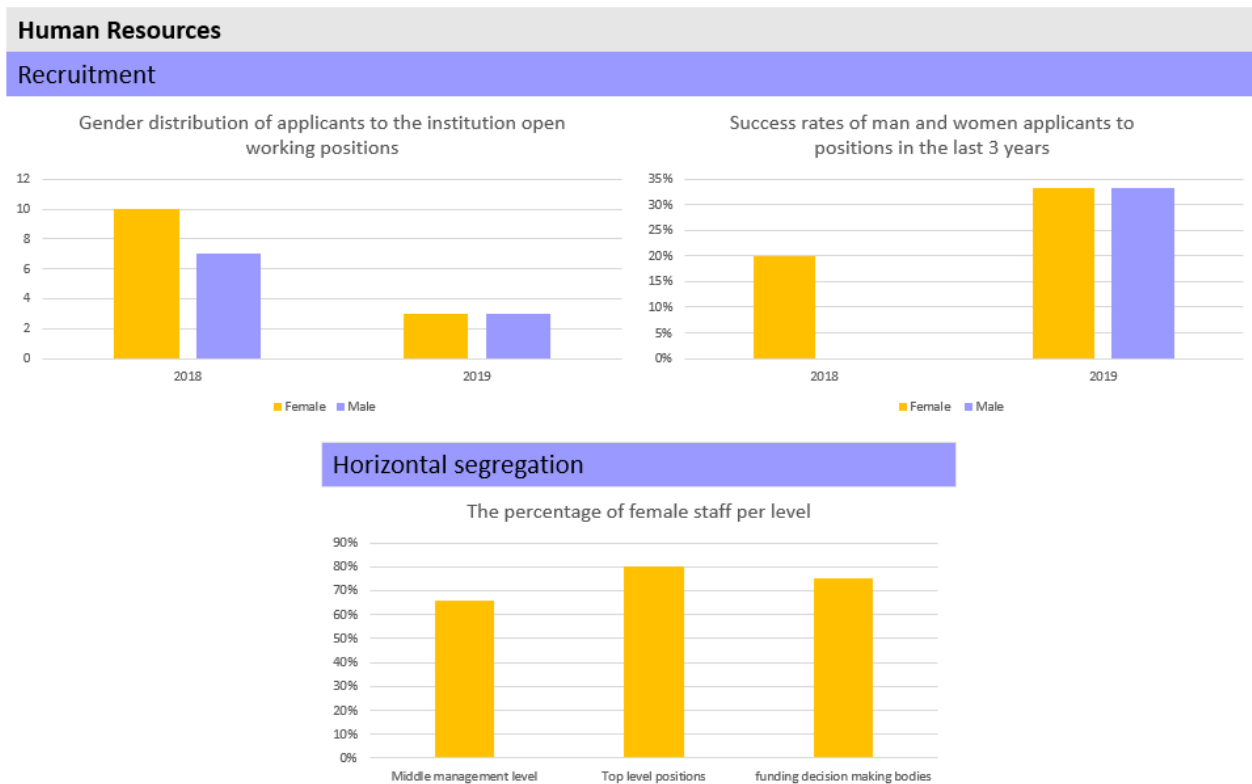


Figure 61. UEFISCDI HR current situation

### 3.7.2.2 Institutional governance

The current status regarding the sub-area of **commitment to gender equality** is that gender equality is one of the fourth principles of UEFISCDI's work: *equal opportunities and performance: through dialogue, transparency and visibility of results, we ensure equal opportunities for performance funding regardless of age, gender, institutional and geographical affiliation. Projects are funded solely on a competitive basis.* Gender equality is part of the organizational values and cultures. Some dimensions of the concept are mentioned in the Code of Ethics: condemnation of sexual harassment. While there is this commitment, there is no evaluation/monitoring process on gender equality in place as well as the existence of gender-sensitive budgeting. When it comes to gender disaggregated data, the gender dimension is included among the data collected for the projects financed. There are statistics related to the gender of the project leader for each of the funding calls coordinated.

The interviews revealed that fostering **gender balance in decision making** is part of the organizational culture. At institutional level there are no mentoring programmes, but all the employees are allowed to access all the trainings held at internal level or different training opportunities from partners or external collaborators.

There is no Gender Equality Plan nor a Gender Equality Body.

The figures below depict the current situation.



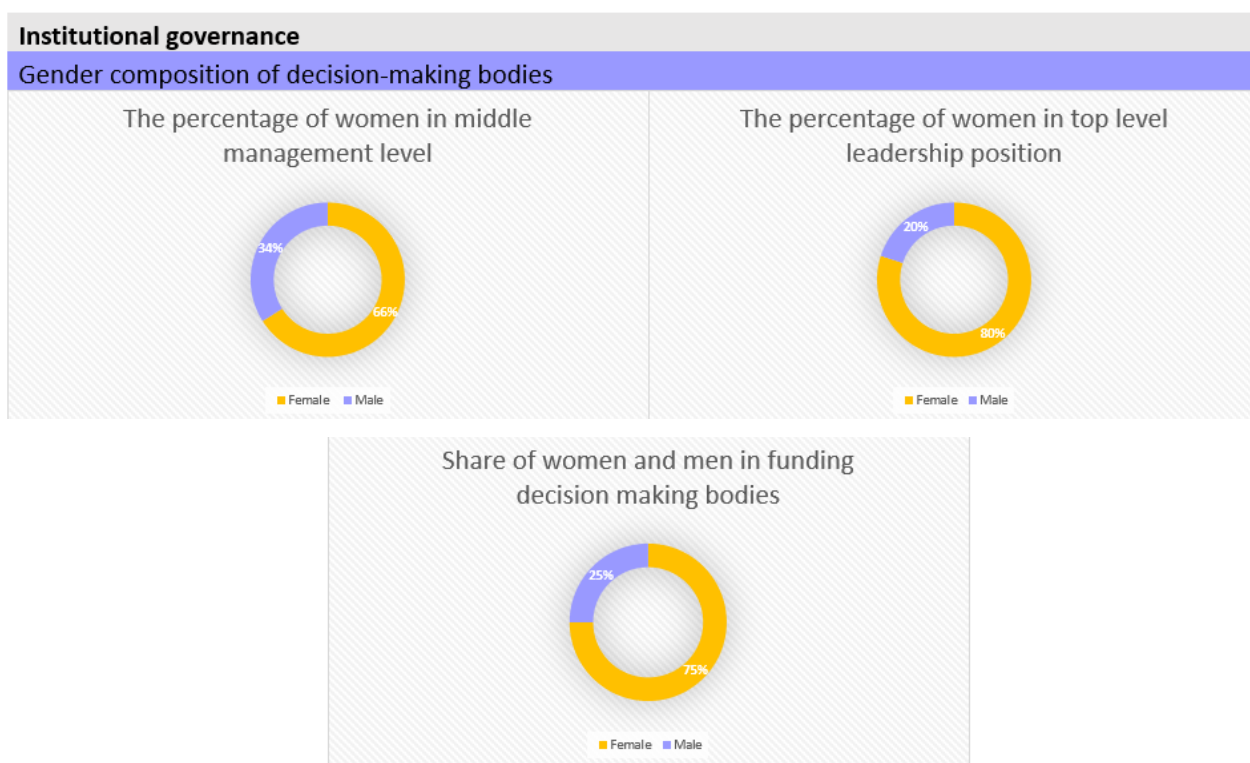


Figure 62. UEFISCDI Institutional governance current situation

### 3.7.2.3 Institutional communication

For the **external communication** of UEFISCDI, the general institutional website and other printed tools assures the representations of both women and men and promote diversity. Women are portrayed as active players in science in the visuals and texts. The overall communication including the social media pages reflects the diversity. The institutional social media promote gender equality through visuals. All the visuals including graphics representing people include both men in women. Another dimension is by sharing links to relevant initiatives promoting women – ex. The competition „For Women in Science” organized by L’Oreal and UNESCO. Gender equality is mentioned as a principle on the page Institutional Presentation: *equal opportunities and performance: through dialogue, transparency and visibility of results, we ensure equal opportunities for performance funding regardless of age, gender, institutional and geographical affiliation.*

Communication activities promoting women are included in the texts of the funding calls where is mention that for each project, the project leader should assure gender balanced in the project team. In addition, activities promoting women are conducted by sharing links to relevant initiatives promoting women – ex. The competition „For Women in Science” organized by L’Oreal and UNESCO. In the communication, gender stereotypes in science are avoided and women are portrayed as active players in science in our visuals and texts. There are some articles and photos promoting women - e.g. an article promoting the LOREAL programme for women in science or pictures promoting the results competitions where there are mixt team composed by a woman and a man, both researchers.

In relation to the **internal communication** of UEFISCDI, currently, there are no guidelines/protocols on gender sensitive nonbiased communication/language use. Gender sensitive language is used informally – according to the level of knowledge and awareness of the staff member. UEFISCDI does not have guidelines or protocols of gender sensitive communication, but the members are aware of the international recommendations relating to gender inclusive language.



### 3.7.2.4 *Research funding*

There is no fund for specific programs on gender studies in the last 3 years. There are, under the Human resources dimension, call texts which allow projects for social sciences and humanities where projects on gender topics can be submitted. In addition, there are guidelines on the integration of the gender analysis into research; the call texts mention that in developing and implementing the project, project managers must take all measures to promote equal opportunities for men and women and to have gender balanced teams, but there is no specific legislation and the guidelines are not provided in the data.

The figures below depict the current situation.

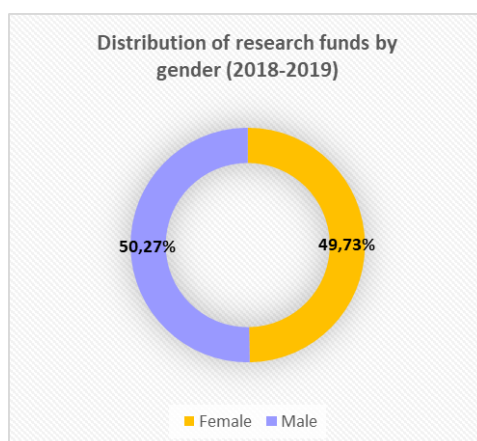


Figure 63. UEFISCDI Research funding current situation

### 3.7.2.5 *Gender/sexual harassment*

UEFISCDI follows the Code of Ethics mentions in Article 17: „It is considered a deviation from the Code of Ethics and is sanctioned according to the legislation in force the following: (...) m) sexual harassment”. The institution acts according to the law and to the Code of conduct/ethics, sanctioning any attempt of sexual harassment. No cases of gender/sexual harassment have been reported, thus no counselling for gender-based offences and harassment has been conducted.

### 3.7.2.6 *Intersectionality*

Inside the organisation gender equality is correlated with non-discrimination and ethics and it is part of the organizational culture. Looking at the projects funded and at the organizational culture, gender is taken into consideration in relation with age, ethnicity, all these being part of the non-discriminatory policy promoted.

## 3.7.3 Assets and points worth of attention

There is a clear commitment to gender equality in UEFISCDI, while the participation of women in decision making bodies is encouraged. At the same time, there is no evaluation/monitoring process on gender equality in place as well as the existence of gender-sensitive budgeting. It is identified that there are no mentoring programmes at institutional level. While the UEFISCDI is quite advanced in this specific area of **institutional governance** (66% women in middle management level, 80% women in top level leadership position). UEFISCDI employees seem satisfied about the **work-life balance** measures and policies. In relation to **work-life balance**, parental leaves have been taken mainly by females and currently there are no data on part time/flexible hours arrangements, tele-working positions, career breaks and drop-outs in by gender. With regards to the **policies on equal pay**, the salaries are legally established, and this does not take gender into consideration.



UEFISCDI is taking **external and internal communication** seriously, internal communication can be improved as there are no guidelines or protocols on gender sensitive language and non-biased communication and as a result employees rely on their level of knowledge in using gender sensitive language. At the same time, there is no reporting mechanism to report gender biased language.

In the area of **research funding**, there is no provision about the integration of the gender analysis into research or/and in funding programmes.

No cases are reported to the UEFISCDI in regard to **gender/sexual harassment**. The institution lacks a specific mechanism to report and tackle the cases as it mainly relies on the Code of Ethics and its sanctioning measures.

Finally, about the **intersectional** approach, overall, it was found that is a strong need of having an incremental and active learning on gender issues and that a successful initiative of promoting gender equality would need to encompass various measures including also changing people's perception of the role of women and men, promoting non-discrimination and acting on various layers: texts, videos, and internal policies.

### 3.7.4 References

- Code of Ethics – internal document
- Order approving Operational Procedure for external expert selection in the projects team, Code: PO-01, UEFISCDI
- Programmes of National Plan for RDI III coordinated by UEFISCDI. (2020). Retrieved from <https://uefiscdi.gov.ro/programe-pncdi-iii-coordonate-de-uefiscdi>
- UEFISCDI. Constitutive documents. (n.d.). Retrieved from <https://uefiscdi.gov.ro/documente-constitutive>
- UEFISCDI Institutional presentation. (2020). Retrieved from <https://uefiscdi.ro/prezentare-institutionala>
- UEFISCDI website. (2020). Retrieved from <https://uefiscdi.gov.ro/>



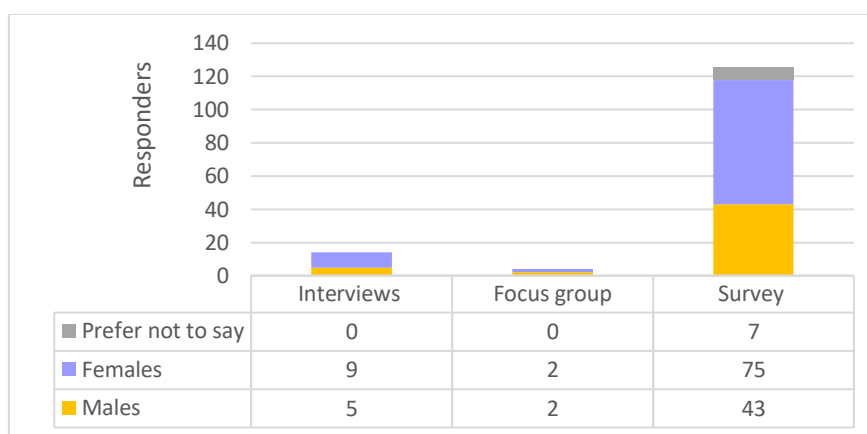
### 3.8 Yasar University (RPO)

The internal assessment of the Yasar University (YU) that follows, stems from qualitative and quantitative data. They have been collected by the institution researchers, through desk research and policy analysis, interviews, surveys and focus groups.

#### 3.8.1 The data validation

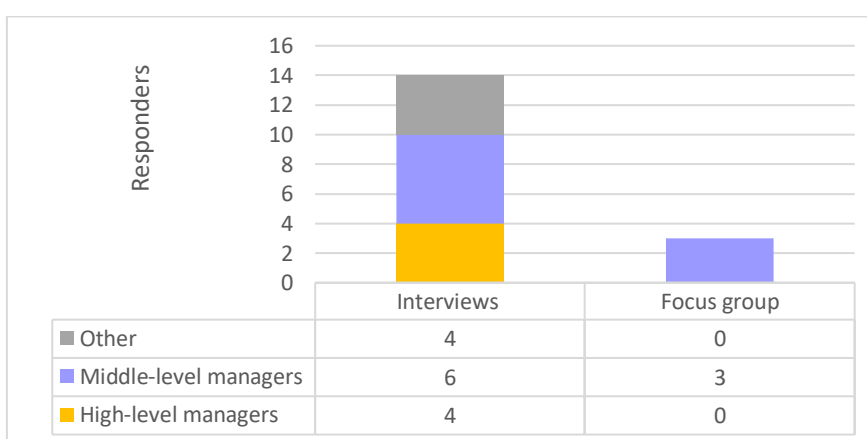
##### Source of data

The internal assessment analysis stems from qualitative and quantitative data that have been collected through desk research (see references), focus groups, interviews and surveys. The graphs below depict the stakeholders who participated in such research activities.



*Figure 64. YU responders gender distribution*

As for the professional profile of the responders, both high and middle-level managers took part in the interviews, while some middle-level managers participated at the focus groups.



*Figure 65. YU interviews and focus group responders' position in the organisation*

The survey has been mainly completed by staff of administrative offices, Associate Professors and Researchers. A small percentage of responses is comprised by Full professors, Research evaluators and staff of other offices as well as staff of HR offices.



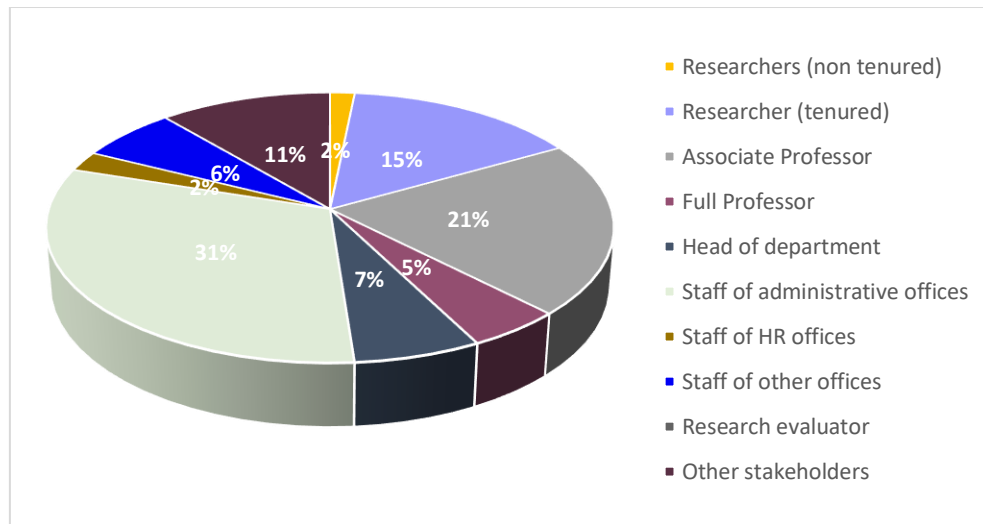


Figure 66. YU survey responders' position in the organisation

### 3.8.2 Internal assessment analysis of the activity/service areas

#### 3.8.2.1 Human resources

Starting from the sub-area of **recruitment** and the current status, there are articles to prevent gender bias in recruitment in Turkish Labour Law (No: 8425). "The principle of equal treatment" (article 5) of the Labour Law states that *"No discrimination based on language, race, color, gender, disability, political thought, philosophical belief, religion and sect and similar reasons can be made in the labour relationship....Unless the biological reasons or characteristics of the work require, the employer cannot make any direct or indirect treatment to a worker in the conditions of the employment contract, its implementation and termination due to gender or pregnancy. For a work of the same or equal value, lower wages cannot be agreed due to gender. The application of special protective provisions due to the gender of the worker does not justify the implementation of a lower wage."*<sup>16</sup> Besides the Labour Law mentioned above, at Yaşar University level, there are no gender sensitive recruitment protocols/policies or any policies to prevent gender bias either academic or administrative level recruitment. However, there is the "Administrative Staff Recruitment Procedures and Principles"<sup>17</sup> document which lists the objective promotion criteria and it mentions (article 5, b) "equal opportunity" in "promotions and appointments", however, there is no similar article in the academic staff recruitment procedures.

**Recruitment** and hiring are done based on the principles set out in the document for procedures and principles of academic and administrative staff regardless of gender. During the recruitment process, competence and expertise of the candidates are considered. According to the interviews with the Human resources department, it also encourages gender-sensitive recruitment processes by referring female candidates to units which are male-dominated or whose managers primarily prefer male candidates. They believe that *"it would be beneficial to provide gender equality-based recruitment and career advancement training to unit directorates" in order to only focus on the knowledge, skills and experiences of the candidates as opposed to their gender."*

<sup>16</sup> Turkish Labour Law (No: 8425): <https://www.mevzuat.gov.tr/MevzuatMetin/1.5.4857.pdf>

<sup>17</sup> Administrative Staff Recruitment Procedures and Principles <https://www.yasar.edu.tr/you-files/yonetmelik-yonerge/tr/67873749545537643618.pdf> and <https://www.yasar.edu.tr/you-files/uygulama-esaslari/tr/%C4%B0dari%20Personel%20%C4%B0stihdam%20Usul%20ve%20Esaslar%C4%B1.pdf>





In terms of the career breaks evaluation, under the Turkish Labor Law, staff members are entitled to paid maternity leave and they also can obtain permits to take care of a family member with health problems. Paid maternity leave is 16 weeks, employees can take up to 6 months of unpaid leave following end of the paid leave. Accumulated leaves are used for family member care or unpaid leave can be obtained. The written request is forwarded to the managers and evaluated. The unit considers the workload during the absence of the employee. Such requests are never rejected by the management.

In relation to the sub-area of the **career progression**, there are no specific procedures. Career planning is made by unit managers and their top managers. These are not written and static. The priority is merit, competence and seniority. Gender-based evaluation is not done to support career progression of the underrepresented gender at the institutional level and there are no soft quotas, targets or female professorships positions.

With regards to the sub-area of **retention**, there are no fixed mechanism/measures to retain female/and male scholars to fields where they are underrepresented in YU. According to the statistics, resignation is the first reason for leaving the institution. Among the sub-breakdowns of these, there are reasons such as career opportunities abroad, career opportunities in a different city, spouse related leaves, changing cities for the educational futures of children, transition to state universities. Resignation due to marriage is in the first place in female employees. This is an opportunity provided by Turkish Labor Law. A female employee can terminate her contract within the first year of marriage. Following resignation for this reason, the employee can receive severance payment. In general, there are also resignations for reasons such as childcare and elderly care.

In the sub-area of **work-life balance**, the provisions of Labor Law No. 4857 are applied to academic and administrative staff in terms of employee rights, annual leave, other legal leaves and excuse leaves. The university aims to improve the work-life balance and reconciliation of work and family life. Staff members are entitled to the rights and privileges stated in the Turkish Labour Law. The working life is regulated according to the "Academic Staff Employment and Evaluation Directive"<sup>18</sup> and "Administrative Staff Employment Procedures and Principles"<sup>19</sup>. The HR department states that the University is "*among the exemplary institutions in terms of work-life balance. We are providing the staff members with opportunities to have various types of leaves. We introduced flexible working and teleworking opportunities for staff members during the covid-19 pandemic.*"

In the sub-area of **well-being**, the policies on equal pay, the university has a wage scale in which indicators such as education, work experience and competencies are used. Fees are determined according to qualifications, not gender and according to the provisions of Labor Law<sup>20</sup>.

The figures below depict the current situation.

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<sup>18</sup> Academic Staff Employment and Evaluation Directive: <https://www.yasar.edu.tr/you-files/yonetmelik-yonerge/tr/67873749545537643618.pdf>

<sup>19</sup> Administrative Staff Employment Procedures and Principles: <https://www.yasar.edu.tr/you-files/uygulama-esaslari/tr/%C4%B0dari%20Personel%20%C4%B0stihdam%20Usul%20ve%20Esaslar%C4%B1.pdf>

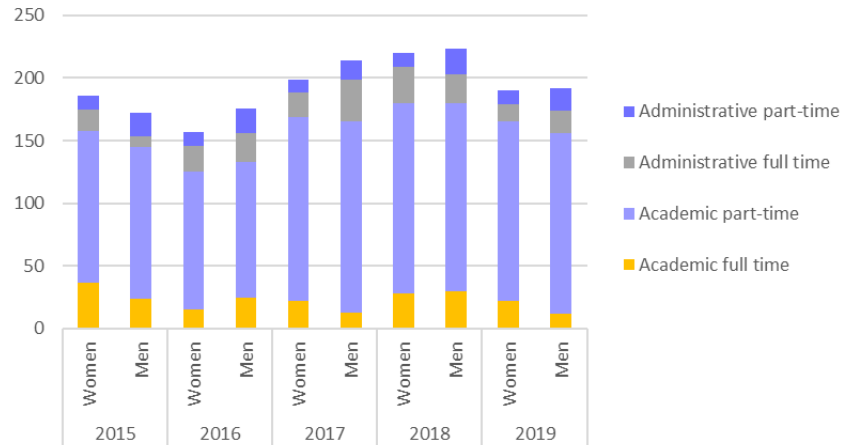
<sup>20</sup> ARTICLE 24 - (1) The provisions of Labor Law No. 4857 are applied to academic staff in terms of their salary rights. The determined monthly fees are valid for one year and the increase rates to be made are approved by the Board of Trustees. <https://www.yasar.edu.tr/you-files/yonetmelik-yonerge/tr/67873749545537643618.pdf>



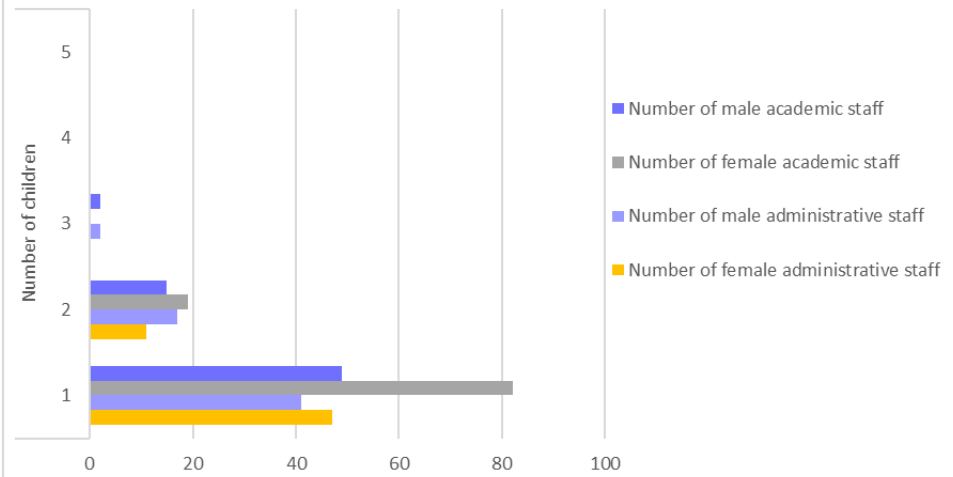
# Human Resources

## Recruitment

Success rates of men and women applicants to positions in the last 5 years



Number of children of staff and academic members



Sex ratio on type of contract for academics

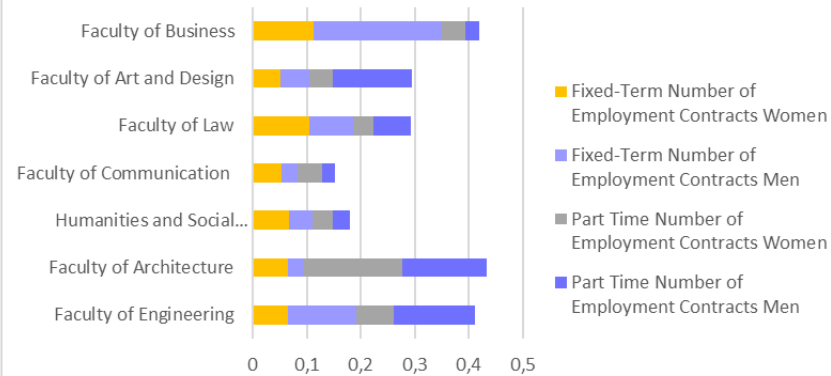
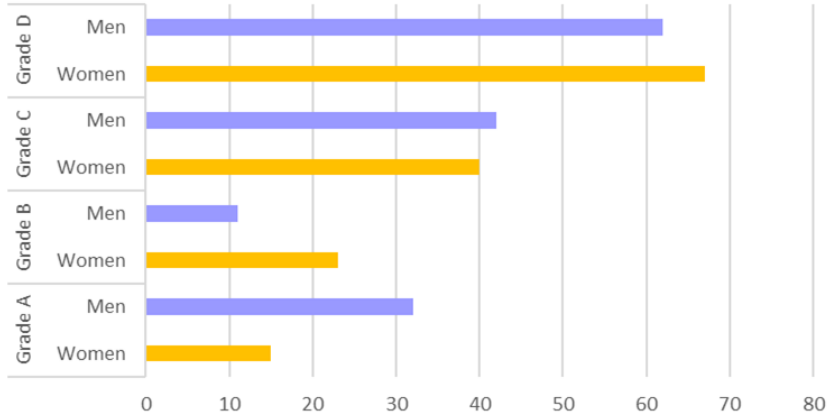


Figure 67. YU HR current situation (part A)

# Human Resources

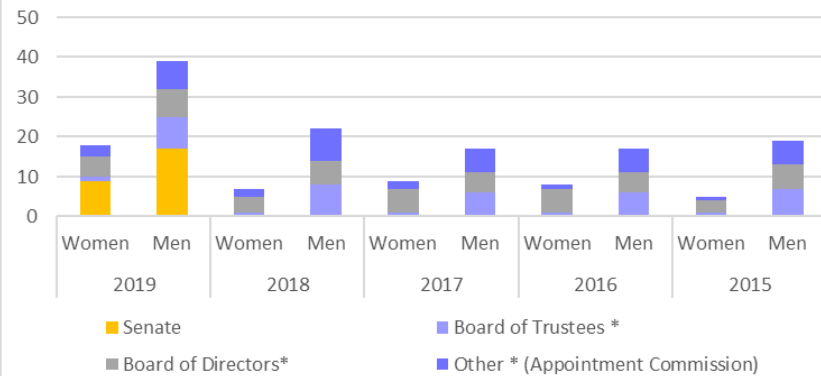
## Vertical segregation

Glass Ceiling Index calculated for the last 3 years



## Recruiting and promotion panels/boards

Average distribution of gender in recruitment or promotion boards/panels in the last 5 years



## Horizontal segregation

Gender distribution of administrative and academic staff per scientific fields and level

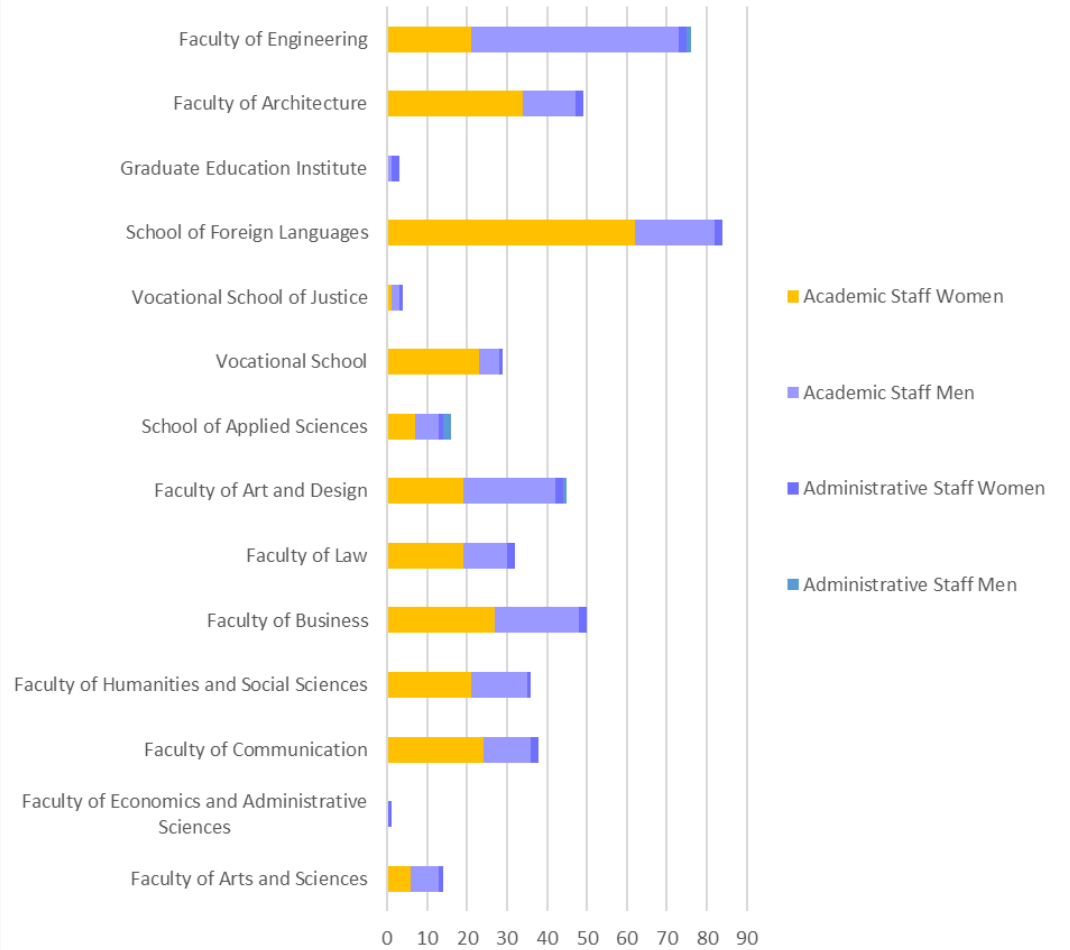
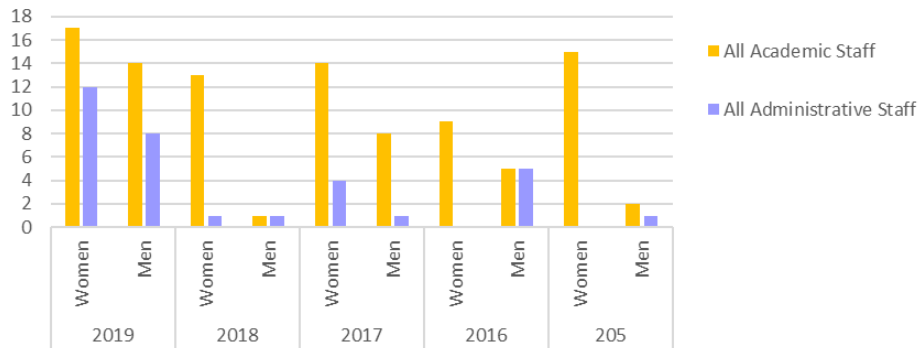


Figure 68. YU HR current situation (part B)

## Human Resources

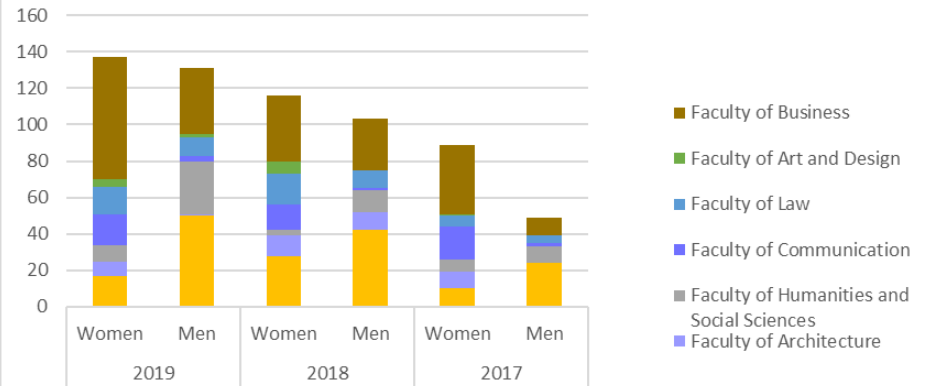
### Career progression

Number of women and men having achieved promotion in the last 5 years, both at the academic and administrative levels



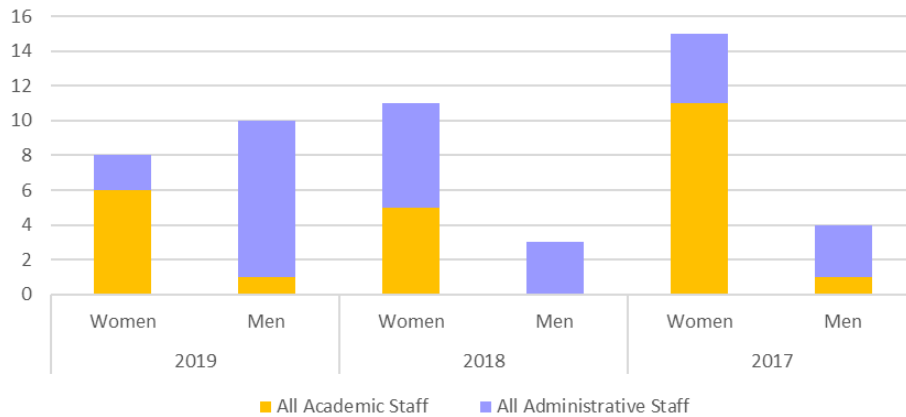
### Remuneration

Number and amount of rewards or additional remuneration by gender in the last 3 years



### Work-life balance

Parental leaves by gender in the last 3 years



Female career breaks and drop-outs in the last 5 years

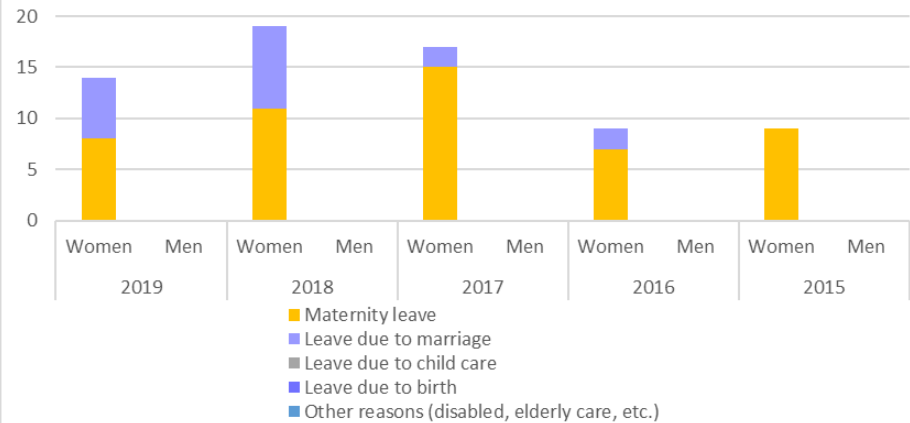


Figure 69. YU HR current situation (part C)

### 3.8.2.2 *Institutional governance*

YU does not have a specific program for **gender mainstreaming/gender equality**. However, the institution strongly encourages and supports academic research and publications regarding women's situation in Turkey, women's rights, employment of women, and violence against women.

There are two specific documents, which refer to gender equality in parts.; the Academic Integrity Policy<sup>21</sup> of the institution states that *"The University empowers all members and candidates, regardless of color, national origin, religion, gender, physical or mental disability, health status, marital status, age or citizenship, and does not allow discrimination or harassment"*; and Article 3 of The Social Media Procedures and Principles<sup>22</sup> document states that *"in social media accounts, posts about social events are made in line with the principles and values of Yaşar University. Expressions, voices and visuals that degrade, humiliate or target any person, institution, belief, race, gender, culture cannot be used/included."*

Since the institution adopts unity and equality as its main values many activities, seminars, projects and exhibitions are organized by the University in order to address the problems women face and promote gender equality. Over 50 articles have been published in the Journal of Yasar University regarding women's rights, gender issues and gender equality<sup>23</sup>. Positive developments regarding gender equality at the institutional level are the (1) newly established gender studies/women's studies center and (2) the inclusion of gender equality in the strategic plan for 2021-2027.

In terms of **gender disaggregated data**, YU does not have a specific program, measures, procedures or tools for data collection on gender equality.

In relation to the sub-area of **decision-making**, the academic units, 3 out of 9 deans, 8 out of 11 vice-deans and 25 out of the 47 department heads are women. At the administrative level, 8 out of 21 directors and one deputy secretary are women. Although women are represented at the mid-level management and decision-making, there is a need for more women in top level decision-making positions.

YU does not have a **Gender Equality Plan** in place. There is no Gender Studies center at the university. The plan to establish such a center was accepted by the board of trustees and sent to Turkish Council of Higher Education for approval. The first working group of the university for gender was established by early 2020 within the scope of the CALIPER project. Gender is quite important to any research carried out in the academic field within the university. The consensus is that gender equality plays a major role in the daily lives of both men and women, in terms of the way they interact with the public, law, politics and the economy. YU plans to issue a gender contract (binding) and add it to the strategic plan with these objectives: incentives in publications, establishment of a unit, and tools to the goal. This will be achieved with the help of Center for Women and Gender Studies which was approved to be opened next academic term.

The figures below depict the current situation.

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<sup>21</sup> The Academic Integrity Policy (<https://www.yasar.edu.tr/file/2018/12/yu-akademik-durustluk-metni.pdf>)

<sup>22</sup> The Social Media Procedures and Principles document (<https://www.yasar.edu.tr/yu-files/uygulama-esaslari/tr/Sosyal%20Medya%20Kullan%C4%B1m%C4%B1%20Usul%20ve%20Esaslar%C4%B1.pdf>)

<sup>23</sup> Journal of Yasar University: (<https://dergipark.org.tr/en/pub/jyasar/archive>)

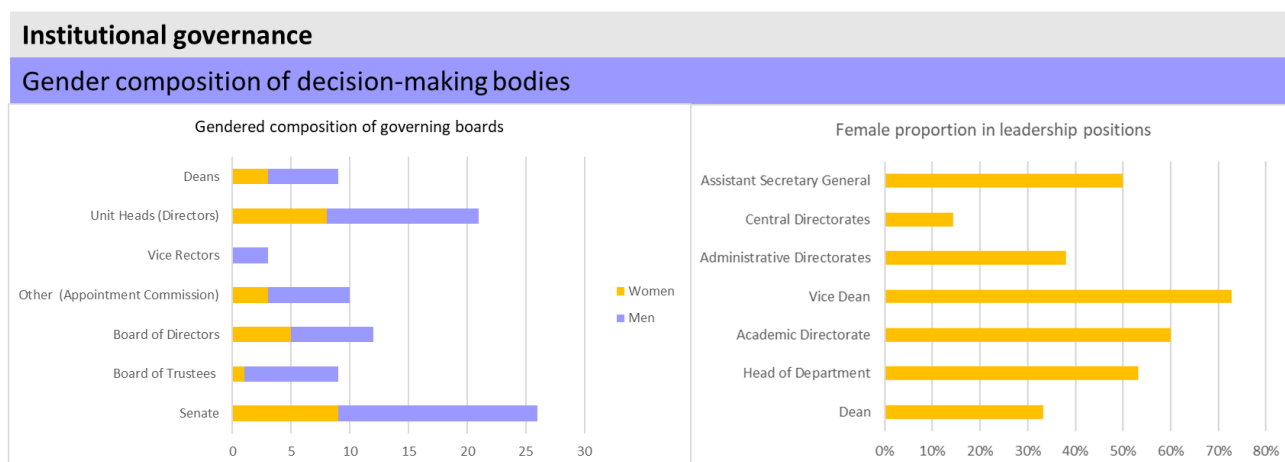


Figure 70. YU Institutional governance current situation

### 3.8.2.3 Institutional communication

Regarding the **external institutional communication**, gender sensitivity of general institution website and other printed publications was analysed. The following results are presented below:

- <https://ir.yasar.edu.tr/> there is male density in the images.
- <https://feng.yasar.edu.tr/> no sexist language/ neutral language
- <https://aday.yasar.edu.tr/> gender sensitivity in student images
- <https://www.yasar.edu.tr/kampuste-yasam/> Gender distribution in images is proportional, there is a balance between women/men/gender non-conforming people
- <https://spor.yasar.edu.tr> Women athletes are more visible.

Neither gender studies nor gender related research are featured on the university's website. YU has a wide range of services and policies, which are designed to make sure employees are treated with utmost respect and in a fair manner. Below are some policies and services that have relevance to the equality policy;

- Employment of disabled personnel
- Harassment and bullying policy
- Flexible working hours to accommodate different religious engagement
- Supportive and family friendly policies

There is no dedicated webpage for gender equality.

Social Media Procedures and Principles Document of the university is one of the main institutional documents that refers to gender. Article 3 of the document states that *“(1) Yasar University Social Media Unit; produces projects to create a common language of communication within the university. This project produces its contents in a way to strengthen the corporate identity of Yasar University and improve its reputation. (2) In the social media accounts of the University, all kinds of content that will continue to interact with the target audience of Yasar University and are shared according to the institution's privacy policy. (3) In social media accounts, posts about social events are made in line with the principles and values of Yasar University. Expressions, sounds and visuals that degrade, humiliate or target any person, institution, belief, race, gender, or culture are not included. (4) Shares that encourage violence, spread fear, cause traumas, damage the principles of equality and justice, degrade human dignity or encourage discrimination are not included in the accounts. (5) Questions and comments on the university's social media accounts are answered as soon as*



possible.”<sup>24</sup> Furthermore, the university uses UNDP’s gender sensitive communication guide and recommend this document to the staff members working with digital media.

There are quite a few examples showing the presence of dedicated communication activities promoting women (and/or other underrepresented groups) in science. Examples of the activities dedicated to promoting women in the last three years:

- Art against violence workshop
- Women entrepreneurship panel
- Gender Policies in the time of crises workshop
- We Yoga the Life
- INARfest/Inspirational pianist’s achievement talk
- University Education and Career Planning Days
- Reach Out Conference İzmir
- Entrepreneurship School
- Atatürk’s View on Women and His Revolutions
- Awareness of violence against women panel
- The Jean Monnet Project entitled “Gender Politics and EU in the Time of Crisis”
- Linking Research and Innovation for Gender Equality (CALIPER) Project
- Upcoming Gender and Women’s Studies Research Center
- Businesswomen Community
- Human Rights Society

In terms of **internal communication**, there are no specific raising awareness training activities on gender sensitive language use and or gender sensitive communication or module within existing trainings. In case of use of gender biased/sexist language the university has a TS 9001 Quality Management System Certificate. Accordingly, all written complaints are to be evaluated and feedback needs to be provided. Individuals can submit a petition on any subject - including gender equality within the organization.

### 3.8.2.4 *Research*

In the sub-area of **research content**, there are no funds for specific programs on gender studies. However, the university allocates funds for Scientific Research Projects, called BAP. These projects are expected to contribute to the technological, economic, social and cultural development of the country, economy and arts at the national and/or international level as well as to the establishment and development of scientific research and research infrastructures. In the last three years the following projects focused on gender studies.

1. *Women Directors in Turkish Cinema*, Department of Film Design
2. *“Patriarchal Bargaining” in News Centers: The Experiences of Turkish and Greek Women Journalists*, Department of New Media and Journalism
3. *Investigation of the Effects of Gender Roles on Gender Identity, Orientation and Subjective Likes of Individuals*, Department of Psychology

When we look at the scientific research projects, it is seen that there are more women project managers/principle investigators. Women benefit more from internal funds. However, large projects often come from engineering departments, and the project leaders in these departments are generally male researchers. There are teams and research hubs working in various fields such as EU, entrepreneurship,

<sup>24</sup> Social Media Procedures and Principles Document: <https://www.yasar.edu.tr/yu-files/uygulama-esaslari/tr/Sosyal%20Medya%20Kullan%C4%B1m%C4%B1%20Usul%20ve%20Esaslar%C4%B1.pdf>



digitalization, migration, agricultural sciences etc. The university also has a strategy of identifying research teams and providing them with extra funds.

There is no specific policy neither to integrate gender analysis into YU's education system and/or research nor to enhance awareness and sensitivity to foster gender knowledge. There are 2 projects (one is completed and one is proceeding) that used an integrative approach in order to implement gender analysis into research.

- Gender Perspective in EU Mobility Programs
- Linking Research and Innovation for Gender Equality (CALIPER)

A new center on gender/women's studies is being established at the moment with an interdisciplinary approach. The center will include academics from a various fields and will focus on interdisciplinary research on gender and women's studies. The decision to create gender/women's studies was approved by the Board of Trustees of Yaşar University. The final decision and approval will be given by the Council of Higher Education (CoE). The figures below depict the current situation.

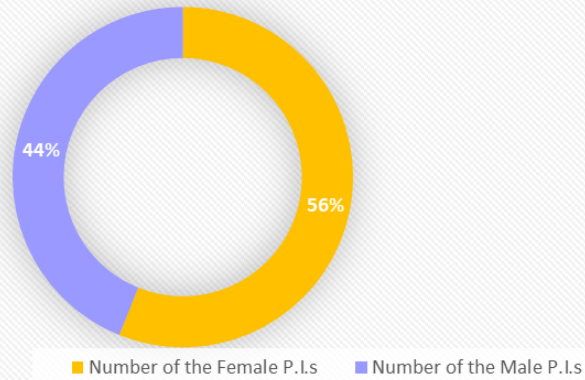




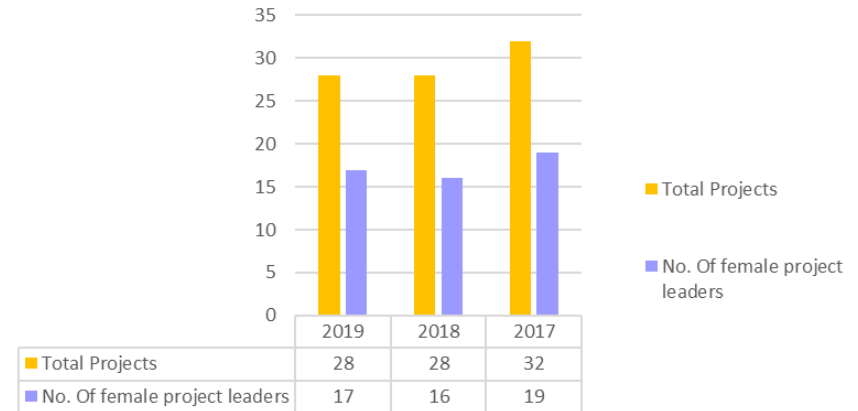
## Research

### Gendered roles in research delivery

Share of women among P.I.s in the last 3 years

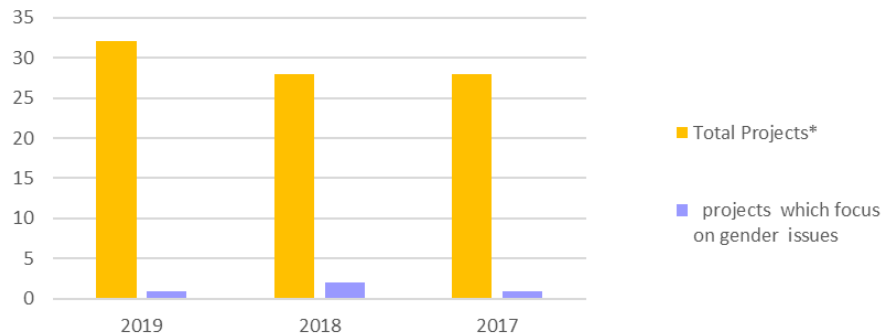


Share of female project leaders in the last 3 years



### Research content

Number of research projects which started in the last 3 years and focus on gender issues in relation to all research projects



% of scientific publications integrating a gender dimension in their subject matter in the last 3 years

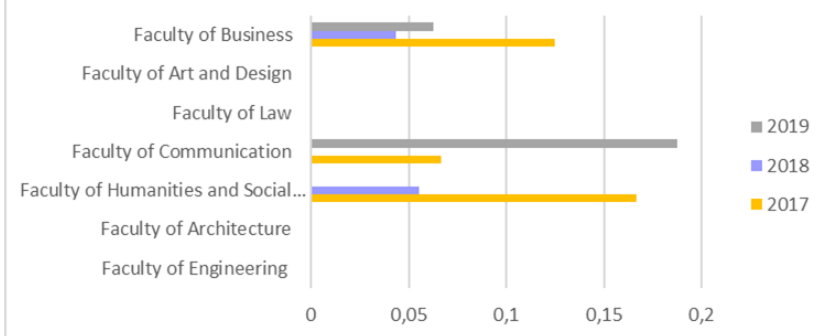


Figure 71. YU Research current situation

### 3.8.2.5 Student services

Currently, there are no initiatives aimed at counselling enrolled students with a gender sensitive approach or initiatives offering information/guidance to prospective students.

The figures below depict the current situation.

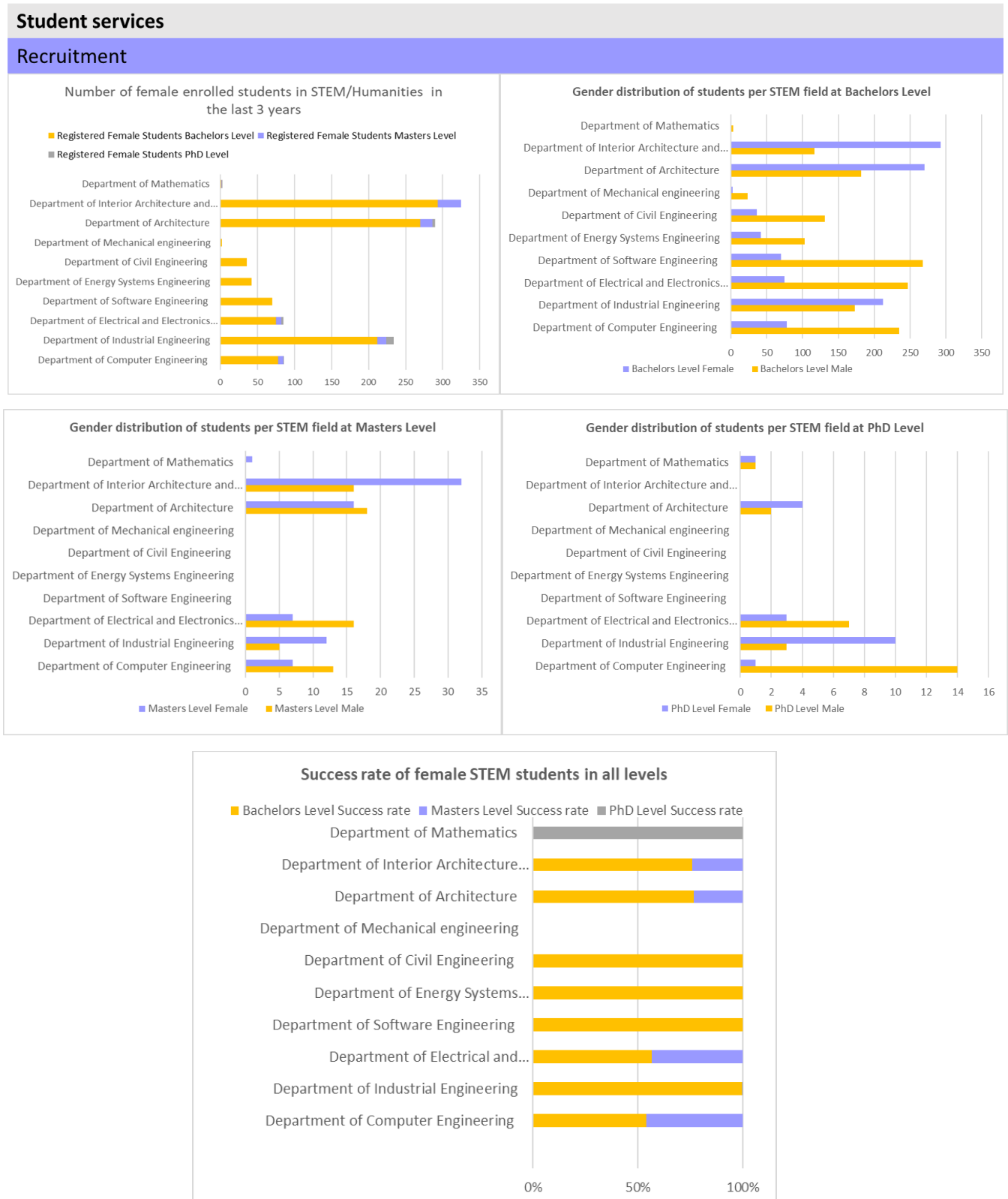


Figure 72. YU Student services current situation

### 3.8.2.6 Teaching

Currently, there aren't any policies, guidelines/checklists on how to integrate the **gender dimension into curricula**. In addition, there are no **gender sensitive teaching** guidelines for professors/lectures. The academics stress the importance of introducing gender dimension into teaching and curriculum.

The figures below depict the current situation.

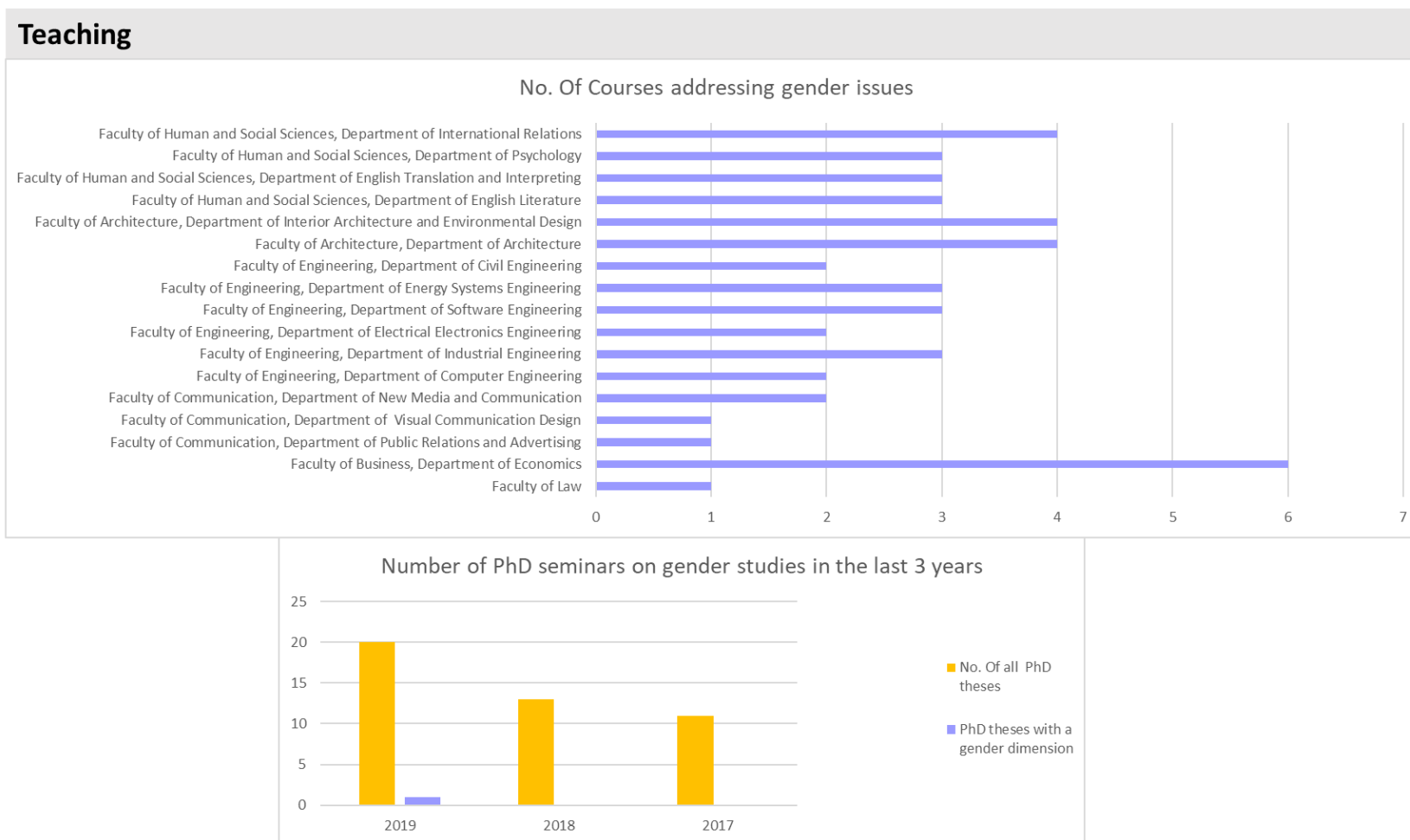


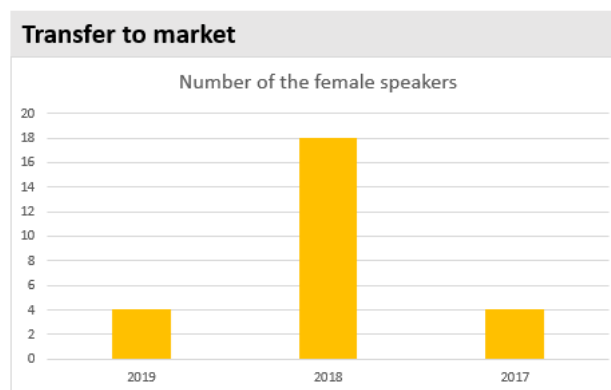
Figure 73. YU Teaching current situation

### 3.8.2.7 *Transfer to market - external relation - third mission*

According to the Vice Rector at YU who is responsible for the Knowledge and Technology Transfer Office, while gender balance and equality is achieved in international projects, projects with NGOs, private sector and municipalities, women researchers still face obstacles when it comes to projects with public bodies. In terms of gender sensitive actions on enhancing transfer to market of scientific research results, operating under Yaşar University Information and Technology Transfer Office, Minerva Incubation Center supports all innovative entrepreneurs, especially students and academicians at Yaşar University since 2015. Currently, there are a few women-intensive teams in the Minerva Incubation Center, so quotas started to be implemented in the entrepreneurship group. In regard to the presence of educational/science communication projects with a gender component, there are several EU and/or locally funded educational/science projects implemented by the YU either as a partner or a coordinator. The following are the names of the YU projects with a gender component:

1. Gender Politics and EU in the Time of Crisis (GP-EU) (Erasmus+, Jean Monnet Module)
2. Gender Perspective in EU Mobility Program (Erasmus+ KA2)

The figure below depicts the number of the female speakers at Conferences, during the last 3 years:



*Figure 74. YU number of the female speakers at Conferences in the last 3 years*

### 3.8.2.8 *Gender/sexual harassment*

In “Administrative Personnel Disciplinary Procedures and Principles” document of the university harassment is a disciplinary act that requires termination of employment contract. In “Academic Integrity Policy”, it is stated that the university does not condone harassment in any form. No further mechanism or procedure is recorded.

### 3.8.2.9 *Intersectionality*

There are no existing institutional measures. Academics and researchers are of the opinion that there are no known measures for considering gender in conjunction with other discriminations/structural inequalities in the institution. According to academics/researchers, mid-level and high-level executives, it is very important to understand the various dimensions of gender and go beyond a mere binary understanding. One researcher notes that “definitions such as LGBT individuals, or concepts such as sexual orientation in İstanbul Convention concern conservative people” however, these identities are a reality in every society.

### 3.8.3 Assets and points worth of attention

**Recruitment** and hiring are based on the principles set out in the document for procedures and principles of academic and administrative staff ‘regardless of gender’. There is no support on **career progression** for the underrepresented gender at the institutional level. In the sub-area of **retention**, the reasons for resignation include spouse related leaves, changing cities for the educational futures of children, childcare and elderly care while resignation due to marriage is in the first place for female employees. The Turkish law encourages women to stop working following marriage while all the above-mentioned reasons for resignation are stemming from culturally defined gender roles.

The main challenge in the area of institutional governance is that the institution has a need for more women in **decision-making bodies** and leadership positions. There are very hard glass ceilings as a lot of female academicians either want to retire early or to transfer to public universities. While the number of female deans is high, in the senior management - general secretary, financial affairs, rector and vice presidents - are all males. There is male domination in the very top management. At the same time, there is lack of a policy and procedure for collecting **gender disaggregated data**.

On the **external institutional communication**, YU lacks a general document on gender equality. The main challenge on **internal communication** is the lack of specific raising awareness training activities on gender sensitive language use and or gender sensitive communication or module within existing trainings.

In the sub-area of **research content**, YU lacks funds for gender research. This is a major issue as in an institutional context that shows lack of commitment from top management towards gender. It is necessary to ensure that male researchers, academicians, and employees are attracted to this issue. Furthermore, there is a lack of policies, guidelines on the integration of the gender analysis into research and integrating gender in research remains at the level of individual effort.

Regarding **student services**, gender equality issues are not included into the student orientation training presentation and the academic staff orientation training. There is no provision for the integration of gender equality in student services and orientation programmes.

In the sub-area of **gender dimension into curricula**, there is lack of policies, guidelines/checklists on how to integrate it, and there are no **gender sensitive teaching** guidelines for professors/lectures. According to the interviews, there are plans to establish a gender studies master’s program with the aim to enrich the curricula with different stakeholders such as other universities, NGOs and private sector.

The university does not carry out tailored actions to increase awareness about the need for the existence of a desk/service or a committee available for employees and staff to receive support/advice on **gender-based offenses and harassment**. In fact, according to the conducted survey, 7% of the survey participants indicated that they have witnessed and 4% that they have experience gender/sexual harassment within the organization and majority of both groups didn’t report to competent bodies organization.

Finally, there are no existing institutional measures in regard to **intersectionality** and there is a lack of awareness.

### 3.8.4 References

<https://www.mevzuat.gov.tr/MevzuatMetin/1.5.4857.pdf>

<https://www.yasar.edu.tr/yu-files/yonetmelik-yonerge/tr/67873749545537643618.pdf>

<https://www.yasar.edu.tr/yu-files/uygulama-esaslari/tr/%C4%B0dari%20Personel%20%C4%B0stihdam%20Usul%20ve%20Esaslar%C4%B1.pdf>



<https://www.yasar.edu.tr/yu-files/yonetmelik-yonerger/tr/67873749545537643618.pdf>

<https://www.yasar.edu.tr/yu-files/uygulama-esaslari/tr/%C4%B0dari%20Personel%20%C4%B0stihdam%20Usul%20ve%20Esaslar%C4%B1.pdf>

<https://www.yasar.edu.tr/file/2018/12/yu-akademik-durustluk-metni.pdf>

<https://www.yasar.edu.tr/yu-files/uygulama-esaslari/tr/Sosyal%20Medya%20Kullan%C4%B1m%C4%B1%20Usul%20ve%20Esaslar%C4%B1.pdf>

<https://dergipark.org.tr/en/pub/iyasar/archive>

<https://sks.yasar.edu.tr/ogrenci-topluluklari/is-kadinklari-toplulugu/>

<https://gender-eu.yasar.edu.tr/about/?csrt=3574764142682811875>

<https://euc.yasar.edu.tr/gender-perspective-in-eu-mobility-programs/>

<https://euc.yasar.edu.tr/4367-2/>

<https://euc.yasar.edu.tr/linking-research-and-innovation-for-gender-equality-caliper/>



## 3.9 Salento University (RPO)

### 3.9.1 The data validation

This is the internal assessment of the Salento University (UNILE) for the Department of Mathematics and Physics and the Department of Biological and Environmental Science and Technologies. The data have been collected by four different means, desk research, survey, interviews and a focus group. The assessment has applied the respective methodology described within D1.1.

#### The data collection process

At the data collection activities participated in personnel from several departments of the University, including the aforementioned departments. Overall, the research team that carried out the internal assessment activities didn't make significant modifications to the methodology (D1.1).

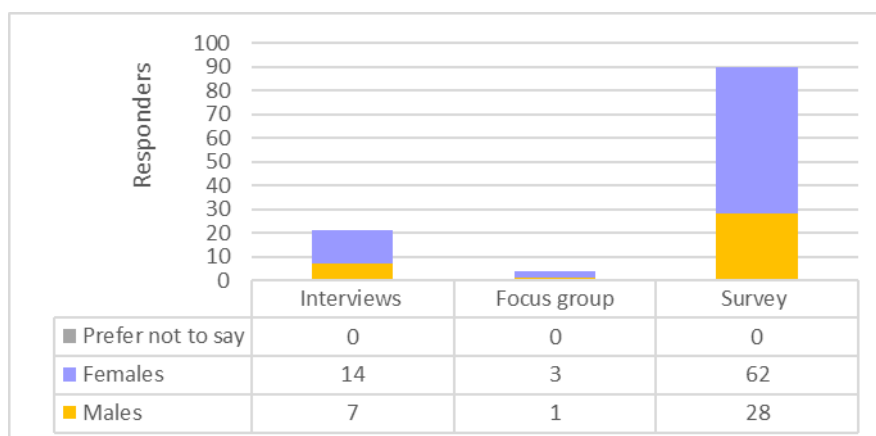
The data collection started in April 2020, along with the beginning of COVID19 pandemic in Europe, so most activities have been accomplished by distance. The interviews were not possible to be taken in real conditions, and they interviewees replied in written form.

#### Source of data

The desk research and policy analysis has been based on several online sources on gender equality and on the recent reports on positive actions of the Guarantee Committee (CUG). The relevant references are lists at 3.9.4 References.

Overall, **twenty-one (21) interviews** have been done at the institution and department level, along with a **focus group** with four (4) members from the Department of Biological and Environmental Science and Technology and ninety (90) person from the entire institution completed the online **survey**.

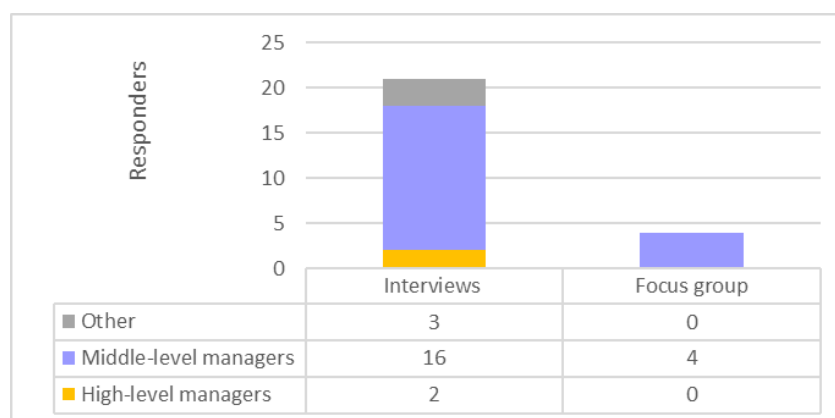
Most of the responses come from women. The figure below shows that in all different form of activities, the number of females who participated is higher than those of males.



*Figure 75: UNILE responders gender distribution*

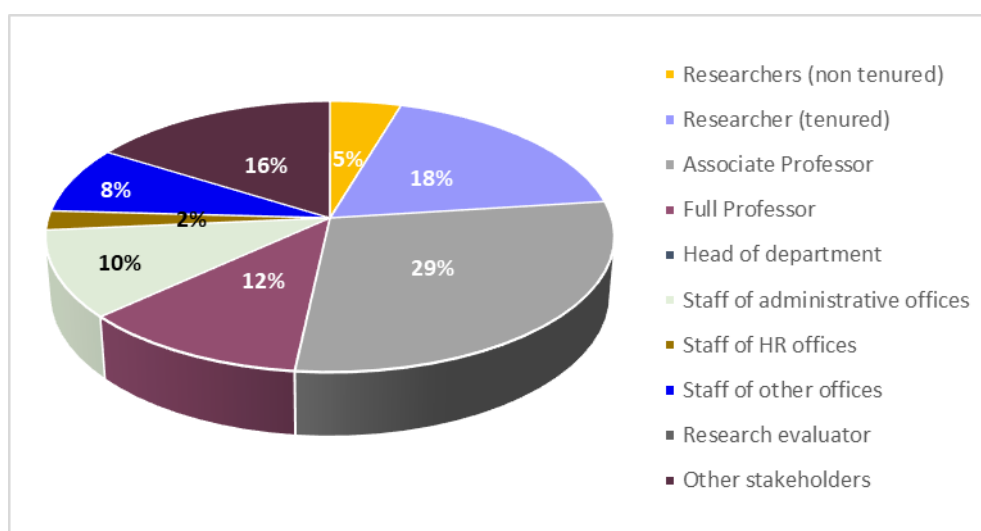
In terms of responders' professional profile, the high-level managers participated in interviews, while middle-level managers participated in the focus group and in the interviews too.





*Figure 76: UNILE interviews and focus group responders' position in the organisation*

As for the profile of survey responders, researchers (tenured), associate and full professors provided with more than 50% of the feedback. The significant contribution, equal to 12%, also provided the staff of HR and administrative offices.



*Figure 77: UNILE survey responders' position in the organisation*

## 3.9.2 Internal assessment analysis of the activity/service areas

### 3.9.2.1 Human resources

UNILE recruitment boards are comprised mainly of the male (68,17%) with less female members (31,83%). In accordance with the national regulation, **recruitment** boards must respect gender equality criteria. During the recruitment progress, almost all interviewees, agreed that in recruitment protocols, there is no gender discrimination. The **current success rates** of man and women applicants to positions in the last five years, in a general perspective, we can observe that they are quite the same: 50,42% men and 49,58% women among winners. Quite different is the distribution inside the departments: only in a few cases, we can observe the same percentage of men and women winners. In most part of the cases, the asymmetry is in favour of men. The percentage of shortlisted women for interviews in the last three years is 17,02% with regards to academic Grade C. There weren't interviews neither for academic Grade A or B nor for administrative staff. Regarding the sex ratio of staff and academic members per age of children, there are no data available.





The national regulations also let employees **interrupt their career** (with preservation of the position) when some special events happen. For example, employees may pause their career in UNILE to make a different work experience, for study purpose or to care for family members.

The institution applies the regulation of the ministry of education (2/2019), which focuses **on transparent and flexible promotion/tenure criteria**. It makes an effort to ensure for the employees that there is no discrimination and provide the best work-life balance. In particular, the institution adopts a Triennial plan of positive action (PAP 2020-2002) to remove all the factors which directly or indirectly generate differences, disparity, organisational or individual malaise for the following issues:

- Diffusion of gender culture and equal opportunities
- Organisational well-being and work environment
- Work-life-study balance
- Monitoring of actions aimed at support equal opportunities, conciliation, organisational well-being end education
- Diffusion and enhancement of the rule of CUG (Unique Guarantee Committee)

With regards to the results of such an effort, the responses received through the survey are contradictory, the half sample believes that the institution doesn't put effort on this.

For the **career progression** (economic or formal) the institution takes measures that are governed by the national regulation and by national collective labour agreements. Such measures do not include any specific actions concerning female career progression.

Currently, the institution doesn't use existing mechanism/measures to retain female/and male scholars to fields where they are underrepresented. Women's career trajectories seem to be unprotected. According to the national trend in STEM, it may happen due to the male-oriented cooptative culture, or to the strictness of promotional criteria and awards, or to the lack of funds and measures which are appropriate to their support. In the last five years, four women and just a man chose a career break, without pension entitlement. The official data in UNILE possession takes into account only terminations for employment in other public administration.

Measures to improve **work-life balance** and **reconciliation** of work and family life are defined by national regulations and adopted by the Institution. The measures which employees choose more often are: child-care leaves, leave to care for a sick family member, part-time, working time flexibility, teleworking and smart working. In the last 3 years, between administration staff, 49 men (equal to 42,10%) and 77 women (equal to 57,90%) used parental leave. In the last 3 years, 33 women and 38 men chose to telework. According to the Cug Report 2019, the number of women who use teleworking in 2019 is twice the number of men (7 women, and 3 men). In 2017, a series of interventions aimed at guaranteeing certain childcare services were continued, and so also in the following years. Teleworking became fully operational in the same year 30 cases of telework (including 16 men and 14 women) are counted. In 2018 a number of improvements were proposed, to be introduced in the next Call for Proposals, concerning the operating procedures for the identification of telework stations and in 2019 a monitoring survey was launched by the management of the Department of History, Society and Human Studies and with the resources of the CUG, to detect the actual needs of personnel in relation not only to telework but also to other forms of work-life balance. The CUG reiterates its conviction that telework must be not only a means of reconciliation, but also a solution to improve the quality of life and work itself. In addition, every year, the CUG expresses its support for the provision of childcare services ("Kindergarten and nursery school/ playroom" and "Children summer").

Concerning the climate in the **work environment**, the majority of responders (75%) like their job but many of them (65%) expressed negative evaluation of their working environment. With regards to the



remuneration, it is strictly defined by law and by national collective labour agreement, without specific policies on equal pay. As for additional remuneration and rewards, there is a balance among the two genders. In some cases, women percentage is a bit lower. According to the HR office, which collects the data, the percentage difference found is probably attributable to a more significant number of absences recorded for women, who make more frequent use than men of institutions of lack for the reconciliation of work/life time such as, for example, parental leave, leave for family care, to which is added the compulsory abstention for maternity.

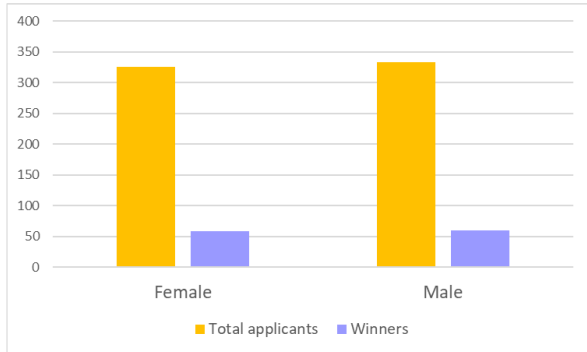
The figures below depict the current situation.



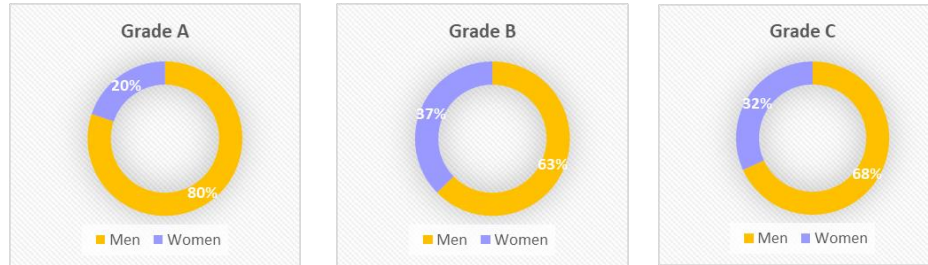
# Human resources

Recruitment

Winner applicants for open working positions

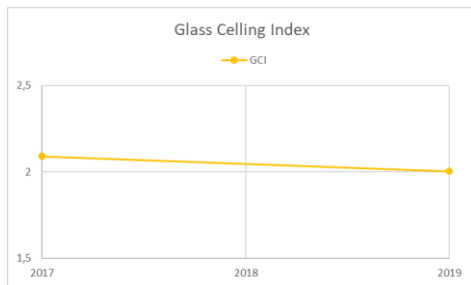
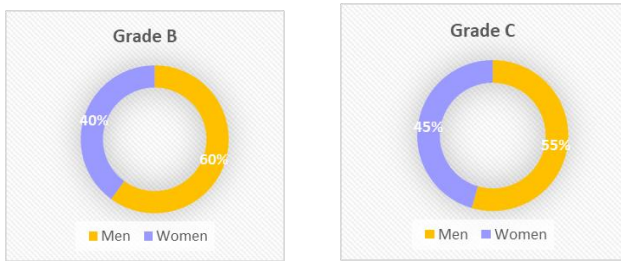


Sex ratio on type of contract for academics



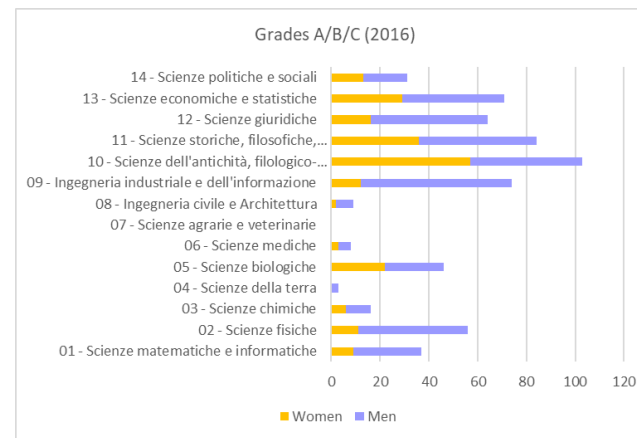
## Vertical segregation

Proportion of women grade A/B/C staff



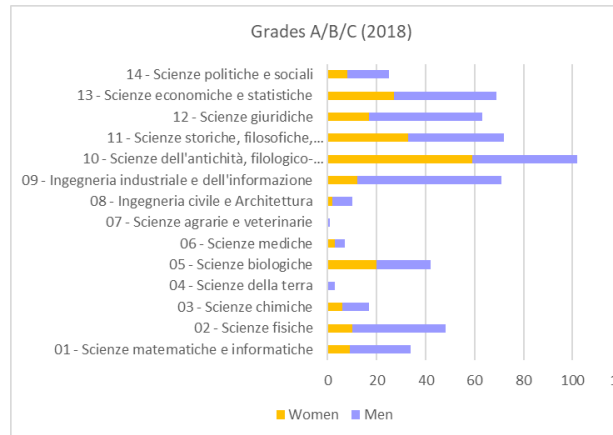
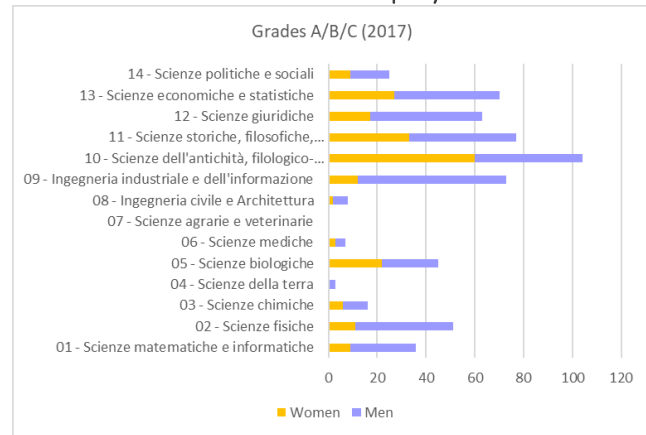
## Horizontal segregation

Gender distribution of academic staff per year



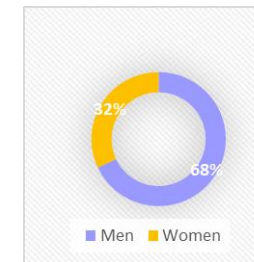
### Horizontal segregation

Gender distribution of academic staff per year



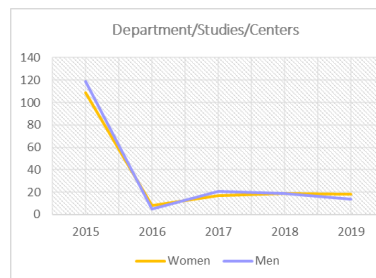
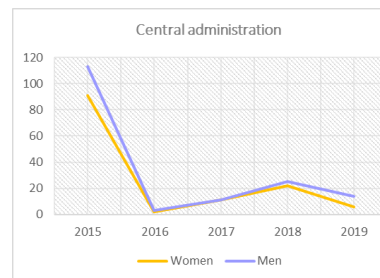
### Recruiting and promotion boards

Average distribution of gender in the last 5 years



### Career progression

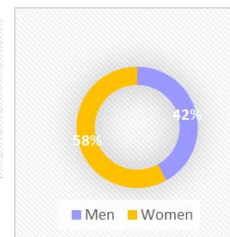
Number of women and men having achieved promotion



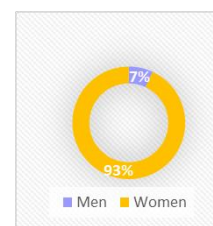
### Work-life balance

Parental leaves by gender in the last 3 years

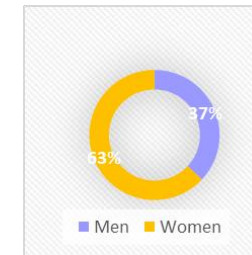
Administrative staff



Academics



Administrative staff in part time



Academics in part time

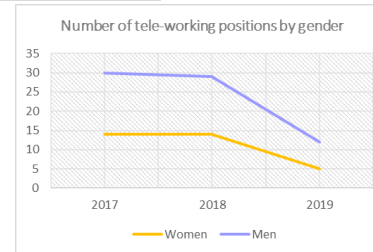
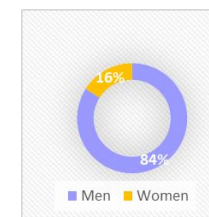


Figure 78: UNILE HR current status



### 3.9.2.2 *Institutional governance*

Institution commitment to gender equality is a key priority for the institution. Through the desktop research inside the legal documents and regulations of the University, indicators and tools relevant to **assess gender equality** haven't been identified explicitly. However, the Unique Guarantee Committee (CUG) monitors the gender equality all over the Institution and writes an annual public report called **PAP (Positive Actions Plan)** includes training actions, partnership initiatives, monitoring actions, gender-sensitive budgeting, and consultative studies. It's still in effect the triennial plan 2020-2022. In addition, the central administration reports consider a gender dimension in data collection, so that the gender issue is included in a lot of documents, also in the reports written by the Main Director.

Overall, the University strategies and policies do not include articles that may foster gender balance in **decision-making processes**. Nevertheless, based on national regulation, the Institution adopts the priority that gender balance must be respected in recruitment boards.

In UNILE the only **gender equality bodies** are the CUG, the vice-rector for gender equality and, soon to be established, the trusted advisor. A fruitful collaboration already exists between the first two bodies. In addition, the vice-rector has built a team with representatives from each department and has submitted to the Rector a positive action plan involving all these bodies.

Regarding the current gendered composition of **institutional governing** administration board, it consists of 59 men and 45 women in total. This board includes the Rector, Vice-Rector, General Administrative Director, Deputy Director, Rector's Delegates, President of the court of auditors, Members of the Court of Auditors, CUG, CUG deputy members, Academic Senate, Board of Directors, Rectoral program coordinator, Advocacy, and Units' administrative heads. On the contrary, with reference to **department level**, the Administrative and Didactics Head, we can note that the positions are held mainly by women. In **leadership position** UNILE has 9 Delegates' Rector, a president of advisor board of technical-administrative staff, a Rector plans coordinator and a Rector's Advocacy.

## Institutional governance

### Gender composition of decision making bodies



Figure 79: UNILE institutional governance current situation

### 3.9.2.3 Institutional communication

The research on institutional communication is divided into external (targeted to the audience) and internal (targeted to the employees of the institution).

In UNILE, through the desk research activities, any official regulations on external communication haven't been identified. However, the examination of the current communication material, surveys and interviews show that there is individual sensitivity to communication. Precisely based on individual sensitivity, on the site and in the institutional communication materials produced centrally (posters, brochures and the like) attention is paid to images (presence of both men and women, attention to stereotypes, use of colours, etc.) and language. As it is not an institutionalized approach, this sensitivity is not uniform in all communications (forms, "decentralized" communications and others).

The examination about the over-representation of one gender in visual communication content of the institutional **website** shows that images and photos at research and didactic pages include slightly more men (15) than women (11). In addition to the pages related to the internationalization section, it seems to prevail by far the female sex with 13 boys and 41 girls, with significant attention to a different kind of diversity. In



the pages of the departments, images are not always used. When used, these are images of places/buildings or photos that portray a large number of people in vast spaces, where it is not possible to distinguish female figures from male ones easily. The photos at the different departments do not keen on a particular gender. Particularly, throughout the pages of STEM area departments, only the Department of Biological and Environmental Sciences and Technologies uses photos of students and chooses in the foreground the photo of a girl intent on observing under a microscope. Turning to the website content about gender equality, currently, there is not, but an institutional web page of Vice-Rector for gender equality and his team is in preparation.

The visual part of the **social media** accounts promotes gender equality, with photos presenting both genders, and in some cases, more women than men. The content that is published through the posts includes any activities that are taking place in this respect.

During the last three years, it seems that the institution hasn't organised awareness-raising campaigns aimed at fighting stereotypes.

Moreover, **internal communication** in UNILE is not based on any official gender-sensitive communication regulation. During the last two years, the initiative of CUG organized a communication training course, named '*The gender-oriented language in Public Administration*' for office heads, administrative coordinators and didactics coordinators, with the purpose to increase knowledge and awareness about the non-sexual oriented use of the language. The participation has been high (480 men and 636 women), and it is foreseen to take place also the next year targeted to all university staff.

With regards to protocols on **gender-sensitive non-biased communication/language use**, the institution itself doesn't have, but there is a guideline from the ministry about the non-sexist use of language. However, any proof of its adoption by the institution hasn't been found. For example, the institution doesn't organise training sessions on the use of gender-sensitive language in administrative communication. In addition, the institution hasn't put in place any **complaint mechanisms** in cases of gender-biased/sexist communication. It has disciplinary bodies and has the right to impose sanctions, following internal investigations. Of course, any person who suffers harassment also has the right to initiate formal external complaints.

#### 3.9.2.4 *Research*

At the moment, gender integration into research content is not applied in UNILE. Until now, allocation of fund addressed to gender issues has been provided by the CUG (Unique Guarantee Committee), which promoted investigations generally about work-life balance, but not on the research content.

Moreover, institutional policies or guidelines on the integration of gender analysis into research have not been set until now. However, in UNILE exists a Gender/women's studies department that may support relevant activities. It is the Woman Observatory (Osservatorio Donna), a study centre that includes both university staff (academic and administrative) and people outside from university. It was founded in 1990 to investigate gender issues, diversity and equal opportunities.

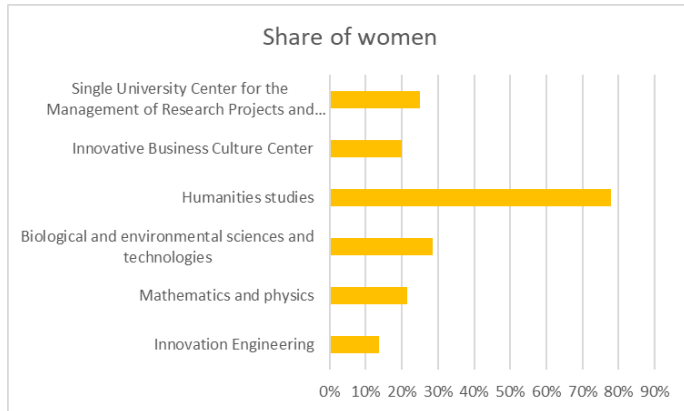
In the last three years, in Humanities Department three (3) research projects have been implemented that focused on gender issues. Moreover, two (2) research projects take into consideration gender issues, eleven (11) MSc and PhD thesis integrated a gender dimension, two (2) scientific publications integrating a gender dimension in their subject matter.



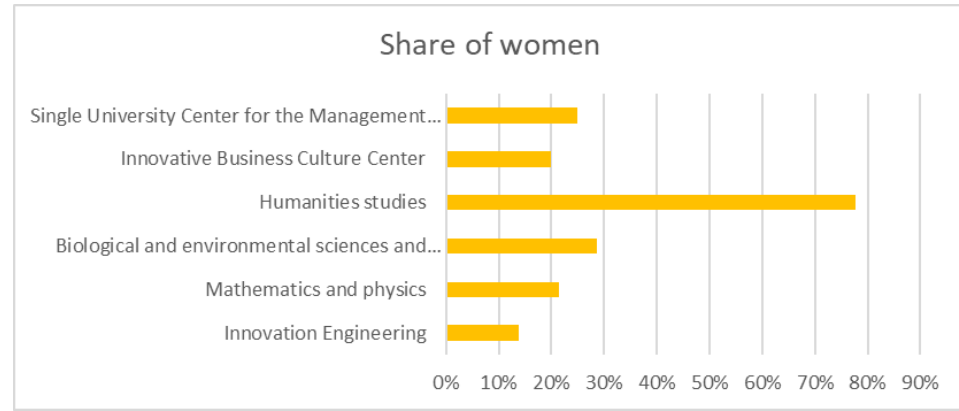
# Research

## Gendered roles in research delivery

Share of women among P.I.s in the last 3 years



Share of female project leaders in the last 3 years



Share of women in patenting research outputs in the last 3 years

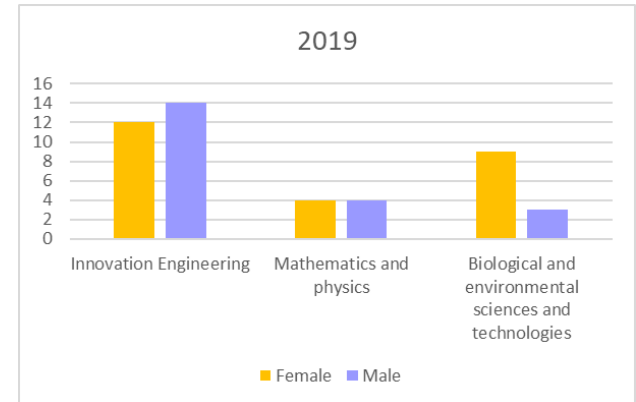
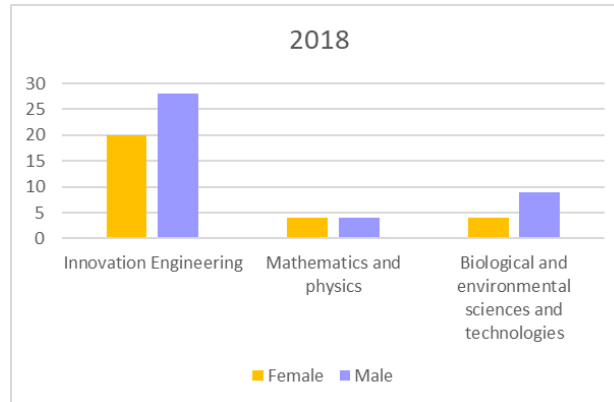
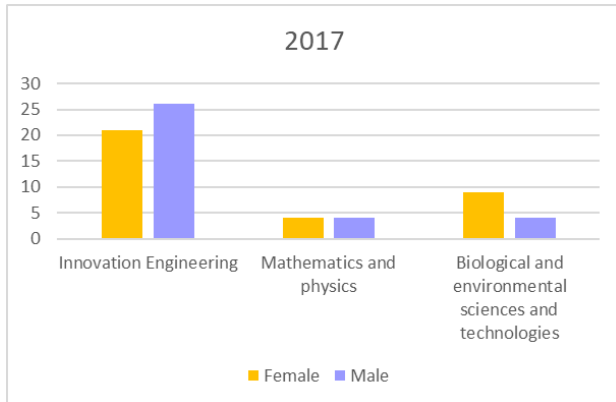


Figure 80: UNILE research current situation



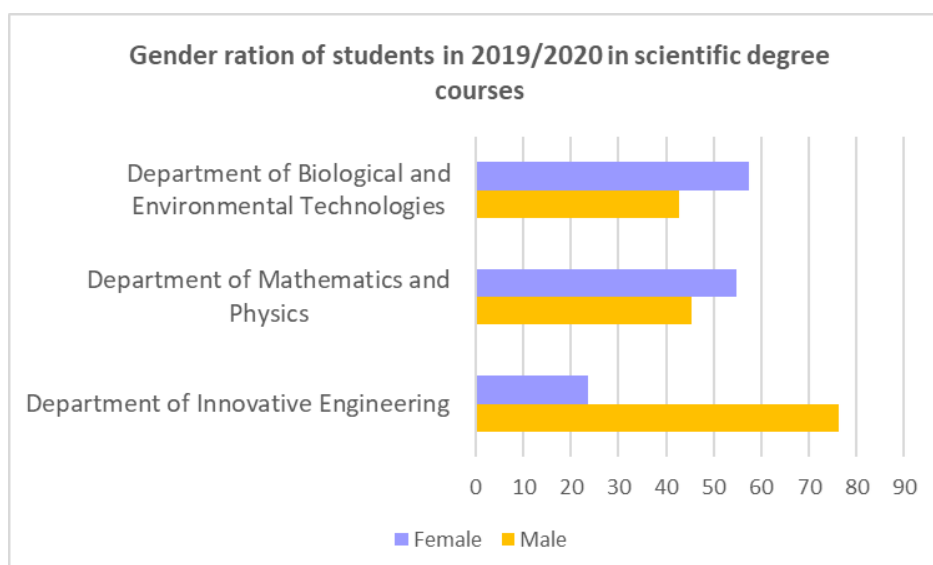
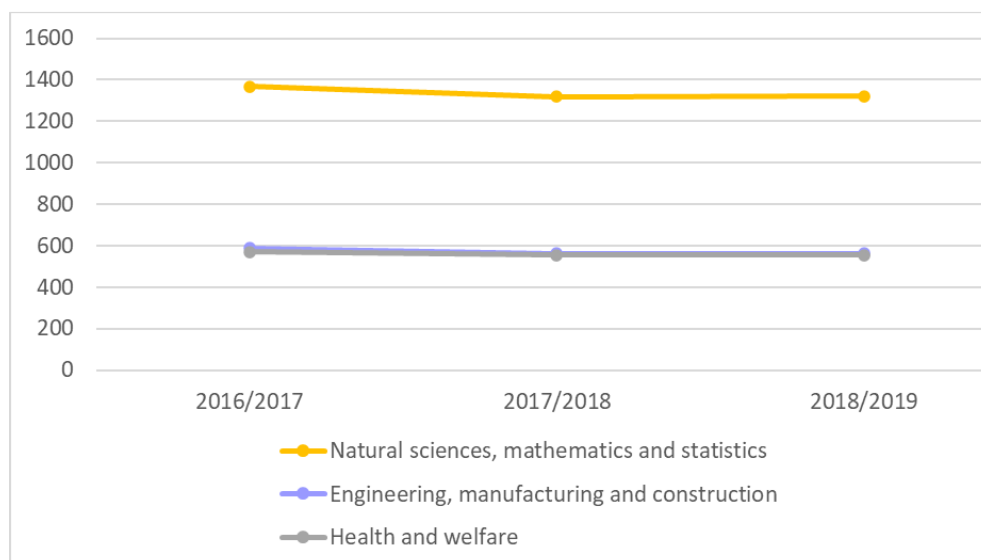
### 3.9.2.5 Student service

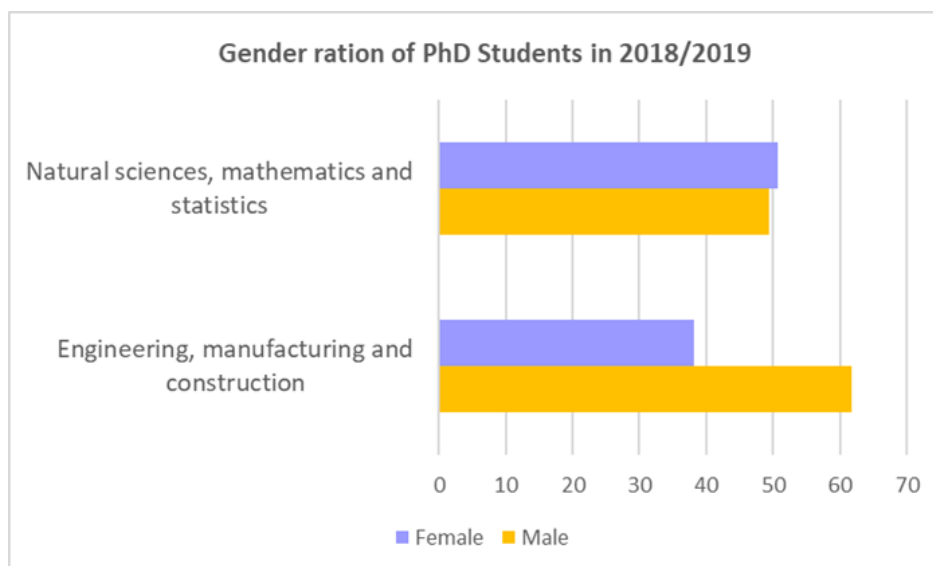
UNILE is not following a plan of systematic initiatives that offer gender-sensitive information/guidance to prospective students. However, some initiatives have recently started to take place. In 2019, the Woman Observatory participated with an information desk to an event for high students about “STEM WORLD: Universities and Scientific Association in the window” in the Bari University Camp. In addition, in the same year started a project that is addressed to male and female students, which has been an initiative of a student member from CUG, to prevent discriminative behaviour due to lack of knowledge. The related issues addressed included: specific learning disorders, non-sexist language and reflection about LGBTQIA+ community. Also, equality bodies or other research centres or by student associations have promoted similar initiatives, but there isn't a steady procedure.

The figures below depict the current status of gender distribution among students.

## Recruitment

Number of female enrolled students in STEM in the last 3 years





*Figure 81: UNILE students' current situation*

### 3.9.2.6 *Teaching*

UNILE hasn't adopted gender-sensitive teaching guidelines for professors/lectures, yet. Particular activities have not either taken place to increase awareness on potential gender bias in teaching, or on the importance of gender dimension in different research disciplines. However, person surveyed and interviewed agree that part of academics is aware of this topic.

### 3.9.2.7 *Transfer to market- external relation- third mission*

UNILE currently doesn't have any collaborative research projects with a gender dimension in research/technology development content. In addition, it doesn't take any measures or actions related to gender when it transfers to market the scientific research results.

At present, UNILE has established fourteen (14) spin-offs, in which there are one woman and thirteen men as legal representatives. The University of Salento company's Board of Directors is comprised of eight (8) men only.

The figure below depicts the current situation in this area. Despite the fact that almost 50% females participate in training initiatives on knowledge transfer and research valorization and they are patenting researchers, on the contrary, the percentage of women in comparison with men is very low, when we look at the speakers in STEM conferences and the co-funded/co-managed research projects with companies or other stakeholders.



## Transfer to the market



Figure 82: UNILE Transfer-to-market current situation

### 3.9.2.8 Gender/sexual harassment

The UNILE doesn't have any official policies and initiatives addressing sexual harassment yet. But anti-mobbing and anti-molestation regulations have been passed, counselling services are provided and the trusted advisor will be appointed shortly.

### 3.9.2.9 Intersectionality

At the moment in UNILE there aren't any institutional measures where gender is taken into account in conjunction with other discriminations or structural inequalities.

## 3.9.3 Assets and points worth of attention

UNILE University applies the national regulations on gender equality which include criteria for **human resources**, e.g. recruitment of boards and employees, career promotion, work-life balance and reconciliation of work and family life etc. It also adopts the Triennial plan of positive action (PAP 2020-2002) to tackle issues that minimize disparity. However, the gender proportion of statistics on **recruitment** still show inequalities to be tackled. The winner applicants for job positions are gender-balanced (17,96% among men (60/334) and 18,09% among women (59/326). On the other hand, males are the majority who have academic contracts on Grade A, B and C. Participants to the research commented that the University lacks transparent and objective criteria in the evaluation of professional and scientific experiences, and does not train evaluators in gender sensitive research evaluation/recruitment. Also, most females seem to drop from their **careers**, which seems to be closely linked with the difficulty to cope with their **work-life balance**. Mostly females are requesting



parental leaves or part-time work. Currently, the institution does not provide tailored services that support women to progress in their career or increase awareness about the existing measures to improve work-life balance. UNILE offers both to males and females a job with equal payment criteria, that follow the national law. Many of surveyed employees complained about the working environment, but in the meantime, they are not all fully aware of the existing measures that improve work-life balance and a small percentage makes use of them.

The institution is carrying out significant **institutional governance activities**, including the analysis around gender equality assessment, setting up measurements, boards, and publications. A great asset is that the institution has the **Unique Guarantee Committee (CUG)** that monitors gender equality all over the institution and writes an annual action plan called PAP (Positive Actions Plan). Besides, the gender composition of decision-making boards in most units consists of males. Many interviewees agreed that actions to encourage women taking a leadership position are necessary to increase the representativeness in all the government offices and to generate a cultural change. It is difficult, but not impossible.

The institution has not established yet particular policies about the gender-neutral content of the material used for **external communication**. The institution has organized gender equality awareness-raising initiatives.. With regards to the gender-sensitive **internal communication**, still, there is no official regulation. But, the CUG organizes a training course on the non-sexual oriented use of the language, with great resonance and continues every year. Moreover, with regards to complaint system, survey and interview responders agree that for the person who faces gender biased/sexist communication, an external trusted advisor should be appointed, to handle any possible complaints.

The CUG is providing counselling for **gender-based offences and harassment**, and the Trusted Advisor is planned to be appointed to enhance its impact. The interviews' results show that UNILE has adopted regulation instruments, such as the code of conduct to prevent and fight against mobbing, a more general code of conduct and an ethic code. In this way, the institution protects all the academic community by sexual harassment, mobbing and discriminations in work and study environment. In terms of **intersectionality**, it seems through the interviews and the focus group, that the institution members are not fully aware of its meaning.

UNILE does not apply any measures on the integration of gender into **research** content. However, it the Woman Observatory in the University to contribute to this. As for the gender roles in research delivery, the share of females who lead a project is low across the different departments, except one of the humanities. On the other hand, the number of female scientists who are patenting research results in STEM, is progressively becoming equal to males along the years.

UNILE organizes every year presentation of study courses at high-school **students** to help them choose the University course they will enroll. It is a meaningful initiative, and it is not focusing on attracting students in STEM. With regards to the academic staff, the institution has not taken any activities to inform them about the need to consider gender sensitiveness during **teaching** and to develop tailored guidelines.

The institution is active in transferring results to the **market**. It has many collaborations with research projects, it has established spin-offs, participates in conferences, but mostly males lead such activities. The gender aspects are not taken into account and even if female researchers participate to training activities that focus on knowledge transfer to innovation.

### 3.9.4 References

The list of references studies during the desk research and policy analysis:



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement no 873134.

Web site: [www.unisalento.it](http://www.unisalento.it)

[Report CUG \(Unique Guarantee Committee\) 2017](#)

[Report CUG \(Unique Guarantee Committee\) 2018](#)

[Report CUG \(Unique Guarantee Committee\) 2019](#)



## 4 Conclusion summary

The Internal Gender Equality Assessments Results provides the analysis of the current situation at seven RPOs (UNIZG-FER, STU, ULB, NTUA, IRB, YU, UNILE) and two RFOs (SRNSF, UEFIS) that pose the potential assets and points that worth attention of the institutions. It may be used by RPOs/RFOs as a basis to define the tailored actions of the Gender Equality Plans.

The internal assessment has been organized by SMART-VENICE (SV) who designed the methodology to carry out the assessment and trained the RPOs and RFOs on how to implement this methodological tool. The CALIPER project RPOs and RFOs have worked intensively to collect the data needed from different sources (survey, interviews, focus groups) by approaching several people. The data collections have been done under the supervision of ViLabs (VIL) who has been also the responsible organisation of the reported analysis.

All data are kept safe and anonymous in the protected GDPR repository of the project. Access can be provided only to the EC if requested for the validity of data.

The release of this report is public, beyond the CALIPER consortium and it is intended to motivate other RPOs and RFOs to follow the CALIPER internal assessment methodology, analyse the data and identify meaningful studies on the potential burdens on gender equality for an institution, that should tackle developing the appropriate Gender Equality Plan.

The CALIPER consortium.



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