

**ROADMAP**

**FOR TAILORED GENDER EQUALITY PLANS**

Karlsruhe Institute of Technology, Karlsruhe, Germany

University of Geneva, Geneva, Switzerland

28 February 2017

GENERA publication, Grant Agreement Nr. 665637  
<http://genera-project.com>

## Acknowledgements

The **GENERA Roadmap for the implementation of customized Gender Equality Plans** is a joint publication of the EU-funded project GENERA (Gender Equality Network in the European Research Area) and constitutes the Deliverable 4.2. Contributions were made by work package 2 (*Analysing*), work package 3 (*Monitoring and Evaluation*) and work package 4 (*Implementation*) which are attached in the annex. This document has been peer-reviewed by all partners of the GENERA Project:



Deutsches Elektronen-Synchrotron  
A Research Centre of the  
Helmholtz Association  
(DESY), Germany



Instituto de Astrofísica de  
Canarias  
(IAC), Spain



Foundation for Fundamental  
Research on Matter  
(FOM), Netherlands



National Research Council  
(CNR), Italy



Karlsruhe Institute of  
Technology  
(KIT), Germany



University of Geneva  
(UNIGE), Switzerland



Portia  
Gender and Science  
(PORTIA), United Kingdom



Horia Hulubei National Institute  
for R&D in Physics and Nuclear  
Engineering  
(IFIN-HH), Romania



National Institute for Nuclear  
Physics  
(INFN), Italy



Jagiellonian University  
Poland



Max Planck Society  
(MPG), Germany



National Center for Scientific  
Research  
(CNRS), France



Joanneum Research  
Austria

# Contents

---

- Acknowledgements..... 1**
- Introduction and Approach..... 3**
- Customized Gender Equality Plans and their operational deployment by Implementation Managers and Teams ..... 5**
  - Customized Gender Equality Plans..... 5
  - Role and function of Implementation Manager ..... 6
  - Reasons for deploying Implementation Manager and Implementation Team ..... 6
- GENERA Roadmap for the implementation of customized Gender Equality Plans..... 9**
  - Overview of the implementation process..... 9
  - The Basis: Engagement of Management and Leadership ..... 11
  - Step 1: Learn ..... 16
  - Step 2: Analyse..... 20
  - Step 3: Design ..... 24
  - Step 4: Implement..... 29
  - Step 5: Monitor & Adjust ..... 32
  - Step 6: Final Evaluation ..... 35
  - Final questions concerning the implementation process ..... 39
- Annexes ..... 40**
  - Annex 1: GENERA Template for data collection ..... 40
  - Annex 2: GENERA Toolbox for tailored GEPs ..... 47
  - Annex 3: GENERA Table for the Description of a Gender Measure ..... 48
  - Annex 4: GENERA Fields of Action ..... 49
  - Annex 5: The EU policy on gender equality in research and innovation ..... 50
- Literature references..... 52**

## Introduction and Approach

---

Welcome to the GENERA Roadmap for the implementation of customized Gender Equality Plans. This Roadmap is one of the outcomes of the Horizon 2020 Project GENERA (Gender Equality Network in the European Research Area). GENERA brings together 13 important research organisations and higher education institutes with the scientific focus on physics in Europe to help foster gender equality through customized and evidence-based Gender Equality Plans (GEPs). It is triggered by the well-documented and persistent problem of underrepresentation of women in physics. GENERA originates in the physics community, and thus is a project from physics for physics.

Gender Equality Plans consist of a collection of appropriate approaches to removing barriers to the recruitment, retention and career progression, especially of female researchers, as well as strengthening the gender dimensions in research, and raising general awareness of gender bias in assessment of scientific merit. The measures included in the contents of a GEP, like quantitative and qualitative analysis toward gender equality, are based on latest scientific findings and point out needs for action in organisations to improve the status quo. Tailored measures – taken from the GENERA Toolbox, or inspired by it and individually defined for each organisation – can help tackle sources of gender inequality in organisational practices and process, and embed gender equality as a quality criterion of institutional performance. To achieve sustainable change, a binding statement of the management and leadership specific targets will have to be set and pursued.

The GENERA Roadmap is meant to support *the Implementation Managers within the GENERA Project and persons who are responsible for improving gender equality by implementing a GEP in their organisation*. It provides a detailed description of the consecutive steps of how to design and implement a GEP and guides you to resources you may find helpful in the process. These steps will vary in scope and content across organisations. Your specific organisational context is of the highest importance and should be considered at every step along the way. This roadmap should be customized in light of the specific needs of your organisation, e.g. the mechanisms that may be already available for the implementation of gender equality activities.

The following section provides you with more details about the GENERA Roadmap and gives reasons for customized Gender Equality Plans. You will learn more about the role of the Implementation Managers and Implementation Teams, about their responsibilities, and why GENERA is promoting their implementation. After an introduction about the process and steps for designing and implementing a Gender Equality Plan, each step is described in detail and includes guiding questions.

The innovative approach in developing the GENERA Roadmap is to provide sufficient room for individual customization. The general thought behind this is to take into consideration that every research organisation and higher education institution may have different organisational conditions and means for achieving structural change.

The annexes to this document provide further information, and additional resources, for example, the GENERA Template for data collection as a reference for analysis, a table for the description of gender measures based on the GENERA Toolbox, the GENERA Fields of Action, which provide the framework for systematic design and implementation of GEPs and gender equality measures/activities, and some quotes from the EU policy on gender equality in research and innovation for arguing more effectively against resistances.

**This Roadmap was primarily developed for the GENERA Implementation Managers and is intended to serve as a practical guidebook. It is a basic structure for the implementation of customized Gender Equality Plans. The open text boxes might help you in customizing the different actions and measures. During each phase, you can identify the key structural elements of the organisation and specific conditions that have influenced the implementation process, at each step. For example: *What were the experiences, successes and challenges? How was each dealt with? What recommendations and conclusions would Implementation Managers offer to others? What would have been helpful at the beginning of each phase?***

**After gathering first implementation experiences, regular workshops will be held to promote reflection and evaluation of the GENERA Roadmap as a tool for Implementation Managers. The findings from these discussions will help improve the design of the GENERA Roadmap with regard to specific needs of implementing GEPs in physics, as well as, identifying useful practical hints, application examples and recommendations for designing and implementing a customized GEP. In conclusion, this would help other research organisations to implement a GEP to promote gender equality in science as part of the EU European Research Area policy agenda.**

# Customized Gender Equality Plans and their operational deployment by Implementation Managers and Teams

---

The first and very important question a research organisation or a higher education institution should ask themselves in order to successfully implement a Gender Equality Plan is: What is the right Gender Equality Plan for us and how can it be put into action? The GENERA Roadmap provides answers to these questions. The most important step involves customization decisions based on the framework conditions of the organisation. The following section gives the main characteristics of a general Gender Equality Plan and explains the need for customization.

## Customized Gender Equality Plans

Broadly speaking, Gender Equality Plans – often also referred to as Gender (Equality) Action Plan, Gender Policy, or Equality Policies – are policy tools for furthering gender equality within an organisation. A report from Eurofound’s EurWork Observatory defines Gender Equality Plan “as all types of coordinated attempts to create greater equality between men and women at the workplace level” (Colclough, 2004). In the Reinforced European Research Area Partnership for Excellence and Growth (COM (2012) 392 final), the European Commission states more concretely what Gender Equality Plans should do. They should aim at:

- “[conducting] impact assessment/audits of procedures and practices to identify gender bias [.]”
- “[i]mplement innovative strategies to correct any bias[, and]”
- “[s]et targets and monitor progress via indicators [.]”

Therefore, Gender Equality Plans define a process aimed at achieving gender equality by identifying where improvements are needed and the appropriate actions to achieve them. Besides the commitment and support from top-level leadership, to implement a GEP requires a firm commitment to change and a method with clearly defined progress steps, or phases (CITE EIGE, 2016; WGEA Toolkit). More specifically, and following EIGE’s definition (2016), Gender Equality Plans require

- “an **analysis phase**, in which sex-disaggregated data is collected; procedures, processes and practices are critically assessed with a view to detect gender inequalities and gender bias;
- A **planning phase**, in which objectives are defined, targets are set, actions and measures to remedy the identified problems are decided, resources and responsibilities are attributed and timelines are agreed upon;

- An **implementation phase**, in which activities are implemented and outreach efforts are undertaken so as to gradually expand the network of stakeholders;
- **Monitoring** actions, with attention to process as well as to progress, accompany the implementation phase. Findings from the monitoring exercise(s) allow to adjust and to improve interventions, so that their results can be optimized.”
- At the end of the period time a final **evaluation** is required, which is the end and a renewed beginning of the Gender Equality Plan to ensure sustainability.

The aspect of customizing a Gender Equality Plan is crucial for various reasons. An Implementation Manager will know best the organisation’s framework conditions. For example, countries may differ in the extent their own legislation and policies enforce gender equality, which will influence the attitudes and commitment to implementing a GEP within institutions. In addition knowledge of working conditions and organisational structures provide a basis for promoting gender equality within the organisation. GENERA’s aim is to help make GEP interventions more effective through close alignment with each organisation’s objectives and context and focus on specific organisational needs, identified as part of the prior analysis of the status quo. The analysis has quantitative and qualitative aspects designed to identify individual (to the organisation) and shared (national-level) concerns.

### **Role and function of Implementation Manager**

In the GENERA Project, the Implementation Manager (IM) functions as a link between the local implementation efforts and the GENERA Consortium, and can be seen as project manager within GENERA.

More specifically, the role involves supporting the organisation in using the GENERA Toolbox, which has been developed to help tailor GEPs and monitor the timeline and progress throughout the implementation process, as guided by the GENERA Roadmap. Furthermore, each IM is responsible for sharing knowledge and experiences regarding the implementation activities of ‘their’ GEP: “a network of change agents in peer organisations for the sharing of learning and best practices and support and legitimacy from an external authority” (Bilimoria & Liang, 2010).

### **Reasons for deploying Implementation Manager and Implementation Team**

Within their organisations, each Implementation Manager is responsible for forming an Implementation Team (IT). This team should comprise of a variety of actors; ranging from administrative staff to scientific staff, and across seniority levels, from students (if any) to

leaders. The team formation is connected to the basic step: *Engagement of Management and Leadership + Implementation Team* described in the GENERA Roadmap. Forming a diverse Implementation Team has multiple advantages:

- Ensures and symbolizes the commitment and support of all staff as stakeholders in gender equality, which is essential in developing a successful and sustainable GEP (Verloo & et al., 2011)
- Allows the combination of different types of expertise and knowledge (EIGE, 2016)
- Guarantees that tasks and responsibilities are shared (EIGE, 2016)

While the Implementation Team will be concerned with the development of the customized GEP, the Implementation Manager will support and guide the team and manage the implementation process. It is important to point out that IM will not lead the process, but will ensure that a timeline and process plan are developed and adhered to.

The details of the tasks of the IM and IT are as follows:

- to liaise with all gender relevant offices/departments in your organisation
- to ensure support for gender policies in your institution
- to help applying the developed GENERA Toolbox for customizing GEP to the needs of the institution and work out the best fitting GEP
- to monitor the timeline and progress of the local implementation process as described in the roadmap (Step 5: Monitor & Adjust)
- to ensure the dissemination of information about critical gender issues among researchers and at the top-level of management and leadership
- to share your findings with the IT to help the mutual learning process
- and to customize this roadmap regarding the specific needs and the framework conditions of your organisation.

It is expected that each IM will add further measures, generated through GENERA, to the existing efforts and, depending on timelines and possibilities, to expand and improve their current efforts. Furthermore, the IMs working in organisations with existing gender equality plans is expected to share this knowledge and experience with the other GENERA IMs. While IMs in organisations with a GEP in place cannot work towards developing a GEP, they can work towards enhancing awareness concerning gender equality measures and increasing the prominence of this topic in their individual organisations through the momentum generated by GENERA. Furthermore, they can, if possible within their GEP, propose measures specific to

physics, in cases where plans are applied to the entire research organisation and not individual departments.

In conclusion, the position of the Implementation Manager is a central one. IMs will work independently to support their organisation's efforts to develop a customized Gender Equality Plan. As such they are the experts in their organisation, responsible for the coordination and management of the process of design, implementation and/or adjusting.

# GENERA Roadmap for the implementation of customized Gender Equality Plans

## Overview of the implementation process

The GENERA Roadmap provides a guideline through the design and implementation of a Gender Equality Plan until its final evaluation. The steps involved in the process are not arbitrary, but reflect models used in theories of organisational change and change processes, as well as policy analysis (Krüger, 2006; Kotter International, 2017; Jann & Wegrich, 2014). Within the GENERA Project, the process leading to a sustainable GEP involves six distinct steps, which are directly connected with the support of the top-level of management and leadership and the Implementation Team.

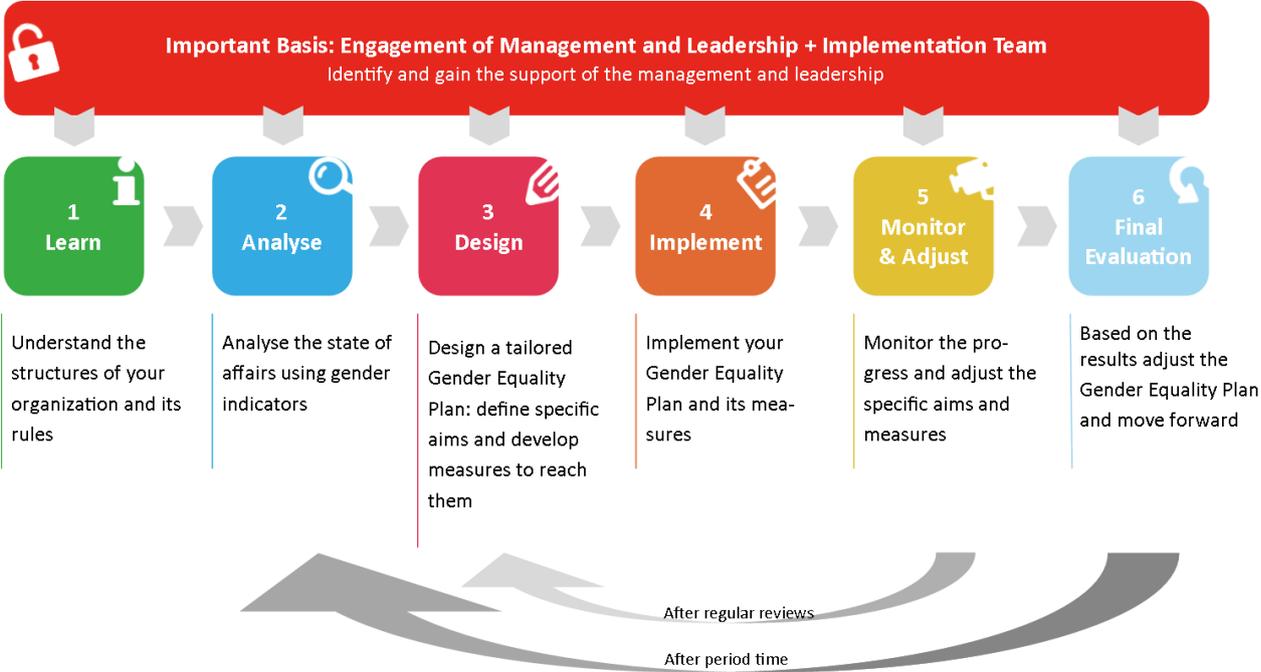


Figure 1: Based on: EIGE, 2016; Weber, 2016; WGEA, 2014

Overview of the implementation process and the aims of the respective steps:

### *The Engagement of Management and Leadership + Implementation Team*

Identify relevant representatives of management and leadership and gain their support for establishing an Implementation Team active across all organisational levels for the implementation process.

- Learn* Understand the decision structures of the organisation and its rules and identify the institutional framework within which decisions and actions will be taken.
- Analyse* Analyse the current state of affairs using a variety of gender indicators by collecting sex dis-aggregated quantitative data and qualitative data.
- Design* Design a customized GEP by identifying specific fields for action and the improvements needed together with tailored measures that can achieve change, and a realistic time frame specific for your organisation.
- Implement* Introduce your customized GEP to the organisation and engage relevant decision makers in promoting the implementation of the specified gender equality measures to demonstrate visibility of structural changes.

*Monitor & Adjust*

Monitor progress and how the selected measures are applied in light of the experience and adjust the measures and objectives.

*Final Evaluation*

Do a final evaluation and based on the results adjust the conditions specified in the GEP to move forward in the process of change towards the desired objectives.

These steps are not independent from one another. Although presented as consecutive, there can be overlap in some situations, and some steps may take more time than others. In general, creating structural changes for better gender equality in an organisation is always challenging, but also a sensitive topic that requires commitment creating a sustainable change and being aware throughout the process of the changing conditions.

The next section of this document provides a detailed description of each step in the implementation process with key actions that should be taken. The approach taken in the GENERA Roadmap is to enable sufficient flexibility in how GEPs are adopted in organisations subject to the relevant background information about decision processes and practices, as well as useful hints and sources for information.

## The Basis: Engagement of Management and Leadership

### Description

In working towards institutional change in research organisations or higher education institutions, the engagement of management and leadership is crucial.<sup>1</sup> Persons responsible for governing the organisation have the power and responsibility for the effective functioning of all its parts and are of highest importance in the implementation process of a GEP and approval of the needed actions and measures.

Gender equality can be a sensitive issue within science cultures that see it as separate from 'excellence'. Within GENERA, partners have undertaken to implement GEPs and this is the main basis for ensuring that the necessary top-level support is provided.

The specific roles<sup>2</sup> of the management and leadership are:

- to approve relevant documentation, procedures and activities for supporting the needed structural changes towards better gender equality in the organisation
- to make available sufficient financial and personal resources to implement the customized GEP, and for the specific measures included in it
- to instruct the relevant units/departments to provide information and data for designing the GEP, and for the continuation of progress towards agreed gender equality objectives
- to demonstrate commitment to gender equality principles and the GEP, and promote legitimacy of the agreed actions and measures
- to enable integration of the GEP into research activities
- to become involved in the practical implementation of gender equality measures
- to use internal communication channels for greater visibility of the benefits of implementing the GEP
- to promote awareness of gender equality issues and benefits and of gender equality objectives within the organisation
- and to make the organisation's gender equality objective and the role of the GEP visible to all employees.

Within GENERA, top-level managers and leaders can help make progress and ensure the success of the project by ensuring that all employees are supportive of the actions taken by the implementation. The process of change requires interaction between decision makers at

---

<sup>1</sup> see [GENERA Report on how to improve the research cultural environment](#)

<sup>2</sup> cf. [EIGE](#)

all levels. Therefore, the Implementation Team should include an appropriate representative from the Human Resources department, ideally a person already concerned with gender equality matters, as well as key managers to ensure that the customized GEP is feasible and will be accepted within the organisation. Members of the Implementation Team should:

- stay in regular communication (throughout the implementation process)
- participate in the activities organised within the framework of the GEP
- integrate gender equality within the organisation and embed it within all relevant existing structures
- make the implementation process transparent and understandable to all employees and external stakeholders.

### **Key Actions**

- ✓ Share knowledge about gender equality and present the GENERA Project and its aim at all levels of the organisation

*Have you made all the relevant people aware of the GENERA Project and its purpose within the organisation?*

- ✓ Use GENERA resources about other research organisations that have already implemented GEP to identify relevant national and international benchmarks for the changes that can be achieved

*Are you informed about the work and successes in implementing GEPs in other organisations?*

*Do you have meaningful figures to support the decision makers in your organisation?*

*Have you developed a clear and persuasive explanation of what a GEP is and what benefits it can achieve?*

- ✓ Get to know the top-level of management and leadership and what their decision-making responsibilities are

*Who are the key leaders and decision makers in your organisation and what protocols are used to gain access to them?*

*Who must be your contact persons on the management and leadership level during the implementation process?*

- ✓ Get to know the gender equality officer and other persons already responsible for gender equality

*Who will be your contact person in the gender equality office during the implementation process?*

If there is no gender equality office, perhaps there is another section that can take on that role: explain to the management why this is important to the implementation of the GEP

*Have you a good explanation about the need and added value of gender equality office?*

- ✓ Act top down and bottom up - get all levels involved to create the Implementation Team

*Does the Implementation Team include decision makers from all levels of the organisation?*

*Who is (strongly) involved and why?*

*Is there an appropriate distribution of tasks sensitive to each person's role in the organisation?*

*Is it clear who needs to do what, when, how and with what result?*

- ✓ Present the GEP as a strategic document for pursuing greater gender equality within the organisation

*Did you establish clear expectations among the members of the Implementation Team regarding what the GEP is intended to achieve?*

- ✓ Organize a regular communication process between members of the Implementation Team, as well as with other key representatives of management and leadership

*What is your way of communicating with the relevant people?*

*Do you produce weekly/monthly reports and updates via e-mail?*

*Are there regular meetings, once a week or once a month?*

- ✓ Organize regular progress meetings of the Implementation Team to exchange experiences, discuss any problems, and agree on future actions

*Have you have organized regular meetings with the Implementation Team and the leadership?*

*When is the first meeting and where?*

*What is the agenda and what are important first topics?*

### **Hints & Resources**

- These efforts need to continue throughout the whole GEP implementation process
- Keep on engaging actors in order to convince them of the benefits of a GEP for organisational performance
- Organize training sessions, if required, for the members of Implementation Team and other actors directly involved in the process of change (managers, human resources staff, gender equality officers, etc.) to achieve common understanding of gender equality and to raise gender awareness, etc.
- Further resources:
  - European Institute for Gender Equality - [Gender Statistics Data Base](#) & [Gender Equality Index](#)
  - Eurostat -The Statistical Office of the European Union (e.g. [educ\\_grad5](#))

## Individual Conditions

! Use this section to identify the specific conditions in your organisation regarding the **Basis: Engagement of Management and Leadership + Implementation Team.**

Please record here (*documentation of important steps, experiences, successes, challenges, solution approaches, etc.*)

## Step 1: Learn

### Description

As some Implementation Managers or Implementation Team members may not be directly involved in gender equality issues, or may be new to the organisation, learning about GEP related organisation structures and national context is paramount for successful gender equality efforts.

Before you can start with the GEP implementation process, inform yourself about the national laws and policies regarding gender equality. This knowledge will strengthen the strategic function of a GEP. Further on, you have to know how your organisation works: the hierarchical structures, personal relations and communication, as well as the local context aligned with the organisation's objectives and principles<sup>3</sup>.

The aim of the first step is to identify the national, local and cultural characteristics of your organisation, and the specific context due to the connection to the field of physics, to understand them and to consider them in the GEP design and implementation process.

### Key Actions

- ✓ Check relevant national laws and policies promoting gender equality in your country<sup>4</sup>:

*Are you aware of key gender equality policies at EU, national and the local level and how they can be used to push for gender equality in your organisation?*

*Is there a specific national legislation to address gender inequality?*

*Are there legal requirements for developing a GEP?*

- ✓ Understand the formal (and informal) hierarchical decision-making structures in your organisation, how decisions are made and communicated, relevant governance documents and organisational procedures where gender (in)equality concerns can be addressed

*How are the organisation's functions structured?*

*What are the formal/informal rules governing the interaction between different functional*

---

<sup>3</sup> see [GENERA Report on how to improve the research cultural environment](#)

<sup>4</sup> see Annex 5: The EU policy on gender equality in research and innovation

*units?*

*Who are the key persons that should be involved in gender equality- related decision-making?*

- ✓ Identify the practices and approaches towards gender equality already present in the organisation

*How do these practices reflect and respond to the structural and cultural context in your organisation?*

*How the GEP does fit into the current gender equality strategy and to overall strategic mission of your organisation?*

*Are there any documents about gender equality or diversity in your organisation? (What kind of documents is available?)*

- ✓ Get to know which units/departments are responsible for the implementation of a GEP and the agreed on gender equality measures

*Which units/departments or persons should be engaged in the push for structural change?*

*Which units/departments or persons have the capacity to push for gender equality and the implementation of your GEP?*

*Is there acceptance within the organisation that change will produce important benefits?*

- ✓ Get to know the attitude towards gender equality at all levels within your organisation, talk to various units/departments and target groups and explain the role of the GENERA Project

*What do the management and leadership think about the implementation of a GEP?*

*What are the attitudes of the employees towards gender equality?*

*Have you seen the GENERA Interview Study Methodological Guideline<sup>5</sup>? There you can find exemplary questions.*

---

<sup>5</sup> see [GENERA Interview Guideline](#)

## Hints & Resources

- If there are legal requirements or policies, they may provide you with arguments to engage and convince the management and leadership level
- Regular communication with key actors, stakeholders, gender equality officers/bodies will produce mutual benefit and strengthen regular exchange of experience and support for future actions
- Look at the organisational chart of your organisation to see which actors are relevant and should be engaged in promoting efforts to improve gender equality through GENERA (if there isn't one: try to create it)
- Further resources:
  - European Institute for Gender Equality – [Legislative and policy backgrounds](#)
  - European Institute for Gender Equality – [Gender Statistics Data Base](#) & [Gender Equality Index](#)
  - National and organisational legislation
  - Gender related statistics in your organisation

## Individual Conditions

! What is specific for your organisation regarding **Step 1: Learn**?

Please record here (*documentation of important steps, experiences, successes, challenges, solution approaches, etc.*)

## Step 2: Analyse

### Description

A prior gender sensitive analysis of the status quo is crucial to designing a feasible and effective GEP and the implementation of relevant gender equality measures. Based on the results of a quantitative and qualitative analysis, specific reasons for action can be identified. Quantitative data helps describe the status quo regarding women's (under-)representation at different qualification/employment levels. Qualitative data are useful to understand where – in which fields of action – progress is (still) needed. The analysis provides a valid basis to make the management and leaders aware of current shortcomings, needs and improvements.

In addition to the factual analysis, better understanding of what needs and can be done will be achieved through discussions and reflections with the Implementation Team.

In order to perceive and analyse gender-specific aspects and issues, the overriding aim of this step is to figure out the status quo of gender equality and to address specific gender equality issues within your organisation.

### Key Actions

- ✓ Check what data are already available:

*Is there a regular process of gender-related data collection in place?*

- if such data do not exist in your organisation, this should become the first necessary objective, namely to enable the necessary data to be collected

*How could it be established?*

- when data is already available:

*Who/which office is responsible for collecting data?*

*How can this data collection be improved? How can it be analysed and presented?*

- ✓ Involve the HR department in data collection; sometimes they have already relevant data

- ✓ Use a questionnaire to survey opinion about the status quo (of gender equality) in the organisation:

*Establish how you can access the data already collected, and prepare a useful analysis?*

- ✓ Analyse sex-disaggregated data about staff at all levels by demographics, education qualification, career path, work organisation, etc.

*Have you seen the GENERA Template for data collection<sup>6</sup> for inspiration?*

- ✓ Summarise most important findings regarding data collection and present it to the management and leadership
- ✓ Identify and analyse any difficulties in career development, and needs for improvement recognized by the employees of your organisation (e.g. through qualitative interviews with researchers of both sexes and different professional experience, for an inspiration see the GENERA Interview Guideline<sup>7</sup>)
- ✓ Prepare key arguments for the leadership (e.g. for the head of department) to assume the obligation, as GENERA partner, for advancing gender equality in their unit/department<sup>8</sup>:  
e.g.
  - *about evaluation of status quo regarding gender equality in the institute/department of physics: objectives, financial support and needs for action*
  - *about career promotion (for female researchers) regarding objectives, financial aspects, already implemented and planned measures*
  - *about reconciliation of private and professional life regarding objectives, financial aspects, already implemented and planned measures*
  - *about barriers to get a gender balance among physics researchers*
  - *about recommendations and experiences to promote gender equality in institutes/departments of physics*
- ✓ Explain the binding responsibility of the management and leadership and the Implementation Team to comply with what was agreed in the GENERA grant agreement

---

<sup>6</sup> see Annex 1: [GENERA Template for data collection](#)

<sup>7</sup> see [GENERA Interview Guideline](#)

<sup>8</sup> see [GENERA Interview Guideline](#)

## Hints & Resources

- Use benchmarks to compare the proportions of women in your organisation with national or international data so that you can better evaluate current situation in your organisation
- Use the GENERA Template for data collection<sup>9</sup> as a reference
- Use GENERA Fields of Action<sup>10</sup> (and subfields) of action for categorizing your needs of action
- Further GENERA collected resources:
  - [ECU – Effective Equality Surveys – Exploring Staff and Student Experience in Higher Education](#)
  - [EIGE - Gender Equality Law in 33 European Countries](#)
  - [ECU – Collecting Data on Non-Academic Staff](#)
  - [ECU – Measuring Progress on Equality: Qualitative Evidence](#)
  - [HE STEM Staff Culture Survey](#)
  - [WGEA – Employee Opinion Survey](#)
  - [UCL Athena Swan Survey Template](#)

---

<sup>9</sup> see Annex 1: [GENERA Template for data collection](#)

<sup>10</sup> see Annex 4: [GENERA Fields of Action](#)

## Individual Conditions

! What is specific for your organisation regarding **Step 2: Analyse?**

Please record here (*documentation of important steps, experiences, successes, challenges, solution approaches, etc.*)

## Step 3: Design

### Description

The design of your GEP should accommodate the specific context of your organisation. The following suggestions provide the basic structure, which can be expanded and tailored to the specific needs and requirements of your organisation.

The GEP design consists of five main components:

- integration of gender equality in the organisation
- quantitative and qualitative analysis
- definition of concrete objectives
- development of measures and implementation strategy
- and annex for background information

First, it is important to determine where gender equality is or should be anchored in the organisation. Therefore, a clear understanding of the structural embeddedness is necessary. You could include the laws, which refer to the structural integration of gender equality (if any are available). The promotion of gender equality is a cross-sectional task for the management board and should be directly embedded at top-level. Furthermore, there are additional units, e.g. the gender equality office or diversity management, which support and advise on equal treatment of all employees.

The second part of your GEP should be the quantitative as well as the qualitative analysis. This step<sup>11</sup> is a prerequisite in order to start the implementation process of the GEP in the organisation. Graphics and tables should be included to illustrate key results.

The qualitative analysis includes gender equality measures, which are currently implemented in your organisation. A short description of each measure helps to get an overview about the necessary fields and needs for action. Of course it is not possible to tackle all fields of action at the same time. Therefore, you should set individual priorities for your organisation. Choose or develop appropriate measures to achieve your specific objectives and describe their expected impact.

On the basis of external and internal analysis, and as a third step, it is important to set up concrete objectives for increasing the proportion of women at different career levels and across the organisation. The external analysis could be executed with a benchmarking in order to compare the situation in your organisation with other organisations

---

<sup>11</sup> see Step 2: Analyse

(national/international comparison). In addition to that, the internal analysis is based on the quantitative analysis mentioned above. After the identification of the status quo, you should define objectives to increase the proportion of women within specified period of time. The central point, which should be included by defining your objectives, is that you set them up realistically, explain them clearly and communicate them throughout the whole organisation. By doing so, it would be helpful to describe a clear period of time in which you aim to reach the objectives. One example could be: “(Name of the institute) aims to increase the number of female PhD candidates from x% to y% in z years.”

In general, the objectives (not only quantitative but also qualitative objectives) should be “SMART”: specific, measurable, achievable, realistic, and time-related.

In order to reach your objectives, you need to develop your individual implementation strategy. You could do that by connecting your objectives to the specific measures, with a clear explanation of the process (e.g. in a table). When needed, you could introduce quality management by identifying key performance indicators to strengthen the achievement of the objectives and the obligation for all departments.

The components mentioned above shape the main part of a GEP. The last one would be an annex where you can show in more detail the statistics and graphics from the quantitative analysis.

The aim of this step is to design a holistic Gender Equality Plan with specific objectives for your organisation and to develop the supporting measures to achieve them.

### **Key Actions**

- ✓ Develop a customized Gender Equality Plan for your organisation

*Are the main contents included?*

- short introduction explaining the intention of developing a GEP

*What is the intention of the GEP in your organisation?*

- chapter on the integration of gender equality in the organisation

*Where is the gender equality/the GEP embedded?*

- chapter of the quantitative analysis and the most important results

*What are the most important findings?*

*Did you visualize them to capture essential features?*

- chapter on qualitative analysis and a short description of current implemented measures

*What are the most important measures related to gender equality?*

*Did you have described them concisely?*

- conclusion of the results and determination of consequently objectives

*Where are the needs for action?*

*Which measures are missing (use as a reference the GENERA Fields of Action<sup>12</sup>)?*

*What kind of measures is needed (target group specific)?*

*What are the most important objectives that should be achieved in this period of time?*

- formulate specific quantitative and qualitative objectives (fix quotas if possible)

*Which fields of action are the most important to change the status quo?*

*How would you change them?*

*Are the objectives relevant to the strategic aims of your organisation?*

*Is the scope of the objectives appropriate?*

*Are there too few or too many objectives?*

*Are the objectives result-based and measurable?*

- chapter on the implementation strategy and a short description of appropriate measures:

develop with the Implementation Team tailored measures based on all needs of action identified in the analysis according to the organisational conditions (use as reference the GENERA Toolbox<sup>13</sup>)

*Which measures should be implemented? (answer the basic questions what, why, how, who, when and where)*

*Benchmark on measures: which measures are proven in other research organisations?<sup>12</sup> Can you adapt them to your organisation?*

- and annex with more detailed statistics and graphics from the quantitative analysis

*Did you set out all information collected in the analysis in the annex?*

---

<sup>12</sup> see Annex 4: GENERA Fields of Action

<sup>13</sup> a selection of proven measures from international research organizations and higher education institutes you can find in the GENERA Toolbox for tailored GEPs

- ✓ Write down your GEP in consultation with the Implementation Team and (if there is one) the office for gender equality, HR department, diversity management or other offices in your organisation included in the implementation process

*Which offices/persons may help you in designing of the GEP?*

- ✓ Present and discuss the customized GEP to the management and leadership  
*Did the customized GEP meet the expectations and the organisational objectives?*

- ✓ Consider individual contexts of your organisation (e.g. history/tradition of GEPs or documents on gender equality, size of organisation/institute, culture of the organisation/institutes)

*Have you considered all individual aspects of your organisation?*

*Is the GEP for the whole organisation or just for the institutes of physics?*

*What do you need to know about institutes of physics and the researchers (any discipline-specific characteristics)?*

- ✓ Define a time period for the realization of the plan

*What period of time is realistic?*

## **Hints & Resources**

- Formulate SMART objectives: specific, measurable, achievable, realistic, time-related
- Consider the specific cultural context of your organisation or the institute
- Further resources:
  - [Gender Strategy Toolkit – Workplace Gender Equality Agency](#)
  - [GenderTime Toolbox](#)
  - [Gender Diversity Toolbox - STAGES](#)

### Individual Conditions

! What is specific for your organisation regarding **Step 3: Design**?

Please record here (*documentation of important steps, experiences, successes, challenges, solution approaches, etc.*)

## Step 4: Implement

### Description

The next step after preparing the customized GEP is implementation. The agreed on implementation measures should reflect the focus of GENERA, namely gender equality in the field of physics and systematic transformation of organisational structures in physics institutions. Agreement is needed from the top-level of management and leadership and the Implementation Team on the main priorities and achievements.

The aims of the GEP, and of the formulated measures to promote gender equality, should cross-reference the strategic goals of the organisation and the existing structural conditions. This will increase the acceptance and the visibility of the GEP within the organisation. The contents of the GEP can be used as references for funding proposals, scientific applications, events and/or reporting.

After ensuring support for the implementation from all the involved units/departments and decision makers, the next step is to allocate tasks and responsibilities.

### Key Actions

- ✓ Implement the individual measures and institutionalise them in order to ensure sustainability

*Which measures will be implemented?*

*How will they be implemented?*

*Which units/departments will be involved in the implementation of measures in the GEP?*

*Who is in charge to implement them?*

- ✓ Use the support from the management and leadership, relevant units/departments and key persons to implement defined measures

*Did you obtain the signatures of the relevant decision makers?*

- ✓ Ensure that the needed resources (personnel and financial) are provided

*What financing possibilities exist for gender equality in your organisation?*

*Who are the correct contact persons, units/departments?*

- ✓ Publish the GEP and communicate it within the organisation

*Inform the organisation about the GEP*

*Use different channels to communicate the GEP*

*Make the GEP available for all staff (e.g. organisational website)*

*Present the GEP on events or meetings*

- ✓ Be aware that adaptations to the GEP may be needed

*Be prepared to face resistances when presenting the GEP or/and implementing some measures*

- ✓ Stay in regular contact with your Implementation Team

*Did you discuss progress, problems, achievements, and aspects that can be improved?*

### Hints & Resources

- Priorities of the organisation may change during the lifetime of the GEP
- Modifications may be require to the GEP (e.g. as a consequence of structural changes, new leaders, amended principles, etc.)
- Further resources:
  - [The Handbook on Resistance to Gender Equality in Academia](#)
  - [INTEGER - Sharing your results](#)
  - [STAGES - Guidelines \(experiences regarding communication and visibility pp.51-54\)](#)
  - [European Institute for Gender Equality - Obstacles and how to overcome them](#)

### Individual Conditions

! What is specific for your organisation regarding **Step 4: Implement**? Please record here (*documentation of important steps, experiences, successes, challenges, solution approaches, etc.*)

## Step 5: Monitor & Adjust

### Description

In the fifth step, you check the impact of the implemented measures after a certain period. The period can be chosen according to the needs of your organisation but it should be done regularly (e.g. every year).

In particular, you should monitor the objectives and measures defined in the GEP to see what has been achieved so far, and conduct critical analysis when expected progress has not been achieved to identify appropriate adjustments. These conclusions should be reported in a monitoring report, which will be published internally, within the organisation or externally without detailed figures.

### Key Actions

- ✓ *Ask: Which objectives were set up in the GEP and which measures were conducted in order to achieve these objectives?*  
*Is there a monitoring procedure in place?*  
*If so, how can it be improved? If not, how it can be established?*
  
- ✓ Identify where and how measures are being implemented  
*Where and how were the measures implemented?*  
*What went well, what went wrong?*  
*What is the outcome of each measure?*
  
- ✓ Identify the direction you are going with the GEP and the gender equality measures therein  
*Are you still on the right path?*  
*Indicate significant achievements (with explanatory statements)?*  
*Indicate failures (with explanatory statements)?*
  
- ✓ Monitor the financial aspects of each measure

*How was the implementation of the measures financed so far?*

*Will it also be possible the same way in the future?*

*How much did the organisation spend on gender equality measures?*

- ✓ Monitor the personal resources

*Which units/departments were involved in the implementation of the measures in the GEP?*

*How many persons worked together on implementation of the measures?*

- ✓ Establish indicators to assess measures, adapt them to the purposes of the measures

- ✓ Identify potential sources of resistance

*Was there any resistance from line managers or employees to implementing particular measures?*

### **Hints & Resources**

- Use the exchange with the Implementation Team and all persons involved in implementing gender equality measures
- Use this mutual-learning approach to keep going on with the implementation process
- Further resources:
  - [INTEGER - Assessment toolkit](#)

## Individual Conditions

! What is specific for your organisation regarding **Step 5: Monitor & Adjust**? Please record here (*documentation of important steps, experiences, successes, challenges, solution approaches, etc.*)

## Step 6: Final Evaluation

### Description

The final evaluation of the GEP involves assessment of the effectiveness of the implementation process, and the progress made in achieving structural change. The main focus is on the outcomes of the implemented activities and the effectiveness of the applied measures. The evaluation combines ex-ante and ex-post perspectives.

All significant achievements and failures have to be indicated in the final evaluation. When analysing the implementation status, you can take advantage of the experience/lessons learned. Moreover, it is also essential to take a closer look at the measures that were adjusted during the lifetime of GEP (Step: Monitor & Adjust) and reflect whether the adjustment contributed to the improvement. A combined analysis of quantitative and qualitative results should be done to capture the new status quo.

Depending on the implementation status and the actions needed in your organisation, it is recommended to implement a follow-up Gender Equality Plan. In order to do so, you would begin with the analysis step and repeat the described process.

In conclusion, step 6 includes a final evaluation based on the outcomes of the implementation of customized GEP. It is necessary to monitor the implementation status of all objectives and defined measures and to evaluate the outcomes (quantitative and qualitative).

## Key Actions

- ✓ Ask: *Were the formulated objectives achieved?*

*Who participated in formulating the GEP and the objectives of the chosen measures?*

*Were there any trade-offs?*

*Are particular structures and objectives necessary to improve the benefit and impact of GEP measures?*

- ✓ Analyse the progress of your GEP by evaluating the past and the objectives/measures reached so far:

*Did you reach all your objectives?*

*Did you execute all your measures?*

- ✓ If not, the following questions, and the methods listed below can help you analyse the reasons for not reaching one or more objective(s):

- ✓

Structural/organisational reasons:

*Did the legal framework change so that you are not able to complete the measures?*

*Did the structure of the organisation change so that you cannot implement the measures as intended?*

*Did an incident happen to your organisation so that external factors force you to change strategy?*

*Are the requirements of the management board still fitting?*

Financial reasons:

*How was the implementation of the measures financed so far?*

*Will it also be possible the same way in the future?*

*How much did the organisation spend on the gender equality measures?*

Personnel resources:

*How many persons worked together on designing of the GEP and the gender equality measures therein?*

*Will the staff change? If yes, how can you save the knowledge of that person so that you can complete the measures coming up?*

*Which units/departments were involved in the implementation of the GEP and the gender equality measures therein?*

✓ These methods can help you to verify the current situation:

Evaluate and compare the percentage of the current state to your objectives stated in the GEP

Distribute surveys to all employees in order to check their opinion on specific measure to identify potential sources of resistance

Make interviews with management/leadership/employees in order to consider qualitative aspects, not only figures and data.

### Hints & Resources

- Establish indicators to assess the success of the measures, adapt them to the purposes of the measures
- Consider qualitative aspects, not only figures and data
- Identify potential sources of resistance
- Move forward and implement a follow-up Gender Equality Plan
- Further resources:
  - [INTEGER - Evaluation Checklist](#)
  - [INTEGER - Guidelines for the Self-Assessment](#)

## Individual Conditions

! What is specific for your organisation regarding **Step 6: Final Evaluation**? Please record here (*documentation of important steps, experiences, successes, challenges, solution approaches, etc.*)

## Final questions concerning the implementation process

In order to write a final report of the implementation of your customized Gender Equality Plan following guiding questions supports you<sup>14</sup>:

### Implementation process and practices of measures (in general)

- What measures were implemented in your organisation?
- What was their concrete output of these measures? And what kind of achievements can be identified?
- Were the target groups of the different measures reached and adequately addressed?

### Challenges, resistances and conflicts

- Were the implementation process confronted with resistances?
- What is the background to and what are the reasons for resistances?
- Which practices were successful in overcoming resistances?
- Why was it not possible to overcome resistances?

### Sustainability

- Are the chosen measures for the GEP designed and implemented sustainably?
- Are the measures sustainably implemented and structurally embedded?
- What practices are applied to enable sustainability?

---

<sup>14</sup> see [GENERA Evaluation concept](#)

## Annexes

### Annex 1: GENERA Template for data collection

Authors: Sveva Avveduto, Daniela Luzi, Lucio Pisacane, Ilaria Di Tullio, Loredana Cerbara, Maria Carolina Brandi, Maria Gerolama Caruso (CNR)

Internal document (full document: [GENERA Template for data collection](#))

<b>Demographics</b>						
<b>Name</b>	<b>Description</b>	<b>M=Mandatory/ O= Optional</b>	<b>Multiplicity</b>	<b>Example of variables</b>	<b>Classification</b>	<b>Note</b>
<b>Sex</b>	Biologically determined characteristics of men and women	M	no	not known; F ; M; not applicable	ISO/IEC 5218	
<b>Date of birth</b>	Date of birth	M	no	dd/mm/yyyy		
<b>Country of Birth</b>	Country of birth	O	no	FR, DE, IT....	ISO 3166	Alpha 2-code is recommended
<b>Citizenship</b>	The status of a person recognized under the custom or law as being a member of a state	O	no	FR, DE, IT....	ISO 3166	Alpha 2-code is recommended
<b>Civil Status</b>	Marital status	O	no	single person, married, widowed person, divorced, legally separated, etc.	SCL - Marital status, Eurostat	
<b>Number of children</b>	Number of children	O	no	1,2,3		

<b>Family contribution</b>	Financial contribution for children and/or other persons taken in charge	O	no			
----------------------------	--	---	----	--	--	--

<b>Education qualification</b>						
<b>Name</b>	<b>Description</b>	<b>M=Mandatory/ O= Optional</b>	<b>Multiplicity</b>	<b>Example of variables</b>	<b>Classification</b>	<b>Note</b>
<b>Master's degree</b>	Level 7 – Master's or equivalent level	M	yes	Master of science, Master of physics, Master of sociology, etc.	ISCED	
<i>Field of degree</i>	Broad grouping of high level of degree	M	yes	Natural sciences; engineering and technology; medical and health sciences; social sciences, etc.	FOS	
<i>Subfield of degree</i>	Sub-Grouping of high level of degree	O	yes	Atomic, molecular and chemical physics, Nuclear physics, Astronomy, etc.	FOS	Use third level classification (3 digit)
<i>Year of degree</i>	The year of the accomplished degree	O	yes	yyyy		
Country of degree	The country of the accomplished degree	O	yes	FR, DE, IT, etc.	ISO 3166	Alpha 2-code is recommended
<b>PhD</b>	Level 8 – Doctoral or equivalent level	M	yes	PhD, DPhil, D. Lit, D. Sc, LL.D, Doctorate	ISCED	
Year of degree	The year of the accomplished	O	yes	yyyy		

	degree					
Country of degree	The country of the accomplished degree	O	yes	FR, DE, IT, etc.	ISO 3166	Alpha 2-code is recommended

<b>Career Path</b>						
<b>Name</b>	<b>Description</b>	<b>M=Mandatory/ O= Optional</b>	<b>Multiplicity</b>	<b>Example of variables</b>	<b>Classification</b>	<b>Note</b>
<b>CURRENT CONTRACT</b>						
<b>Type</b>	Type of current contract	M	no	fixed term contract, permanent contract,		
<b>Level</b>	Level of career of the current obtained contract	M	no	Level A, level B, level C		For cross-organisation data comparison, the career level used in each organisation can be transformed in level A B C according to the OECD Frascati Manual
<b>Subfield of science</b>	Specification of subfield of science of the current contract	M	no	Atomic, molecular and chemical physics; Nuclear physics; Astronomy	FOS	Use third level classification (3 digit)
<b>Start Date</b>	Date of the signed current contract	M	no	dd/mm/yyyy		
<b>End date</b>	Data of the expired current contract	O	no	dd/mm/yyyy		To be compiled only, if it is not a fixed term contract
<b>FIRST CONTRACT</b>						
<b>Type</b>	Type of the first Contract	O	no	short term contract, long term contract,		To be compiled only if the first contract is different from the

				fixed term contract		current one
<b>Level</b>	level of career of the first obtained contract	M	no	Level A, level B, level C		
<b>Subfield of science</b>	Specification of subfield of science of the first contract	M	no	Atomic, molecular and chemical physics; Nuclear physics; Astronomy	FOS	Use third level classification (3 digit)
<b>Start Date</b>	Date of the signed first contract	M	no	dd/mm/yyyy		
<b>End date</b>	Data of the expired first contract	M	no	dd/mm/yyyy		
<b>OTHER CONTRACTS</b>						
<b>Type</b>	Type of other contracts	O	yes	short term contract, long term contract, fixed term contract		
<b>Level</b>	Level of career of other contracts	M	no	Level A, level B, level C		
<b>Start Date</b>	Initial date of the signed other contracts	O	no	dd/mm/yyyy		
<b>End date</b>	Date of the expired contract	O	no	dd/mm/yyyy		
<b>Subfield of science</b>	Specification of subfield of science of other contracts	M	yes	Atomic, molecular and chemical physics; Nuclear physics; Astronomy	FOS	Use third level classification (3 digit)

<b>Work organisation</b>					
<b>Name</b>	<b>Description</b>	<b>M=mandatory/ O=Optional</b>	<b>Multiplicity</b>	<b>Example of variables</b>	<b>Note</b>
<b>Responsibility in Institute/ Structure etc.</b>	Institute/department being in charge of	O	yes	Director of institute, Responsible of structure, Managing director, etc.	If this field is compiled, provide start date and end date of responsibility
<i>start date</i>	The date in which the responsibility in Institute started	M	yes	dd/mm/yyyy	
<i>end date</i>	The date in which the responsibility in Institute ended	M	yes	dd/mm/yyyy	
<b>Responsibility project</b>	Project being in charge of	O	yes	Project manager, responsible of project/ experiment	If this field is compiled, provide start date and end date of responsibility
<i>start date</i>	The date in which the responsibility in the project started	M	yes	dd/mm/yyyy	
<i>end date</i>	The date in which the responsibility in project ended	M	yes	dd/mm/yyyy	
<b>Responsibility laboratory</b>	Laboratory being in charge of	O	yes	Responsible of laboratory, Technical manager	If this field is compiled, provide start date and end date of responsibility
<i>start date</i>	The date in which the responsibility in laboratory started	M	yes	dd/mm/yyyy	
<i>end date</i>	The date in which the responsibility in laboratory ended	M	yes	dd/mm/yyyy	

<b>Teaching</b>	Type of professorship	O	yes	Professor, Associate professor, Assistant professor, Lecturer	If this field is compiled, provide start date and end date of teaching period/s
<i>start date</i>	The date in which the teaching period started	M	yes	dd/mm/yyyy	
<i>end date</i>	The date in which the teaching period ended	M	yes	dd/mm/yyyy	
<b>Part-time</b>	Form of employment with fewer hours of work per week	O	yes	yes/no	If this field is compiled, provide start date and end date of part-time period/s
<i>start date</i>	Initial date of part-time	M	yes	dd/mm/yyyy	
<i>end date</i>	Expiring date of the part-time	M	yes	dd/mm/yyyy	
<b>Parental leave</b>	Period of time that a parent spends away from work to take care of his/her baby	O	yes	yes/no	If this field is compiled, provide start date and end date of parental leave period/s
<i>start date</i>	Initial date of parental leave	M	yes	dd/mm/yyyy	
<i>end date</i>	Expiring date of parental leave	M	yes	dd/mm/yyyy	
<b>Career Breaks</b>	Period of time not spent at work	O	yes	yes/no	If this field is compiled, provide start date and end date of career break period/s
<i>start date</i>	Initial date of career breaks start	M	yes	dd/mm/yyyy	
<i>end date</i>	Expiring date of career breaks end	M	yes	dd/mm/yyyy	

<b>Research Output</b>				
<b>Name</b>	<b>Description</b>	<b>M=mandatory/ O= Optional</b>	<b>Multiplicity</b>	<b>Example of variables</b>
<b><i>Journal article</i></b>	article, review, editorial comment	O	No	1,2,3
<b><i>Conference contribution</i></b>	abstract, poster, oral presentation, conference proceedings	O	No	1,2,3
<b><i>Chapter in edited books</i></b>	entries in edited books, introductions, prefaces	O	No	1,2,3
<b><i>Report</i></b>	working paper, technical report	O	No	1,2,3
<b><i>Thesis/Dissertation</i></b>	doctoral thesis, master thesis	O	No	1,2,3
<b><i>Book</i></b>	book, translation	O	No	1,2,3
<b><i>Edited Volume</i></b>	edited books or volumes, textbooks or encyclopaedias	O	No	1,2,3
<b><i>Patent/Trademark</i></b>	published patent, copyrights, trademarks	O	No	1,2,3
<b><i>Internet Publication</i></b>	scholarly material	O	no	1,2,3

## Annex 2: GENERA Toolbox for tailored GEPs

Author: Irene Baraban (KIT), Internal document: Deliverable D4.1 [GENERA Toolbox](#)

Matrix of measures according to Fields of Action and Target Groups

Field of Action Target Groups	Structural Integration of Gender Equality	Engaging Leadership	Flexibility, Time and Work Life	Presence and Visibility	Gender-inclusive/ gender-sensitive Organisational Culture	Gender Dimension in Research and Education
<b>Management and leadership</b>	11	5	4	8	12	5
<b>Administrative personnel</b>	4	-	4	4	5	3
<b>Scientific personnel</b>	5	-	7	9	9	7
<b>Professors</b>	4	1	5	14	8	6
<b>Postdocs and mid-career scientific personnel</b>	5	-	9	24	10	4
<b>PhD students/candidates and research assistants</b>	5	-	8	23	10	4
<b>Students (undergraduate and graduate)</b>	3	-	4	22	9	5
<b>Pupils</b>	-	-	-	11	1	3

### Annex 3: GENERA Table for the Description of a Gender Measure

Example for a description of a gender equality measure for implementing in the context of a GEP  
(based on the [GENERA Toolbox](#))

Title	
Field of Action & Subfield	
Objective(s)	
Target group(s)	
Short Description	
Responsibilities (Person/Unit/Department, etc.)	
Procedure of implementation	
Formal requirements	
Monitoring (Person/Unit/Department, etc.)	
Success factors and impact	

## Annex 4: GENERA Fields of Action

Authors: Nicole Oetke (MPG), Florian Holzinger (Joanneum Research), Irene Baraban (KIT)

Internal document (full document [GENERA Fields of Action](#))

Field of Action	Subfield of Action	Examples
<b>Structural Integration of Gender Equality</b>	Policies	<ul style="list-style-type: none"> <li>• Gender Equality Plan</li> <li>• mission statement for gender equality</li> </ul>
	Monitoring	<ul style="list-style-type: none"> <li>• regular evaluation of policies/gender</li> <li>• employee surveys/statistics</li> </ul>
	Sustainability	<ul style="list-style-type: none"> <li>• long-term planning</li> <li>• continuation of efforts when specific goals are reached</li> </ul>
	Composition & Integration	<ul style="list-style-type: none"> <li>• sex-equal composition of all bodies (boards, teams, committees, ...)</li> <li>• introducing gender quotas</li> </ul>
<b>Engaging Leadership</b>	Leadership Accountability	<ul style="list-style-type: none"> <li>• leadership accountability</li> <li>• gender competence among managers/leaders</li> </ul>
	Stakeholder Engagement	<ul style="list-style-type: none"> <li>• external stakeholders' engagement</li> <li>• employee awareness and engagement</li> </ul>
<b>Flexibility, Time &amp; Work Life</b>	Work-Life Balance	<ul style="list-style-type: none"> <li>• reasonable working-hours, flexitime</li> <li>• compensation policies that promote WLB</li> </ul>
	Care & Family Life	<ul style="list-style-type: none"> <li>• child/elder-care availability and funding, parental leave</li> <li>• flexible and family-friendly working hours models</li> </ul>
<b>Presence &amp; Visibility</b>	Recruitment	<ul style="list-style-type: none"> <li>• career and life planning</li> <li>• trainee programmes for potential female leaders</li> </ul>
	Retention & Attrition	<ul style="list-style-type: none"> <li>• gender-specific rates of loss from the academic career path (leaky pipeline)</li> <li>• equal pay gap</li> </ul>
	Advancement	<ul style="list-style-type: none"> <li>• women's representation in promotion pools</li> <li>• promotion policies and practices</li> </ul>
	Visibility	<ul style="list-style-type: none"> <li>• role models/representation</li> <li>• gender-sensitive language</li> </ul>
<b>Gender-inclusive/ Gender-sensitive Organizational Culture</b>	Gender Awareness & Bias	<ul style="list-style-type: none"> <li>• gender stereotypes and implicit bias training (for the management level as well as for employees)</li> </ul>
	Non-discrimination	<ul style="list-style-type: none"> <li>• policy of overall non-discrimination</li> <li>• equal treatment of part-time work</li> <li>• equal access to resources (e.g. funding, lab space, equipment)</li> </ul>
	Deconstructing Excellence	<ul style="list-style-type: none"> <li>• transparency of selection and promotion criteria</li> <li>• pressure (quantity/quality)</li> </ul>
<b>Gender Dimension in Research and Education</b>	Knowledge	<ul style="list-style-type: none"> <li>• inclusion of gender studies in all curricula</li> </ul>
	Research	<ul style="list-style-type: none"> <li>• inclusion of gender dimension in research</li> </ul>
	Funding	<ul style="list-style-type: none"> <li>• inclusion of gender-related selection criteria</li> <li>• transparency of funding criteria</li> </ul>

## Annex 5: The EU policy on gender equality in research and innovation

Based on the EU policies following quotes may be useful in arguing for the implementation of Gender Equality Plans and the promotion of gender equality measures:

*“Gender equality in research and innovation has gained increased attention in the European Union (EU). The EU has a well-established regulatory framework on gender equality, including binding Directives, which apply across the whole labour market, and thus also to the research sector. All Member States have to various degrees brought their national laws in conformity with the EU Directives, but ensuring full application and enforcement of the rights foreseen by such laws remains a challenge. However, the peculiarities of the research sector demand a tailored response to guarantee de facto gender equality in research combining scientific career development with adequate social protection for all. Moreover, issues such as gender bias in evaluating scientific performance or appointment to leadership and decision-making positions fall outside the EU Directives because of the absence of an actual employment relationship. Although direct support to female scientists’ careers has been complemented by efforts to better integrate gender equality into research organisations’ strategies and plans, statistics show that these measures have not yet achieved the desired impacts.”*

Full document: [Advancing Gender Equality in the European Research Area](#)

*"Promoting gender equality in science and innovation is a commitment of the Union. In Horizon 2020, gender will be addressed as a cross-cutting issue in order to rectify imbalances between women and men, and to integrate a gender dimension in research and innovation programming and content. "*

*"The activities developed under Horizon 2020 should promote equality between women and men in research and innovation, by addressing in particular the underlying causes of gender imbalance, by exploiting the full potential of both female and male researchers, and by integrating the gender dimension into the research and innovation content as well as by paying particular attention to ensuring gender balance, subject to the situation in the field of research and innovation concerned, in evaluation panels and in other relevant advisory and expert bodies in order to improve the quality of research and to stimulate innovation. Activities should also aim at implementation of principles relating to equality between women and men as laid down in Articles 2 and 3 of the Treaty on European Union and in Article 8 TFEU."*

Full document: [Horizon 2020: Official Journal of the European Union](#)

*“Inequalities between women and men violate fundamental rights. They also impose a heavy toll on the economy and result in underutilisation of talent. On the other hand, economic and business benefits can be gained from enhancing gender equality (1). In order to achieve the objectives of Europe 2020(2), namely smart, sustainable and inclusive growth, the potential and the talent pool of women need to be used more extensively and more efficiently.”*

Full document: [Strategy for equality between women and men 2010-2015](#)

*"The Ministers further adopted conclusions on the promotion of equality between men and women in the European Research Area (ERA). These cover a certain number of aspects considered essential to allow men and women to benefit from equal opportunities in the area of research and innovation, which "will contribute to strengthening competitiveness and encouraging growth and job creation", it reads. These conclusions highlight "the importance of supporting cultural and institutional change, in the context of the ERA"s road map, to encourage gender equality", indicated Marc Hansen during the press conference after the meeting.*

*It primarily concerns encouraging Member States and the Commission to set ambitious objectives in the area of gender equality and to take concrete measures in their action plans and their strategies between now and mid-2016, complying with the conclusions adopted on 29 May 2015, concerning the roadmap for the ERA, during the period 2015–2020. In this regard, "the Ministers invited Member States to formulate their benchmarks for greater equality between men and women for teaching positions, where there is a more striking divide and, a fortiori, to make real progress to also attain greater equality between men and women in positions of responsibility and management roles", said Marc Hansen.*

*Carlos Moedas commented that as we have been discussing gender equality for a long time, "the time has now come" to act firmly and "change things". In this regard, the implementation of precise objectives to be achieved is necessary, according to the Commissioner. He said that the Commission is at the forefront in this area for having defined this type of objective for its groups of experts (40% of women) and in going even further in the context of the Horizon 2020 programme (50%). "It's up to us as Member States to change and implement these objectives, in order to act", he continued, welcoming the introduction of such objectives "for the first time" in Council conclusions and "the excellent work" of the Presidency in this context.*

*In its conclusions, the Council also invited research funding organisations to provide incentives to encourage research performance organisations to develop gender mainstreaming strategies. In addition, the Ministers "recognise the importance of regular data collection and of monitoring the implementation of policies to promote gender equality in research", continued the Secretary of State."*

Retrieved from: <http://www.eu2015lu.eu/en/actualites/articles-actualite/2015/12/01-conseil-compet-recherche/>

## Literature references

---

### GENERA internal documents

Avveduto, S. et. al. (2016): *GENERA Template for data collection*.

Extract from [GENERA Template for data collection](#)

Baraban, I. (2016): *GENERA Toolbox for tailored Gender Equality Plans*. [GENERA Toolbox](#)

Oetke, N. (2016): *GENERA Definitions. What do we mean by gender and gender equality?*

Oetke, N., Holzinger, F., Baraban, I. (2016): *GENERA Fields of Action*.

[GENERA Fields of Action](#)

Schiffbänker, H., Holzinger, F. (2016): *GENERA Evaluation concept*.

Extract from [GENERA Evaluation Concept](#)

Ciaputa, E., Krzaklewska, E., Sekuła P., Struzik, J. (2016): *GENERA The Interview Study Methodological Guideline—Study Design, Scenario and Structured Note*.

[GENERA Interview Guideline](#)

Sekuła, P., Pustułka, P. (2016): *GENERA Report on how to improve the research cultural environment*.

[GENERA Report on how to improve the research cultural environment](#)

### Additional literature references

Bacchi, C. (2012): Introducing the 'What's the problem represented to be?' Approach. In A. Bletasas, & C. Beasley, *Engaging with Carol Bacchi: Strategic Interventions and Exchanges*. Adelaide: University of Adelaide Press.

Bilimoria, D., & Liang, X. (2010): *Gender Equity in Science and Engineering: Advancing Change in Higher Education*. New York: Routledge.

Danielsson, A. T. (2012): Exploring woman university physics students 'doing gender' and 'doing physics'. *Gender and Education*, 24(1), pp. 25-39.

Ely, R. J., & Meyerson, D. E. (2000): Theories of Gender in Organisations: A New Approach to Organisational Analysis and Change. *Research in Organisational Behaviour*(22), pp. 103-151.

European Institute for Gender Equality (EIGE). (2016): *The GEAR Step-by-Step Guide*. Retrieved from <http://eige.europa.eu/gender-mainstreaming/tools-methods/GEAR/step-step-guide#step-1>

- Humbert, A., Ivaškaitė-Tamošiūnė, V., Oetke, N., & Paats, M. (2015): *Gender Equality Index 2015 - Measuring Gender Equality in the European Union 2005-2012*. Luxembourg: Publications Office of the European Union.
- Jann, W., & Wegrich, K. (2014): Phasenmodelle und Politikprozesse: Der Policy Cycle. In K. Schubert, & N. C. Bandelow, *Lehrbuch der Politikfeldanalyse*. Oldenbourg: De Gruyter.
- Kotter International. (2017): *Kotter International*. Retrieved from 8 Steps to Accelerate Change: [www.kotterinternational.com](http://www.kotterinternational.com)
- Krüger, W. (2006): *Excellence in Change - Wege zur strategischen Erneuerung* (Vol. 3). Wiesbaden: GWV Fachverlage GmbH.
- Lipinsky, A. (2014): *Gender Equality Policies in Public Research*. Luxembourg: Publications Office of the European Union.
- Rees, T. (2005): Reflections on the uneven development of gender mainstreaming in Europe. *International Feminist Journal of Politics*, 7(4), pp. 555-574.
- Verloo, M., & et al. (2011): *Final QUING Report*. Vienna: Institute for Human Sciences.
- Weber, U. (2016). *How to create a Gender Equality Plan for the Institute*. [not published].
- Workplace Gender Equality Agency (WGEA). (2014): *Gender strategy toolkit: A direction achieving gender equality in your organisation*. Retrieved from [https://www.wgea.gov.au/sites/default/files/Gender\\_Strategy\\_Toolkit.pdf](https://www.wgea.gov.au/sites/default/files/Gender_Strategy_Toolkit.pdf)