Report on the Implementation of the HBP Gender Action Plan (SGA2, M1-M24)

Scientists honoured at the HBP Summit 2020 for excellence in considering gender and diversity in research: Susanne Weis, Elisa Garcia Lara (award winners), Katrin Amunts (Science Research Director), Benjamin Weyers (Co-Chair of the GAC). See: https://www.humanbrainproject.eu/en/follow-hbp/news/20-actions-for-2020-and-beyond/

Figure 1: The HBP celebrates the International Women's Day 2020 by publishing a from HBP leaders signed letter of personal commitment to enhance equal opportunities and inclusiveness.

Project Number:	785907	Project Title:	Human Brain Project SGA2

Document Title:	Report on the Implementation of the HBP Gender Action Plan (SGA2, M1-M24)
Document Filename:	M24 Customized Report_200518
Document Type:	Customized Report (supplementary for M1-M24 Reporting)
Work Package(s):	WP 11.2
Dissemination Level:	PU = Public
Planned Delivery Date:	
Actual Delivery Date:	SGA2 M24 / 23 03 2020 (Updated 08 06 2020)

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SciTechCoord Review:	
Editorial Review:	Scribbr.com

Abstract:	The report compares the Gender Action Plan (GAP) for SGA2 with the actual achievements during M1-M24. This achievements could be realised by an increased collaboration across the HBP: especially of the GAC, the PCO, the Education Programme and further SP managers openly discussing structures and processes, sharing internal guidelines and offering advice, the support of the Directorate, the Science and Infrastructure Board and the Ethic Rapporteurs. This positive development led to an increase for certain planned activities, especially contributions to guiding documents as well as to conferences and workshops.

Keywords:	Gender Action Plan, Achievements M1-M24, Reporting, Gender, Diversity
Target Users/Readers:	

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Report on the Implementation of the HBP Gender Action Plan (SGA2, M1-M24)

1. Introduction

"HBP has committed itself to balance the proportion of male and female scientists in leadership positions as well as among PhD students and post docs."[1]

In order to identify the right strategies and measures, the HBP developed a Gender Action Plan (GAP, Deliverable Number SGA2 D11.2.10 (D69.10, D131)) that is based on best practices, previous work within the HBP as well as on reflecting on the specific challenges that a complex, large scale science project faces. More precisely the GAP is based on:

- The analyses and suggestion undertaken by EAF Berlin during SGA1, a survey, identifying HBP internal best practices and deriving key measures for the HBP (see also: HBP_Gender_Survey_Flyer suggesting to 1) strengthen leadership culture, structure, and processes; 2) support work-life organisation and equality in scientific careers; 3) implement a gender conference in education and workshops; 4) raise awareness and disseminate good practices; and 5) measure and report on Gender Equality Activities.
- European best practices, guidelines, and toolkits: e.g. GEAR (http://eige.europa.eu/gender-mainstreaming/toolkits/gear) and
- change management principles: over the last 50 years, success factors for organizational change efforts have been the subject of research and practice.

However, existing change management principles, guidelines, and toolkits are difficult to apply for temporary project organisations with spatially remote partners. Especially the **HBP as an European Flagship** project must consider **specific challenges**, which were outlined in the Appendix of the GAP, as follows:

- "It is a large international project consortium, distributed throughout Europe, with additional partners in the USA, Japan, and China, which currently comprises more than 125 partners. It is challenged by the following characteristics:
  - o Partner organisations, leaders, and staff of the temporary Project represent heterogeneous organisations and contribute according to their organisational and individual scientific (career) interests. Only for the lifetime of the Project, members are also part of the overall HBP organisational structure, shared vision, and culture.
  - o Remote, distributed communities are split into Subprojects with limited resources to meet face to face and to contribute to generic Project aims.
  - o Subprojects have defined their own Objectives and Deliverables, which are more or less aligned with the "gender equality aims" of the overall Project.
- Any organisational and/or culture change must cope with resistance. Resistance to equality initiatives and efforts has proven to be especially strong. Unfortunately, rather than coping with and reducing this resistance, communication strategies and affirmative action often even contribute to it by generating stereotypes and outgroups. These activities can even have negative effects, as studies have shown."[2]

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[1] Letter of the Directorate to Appoint Members for the Gender Advisory Committee, 08.08.2018, page 1

[2] Kalev A., Dobbin F., Kelly E. 2006: Best Practices or Best Guesses? Assessing the Efficacy of Corporate Affirmative Action and Diversity Policies. American Sociological Review, Vol 71, Issue 4, pp. 589–617

During planning, the GAP success was estimated based on the following rule of thumb in change management[3]: D x V x S > R. Dissatisfaction (D) with a current state, a clear Vision (V) as well as first Steps (S) must all be identifiable and exceed Resistance (R), whereas multiplying is meant to be symbolic, indicating that if only one of the three aspects is missing, the overall value will be zero. In order to apply change formulas and well-established organisational change processes, such as Kotter's 'Eight Step Process for Leading Change' for a European Flagship project, measures were structured in four areas of intervention as follows:

Vision and Communication

According to change principles, a clear, positive vision indicates a positive long-term goal. It must be developed and communicated by a powerful leadership coalition in order to emphasise the relevance and empower further change agents.

Communicating the vision is, therefore, crucial, already a complex issue in large organisations and even more complex in a virtual project comprising more than 120 partners with different cultures and regional framework conditions.

- For task T11.2.5, this means that it must first support the development of a vision and contribute regularly to meetings on different hierarchical levels: actively present good practices, encourage change, and prepare messages that address equal opportunities and contribute to HBP internal media. Furthermore, it must report on activities, interim progress, and results of the GAP, as well as involve the HBP in further steps and encourage active contributions. Finally, it must contribute to external media and collaborate with initiatives and networks for dissemination.

Structures and Processes

Structures of organisations and projects describe and visualise a formal hierarchy, power distributions, and responsibilities. Processes describe, amongst others, how representatives of these formal hierarchies are selected and how information is processed, and key functions are carried out. They establish a reference frame that guides all representatives. This is specifically relevant for large organisations because formalised structures and processes remain in place, regardless of the persons acting as organisational representatives within a given period. Moreover, documents can be shared easily across distances and guide new members. However, a project is a temporary organisation and might be regarded as a network. Each partner in the network is an independent organisation with its own legislative and managerial framework, thus the uniquely shared processes within the partnership might be less clear.

- For task T11.2.5, this means that the structures and processes as well as related guiding documents relevant for equal opportunities must first be identified before being able to contribute further to their development from an equal-opportunity perspective. In addition, resources and support available at partner universities and institutions must be considered. An important starting point is the Gender Advisory Committee (GAC) that was established during SGA1 to ensure it represents all subprojects and is well connected to the core hierarchical structures.

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[3] Cady St. H., Jacobs R., Koller R. (2014): The Change Formula. Myth, Legend, or Lore? Appendix in the GAP)

Research and Lectures

The key function of a (temporary) research organisation is to deliver excellent research outcomes and, for many of them, to additionally guarantee transfer and further development through lectures. A crucial concern has always been research funding. The strategy on gender equality in Horizon 2020 clearly supports awareness, in other words, dissatisfaction with the actual situation regarding gender equality in research and innovation, and a clear vision of goals, namely:

- "Fostering gender balance in research teams, in order to close the gaps in the participation of women.
- Ensuring gender balance in decision-making, in order to reach the target of 40% of the under-represented sex in panels and groups and of 50% in advisory groups.
- Integrating the gender dimension in research and innovation (R&I) content, helps improve the scientific quality and societal relevance of the produced knowledge, technology and/or innovation."[4]

Accordingly, the GAP of the HBP clearly addresses "research and lectures" as areas of intervention to ensure that gender and diversity are discussed at HBP conferences as topics of high relevance and that gender and the intersection with further diversity traits are considered highly relevant for novel and innovative scientific results.

Individuals, Teams, Leaders

The implementation of the change efforts strongly depends on the willingness of all stakeholders to contribute, especially the leaders. This requires clear knowledge of adequate measures, understanding how to transfer them in the personal realm of responsibilities, as well as self-reflection. Especially in STEMM sciences and a project such as the HBP, where leadership positions are, to a significantly greater proportion, represented by men (see also below chapter on structure and processes / gender monitoring), it is important to raise their awareness and encourage them to actively contribute to a better gender balance. Moreover, different cultural backgrounds intersect with gender ratios in specific fields of science. In this context, Schiebinger emphasises that affirmative measures should avoid, amongst others, the assumptions that "all women or all men are the same" or that "differences between women and men hold across cultures"[5].

- For task T11.2.5, this means raising awareness of unconscious biases and offering leadership guidance and advice to support the development of an inclusive culture that encourages mutual support for career development and work-life balance.

The derived areas of intervention were summarised under the umbrella term "WE ARE HBP", an invitation to "Work for and Engage in Activities and Research for Equality in HBP", as shown in the following figure.

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[4] https://ec.europa.eu/programmes/horizon2020/en/h2020-section/promoting-gender-equality-research-and-innovation

[5] Schiebinger, L. 2014: Gendered innovations: harnessing the creative power of sex and gender analysis to discover new ideas and develop new technologies; Triple Helix 2014, 1:9 http://link.springer.com/article/10.1186/s40604-014-0009-7, obtained: 17.8.2017

Figure 2: HBP Gender and Equal Opportunities: Areas of Intervention

Task T11.2.5 was defined as a "coordination task" as part of SP11. Actions of a coordination task focus on providing guidance and information as an input for the implementation of measures by the HBP. Related outputs and outcomes rely especially on the HBP leaders – and of course the collaboration of the overall community. A logic chart was derived accordingly. The Input T11.2.5 can offer consists of:

1) Guidelines supporting the mainstreaming of equality as quality criteria in all key areas,

2) Accompanying training and coaching opportunities,

3) Generally, raise awareness directly in meetings and through related messages,

1) Suggesting incentives to implement the guidelines and encourage further improvements, which are directly related to the needs of research and research management.

The HBP is a complex project in which, as per definition, neither task T11.2.5 nor the Gender Advisory Committee make the decisions. Task T11.2.5 and GAC members interact with HBP leaders and managers to foster the implementation of suggested measures, which might thereby be changed. Therefore, the GAP must be considered as an offer with various suggestions that might need to be adapted according to actual developments.

The overall logic of intervention is summarised in the WE ARE HBP logic chart. It links T11.2.5's inputs with the activities of HBP leaders, as the latter are needed to implement the measures and deliver the expected long-term outcomes.

2. Summary and Outlook

In the case of SGA2, the focus was clearly on creating and communicating a vision directly in meetings, workshops, and conferences, building networks of collaboration, and developing and contributing to guiding documents. Additionally, activities focused on raising awareness and disseminating good practices to the broader HBP community and the public (e.g., via HBP website news and blogs) on dissemination and outreach activities as foreseen in the GAP.

Concerning the Vision and Communication for Equality in the HBP, T11.2.5 contributed to more than 100 meetings, communicating the role of gender and diversity. Additionally, 28 contributions to news and forums as well as several journal articles have been delivered. For the Structures and Processes, the main outputs in SGA2 constitute the checklist for HBP Leaders "HBP Leaders' Commitment to Equal Opportunities and Inclusiveness", which is endorsed and signed by the SIB together with the Vision and Mission. Furthermore, an internal guideline for (s)election procedures has been endorsed. Gender is now a criterion of excellence (10%) for Calls for Expression of Interest (CEoIs) and Voucher Programmes. In SGA2, T11.2.5 has donned 19 contributions for "Gender at Conferences", among others at the HBP Summit where the participation of women scientists has increased and the "diversity in research" awards were presented. Additionally, T11.2.5 has developed and carried out, in close collaboration with the Education Programme, the 2-Days'-Curriculum-Workshop "Neuroscience, Robotics, AI and Medical Informatics: New insights with diversity & ethics" in Graz. At this event, scientists from neuroscience, robotics, AI, and medical informatics provided insights on how they consider variables such as sex, gender, and age in their research. Furthermore, the HBP High Potential Mentoring Programme has been instituted by T11.2.5: 17 mentoring partnerships were supported via a detailed matching process, guiding materials, and personal advice. Feedback from both mentor and mentee after the mentoring partnership was consistently positive. A concept for Principal Investigators (PIs), enabling them to advise peer groups, to engage in questions-and-answer sessions for career advice, was tested at the EYRE in Belgrade (appr. 100 participants, positive feedback). Career sessions with the data curation team also commenced in February 2020. Therefore, mentoring will be one of the important measures for gender and diversity in SGA3.

Additionally, two further activities for SGA3 are addressed here:

- **Mentoring**: The HBP High Potential Mentoring Programme in SGA2 was very successful, which was proved by consistently positive feedback. The Mentoring Programme will thus be conducted twice in SGA3: The first mentorship will take place from June 2020 until March 2021 and the second mentorship will last from May 2021 until March 2022. Registration for the first round of the Mentoring Programme in SGA3 will be open from May 2020. Additionally, there will be more non-obligatory support for mentors and mentees, for example, focus groups for mentors, more guiding materials, and Peer Group Mentoring.

- **Guidelines**: In accordance with the GAP, the proposals for HBP guidelines and the guidelines for the scientific community, developed specifically by Task11.2.5, were made available on the [HBP website](#) in SGA2. These guidelines address gender and diversity aspects in scientific research and management. In the case of HBP leaders, a [recruiting guideline](#) has been developed, while a [research guideline](#) and a [publication guideline](#) have been elaborated for researchers. In SGA3, further guidelines concerning diversity, leadership, intervention, and teamwork will be developed and published on the HBP website.

Concerning SGA2, as the comparison between the plan and the actual achievements in the following table indicates, the Gender Action Plan (GAP) has proven itself feasible.

Collaboration across the HBP has been increasingly positive, especially with the GAC who actively contributed to all measures and the PCO and further SP managers who openly shared and discussed internal guidelines and offered advice. The close collaboration with the Education Programme, the support of the Directorate, the Science and Infrastructure Board, and the Ethic Rapporteurs, have all proven valuable (see, e.g., https://www.humanbrainproject.eu/en/follow-hbp/news/hbp-launches-high-potential-mentoring-project-on-international-women-s-day/ on the "High Potential Mentoring Program" 8 March

2019). This positive development led to an increase of certain activities, particularly contributions to guiding documents and to conferences and workshops.

In addition, the GAP has been considered agile in order to adapt measures based on new insights and/or unforeseen events. Indeed, some changes were needed and in-kind contributions from convelop were necessary, as exemplified below:

- CONVELOP, as the responsible partner for Task 11.2.5, needed significantly more time and meetings than originally planned to become familiar with processes and practices of the HBP.

- Task 11.2.5 focused first on the internal guidelines and processes to ensure a basis on which the task itself and all HBP leaders can rely as references for change efforts.

- The main, unplanned challenge for the implementation of the GAP and the improvement of the gender ratio for the HBP is to plan the next phase SGA3 as a scientific and major organisational change compared to SGA2. Task 11.2.5 contributed to the SGA 3 planning in multiple ways: to ensure a gender perspective to managerial and scientific objectives as well as the planning process itself – again, in close collaboration with the Gender Advisory Committee (GAC).

- T11.2.5 has been involved in the planning of a "Women in Flagships" conference, initiated at the ICT 2018 conference in Vienna with representatives of the Flagships Quantum and Graphene. The "Women in Flagships" conference did not take place. While T11.2.5 supported this event, T11.2.5 reminded all contributors that, within the EC, many "women in STEMM conferences" take place to which the Flagships can contribute.

- A few measures, especially virtual coaching and advice, were difficult to implement during SGA2 and were, therefore, delayed and underwent design changes. These are more specifically a Leadership Jour Fixe and virtual Peer Mentoring for early career scientists.

While the GAP sets the overall strategy for the Gender and diversity coordination, in practice, agile planning, and refocusing on several targets were necessary tools to take a step towards fulfilling the vision of equal opportunities in the HBP. To realise these objectives, T11.2.5 developed different measures and undertook several activities that, while not foreseen in the GAP, provoked positive feedback on an international level. These measures and activities are listed below:

- The GAC formulated the so-called leadership letter: Based on several presentations and an open dialogue, the SIB representatives signed the letter known as the "HBP Leaders' Commitment to Equal Opportunities and Inclusiveness" (see https://www.humanbrainproject.eu/en/about/gender-equality/events-and-news/). It comprises a vision, the mission to follow the cascade model, which states that women and men must be represented at each career level in proportion to the level below, and a list with 20 concrete actions for HBP leaders to check on a regular basis, for example, reference statistics, hiring procedures, work distribution, and measures to counteract unconscious biases.

- In close collaboration with the education programme, T11.2.5 organised the 3rd HBP Curriculum Workshop Series - Research ethics and societal impact, which took place from 26-27 September 2019 at the Graz University of Technology, Austria, entitled "**Neuroscience, robotics, AI and medical informatics: New insights with diversity & ethics**". Scientists from neuroscience, robotics, AI, and medical informatics provided insights on how they consider variables such as sex, gender, and age in their research. Additionally, experts in ethics and diversity introduced Responsible Research and Innovation (RRI) concepts and their practical application.

- Dissemination is an essential tool to increase knowledge of gender and diversity in the HBP and in the scientific community in general and to raise awareness of measures and aspects related to this issue. Therefore, T11.2.5 has also published a scientific journal article ("Fair projects – bad data? Evaluating the gender balance in science projects") in the journal fteval, which addresses the topic of gender balance in science projects and how to evaluate the appropriate gender ratios in the context of a possible underrepresentation of women by analysing a variety of accessible data sources (https://plus.humanbrainproject.eu/publications/2384/ (10.22163/fteval.2020.471).

Table 1: Comparison of activities as targeted for T11.2.5 in the GAP and their actual status in M24

Areas and Measures	Main outputs based on activities according to the GAP	Status
Vision, Communication for Equality in the HBP - Main Outputs: Invitation to SIB meetings, vision and mission on equal opportunities endorsed and signed by the SIB Personal invitation to write a post for the "theneuroethicsblog.com", open access paper (forthcoming)		
Contribute Regularly in HBP Meetings	More than 2 meetings per month: DIR Meetings (4x), PCO Meetings (6x), GAC Meetings (20x), SIB Meetings (19x), Education Programme (10x; especially guiding documents, 2-day curriculum workshop preparation), for the PLUS Modules (7x), HBP Summit Programme Committee (14x), SP Managers Meeting (30x), SP12 Meetings (4x).	↗↗
Raise Awareness and Disseminate Good Practices	28 contributions to news and forum; journal articles, among others: http://www.theneuroethicsblog.com/2019/09/same-same-or-different-common_10.html https://www.ethicsdialogues.eu/2019/05/24/counting-the-numbers-what-is-a-fair-gender-balance-in-science-projects/ Kleinberger-Pierer M., Pohn-Weidinger S., Grasenick K. (2020): Fair projects – bad data? Evaluating the gender balance in science projects.	→
	Contributions to the "Women in Flagships" event planned during M1-M12: cancelled by the Flagship partners.	⇒
Structures and Processes - Main Outputs: Checklist for HBP Leaders, endorsed and signed by the SIB together with Vision and Mission, endorsed internal guideline for (s)election procedures. Gender as criteria of excellence (10%) for open calls and vouchers		
Management and communication processes for GAP implementation	Consent on rationale for equal opportunities and the cascade model, which states that women and men are expected to be represented at each career level in proportion to the level below; online available on the HBP Website, internal Guideline for (s)election procedures and checklist for leaders. Collaboration on guidelines, mentoring, incentives, monitoring; dissemination of information and guidelines.	→
Resource List	The resource list with practices of HBP universities was created. Based on the findings, it was decided not to disseminate it to avoid a misinterpretation as competitive ranking.	↘
Analysis, Guidelines, Advice, and Collaboration	Gender and diversity developed as 10% criteria of excellence (both research content and teams) for vouchers and open calls. Diversity criteria in the PLUS publication and user modules, test, and feedback for the knowledge-graph search functions. Revised handbooks and procedures, recommendations for gender monitoring.	↗
Contribution to SGA3 planning	Presentations on the relevance of Gender and Diversity for science and innovation, suggestions for strategic, high level objectives to GAC, SIB, DIR. Contributions to related managerial and scientific tasks, collaboration in several related planning meetings. Collaborating with WP leaders on gender and diversity as research content, gender balance for SGA3, collaboration with WP9 to emphasise gender in RRI and transparent procedures.	⇒

Research and Lectures - Main Outputs:		
HBP Summits: Increased participation of women scientists, presentation of "diversity in research" awards		
Gender at HBP Conferences, in Education and Workshops	19 "Gender at Conferences" contributions, among others: **HBP Summit 2018**: Booth for the Open day, Poster, Poster Session, Career Workshop, GAC Meeting. **HBP Summit 2020**: Booth for the Open day, Poster, Poster Session, plenary presentation of GAC achievements, Contribution to Townhall meeting, Townhall: Award winners' ceremony and awardees talks, parallel session.	↗↗
	Development and realisation of 2-Day Workshop "Neuroscience, Robotics, AI and Medical Informatics: New insights with diversity & ethics": design, organisation, facilitation, diversity session, best poster award. Attendance and contributions to 6 conferences and workshops.	⇉
	Call for "diversity in research - best concepts" (with a list of examples, communicated via blogposts, news, education programme, organisation of the evaluation procedure and award ceremony, award winners at the HBP Summit).	→
Individuals, Teams, Leaders - Main Outputs		
17 mentoring partnerships, successfully tested approach for PI peer advice at conferences		
Guidelines and Support for Leaders, Teams, Individuals	Guiding documents (e.g. mentoring guideline) for the mentorship available on the HBP Website. Leaders were supported by presentations, discussions, emails answering questions in relation to the HBP equality mission, checklist for leaders at meetings, especially in SIB Meetings (incl. personal meeting in Duesseldorf), GAC Meetings.	→
Incentives and Support for Leadership Best Practices	Call was launched, incentives were too weak for response (Summit registration costs).	↘
Mentoring and peer groups	Concept and guiding materials are available on the HBP Website.	→
	Implementation of the mentoring concept, matching and coordination for 17 mentees (11 women, 6 men across all SPs, managers and scientists) and 17 mentors. Feedback on mentoring was consistently positive.	⇉
	Concept for PIs to advise peer groups tested at the EYRE in Belgrade (appr. 100 participants, positive feedback). Career sessions with the data curation team started in Feb. 2020.	→
Symbols:		
→ Ongoing, on track	⇉ Additional activities (not foreseen in the GAP)	
↗ More achieved than planned	↘ less achieved than planned	

The following chapter details the activities for each area of intervention.

3. Achievements during M1-M24

3.1 Vision, Communication for Equality in the HBP

3.1.1   Contribute Regularly in Meetings

Direct communication in meetings has been regarded as an important starting point to understand formal and informal practices within the HBP, to build relationships and trust and, thereby, the basic ingredients to develop a shared vision and any further measures and activities in all intervention areas.

The starting point for this communication was a drafted Vision and Gender Action Plan. It was necessary to understand the previous work in detail, to clarify the role of the T11.2.5, and to further develop the fundamental principles for the Gender Advisory Committee (GAC).

SGA2 started in April 2018 and continued until September 2018, despite the summer break. **The output of the meetings** was an official endorsement of the GAC, and newly selected members of all subprojects, who met at the HBP summit for the first time to exchange different perspectives on gender related issues and to contribute substantially to the vision and the GAP, resulted in the Deliverable D11.2.10 (D69.10 D131) SGA2 M7 SUBMITTED 190401.docx.

T11.2.5 was contacted directly by SPs with specific questions, for example, on recruiting, and was invited to collaborate on several guiding documents (see chapters below) and, lastly, the HBP Summit itself. Further details on the outputs are outlined in the following sections.

To achieve this output, T11.2.5 contributed mainly to meetings of DIR, SIB, PCO, SP managers and the HBP Education Programme. As SGA2 and the GAP further evolved, meetings that were not foreseen in the original plan were added, especially concerning the SGA3 planning period.

Overview on activities Vision, Communication for Equality in the HBP	
According to GAP	Activities in M1-M24
Two meetings per month	4,6 meetings per month: Facilitating 20 GAC meetings; Attending to more than 80 HBP meetings: 4 DIR, 19 SIB, 6 PCO, SP11, 10 Education Programme (especially guiding documents, 2 days curriculum workshop preparation), 30 SP Managers, 4 SP12, 7 PLUS Modules, 14 HBP Summit Programme Committee; details on contributions and outcomes see below "structure and processes").
	Face-to-face meetings: SP12/DMU Leicester, PCO Geneva, SP Management Meeting Geneva, ICT Conference Vienna 2018, FZJ Duesseldorf, Meeting with the Ombudsperson Turku.

3.1.2 Raise Awareness and Disseminate Good Practices

An important prerequisite for a better gender balance in scientific projects is knowledge and understanding of the underlying mechanisms, especially among leadership forces, but also in the broader research community. One mechanism to address is the lack of role models for women scientists at the beginning of their career and for men to overcome unconscious assumptions that one sex might be better suited to a specific role than to another. Since in many fields of science the vast majority of leaders are men, T11.2.5 has considered carefully how to attract the attention of these leaders and their teams by creating personal concern and interest. Based on previous experiences of the way in which "gender", "gender bias", "gender mainstreaming" etc. are perceived, T11.2.5 chose the strategy that was summarised by Stewart and Valian as principles of an inclusive academy, arguing that the best solutions for a better representation of women improve transparency and fairness for everyone, regardless of gender, ethnic affiliation, or further diversity traits.[6] Topics of general interest in the scientific communities were chosen accordingly and information on processes enhancing fairness, career development etc., while including a gender perspective and information on unconscious biases. To ensure that men also read related guidelines and articles, headlines referred to diversity and information has been posted onto existing platforms and newsletters of the HBP rather than creating a new twitter or blog account.

T11.2.5 contributed to HBP virtual platforms, such as **collaboratories and forums, newsletters (HBP internal newsletter and education programme newsletter) and the website**. Collaboratories and forums focus on technical aspects of the HBP research infrastructure. Nevertheless, the "WE ARE HBP" posts on the HBP Forum were read 2742 times by Month 24. Examples for announcements at the HBP website refer most recently to a signed letter called "HBP Leaders' Commitment to Equal Opportunities and Inclusiveness", which was announced on 8 March 2020 and the 2-Days'-Workshop on diversity and ethics (see sections below) that was announced via the newsletter of the education programme in March 2019. Additionally, events were announced on the HBP website on "Diversity and Equal Opportunities" where further reports on gender and diversity were made available.

To **raise awareness for role models,** T11.2.5 portrayed all members of the GAC and established a mentoring programme. By launching the call for the best "Diversity in Research" concepts and by holding the competition for the award, it was possible to make role models in HBP research visible. At the HBP Summit 2020, the award winners were presented to the HBP community as role models. The summit provided, thus, an excellent opportunity to have the winners of the "Diversity in Research" award present and discuss their research in a plenary session.

T11.2.5 was involved in the planning of a "Women in Flagships" conference. The starting point was the ICT Conference in Vienna 2018 with two related meetings, especially the meeting of Commissioner Mariya Gabriel with Katrin Amunts and further women representatives of FET Flagships (see https://ec.europa.eu/digital-single-market/en/news/combatting-gender-stereotypes-commissioner-gabriel-meets-trailblazing-women-science "Combatting gender stereotypes: Commissioner Gabriel meets trailblazing women in science", 6 Dec 2018) with representatives of the Flagships Quantum and Graphene. The "Women in Flagships" conference did not take place. Although T11.2.5 supported this event, it shared and reminded all contributors that within the EC, many "women in STEMM conferences" take place to which the Flagships can contribute.

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[6] Stewart A.J. and Valian V. (2018): An Inclusive Academy. Achieving Diversity and Excellence. MIT Press.

Overview on Activities Management and Communication	
According to GAP	Activities in M1-M24
A minimum of one contribution / month (news, blogs, etc.) on average	1,2 per month: 28 contributions to news and forums (posts in forum, contributions to newsletters of the HBP, news announcement on HBP homepage, contributions via #slack-channel for the HBP students); journal articles, among others: http://www.theneuroethicsblog.com/2019/09/same-same-or-different-common_10.html https://www.ethicsdialogues.eu/2019/05/24/counting-the-numbers-what-is-a-fair-gender-balance-in-science-projects/
	Raise awareness and build networks for the HBP at the Gender in Higher Education Conference in Dublin 2018, LERU Conference in Zurich.
Publication	Magdalena Kleinberger-Pierer, Simon Pohn-Weidinger, Karin Grasenick (2020): Fair projects – bad data? Evaluating the gender balance in science projects. FTEVAL Journal *for Research and Technology Policy Evaluation No. 50, March 2020, Page 60-71, DOI 10.22163/fteval.2020.471, ISSN 1726-6629.*

3.2 Structure and Processes

3.2.1 Management and Communication Processes for GAP Implementation

The Gender Action Plan (GAP) D11.2.10 already includes some principle structure and procedures necessary for its implementations, namely the Gender Advisory Committee (GAC) as an advisory body for the DIR and the PCO, related terms of reference and the planned range of communication responsibilities of T11.2.5. These basic prerequisites were developed during the establishment phase of the GAP.

Overview on Activities Management and Communication	
According to GAP	Collaboration in M1-M24
DIR: reporting, strategic decisions on key activities	4 meetings: Endorsement of GAP and GAC, active support of the mentoring programme, reflection on SGA3 planning as well as internal interims report, meeting at the HBP Summit 2020.
GAC: preparing measures and activities as well as reports for discussion with the GAC.	Monthly meetings prepared with the GAC chairs, collaboration on guidelines, mentoring, incentives, monitoring consent on rationale for equal opportunities, and the cascade Model online available at the HBP Website.
SP1 to SP10: guidelines, interact in meetings to encourage consideration of sex, gender, and diversity aspects in research design and publications.	Collaboration via SP management, GAC, Ethic Rapporteurs and SIB (vs. direct meetings), coaching, dissemination of information and of guidelines (see sections below); Internal guideline for (s)election procedures and checklist for leaders.
SP11: contribution to quality control, guidelines, and lectures.	Monitoring of publications with related content on gender and diversity, on gender data (see below), conference planning and the governance handbook, contribution to vouchers and open calls (gender as 10% criteria of excellence); Internal guideline for (s)election procedures and checklist for leaders.
SP12: close collaboration, to support all efforts of SP12 aiming to address issues of sex and gender within the HBP (RRI includes gender equality).	Reflecting and distributing guidelines on diversity as research content, the mentoring programme (ethic rapporteurs), SGA3 planning; Internal guideline for (s)election procedures and checklist for leaders.
Education Programme: contributing to workshops, guidelines.	Criteria for application forms.

Overview on Activities Management and Communication	
Not foreseen in the GAP	M1-M24
Science & Infrastructure Board	Internal guideline for (s)election procedures and checklist for leaders.
	Consent on rationale for equal opportunities and the cascade Model online available at the HBP Website, internal Guideline for (s)election procedures, and checklist for leaders.
	Childcare and financial support, gender at conferences proposed and provided by SIB and DIR; however, eligibility could not be clarified for SGA2 (the allocated budget was, therefore, used for students and diversity award winners).

Most of the foreseen coordination tasks have been fulfilled and even intensified during M1-M24.

During M6-M18, the collaboration with the GAC intensified more than planned by offering two subsequent meeting times (one in the later afternoon, one at lunch time), preparing most of the meetings with the chairs – and the commitment of the GAC members to contribute substantially to all planned activities. The number of GAC meetings reduced for M19-M24. Since all SPs are represented in the GAC and T11.2.5 also contributes to SP11 and the Education Programme and SP12, Ethic Rapporteurs' structural links with all SPs are clearly set. Direct contributions to SP1-SP10 had to be postponed due to more intensive collaboration with the GAC, the Education Programme (see below, "Gender at Conferences") and the unforeseen collaborations for SGA3 planning, which also required participation in SIB meetings.

3.2.2   Resource List

T11.2.5 has developed a Resource List "to raise awareness for measures and services available at HBP partner universities, for example dual career support, leadership training or mentoring as well as best practices within the HBP"[7]. As a starting point, T11.2.5 focused on HBP partners who are also partners of LERU – the League of European Research Institutions that have published guidelines and best practice examples on overcoming implicit biases in academia. The LERU guidelines were made available at the HBP website: https://www.humanbrainproject.eu/en/about/gender-equality/measures-and-materials/#_diversity.

Additionally, networks and communities of female researchers have been added to the Resource List[8] as well as related publications.

A detailed analysis of the resource list was summarised in Milestone 11.2.9 and provides an overview of gender equality (GE) structures and measures for female researchers and students in selected universities or research centres that are members of the HBP consortium. The sample covers nine universities in three different countries (Germany, Italy, and the United Kingdom):

The stocktaking exercise aims to identify GE structures, regulations, and strategies at both the level of university and, as far as possible, the level of those departments or faculties that are participating in the

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[7] Gender Action Plan, page 14. During SGA1 best practices within the HBP were identified via survey and interviews and reported on the website.
[8] Gender Action Plan, page 14.

HBP project. It examines any visible links to national or subnational frameworks and the extent to which GE statistics are made available. As far as possible, the focus is on STEM subjects.

Information made available online by the universities is incomplete and may not provide an accurate picture. The availability of information about GE activities, for example, formal commitment via regulations, strategies, or plans, is somewhat limited, although this differs case by case. Others take a wider perspective on diversity. None of the Italian universities provide their GE information in English. In Germany, instead, information is offered in German and English. At the UK universities, information is, as expected, only available in English.

The most **common GE structures** encountered include GE officers, committees, or other bodies and specific services that target female staff or students, including family support and childcare. Some offers are specific to just one of the case studies and address issues that are not on the agenda at all in other places. Amongst these less common examples are measures to reduce the gender pay gap.

Many of the GE frameworks and structures established by universities are driven by national-level legal obligations. There is a mix of international EU-level requirements, national, and sometimes regional legal frameworks and, finally, university-level procedures. Based on these obligations, universities in all three countries are required to set up a GE structure. To what extent the legal framework is implemented, fulfilled, or not fulfilled in the three countries cannot be stated at present.

From the publicly available and verifiable data of the individual universities, it can be said that most of the GE structures and measures are university-wide and not specific to STEM subjects. There are no legal obligations for GE activities specific to STEM subjects. Accordingly, specific support is not always available for GE in STEM subjects, but a number of examples of voluntary frameworks to incentivise GE in those fields are present. Most STEM-specific activities either aim to increase female student numbers, for example, by targeting female school students, or encourage female students and staff by promoting role models. Concrete incentives are rare and are either not STEM-specific or are soft measures, such as platforms and networks. The United Kingdom's Athena SWAN initiative, however, was aimed specifically at STEM subjects, at least initially before it was thematically widened in 2015. Evidence of GE being an actual criterion for funding is very limited. With the exception of one specific research funding provider in the area of health, holding an Athena SWAN award does not have any formal impact on funding decisions.

In the Italian and UK cases, gender is usually viewed as one of a number of different characteristics or dimensions of diversity. In Germany, however, legal obligations appear to focus primarily on GE.

One aspect that stands out from the available legal requirements and political framework is the fact that in the UK, **gender is only one of several focal points of diversity; in particular, the focus is also on ethnicity and racial classifications**. This may be partly due to the more ethnically diverse society and, therefore, student and staff composition in the United Kingdom. In addition, British universities are more internationally oriented, for example, to attract foreign staff and students, than universities in Germany or Italy. At least in the British case, it could be argued that the higher the profile of diversity issues, the more likely GE is subsumed beneath a wide range of diversity dimensions.

Similarly, the **provision of statistical data on GE** amongst staff and students is not satisfactory. The degree of detail that is publicly available is quite poor. There is no common approach to collecting GE statistics, which hinders comparison between universities within a country and, even more so, internationally. At times, universities and faculties distinguish between different career paths (research and non-research staff), seniority levels (from post-doc to professor), and at other times they only provide one general figure for staff or students overall. Differentiation by subject area is very irregular, and the subject areas used are not consistent. References to the EU-level She Figures reports, which have provided information about GE in research and innovation since 2003, are scarce. Moreover, university-level statistics are not placed in the wider She Figures context.

In the case of M14-M24, it has been planned to make the resource list available as part of a more regularly and intensified news and dissemination phase. However, based on the findings, it was decided not to disseminate the resource list to avoid a misinterpretation as competitive ranking. A solution on how to best utilise the list will be developed with the GAC and the SIB.

Overview on Activities Resource List	
According to GAP	Activities in M1-M24
Introducing one university or partner institution per month (news, blogs etc.) on average, in alignment with the given resources	Development of the resource list with practices of HBP universities, but not published to avoid misinterpretation as competitive ranking.

3.2.3   Analysis, Guidelines, Advice and Collaboration

T11.2.5 analysed HBP Guidelines and processes to integrate gender and diversity aspects.

"Given the complexity of the HBP, it is important to ensure that partners and leaders at different organisational levels are aware of the clear commitment of the HBP as a European Flagship Project to enhance equal opportunities. They also need to be given clear guidance on how to support this aim in everyday routines and decision making."[9] One approach to provide guidance is to offer reference documents; these documents are especially important in a large, remote partnership, where it is difficult to meet and inform each other personally (in order to maintain an overview on all ongoing activities). When contributing to guiding documents that are already available and in use, one must identify opportunities for revising and contributing to the documents. By following the planned communication processes and participating in meetings for different structural layers of the HBP, T.11.2.5 revised the following documents and contributed to their further development:

- **Governance Handbook** (D D11.1.1 (D68.1 D98) SGA2 M3 SUBMITTED 190327 CO.docx) raises awareness of election processes and the resulting gender ratios of boards, governing bodies, and workgroups. For the planned **legal entity, AISBL** recommended how to include the gender perspective in the contract, which are similar to the suggestions in the governance handbook.

- **Risk R11.12 "Not attracting or losing a divers pool of highly talented people if not communicating and enhancing equal opportunities, especially related to gender".** Description of the risk "The lack of implementing measures to enhance equal opportunities reduces the pool of highly talented people, their motivation to contribute to HBP and the innovation capacity (numerous studies have shown that diversity is a key success factor for scientific excellence and innovation)" was introduced with high priority and has been tracked.

- For **publications,** suggestions were provided to **track and report gender and other diversity aspects** via the PLUS publication platform. Publication entry for PLUS now contains a field that indicates the gender of the lead author and, in addition, a field that indicates relevant diversity aspects (such as sex, gender, age, or others) according to which the publication differentiated if the publication related to living materials (such as biological samples, animals, human beings, etc.). Additionally, a diversity criterion was added in the PLUS publication and user modules, test, and feedback for the knowledge-graph search functions.

- The **Voucher Programme** and **Calls for Expression of Interest (CEoIs)** signalled to potential partners that **gender and diversity** are taken seriously by the HBP because gender is counted as **criteria of excellence** (both research content and teams). This criterion aims to highlight gender in team compositions and research content, and it contributes 10% to the evaluation of excellence. Among the awarded proposals, the percentage of women leaders has increased from 30% to 38%.

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[9] Gender Action Plan, page 15.

- **The Welcome Package of the Educational Programme** now includes a link to the ombudsperson and to the gender coordination task (current version of the welcome package can be found via the website of the HBP education programme: https://www.humanbrainproject.eu/en/education/student-community/).

- The **reporting on the gender ratio** was supported, interims results analysed, and suggestions to simplify the monitoring procedures were made (see the following section below). In addition, the report contains data on the gender ratio in relevant science and technology fields to compare it to the data in the HBP.

- The GAC discussed and formulated a **recommendation letter for SGA3 planning**; T11.2.5 analysed the gender balance of SGA3 contributors in December 2018; a **second letter** was disseminated, which included **data for comparison** for specific fields of science (see below) and further **suggestions on how to setup "calls for contributors"** accordingly. In a final development by the GAC, the **leadership letter** was formulated. Based on several presentations and an open dialogue, the SIB representatives signed this letter, which is known as **"HBP Leaders' Commitment to Equal Opportunities and Inclusiveness"** (see https://www.humanbrainproject.eu/en/about/gender-equality/events-and-news/). It comprises a vision, the mission to follow the cascade model, which states that women and men must be represented at each career level in proportion to the level below, and a list with 20 concrete actions for HBP leaders to check on a regular basis, for example, reference statistics, hiring procedures, work distribution, and measures to counteract unconscious biases.

Overview on Activities	
According to GAP	Activities in M1-M24
A minimum of three revised HBP internal handbooks and procedures (for SGA 2)	Six revised handbooks and procedures (see list above); gender as 10% evaluation criteria of excellence in vouchers and open calls (both research content and teams).
A minimum of two guidelines (for boards, work groups, etc.) for SGA2	Recommendations for gender monitoring; two recommendation letters with short summaries of suggestions; leadership letter "HBP Leaders' Commitment to Equal Opportunities and Inclusiveness"; Recruiting guideline; Diversity criteria in the PLUS publication and user modules, test, and feedback for the knowledge-graph search functions.

3.2.4   Gender Monitoring: data base and comparison (M1-M24)

This chapter was delivered with the customized report on M1-M24. Findings have been further developed together with the PCO and have been adapted and implemented into the PLUS user module.

3.2.4.1 Existing data sources and challenges

Within HBP, **different systems and platforms** contain personal data of HBP members, each of them designed for a different purpose: in addition to the European participant portal SyGMa (System for Grant Management), the "Blue Book", for instance, serves as directory or contact database, while EMDESK is used for mailing lists, project management, reporting, and financial accounting.

This review of the existing data sources revealed a range of challenges and difficulties in compiling and comparing the information, as well as gaps in the data that would be important to provide a complete gender analysis.

1. Each data source focuses solely on one **specific perspective of usage**. Exporting data from one source in order to adapt it for a different purpose, for example, from SyGMa and EMDESK to the "Blue Book" or a gender analysis is, therefore, limited and partially impossible.

2. That means that, in addition to the data already provided in SyGMa and EMDESK, **data for HBP gender monitoring** currently must be collected via separate approaches, especially data collection **sheets and questionnaires** distributed in the SPs.

3. **Head counting and different definitions for roles and tasks** impede reliable information as one person might have different roles, which might refer to research and to management tasks; some persons, especially leaders, might not be funded by the HBP but still contribute in-kind to the project. In the survey provided with the HBP SGA2 Semester Report M6, the following roles were reported.

Researchers: Leadership Roles Reported
Project Manager, SP Deputy & Task Leader, SP Deputy, WP & Task Leader, SP, WP & Task Leader, WP & Task Leader, Deputy Leader, SP Deputy Leader, SP Leader, Task Leader, (Deputy) WP Leader, WP Leader
Researchers – all Roles Reported
project manager, senior project manager; Assistant, data manager; director, ethics coordinator, Team / Task Leader, other (SP4), SP leader, Task leader; WP Leader, PhD, PhD student, Postdoc; Assistant Professor, Professor, (Junior) Developer   Developer, Engineer, Research Engineer, research technician; scientific software developer, software engineer, technician, Technologist, assistant researcher; Research Fellow, researcher, Scientist, scientist / researcher, Senior Researcher, Senior Scientist / Researcher; staff scientist, student; Bachelor student; MSc; MSc student; Trainee; Undergraduate/Master Student/ Student Helper
Non-Researchers - Leadership Roles reported
technical coordinator, SP Deputy Leader, (Deputy) SP Leader, SP Leader, SP Manager, Task Leader, (Deputy) WP Leader, WP Leader
Non-Researchers – all Roles Reported
Admin; admin assistant; admin rep; head of section; department director   Director; (project) manager; business manager; coordinator; manager; Project coordinator, project manager; project officer; Scientific coordinator; senior project manager; SIB coordinator; SP manager; team Leader; assistant; communication assistant; secretary, Master Student; Other positions (women): Scientific Editor, Legal Counsel, Managing Partner, Communications Coordinator & Assistant to Project Manager. Other position (men): Events Coordinator, part of development team, designer, web editor, assistant. Other co-funded personnel include SP Leader and Task Leader, Postdoc; professor; scientific writer; IT assistant; developer; software developer; system engineer; System specialist; Technician

3.2.4.2 Further Analyses of Data Sources

To derive a solution for gender data monitoring in the HBP, the different sources were further investigated to identify desirable characteristics, which are indicated in the table below. The HBP Collaboratories and their "identity manager" were not analysed in detail as they are currently being further developed. In addition, PLUS, which was developed to simplify reporting for the HBP, for example, by tracking HBP publications and completed components, was not included in the detailed analysis. However, the following analysis and results have been shared with the PLUS team for further development, according to the overall aim to harmonise the different data sources while still guaranteeing protection of personal data, such as gender identity, and ensuring the correct usage of all datasets according to GDPR.

Table 2: Overview on existing HBP data sources. Cells with an orange coloured background indicate features of an ideal data collection system. These are further discussed for the proposed solution below.

	Blue Book (Different versions)	EMDESK (M1-M6 Report)	HBP SGA2 Semester Report (M1-M6)	SyGMa System for Grant Management, EU Participant Portal
Status / Ref. period	Multiple versions (most current version: 1.3.2019)	During M1-M6 Reporting Period	September 2018 (M1-M6 Period)	
Type	Excel sheet	① Online portal	Report (pdf)	Online portal
Short description / available data	Internal Directory, database of persons in leadership & management positions (incl. contact details), thematically structured in excel tabs (SPs, WPs & Tasks; CDPs, Partnering Projects, Admin Reps, SB & SCSB, DIR, SIB, Advisory Boards), Full staff only for SP11	Permanent information: Contacts per organisation / institution with some details (Name, Title, Position, Department, address & contact details) Data that was recorded (during reporting period): Person Month per Task Person Month per Person	Gender Balance per SP (multiple tables, no compilation for HBP overall): ▪ researchers and non-researchers ▪ leadership positions ▪ different functions (e.g. PhD students, postdocs, senior researchers, professors, engineers) – but no predefined categories	Single entry point for finding and managing EU grants and procurement contracts. Includes gender information per institution (provided by Partner Admin reps): number of women / men researchers and non-researchers ("workforce"). For the M6 report, this data was collected via an online survey and had to be transferred manually due to technical errors.
Scope	Selected HBP members (leadership, admin reps, board members)	Selected HBP members (leaders, SP managers, external contacts)	② All HBP-funded members (researcher, non-researcher)	② All HBP members (researcher, non-researcher)
Reporting level	Personal, multiple entries per person possible (tabs in excel sheet)	③ Personal, one entry per person	Aggregated	Gender data: aggregated General: Personal, one entry per person
Perspective	④ HBP Contacts attribution to SP, WP, Task, CDPs + institution	Institutional	Sub Project	Institutional
Gender	No (names only)	No (names only)	⑤ yes, aggregated reporting: women, men, other gender identity	Yes: for aggregated gender data No: for personal profiles (names only)
Function in organisation	n.a.	⑥ field is available, unclear if used	n.a.	Functions for persons assigned in the EU Portal refer to the access rights & responsibilities (e.g. LEAR – Legal Entity Appointed Representatives), which differ from project specific functions. (http://ec.europa.eu/research/participants/docs/h2020-funding-guide/user-account-and-roles/roles-and-access-rights_en.htm)
Function in HBP	⑥ **Leadership positions** (SP and SP Deputy, WP, Task, SP Manager, CDP) **Admin Reps Board / Committee Members**	n.a.	⑥ **Researcher / non-researcher** (39 labels for researchers and 32 for non-researchers) **Leadership positions** (SP, SP deputy, WP, Task, SP Manager)	
Counting (head / role)	Role count (multiple entries per person)	n.a.	Role count (multiple roles possible)	Gender data: anonymous head count
⑦ **Connection / transfer to other sources**	no direct connection (data is transferred manually to/from PLUS, EMDESK)	no connection (if necessary, data is transferred manually)	no	no connection (M6 report: results from survey were transferred manually)
⑧ Additional aspects – currently not included in any source: Field of research, Terms & extent of employment (full time, part time), Highest academic degree				

In detail, the following characteristics were derived from the different sources:

1) ① **Online Portal:** Ideally, an online database would be used that centrally records all data, allows for continuous updates, and provides access for different persons at the same time. Based on the current systems, adapting the online platform PLUS with an additional "user module" was suggested and discussed with the PCO. Templates could ideally be "prefilled" with information from other available sources, at least with a list of names (see ⑦)), which could then be completed by Partner Admin Reps.

2) ② **All HBP members:** It is important to cover all HBP members (researchers, non-researchers, both HBP-funded and non-HBP-funded/in-kind) in all positions to enable a complete gender analysis and other descriptive statistics regarding HBP staff. This contrasts with the current data sources that focus on main contacts / leadership / management on a personal level. A crosscheck with, for example, payroll data (see ⑦), can help to compile a complete list of names of HBP-funded staff.

3) ③ **Personal reporting level, one entry per person:** Due to the complex nature of HBP, every person is not only a member of a partner organisation, but is also involved in one or more SPs, WPs, CDPs, and Tasks (④). Furthermore, persons fulfil multiple functions in their home institutions and within the HBP (⑥).

   – Therefore, it is crucial to structure the information according to the level of individuals – in other words, there should be just one entry (in an Excel sheet this would be one row) per person. All details regarding the person will be added in columns.

   – This allows maximum flexibility to filter the data according to different requirements, to conduct various queries and analyses (e.g., depending on one's specific interest, data on the number of persons, or on the number of functions could be retrieved). In this way, no additional aggregated queries are necessary that would require recurring efforts on SP-level or institutional level.

4) ④ **Perspective:** This is related to ③ (personal reporting level). Only on a per person level, multiple allocations to partner institutions and to SPs, WPs, Tasks, and CDPs can be managed meaningfully in the same database.

5) ⑤ **Gender identity:** For gender analysis, it is obviously necessary to explicitly include information on the gender identity of HBP members (women, men, other identity). Currently, the Blue Book and EMDESK include names, but gender identity would have to be derived manually from names (which would require significant effort, is prone to error due to ambiguities, and most probably would not cover "other gender identities").

6) ⑥ **Functions:** This is related to ③ (personal reporting level). Only on a per person level, multiple allocations to functions (researcher / non-researcher, with more detailed categories on a sub-level) as well as multiple leadership positions (SP, SP deputy, WP, Task, SP Manager) are possible.

7) ⑦ **Connection / transfer to other sources:** To our knowledge, data sources are currently not connected with each other, and automated transfer / export of information from one source to another is not possible.

   – In this context, it should be clarified whether there are any options to export data from EMDESK. This would be helpful to "prefill" information in the PLUS Module and thus make it easier for the responsible Partner Admin Reps and / or SP Managers to complete the information.

   – For instance, based on financial accounting (in EMDESK), at least the names of all HBP members who are on the payroll should be mentioned somewhere. Exporting this list of names to "prefill" the template would be an important step to ensure that all HBP members are covered.

8) ⑧ **Additional aspects:** Aspects such as the field of research, terms and extent of employment (full time, part time), or highest academic degree are important analytical factors that should ideally be added.

9) **Data Protection:** Implications of the data protection regulation must be clarified with the HBP Data Protection Officer (e.g., What data can be circulated internally, what data can be published? Is there a difference between leaders (whose names are known publicly) and general staff?)

3.2.4.3 Proposed Solution

We suggest an approach that allows usage of the same data for different purposes. Ideally, this data will be collected online, for example, when a user creates her/his profile to acquire an HBP account. For this purpose, a new **"User module"** should be defined in PLUS. Personal data, such as a person's functions in the project, will be collected in this module and the user can choose whether to share it with other account holders. The following aspects should be considered for the implementation:

- An online solution offers the opportunity to collect sensitive data and provide data masks, which conceal this data from other users. For example, information on gender identity could be collected but only made available as aggregate analyses of the HBP.

- Most importantly, all information should be compiled per person, with one row per HBP member. All details regarding the person will be added in columns. The Table below includes the columns we suggest for this purpose. (Please note: the specific implementation of "multiple choice" options will have to be clarified).

- For continuous review, it is suggested to provide either the SP managers or the individual person with the data already available in order to update or correct the information, if needed.

- Access to certain information, gender identity, and employment must be clarified.

Table 3: Suggested columns to record personal information

Column Name	Description & Comments
ID	consecutive unique ID-number for each person
First Name	
Last Name	
email	
phone	
Institution/Partner	Abbreviation (drop-down)
Country of Institution	Abbreviation (drop-down)
Task involvement (SP and WP can be derived from the No.)	More than one choice: Task numbers
CDP involvement (for SGA2)	Opt Out (derived from Task No.): CDP numbers
Related Leadership positions	More than one choice: SP/SP Deputy/WP / WP Deputy / Task / SP Manager / None
Board / Committee involvement	More than one choice: • Stakeholder Board (SB) • Steering Committee of the Stakeholder Board (SCSB) • Science and Infrastructure Board (SIB) • Directorate (DIR) • Scientific Advisory Board (SAB) • Clinical Advisory Board (CAB) • Ethics Advisory Board (EAB) • Gender Advisory Committee (GAC) • Other
Researcher	Single choice selection: researcher **funded / not funded by HBP** • The reporting instructions for the SGA2 Semester Report M6 are defined as follows: A *"researcher/non-researcher" is defined as someone actively participating in AND **paid by HBP SGA2"**; however, some researchers, especially in leadership positions, contribute to the HBP in-kind). • The definition of the (Frascati Manual (2015): *§5.35 might be useful: 'Researchers' are professionals engaged in the conception or creation*

	of new knowledge. They conduct research and improve or develop concepts, theories, models, techniques instrumentation, software, or operational methods. • The 'researchers' count must include researchers at all levels, incl. master students, PhD students, postdoc students, established researchers without leadership/co-leadership within HBP, established researchers with leadership/co-leadership within HBP, Task leaders, Work Package leaders, Subproject leaders.
Non-researcher	Single choice selection: non-researcher **funded / not funded by HBP** non-researchers fulfil service or managerial tasks for the HBP; see Table "Overview on Functions reported in SGA2 Semester Report and assigned new categories"
Functions	More than one choice: • Full professor / Junior professor / Associate professor • Postdoc Researcher / PhD Student • Master Student • Trainee / Management Position • Technician / Administrator / Assistant • Other, please specify: Comment: The analysis of the individual SP-Tables from the SGA2 Semester Report (M6) clearly shows the need for a fixed set of categories of roles and responsibilities: In total, SP Managers reported 39 different labels for researcher roles and 32 different labels for non-researcher roles[10].
Highest academic degree	Single choice: Bachelor / Master / PhD (Doctorate) / other
Gender – I consider myself Alternative approach: I would like to be addressed as	Single choice: woman / man / other gender identity Dear madam/ Dear sir / …
Extent of employment	Single choice: full time / part-time (comment: this refers to employment overall, including HBP activities and duties at the partner institution)
Allocation of working hours	If feasible: option to indicate estimated share of total working time (or estimated person months) dedicated to different duties within HBP (e.g., research – administration – leadership etc.)
Field of research	Multiple choice: revised OECD "Field of Science and Technology Classification" (http://www.oecd.org/science/inno/38235147.pdf); or any other classification that is currently used within HBP
HBP involvement start date HBP involvement end date	Optional: possible option to ensure that data queries can be made transparent and different reporting periods can be distinguished, if necessary.

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[10] The HBP, country, and organisation specific definition of functions will further consider Euraxess descriptors https://euraxess.ec.europa.eu/europe/career-development/training-researchers/research-profiles-descriptors

3.2.4.4 Reference Data for the HBP Gender Monitoring

To evaluate the total share of women in the HBP staff and in leadership positions, one must consider comparable numbers of appropriate scientific communities, which can only be estimated from reports. To define suitable corridors educational background, regional specific figures and scientific community must be further specified accordingly:

- The **European Commission's** most recent **SHE FIGURES Report 2018**[11] provides aggregated numbers for various disciplines, among others the number of doctoral graduates by gender and broad field of study for the year 2016 for the EU-28 countries as well as the proportion of women among grade A staff in the different research fields of Research and Development (R&D) for the year 2016 for the EU-28 countries (see figures below). These numbers are further specified for natural sciences and engineering; however, no further differentiation is made. Moreover, one cannot study, for example, "neuroscience" or "artificial intelligence" (see figures on doctoral graduates below).

- **In 2017, Elsevier provided a study**[12] **based on publications** from Scopus and ScienceDirect and a combination of author profiles with gender-name data. Elsevier **included** 27 different subject areas for EU28 from 2011-2015. It discloses a ratio of 22% women in computer science and to 47% of women publishing in neuroscience (see figure "Proportional and absolute numbers of researchers" below).

- **Figures differ in each country as, for example, reported in the** *UNESCO Science Report: Towards 2030*[13] *(see figure "Women in Science – Spotlight on Europe" below).*

- Additionally, **The Global Gender Gap Report 2018** by the **World Economic Forum**[14] offers exemplary reference data for certain scientific fields, like, for example, Artificial Intelligence (AI). It is important to compare the SPs of the HBP with specific reference data as the gender distribution varies depending on the predominate scientific discipline.

For figures and statistics, sex and gender are common terminologies:

- **Sex** refers to the **biological differentiation** between "male" and "female", determined by chromosomes, genes, hormones, and anatomy. However, the idea of two discrete sexes is overly simplistic. The concept of "intersex" refers to a variety of conditions in which the combination of sexual, anatomical, and physiological factors does not fit the typical definition of male and female (Ainsworth 2015, ISNA 2015)[15].

- The term **gender** refers to the **social construction of women, men, and non-binary persons**: societies and cultures associate competences, behaviours, and attitudes with a person's biological sex. Expectations and ascribed roles lead to further differences in persons' paths through life, for instance, by influencing occupational choices.

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[11] European Commission (2019). SHE FIGURES 2018. Directorate-General for Research and Innovation. Online: https://ec.europa.eu/info/publications/she-figures-2018_en.

[12] Elsevier (2017). Gender in the Global Research Landscape. Analysis of research performance through gender lends across 20 years, 12 geographies, and 27 subject area. Online: https://www.elsevier.com/__data/assets/pdf_file/0008/265661/ElsevierGenderReport_final_for-web.pdf

[13] Huyer, S. "Is the Gender Gap Narrowing in Science and Engineering?" In: UNESCO Science Report: Towards 2030. Paris, France: UNESCO Publishing; 2015. https://en.unesco.org/sites/default/files/usr15_is_the_gender_gap_narrowing_in_science_and_engineering.pdf

[14] World Economic Forum (2018): The Global Gender Gap Report 2018. Insight Report. Online: http://www3.weforum.org/docs/WEF_GGGR_2018.pdf. P. 28-35.

[15] Ainsworth, Claire (2015): Sex redefined; Nature Vol. 518 / 7539, News Feature. http://www.nature.com/news/sex-redefined-1.16943 ISNA 2015: Intersex Society of North America; http://www.isna.org/

- When referring specifically to sex as a biological characteristic, the terms "**female**" and "**male**" should be used. It is recommended to use the terms "women" and "men" when both biology and culture are concerned (see European Commission 2013, p.50)[16].

- **Gender Monitoring** intends to monitor and analyse differences related to gender (i.e. cultural factors such as distribution of roles and tasks, predominance in certain scientific fields, and career development). However, information is often restricted to binary sex-related entries in questionnaires or identity cards, which is why statistics often refer to the term "sex".
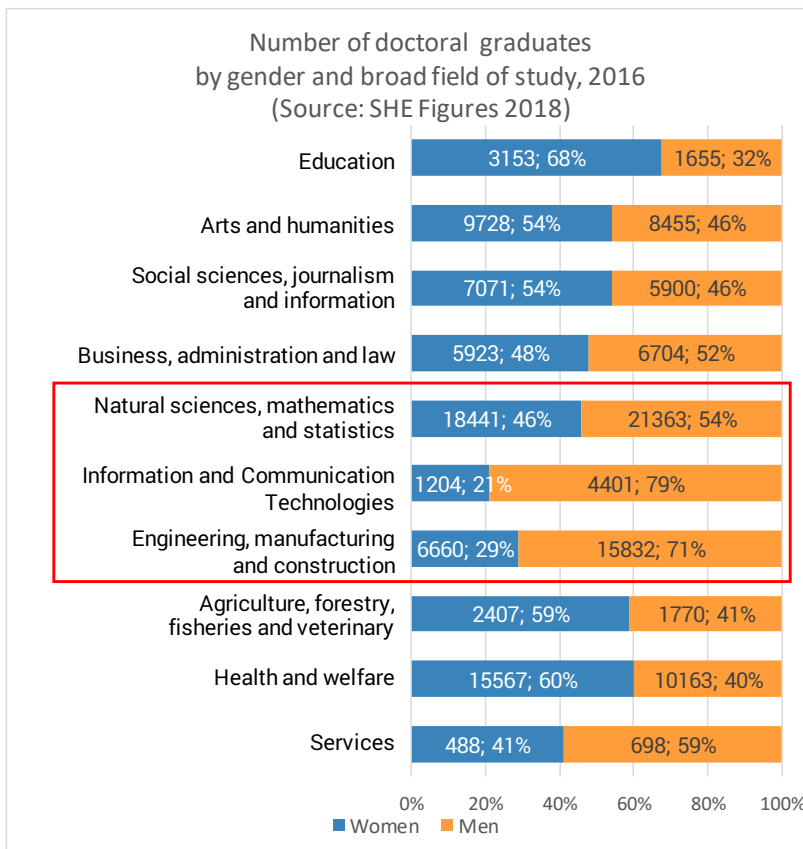
Figure 3: Proportion and absolute number of doctoral graduates by gender and broad field of study, 2016. Data on EU-28. Source: European Commission (2019): SHE FIGURES 2018. As reference for the HBP serve the highlighted "fields of studies" that comprise the predominate HBP-research focus: natural sciences, mathematics and statistics; Information and Communication Technologies; Engineering manufacturing and construction. It has to be considered that each of these categories comprises aggregated numbers from various disciplines. The share of women among the doctoral graduates for these three fields of study varies between 21% and 60%, the average percentage is 32%.

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[16] European Commission (2013). Gendered Innovations. How Gender Analysis Contributes to Research. Report of the Expert Group "Innovation through Gender" Report: http://ec.europa.eu/research/science-society/document_library/pdf_06/gendered_innovations.pdf
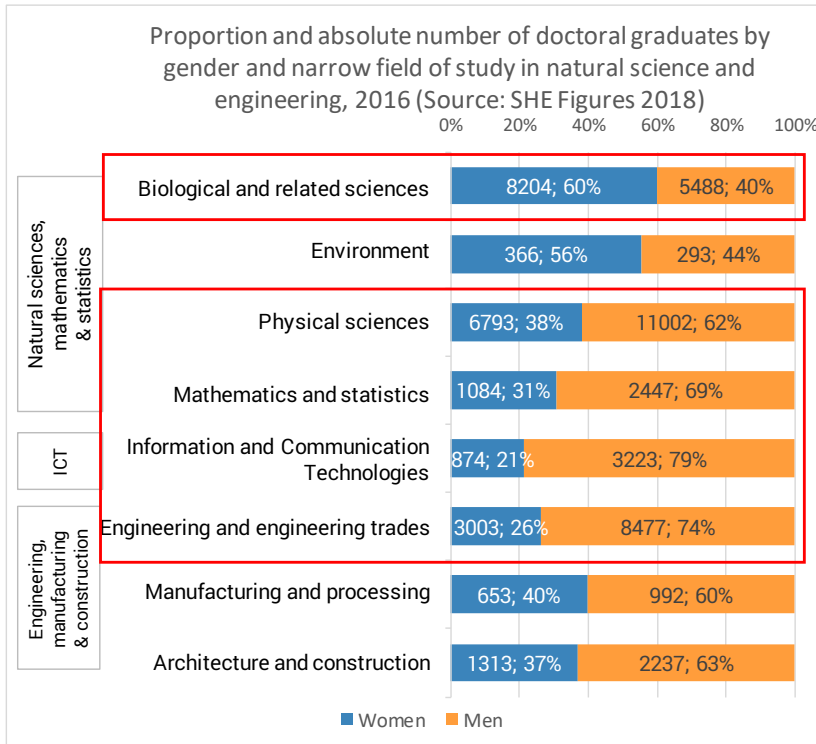
Figure 4: Proportion and absolute number of doctoral graduates by gender and narrow field of study in natural science and engineering, 2016. Data on EU-28 + Norway, Switzerland, North Macedonia, Serbia, Turkey, Iceland, Israel. Source: European Commission (2019): SHE FIGURES 2018.
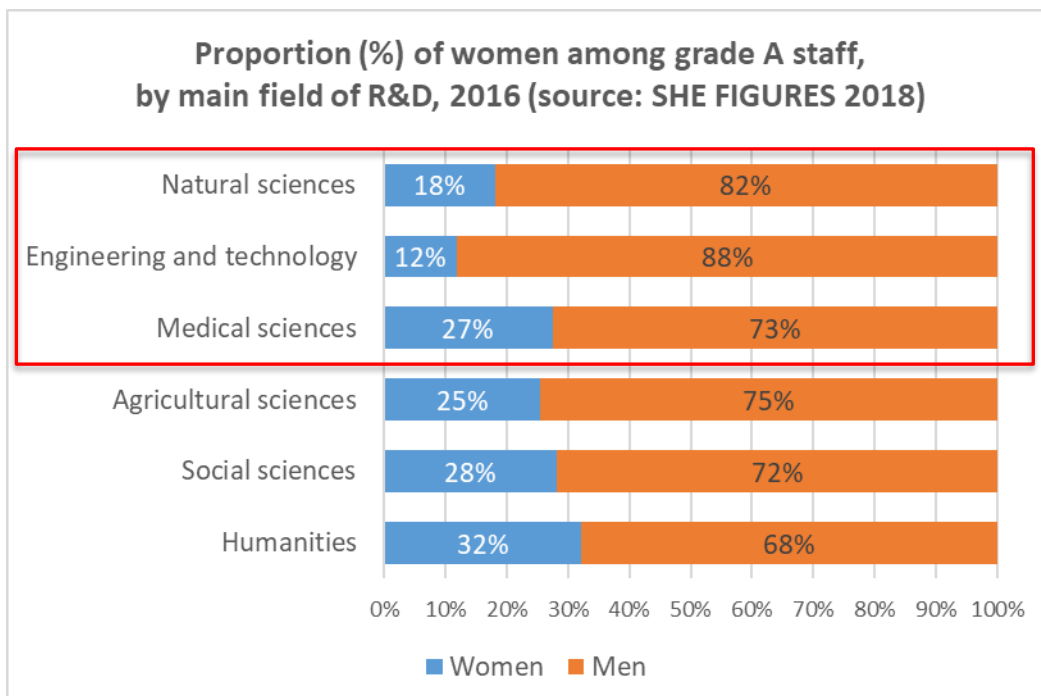
Figure 5: Proportion of women among grade A staff by main field of R&D, 2016. Data on EU-28 + Norway, Switzerland, North Macedonia, Serbia, Turkey, Iceland, Israel. Source: European Commission (2019): SHE FIGURES 2018. Grade A either corresponds to the rank of full professor, or to the highest post at which research is normally conducted which is thus a reference for gender distribution among leadership positions in the HBP. The HBP research focus is reflected in the following main fields of R&D: natural sciences, engineering and technology, and medical sciences. The share of women among grade A staff in these three fields varies between 12% and 28%, with an average percentage of 19%.

Proportion and absolute numbers of researchers (among named and gendered author profiles) by subject area for each gender, EU28, 2011 – 2015. Source: Elsevier 2017

Subject Area	Women	Men
Mathematics	51.699 ; 21%	195.558 ; 79%
Computer Science	78.169 ; 22%	272.870 ; 78%
Energy	27.786 ; 23%	92.967 ; 77%
Engineering	123.336 ; 24%	388.259 ; 76%
Physics and Astronomy	87.027 ; 25%	262.883 ; 75%
Decision Sciences	13.444 ; 26%	38.468 ; 74%
Materials Science	81.552 ; 28%	212.625 ; 72%
Earth and Planetary Sciences	46.437 ; 30%	110.190 ; 70%
Economics, Econometrics and Finance	18.858 ; 33%	38.077 ; 67%
Multidisciplinary	26.218 ; 34%	51.823 ; 66%
Business, Management and Accounting	29.050 ; 35%	54.433 ; 65%
Chemical Engineering	68.793 ; 35%	128.147 ; 65%
Environmental Science	94.185 ; 37%	157.281 ; 63%
Chemistry	122.524 ; 38%	202.089 ; 62%
Health Professions	34.676 ; 40%	52.197 ; 60%
Dentistry	9.984 ; 40%	14.936 ; 60%
ALL	965.025 ; 41%	1.389.772 ; 59%
Social Sciences	124.113 ; 42%	173.275 ; 58%
Arts and Humanities	68.524 ; 42%	92.757 ; 58%
Agricultural and Biological Sciences	185.609 ; 45%	223.737 ; 55%
Pharmacology, Toxicology and Pharmaceutics	94.227 ; 47%	107.837 ; 53%
Neuroscience	82.736 ; 47%	94.464 ; 53%
Biochemistry, Genetics and Molecular Biology	334.512 ; 47%	373.521 ; 53%
Medicine	567.539 ; 48%	616.840 ; 52%
Immunology and Microbiology	112.703 ; 49%	116.680 ; 51%
Veterinary	23.499 ; 50%	23.371 ; 50%
Nursing	56.070 ; 54%	48.578 ; 46%
Psychology	62.478 ; 54%	53.490 ; 46%

■ Women   ■ Men

Figure 6: Proportion and absolute numbers of researchers (among named and gendered author profiles) by subject area for each gender, EU28, 2011 – 2015. Source: Elsevier 2017 – Gender in the Global Research Landscape.
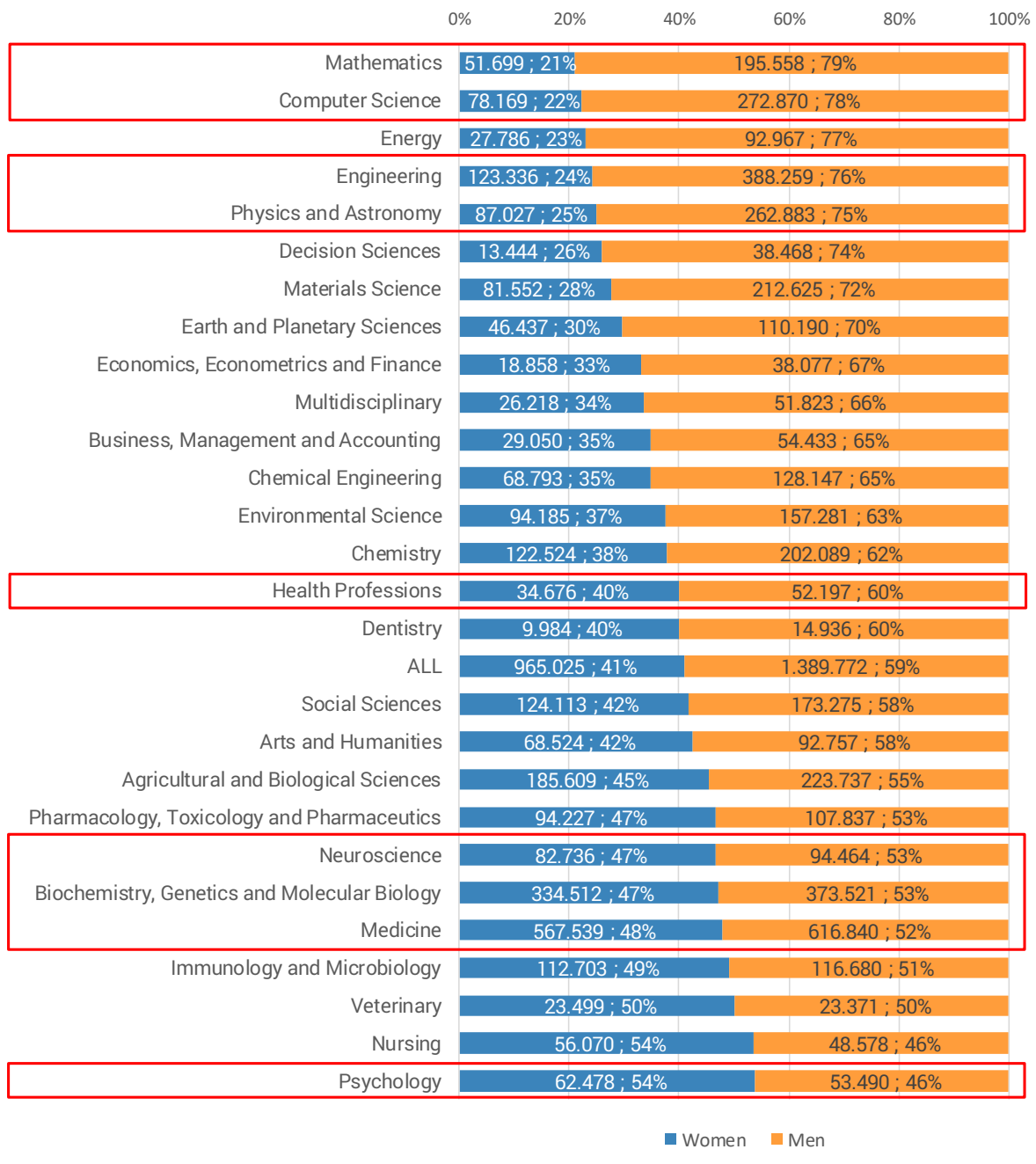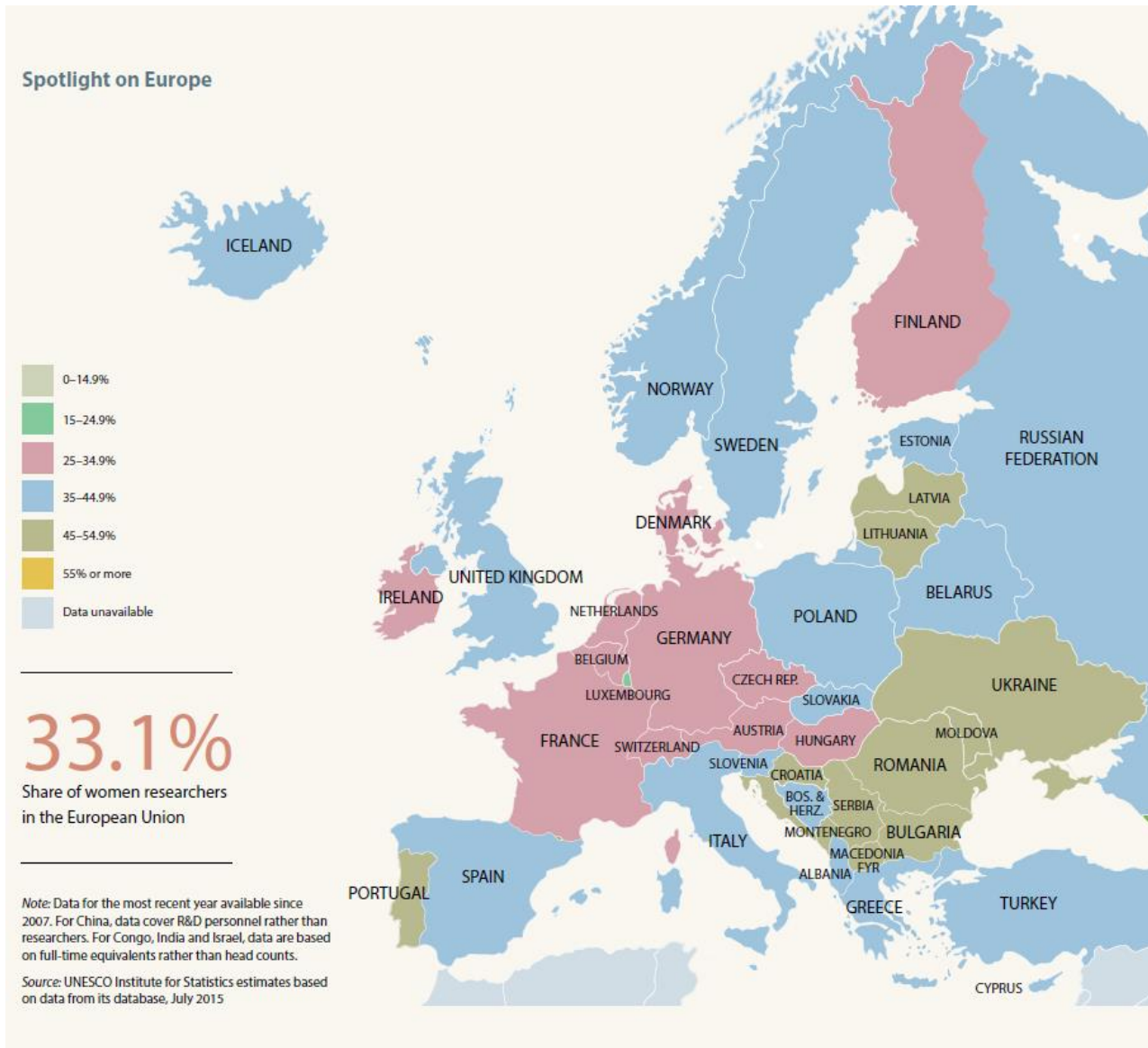
Figure 7: Women in Science: Spotlight on Europe 2013. In: *UNESCO Science Report: Towards 2030*. Paris, France: UNESCO Publishing; 2015, page 89.

The Leaky Pipeline - Leadership and career levels in science

In Natural Science senior academic staff classified "grade A" (general definition Professors, habilitated Professors, Associated Professors – for a detailed definition see SHE FIGURES, p. 194ff) are 22 % in comparison to 46% doctoral graduates;

The higher the position or career level the fewer women there are. This tendency applies to all scientific disciplines, but the starting points differ: While for the academic sector in general the proportion of women and men are quite balanced 50-50 (+-10%) in science and engineering women are already underrepresented (32-39% in 2016) at this career level.

In science and technology only 15% of grade A researchers in Europe are women (2016).

3.2.4.5 Gender Balance in the HBP

The HBP leadership has committed itself to counteract the so-called leaky pipeline as demonstrated by the letter of personal commitment to enhance equal opportunities and inclusiveness.

The overall gender balance in the HBP is comparable with related European fields of science and career levels. Moreover, some progress has been achieved on several levels compared to M6. The Figures were aggregated based from the SP specific reports (see chapter **3.2.4.6 "Gender Balance and Distribution per SP in the HBP"**).

To help evaluate the HBP data, the European Commission's most recent SHE FIGURES Report 2018 provides aggregated numbers from various disciplines. Fields of study and fields of Research and Development (R&D) corresponding most closely to the main fields of HBP research were chosen, and the average proportion of women calculated as reference values (see in detail **Figure 3, Figure 4 and Figure 5**).

3.2.4.5.1 Gender distribution in the HBP Leadership

As of M24, the HBP-workforce consists of 1017 persons who are paid by the HBP of whom 34% are women and 66% are men. Compared to the reference data, the workforce of the HBP reflects the average gender ratio among doctoral graduates in the fields of studies that comprise the predominant HBP-research focus (32% women; SHE FIGURES 2018, Table 2.2 /page 23).

Women account for 22% of all leadership positions (**Figure 8**), which is an increase of 4%-points compared to M6. This figure is 3%-points above the average gender ratio among Grade A staff in R&D fields that comprise the predominant HBP-research focus (19% women; SHE FIGURES 2018, Annex 6.2 /page 133).
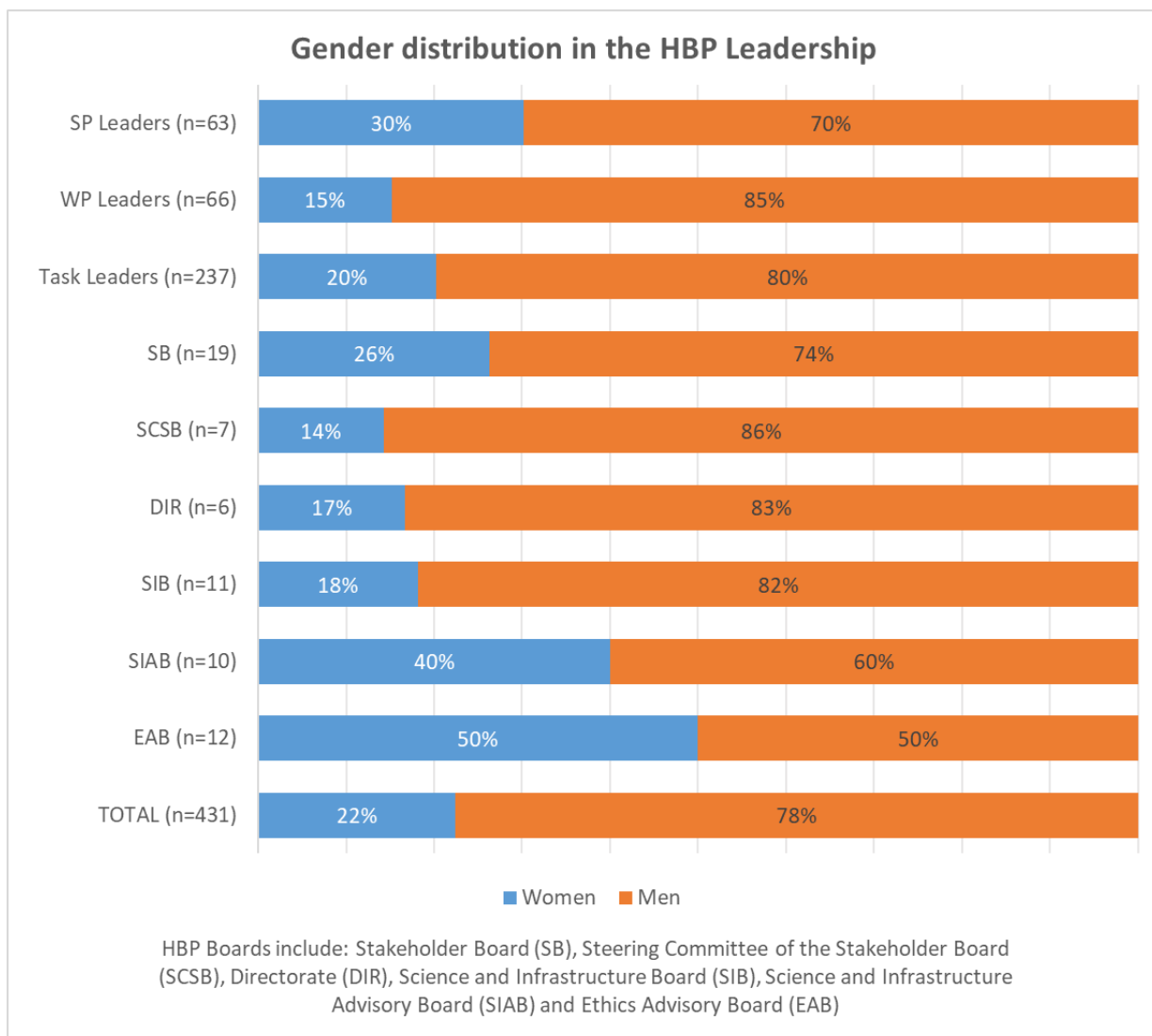

Figure 8: Gender distribution in HBP Leadership positions

3.2.4.5.2 Gender distribution within the HBP-Boards

Women account for 29% of all board members. Compared to M6, there has been an increase of 9%-points of women in the Stakeholder Board (SB). In the Ethics Advisory Board (EAB), the share of women and men is equal with 50% each.

3.2.4.5.3 Gender distribution of researchers and non-researchers

For research, the data (**Figure 9**) show that women account for 29% of HBP **researchers** (224 out of 774). Concerning the reported leadership roles of researchers which comprise WP-Leaders, SP-Leaders and Task-Leaders, women account for 21% (37 of 179 reported leadership positions).

Compared to the SHE FIGURES 2018 data, the HBP gender ratio on leadership level (21% women) is aligned with the average gender ratio among Grade A positions in the selected field of R&D (19% women; SHE FIGURES 2018, Annex 6.2 /page 133).

As for **non-researchers**, women account for 50% of HBP management personnel, and 58% of all non-research leadership positions.
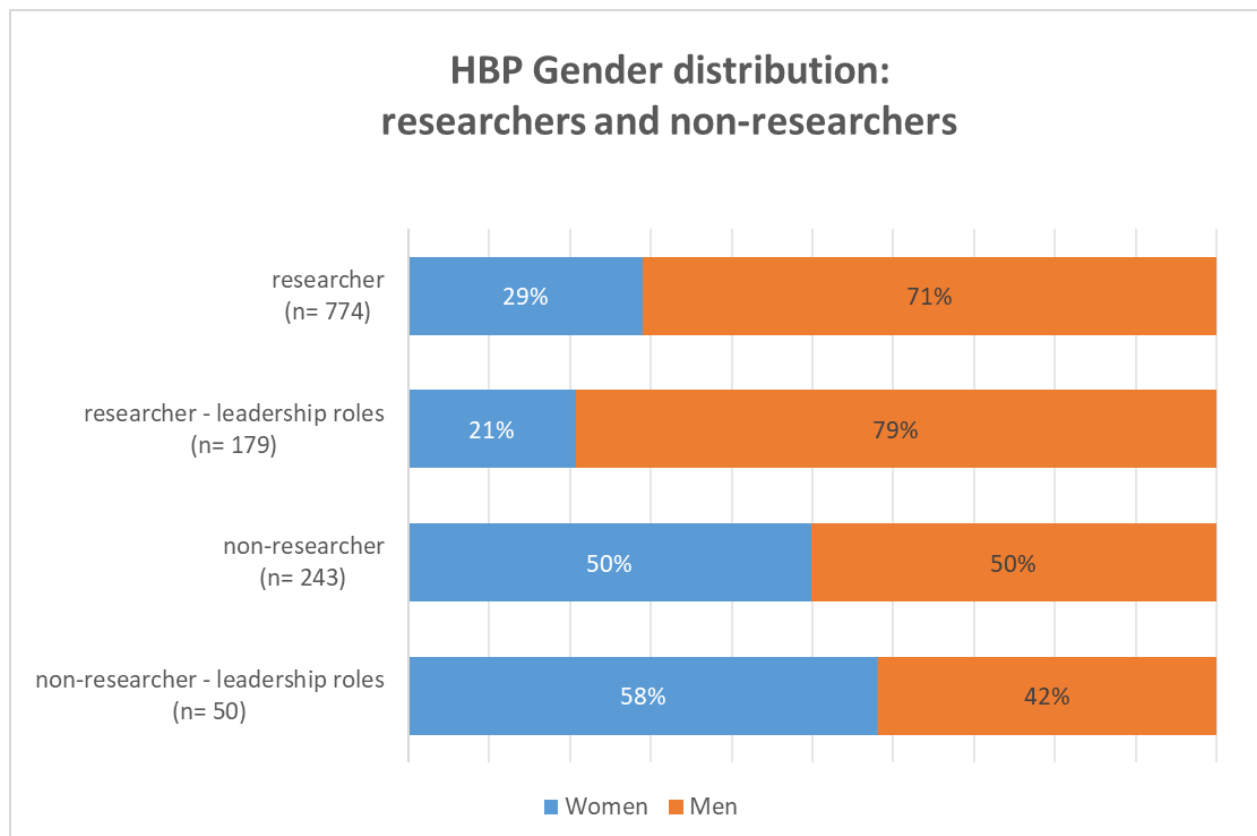
Figure 9: Gender distribution among researchers and non-researchers in the HBP

3.2.4.6 Gender Balance and Distribution per SP in the HBP

Depending on their (disciplinary) focus and research areas, the SPs differ in the composition of their staff, and consequently, their leadership positions. This is an important background information to consider when analysing the gender ratio of different SPs. Therefore, Table 4 below gives an overview on the 12 SPs.

Table 4: Overview on HBPs 12 sub-projects (SP)

SP1	Mouse Brain Organisation	SP7	High-Performance Analytics and Computing Platform
SP2	Human Brain Organisation	SP8	Medical Informatics Platform
SP3	Systems and Cognitive Neuroscience	SP9	Neuromorphic Computing Platform
SP4	Theoretical Neuroscience	SP10	Neurorobotics Platform
SP5	Neuroinformatics Platform	SP11	Management & Coordination
SP6	Brain Simulation Platform	SP12	Ethics and Society

3.2.4.6.1 SP Level Researchers[17]

On level of the different SPs, the gender ratios vary, also depending on the scientific disciplines that dominate an SP (**Figure 10**). **In most of the SPs, the share of women matches or exceeds the reference data for doctoral graduates** from the SHE FIGURES report 2018 (average of 32% women; SHE FIGURES 2018, Table 2.2 /page 23).

HBP Gender distribution: RESEARCHERS

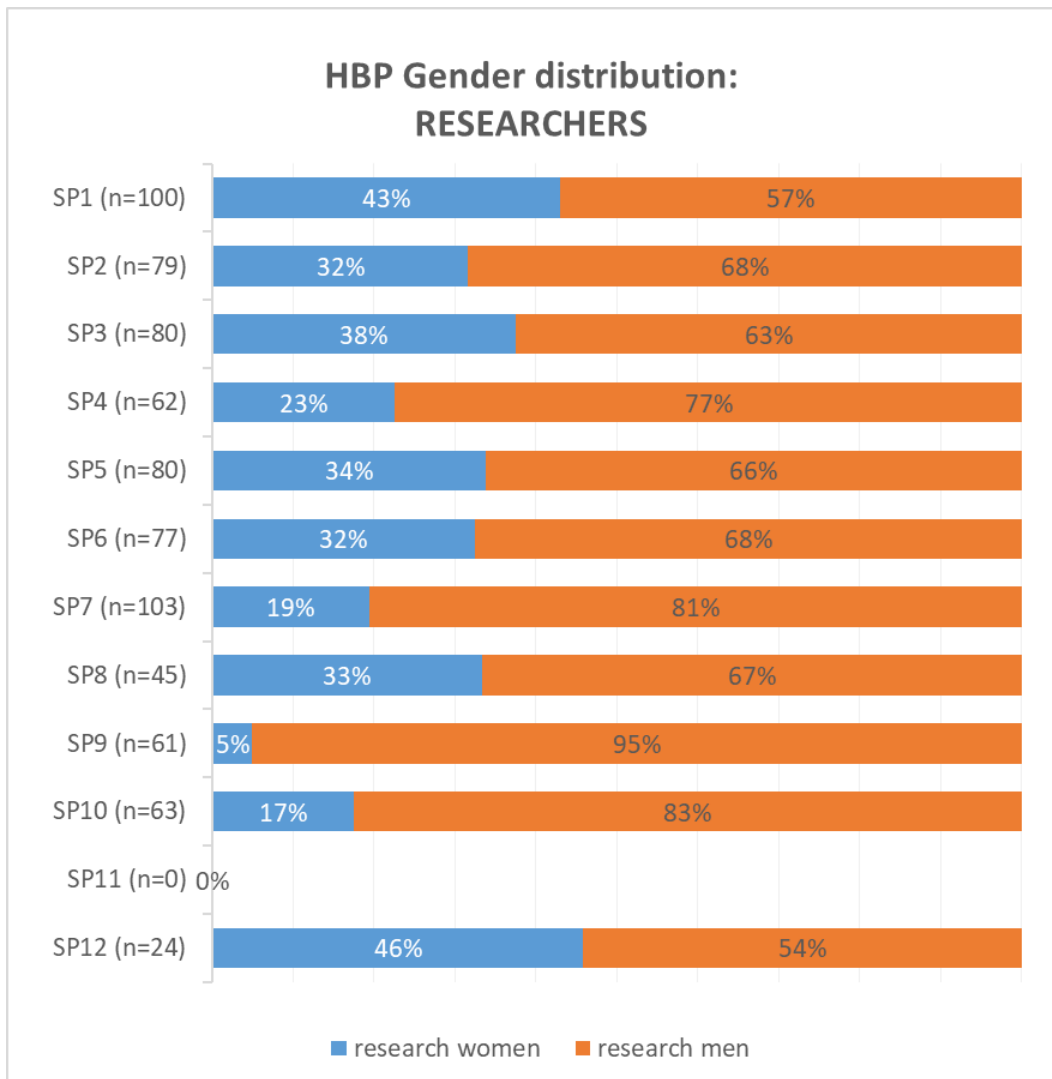|	research women	research men
SP1 (n=100)	43%	57%
SP2 (n=79)	32%	68%
SP3 (n=80)	38%	63%
SP4 (n=62)	23%	77%
SP5 (n=80)	34%	66%
SP6 (n=77)	32%	68%
SP7 (n=103)	19%	81%
SP8 (n=45)	33%	67%
SP9 (n=61)	5%	95%
SP10 (n=63)	17%	83%
SP11 (n=0)	0%	
SP12 (n=24)	46%	54%

Figure 10: Gender distribution among researchers in each SP

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[17] SP11 staff (Management and Coordination) is entirely attributed as non-research.

For women's representation in **research leadership positions (Figure 11)**, the different baseline situations in the SPs must be considered. Furthermore, the data only includes persons who are not directly paid by the HBP, because their participation is an in-kind contribution by their employing institution:

- For some SPs (e.g. SP7, SP10), the share of women in leadership positions is aligned with their share in research staff overall.

- In other SPs, the percentage of women in leadership is lower compared to their overall representation, whereas significant progress has been made. For example, in SP3, the share of women in leadership positions increased by 7%-points compared to M6.

- In SP6 and SP12 relatively more women are in leadership positions than in the research staff.
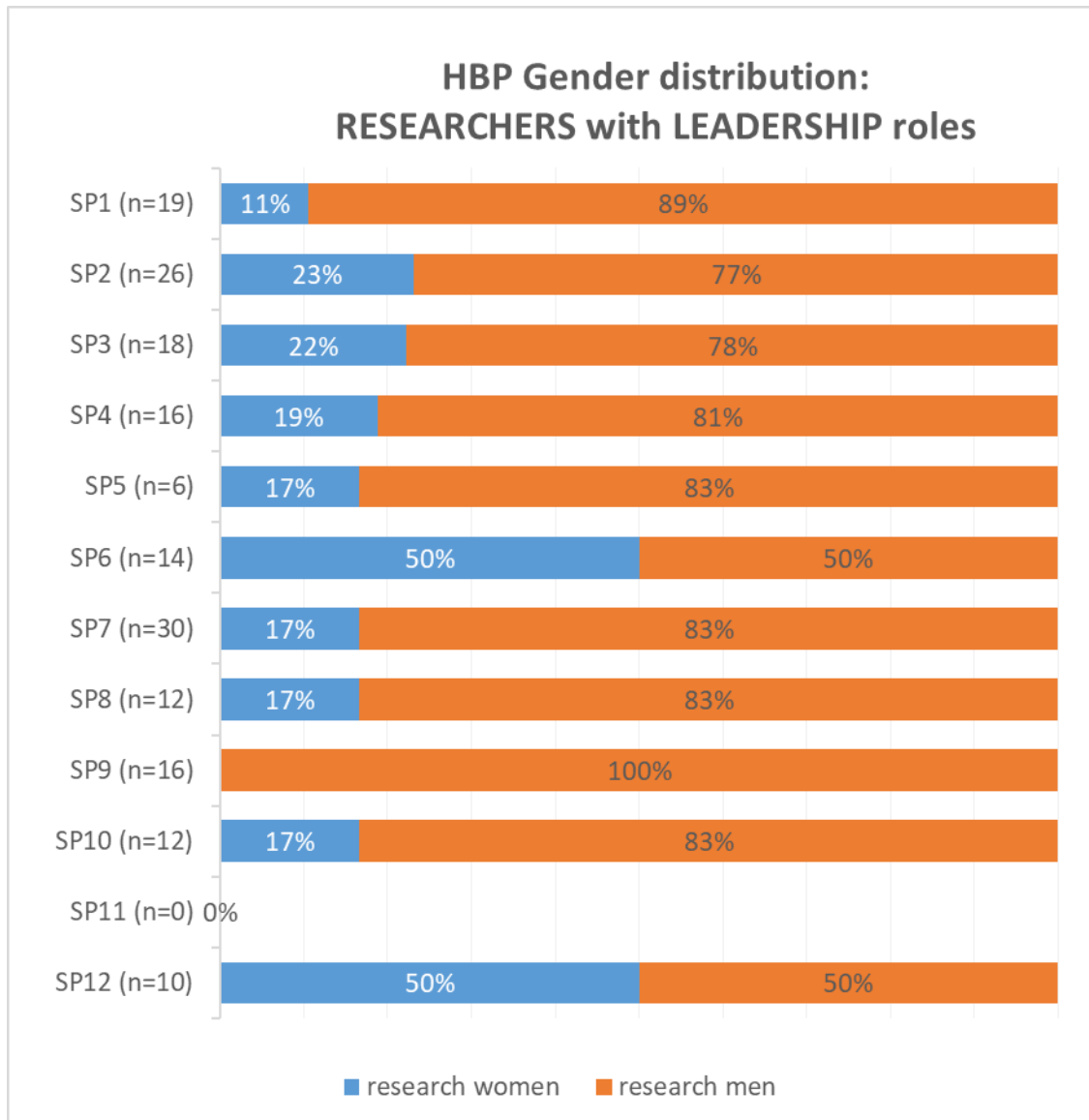
Figure 11: Gender distribution among researchers with Leadership roles in each SP

As stated above, the dominant scientific disciplines influence the gender ratio within the HBP, and the share of women differs in specific disciplines in general: For example, SP9 is responsible for the Neuromorphic Computing Platform, which is a scientific field that can be understood parallel to the scientific field of Artificial Intelligence (AI). As international data shows, there is a significant gender gap among AI professionals.[18] Female AI professionals are especially underrepresented in the industries of Software and

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[18] cf. World Economic Forum (2018): The Gender Gap Report 2018. Insight Report. P. 28.

IT Services, with only 7,4% of women.[19] Additionally, within AI-fields women are less likely to be positioned in senior roles.[20]

3.2.4.6.2 SP Level Non-Researcher

As shown in **Figure 12**, **concerning non-research functions, women account for more than 50% of non-researchers** in nine of the twelve SPs. In six of the twelve SPs (namely SP3, SP4, SP5, SP7, SP10 and SP12), the percentage of women non-researchers increased compared to M6 and in two of the twelve SPs (namely SP2, and SP9), the percentage of women non-researchers stayed at the same level.

HBP Gender distribution: NON-RESEARCHERS

SP	non-research women	non-research men
SP1 (n=19)	79%	21%
SP2 (n=10)	70%	30%
SP3 (n=21)	62%	38%
SP4 (n=7)	86%	14%
SP5 (n=44)	25%	75%
SP6 (n=6)	50%	50%
SP7 (n=29)	52%	48%
SP8 (n=27)	22%	78%
SP9 (n=7)	43%	57%
SP10 (n=5)	80%	20%
SP11 (n=59)	54%	46%
SP12 (n=9)	67%	33%
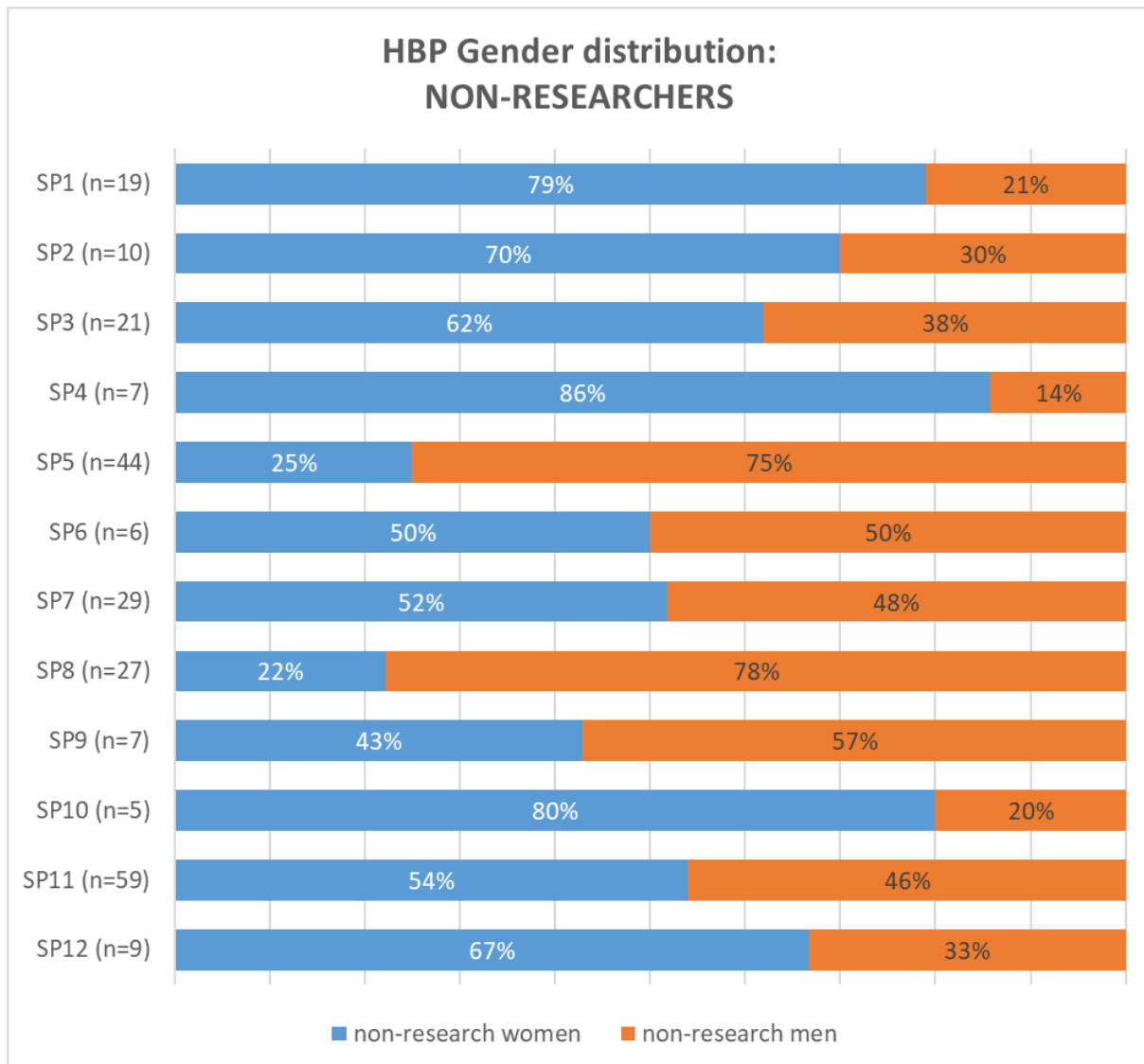
Figure 12: Gender distribution among non-researchers in each SP

The different baseline situations in the SPs have to be considered in order to draw conclusions about **women non-researchers' representation in leadership roles** (**Figure 13**). In nine of the twelve SPs, women account again for 50% or more of non-researchers with leadership roles. For example, in SP10, the share of women non-researchers in leadership positions increased by 50%-points, compared to M6.

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[19] cf. ibid. P. 30.
[20] cf. ibid. P. 31.

- In some of the SPs, the share of women non-researchers with leadership roles significantly exceeds the share of women non-researchers (e.g. SP1, SP3, SP4, SP6, SP8 and SP12).

- In SP1, SP3 and SP4 all non-researcher leadership positions are filled by women. However, in SP9 there is only one non-researcher leadership position which is held by a man. This is explained by the specific scientific field of SP9 and does not differ from the gender ratios within this specific field in general as stated above.

- SP2 is a special case as there are no non-researchers with leadership roles at all because all the researchers with leadership roles are also responsible for the non-researchers.
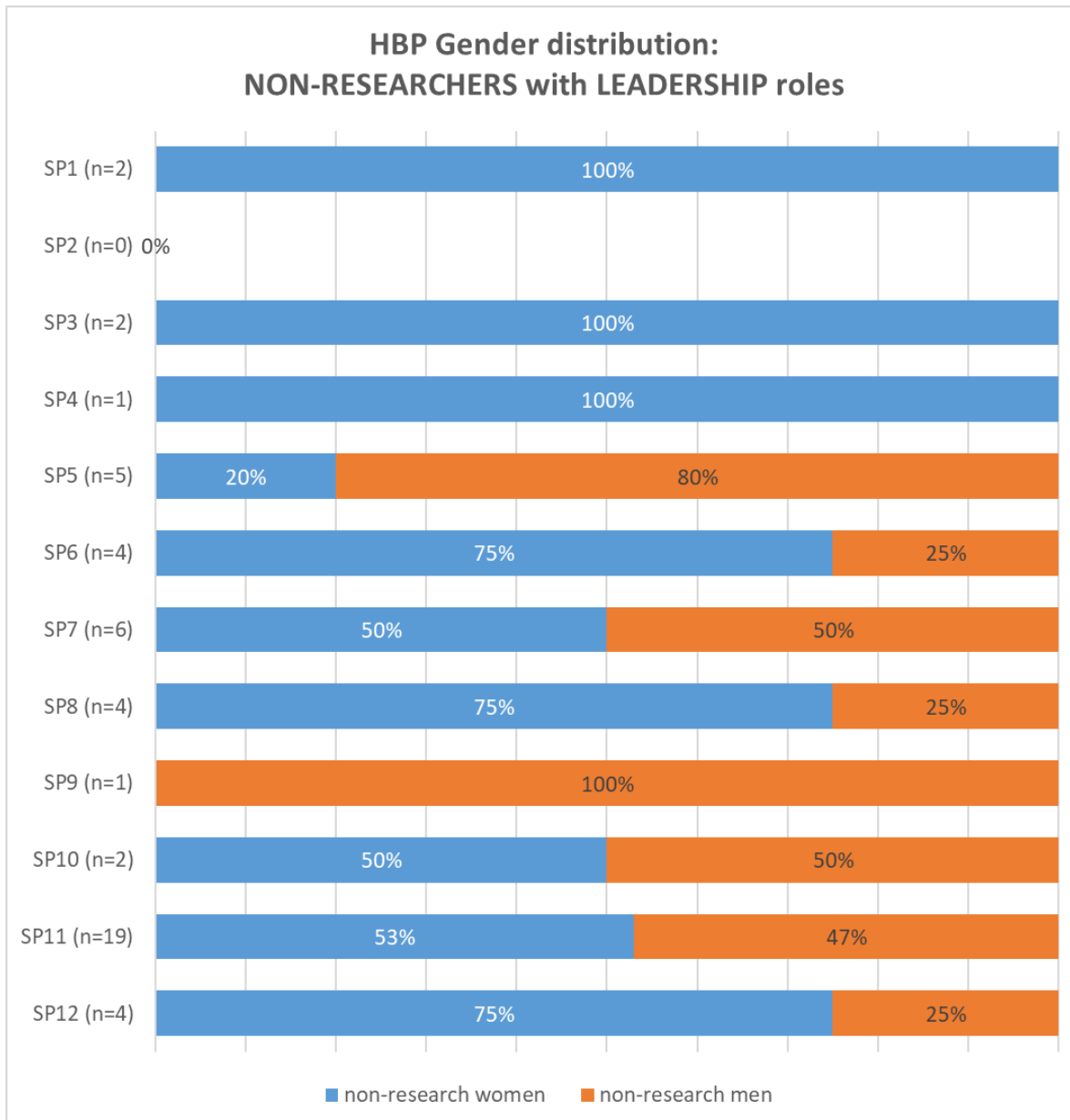
Figure 13: Gender distribution among non-researchers with Leadership roles

3.2.4.7 HBP Gender distribution: Comparison SGA1 and SGA2

The data on the Gender Balance in the HBP reported in the previous section (see **Chapters 3.2.4.5** and **3.2.4.6**) reflects the Gender distribution of the project during SGA2 (April 2018-March 2020). For the previous phase, SGA1 (April 2016-March 2018), EAF Berlin was responsible for the data collection.

3.2.4.7.1 Comparison of the Gender distribution in the HBP Leadership

The comparison of these two different phases of the project shows that the share of women in Leadership positions increased or stayed at the same level in all categories of HBP Leadership positions[21] (**Figure 14**). On the other hand, the share of men in these positions decreased or stayed at the same level in two of the categories (namely the Task Leaders and the Directorate). This shows that the measures and activities initiated by T11.2.5 were successful because the HBP has become more gender balanced in SGA2.

- The highest increase in the proportion of women was in the following sections of Leadership positions: The share of women in the Stakeholder Board (SB) increased by 21%-points, the share of women in the Science and Infrastructure Advisory Committee (SIAB) increased by 20%-points, and in the Ethics Advisory Board (EAB) also by 14%-points. The share of women SP Leaders also increased by 13%-points.

- The share of women in the Steering Committee of the Stakeholder Board (SCSB) increased from 0% to 14%.

- Only in two categories (namely the Task Leaders and the Directorate) the share of women stayed at the same level.
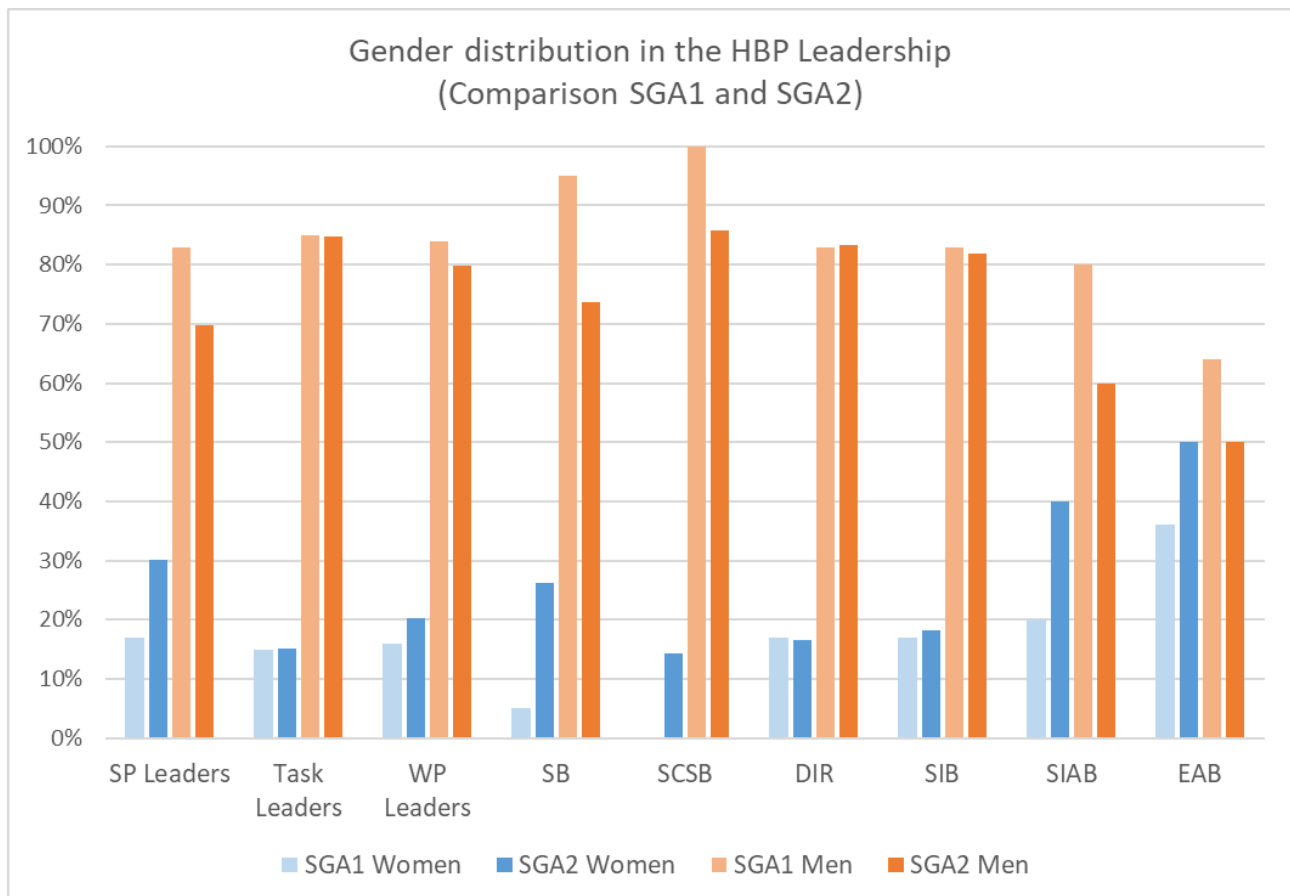
Figure 14: Comparison of the Gender distribution in the HBP Leadership between SGA1 and SGA2

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[21] HBP Leadership positions include: SP Leaders, WP Leaders, Task Leaders, the Stakeholder Board (SB), the Steering Committee of the Stakeholder Board (SCSB), the Directorate (DIR), the Science and Infrastructure Board (SIB), the Science and Infrastructure Advisory Board (SIAB) and the Ethics Advisory Board (EAB). Also see **Figure 8**.

It can thus be noted that in SGA1, the average percentage of women in Leadership positions was ca. 16%. In SGA2, this average percentage of women in Leadership positions increased to 22%, which is higher than the reference data provided by the European SHE FIGURES Report 2018 (see Chapter 3.2.4.5.1).

3.2.4.7.2 Comparison: SP-Level Researchers

As shown in **Figure 15**, concerning the SP Level, the data provided for SGA1 allows a comparison with the data of researchers with leadership roles in SGA2. As it is the case for the overall Leadership positions, also the share of women researchers with leadership roles increased in nearly all SPs (except two SPs).

- The highest increase in the proportion of women was in SP6, in which the share of women researchers rose by 32%-points, and in SP12, in which the share increased by 23%-points. The share of women researchers with leadership roles increased by 14%-points in SP2, by 13%-points in SP3, and by 11%-points in SP7.

- In SP8, the share of women researchers with leadership roles decreased by 22%-points.

- In SP9, the proportion of women researchers with leadership roles stayed at the same level with 0%. This is explained due to the dominant scientific field of the SP, which is the Neuromorphic Computing Platform and thus comparable to Artificial Intelligence (AI), where the share of women is generally very low (see Chapter 3.2.4.6.1).

- In SGA2, the persons working in SP11 are no longer counted as researchers, but as non-researchers because SP11 is solely responsible for Management and Coordination. Therefore, the comparison between SGA1 and SGA2 is not possible in this case.
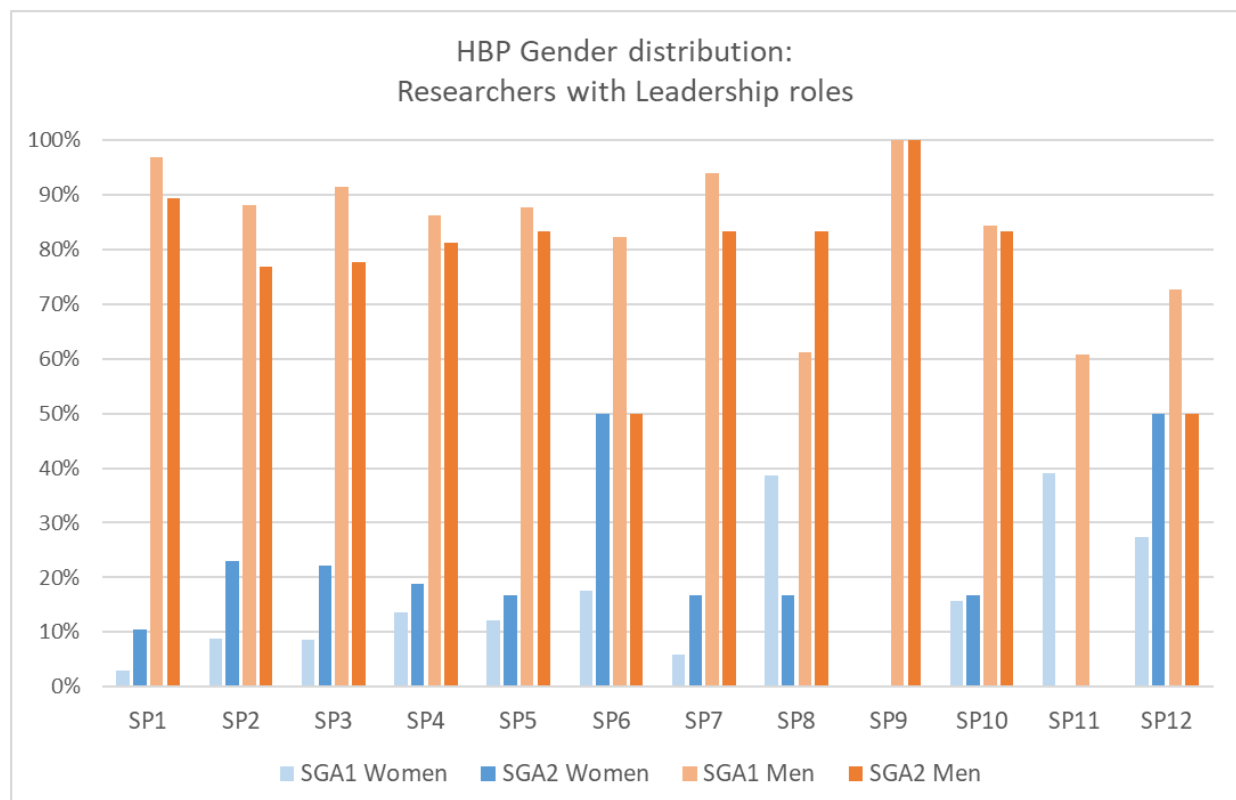

Figure 15: Comparison of the gender distribution of researchers with leadership positions on the SP Level in SGA1 and SGA2

3.2.4.7.3 Comparison: SP-Level Non-Researchers

Concerning non-researchers with leadership roles on the SP Level, the same trend of an increase of the proportion of women is visible overall (**Figure 16**). In all SPs except one (namely SP9, in which the share stayed at the same level), the share of women non-researchers with leadership roles increased.

- The highest increase in the proportion of women was in SP1, in which the share of women non-researchers with leadership roles rose by 98%-points. In SP1, SP3 and SP4, all non-researcher positions with leadership roles are held by women.

- In SP9, also the proportion of women non-researchers with leadership roles stayed at the same level with 0%. This is explained due to the dominant scientific field of the SP (see Chapters **3.2.4.6.1** and **3.2.4.7.2**).

- In SGA2, SP2 did not report any non-researchers with leadership roles because all of the leadership positions are held by researchers. Therefore, a comparison between SGA1 and SGA2 is not possible as there is no data to compare with (see Chapter **3.2.4.6.2**).
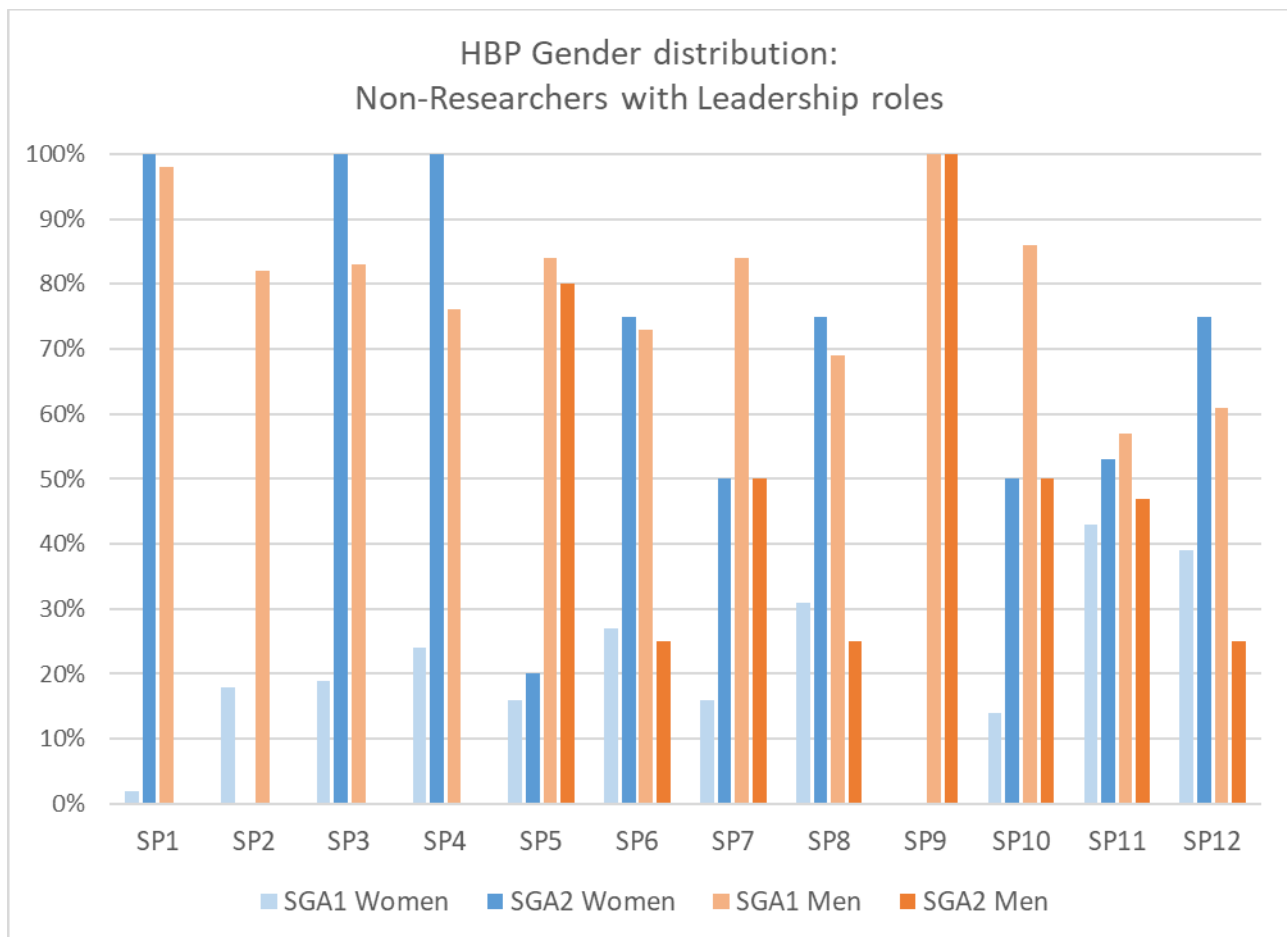

Figure 16: Comparison of the gender distribution of non-researchers with leadership positions on the SP Level in SGA1 and SGA2

3.2.5   SGA3 planning

According to the major changes in content and structure of the HBP in the next phase, T11.2.5 has contributed to the planning of SGA3 in close collaboration with the GAC. These planning activities involved, for example, presentations on the relevance of gender and diversity for innovation and success. Additionally, high-level objects of an organisation were linked with the HBP. To encourage leaders, regardless of scientific or cultural background, the arguments were mainly based on diversity and the mathematical proof that differences and diversity are important ingredients for innovation and success. Suggestions were made on these aspects that could be implemented for SGA3 planning with a specific focus on incentives and open calls, based on the previous considerations for SGA2.

T11.2.5 was invited by the SIB to further develop suggestions for SGA3 planning. Due to the complexity of the planning process and the structural positioning of T11.2.5 (a new task, with a managerial rather than a scientific positioning), several coordinating meetings and rewriting processes have been undertaken.

To simplify further contributions to the SGA3 planning process, T11.2.5 was invited as a guest to the meetings of the science and infrastructure board (SIB).

Additionally, in close collaboration with WP leaders, gender and diversity as research content and gender balance in the HBP in general have been reflected upon and developed for SGA3.

SGA3 planning has also been reflected in GAC meetings coordinated by T11.2.5: a letter of recommendation to consider the gender balance when establishing writing teams and defining tasks was formulated and distributed in close collaboration. The SIB T11.2.5 was invited to develop a mission statement and a leadership guideline in close collaboration with the GAC. The letter was signed by the SIB members, presented at the HBP Summit, and publicly announced at the International Women's Day 2020. https://www.humanbrainproject.eu/en/about/gender-equality/events-and-news/

Overview on Activities SGA3 Planning	
According to GAP	Activities in M1-M24
Not included in the GAP	Presentations on the relevance of Gender and Diversity for science and innovation, suggestions for strategic, high level objectives to GAC, SIB, DIR. Contributions to related managerial and scientific tasks, collaboration in several related planning meetings. Contributions to SIB meetings: recommendations on how to improve the gender balance in writing teams and task leadership. Collaborating with future WP leaders on gender and diversity as research content, gender balance for SGA3, collaboration especially with SP12/SGA3 WP9 to emphasise gender in RRI and transparent procedures.

3.3 Research and Lectures

3.3.1   Gender at HBP Conferences and Workshops

T11.2.5 is present at HBP conferences with workshops and other actions to raise awareness on equality issues. Main contributions to workshops were:

- 15.-18 October 2018: HBP Summit in Maastricht, Netherlands: **Booth, Poster**, Poster Session, and Parallel Session was organized ("**Talent Session**: Talent scouting, recruiting, promoting, and collaborating with diverse teams in science"), also the first GAC Meeting took place. Booth and Poster referred to the term "diversity" in combination with guiding questions to reach students and the broad public (open day) as well as HBP members and to start a conversation with persons who might otherwise avoid it. The concept worked well. The Talent Session mainly attracted women in managerial positions as well as a few scientists. The guidelines were distributed in a preliminary version.

- 15-17 November 2018: "Research Ethics and Societal Impact. Dual Use and Responsible Research: Ethical Challenges" in Stockholm, Norway. A "**Diversity in Research Session**" was held at the conference and the guidelines for research were distributed in an updated version based on the feedback and collaboration with GAC members. A closer collaboration with the Ethic Rapporteurs was discussed and valuable connections with SP12 researchers and students were deepened.

- 8 February 2019: At the 3rd HBP Student Conference in Ghent, Belgium, "On Interdisciplinary Brain Research", a **Career Planning Workshop** was delivered, which provided detailed planning materials. Women and men were invited. Part of the workshop was conducted in gender split groups to discuss specific challenges, which caused tension as the students preferred to continue the workshop in mixed groups and emphasised their collaboration across all genders. Different experiences and perceptions on competition as well as implicit biases were shared, followed by **hands-on workshops for mentoring preferences and ethics and diversity in research**.

- 9 July 2019: HBP European Young Researchers Event (EYRE) in Belgrade, Serbia, provided an overview of **interdisciplinary efforts** towards collaboration for the advance of digital neuroscience and offered many opportunities for participants to **exchange information and knowledge with peers** and renowned experts. T11.2.5 contributed by giving a keynote session on **"Hands-on career development: Insights into supportive measures of the HBP",** which focused on HBP best practices and measures to support career development regardless of gender and further diversity traits. Additionally, a concept for PIs to **advise peer groups** was tested at the event (appr. 100 participants, positive feedback).

- 26-27 September 2019: The 3rd HBP Curriculum Workshop Series - Research ethics and societal impact took place at the Graz University of Technology, Austria, entitled "**Neuroscience, robotics, AI, and medical informatics: New insights with diversity & ethics**". Scientists from neuroscience, robotics, AI, and medical informatics provided insights on how they consider variables such as sex, gender, and age in their research. Additionally, experts in ethics and diversity introduced Responsible Research and Innovation (RRI) concepts and their practical application. In close collaboration with the education programme, T11.2.5 was responsible for the **scientific content and organisation**, **facilitation**, a **diversity session**, and the **special design for the best poster award** encouraging all participants in an dialogue on interdisciplinarity and diversity in research via guiding questions and an evaluation sheet.

- 3-6 February 2020: The HBP Summit in Athens, Greece, provided an excellent opportunity to have the winners of the "Diversity in Research" award present and discuss their research in a plenary session. Following the "gender at conferences" strategy, T11.2.5 was part of the programme committee and contributed to the summit at the "science and society" **booth** at the open day (disseminating Vision, Mission, and Checklist for leaders), a **poster**, the poster session, a **plenary presentation of GAC achievements** presented by the chairs, the **award winners ceremony and awardees talks**, a **parallel session,** and the **townhall meeting**.

T11.2.5 and the GAP foresees **supporting HBP conference organisers and speakers with advice and guidelines on how to implement "gender at conferences"**:

- **Internal guidelines for organizing conferences,** including suggestions on speakers and panellists, accessibility, and child care for participants, debriefing of the event. The HBP Education Programme included in their proposal templates questions on the gender ratio of the speakers, which is evaluated accordingly. The ratio is now regarded as a criterion for the eligibility of proposals.

- **Guiding questions for students who apply for a conference as well as reviewers** were introduced, encouraging the indication – and consideration – framework conditions for scientific achievements, (e.g. part-time employment contracts or family obligations).

Priority was given to organising the 2-Days' Curriculum Workshop on diversity in research at the Technical University Graz. Further guidelines and tools have, therefore, been postponed, for example, the preparation of mini surveys and presentations (by tools such as mentimeter), encouraging scientists to present gender and diversity related topics. The tools have been tested. However, it has proven difficult and resource intensive to identify scientists with suitable topics and to collaborate in advance to implement this approach.

Overview on Activities Gender at Conference and Workshops	
According to GAP	Activities in M1-M24
Minimum of three "gender at conferences" contributions per year	19 "Gender at Conferences" contributions (Workshops, Parallel Session, Poster, Booth, Diversity Session, Best Poster Award, Plenary Presentation and Townhall Meeting).
Not included in the GAP	Development and Realisation of a 2-Days'-Conference (11 workshops) "Diversity & Ethics Curriculum Workshop" in Sept. 2019 in Graz; invitation of speakers and organisation.
	Call for "diversity in research - best concepts" (with a list of examples, communicated via blogposts, news, education programme, organisation of the evaluation procedure and award ceremony, award winners at the HBP Summit).
Guiding materials for conference organisers	Contributions to the HBP internal guidelines for conference planning.

3.3.2   Guidelines for Diversity & Gender in Education

T11.2.5. contributed to existing guiding materials for conferences, workshops, application of participants, and reviewers in close collaboration with the Education Programme.

Furthermore, according to the GAP, guidelines for researchers and publications strategies were finalised and a guideline for lecturers has been developed.

To provide an incentive to use these guidelines, awards for best practices concepts for "best conferences" and "best papers" were developed accordingly and reflected within the GAC and the Education Programme: It was decided that an announcement regarding such incentives would have been necessary at the beginning of SGA2 in order to allow all organisers and scientists the opportunity to plan accordingly. Due to the given period, it was decided to postpone these plans for incentives and rather suggest a specific one for research

concepts to support researchers at the beginning of their career and as a call for "best equality measures" open to all HBP staff, researchers, and managers (see appendix).

3.3.2.1 Incentives for Diversity in Research and Management of Science

Overview on activities Incentives for Diversity in Research and Management of Science	
According to GAP	Activities in M1-M24
A minimum of three guidelines: for lecturers, researchers, organisers, and reviewers (for SGA2).	Publication of the Research Guideline and the Publication Guideline in close collaboration with the GAC.
One concept for incentives for best conferences, best papers.	Concepts outlined in detail, discussed with the GAC and the Education Programme; incentive for "best research concept" implemented including the organisation of the evaluation procedure and award ceremony, award winners at the HBP Summit 2020.

3.4 Individuals, Teams, Leaders

3.4.1 Guidelines and Support for Leaders, Teams, Individuals

Guidelines for Leaders have been planned, amongst others, for recruiting, for team development, and for collaboration. According to the GAP, opportunities to introduce a "Leadership Jour Fixe" (no more than 20-30 minutes, via video conference or webinars) have been analysed. However, due to the high numbers of meetings, that T11.2.5 attended and contributed to and the intensive involvement of many HBP leaders in SGA3 planning while still being fully involved in SGA2, the Leadership Jour Fixe was not further pursued.

However, individual support for HBP leaders was provided and included advice on recruiting processes, clarification of definitions and terminologies, and reports on gender data in science and technology. Leaders were thus supported by presentations, discussions, emails answering questions in relation to the HBP equality mission, checklists for leaders at meetings, especially in SIB Meetings (including In-Person meeting in Duesseldorf), and GAC Meetings. In addition, virtual support was offered specifically to representatives of Winrepo who are HBP staff members (Women in Neuroscience – Repository https://www.winrepo.org/ is an online repository to identify and recommend female neuroscientists for conferences, symposia, or collaborations).

Overview on activities Guidelines and Support for Leaders, Teams, Individuals	
According to GAP	Activities in M1-M24
A minimum of four related coaching meetings, with a minimum of 30 participants in total (for SGA2)	Leaders were supported by presentations, discussions, emails answering questions in relation to the HBP equality mission, checklist for leaders at meetings, especially in SIB Meetings (incl. In-Person meeting in Duesseldorf), and GAC Meetings. No. of attended meetings too large to offer an additional Jour Fixe for HBP leaders (see above, direct communication).
A minimum of one guideline for leaders (teamwork, high potential mentoring, peer groups)	One guideline for mentoring (see also below); Dissemination of the guiding documents for the mentorship on the HBP Website.

3.4.2   Incentives and Support for Leadership Best Practices

The incentives programme, as highlighted in the GAP, has been planned to support and honour HBP leaders who want to achieve a better gender and diversity balance in their teams and enhance equal opportunities in the career development of team members. In SGA2, best practice examples and concepts for equality measures were honoured (see appendix below).

Overview on activities Incentives and Support for Leadership Best Practices	
According to GAP	Activities in M1-M24
One concept for leadership incentives.	Implementation of call for "best equality measures" (see appendix below), but the incentives were too weak to elicit a response (Summit registration costs).

3.4.3   Mentoring

3.4.3.1   The HBP High Potential Programme

The Mentoring Programme "HBP High Potential Programme" was designed in close collaboration with students and the GAC. It was implemented to provide cross-organisational, virtual mentoring support for mentees with a focus on improving or defining career opportunities. The programme was launched on International Women's Day 8 March 2019 with the full support of the Directorate and the Science and Infrastructure Board (see https://www.humanbrainproject.eu/en/follow-hbp/news/hbp-launches-high-potential-mentoring-project-on-international-women-s-day/). Target groups included early-stage scientists and managers of science, especially women, to support their career development and to enhance interdisciplinary knowledge across the 12 SPs. Seventeen mentorships have been established and after ending the HBP High Potential Programme, all feedback from mentees and mentors was consistently positive (see below). Guiding documents for the mentoring partnership and additional information can be found on the WE-ARE-HBP Collab, on the HBP website (https://www.humanbrainproject.eu/en/about/gender-equality/measures-and-materials/#_process), or on the homepage of the mentoring programme (https://www.convelop.at/humanbrainproject/mentoring/). Since the response to the Mentoring Programme was only positive, mentorships will be conducted twice in SGA3 – each for one year. Furthermore, additional support will be offered in SGA3, for example, focus groups for mentors, further guiding material, etc.

3.4.3.1.1 Feedback on the HBP High Potential Mentoring Programme

Mentees were eleven women and six men across all SPs, managers and scientists. In preparation for the HBP Summit 2020 the organisers asked for a short feedback. The questions were answered by 15 mentees and mentors (two mentees changed their professional occupation before January 2020).

The following section summarises the feedback:

1) *How did the (mainly virtual) meetings work for you?*

The meetings were described as "well, excellent, successful and productive". Both mentors and mentees noted that it was sometimes difficult to schedule the meetings.

2) *Did you make use of the guiding materials? Based on your experience: what might be improved or added? (https://www.humanbrainproject.eu/en/about/gender-equality/measures-and-materials/)*

The guiding materials were evaluated as very helpful, especially for starting the partnership. Two respondents were not aware of these materials and would have liked to be reminded. Guiding materials should include further templates to elaborate goals.

> 3) **The HBP Mentoring Programme took confidentiality seriously. That means mentees do not know each other, mentors too, only know their mentee. Would you recommend keeping or changing the approach?**

Half of the feedback expressed that the privacy level should be kept the way it is, the other half wished that the privacy level was adjusted to meet other mentors/mentees.

> 4) **Mentoring Programmes often offer additional accompanying trainings. Would you participate in such activities? If yes, please leave a note on topics and formats you are interested in.**

While especially some mentors answered they might not have the available resources to participate, the majority answered that they would participate in accompanying trainings, for example, on: career planning/development, mentoring techniques and approaches, network building, leadership competencies, and conflict management. Trainings could be in person, for example, at the HBP Summit, including meetings with role models.

> 5) **Overall, what are the most critical aspects you would like to mention, what are the most positive once?**

Critical points raised by mentees and mentors were the following: time management (i.e. to find time for the meetings), coordinators should get in touch with mentors/mentees more often (information/reminders along the way), to differentiate as a mentor between what is best for the mentee and what is best for the project, lack of funding (e.g. travel costs to allow in-person-meetings), and duration of the programme (the wish to continue the mentoring partnership).

The overall positive aspect raised was the perfect matching of mentor/mentee.

> 6) **If you have any further suggestions for the HBP how to improve equal opportunities, they are highly welcomed:**

- HBP could offer funding for young researchers and expectant mothers
- Female or Highschool student mentoring for MINT/neuroscience
- Enlarging the Mentoring Programme
- More information on initiatives concerning diversity and equal opportunities in general ("broader advertisement"); for example, highlighting women working in HBP on the website.

3.4.3.2   Peer Mentoring

While the HBP High Potential Mentoring focuses on a partnership between a more experienced researcher or manager with a researcher or manager who is at the beginning of their career, peer mentoring provides mutual support by a more homogeneous group of colleagues. Peer mentoring allows a group of colleagues to gain momentum by sharing experiences, open feedback, and learning from each other. Peer Mentoring Groups are intended to work self-sufficiently once the participants have been encouraged to do so and have received advice on how to setup such establishment. For the HBP, it was planned to offer a facilitator who would start each meeting with a short introductory topic and guide discussions accordingly. Participants were to raise topics such as the following:

- Communicate with supervisors and in difficult situations
- Career planning and publication strategies
- Collaboration in interdisciplinary teams
- Work-life-balance or family obligations, etc.

The most difficult part in a remote partnership, such as the HBP, is to identify and motivate individuals to start their peer groups. In a first attempt, the system was announced via a Slack-Channel (Searchable Log of All Conversation and Knowledge). Overall, approximately 100 students have registered for all slack channels. Since March 2019, 29 members have registered for the "#peer-mentoring" slack channel. However, in none of the various channels has a community-based sharing developed, including #peer-mentoring, where mainly the coordinators have posted suggestions. It has, therefore, been decided to first launch the HBP High Potential mentoring programme and investigate the options for peer mentoring as a suitable approach for the HBP further to either launch a second call for mentoring or for peer mentoring.

Overview on activities Mentoring	
According to GAP	Activities in M1-M24
One concept for mentoring, peer groups and related incentives	Report, concept, and guiding materials on Mentoring and Peer Groups available on the HBP Website.
	Implementation of the mentoring concept, matching, and coordination for 17 Mentees (11 women, 6 men across all SPs, Managers and Scientists) and 17 Mentors; Feedback on mentoring consistently positive.
	Concept for PIs to advice peer groups tested at the EYRE in Belgrade (appr. 100 participants, positive feedback); career sessions with the data curation team started in Feb. 2020; by the end of March, three sessions had already taken place.

4. Appendix: Best Concepts for Diversity in Research, Measures for Equal Opportunities

4.1 Rationale and Background Information

Diversity and equality have been increasingly recognized as a benefit for research and society. In complex tasks, a diverse team may achieve better outcomes than a homogenous group may.

In addition, **gender and other diversity aspects** are not only important for teamwork but are also an **asset for research content** that might lead to additional insights and knowledge or far-reaching results. The importance of diversity variables, such as gender dimensions for research content, has been widely recognized, for example, in the Horizon 2020 program.

The **term diversity** comprises the manifold traits, characteristics, and differences of human subjects based on various dimensions. Some of these traits are inherent (e.g., sex, ethnicity, sexual orientation, body composition, physiology, age), some are acquired (e.g., skills, knowledge, technological literacy), and others are context related (e.g., different mobility needs in private and working context, social and economic background, working and living environment, and lifestyle). The European Union prevents discrimination on the grounds of racial or ethnic origin, religion or belief, disability, age, sexual orientation, and sex (see also http://ec.europa.eu/justice/discrimination/).

4.2 Aim, Awards, and Incentives

To increase the visibility of diversity and gender / sex related research and measures to improve equal opportunities in the HBP, thereby, to create role models and best practices.

To encourage further improvements via incentives.

The following categories are considered relevant focus points in science and management:

1. Best Scientific Concept
2. Best concepts and measures to improve equal opportunities in scientific teams

Award winners are

- presented at the HBP website and/or a conference, especially at the HBP summit by the SIB and/or or a nominee of the EC with a suitable and prestigious function.
- given the opportunity to present their achievements to a large audience at the HBP Summit.
- given free registration and/or travel costs for the HBP Summit and/or another conferences.

4.3 Basic Requirements and Process Overview

Table: overview requirements for submissions

	Best Diversity Concept	equal opportunities measures
Submission	Concept, max two pages of own work in progress or planning	Concept or Description, max two pages, in planning or already implemented
Submission Requirements	Own concept (main contributor), not published, includes research design, assumed outcomes, and roadmap	Own concept or programme (main contributor) includes optional references to implemented programme, (assumed) impact and (possible) measurements of impact
Additional Documents	CV	CV
Submitters	Early stage researchers	All HBP members (Managers, Admins, Researchers, …)
Incentive	Presentation to EC, HBP Boards, on HBP Homepage, HBP Summit	Presentation to EC, HBP Boards, on HBP Homepage, HBP Summit
Review Criteria	Differentiation of variables research design, methodology, feasibility	Equal opportunities, (assumed) impact, feasibility

The evaluation of the papers, concepts, and measures is based on general quality criteria and on a special focus on the consideration of diversity aspects.

Task	Date
Setup of Calls	End of May 2019
Closure of Calls	Mid of September 2019
Announcement of Calls	Starting with June
Nomination of jury members	Until July 2019
Confirmation of jury members	Sept. 2019
Check formalities	September 2019
Review process and jury meeting	October – November 2019
Announcement of winning contributions	November 2019
Presentation of award winners on HBP Website, Boards	December 2019
Presentation at a high ranking HBP conference	Latest February 2020

4.4 Roles and Detailed Process Design

4.4.1 General Roles

- **Organisers (committee)** depends on the category: might be convelop T11.2.5, education programme of the HBP, student's representatives, specific conference committees. Main function is to check the general requirements, help find reviewers and stay in contact with the submitters.

- **Call Organisers, Technically:** TUM sets up the open call platform for the submission of the proposals by the applicants. Upon the call deadline, the proposals are then made available to the organisers. Contact Person: **Cristina Iobbi**

- **Jury member / reviewer**: Reviewers are nominated by organisers. Their role is to evaluate the quality and consideration of diversity variables / aspects in the publications, concept, and idea (see details below).

- **A pool of jury members**, depending on the category, selected prior to the submissions. After submissions, jury members are selected by the organizers according to their expertise and the award category.

- **Submitter:**
  – Early stage researchers who submitted a research concept that has not been published before.
  – Early stage researcher who submitted an own publication to win the best paper award.
  – Conference or workshop organisers, including early stage researchers.
  – Early stage researchers and managers of science who submitted measures on how to improve equal opportunities in their teams, communities, or in the overall HBP. Measures might be concepts or implemented best practices.

  Early career stage researchers include researchers from pre-graduate up the maximum of two scientific years after PhD.

4.4.2 Jury Compilation

The Jury / Committee consists of:

- A member who acts as head of jury elected from the pool of reviewers.

- The reviewers are be chosen from within the HBP.

- Possible jury members are nominated in advance of submission from the reviewer pool.

- After submission of the papers, concepts, and ideas, specific jury members from that pool are assigned to specific relevant submissions. In total, three reviewers are nominated to review a specific submission.

- The coordinators, in consultation with the committee, may appoint additional committee members if a clear need is identified (e.g. interdisciplinary representation, expertise for a specific diversity aspect) depending on the submitted papers, concepts, and ideas.

4.4.3   Review Process

Preparatory phase

Prepared Templates and Data for submission:

- Template with personal data, contact, declaration of consent for submission, and disclaimer.
- It is suggested that all (if there are any) contributors/team-members of a concept or idea are asked for approval prior to submission: a paragraph with a tick-box is included in the submission template.
- The submitted documents must be complete, and the submission of a publication, concept or idea must include the abstract.
- Short CV with current and past affiliations – with a template to make more comparable and evaluate the scientific years of the author.

Check of the formalities by the organisers:

- Formalities and completeness of the application
- Check of CV and, if necessary, request additional proof or clarification from the submitter
- Check for obvious conflicts of interests

To limit unconscious bias, the reviewers are given appropriate background information and the decision-making process is facilitated accordingly.

Submitted concepts and measures are shared with the organisers and reviewers. To ensure that all data protection issues are handled correctly, the guide for applicants includes a paragraph which states that submitting a concept includes as condition "sine qua non" that the concept is shared with reviewers. The reviewers have to sign a confidentiality and conflict of interest declaration.

4.4.4   Jury: Review and Decision

Disclaimer

- Members of the jury shall decline to evaluate a submission in case any of the following conflicts of interests arise:
  - The jury member was involved in the preparation of the application;
  - The jury member is related to the submitter by close family ties or other close personal relationship, formal or informal working relationship (e.g. as colleague, supervisor, via institutional affiliation and co-authorship or mentoring partnership or employment contract);
  - The jury member has (or has had) a relationship of scientific rivalry or professional hostility with the principal investigator of the proposal;
  - Jury members cannot submit a proposal themselves.
- Each eligible submission is read by three appointed jury members and evaluated against the criteria catalogue. At least two reviews of these three reviewers must review to make the valuation of the submission complete.

Decision and review process

- Concepts and ideas are reviewed and judged based on a criteria catalogue with scores rating from 1 – 4 (where 1 is the lowest and 4 is the highest score) and a verbal justification.
- Two reviewers must evaluate a submission against every criterion. If this threshold cannot be reached, additional jury members by the organizers are appointed on short notice.
- The jury members meet either physically or virtual. Each submission is presented by one jury member and discussed with all jury members in a facilitated and protocolled panel meeting. Based on the discussion, the jury members come to an agreement on the final scorings.

- The highest scoring contributions in their specific category shall be recommended for the award and the related incentives. Where two or more papers receive the same total score, the paper that has the highest score in the highest weighted criteria shall be recommended for the award. If the papers are still tied, the reviewers have to make a decision via a short virtual meeting or voting process.

4.4.5 Awarding Ceremony and Notification

- Award winners are notified prior to the scheduled awarding ceremony.
- Award winners and their submissions are presented on the HBP Homepage and to HBP Boards. In addition, this information is also distributed via HBP social media channels.
- An award ceremony is held at a high ranking HBP event. To maximise the impact, representatives of the EC are invited to this ceremony.
- The award winners are given the opportunity to present their winning contributions at a high ranking HBP event, such as a conference or the HBP summit.
- Registration and travel expenses are paid as part of the award.

4.4.6 Withdraw of Submission and Exclusion from the Award

- If the organizers or jury members noticed during or after the review process that submitters, do not fulfil the general requirements or noticed conflicts of interest.
- If the organizers or jury members noticed severe violations of scientific ethical standards by the submitters in the past or present or severe violations of scientific integrity, such as forgery of data, results, plagiarism, dropping of known data that would falsify the study, unjustly claiming authorship or intentional misinterpretation of results etc. The decision of whether the specific paper should be excluded for the award should be made with one voice by the jury committee (no veto, abstention is possible)
- The submitter(s) can edit his or her submission any time before the call deadline.
- Travel expenses are only covered as part of the award if the award winners present the submitted concept or measure.

4.5 Calls - Announcements

Best Concept for Diversity in Research

…

You are an early stage researcher and you have concepts on how to differentiate sex, gender and/or further diversity traits in your research design? You want to present and discuss you novel approach to a broader audience? Perfect.

The HBP Best Concept for Diversity in Research will honour concepts for integrating; sex, gender and further diversity dimensions in research design. [*link on definitions in H2020]*

An international jury will select the most outstanding and promising concepts, which will be presented at a high ranking HBP conference to a large scientific audience and representatives of the European Commission. All travel expenses will be covered.

Submit your application until end of August to [*LINK, contact details or homepage*]

Best Measures for Equal Opportunities

…

You believe that equal opportunities, gender diversity and inclusion contribute not only to a better workplace but are essential of innovation, moreover self-evident but hard to achieve? Perfect so does the HBP.

The HBP Best Measures for Equal Opportunities strives to enhance the visibility and implement the further support and implement the best measures focusing on equal opportunities.

An international jury [or the GAC – however this might lead to several conflicts of interest] will select the most outstanding and promising concepts, which will be presented at a high ranking HBP conference to a large scientific audience and representatives of the European Commission. All travel expenses will be covered.

Submit your application until end of August to [*LINK, contact details or homepage*]

4.6 Best Diversity in Research Concept

4.6.1 Requirements for Concept Submission:

- Concepts must differentiate one or more variables in a novel way (e.g. sex, gender, age, health conditions) for applied or basic research (e.g. empirical studies or development, applications, medical treatments, methodically and theoretically approaches, models).

- At the submission date of the concept, the author(s) must be early career stage researcher(s).

- Authors of the concept must have an HBP affiliation.

- Only one concept can be submitted by one individual person or team.

- Submission must be completed before the assigned deadline.

4.6.2 Selection Criteria

DIVERSITY AND INTERDISCIPLINARITY (70%):

This category rates if the concept identifies gaps in current research and addresses them by differentiating variables related to sex, gender, age and further diversity traits and suggesting a methodological approach accordingly.

In addition, the interdisciplinarity of the approach is scored. Interdisciplinary research takes more time and effort, even though it is expected to lead to innovative results.

Theoretical and methodical frame work for diversity in research (50%)

Diversity traits in the theoretical, methodical approach (the use of different diversity aspects as variables e.g. e.g. biological sex, gender, age, socio-economic factors, …)

- Outstanding: Original and ground-breaking approach considering (multiple) variables.

- Excellent: Important and novel approach to include diversity aspects.

- Accomplished: Routine approach with good consideration of diversity.

- Not applicable: Research that is based on routine rather than novelty. Scientific quality standards not fully complied.

Interdisciplinary character of the concept, proposed methods (20%)

Interdisciplinary research – Bridging function

- Outstanding: A significant breakthrough for interdisciplinary research.

- Excellent: An important contribution for interdisciplinary research.

- Accomplished: reflects a good interdisciplinary approach.

- not applicable: Interdisciplinary approaches not described adequately, or not recognisable.

PLAUSIBILITY (30%)

Overall composition, clarity, consistency and coherency of the concept

- Outstunding: Excellent composition and plausibility of the concept

- Excellent: Good composition and plausibility of the concept

- Accomplished: Adequate composition and plausibility of the concept

- Not applicable: Poor or failed composition and plausibility of the concept

4.7   Best Measures for Equal Opportunities

4.7.1   Requirements for "Equality Measure" Submission

- Measures must be dedicated to improving equal opportunities within a team, community or the HBP overall (guidelines or processes, workshops focusing on work distribution and collaboration, buddy systems or peer groups for specific topics, promotion systems, …)

- At the submission date of the concept the author(s) must be early career stage researcher(s) or manager of science

- Authors of the concept must have an HBP affiliation.

- Only one concept or measure can be submitted by one individual person or team.

- Submission must be completed before the assigned deadline.

4.7.2   Selection Criteria

SUSTAINABILITY AND IMPACT OF THE MEASURE ON STRUCTURES AND PROCESSES (70%)

This category rates the easy to implement, replicability of the measure as well expected leverage effects for other teams, leaders or even the overall HBP. The equality measures should focus at least at gender as still critical issue in sciences but are welcomed to consider the intersectionality of gender with other variables such as ethnicity, cultural background, or disciplinary background in a growing international and interdisciplinary community.

Sustainability in terms of replicability and expected implementation efforts (50%)

The importance and relevance of the idea for improving structure, processes and / or activities in the HBP and / or scientific community regarding diversity and gender. (50%)

- Outstanding: Original and groundbreaking approach, certainly sustainable.

- Excellent: Important and novel approach, sustainable

- Accomplished: Approach with good considerations, not that easy to replicate or implement

- Not applicable: too complex, or too specific or just routine approach rather than novel.

Expected impact of the concept (30%)

- Outstanding: promising outstanding leverage effects.

- Excellent: important leverage effects to be expected

- Accomplished: measurable leverage effects to be expected

- Not applicable: no leverage effects probably difficult to be measurable.

PLAUSIBILITY, PROVE OF CONCEPT (30%)

Overall composition, clarity, consistency, and coherency of the concept

- Outstanding: Excellent composition and plausibility of the concept

- Excellent: Good composition and plausibility of the concept

- Accomplished: Adequate composition and plausibility of the concept

- Not applicable: Poor or failed composition and plausibility of the concept