



COLLECTION OF INSTITUTIONAL GENDER BENCHMARKING REPORT

DELIVERABLE D3.1

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Ana Rotter¹, Jennifer Dahmen-Adkins², Andrea Wolfram², Katja Klun,¹ Janne Haack³,
Sandra Karner⁴, Anita Thaler⁴

¹ NIB – Nacionalni Institut za Biologijo

² RWTH Aachen University

³ IFAM Fraunhofer

⁴ IFZ – Interdisciplinary Research Center for Technology, Work and Culture

<http://www.change-h2020.eu>



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NIB
NATIONAL INSTITUTE OF BIOLOGY

Fraunhofer
IFAM

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List of Abbreviations and Acronyms

Acronym	
EB	Executive Board
IAB	International Advisory Board
NTL	National Team Leaders
SC	Steering Committee
WP	Work Package
WPL	Work Package Leader



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ABOUT THE CHANGE PROJECT

The main aim of CHANGE is to *support research performing organisations (RPOs) to design and implement gender equality plans*. This will be achieved by involving key actors, called *Transfer Agents (TAs)*, within each organisation who will together with the core consortium partners transmit co-produced gender equality knowledge inside their institutions.

This innovative approach will ensure the *promotion and sustainable institutionalisation* of the gender equality action plans (GEPs) beyond the project duration.

Furthermore, through mutual learning and networking CHANGE will enable partners to become resource centres skilled to provide gender equality knowledge and expertise to other RPOs and also RFOs (research funding organisations).

With such a co-production of knowledge approach and by building *communities of practice* among RPOs in each participating region, support and mentorship structures will be established and work even after the project is finished. Regular inclusion and exchange with national and European stakeholders (policy makers, researchers, ministries etc.) ensures a spill-over effect of CHANGE results to other RPOs and RFOs in their respective countries as well as with other ministries in the whole European area.

As one of many results, CHANGE will produce policy papers based on this strategic stakeholder involvement including actual policy makers and relevant stakeholders in the policy paper production. With this approach we aim at closing the research-to-action gap, respectively the theory-to-practice gap. Thus, CHANGE contributes to a *structural change towards gender equality in the European Research Area* by stimulating institutional cultural change towards gender equal work environments in RPOs and fostering the importance of gender dimension inclusive research and innovation programmes in RFOs.

For more information see <http://www.change-h2020.eu>



Coordinator contact:

MMag.^a Dr.ⁱⁿ Anita Thaler

t: +43/664/88796974 | e: anita.thaler@ifz.at

Mag.^a Sandra Karner

t: +43/664/88796992 | e: sandra.karner@ifz.at

IFZ – Interdisciplinary Research Centre for Technology, Work and Culture

Schlögelgasse 2, 8010 Graz, Austria

1 EXECUTIVE SUMMARY

The overall aim of CHANGE is to support research performing organisations (RPOs) to promote, design, implement and institutionalise gender equality plans (GEPs). This will be achieved by involving key actors, so called Transfer Agents (TAs), within each organisation who will together with the core consortium partners transmit co-produced gender equality knowledge inside their institutions. The CHANGE approach strongly builds on mutual learning, co-production of knowledge, networking and the establishment of communities of practice in order to enable partners to become resource centres skilled to provide gender equality knowledge and expertise to other RPOs and also RFOs (research funding organisations).

This deliverable was prepared with the objective to **provide an overview of the current level of gender equality** in the GEP implementing CHANGE institutions. To do so, **qualitative and quantitative analyses** were conducted by each implementing partner (NIB, UNIZA, IFAM, BBC and UAVR).

An initial gender equality report was prepared during the proposal preparation. To include additional numeric data, implementing partners compiled a quantitative list – organizational information on the number and status of employees, needed to establish the status in each organization and to provide necessary information for a comparative analysis.

Partners then conducted interviews, where key institutional actors were asked to give a critical overview about existing gender discrimination. The results of these interviews will provide an essential piece of information to establish the GEPs, tailored to each implementing organization.

This deliverable presents the descriptive statistics, explanatory graphics and the qualitative report generated from the quantitative and qualitative analyses.

2 INTRODUCTION AND OBJECTIVES

The objectives of this work package are

- O3.1 To identify structural barriers and compare existing situation between CHANGE consortium members and beyond
- O3.2 To implement quick, middle- and long-term actions
- O3.3 To reflect on the implementation processes for structural change in CHANGE consortium members

To successfully implement any actions and gender equality plans - GEPs (O3.2) it is necessary to identify all structural barriers in a comparative manner between CHANGE GEP implementing institutions. Therefore, within T3.1 we conducted an in-depth analysis of the gender equality situation using qualitative and quantitative methods. The objectives of Task 3.1 (Institutional gender benchmarking: situation of women and structural barriers for women in all involved organisations) were to gather two types of data:

- **quantitative** data in their respective institutions which will provide an in-depth gender-segregated statistical data
- **qualitative** data by conducting expert interviews with institutional key players (Human Resources Managers, Deans, Career Services, Management, Gender Equality Officers (if available) and Transfer Agents etc.) to learn more about the specific organisational context in which the CHANGE GEPs are going to be implemented

In order to get qualitative information on the specific needs for preparation of individual gender equality plans. The interview content covered interviewee’s perspectives on:

- Necessities for achieving gender equality,
- Reasons for lacking GE actions until now,
- Individual assessment of possible barriers and risks for the implementation,
- Advises on strategic involvement of target groups.

The data and comparative results will provide information on the specific organizational needs that will be essential to establish and tailor gender equality plans. The GEPs and their implementation will be constantly monitored and changes (improvements) will be introduced when needed and where relevant (Figure 1).

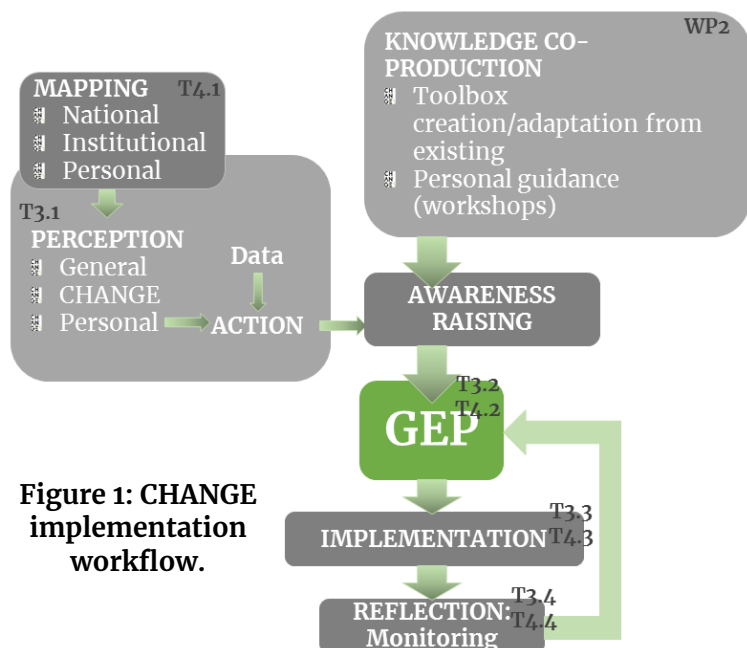


Figure 1: CHANGE implementation workflow.



3 INSTRUCTIONS FOR QUANTITATIVE AND QUALITATIVE DATA COLLECTION

3.1 BACKGROUND

Many finalized projects dealing with gender in science research result in naming several barriers for women careers and giving recommendations on how to overcome these barriers (CHANGE Proposal 2017, p. 2). However, there is research-to-practice gap as the recommendations are not put into action. The reason lies in the lack of strategies due to:

- Knowledge-to-action gap (CHANGE: WP2-WP5 will guarantee a knowledge production and implementation)
- Power issues (CHANGE: the definition of transfer agents – TAs who are individuals in powerful and relevant positions, who are committed to the idea of gender equality in science and research, and support the implementation of the gender equality plans)

3.2 RESULTS FROM THE INITIAL GENDER EQUALITY REPORTS

During the proposal writing stage, each partner did a gender equality pre-check (Table 1, CHANGE Proposal 2017, p. 7) and the results were then compared. Quantitative data was gathered and discussed:

Positively, some institutions have a number of **female researchers, which is above average**. This fact will not only help co-producing gender equality knowledge within the consortium (as the institutions have different experiences) but will strengthen the institution's position in the upcoming knowledge transfer activities to other organisations, as a high number of female staff is perceived as a symbol for gender equality (although we know this fact alone is not sufficient, when it comes to structural disadvantage and institutional gender equality).

But generally, the starting positions are different: at NIB and UAVR gender issues are not an official issue of concern until now, and also UNIZA and BBC just recently started 5, respectively 3 years ago. IFAM has a bit longer history of providing equal chances for male and female staff members, but how the real implementation of measures and standards stimulated by the 'mother organisation', the Fraunhofer Society, is realized in the single 67 institutes differs a lot depending on the management and leadership in these. Some institutes like IAO in Stuttgart are rather successful, while others are still lagging behind. The transfer of successful actions to other institutes is a great challenge, hence this aspect will be also especially considered in CHANGE with its community building strategy. A special institutional gender equality concept only exists at BBC so far, and at IFAM the position of a gender equality officer can be found.

Besides these first steps towards the institutionalisation of gender equality issues at some institutions, the information in Table 1 (CHANGE Proposal 2017, p. 7) clearly highlights the lack of structural gender equality management and women's career support, which are the crucial leverages for sustainable gender equality in science and research. CHANGE aims at supporting the partners in the consortium, who already have undertaken first steps into the direction of creating gender equality as well as at assisting those partners, who are going to foster these topics and related tasks as newcomers.

Next, a draft version of the gender equality plans (GEPs, Table 2) was made during the project preparation phase. The overall GEP drafts are designed to have overall similar activities, as well as customised, tailor-made activities that will be designed based on the draft GEPs as the result of feedback on this gender benchmarking analysis.

Essentially, the CHANGE GEP model follows the [Kotter's model](#) on how to achieve structural change in institutions. But our CHANGE model will include 5 phases:

1. Institutional gender benchmarking and benchmarking and awareness raising: the general overview on the current situations (finalized with this Deliverable);
2. Feedback and planning: discussions on the data and finalized design of individual GEPs;
3. Short-term actions: quick-action activities to improve the conditions in working environments;
4. Middle and long-term actions: needed to achieve the long-term sustainability of CHANGE;
5. Sustainability and knowledge transfer discussions, including adaptations that will help maintain the CHANGE activities beyond the duration of the project.

Table 1 (from the proposal): Overview on the current level of gender equality in the implementing CHANGE institutions

	UAVR	UNIZA	NIB	IFAM	BBC
Organisation type:	Public Foundation University	Public University (STEM focus)	Research Organisation	Research and Technical Development	Higher Education Institution
No of employees:	1825,48 FTE	764 (35.0878% female researchers/academics)	115 (63.95% female researchers/academics)	284 (29.22% female researchers/academics)	469 (65.24% female researchers/academics)
Institutional context					
When did the institution start to take care of gender issues?	Officially hasn't started yet.	2012	Officially hasn't started yet.	90ies	2014
Exists a specific institutional policy for the promotion of gender equality?	No	No	No	No	No
Is gender equality embedded in the mission statement?	No	No	No	No	No
Does your organisation already have a special gender equality concept?	No	No	No	No	Yes
Do you have at your organisation a gender quality officer or a similar position?	No	No	No	Yes	Advisor to the President on Matters of Representation & Advancement of Women
Do you have a committee explicitly assigned to gender issues?	No	No	No	No	No
Are gender aspects a part of:					
...management processes	No	No	No	No	No
...staff & leadership development programmes	No	No	No	No	No
...organisational assessment procedures	No	No	No	No	No
...quality assurance procedures	No	Partially	No	No	No
... recruitment, retention, tenure & promotion processes	No	No	No	No	No
...budget distribution	No	No	No	No	No
...post-employment communication (to assess reasons for leaving)	No	No	No	No	No

	UAVR	UNIZA	NIB	IFAM	BBC
Sensitisation / Culture					
Gender sensitive language	No	No	Yes	Yes	Yes
Is gender knowledge disseminated within the institution?	No	No	Yes	Yes	Yes, in conferences and seminars
Does a gender studies programme or gender lectures exist?	No	No	No	No	Yes, within the faculty of society and culture
Is gender research performed at your institution?	Partially	Partially	No	Yes	Yes, mainly in humanities
Are gender equality trainings offered?	No	No	No	No	No
Is taken care of gender aspects related to public relations?	No	No	No	Yes, but not as promoted topic	Yes
Are departmental meetings and social gatherings timed during the regular work time?	Yes	Yes	No	Yes	No
Has your institution already been listed any gender ranking (national, European)	No	No	No	No	No
Has your institution ever received any gender related awards?	No	No	No	No	No
Where can causes of discrimination or sexual assaults be reported?	No specific department/ office. Assumed as a judicial matter to be dealt individually with national courts.	At particular dean's offices or at the director' offices of particular university parts	To the institutional administration / director	Gender officer, supervisor or work council	For faculty & administrative staff: the Advisor to the President of the College on Matters of Representation & Advancement of Women
Exists a special procedure for the back trace of gender discrimination cases?	No	No	No	Yes	No
Career Development					
Does your institution offer further training possibilities for research staff?	Yes	Yes	Yes	Yes	No
Mentoring/coaching programme for female research staff?	No	No	No	No	No
Mentoring/coaching for all research staff?	No	No	No	No	No

	UAVR	UNIZA	NIB	IFAM	BBC
Leadership training for research staff?	No	No	Yes	No	No
Special support (funding?) for publishing?	No	No	No	No	Yes
Special support (funding?) for conference travels?	No	No	No	No	Yes
Flexibility and managing career breaks					
Does your institution offer flexible working possibilities?	Not officially (it depends on the departments culture)	Yes, home office for academic staff (teachers), not typical for other functions	Yes (home office)	Yes	Yes
Dual career couples support?	No	No	No	Yes (member of Dual Career Network Germany (DCND))	No
Are work-life-balance issues addressed?	No	Partially	Yes, but only solved on individual basis, based on temporary needs	Yes	Yes, e.g. welfare activities throughout the year and care options during summer vacation
Does your institution offer child-care for staff members?	Yes	No	No	Cooperation with Bremen University for regular child care, emergency & school holiday care	Child care during school holidays

Table 2: First draft of Gender Equality Action Plans for CHANGE Institutions

Partners	UAVR	UNIZA	NIB	IFAM	BBC
SHORT-TERM ACTION					
Institutional gender benchmarking report (indicators for monitoring)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Gender trainings and national gender expert seminars	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrate commitment from highest management levels for gender equality (e.g. press release, information letter to all staff, talk during staff meeting etc.)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Making gender equality knowledge available for staff and management (e.g. CHANGE and institutional websites; staff meetings; newsletters; etc.)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Develop guidelines for the use of gender sensitive language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Already established	Already established	Already established
Cooperation and knowledge exchange with other national institutions	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
MIDDLE-TERM ACTION					
Use gender sensitive language in official communication	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Already established	Already established	Already established
Raise awareness on the unconscious bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Set-up meetings (or panel discussions) to discuss gender-related issues in the context of promoting staff and gender-sensitive career development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Set-up mentoring activities for women's career development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Set up organisational gender equality trainings for HRM and management	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Dissemination of examples of gender-inclusive science and research	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Organize external events in order to encourage girls to decide for STEM studies	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Promoting work-life balance (develop internal guidelines): work schedule's flexibility; parental leave; mobility, dual-career couples	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Promoting return grants	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
LONG-TERM ACTION					
Promotion of including the gender dimension in research activities (where relevant)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Awarding gender-sensitive research	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		

Increasing numbers of women as principal investigators (PI) in research projects	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Gender balanced decision making boards and committees	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Institutionalisation of gender-sensitive career development plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Institutionalisation of annual gender benchmarking report (including relevant data on HR management, teaching and research activities; e.g. as part of annual organisational report)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Many of the short-term activities (e.g. demonstrated commitment for CHANGE by the highest management level, institutional gender benchmarking report, establishment of initial contacts with other national institutions and similar ongoing and past initiatives) have been conducted during and after the project started. However, more concrete activities will need to be conducted internally in CHANGE GEP implementing organizations. These will help to raise awareness and create a sense of urgency by the internal staff. In turn, the involvement of employees in CHANGE will enable an easier implementation of middle- and long-term actions, e.g. involvement in gender equality trainings, promotion of work-life balance activities and establishment of gender balanced decision making bodies.

Overall, the activities in this initial GEP drafts are similar between institutions. This Deliverable gives data on the actual status within individual CHANGE GEP implementing organizations as well as actual feedback from employees that will enable the identification of most important barriers and give suggestions on activities which could be conducted within each organization. Therefore, an important outcome of this gender benchmarking report will also be an easier definition of customized GEPs.

4 METHODOLOGY

An important aspect of the CHANGE project is the co-production of knowledge approach that will enable the building of communities of practice, enabling partners to become resource centres skilled to provide gender equality knowledge and expertise to other research performing organizations and also research funding organizations (CHANGE Proposal 2017, p. 2). This will in turn promote systemic changes within CHANGE countries and hopefully in the wider European area.

However, to introduce structural change in each organization, benchmarking of the current situation is needed. The key feature of benchmarking is its integration within a comprehensive and participatory policy of continuous quality improvement (Ettorchi-Tardy et al, 2012). Benchmarking can then help identify best practices and help establish the process, monitoring of the relevant indicators. From its beginnings in the 1980s as a quantitative approach, benchmarking has today evolved towards a qualitative approach (Ettorchi-Tardy et al, 2012). In CHANGE, we followed a combination of both: quantitative analysis to establish unambiguously the status in individual organizations, while qualitative analysis is needed to get individual perspectives which will be needed to define the set of solutions and recommendations, as well as help prepare the short-, mid- and long-term CHANGE activities.

4.1 QUANTITATIVE ANALYSIS

Partners carefully revised all data in the gender equality pre-check (Table 1). The revision was needed to verify if and which data has changed. Each GEP implementing partner then compiled the table as in Appendix 8.1. Some of the questions were equal to the preparatory phase. We wanted to test whether things have changed in individual institutions as well as receive factual data that will potentially uncover existing gendered differences.

4.2 QUALITATIVE ANALYSIS

4.2.1 Identification of interviewees

Partners identified the institutional key players and target groups that were interviewed in the period of M3-M6. These individuals are a valuable source of information, will help promote CHANGE activities and will attend activities and give feedback on the results. These key players have been identified in T4.1 (decision-making bodies), but also include other individuals:

- i. Rector/ director
- ii. Dean(s)
- iii. Head(s) of departments
- iv. Human resource manager
- v. Career service
- vi. Gender equality or diversity officer (if available)
- vii. Heads of research units
- viii. President of the scientific / pedagogical council
- ix. Gender scholars, people with past collaboration in gender-related projects or teaching gender content (if existing)
- x. Trade union / work association representatives

- xi. Ombudsperson – member of the trust committees (e.g. committee for ethics, discrimination or similar – if existing)
- xii. Other individuals with a potentially strong message, e.g. representatives from PhD students, young researchers that have received prizes for their scientific work, visible scholars with a successful scientific output (in terms of articles, project collaborations, teaching track record), awardees of MSCA, ERC and coordinators of previous and ongoing H2020 projects in the institution, individuals with a strong public presence, activists

Ideally, at least 12 interviews were conducted (1 from each of the above categories). However, the last group can include more than 1 interviewee. The minimum number of interviews was set to 8 in order to have representative data for each country. Moreover, to guarantee a useful feedback each organization was instructed to interview at least 3-4 gender sensitive people. This could be from any of the key players categories listed above (i.-xii.). They are important for giving a critical review about existing gender discrimination and could be a great source of information.

Overall, 64 interviews (35 female and 29 male interviewees) were conducted overall in the months of August and September of 2018 in all five GEP implementing organizations (Figure 8). All interviewees signed the informed consent form (see Section 8.3) that proves their agreement to record and summarize the individual interviews into English.

4.2.2 Scheduling the interview

The partners were instructed to notify the interviewees well ahead (at least 2 weeks in advance) and make an appointment. Each interview would take a minimum of 20-45 minutes so when these interviews (on phone or in person) were scheduled, partners needed to make sure that the interviewee will have taken her/his time. Two-three working days before the interview interviewers sent a reminder for the interview and make them confirm.

Partners were also instructed to be polite and friendly and even when scheduling the interview try to create a friendly atmosphere. The goal of each interview was

1. To make the decision-makers within each institution aware of CHANGE;
2. To get their feedback that is necessary for T3.1 and

We additionally identified an add-on goal:

3. To introduce ourselves as competent employees with an important task in a prestigious European project.

When making an interview appointment, partners described CHANGE in 2-3 sentences and the aim of the interview, as an example:

“The main aim of CHANGE – “CHAlleNging Gender (In)Equality in science and research” is it to support research performing organisations (RPOs) to design and implement gender equality plans. This will be achieved by involving key actors, called transfer agents (TAs), within each organisation who will together with the core consortium partners transmit co-produced gender equality knowledge inside their institutions. This innovative approach will ensure the promotion and sustainable institutionalization of the gender equality action plans (GEPs) beyond the project duration. Furthermore, through mutual learning and networking CHANGE will enable partners to become resource centres skilled to provide gender equality knowledge and expertise to other

RPOs and also RFOs (research funding organisations). We have already identified the transfer agent from our organization and it is _____. Moreover, to map quantitative data about the institutional and organizational composition of men and women in positions of power, we have conducted a quantitative analysis. Finally, we aim at doing qualitative analysis. Each of the 5 GEP implementing countries (Portugal, Slovenia, Slovakia, Germany and Israel) will conduct interviews with selected individuals in interesting positions (positions of power, position of scientific importance, position of influence or position of a "loud voice". Since you have been selected as one of the interviewees, we would highly value your opinion. The interviews would take 20-45 minutes and are actually debates and exchange of opinions, without giving any hard data or evidence. All data will be anonymized and a written consent for audio recording will be sent to you before conducting the interview. The audio recording will not leave my office but is needed to transcribe the important messages to English. Finally, the collection of all transcribed messages will be sent to Slovenia and a comparative qualitative report will be prepared. Importantly, the aim of these interviews is not to judge or to discriminate, it is the opposite. We would like to get feedback and your feedback is much valued, appreciated and could be essential for the project – the GEPs will be tailor-made after analysing all the responses."

4.2.3 Preparing and conducting the interview

Partners prepared some data for respective countries by using the "SHE figures" (European Commission 2015) and the "2018 report on equality between women and men in the EU" (European Commission 2018). They used statistics for individual countries and focused on relevant data (depending on the type of organization – academia or scientific institutions have different focus points).

Moreover, interviewers were given a list of advices to follow:

1. Important: try to create a trustful atmosphere. Don't be too formal (but not too little) and do not make an impression that you are there to judge. Let the interviewee know that their opinion, experience or anything else is highly valued and could be of significant importance for the project and the country represented.
2. Get the informed consents ready and make the interviewee sign them before starting the interview. Use the guidelines and templates published in D7.1 (general information and English version) respectively D7.3 (templates in all used national languages).
3. Check twice if the recorder is working before starting the actual interview.
4. Introduce the project, the project objectives and yourself (role in the project) in a slightly greater detail than when scheduling the interview. Repeat why the interviews are necessary, how the institution benefits from participation and implementation of GEPs.
5. Inform the interviewee, why we gather the data, clearly state that the interviews will be anonymized (see D 7.1 and D 7.2 for details) and that there are no right or wrong answers. Remind the interviewee that if they are interested, you could inform them on the final results (at least in general) and schedule a follow-up meeting.
6. Let the interviewee speak freely, check whether the question is sufficiently answered. If not, ask again, also if something is unclear. If it is unclear for the

interviewer, who knows the home institution it will be even more unclear for us when analysing the answers.

To enable a relaxed dialogue between interviewers and interviewees, partners were instructed on the process of interview conduction:

When conducting the interview try to get in a dialogue with the interviewee with regard to each question, so you will get a much better impression about his/her opinions or point of views. Always have in mind what information could be helpful for you and your team when implementing CHANGE in your institution. If some aspects are not covered by the questions, ask them additionally.

Following are two questions out of the guidelines, with possible answers of the interviewees as well as possible follow up inquiries of the interviewer as examples. This should be helpful especially for those of you, who have never conducted interviews before.

Example 1)

Q: Do you think gender should be taken into consideration when conducting research (e.g. taking female and male specimens and recording their sex in laboratory analyses)?

A: Yes	A: No
Q: Why do you think so?	Q: Why not?
A: Because...	A: Well natural science is a gender neutral field, gender does not play a role in research and teaching.
Q: Are you aware of departments/faculties or individual researchers here at (name of organisation), who consider gender aspects in their research?	If you feel confident regarding this topic, you could follow up by arguing that already rich proof and examples exist, on how to include gender and diversity issues into STEM fields and why it is beneficial. If you don't feel confident, the statement is also rich enough for our purposes.
A: No. → No follow up A: Yes, I remember that....	
Q: What do you think about inviting them to an internal symposium on gender in research for increasing the visibility of their work and to stimulate the dialogue of the topic?	

Example 2)

Q: Where could we as project team face the biggest challenges during the implementation?

A: I have no idea, I was never involved in such processes.

(→ no sufficient answer, please ask further)

Q: But could you imagine special obstacles, if you put yourself in our position?

A: Well, maybe in convincing people that gender equality is an important topic?

Q: Yes, that's a good point. Do you see any possibilities how you personally could support this process?

→ Her/his answer would then lead over to the next question in the guidelines: According to your opinion, whom should we try to include as (other) supportive actors/allies?

4.2.4 Summarizing the interviews

Table 3: CHANGE partners, in charge of conducting interviews

UAVR	Teresa Carvalho
UNIZA	Veronika Mešková
NIB	Ana Rotter
IFAM	Janne Haack
BBC	Hana Himi

All partners summarised all answers of their interviews, and added relevant quotes translated into English. These summaries have been sent to the WP3 leader, in order to interpret the interview data in a comparative manner. CHANGE partners from each organization, in charge of conducting interviews and providing the report summaries, are listed in Table 3.

5 RESULTS

5.1 QUANTITATIVE ANALYSIS

Out of the five GEP implementing CHANGE organizations, three are *academic* institutions, while two are *research* institutions. The three **academic institutions have more employees** (1718 in UAVR, 1476 in UNIZA and 797 in BBC) **than the two research institutions** (371 in IFAM and 127 in NIB).

The percentage of employees in UAVR and UNIZA is equally distributed between male and female employees. In IFAM, being a traditionally technical institution, the overall percentage of female employees is 35 %. The situation is reversed in NIB and BBC, where the percentage of female employees is 68 % and 72 %, respectively. The reason behind this imbalance is that NIB is a biological institution, while BBC is an educational institution and both professions (educators and biologists) are, according to Eurostat, dominantly female (over 80 % and over 50 %, respectively, for both fields).

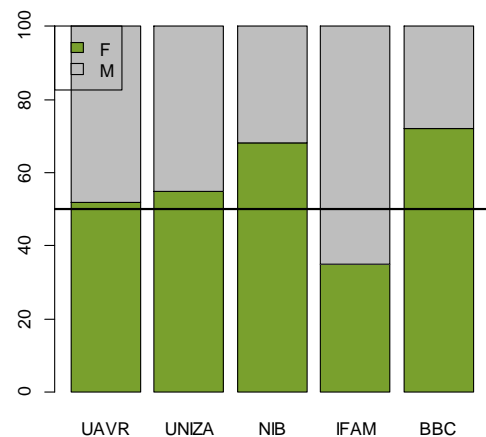
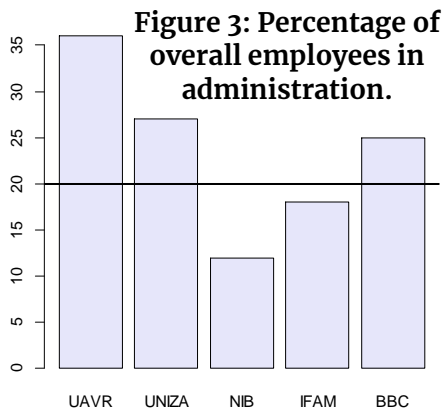


Figure 2: The percentage of female and male employees.

CHANGE implementing organizations have different working flexibility arrangements:

- 100 % of the employees in the two research organizations (NIB and IFAM) have flexible working hours,
- 75 – 85 % of personnel have flexible working arrangements in UAVR and UNIZA,
- 16 % of male and 29 % of female personnel have flexible working arrangements at BBC.



As in the number of employees, the division between academic and research institutions is once again apparent when we inspect the percentage of administrative employees (out of all employees). The two CHANGE research organizations have < 20 % of staff employed in administration, while the academic institutions have 25 % (BBC) to 36 % (UAVR) of administrative personnel (Figure 3).

The situation is however more equal between the organizations in terms of percentages of female administration employees. In four out of five CHANGE institutions there is 70 % of female employees in administration (Figure 4), while BBC has even higher percentage of female administrative employees (82 %). Interestingly, NIB is the only organization where the percentage of female employees in administration (73 %) is like the overall percentage of female employees (68 %, Figure 2), while the proportions of female administrative employees do not reflect the proportions of the overall number of employees ($p < 0.05$). In general, there is 15 – 25 % more female employees in the administrative positions (UAVR, UNZA and BBC) up to 50 % (IFAM).

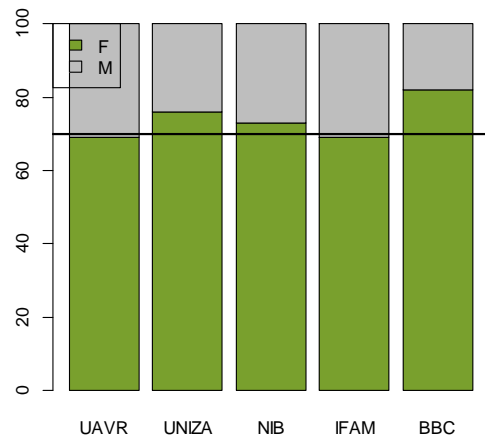


Figure 4: Percentage of female and male employees in administration.

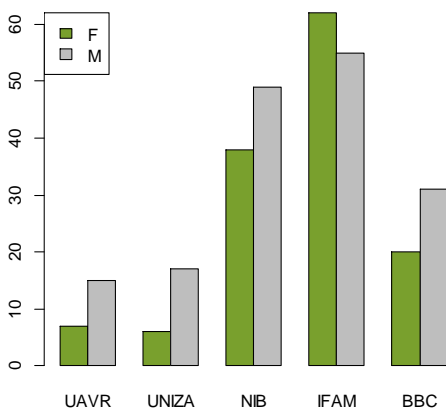


Figure 5: Percentage of tenured positions, stratified by gender.

Next, we mapped the situation in terms of tenured positions. Figure 5 shows tenured positions, stratified by gender. Except in IFAM, other institutions have a slight preference to guarantee the tenured position to men over women. The difference is highest in NIB and BBC, followed by UAVR and UNZA. In general, the highest percentage of tenured positions is in the two research institutions, NIB and IFAM. IFAM is the only CHANGE institution where the percentage of women with tenured positions is higher than that of men.

The situation with women in senior management is shown in Figure 6, where the actual and expected percentage is shown. The expected percentage depicts the percentage of women in top management positions in a theoretical case that it would equal the overall percentage of women in the organization. Neither of the institution has more than 30 % of women in senior management positions, which is in contradiction with the percentage of employees, as shown in Figure 2. The situation is the worst in IFAM, where no women are in senior management positions.

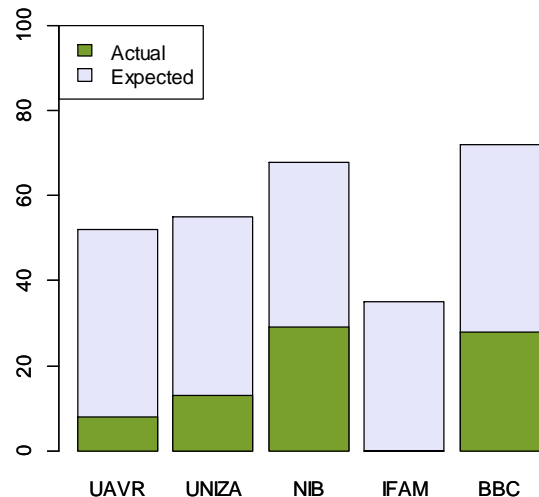
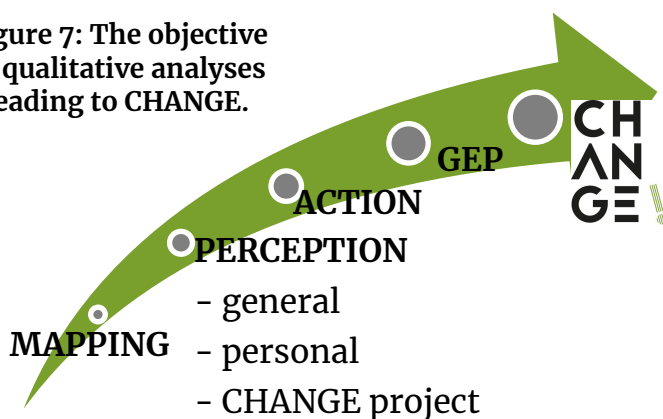


Figure 6: Percentage of women (actual and expected) in senior management.

5.2 QUALITATIVE ANALYSIS

Figure 7: The objective of qualitative analyses leading to CHANGE.



The overall objective of conduction of qualitative analyses was to establish the CHANGE pipeline (Figure 7). By mapping each respondent’s background opinions, their experiences and including with the organizational and national data (the latter from T4.1) we can contextualize the position of each interviewee and their perception on the gender issues in general, their own

experiences and the overall appreciation of the CHANGE project. This will allow the identification of action tasks and development of GEPs (including the short-, middle- and long-term actions) that will eventually lead to change.

5.2.1 Results categorization

After a general revision of the responses, a clear pattern emerged. The respondents mostly debated about their perceptions on the status of gender equality within the organizations and gave their feedback regarding the possible activities that could be conducted during the project. Following the discussions during the regular project meeting in Žilina, Slovakia (November 2018), including the feedback of CHANGE Advisory Board members, it was jointly decided that the responses will be structured into three categories:

1. Mapping – general perception of the gender equality on a national, institutional or personal level
2. Action – list of recommended (mostly informal) activities that can be done during the project
3. GEP – suggestions on the content of actual GEPs



The results are presented in two formats:

- Table 4 is a summarized version of all answers and enables a quick, structured results overview;
- Table 5 shows the results in a descriptive way. The first row in Table 5 shows the responses that were generally prevalent in all GEP implementing organizations, while each subsequent row represents individual institution's answers. Activities which are already conducted in individual institutions, are marked with an asterisk (*) and left in the table to potentially inspire other GEP implementing institutions.



Table 4: Summarized qualitative analysis results

	UAVR	UNIZA	NIB	IFAM	BBC
MAPPING					
Societal, cultural and generational problem	X	X	X	X	X
Mentality 1 (women lack ambition, courage and self-esteem, men are more competitive)	X	X	X	X	X
There is need to change mentality	X	X	X	X	X
Women need empowerment	X	X	X	X	X
Diversity in teams adds to complexity with a better overall performance and results	X	X	X	X	X
Top positions (e.g. full professors) are mainly men	X		X	X	X
Women are different (more organized)	X				
Mentality 2 (women focus more on families while men continue working)	X		X	X	
Top level is sensitive to the issue, while lower levels not	X				
Lack of flexibility of work arrangements	X				
Differences in scientific fields (more men in engineering, more women in SSH)	X				
Gender rarely mentioned (International Women's Day, pregnancy in chemistry labs)	X				
CHANGE is interesting and suitable for organization	X				X
Need for comparison between countries	X				
Challenge: perception and acceptance	X	X	X	X	
Decision bodies are elected, without option to influence		X			
Female leadership already present		X			X
Nepotism		X			
Legal background (pregnancy, free daycare, longer opening hours etc)		X		X	
Situation is better than in past		X			
Men have higher salary expectations		X			
Need for good working atmosphere		X			
Discrimination can be confused with bad interpersonal relationships / personal incompatibilities		X	X	X	
Need for monitoring to identify and mitigate problems		X	X		
Need support from top level		X	X	X	
GEP shouldn't be admin tools only		X			
CHANGE to promote work-life balance		X			
Career breaks and mobility are harder for women			X		
CHANGE: opportunity to expand collaborative network			X	X	
CHANGE will increase respect between co-workers			X		
Lack of information within personnel				X	

	UAVR	UNIZA	NIB	IFAM	BBC
Gender pay gap due to additions to salaries				X	
Challenge: time				X	
Gender and religion taken into consideration for promotion (in case of equal competency)					X
Gender taken into consideration in study programme					X
ACTION					
Need for guidelines for inclusion of gender in research content	X	X	X	X	X
Organization of a series of informal meetings / seminars, to promote support and empowerment	X	X	X	X	X
Need to raise awareness and create an open dialogue, without the fear of being judged	X	X	X	X	X
Regular workshops that include ethics, diversity in general	X		X		X
Organization of a bigger event, include panel discussions	X				
Proactive dissemination and communication	X	X	X	X	X
Involve personnel from all departments, include students and administration; include men as well	X				X
Activities (e.g. data collection) that prove there is an effective imbalance	X			X	
Conduct more interviews	X				
Conduct regular anonymous surveys		X			
Promotion of STEM studies with girls		X			
Specialized activities (talent schools, open doors days, women promotion day, etc)		X		X	
Include third parties (e.g. ministries)		X			
Include balance/diversity in case of organising of events, formation of leading positions		X			
Address single parents as well		X			
Mentorship and support initiatives			X	X	
Start on individual level; get personal feedback first, through activities on an informal level			X	X	X
Strategies to attract more men in biosciences			X		
Initiate dialogue between levels (management-executive; employees-management)				X	
Joint decisions, instead of top-down				X	
Initiate cooperative research teams to share resources and help each other					X
GEP					
Gender-blind hiring system	X	X	X	X	X
Flexible work arrangements (schedules, work from home,...)	X	X	X	X	X
GEP is only a set of recommendations			X		
Mentorship programme	X	X	X	X	
Internal organizational guidelines integrated with Ethical Codex, included with the complaint procedures		X			
Employee and gender monitoring statistics in annual reports	X	X			



	UAVR	UNIZA	NIB	IFAM	BBC
MAPPING					
Job position advertised in gender-neutral language		X		X	
Personnel policy for recruitment and professional development and other HR issues		X			X
Preference for hiring depends on skills	X				
Gender, age and personality consider while hiring				X	X
Gender balance in management and hiring commissions		X			
Gender equality balance on all levels (departments, commissions, boards, working teams..)			X		X
Occasional positive discrimination			X		
Include diversity in female-only teams		X			
Quicker permanent positions for exceptional employees			X		
More often use of part-time contracts		X			
Inclusion of younger researchers into institute's committees			X		
Segmentation of leadership positions				X	
Salary flexibility			X		
Longer period consideration for promotion (25 - 45 yrs)		X			X
Associate professors trial period of 3-5 year		X			
Equal career progression criteria		X			
Compensation for staying abroad; other mobility / reintegration programme			X	X	X
Internal and external staff exchange			X		
Fragmentation into small groups				X	
Balance of research and teaching hours					X
Use of gender sensitive language	X		X		
Collection of gender-segregated data / monitoring	X		X	X	X
Funding for promotional activities			X		
Student names coded in the exam		X			
Providing childcare / caretaking for family members	X	X	X		
One of parents works one hour less					X
Family support for foreigners	X				
Family office				X	
Few evening events					X
Events for children					X
Additional benefits (health checks, lectures)		X			
GEO for students and all faculty members		X			
GEO is a part of administration and not a full-time position		X			



	UAVR	UNIZA	NIB	IFAM	BBC
Diversity committee			X		
Shopping and other services options (hairdresser, shopping, massage...) available at work		X			
Height adjustable tables				X	
Rest rooms				X	

5.2.2 General feedback from the interviews

The general feedback obtained from the interviewees was *positive* and they were *responsive* and *cooperative*, including those that were (in some instances) traditionally reluctant to express direct opinions regarding to gender in science and academia. Moreover, many respondents expressed their *interest to participate* in future activities, including the discussion on the analysis of the interviews within their organization, as well as reveal some conclusions from the questionnaires performed at other CHANGE organizations to compare themselves “with the EU countries”. Interestingly, the feedback from the interviewees that were reluctant to the idea of CHANGE and expressed doubt in the necessity of the project, was the richest with new ideas for the GEP content. After reviewing the experience with interviewing, it seemed that only after the first phase of building trust in the interview the interviewees opened up, shared experiences more openly and were in the end in most cases convinced that CHANGE is not such a bad project after all.

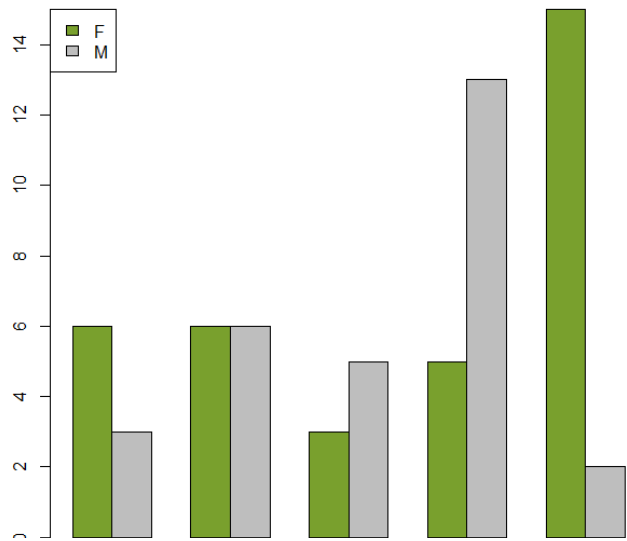


Figure 8: The number of female and male interview respondents.

Two (IFAM, Germany and BBC, Israel) out of 5 GEP implementing organizations already have an appointed Gender Equality Officers.¹ Many interviewees from these two organizations acknowledged this position during their respective interviews and “consider this position important and positive” (I_fem_1, I_fem_3, I_male_4, I_male_6, I_male_7, I_male_8 SI_fem_1, SI_fem_2, SI_fem_3 SI_fem_4, SI_male_5, SI_fem_7, SI_fem_8, SI_fem_9, SI_fem_11, SI_fem_12, SI_fem_13, SI_fem_17 P_fem_2, P_fem_5, P_male_7, SK_male_1, SK_male_3, SK_female_4, SK_male_5, SK_female_10). Interestingly, 4/8 interviewees in Israel (all male) think that this position, although existing, is not necessary.

Inequalities: attractiveness of research programmes, leadership positions and salary
Many respondents, irrespective of their organization, state that there should be a better gender balance in “pedagogical degree courses mostly studied by females” (SK_male_15, SK_male_16, I_fem_2, G_male_8) on one hand and the STEM and natural sciences programmes (SK_male_2, SK_female_8, SK_female_9, SK_male_17) where the majority of male students prevail (SI_fem_1, SI_fem_4, SI_male_5, SI_fem_15, G_male_10).

The respondents generally note that the “management positions are male-dominated” (G_Fem_1, I_fem_1, I_male_4, I_male_6) and although “women have the official opportunity to take over these positions” (G_Fem_1), “there is a lack of willingness,

¹ However in Israel this position is named differently due to the military association with the word “officer. The Israeli Gender Equality Officer is also the Transfer Agent in the CHANGE project.

since leadership is usually still elbowed out, played on etc” (G_Fem_1). In fact, “after a certain position you can no longer find female role models” (G_Fem_7), which might decrease the motivation for seeking top management positions. Nevertheless, respondents recognize that “having more mixed teams in management positions would be advantageous” (G_male_5, I_fem_1, P_fem_1, P_fem_5, P_male_7, P_fem_9 SI_male_5). On the opposite side, the administrative positions are still female-dominated. The reasons might be in the “low salaries” that are “not interesting for most men” or “absence of male role models” (I_male_6, SK_female_8 – referring to pedagogical studies).

Most respondents think that there is no gender-caused pay gap. However, if “according to the statistics gender gap exists, [we should provide evidence-] based reasons for it” (SK_17, I_fem_3, I_male_4, P_fem_1, P_fem_9, SI_male_14, SI_fem_8, SI_fem_17, SK_male_17).

Research content

It is clear today that science and scientific evidence is not gender neutral. In health studies, outcomes (effectiveness and safety of treatments) can depend on differences in biochemical and physiological processes between men and women (Pollitzer and Palmén, 2017). Gender should be taken into consideration in other areas as well (examples taken from Pollitzer and Palmén, 2017), e.g.

- food (some fish species the male grows bigger more quickly, which should be used to improve management of aquacultures),
- energy (energy used in European countries in transport is greater among men),
- transport (women have daily mobility patterns that are more complex than men’s, owing to their gender roles, which combine domestic and care giving tasks with paid employment, income-earning activities, and community and social obligations),

A growing number of scientific journals, especially those that specialize in biomedical research such as *The Lancet* or *PLOS Biology*, also now require sex- or gender-specific reporting (Rabesandratana, 2014).

It seems that the concept of inclusion of gender in the research content was not welcome by all respondents (Figure 9). However, some respondents think that the approach of women and men to everyday life situations is different and therefore “educational programmes in driving courses should be different for women. Perhaps also manuals for the machines should be different” (SK_8).

There are three levels of perspective on gender as research content, based on the respondent’s background (Figure 9). The respondents with a technology/engineering background state that the inclusion of gender in research content is “certainly important in the medical field” (G_fem_1) but “not relevant to [their] work” (most respondents from Germany). The respondents with an academic background in social sciences or humanities state that gender should be taken into consideration when conducting research “, providing there’s a justified theoretical or practical meaning and relevance to the study’s topic” (I_fem_2). One of the highlighted examples “investigated the differences between management patterns of school principles. [The researcher] found significant differences between men and women. Women tend to circulate more in the school premises, while men tend to stay more in their offices” (I_fem_2). The researchers from the life sciences field think that gender is not always an important variable in studies; “if we are looking at reproduction (or gender dimorphism), it is very

important, but this is probably not the case if studying food web ecology” (SI_fem_4). Anyway, “if we expect differences in food web ecology between genders, then we should plan the experiment appropriately by including the gender dimension” (SI_fem_4). Depending on the field of study, some life scientists claim that the inclusion of gender as a variable in the experiments is “as necessary as recording temperature” (SI_fem_11) since “we are biologically different” (SI_fem_17), while sometimes, “it is allowed to have only one gender, male, to reduce variability”(SI_fem_16).

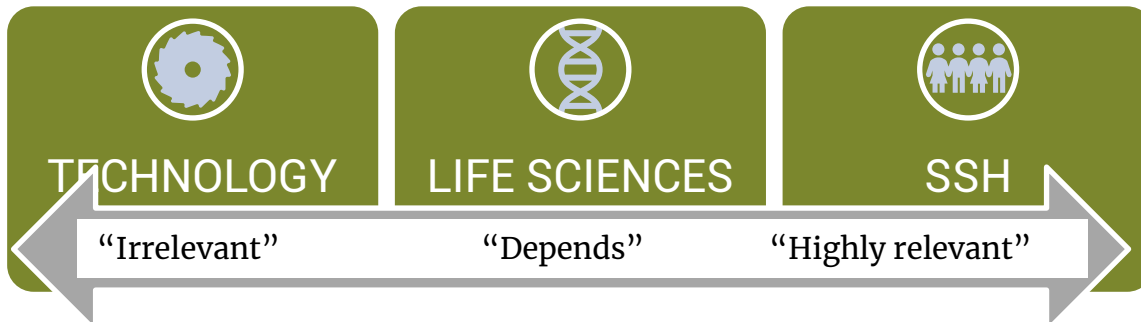


Figure 9: The answers to the question “Do you think gender should be taken into consideration when conducting research?” relate to the academic background of the respondent.

Positive discrimination and quotas

In terms of quotas in composition of working bodies and committees, we agree that quotas represent members of the underrepresented group with the SAME qualification that are to be favoured over the highest qualified person of the overrepresented group (Thaler and Hofstätter, 2014). Nevertheless, respondents from more than one organization were against “exaggerating with the positive discrimination” (SK_female_8, SK_male_2, SK_male_7, SK_male_16, SK_male_17) as “it would be a disadvantage for women” (SK_male_2) as well as “discriminating for men” (SK_male_16). “People could say: She got the title because she is a woman” (SK_male_2), which would create “another wave of resistance” (SK_male_12). The interviewees agree that the “rules should be the same for everybody” (SK_male_17). The majority of the interviewees were against quotas and state that “we should more focus on the professional qualities of the candidate” (SI_male_5, G_male_12, I_fem_1, I_fem_2, I_male_5, I_male_7, I_male_8, P_male_3, SI_fem_4, SI_fem_13, SK_male_5, SK_male_6, SK_fem_8, SK_fem_10, SK_male_17) so “the best candidate gets the job” (SK_male_16). However, they admit that, at most, “quotas should be applied during some [initial] period” (SK_female_4) to change the societal perspective. In the case of (even a limited period) quotas, they ought to be “applied vice versa, as well, e.g. for administrative positions” (SK_male_3), which are traditionally occupied with more females than males.

CHANGE implementation

Respondents from all organizations had inspiring ideas on how to tackle the issue of (gender) equality in an informal way during the duration of the project. They suggest combining “CHANGE meetings” with “meetings on the faculty level with all the teachers, researchers, PhD students [with the possibility to] speak about achievements, plans for the next year” (SK_male_6). Alternatively, these could become “series of afternoon/evening discussions” tackling the topics such as the contribution of women “to the society/environment they work in”, discussions on the “added value of a gender balanced team”, how to manage “provocative questions related to [the organization’s] internal circumstances” (SK_fem_4). These events could have special guests and awards.

Importantly, some respondents see CHANGE “like an effort to encourage women because probably there are less women in leading positions in science and probably with not that high academic titles” (SK_fem_9, G_male_2, I_fem_2, I_fem_3, P_fem_8, SI_fem_15). Others, on the other hand, see CHANGE as an opportunity “to motivate girls to study STEM” (SK_17). Many respondents agree that the project should go “**from words to action**” (SI_fem_1, SI_fem_2, SI_fem_6, SI_fem_12, SI_fem_17, P_fem_4, P_fem_1, I_male_5, SK_male_5, SK_fem_10, SK_male_12, SK_fem_18).

Finally, the respondents view the general topic of gender as a broader one and the change of people’s opinion, behaviour is a slow process where the first results will be seen in “5-10 years’ perspective” (SK__male_3). They generally think that “different genders complement each other very well and working together should be recognised as enrichment” (G_fem_1, SI_fem_4, SI_fem_11, SI_fem_12, SI_fem_13, SI_male_14, SI_fem_15). The respondents mostly agree that CHANGE could and should “raise awareness” (I_fem_1, I_fem_2, I_male_4, I_male_6, I_male_8, P_fem_2, P_male_3, P_male_7, SI_male_5, SI_fem_6, SI_fem_8, SI_fem_10, SI_fem_11, SI_fem_12, SI_fem_15, SK_male_1) and “somehow contribute to the society” (SK_6) by sensibilization with a sensitive, non-aggressive dialogue and including diversity in general (national, religious, gender, age), without too many “strategies, plans and formalizations” (SI_fem_16). Respondents acknowledge that the start of the project is optimal as it is first “implemented locally” (SI_fem_1), “on an individual level” (G_male_2), using “these interviews [to] open the discussion” (SK_male_3), which is viewed as a positive thing towards change. “Since the results of many projects are presented but not used, it is necessary to think about every task [within CHANGE] and how its results could practically help in the common life” (SK_male_14). Then, the results of CHANGE “would go global, be implemented and not stay on paper” (SI_fem_6).

Table 5: Qualitative analysis results

Mapping	Action	GEP
<p>Societal, cultural (family, upbringing), and generational problem; includes gender, social class, age, race, nationality, religion inequalities</p> <p>The mentality, which relates to leadership (i.e. women lack ambition, courage and self-esteem, while men in general are more competitive), is the biggest obstacle</p> <p>Women need empowerment to apply for positions, awards...</p> <p>There is the need to change thinking</p> <p>Diversity in teams adds more complexity but with better performance</p>	<p>As gender is extremely important in research content (e.g. sociology, medicine, biology) – some guidelines could be presented</p> <p>Series of informal meetings / seminars</p> <p>Need to raise awareness and initiate an open dialogue – create opportunities for a regular, open dialogue and discuss regularly, without the fear of being judged</p>	<p>Gender should not be considered for promotion / hiring; professional quality, academic achievements, even personality (teamwork, organization) should prevail instead. But in case of equal qualifications, diversity is advised</p> <p>A gender and/or age and/or personality-blind system could be useful until the interview phase, possibly by creating electronic applications or by anonymizing the applications by a third person, not involved in the selection of the candidates (e.g. HR)</p> <p>Heterogeneity in working teams is consciously introduced, taking into consideration the expertise of candidates</p> <p>Create better conditions to balance more their working and private life (flexible working hours, work from home, use of digital media)</p>
UAVR		
<p>Full professors are mainly men, head of services are women, but the head of departments are mainly men</p> <p>Women are much more organised than men</p> <p>People tend to perceive that men are more professional than women</p> <p>Experience in jealousy over obtained position</p> <p>Some people do not accept that a colleague excuses <i>constantly</i> from participating in activities because of family reasons</p> <p>The governing bodies of the university are sensible to the issue, not so much at the lower levels</p> <p>Women tend to focus more on their families instead of career while men continue their work and this moment is then translated / visible in the CVs.</p> <p>There are obstacles in terms of flexibility of work arrangements</p> <p>There are differences in the scientific field (horizontal segregation): more men than women are enrolled in engineering, while social sciences and humanities are dominated by women. This is visible during researcher recruitment</p>	<p>Need for workshops and seminars (possibly monthly) with students as well and include ethics, citizenship practice, industry, gender issues, diversity in general (culture, gender) – the content must be interesting</p> <p>Possibly organize a bigger event – and open debate, different panels to debate in a constructive way to find solutions and collect suggestions. Could have speakers from CHANGE partners</p> <p>Need for dissemination of the results, with practical effects in the institution, starting with sensibilization</p> <p>Proactive communication: use university's magazine or press release</p>	<p>Implementation of a mentorship programme</p> <p>Focus on HR management and recruitment</p> <p>Use of gender sensitive / neutral language</p> <p>Target men and women</p> <p>Collection of gender-segregated data</p> <p>Target quality of life and wellbeing</p> <p>Time organization and work overload problematic</p> <p>Team composition</p> <p>Support structures, such as kindergartens and residences for relatives of foreigners who come here</p> <p>Establish a timeline, a chronology of some initiatives and maybe even target various audiences</p> <p>Bring employees' children to the working place, providing childcare in the evening or during meeting times</p> <p>Establish a programme initiative with priorities and objectives</p> <p>Give preference to the equally skilled candidate but of the gender in minority</p>



<p>Lower ratio of females, as we go up in the hierarchical pyramid Gender is taken into consideration on International Women's Day, which is not enough CHANGE is an interesting initiative, but the intervention is needed in the national context CHANGE is a project where we will go from words to action CHANGE needs to be done step by step, with serious content It will be interesting to see the comparison between other cultures and countries The biggest challenge lays in changing mentalities and education and actual implementation of GEPS</p>	<p>Need for involvement of people from all departments Need to prove there is an effective imbalance and that there are reasons related to discrimination for this imbalance Conduct a structured interviews about discrimination to identify concrete situations, with questions more directed to "do you know ...?", "it has occurred ...?", "do you have knowledge about...?"</p>	
<p>UNIZA</p>		
<p>Decision making bodies members are elected, the same goes for the members of the Academic Senate and deans, therefore there is no option to influence UNIZA is one of the few universities which has had a female rector No female professors, but 3 out of 8 department managers are female plus 1 vice-dean Nepotism is problematic as well Legal background forbidding pregnant women to work with dangerous chemicals 40 years ago, the ratio of male:female at the technical university was 40:2 HR department receives almost 100% applications from female job seekers. The situation is completely different in the case of professors where there are significantly more male applications or only male applications Career advancement takes into consideration the years, spent on a position; leading positions (with fewer women) have higher salaries, which is a disadvantage for women Men have higher salary expectations Women are not interested in leading positions as they require time outside the regular working hours</p>	<p>Promotion of STEM studies towards girls, through Kids University or by other means Approach the topic through UNIZA Institute of Life-long Learning Organization of meetings / informal get-togethers and promote support and empowerment through cooperation Initialize the dialogue on equality should with assistance from third party (e.g. ministry), not from the employees with lower responsibility Initiatives like YOU TOO IN IT, but for STEM Include men as well Regular surveys where employees are asked about their opinion and experiences anonymously</p>	<p>GEO potentially needed for students, not employees GEO not as an additional position (needs financial sources) but as part of someone's agenda (like HR, or psychological support providers, or one of the vice-deans) who is located at the university rectorate GEO should be a contact point for all faculties Career progress criteria must be objective and same for everybody Longer period taken into consideration for promotion During written exam evaluations student names are coded in numbers* Establish a kindergarten or agreements with city kindergarten in the university neighbourhood Caretaking possibilities for family members Focused support for young families or people who commute to work from remote areas Balance in management and hiring commissions The option of shopping- employees write down in the morning the list and at the end of the working day, they received the bag with the things from the list Services needed or wanted from women directly at the university (e.g. hairdresser, massage, cleaning, shopping) Additional benefits (health checks, varying lectures)</p>



<p>The employer's duty is to create good working conditions regardless of the gender Sometimes discrimination can be confused with bad interpersonal relationships To achieve credible analyses, a representative sample for analysis must be taken (i.e. gender ratio of respondents must be the same as the population ratio) CHANGE should identify and mitigate problems – create usable, lasting results Support needed from the highest management level (rector, vice-rectors and deans) The biggest challenge in implementation of CHANGE will be the acceptance, willingness to cooperate and change of viewpoints Hopefully CHANGE will promote young scientists to find a balance between career and work and stay in academia There is fear that GEPs will not help as they are perceived as admin tools only</p>	<p>Care for balance/diversity in case of organising of workshops, conferences, formation of leading positions Promote the career progression of women Address single parents as well Publish about the topic in the Information Magazine of the University of Zilina Project progress monitoring is essential Activities that improve the satisfaction at the working place</p>	<p>Statistics that follow employment, managerial roles, ratio of male/female students and graduates and present and evaluate data in annual reports Part-time contracts to be used more often Control department to serve as a contact and communication point for gender discrimination Inclusion of principles into the strategic documents and also to the executive documents (collective agreement or other labour law documents) Create a toolkit for HR Committees at personal interviews should be gender balanced Open positions should be advertised in a gender-neutral way Establish internal university guidelines, possibly integrated into the Ethical Codex, which includes obligatory gender trainings Academic titles shouldn't be achieved through Scientific board Associate professors should have a trial period for e.g. 3-5 years and then be thoroughly re-evaluated Development of the standard process complaints</p>
<p>NIB</p>		
<p>Equality is rooted in Slovenian culture, however a dialogue about gender is needed Women are still the family caretakers and cannot dedicate to their work (at home in the afternoon, evening) the same way as men NIB has an unwritten rule where the employee receives a permanent position 5 years PhD defence All heads of departments are women, but men are at highest management positions NIB has a higher percentage of female employees (80% in the management, 60% overall), especially in the last 20 years Universities are more rigid in terms of promotion in positions (especially high positions) and are not open in changing the regulations compared to research institutes Discrimination could be based due to personal incompatibilities, not gender</p>	<p>Awareness raising (presentations, media appearances), including schools Mentorship to prepare for a researcher's lifestyle, which is different Work and discuss on individual level, before start implementing regulations Initiate a regular dialogue within the employees (e.g. institutional day of research promotion) Lectures, workshops (on a yearly basis), interviews and through informal ways (e.g. café nights)</p>	<p>Work from home if needed (papers, project work)* Childcare possibilities GEO would be a part-time position, funded by the joint departments or within the ministries / directorates Introduce a committee for gender gap issues, possibly the director Constant monitoring (e.g. gender in hiring process, analyse hiring and promotion from the past, analyse sick leaves) to get data In case of proved inconsistencies or obstacles (e.g. field work), introduce mitigation measures Focus on the mobility of researchers and how this shouldn't be the main prerequisite for promotion; include compensation measures (such as leading international projects / work packages therein or considering existing working experiences before joining NIB as an asset) Reintegration strategies for employees with long period of absence (childcare, sick leave, travel abroad)</p>



<p>Most issues start on an informal basis, which later escalate Career breaks and mobility are much harder for women CHANGE is an opportunity to connect with legislative units and other researchers who are not necessary from our scientific field The biggest challenge in CHANGE will be the acceptance of people (especially senior researchers) and their sensibilization to the issue; they will likely be reluctant to openly discuss the topic CHANGE will be challenging with the implementation and its monitoring; however, with the support and participation from the top management, it should be easy CHANGE will hopefully bring some respect between co-workers Hopefully CHANGE will establish long-term rules, that will be monitored</p>	<p>Promotional activities / strategies to attract best candidates and more men (to increase the attractiveness of being a scientist in Slovenia)</p>	<p>Permanent positions obtained earlier for exceptional employees (publication track, projects obtained) Inclusion of younger researchers into institute's committees Partial institutional funding for promotional activities (open doors days, media appearance) Staff exchange between departments and institutes When hiring or establishing research groups / scientific boards / plenary speakers at conferences, consider gender equality, geography, scientific background and seniority Focus from the top (director, deputies) and technicians Use of gender sensitive language more often Sometimes use positive discrimination in hiring strategies to increase diversity Provide conditions that are appealing to men and women: higher salary flexibility, career development plans, stability of employment, work environment GEP is a set of recommendations, not enforced legislation</p>
<p>IFAM</p>		
<p>Germany is moving in a good direction (e.g. free day care places, longer opening hours, reduction of working hours) We need more male kindergarten teachers We have 1/3 women at the institute but only one female department manager External factors are provided (work flexibility, childcare), but not internal (unemotional, engineering thinking, very structured, not open, power behaviour) The reality in the institute is different than it seems, and useful practice is often not implemented due to lack of information within administrative personnel New federal law where the employer contributes to a certain extent to childcare costs if a woman goes on a business trip and thereby deviates from normal practice There is a lack of willingness for female leadership Difficult to deal with the balancing act of wanting to take on the role of mother and at the same time assume a leadership position Gender is typically considered only in chemistry labs when considering pregnant women</p>	<p>Need of a dialogue and open conversation at different levels (management-executive; employees-management) Support women in continuing education in management, giving them early responsibilities but not leaving them alone Start on an individual level and support women in leadership positions Workshops (for men as well), such as "Improvement of the personal competence" Need of awareness raising and character building and not through GEPs No top-down decision but joint ones (e.g. hiring of trainees)</p>	<p>Establishment of mentoring programmes Electrically height-adjustable tables* Have a quiet room, independent of gender, where you can retire for a moment after lunch and then be creative again Introduce a family office, which can be used for emergencies (kindergarten strikes etc.)* Family service, financial support for the supervision of business trips* Set up a mother-and-child office to use it and share childcare internally Establish a returning model to your current position and responsibilities Small groups can be led better Possibility to address gender issues during the appraisal interviews Joint leadership positions (1 person covering technical part, other payment or personnel) and appropriate candidates should be additionally trained. Possibility of sharing the same (leadership) position by two people Establish measures to increase the proportion of women</p>



Women are certainly being used in advertising when it comes to quotas and that is pretty much all
 Gender-specific addressing is used in everyday language
 This year we had a women's meeting initiated by the Equal Opportunities Officer
 Pay is independent from gender, but additions are regularly higher for men than for women
 Support programs and networking are only available to women
 There were women who thought that the difficulties were caused by their gender; but often problem arise due to general interpersonal incompatibilities
 Sometimes I have to deal with people who push everyone away - especially women
 Although it is in decline, sexist and nationalist jokes still exist
 It is often more than just the gender barrier (language as well)
 When tasks are distributed, women of a certain age are probably considering whether they could be cancelled due to pregnancy.
 The group leaders prefer to take men for some projects, preferably bachelors, or those who are only with their families on weekends. I also see that in the travel activities.
 The women fell that with a leadership position you have less free time and more stress
 The women are taken into a position only when no men are available
 CHANGE tackles a non-scientific topic using a scientific approach
 The networking within CHANGE and exchange with different countries and their handling of gender roles is useful
 CHANGE is a great interdisciplinary collaboration
 The biggest challenge in implementation is the time effort and the lack of interest in the topic

Discuss with women who make a career, to break down hurdles
 Actively communicate about the project, using social media or internal websites
 Talent schools, open doors days
 Annual women's promotion programmes*
 Discuss compatibility with family and career
 Evaluating and summarising statistics will lead back to conclusions and new ideas

Salary (including departmental bonuses which are negotiated individually with department heads) and personnel hiring monitoring and mitigation measures in case of inequalities



Challenge of acceptance of GEPs from the older generation of employees, highest management and directly subordinate management level, department heads

CHANGE is not needed as in our institute we have many possibilities and freedoms

BBC

BBC has the only female president among all Israeli universities

Gender is already taken into consideration for promotion; when two candidates, a man and a woman, are equally competent, we might prefer the woman. We especially strive to promote Arab women

Adequate representation of different academic ranks, sectors (Arab and Jews) and genders

Most of the employees in BBC are women, although the senior managers are all men (COE and Vice Directors)

The gender issue is taken into consideration in our study programs

There are less women in higher academic ranks

The gender studies program was recently shut down due to lack of applicants

CHANGE is perfectly suited for this organization

It will be difficult to select the operative measures

In all activities include administrative sector as well, where senior managers are men

Raising awareness by introducing the concept of gender equality in various courses, talking about it in personnel meetings or teaching workshops and by the counselling of the GEO

Promote a constant dialogue about the subject throughout our routine work

Talk with colleagues about home-career balance and try to exchange personal experience

Initiate the dialogue carefully and wisely

Initiate cooperative research teams where people will share their resources and will help each other to make academic progress

Informing the personnel about administrative and legal rights and obligations

Activities focused on the Arab sector

Include men in all activities

Diversity in general: women in the Arab sector, religion, politics

Promotion, hiring or tenure rank criteria for female researchers between the ages of 25-45 should account for longer absence - including parenthood, care or military reserve

Gender gaps in the administrative sector
Personal contracts and wage gaps ("equal pay for equal work")

Annual report received from the GEO and presented by the College President*

Emphasis on Arabic women

Half day per week that is paid and enables employees to study*

Candidates, who are unable to go abroad, have the opportunity for additional learning in the country*

Redefinition of the composition of working hours: in addition to the teaching hours, researchers have determined hours when they must be present and contribute to the organization in other domains and be evaluated for it

Monitoring and reporting (e.g. gender gaps in student enrolment 1st – 3rd) and take mitigation measures

Develop a personnel policy, that includes principles as for recruitment, acceptance and vocational development of employees

Higher flexibility in working hours and environment

Parents to young children, whose spouse doesn't get this benefit from his/her workplace, are entitled to work an hour less each day*

Few evening events*

Flexible working hours and the possibility of using the accumulated extra working hours*

Events for children and employees*



5.2.3 Organizational feedback from the interviews

5.2.3.1 University of Aveiro (UAVR), Portugal

The University of Aveiro (UAVR) is a highly regarded institution of research led education, constituted by university departments, research units, polytechnic schools, interface units, and a vocational education network.

All in all, nine officials were interviewed: six women and three men. Most of them are senior in their current positions. Six out of nine have high-ranking administrative positions, such as heads and current (past) vice-rectors.

Meaningful citations:

“I do not believe there is gender discrimination, and don’t even like that word”
(female)

“Speaking aesthetically, women may not feel comfortable in going back to work or starting a new job in the first year after having a child” (female)

“The biggest impediment for the development of an international, solid and swift career for women is indeed maternity.” (female)

“I have been here a long time, but I remember that our office was a place where after lunch you would have a drink with your mates and women would go somewhere else”
(female)

“When women empower themselves, they can emerge as leaders.” (female)

“Plan carefully as excellent measures can be clearly perverted ... by an opportunistic minority.” (male)

“Social change is made by a process of slow transformation.” (male)

General overview

Interestingly, all respondents acknowledged that the problem is cultural, generational and that “[women] have been raised to assume a more discrete profile”, “[they] do not show big projects or ambitions”

Luckily, many respondents acknowledge that introduction of changes by establishment of GEPs would put their university in a pioneering position for sensibilization of people to intercultural difference and action. Moreover, some respondents think that the added value of the project is the internationalization and welcome the opportunity of a European-wide comparison.

Most of the interviewees were against quotas and state that “progress should be through merit”. The respondents view that “decision-making should be made in terms of quality, competences, skills, motivation, willingness, results obtained – not taking gender into consideration”. However, some respondents recognize quotas are often “necessary to change mentalities” and are needed “in some sectors” “until balance is achieved” and “there is a reasonable percentage of women at the top of a teaching or research career”. According to some, quotas are acceptable for administrative positions but “in terms of academic work [teaching and research], skills and competencies should matter more than gender”.

In terms of actions and activities which would be initiated through the CHANGE project, respondents had differing views on the establishment of formal bodies. While some suggested a formation of a formal working group, others were explicitly against it. In terms of establishing a gender equality position, the interviewees prefer an

equality/diversity office for gender/diversity sensibilization (including various disabilities). In this case, “the office would need to be central, part of the administration”. Importantly, the interviewees established the need for a top-down support but with the involvement of all departments, including students.

5.2.3.2 University of Žilina (UNIZA), Slovakia

University of Žilina offers public education and independent research and development. It consists of seven faculties, mainly technically oriented (Faculty of Mechanical Engineering, Faculty of Civil Engineering, Faculty of Electrical Engineering, Faculty of Special Engineering, Faculty of Management Science and Education, Faculty of Special Engineering, Faculty of Operation and Economics of Transport and Communications, Faculty of Humanities).

All in all, eighteen officials were interviewed: five women and thirteen men. The vast majority of the respondents (14) represent middle and senior management positions, while three respondents represent highest management positions (dean, vice-dean and vice-rector). One of the respondents is a PhD student.

Meaningful citations:

“If somewhere are any problems [with discrimination], these would be on the level of the failure of an individual.” (female)

“Do we want to support families or career of individuals?” (male)

“Some jobs not suitable for women should be identified”. (male)

“Women sometimes use their „female weapons “”. (male)

“EU should concentrate on other topics.” (male)

“There is a need for order in administration, therefore there are women.” (male)

“Prejudice is less likely to happen if the person is younger.” (male)

“For men this choice seems to be simpler. But I don’t know. Perhaps these male professors discriminate their wives. Because they can’t do their careers.” (male)

“I don’t have a problem with maternity leave. I support it. I just need to know it early to be able to plan the workforce.” (male)

“It’s hard to say who discriminates whom- men women or women men.” (male)

“Dealing with this issue itself means bringing in the discrimination (whether positive or negative) in some way.” (male)

“I don’t think that here any discrimination arises consciously”. (male)

“The exaggerated system interventions can be sometimes at the cost of the quality.” (female)

“The most important thing is the harmonization of the private life. When the person is happy and satisfied, it affects also his/her job.” (female)

“From the rights of nations through rights of children we came over to the rights of women and men on the workplace.” (female)

“Women are not better or worse than me. They just need to have the right conditions.” (female)

“The only way to overcome discrimination is your good professional performance.” (female)

General overview

Gender is rarely mentioned at UNIZA, although it is “included in the collective agreement and working order”. To the respondents’ knowledge, there has been no discrimination at their university and “no barriers for women to progress their career, [in fact] the guidelines and rules are set in a way to avoid any barriers”. Nevertheless, the respondents welcome the CHANGE project and expressed their interest to get indirectly involved in the project by providing contacts for dissemination, networking and exchange of information. The overall perception was that the research teams, hiring committees or organizing committees “should be gender balanced because of the other viewpoints of men and women”.

Respondents also try to offer an answer on why gender gaps are present at the university. In fact, “more girls [seem to] apply for PhD studies, but later the life priorities change and are connected with family”. This is especially present when scientists need to “travel to present [their] achieved results. This is not always possible for women; consequently, they can have great achievements but miss the comparison with the colleagues abroad.”

UNIZA “doesn’t have quotas, therefore it’s hard to assess them and their impact”. However, the respondents would be reluctant to introduce quotas, “as the quality would be excluded”, which can “lead to the discrimination of individuals”. Moreover, since “every institution is specific, [it is hard to] decide about the correct men/women ratio”. Alternatively, quotas could be used at start “but when the ratio would be more balanced, and people will be more aware about [gender], the quotas should be cancelled”. However, “by hiring new skilled people (professors, senior researchers, managers) the number of women would also increase”, except in some male-dominated areas such as “specific security programmes (policemen, soldiers, firemen), [where] there is a need for male models”. Interestingly, they all pointed to the example of where “it is not possible to hire a woman for a role in which heavy loads are needed”. Other situations were mentioned as well, like jobs with high voltage, mining, security, army and the police. Therefore, equality can’t be reached in all professions.

5.2.3.3 National Institute of Biology (NIB), Slovenia

National Institute of Biology (NIB) is the third largest public research institution in the field of natural sciences in Slovenia. The content of research is focused on different areas of biology and medicine. As a growing number of research results are useful also for the economic sector, we collaborate with industries, particularly the pharmaceutical and the food industry.

All in all, seventeen officials were interviewed: fifteen women and two men. Most (eight) of the interviewees are researchers. Three interviewees represent middle/high management (group or department heads) and two interviewees are the current and former director. Finally, a gender-sensitive PhD student was also interviewed.

Meaningful citations:

“An ambitious woman is seen as a negative characteristic”. (female)

“I have personally experienced subtle female envy”. (female)

“Women can be very competitive and tend to be more discriminative between them”.
(male)

“I changed my workplace to avoid any conflict”. (female)

“It is more frequent that gender inequality is in favour of women.” (male)

“I am given more administrative work just because I am a woman.” (female)



“I experienced having lower salary than a man had at the same position, it was a little different but still.” (female)

“This hidden discrimination is present, men prevail in leading positions. There are more reasons. One is the lobby and the other the lack of ambitious women”. (female)

“If you have a leading position, you will not have a family. Your partner’s support is thus very important”. (female)

“If women are aware of their qualities, they can achieve a lot”. (female)

“Since our society is more and more multi-cultural, we need to be careful to not endanger women’s equality, because new cultures are coming with different social values”. (female)

General overview

Some interviewees were reluctant at the idea of having a project such as CHANGE being implemented in the institute “because we are not dealing with social studies neither we are not known of being biased”. However, projects like CHANGE are considered useful “to get more aware of the problematic”. At NIB, gender is usually mentioned when discussing gender-sensitive language (e.g. the employment “contracts [where it is stated] that male form represents both forms”), “when complaining that there are not enough men at the institute”, “informally”, “on a personal level”, e.g. by getting “some comments about [the] personality”, during “holidays and/or celebrations”. There was however an example of positive discrimination, where “one of [the] departments intentionally hired more men for a year or two, because the percentage of female researchers was very high”.

To demonstrate the unconscious bias that is inherently present in many individuals, one respondent reported this story: “a father and his son had a bad car accident. The father died, and the son was taken to the hospital. He had to have a complicated operation and they called an eminent doctor, who said:” I cannot operate him, because he is my son. When I tell this story, everybody starts thinking how is this possible, if the father dies. No one thinks that this eminent doctor is his mother.”

The interviewees openly shared their negative experiences, that were mostly related to the hiring process. Even though the Slovenian legislation forbids this, they were asked “about the maternity leave and other questions (do you have a family, have you arranged for childcare, how many children do you have, etc...)” in “3-4 cases out of 5”. There were examples of a “woman and a man [that] were called for the final selection for a job where they were questioned if they intend to have children and then they chose the male candidate”. Some respondents exposed the discrimination during collaboration “with a student and he wasn’t respecting me, but when he worked with my male colleague his behaviour was clearly different” or “when a young female researcher could not be promoted because her female supervisor wouldn’t allow it, even though she was very good”.

Respondents also sincerely identified two specific situations, which will hopefully be solved (also) with the help of the CHANGE project. (1) The first involves specific individual projects that are financed by the Ministry of Education, Science and Sport and where longer absences (sick leave, childcare) are not considered and “the project will not be on hold for that period, so you will have less time to complete it.” They would like that these (and similar) projects, that are granted to individuals would introduce a financing break for reasons of longer absence where “the project should be “frozen” or on hold, so there



are no deliverables expected”. (2) The second tackles the issue of promotion of researchers, where the criterion in time spent abroad, which can be discriminatory towards women with children. Therefore, the respondents hope “to adjust the conditions for promotion of women regarding the work experience abroad”. Overall, the hope of the interviewees is that CHANGE will help “improve the balance in departments that are now unequal to be more productive”.

GEO “should be someone skilled regarding the topic, a good listener and good at giving advices according to our policies (internal and national regulations)”, “proactive in terms of gender discrimination prevention and other kind of discrimination (age, religion, etc...) and highly skilled on ethical issues”. “[This position] could also serve other institutes, but it depends if people want someone familiar or not. It also depends on the amount of work and finances”. The GEO “should not be influenced by institute’s management, but should be independent”. However, in the absence of a GEO, the respondents “would first go to the HR office to ask about rights regarding working hours, sharing maternity leave with the partner, work at home, etc... Also the Trade Union representative could help”. GEO could also be in the “informal networking” format or “be a position of honour, represented by a senior researcher or someone at a leading position. This would not be a paid function” as there are “already too many administrative employees and there is no [source of] financing for this position”. Alternatively, the GEO could be “a psychologist, not employed at NIB” but paid by the institute for part-time and is available for discussions on “gender issues, burnout...”.

5.2.3.4 Fraunhofer Institute (IFAM), Germany

The Fraunhofer Gesellschaft zur Förderung der Angewandten Forschung and its Fraunhofer Institute for Manufacturing Technology and Advanced Materials (IFAM) is a recognised non-profit research organisation undertaking applied research in future-oriented projects with the aim of finding innovative solutions to issues concerning the industrial economy and society in general.

All in all, twelve officials were interviewed: six women and six men. Most of them represent senior management levels (such as managing directors, group leaders and head of administration) in their current positions. Three interviewees represent lower-ranking administrative and scientific positions, such as administrative support, research associate and representative of disabled employees.

Meaningful citations:

“If you don't take it so seriously, you can play with the gender difference and your femininity and resolve difficult situations.” (female)

“I suspect that many women use tears. That is not how it works.” (female)

“[CHANGE] has something of a hype, the problem: everything that gets pushed like a hype also fades away quickly.” (male)

“One should not be forced to change one's personality (playing the role of power) and interests (wanting to have free time capacity for family) only to get a higher position.” (female)

“Women are not afraid, men are just more intrusive.” (male)

“I would advise a woman and a man to do the same: to qualify, to dare.” (male)

“However, it is a pity that a project like CHANGE is even necessary.” (male)

“There are differences between women and men and I think they should not be equalized, but rather used.” (female)



“Men must be sensitised, and women strengthened.” (female)

General overview

Interestingly, most of the interviewees felt like gender equality is taken care of, especially due to the presence of the gender equality officer. Some “don't notice anything where we need it”, since there is good “compatibility of work and family”. Respondents also agree that equality officers should not be elected by women only. They feel that “by cultivating a culture of mutual esteem, the topic of gender is approached much more openly and unconsciously automatically”. Finally, the interviewees acknowledge a variety of existing benefits, which might not be known to all and implemented due to “a huge communication deficit”. However, the benefits should not support women only as “the men feel disadvantaged” and “the work is quickly devalued”. The respondents feel the “institute management is open to finding solutions together”.

Interviewees thought that gender should be considered for hiring, maybe in a “two-stage application process. First considering expertise and experiences, including a cover letter to get a feeling for the person. Only in a second step – possibly in the form of an interview the personal details should be disclosed (age, gender).” Some respondents would welcome the exclusion of photographs in the pre-selection phase, while for the others “a photo makes a lot of difference” and can help selecting “someone with a professional profile” if this is needed by the job.

Importantly, the process of gender equality should start “early (at school) to inspire girls and boys equally for technical professions”. “More effort should be invested in the education of teachers and educators.” CHANGE partners will therefore need to establish “a good plan and a good motivation for department heads” and show “clear advantages” the introduction of diversity brings into the working place “- you get better and more capable employees”.

The respondents tackled the issue of childcare and they (female and male) articulated that a childcare / family care model should be introduced with a possibility of a career break for up to 3 years with the possibility of returning to the same position, including the responsibilities.

The respondents clearly welcomed the idea of CHANGE workshops but suggested that the results would be integrated into the iteration of GEPs that should not represent “a finished concept/product, which nobody wants and needs in the end” but rather “leave it open, that you can still adjust the measures”.

5.2.3.5 Beit Berl College (BBC), Israel

Beit Berl College (BBC), one of Israel’s oldest and largest public colleges, is a multidisciplinary and multicultural leading academic institution in the areas of education, society, and the arts.

All in all, eight officials were interviewed: three women and five men. Most of them are senior in their current positions. Six out of eight interviewees hold a PhD title or are professors.

Meaningful citations:

“Gendered difficulties result mainly from the social role of women as main caregivers, or the challenge women face when they’re required to go abroad for their PhD’s or postdoctoral.” (female)



“Sometimes I didn’t allow myself make too much of a progress. For example, although I was offered to teach in a university, I chose a college, because I was afraid a career in university might interfere with my family duties.” (female)

“Instead of following a competitive, individualistic research approach, we should promote cooperative research that will enable the progress and promotion of more women and men.” (female)

“We should act on promoting diversity and equality for all sectors.” (male)

“[Since] gender equality awareness in Beit Berl is very high, action must be taken in a more proactive level towards leading a broader change in society.” (male)

“The responsibility for taking care of the family should be equal between the husband and the wife.” (male)

“We might as well expand the dialogue to include men, and not only women.” (male)

“The key to any change is raising awareness and education.” (male)

“For me gender equality seems so natural and goes without saying that I find it hard to understand why we should still deal with it.” (male)

General overview

Most interviewees pointed out the fact that since Beit Berl College is a teacher training institute, most of its academic as well as administrative personnel are women. Gender gap was detected in the corporate and support sectors as well. “There is a gender gap regarding the higher management level (e.g. COE and Vice Directors) and technical positions which are paid higher as opposed to other administrative positions which are less paid (e.g. IT technicians or electricians who are mostly men as opposed to secretaries or librarians who are mostly women).” Moreover, the respondents identified “a gender gap [for] men who try to make a career progress in the Education Faculty, since most qualified candidates are women”. These gender gaps justify further examination and research for us to better understand its reasons and to apply active measures for their reduction.

Interestingly, some of the respondents were not aware of the existing Gender Equality Officer position at BBC. Nevertheless, the dialogue of gender equality should not be “extreme and aggressive” but rather strive to “raise awareness [and] promote social change”.

The interviewees state that “the issue of gender equality or equality in general is very much in the heart of the institutional agenda, our philosophy and our ethical and social perspective”. They envisage “that gender equality awareness in Beit Berl is very high” and identified “positive “gender-friendly” work conditions of the academic staff which are implemented and enable the employees to a better home-career balance”, such as “long vacations between semesters”. Therefore, as they conclude, “many of our workers work here for a long time, because they feel good, they feel a part of this organization, and they are practically raising their families here”.

Finally, the respondents agreed that the result of the CHANGE project should be to “raise awareness to the gender issue in general”, to “take proactive measures, such as disseminating the gender issue in certain study and training programs and applying management intervention in case of stereotypes or sectoral discrimination, for example between Jews and Arabs or between men and women”. Importantly, we should strive to put “emphasis not only on gender equality but rather on diversity in general”, including

“all kinds of gender” and tackling “challenging issues, such as the Arab sector, religion and politics”.

5.2.4 Workshop and trainings ideas from interviewees

One of the questionnaire questions was targeting the ideas of sensibilization of employees in respective GEP implementing institutions (see also Appendix 8.2):

“During the duration of the project we will conduct 1-day gender trainings for our colleagues (male and female). When do you think it would be the best time for such a workshop?”

The interviewees gave useful feedback on the content and the timing of these trainings that will be organized within the framework of the project. Their suggestions on the content and the timing are organized according to the institution of the respondent. This will enable the training organizers to better organize the schedule of the gender trainings. The respondents' ideas on the trainings content, timing and the inclusion of invited attendees (potential supporters of CHANGE and / or individuals on power positions with a possibility for influence thus enabling a better project impact) are presented in Table 6. Generally, the respondents wish to organize the trainings in an inclusive manner, inviting men as well and individuals from all seniority levels (students, technicians, up to highest management). Most of the respondents expressed the interest to organize the trainings more than once. This will allow the training attendees to proactively include feedback, in addition to the knowledge transfer.

The content of the trainings is varied; from introduction of the general terminology (unconscious bias, glass ceiling, sticky floors), to inclusion of motivating examples from successful women, topics on how to improve the communication skills and team work.



Table 6: Suggestions for training content and timing

Content	Duration	When	Who	Allies
UAVR, Portugal				
It has to be a creative thing that can be developed not all at once, but in sequence Exciting content	Half a day	During the period when there is no classes Maybe in the second semester – March, April The end or the beginning of the academic year, or the academic week. In the evening, weekends, even holidays, combining with some kind of social event February Between semesters or in the beginning of the second semester. Student week. Late June. September is very difficult Beginning of the school year, when classes have not started yet. The end of the year is the worst moment	Everyone, students and staff	Rector and the new generation, that think in a different way and have different priorities Interviewees Rectoral team and the directors of departments, but also the employees and at the departmental level. Representatives from all departments People with some power; not only decision-making power, but also the influencers, like associations of employees, who talk to almost everyone in the institution
UNIZA, Slovakia				
Trainings could include social protocol and good behaviour Trainings introduce positive examples and successful women Include the presentation of research results	Twice yearly	January, February September January-March Not at the beginning/end of the semester, not in the state exams/entrance exams period In the examination period (in January or September) In summer Spring or autumn Not at the beginning or at the end of the term - during term January, till the half of February In the middle of the semester Beginning of the June or at the end of August	Include men as well Students and university and faculties management Hiring managers	Female professors (e.g. prof. Dagmar Faktorová, Mrs. Kurilovská) Ethical commission Vice-dean for the educational and pedagogical activities Members of the Academic Senate Vice-dean for development and foreign affairs Vice-deans (they are in contact with common people) HR department UNIZA former rector and current rector and vice-rectors Successful women from technical departments, e.g. Ms. Sventeková Secretaries of individual faculties



				Operational manager
NIB, Slovenia				
Inclusion of gender in experiments (including experimental design)	More than once	Before implementing GEP	Include men as well	Former and current director
Unconscious bias		Later in the project		Heads of departments
Communication		In year 2 or 3 of the project		Well-known scientists
Team work		Second half of the project		Ministries (Education, Science and Sport, Ministry of Labor, Family, Social Affairs and Equal Opportunities)
Present cases of women discrimination while ascending their career in order that people can discuss.		In the middle of the project		Gender-sensitive specialists
		As soon as possible, to be able to include the colleagues' feedback in the GEP		Schools
		A second one later, to be able to present results	Academy of Science and Art	
			Rectors	
			Director of the Slovenian Research Agency	
			Institute management	
			Female researchers at leading positions from other research organizations	
			Biotechnical Faculty	
			Politicians (from the parliament)	
			Ethical committee of National Academy of Science	
IFAM, Germany				
Integrate the staff into the process and give them the opportunity to prepare the contents together	More than once	In the middle or after two thirds of the project duration, so that the project partners can still discuss and the experiences from the workshop can flow into the project	Include men as well	Human resources manager, two other male department heads, group management of further education, the Deputy Equal Opportunity Officer
Turn those affected into those involved		Early in the project		An institute director
Like this interview only in a workshop		A workshop at the beginning and one at the end to check whether expectations have been met		Someone from the executive level
The results can be included in a gender equality plan and its improvement		Before the GEP		The ladies at the reception
Invite people from outside		Somewhere in the middle		Quality manager
Discuss some ideas with the participants and get feedback from them		Before the GEP and afterwards		Institute directors
			Personnel development coordinator, personnel manager	

	<p>In the second half of the project (use the first half to collect data and first ideas)</p> <p>Not at the end</p> <p>One year after the start</p> <p>Two workshops: the first after a third of the duration, the second third or at the end, because many are certainly interested in what came out of it</p>	<p>Leader of the education centre</p> <p>Works council, work safety</p> <p>Head of administration</p> <p>Works council</p> <p>Branch managers</p> <p>Employees in the technical centre</p>
BBC, Israel		
<p>Emphasis on the broader perspective of gender (including Arab, Haredi or Mizrahi sectors), gender and tolerance, gender and manners, gender and power relationships, all kinds of genders (heterosexual, gay, transgenders) and accepting diversity in general</p> <p>Raise awareness</p>		<p>Teachers, students, youth</p> <p>COE and Vice Directors</p> <p>Deans and the senior forums of both the academic and the administrative sectors</p> <p>Students Union</p>



6 DISCUSSION

The interviews were not conducted with gender specialists; therefore the interviewees' answers represent evidence on how gender reflexive individual interviewees are. Since their reflexivity is very different between CHANGE institutions (and even within them), we have confirmation that *tailor-made GEPs are needed for efficient implementation of sustainable changes within CHANGE.*

Many of the respondents represent middle and high management levels, therefore the interviews also represent:

1. The first awareness raising step for the decision-makers within each CHANGE institution;
2. An easy mechanism for immediate feedback which is necessary for T3.1 (Task 3.1: Institutional gender benchmarking: situation of women and structural barriers for women in all involved organisations)

Awareness raising is needed for a discourse on gender pay gap

In March 2018, Eurostat published the Gender pay gap statistics report² showing that the average gender pay gap is around 16 % (difference between average gross hourly earnings of male and female employees). However, the situation is more critical for CHANGE organizations, except Slovenia, where gender pay gap (7 %) is below European average. In Portugal, Slovakia and Germany, the gender pay gap is above 17 % (the highest being Germany with a difference of over 20 %). Among CHANGE organizations, Israel has the highest gender pay gap (over 23 % based on the OECD report³). According to Eurostat, The gender pay gap is generally much lower for new labour market entrants and tends to widen with age, possibly as a result of the career interruptions women experience during their working life².

Interestingly, only one respondent from IFAM and one from BBC tackled the issue of gender pay gap / equal pay for equal work. Therefore, the awareness raising and data collection (either institutionally or nationally) is essential for confirmation of the existing inequalities which might lead to change.

There is lack of information concerning the importance of gender in research content

The three objectives of the European Commission's strategy on gender equality in research and innovation policy are:

1. fostering equality in scientific careers;
2. ensuring gender balance in decision-making processes and bodies;
3. integrating the gender dimension in research and innovation content.

Integrating a gender dimension in research and innovation content and in teaching opens new horizons and creates new knowledge (Gender equality in academia and research, EIGE, 2016). Moreover, an increasing part of research is directly interested in producing added value in terms of products, services and policy delivery. Therefore, building

² [Gender pay gap statistics, Eurostat](#)

³ [Gender Wage Gap in Israel Among Highest in the West](#)



gender-balanced teams, securing gender expertise and adopting a gender perspective in implementing and disseminating research work can bring specific benefits (Gender equality in academia and research, EIGE, 2016). One of the best resources of gender in research content is Gendered Innovations website (<https://genderedinnovations.stanford.edu/>), presenting many cases of efficient use methods and case studies of sex and gender analysis to create new knowledge. An impressive example from the Gendered Innovations website is presented below:

Between 1997 and 2000, 10 drugs were withdrawn from the U.S. market because of life-threatening health effects. Eight of these posed “greater health risks for women than for men.” Not only did these drugs cost billions of dollars to develop, but when they failed, they caused death and human suffering. We can’t afford to get the research wrong.

One reason drugs fail—and fail more often for women—is that, oddly enough, most research is still done in males, whether human, animal, or cells and tissues.

One of the important short-term action during CHANGE should therefore be the organization of workshops where efficient real-life examples of inclusion of sex and gender into research content would be presented. Not surprisingly, this was proposed by interviewees from NIB. NIB as a life sciences institute, has employees that are in general more aware of the importance of inclusion of gender into research content than e.g. employees with a technical background who can’t relate to gender in research content in terms of their personal research area (Figure 9).

Towards structural change

In order to introduce change, there are three approaches to gender equality taken by policy makers, institutional administrators, scientists and engineers (Schiebinger and Schraudner, 2011):

1. fixing the numbers of women in science, medicine, and engineering;
2. fixing research institutions by removing barriers and transforming structures;
3. fixing knowledge by incorporating gender analysis into basic and applied research.

As the authors point out, all three approaches are necessary for gendered innovations: it is important to point out, however, that increasing women’s participation in science and engineering will not be successful without restructuring institutions and incorporating gender analysis into research. Hence, since fixing on the women (and their numbers in science alone) has not brought gender equality, we should stop fixing the women and focus on fixing institutions and knowledge instead. Therefore, the short-term activities within CHANGE will help to raise awareness and fight unconscious bias, in order to help people in charge understand that the way to reach gender equality is structural change.

CHANGE: from words to action

Most respondents gave suggestions that will be included in the GEP revisions and finalization of tailor-made GEPs. These will need careful planning of activities, their actions and will need measurable goals that will help monitoring the GEP execution and



help achieve the sustainability of CHANGE. Through the interviews it became apparent that we have to introduce gender knowledge into the organisations, raise awareness, reduce gender myths and unconscious bias.

7 CONCLUSION

Quantitative gender benchmarking was done first in the project preparation stage. This second data collection had more questions that were structured. However, due to data protection privacy, not all questions were answered by all organizations (e.g. salaries, yearly absence of employees, project coordination data).

These quantitative data collections are useful for “setting the scene” for awareness raising campaigns. Moreover, as suggested by many respondents during the interviews, these data collections should be done regularly and presented to the staff.

Ideally, the quantitative data analysis should be repeated towards the end of the project in order to measure possible effects of CHANGE.

Similarly, as suggested by many respondents, interviews that provided qualitative data should be repeated towards the project, with the same people, to detect the overall change of atmosphere and perspective. However, some changes in methodology were suggested due to the fear that the interviewees’ sample was not random/ representative (a lot of respondents are employed on top management positions). But since the overall aim of the project is to initialize a change within the decision-making process and staff, these interviews were (partly) targeting the senior level positions to (i) get their feedback and (ii) raise awareness about the project and gain confidence and support for the project. To balance the respondents, some interviewees that are not part of the top positions were selected as well.

In general, the exercise of interviewing selected staff members was positive. However, sometimes the conversations were different after switching off the microphone. The general sense was that many respondents had an internal struggle between “what is expected / the right thing for me to say” - loyalty and the truth.

Interestingly, many respondents recognize that the problematic is wider and goes beyond gender; there are differences in seniority levels. In order to initialize change, the project should and will target all seniority classes (from PhD students to top management).

Respondents and CHANGE consortium members agree that open discussions during the project are necessary to establish CHANGE. These discussions will be initialized through some of these listed activities: awareness raising trainings, seminars, informal gatherings that will create a sense of hope, visits from eminent scientists, anonymous surveys, establishment of future leadership programmes.



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9 APPENDIX

9.1 QUANTITATIVE ANALYSIS TABLE

Organization				
STRUCTURE	No. women	No. men	No. other	Percentage (if applicable)
Number of employees				
Current PhD students (if applicable)				
PhD students in the last 10 years				
PhD graduation in the last 10 years				
People that graduated (PhD) and remained at the organization				
Research staff				
Permanent contracts				
Part-time contracts				
Tenured positions				
Professors (if applicable)				
Employees with high-school degree or less				
Their average pay				
Administrative workers				
Their average pay				
Technicians				
Their average pay				
PhD students				
Their average pay				
Project coordinators in the last 5 years				
Employees, returning from abroad/overseas				
Employees that have [organization] as their first job				
Maternity leave in last 5 years				
Yearly absence [in days]				
WORKING ARRANGEMENTS	No. women	No. men	No. other	Percentage (if applicable)
Flexible working hours				
Work from home (at least once in the last 12 months)				
Part-time work				
Unpaid leave				
Representation on decision making committees	no. of committees			
	Name and tasks of this committee	No. women	No. men	No. other
Former and current directors (deans)	/			
Management board				
Scientific Council				
...committee 3				
<i>If necessary please add more lines for the committees</i>				



9.2 INTERVIEW SUMMARIES (QUALITATIVE DATA)

COUNTRY:

Interviewee No: 1

Interviewee gender:

NATIONAL CONTEXT
Present to the interviewees the national data from the SHE figures or other national and also institutional statistics, which prove a gender gap. And based on this you could discuss possible interventions, like: if gender gap was proven to be the case for our institution, how could we prevent this?
<i>[Enter the transcribed text in English here]</i>
INSTITUTIONAL CONTEXT
Could you please tell us a bit about your positions and responsibilities here in the organization?
<i>[Enter the transcribed text in English here]</i>
On which occasions is gender taken into consideration / mentioned in your organization?
<i>[Enter the transcribed text in English here]</i>
When you first heard about the CHANGE project, what were your initial thoughts?
<i>[Enter the transcribed text in English here]</i>
The EC sees an importance in GEPs for pursuing structural change in research performing organisations towards gender equal work places. Which institutional areas do you consider as most important for action?
<i>[Enter the transcribed text in English here]</i>
How could we initialize the dialogue on gender equality in our institution? What is important (on a structural, individual or legislative level) to progress according to your opinion?
<i>[Enter the transcribed text in English here]</i>
(THIS IS A QUESTION FOR THE GENDER-SENSITIVE PERSON YOU WILL INTERVIEW, OTHER INTERVIEWEES CAN ANSWER IT IF THEY WANT): How could we learn more about gender discrimination at our institution?
<i>[Enter the transcribed text in English here]</i>
MANAGEMENT PROCESSES
Have you ever observed gendered difficulties for staff members who try ascending their career? If yes, what kind of obstacles do you remember?
<i>[Enter the transcribed text in English here]</i>
Have you ever PERSONALLY experienced any gender inequalities in your professional career?
<i>[Enter the transcribed text in English here]</i>

<p>What do you think that can be done to promote women progress in their career (or to avoid the obstacles previously identified)? Should gender be considered for promotion?</p>
<p><i>[Enter the transcribed text in English here]</i></p>
<p>Do you think gender should be taken into consideration when hiring the candidates or maybe a gender blind system (e.g. hiding the info on name and gender) could be used? How could this be done? Maybe a strategy for hiring could be developed?</p>
<p><i>[Enter the transcribed text in English here]</i></p>
<p>Do you have, or would you consider developing a gender equality position – e.g. gender equality officer position in the institution that could also be a mentor for the needs of our institution or other institutions as well? If yes, could this position be (partly) payed?</p>
<p><i>[Enter the transcribed text in English here]</i></p>
<p style="text-align: center;">SENSIBILIZATION</p>
<p>During the duration of the project we will conduct 1-day gender trainings for our colleagues (male and female). When do you think it would be the best time for such a workshop?</p>
<p><i>[Enter the transcribed text in English here]</i></p>
<p>Do you think gender should be taken into consideration when conducting research (e.g. taking female and male specimens and recording their sex in laboratory analyses)?</p>
<p><i>[Enter the transcribed text in English here]</i></p>
<p style="text-align: center;">IMPLEMENTATION</p>
<p>Where could we as project team face the biggest challenges during the implementation?</p>
<p><i>[Enter the transcribed text in English here]</i></p>
<p>According to your opinion, whom should we try to include as (other) supportive actors/allies?</p>
<p><i>[Enter the transcribed text in English here]</i></p>
<p>What are your expectations and hopes for the CHANGE project with regard to our organization?</p>
<p><i>[Enter the transcribed text in English here]</i></p>
<p>Anything you want to add?</p>
<p><i>[Enter the transcribed text in English here]</i></p>
<p>Additional asked questions:</p>
<p><i>[Enter the transcribed text in English here]</i></p>

9.3 INFORMED CONSENT FORM

PARTICIPANT INFORMATION SHEET

INTERVIEWS ON GENDER EQUALITY IN SCIENCE AND RESEARCH

You are invited to give an interview, which gathers stakeholders' perspectives on the present situation of gender equality in research and academia.

Before the interview will be performed, you will be asked to sign the attached consent form to confirm that you have read this information sheet, and agree to be interviewed.

BACKGROUND

'Responsible Research and Innovation'

The Horizon 2020 Specific Programme describes the aim of 'Science with and for Society' activities as follows: "The aim is to build effective cooperation between science and society, to recruit new talent for science and to pair scientific excellence with social awareness and responsibility". This statement highlights that scientific excellence can no longer be seen detached from a responsible and social aware institutional culture, which regards gender and diversity as differentiating factors but as sources for inclusive and innovative science to overcome the current societal and grand challenges within the European Union.

By defining, designing and implementing tailored gender equality plans in research performing organisations, and multiplying the impact by including further stakeholders from research funding organisations, projects like CHANGE contribute to the institutionalisation of gender equality in European science and research. CHANGE includes actions and measures to pro-actively address the three major objectives asked for by the European Union:

1. Removing barriers to the recruitment, retention and career progression of female researchers;
2. Addressing gender imbalances in decision making processes;
3. Strengthening the gender dimension in research programmes.

The CHANGE project

The project **'CHANGE – CHAlleNging Gender (In)Equality in science and research'** (<http://change-h2020.eu>) is funded within the European Union's Framework Programme for Research and Innovation (Horizon 2020), and runs from 2018 to 2022. It is carried out by a consortium including 7 [institutions](#)⁴ from Austria, Germany, Israel, Portugal, Slovakia, and Slovenia.

The main aim of CHANGE is to *support research performing organisations (RPOs) to design and implement gender equality plans*. This will be achieved by involving key actors, called *Transfer Agents (TAs)*, within each organisation who will together with the core consortium partners transmit co-produced gender equality knowledge inside their institutions. This innovative approach will ensure the *promotion and sustainable*

⁴ IFZ (Austria; coordination of the project), Rheinisch-Westfälische Technische Hochschule Aachen (Germany), Universidade De Aveiro (Portugal), Zilinska Univerzita V Ziline (Slovakia), Nacionalni Institut za Biologijo (Slovenia), Fraunhofer Gesellschaft Zur Foerderung der Angewandten Forschung E.V. (Germany), Beit Berl College (Israel)

institutionalisation of the gender equality action plans beyond the project duration. Furthermore, through mutual learning and networking CHANGE will enable partners to become resource centres skilled to provide gender equality knowledge and expertise to other RPOs and also RFOs (research funding organisations). With such a co-production of knowledge approach and by building *communities of practice* among RPOs in each participating region, support and mentorship structures will be established and work even after the project is finished. Regular inclusion and exchange with national and European stakeholders (policy makers, researchers, ministries etc.) ensures a spill-over effect of CHANGE results to other RPOs and RFOs in their respective countries as well as with other ministries all over Europe. As one of many results, CHANGE will produce policy papers based on this strategic stakeholder involvement including actual policy makers and relevant stakeholders in the policy paper production. With this approach we aim at closing the research-to-action gap, respectively the theory-to-practice gap. Thus CHANGE contributes to a *structural change towards gender equality in the European Research Area* by stimulating institutional cultural change towards gender equal work environments in RPOs and fostering the importance of gender dimension inclusive research and innovation programmes in RFOs.

INTERVIEW AND DATA PROCESSING

The interview will take about **30-45 minutes** and will be conducted face to face, over the phone or via Skype.

In order to properly capture what you will say, and as a matter of convenience for the analysis we would like to audio record the interview (**no** video record). In case you would like to address something not to be used for the analysis, there will be the opportunity to stop the record any time during the interview. Your answers will be transcribed, and you will be given the chance to review the transcript of this interview for amendments, if you wish to do so. Your answers will be treated confidentially, and will be generally integrated with other respondents' answers in the analysis so that a personal identification will not be possible. However, your sectoral affiliation might be mentioned in reporting a citation, e.g. "an interviewee, working at a university, mentioned that ...".

The information provided in the interview will be used anonymously for publicly available project reports, and for related scientific publications. It will only be used for this research project, and will not further be used for other purposes, unless you explicitly agree. Personal details and institutional identification will be kept confidential in any documents that may be produced using the data.

If you agree, personal data consisting of the interviewee's name, affiliation and contact details will be included in a contact list, which will be used for the project's dissemination activities (e.g. news, announcements), and for invitations to further project activities (e.g. workshops, networking events). Data will only be used for CHANGE, and will not be made accessible to third parties.

DATA STORAGE

Audio records will be saved on secure servers at the National Institute of Biology, not shared within the consortium, and deleted after the final versions of transcripts are available. The transcripts will also be stored electronically on secure servers at the National Institute of Biology. The translated – English – summarised versions of your interview will only be accessible for project team members directly engaged in the

corresponding research work. Interviewees' names will be encrypted in the translated files.

At any time you may withdraw from the study and have any information, you may have provided, deleted. This also applies for the use of your personal data. However, data which have been already processed and published can further be used for this project.

If you agree to be interviewed, we ask you to please fill in the attached form for informed consent prior to the interview, and send the signed form electronically or as hard copy to:

Dr. Ana Rotter

National Institute of Biology

Marine Biology Station

Fornace 41, 6330 Piran

ana.rotter@nib.si

Should you have any questions regarding the purpose and design of this research and/or the interviewing process, or if you decide to withdraw from the research at a later stage, please contact dr. Ana Rotter (ana.rotter@nib.si).

Thank you very much for your time and effort!

Best regards,

Dr. Ana Rotter

on behalf of the CHANGE team



ANNEX: INFORMED CONSENT FORM

Research project title: CHANGE – CHAlleNging Gender (In)Equality in science and research

Interviewer's

name: _____

In signing this consent form I confirm that (please circle):

I have read the Participant Information Sheet (invitation to be interviewed) and the nature and purpose of the research has been explained to me.	YES	NO
I have had the opportunity to ask questions.	YES	NO
I understand the purpose of the project and my involvement in it.	YES	NO
I understand that I may withdraw from the project by means of a written notification to the contact indicated below at any stage and that this will not affect my status now or in the future.	YES	NO
I agree that for the purpose of implementing the CHANGE project, my personal data, including an audio recording of the interview, will be processed. I am aware that personal data will be sent to third parties solely upon my personal consent.	YES	NO
I agree that my personal information (name, organization and contact) will be stored in a list that will be used exclusively for the dissemination activities of the project (e.g. news, announcements) and for sending invitations to participate in workshops and networking events. I am aware that the data will be used exclusively for the purposes of the CHANGE project and will not be accessible to third parties.	YES	NO
I understand that while information gained during the study may be published, I will not be identified and my personal data will remain confidential.	YES	NO
I understand that data will be stored electronically for the maximum period of seven years after publication.	YES	NO
I am aware that I can request access to, correction, deletion or restriction of processing of personal data, or I can object to the processing and transfer of personal data, by sending a written notification to the address Ana Rotter, Fornace 41, 6330 Piran or an e-mail address to ana.rotter@nib.si and that I can file a complaint with the supervising authority if I believe that the processing of personal data is in breach of the General Data Protection Regulation.	YES	NO



Any concerns about the study?

If you have any concerns or complaints about your rights as a research participant and/or your experiences while participating in this study these should be addressed to Ana Rotter (ana.rotter@nib.si). If the matter remains unresolved, please contact the the project coordinator Dr. Anita Thaler, IFZ (anita.thaler@ifz.at).

Signed (Interviewee)

Print name **Date**