



# Redesigning Equality and Scientific Excellence Together



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RESET aims to address the challenge of Gender Equality in Research Institutions in a diversity perspective, with the objective to design and implement a user-centered, impact-driven and inclusive vision of scientific excellence.

## Consortium partners





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# **Joint roadmap on establishing institutional frameworks for recruitment and career promotion towards equality, diversity and scientific excellence**



## Document Information

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## D6.1 Joint roadmap on establishing institutional standards and frameworks for recruitment and career promotion towards equality, diversity and scientific excellence

*This document may change without notice.*

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## Abbreviations

<b>AUTH</b>	Aristotle University of Thessaloniki (GR)
<b>EIGE</b>	European Institute for Gender Equality
<b>EU</b>	European Union
<b>ERA</b>	European Research Area
<b>ERC</b>	European Research Council
<b>GE</b>	Gender Equality
<b>GEAR</b>	Gender Equality in Academia and Research
<b>GEB</b>	Gender Equality Board
<b>GEP</b>	Gender Equality Plan
<b>HEI</b>	Higher Education Institution
<b>HR</b>	Human Resources
<b>HRS4R</b>	Human Resources Strategy for Researchers
<b>RUB</b>	Ruhr University Bochum (Germany)
<b>SDG</b>	Sustainable Development Goal
<b>SE</b>	Scientific Excellence
<b>STEM</b>	Sciences, Technologies, Engineering, Mathematics
<b>TM</b>	Top management
<b>UBX</b>	University of Bordeaux (France)
<b>UŁ</b>	University of Łódź (Poland)
<b>UOULU</b>	University of Oulu (Finland)
<b>U.Porto</b>	University of Porto (Portugal)
<b>WLB</b>	Work-Life Balance



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## Executive Summary

This **joint roadmap on establishing institutional standards and frameworks for recruitment and career promotion towards equality, diversity and scientific excellence** was prepared by the University of Bordeaux as a part of **Work Package 6 - Act upon governance and upgrade existing excellence policy towards greater inclusiveness**. The aim of WP6 is to reflect and co-design new institutional processes of governance in collaboration between our seven universities<sup>1</sup> for a common enlarged and more inclusive definition of scientific excellence. Its purpose is to develop and adopt institutional practices and frameworks of recruitment, career progression, work-life balance and excellent research schemes towards equality and diversity.

This document is an output of **Task 6.1 - Co-designing refined policies and practices for recruitment and career promotion, to achieve equality and diversity for scientific excellence**. It recollects recommendations and actions taken by the RESET GEBs network and other higher education institutions, redesigned regulation frameworks and adjusted procedures at project-scale, framing recruitments and promotion to ensure equality and diversity according to the RESET's definition of Scientific Excellence. The roadmap is articulated with **D6.5 - Joint statement of top management of the seven RESET institutions on their engagement for equality, diversity and excellence in research**. The structure of the document is composed of a part A - contextualization of the roadmap, and a part B - the roadmap with objectives, recommendations and examples of good practices.

This roadmap represents a token of engagement supported by the collaboration of institutional stakeholders (members of GEBs and participants of the co-design sessions on recruitment, career advancement and work-life balance), and integrates results of a literature and data review.

This roadmap has to be tailored to each particular institutional context. It aims at supporting universities in the implementation of good practices for recruitment and career advancement towards more equality and diversity. This tool is to be shared with any institutional or policy stakeholders who have a role to play in recruitment and career advancement processes.

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<sup>1</sup> University of Bordeaux, University of Łódź, Aristotle University of Thessaloniki, University of Porto, University of Oulu, Ruhr University Bochum, Sciences Po.



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## 1. Introduction to the roadmap

### 1.1 What is a roadmap?

A roadmap is an analysis of possible pathways to achieve an objective. It is usually defined as a plan or strategy to achieve a specific goal, and relies on a diagnosis of a current situation, presentation of goals to achieve, and possible related tasks.

This roadmap presents both general engagement of RESET institutions and some elements that could be helpful for other universities if tailored to the unique social, economic and political context. It identifies recommendations in order to adjust recruitment and management practices within the perspective of equality, diversity and scientific excellence.

**The roadmap on establishing institutional standards and frameworks for recruitment and career promotion towards equality, diversity and scientific excellence** is a token of engagement shared by the RESET consortium members<sup>2</sup>, built in a co-design perspective and from the experience of different higher education institutions (HEIs). It is an instrument **to settle universities' commitment** for more inclusivity and diversity in recruitment and career advancement. It will encourage the promotion and alignment of our institutions' human resources policy and practices to RESET's definition of scientific excellence as well as to the ambitions of the European Research Area (ERA) and the Human Resources Strategy for Researchers (HRS4R).

### 1.2 Structure of the roadmap

To make the roadmap as useful and convenient as possible, this document is composed of an introduction and two main parts. After an introductory chapter about the aim and methodology of the RESET project, we define the main concepts that drove the elaboration of this document (scientific excellence, gender equality, gender mainstreaming, diversity, and intersectionality), and present its principles. Part A provides a contextualization of the document. The first chapter of this part relies on the literature review and consists of a presentation of the European Union's and local RESET partner-universities contexts in terms of occupational equality. Two main elements are presented: vertical segregation and horizontal segregation.

**Part B** can be disseminated as a separate tool - the roadmap itself. It starts with the presentation of the main objectives of the document, and continues with a series of 9 recommendations divided into three areas of intervention: recruitment, career advancement, access to decision-making positions. Those areas are central in the RESET methodology, since they are included in the Gender Equality Plans developed at four institutions (UBx, U.Porto, UŁ and AUTH). They are also part of the recommendations of Horizon Europe for the elaboration of GEPs (European Commission, 2021a). There is a specific goal identified for each of the areas, which is

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<sup>2</sup> University of Bordeaux, University of Łódź, Aristotle University of Thessaloniki, University of Porto, University of Oulu, Ruhr University Bochum and Sciences Po Paris.

followed by recommendations listed to achieve them. Each recommendation contains some operational steps to produce structural and cultural change of institutional procedures towards more equality, diversity and scientific excellence. Some additional examples of practices, applied by RESET universities' and other HEIs are presented and detailed in the annex 1. Finally, in the conclusion, we draw our vision of the main expected impacts of this document.

In the process of development of the structure and content of this roadmap, we took inspiration from the following sources:

- The Roadmap for Open Science of the Office of the Chief of the Science Advisor of Canada (2020);
- The UK Government's Roadmap - "Gender Equality at every stage: a roadmap for change" (2019);
- The EU Commission's Roadmap for equality between women and men (2006);
- GEPs of other universities;
- Recommendations of the European Institute for Gender Equality - namely the GEAR tool;
- Actions of sister project<sup>3</sup> (CALIPER, SPEAR, UniSAFE, LeTSGEPs).

Members of GEBs had the chance to share with local RESET teams some thoughts and suggestions to feed this roadmap.

The aim of this document is to design and implement common standards and frameworks for our institutions to enrich the enactment of the European Research Area (ERA)<sup>4</sup> - by acting in favour of three of its six priorities (European Commission, 2018):

- *Open labour market for researchers* - by progressively implementing common inclusive practices for recruitment and career advancement towards equality, transparency and openness, encouraging career development and international mobility.
- *Gender equality and gender mainstreaming in research* - by fostering scientific excellence and implementing measures in favour of diversity and gender equality in order to avoid the loss of talents, and to enrich research and innovation outputs;
- *International cooperation* - by applying a collaborative approach of sharing good practices and experiences from other HEIs, and valuing open access to resources, such as the GEAR tool. This approach is linked with the will to develop open science and free access to data and scientific knowledge in the ERA.

<sup>3</sup> Projects funded by the European Commission that support the promotion and wide spreading of gender equality in academic environments.

<sup>4</sup> *The European Research Area (ERA) is the ambition to create a single, borderless market for research, innovation and technology across the EU*". European Commission website. Available at [ec.europa.eu/info/research-and-innovation/strategy/strategy-2020-2024/our-digital-future/era\\_en](https://ec.europa.eu/info/research-and-innovation/strategy/strategy-2020-2024/our-digital-future/era_en)

**By following and adapting all recommendations and steps of this roadmap, HEIs will achieve better alignment with the HRS4R and ERA priorities, and will participate in the process of standardisation of institutional human resources practices towards more equality, diversity and scientific excellence.**

### 1.3 How to use this roadmap?

This roadmap is addressed to all personnel of the RESET universities' partners: in particular decision- and policy-makers, HR or related services, and to any internal or external stakeholder, who may play a role in the processes of recruitment or career advancement.

While part A enables better understanding of the context and stakes of occupational equality in the EU and within our institutions, part B focuses on concrete solutions according to RESET particular context and needs. Each area of intervention comprises specific goals and recommendations to achieve. To implement our recommendations, we offer several steps illustrated with examples. They are developed according to the next levels: structural, operational and individual. To implement these steps and recommendations at the local level, the institutional and national context, needs, laws and regulations have to be taken into consideration. Each institution can launch the process depending on its already achieved steps, or try to reach all of them when the context and available resources make it possible.



Figure 1 Structure of the roadmap



## 1.4 The roadmap - an initiative of the RESET project

This roadmap was developed within the framework of the RESET - Redesigning Equality and Scientific Excellence Together project.

**RESET** is a project funded under the Horizon 2020 - Science with and for Society (*SwafS*) call for projects. It aims at promoting gender equality in institutional culture and academic careers, in an intersectional and co-design perspective. The RESET project encourages the participation of all members of the academic community in the development of actions in favour of gender equality, diversity and scientific excellence. Its main objectives are to increase the participation of women in research and innovation, improve their career advancement, move towards a gender balance in decision-making bodies, integrate gender dimension in the content of research, innovation and teaching, and tackle discriminations and gender-based violence in academia.

This document takes inspiration from recommendations and actions undertaken and suggested by the RESET Gender Equality Boards (GEBs). These structures were created to foster change in the RESET universities and to promote and monitor gender equality and diversity in academia. Their members represent different institutional stakeholders, participate in the development of actions in favour of equality and ensure that these initiatives are institutionalised. GEBs are composed of representatives of universities' governance and middle management level, experts in equality policies as well as of all relevant sectors of the institutions. For the purpose of the elaboration of this roadmap, the members were invited to discuss the topics of recruitment and career advancement during local meetings. Additionally, GEBs have an important role to play in the elaboration and implementation of the local GEPs (some of the steps and examples of actions illustrated in this roadmap are mentioned in the GEPs, and their impact will be assessed with the help of monitoring indicators).

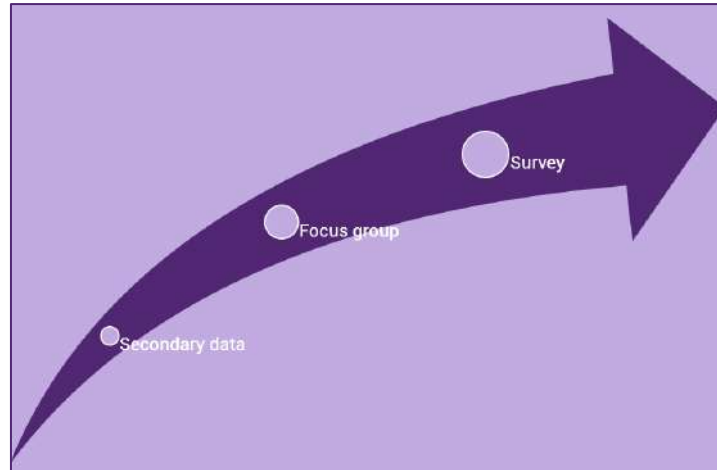
This document is also a result of a collaboration and co-design processes involving various institutional stakeholders within seven partner universities of RESET:

- **Gender Equality Plan implementing partners:** University of Bordeaux, Aristotle University of Thessaloniki, University of Łódź and University of Porto.
- **Mentor universities:** University of Oulu and Ruhr University Bochum.
- **Evaluator:** Sciences Po Paris.



### Focus - RESET Methodology

The RESET project elaborated and adopted its own extensive processing methodology in regard to the gender disaggregated and diversity related data.



*Figure 2 : Data collection in the RESET project - a three-phase approach*

This methodology encompassed an audit which relied on four areas of intervention: 1) Recruitment, retention, career progression, including the availability of family-friendly policies; 2) Leadership and decision making; 3) Gender dimension in research and knowledge transfer; and 4) Gender biases and stereotypes, sexism and sexual harassment. The results of this audit integrate analysis of secondary data, as well as findings of a specific RESET survey disseminated at four GEP implementing universities, and local focus groups sessions that gathered various staff members.

Additionally, co-designing sessions were organised with representatives of four GEP implementing institutions and the HR representatives of the UOULU mentor university, and facilitated by RUB and UBx. Those sessions were centred on the topics of recruitment, career advancement, access to decision-making positions, and work-life balance. They enabled sharing of individual or common experiences and good practices.



## 1.5 Main concepts

This roadmap is elaborated taking into account five main concepts that are central to the RESET paradigm - **scientific excellence, gender equality, gender mainstreaming, diversity and intersectionality**.

*Scientific Excellence*, where “excellence” can be defined as exhibiting characteristics that are exceptional (European Association for Quality Assurance in Higher Education, 2014). Yet, achieving the idealist vision of scientific excellence may be seen as an ubiquitous goal in research and innovation. Criteria of excellence are said to be neutral and based on objective indicators - bibliometrics, international mobility, peer review, quotes in journals. However, while reviewing the social conditions that influence the quality of those criteria (gender, age, social class, race, sexual orientation), it may be observed that gender-bias and social inequalities have an impact on our perception of excellence (Van den Brink, Benschop, 2012). Therefore, excellence is the result of gendered social processes (European Commission, 2010).

In general, women and men do not embrace the same career paths due to gender stereotypes and gendered social roles. Parenthood presents one of the most striking examples: interruption of career for maternity leave (often much longer than the paternity one) and the adaptation of working time for caring responsibilities usually produce a bigger impact on women’s careers than on men’s. The influence of this phenomenon in career paths is highlighted in the crossing analysis of gender and age (Larivière, Ni, Gingras et al 2013) that shows the long-term impact of motherhood on the slowdown of career advancement. To answer to the criteria of scientific excellence, it is essential to have time for research, to be productive and available for international mobility - conditions which are usually more difficult to obtain for women, as they dedicate more time to pedagogical and caring duties (Molinier, 2006).

Omnipresence of men in professional academic networks and among gatekeepers - holding strategic hierarchical positioning (Van den Brink, Benschop, 2012) can also explain the underrepresentation of women and minority groups among beneficiaries of the excellence funding schemes. Gatekeeping is a theory developed by Kurt Lewin in the 1940’s that describes influence or access conditions of a particular group of stakeholders to resources and information. In the research area, gatekeeping is mainly represented via networking or strategic hierarchical positioning (members of a selection committee, boards of editors, PhD directors) and is expressed through the allocation of research funding. Since academic and editors’ networks are mainly composed of men from the similar social categories, they are more likely to develop their networking in line with the principle of homosociality - and select those who resemble them more (male fellows) for the allocation of research funding (Husu, de Cheveigné, 2010; Van den Brink, Benschop, 2013).

The RESET project aims at developing a reflexive, inclusive, impact-driven and societally relevant definition of scientific excellence. In order to achieve this objective, it is crucial to review the research, innovation and teaching processes from their beginning, and to design frameworks and procedures for non-discriminatory forms of recruitment and career advancement. One of the objectives of this project is not only to



improve the positions of our institutions within (inter)national rankings - but also to include recognition of academic excellence via promoting equality and diversity in our practices<sup>5</sup> and enable a larger access to excellent research schemes.

**Gender Equality** refers to “the equal rights, responsibilities and opportunities of women and men and girls and boys [...]. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female” (EIGE, Glossary & thesaurus). Gender equality is one of the 17 Sustainable Development Goals (SDGs) set by the United Nations. In line with these SDGs, the EU Gender Equality Strategy 2020-2025 strives for the achievement of a more equal, diverse and inclusive European Union space. European Institute for Gender Equality identifies professional life as one of the seven important domains for GE and integrates its indicators within the Gender Equality Index of the EU countries<sup>6</sup>.

**Gender mainstreaming** consists in the “integration of a gender perspective into the preparation, design, implementation, monitoring and evaluation of policies, regulatory measures and spending programmes, with a view to promoting equality between women and men, and combating discrimination” (“What is gender mainstreaming”, EIGE). This roadmap is anchored to the perspective of gender mainstreaming, as it aims at strengthening equality between individuals by considering gender dimension in the analysis and adjustment of institutional policies and practices.

**Diversity** stands for the “differences in the values, attitudes, cultural perspective, beliefs, ethnic background, sexual orientation, gender identity, skills, knowledge and life experiences of each individual in any group of people” (European Commission, 1998). Diverse working environment enables strategic adaptation of practices and outputs to societal challenges, and is favourable to the well-being of employees, as well as their loyalty to the company (Bereni, 2009). This roadmap aims at adopting an inclusive approach. It consists in integrating and recognizing the place of minority groups in the university community (INVITED, 2019).

**Intersectionality** as a concept was developed by Kimberlly Crenshaw in 1989. It illustrates crossing of multiple factors of discrimination - gender, race, social class - in the analysis of gender inequalities. This approach enables one to take into consideration the complexity of social and power relations, and to offer solutions adapted to all social groups. In this document, it is intended to refer not only to gender, but also to any criteria that can be intersected with it (age, sexual orientation, parenthood, disability, pregnancy). Adding a gender-dimension in the analysis of diversity enables the discovery of subtleties that can give keys to improve societal challenges (European Commission, 2004).

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<sup>5</sup> To know more about our vision of Scientific Excellence, consult the “Joint statement on our engagement for equality, diversity and excellence in research” (RESET, 2022).

<sup>6</sup> EIGE publishes an annual report on gender equality index in the EU and a specific index by country, based on the indicators in the fields of work, money, knowledge, power, time, health and violence. Available at [eige.europa.eu/publications/gender-equality-index-2021-report](https://eige.europa.eu/publications/gender-equality-index-2021-report)





These five concepts are central to the roadmap since they highlight the RESET project's will to change practices and frameworks within the perspective of gender equality and diversity, and develop a more inclusive vision of criteria of scientific excellence.

## 1.6 Principles of the RESET roadmap

This roadmap is driven by several principles that are fundamental in the RESET project and represent the ambitions of the ERA.

The **co-design approach** of the RESET project enables enrichment of reflections on self-practices and provides **support** for the institutions to impulse **institutional and cultural change** towards **equality, diversity** and **scientific excellence**. Drawing on existing practices makes it possible for the users to understand the feasibility of implementation of such measures.

The principles of **inclusion**, societal, scientific and institutional **impacts**, **transparency** and **integrity** are the motors of our engagement. However, it is important to keep in mind the **adaptability** of this roadmap: recommendations have to be tailored to each specific local context.



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# PART A - Contextualization of the roadmap



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## 2. Context for the RESET roadmap

The EU gender equality index<sup>7</sup> scores **68 out of 100 points**. Across the European Union, the areas of **work (71,6)**, **time (64,9)** and **power (55)** have the lowest gender equality indicators. This phenomenon can be observed in all countries of RESET partner universities and highlights relevance for acting towards more occupational equality.

- Indicators of work are about quality of work and participation in working life (employment rate, duration of career).
- Indicators of time refer to caring and social activities and their balance with working life.
- Indicators of power give us data on the gender composition of councils and board members of organisations.

The areas of work and power will be applied in this roadmap to display some good practices and efficient frameworks.

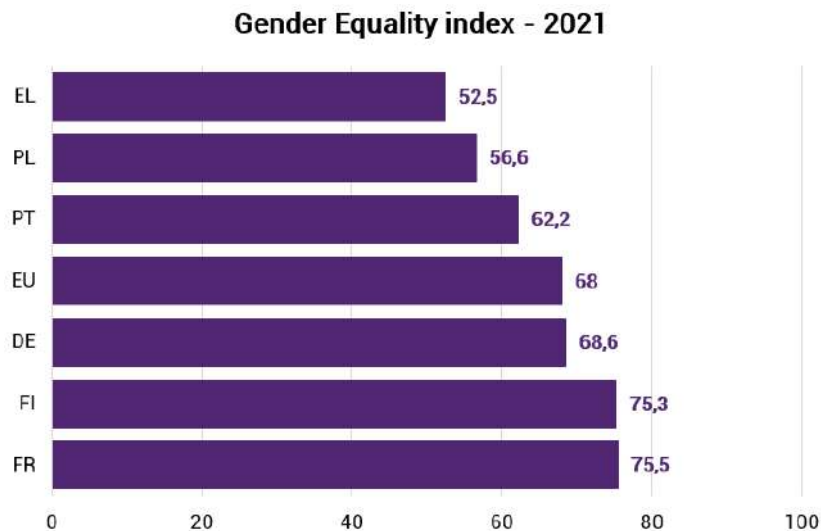


Figure 3: Gender Equality index in the European Union and in RESET countries 2021, EIGE

*Gender inequalities* have been studied for several decades, especially in the EU labour market. They can be defined as the "unequal access to and control over the various material and non-material resources and assets of the society" (EIGE, Glossary & thesaurus).

The first phenomenon highlighted by scholars and observed in the RESET audit is a **gender segregation**, which is manifested by "*differences in patterns of representation of women and men in labour market, public and political life, unpaid domestic work and*

<sup>7</sup> The Gender Equality Index is a tool of EIGE to measure the progress of gender equality in the EU. The index refers to six areas: work, money, knowledge, time, power and health. Available at [eige.europa.eu/gender-equality-index/2021](https://eige.europa.eu/gender-equality-index/2021)



*caring, and in young women's and men's choice of education"* (EIGE, Concepts and definitions).

Men earn generally higher wages than women. It results in a **gender pay gap** - a *"difference between the average gross hourly earnings of female and male employees"* (EIGE, Concepts and definitions). Gender segregation relies on **gender stereotypes**, whose roots come from *"pre-conceived ideas whereby males and females are arbitrarily assigned characteristics and roles determined and limited by their sex"*, resulting from and being the cause of *"deeply engrained attitudes, values, norms and prejudices against women"* (EIGE, Concepts and definitions). Stereotypes are used to justify and maintain the **historical relations of power of men over women** as well as *sexist attitudes which are holding back the advancement of women"* (EIGE, Concepts and definitions). Consequently, gender inequality and its manifestations in the labour market are embedded in social constructions.

Those notions apply to higher education institutions, in which in most of the EU countries the majority of employees are female. Universities, as social places of work and study, do cross several spheres of **power relationships**. Within their diversity of profiles, people working and studying at HEIs are exposed to reproduce certain habits, behaviours and attitudes which can be structurally analysed as social phenomena. Their status in the institution differs according to their gender, ethnicity, social, psychological and physical characteristics, among others.

Even if there is a solid theoretical background related to the development of **intersectionality**, it remains a challenging theory for implementation, especially in the analysis and availability of data. Generally within the EU countries, it is quite difficult to find an integrated approach that will apply to crossing inequalities, or obtaining intersectional statistics. However, one may not forget the fact that each person stands at the intersection of multiple social positions. Despite the lack of availability of a large number of intersectional data, this roadmap targets to embrace the crossing of multiple factors of discrimination and to take diversity into consideration along with gender equality.

In terms of recruitment, career advancement and leadership positions, universities are major actors to guarantee equal opportunities (Times Higher Education, UNESCO, 2022). They are the main channels of production, transfer and dissemination of knowledge and innovation. It is then essential for university community members to be representatives of the diversity of society. According to the Dutch Research Council: *"science with impact requires different perspectives"* (2021). Diversity is then a strength for our institutions and the outputs developed in it.

Inequalities are identified as a brake to sustainable development, considering the fact that *"gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world"* (United Nations, "Sustainable Development Goals: 17 Goals to Transform our World"). Sustainable development would also imply the improvement of lives and prospects of everyone, everywhere, and including all individuals - regardless of their gender or social characteristics.



## 2.1 Underrepresentation of women in leadership and decision-making positions

Underrepresentation of women in leadership and decision-making positions is quite common in the labour market. It is illustrated with the concept of **vertical segregation**. It refers to the "concentration of women and men in different grades, levels of responsibility or positions" (EIGE, Glossary & thesaurus) in the labour market, and especially in academia. Women are under-represented at the top of the professional hierarchy whereas they are over-represented at its bottom (Bettio, Verashchagina, 2009). **Sex stereotypes** "can limit the development of the natural talents and abilities of boys and girls, women and men, their educational and professional experiences as well as life opportunities in general" (EIGE, Glossary & thesaurus). It is then essential to address gender segregation in the access to decision-making positions and career advancement.

In the EU, vertical segregation can be observed from the early beginning of the academic career, where a **gender gap** is noticed between **Bachelor/Master students (55% of women)** and **doctoral students (48% of women)** (European Commission, 2021c).

For instance, this phenomenon is also clearly observable at UBx:

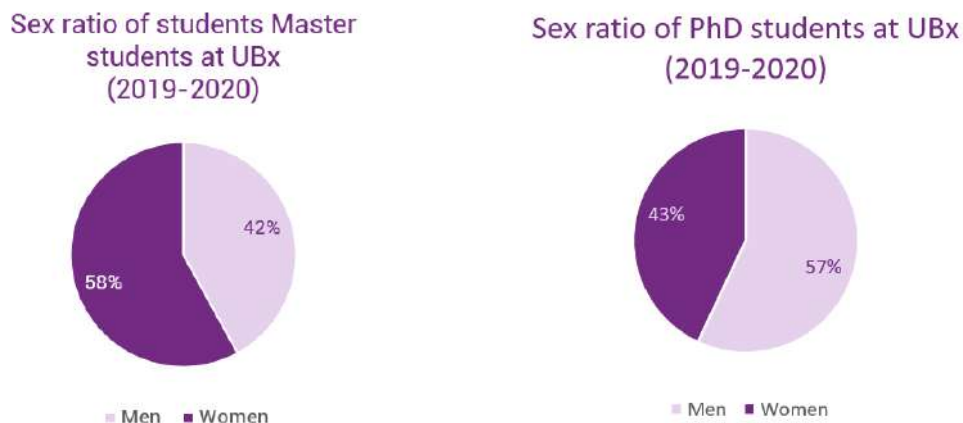


Figure 4: Gender gap between Ma degree and PhD at UBx (2019-2020)

Gender segregation is present within both administrative and academic career paths, and tends to widen as careers progress: the higher the level of responsibility, the lower the ratio of women. This illustrates the metaphor of a "**sticky floor**" (Alper, 1993) used to point out "a discriminatory employment pattern that keeps workers, mainly women, in the lower ranks of the job scale, with low mobility and invisible barriers to career advancement" (EIGE, Glossary & thesaurus).

Women are under-represented at senior levels of higher education institutions (Catalyst, 2017). This phenomenon is reinforced when it comes to leadership positions: they represent only **23,6% of the heads of HEIs** in the EU (European Commission, 2021c). This number shows the persistence of the "**glass ceiling**" phenomenon (Laufer, Fouquet, 2001), defined as "*artificial impediments and invisible barriers that militate against women's access to top decision-making and managerial positions in an organisation, whether public or private and in whatever domain*" (EIGE, Glossary & thesaurus).



Figure 5: Proportion (%) of women among heads of Higher Education Institutions in the EU in 2019, DG R&I Women in Science database

Among all RESET's institutions, only one is governed by a woman - the University of Łódź.



Figure 6: Heads of RESET universities by gender, 2021

In an intersectional perspective, we can also relate under-representation of women in leadership positions with **age**. Women dedicate more time to pedagogical duties (Misra, Lundquist, 2011). Usually, they are more embedded in family duties than men (de Angelis, Grüning, 2020), and more likely to doubt their self-abilities and suffer from gender discriminations, which provokes slower career advancement (Kinahan, Dunne, Cahill, 2021). At the same age, women and men may not have the same scientific productivity and career advancement (Huang, Gates, Sinatra, Barabasi, 2020). This can explain the fact that male employees usually achieve leadership and decision-making positions at a younger age than their female counterparts. As an illustration, multiple respondents to the RESET survey cited age as a major factor of discrimination - namely at AUTH and UBx.

Vertical segregation is illustrated in academia by the phenomenon of **leaky pipeline** (Alper, 1993), that stands for the "*progressive 'evaporation' or disappearance of women as they advance in the career*" (GARCIA, 2015). The graph below displays this concept:



while women represent more than 40% of academic staff in HEIs of the EU-28 (nearly half of the ranks C and D, and 40,3% of rank B), they account only for 26,2% of the rank A staff positions (European Commission, 2021c).

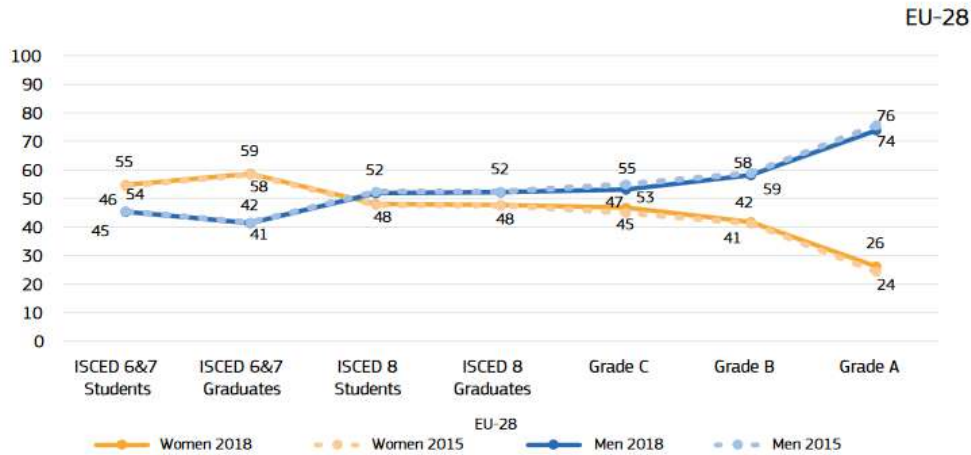


Figure 7: Proportion (%) of men and women in a typical academic career in science and engineering, students and academic staff, EU-28, 2015-2018, She Figures 2021

Women are more likely to work under precarious conditions (9%) than men (7,7%), or in part-time jobs (12,2% of women and 6,7% of men) (European Commission, 2021c). Those conditions make career advancement harder and have a subsequent impact on the gender pay gap.

Those EU-level observations were also identified within the RESET audit: at UBx, U.Porto, UŁ and AUTH. Within these institutions, men achieve higher ranks in terms of salaries and are more likely to be involved in decision-making than women. Even when women are more numerous in a field, the leaky pipeline model presents a tendency where a ratio of women decreases with an increase in the level of responsibilities. The example of U.Porto can illustrate it:

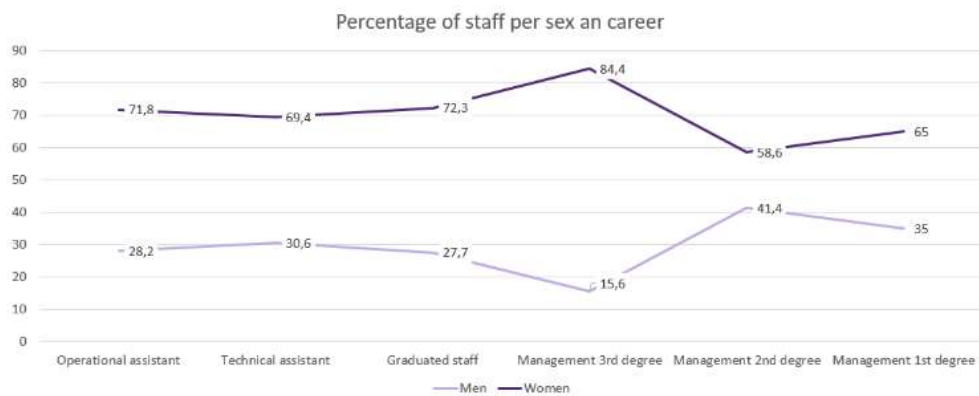
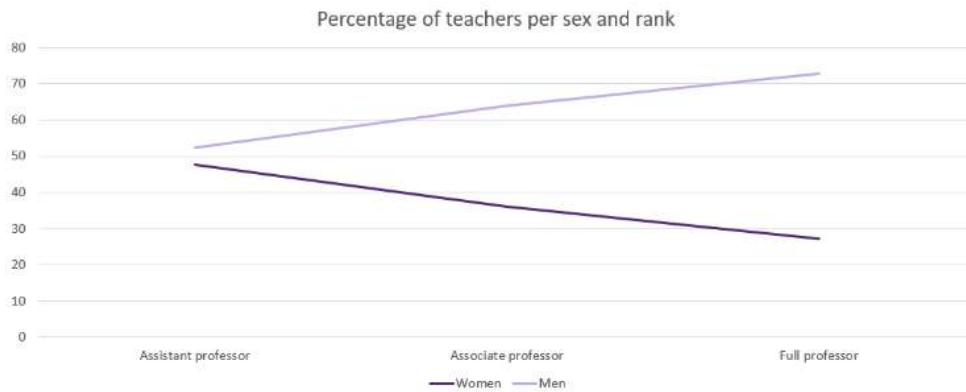


Figure 8: Proportion (%) of men and women per rank among staff at University of Porto, U.Porto local report, 2021



**Figure 9: Proportion (%) of men and women per rank among teachers at University of Porto, U.Porto local report, 2021**

Regardless of the rank, women are always more numerous among administrative staff at RESET institutions. However, their ratio decreases when the rank is higher. The same phenomenon is observed among teachers at U.Porto, where men are the majority, and the gender gap tends to widen with the level of qualification. Concerning seniority, the same increasing inequality is noted: the groups with less service time have a more balanced sex ratio. The proportion of women is decreasing while the length of service time increases.

Along with the survey results, co-design sessions and focus groups carried out in the RESET audit highlighted the fact that women continue to face inequalities in terms of recruitment and career promotion practices and policies all along their professional paths. Even when there is an attempt to change the situation and introduce some specific measures, it may be perceived as a desire to charge them with more responsibilities and/or to make them feel as if they are selected due to their gender. For instance, in scientific fields in which women are under-represented (especially in STEM), they are over-requested to participate in recruitment or decision-making boards in order to respect quotas. If a minimum of 40% of each sex is requested in selection committees and there is only 20% of women in a field, they will be called more often than men. Although parity can be positive for occupational equality, it has to be accompanied with liberty of personal choices (Fraisie, 2002) and adapted to the available resources.

According to the outcomes of RESET co-design sessions, recruitment and decision-making policies lack GE guidelines and measures. Even if no open discriminatory recruitment practices were reported, women face higher risks of being discriminated during the recruitment and promotion procedures considering probable maternity leaves and family obligations. With regard to the absence or under-representation of women in leadership and decision-making positions, women are believed to apply self-censorship at each partner university.



## 2.2 Horizontal segregation - gender distribution within academic fields and sectors

**Horizontal segregation** refers to the "concentration of women and men in different sectors and occupations" (EIGE, Glossary & thesaurus). In practice, men and women are under- or over- represented in professional fields, sectors or occupations. This phenomenon can be explained by **gender stereotypes** (Anker, 1997) that assign different roles to individuals according to their gender.

RESET survey highlighted that discrimination also depends on the local context: at U.Porto, sexual orientation or gender identity are seen as the major discrimination factors; at UBx, it is age and ethnicity and at UŁ, religion is the most observed factor. At AUTH, age, gender and number of years of working experience are seen as major factors for inequalities of treatment.

In HEIs, horizontal segregation is observed within the repartition of scientific fields. Female doctoral graduates comprise the majority of Education (67%), Social Sciences, Journalism and Information (55%) and Arts and Humanities (54%) fields. Male doctoral graduates represent the majority of Information and Communication Technologies (77%) and Engineering, Manufacturing and Construction (72%) (European Commission, 2021c). RESET survey main findings confirm this gender division, with the allocation of areas deemed feminine to women - for example, social sciences, because of their assigned characteristics (being more social, friendly, caring). Gender stereotypes can also explain the same phenomenon within "hard sciences" for men, assumed to be strong, logical and physical. The example of AUTH illustrates well this gendered division of scientific fields:

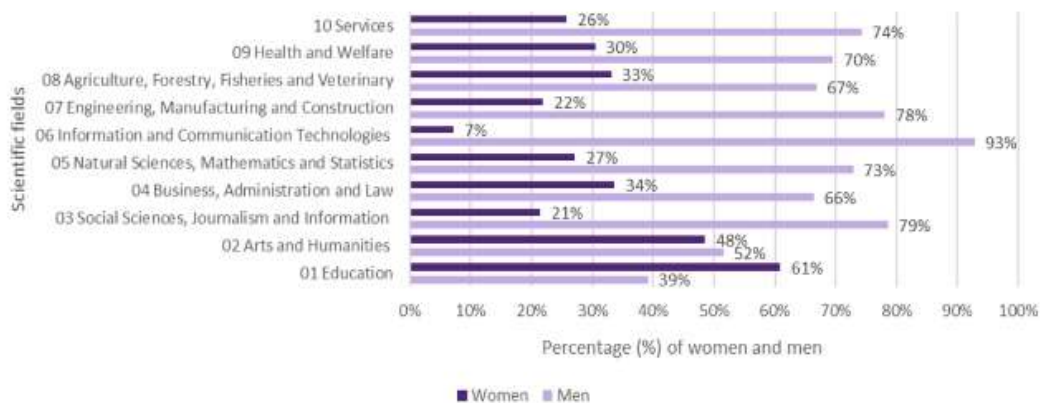
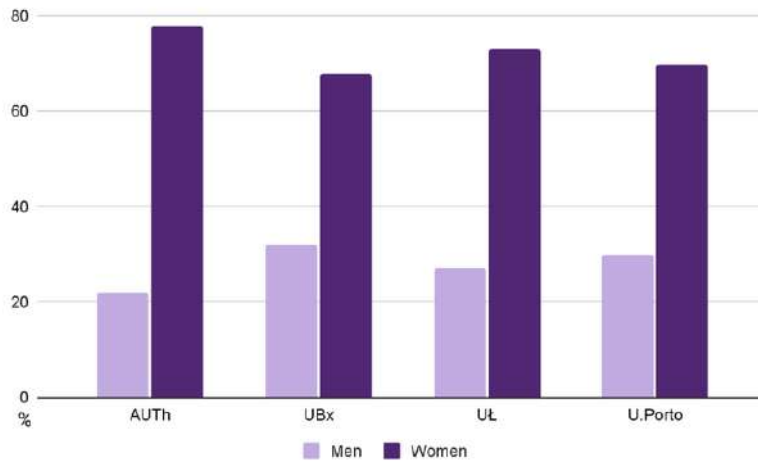


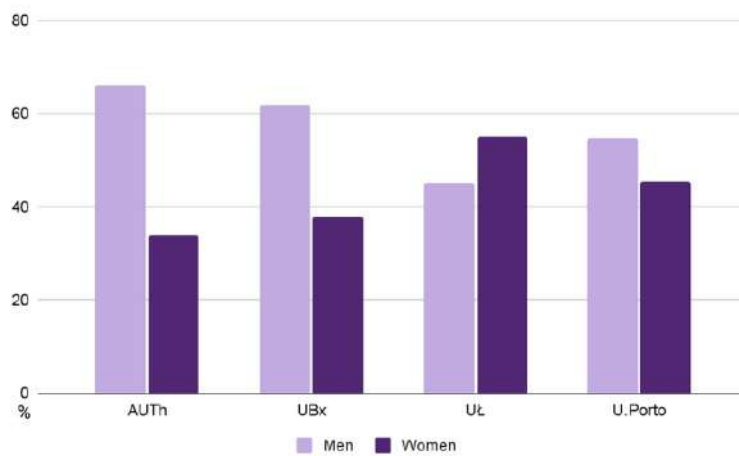
Figure 10: Sex ratio of teachers & researchers' staff at AUTH per scientific field, AUTH local report, 2021

**Gender segregation** according to employment type is marked within the RESET universities, with more than 68% of females among administrative staff.



**Figure 11: Proportion of women among administrative staff at four GEP implementing universities of RESET. Source: RESET GE Survey Data report, 2021**

While women represent more than 40% of the EU-28 researchers in 2018, they constitute between 34% and 60% of teachers, researchers, and teachers-researchers at UBx, U.Porto, UL & AUTH (RESET, 2021b).



**Figure 12: Proportion of women among Academics at four GEP implementing universities of RESET. Source: RESET GE Survey Data report, 2021.**

Through this graph, we understand that UL, has a special situation with a majority of women among academics. They make up for 55% of the total UL's faculty members, outnumbering men within the humanities and social sciences. In exact and experimental sciences women count for approximately 50% of teachers and researchers.

Vertical and horizontal segregation are part of the main expressions of gender inequalities in professional life at the EU level and at the RESET institutions. Those



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## D6.1 Joint roadmap on establishing institutional standards and frameworks for recruitment and career promotion towards equality, diversity and scientific excellence

inequalities are part of the explanation of the gender pay gap, that results in social inequalities. The data presented above highlight the need to adapt practices and frameworks for recruitment and career advancement to contemporary challenges to enhance equality, diversity and excellence.



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D6.1 Joint roadmap on establishing institutional standards and frameworks for recruitment and career promotion towards equality, diversity and scientific excellence

# **PART B - Joint roadmap on establishing institutional standards and frameworks for recruitment and career promotion towards equality, diversity and scientific excellence**



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### 3. Objectives of the roadmap

This document develops recommendations for the implementation of institutional standards and frameworks in favour of occupational gender equality and diversity at three levels:

- **Structural level:** encouraging an institutional change of practices, and the development of concrete procedures and frameworks for application and selection criteria in a perspective of diversity, gender equality and excellence.
- **Operational level:** sharing concrete tools and guidelines to impulse equality in recruitment and career advancement.
- **Individual level:** drawing awareness and training decision-makers and employees in terms of inclusive and equalitarian human resources practices.

This roadmap settles our commitment for more inclusivity in organisational practices. The recommendations given to inspire change are to be tailored to every specific context. This document will be regularly revised and enriched over the RESET project's lifetime as it is part of a reflexive process.

The recommendations outlined in this document are constructed on the outcomes of an in-depth work of benchmarking of existing good practices and through analysis of local situations. It is built having in mind the perspective, values and principles of HRS4R, and its corresponding resources (i.e. the European Charter for Researchers, 2005a), the Code of Conduct for the Recruitment of Researchers (2005b). Therefore, the recommendations of this roadmap follow the obligations of respect of quality, diversity, transparency, integrity and ethics advocated by the European Commission.

In accordance with the co-design approach of RESET, the content of the roadmap was co-designed by a set of institutional and external stakeholders. It is essential not to "do gender equality work in isolation, but [to] keep in contact with other institutions and other bodies working on the same area" (FESTA, 2016, p.10). The free access to information (reports, good practices, videos, handbooks) made possible the enrichment of the content of this document. Increasing opening of data and resources at an international level is an asset for the development of inclusive, qualitative and excellent outputs.

The roadmap of RESET **targets stakeholders working and contributing to policy-making at Higher Education Institutions.**

Three main areas of actions were identified, and for each area, a set of recommendations is presented, depending on common obstacles and existing practices to overcome them. These 9 recommendations are declined in different types of steps - structural, operational and individual. Their order may change according to the recommendation implemented. For each step, one or several actions are developed along with existing examples that can be a starting point for the implementation of local measures. For more details, you can rely on annex 1, that provides a large number of other examples and links to resources.

Even if the roadmap aims at establishing institutional standards and frameworks for recruitment and career promotion only, it is also relevant to include the issue of access to leadership and decision-making positions, which may be considered an achievement in career advancement.

We count on the support of top-management for the dissemination and use of this document. To ensure that measures are adapted and embraced at the institutional level, cultural change has to be coordinated with decision-makers, and stakeholders need to take ownership of it. Occupational equality - from recruitment to career advancement - has to be promoted at all levels of hierarchy and for each type of job.

## 4. Recommendations

To identify RESET partner universities' needs and good practices, we took into consideration a comprehensive analysis of institutions and common discussions (co-design sessions). Consequently, **three main areas of intervention** were defined. They integrate frameworks and practices that will promote gender equality and diversity, and are listed as follows:

1. *Recruitment processes;*
2. *Career development and promotion;*
3. *Access to leadership and decision-making.*

The first area - recruitment processes - is essential for the adoption of an inclusive human resources approach. On the one hand, it is a primary essential step to ensure that the selection criteria are not discriminatory, adapted to all potential candidates, and do not go against gender equality or diversity. It is one of the instruments for promoting equality in scientific careers (European Commission, 2010). On the other hand, implementing gender and diversity mainstreaming in the recruitment processes - from the conception of the job announcement to the arrival of the new employee - makes it possible for every potential candidate to feel legitimate to apply and endorse the job, as well as to have equal opportunities. In this way, future employees will represent the diversity in society, which allows a better adaptation of the science, education, and research outputs to societal challenges and needs (Bereni, 2009).

Gender and diversity mainstreaming in career development and promotion (area of intervention 2) is the next crucial step to ensure sustainability of our engagement for equality and diversity. One of the responsibilities of HEIs is to support and encourage their employees within their personal and professional advancement and to value their participation in scientific excellence through financial rewards and personal recognition. According to the French National Agency for the Improvement of Working Conditions, professional appreciation is a strong lever for commitment at work (Anact, 2017). Institutional policies for advancement are known to be discriminatory for women as they depend on criteria that are difficult to achieve for female who have to overcome stereotypes, feeling of lack of legitimacy, work overload and caring responsibilities (Eagly, 2007).





The representation of diversity in decision-making positions (area of intervention 3) is a condition to the development of institutions that are able to address societal challenges and produce impactful knowledge and innovation. Representation of gender equality and diversity among decision-makers enables the production of performant and impact-driven outputs that manifest needs of the population (Profeta, 2017).

In this document, some measures are primarily designed for the least represented groups, but not exclusively. Institutional change is usually more efficient when practices concern all the community (FESTA, 2016).

Here below, you will find a table with a list of the four main areas and the recommendations associated.

Area of intervention 1: Recruitment processes		
Goal	Recommendation	Pages
<b>Goal 1:</b> Favour equality of opportunities among candidates by fostering gender sensitive recruitment system	<b>Recommendation 1.1:</b> Increase production of sex disaggregated data in the aim of quantifying gender imbalances and indicating the gears to address them in an intersectional perspective.	p. 36
	<b>Recommendation 1.2:</b> Establish an inclusive, non-discriminatory and transparent job offer system.	p. 38
	<b>Recommendation 1.3:</b> Enhance the diversity among members of recruitment boards and pools of candidates.	p. 40
	<b>Recommendation 1.4:</b> Ensure that the selection process is non-discriminatory and enables well being of all candidates.	p. 42
	<b>Recommendation 1.5:</b> Integrate and welcome new employees in an inclusive manner.	p. 44
Area of intervention 2: Career development and promotion		
<b>Goal 2:</b> Impulse a sustainable structural change by strengthening gender balance at all levels of hierarchy	<b>Recommendation 2.1:</b> Implement proactive promotion strategies.	p. 45
	<b>Recommendation 2.2:</b> Review promotion criteria to make sure there is no gender bias or discrimination.	p. 48

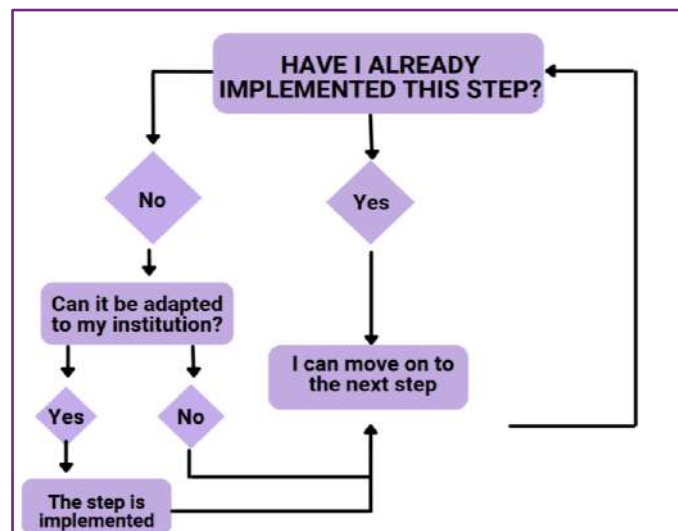





Area of intervention 3: Leadership and decision-making		
<b>Goal 3:</b> Facilitate the access of women and minority groups to leadership and decision-making positions	<b>Recommendation 3.1:</b> Improve gender diversity and awareness-raising within decision-making bodies.	p. 49
	<b>Recommendation 3.2:</b> Tackle the issue of underrepresentation of women and marginalised groups in decision-making bodies.	p. 50

*Table 1: List of goals and recommendations per area of action*

The following figure aims at helping users to get to know the steps to take to follow the recommendations. By following the main question and answering “yes” or “no”, they will be able to know if they have to implement each particular step or if they can skip it and move on to the next one. The examples of initiatives carried out by other universities or institutions may inspire them to adapt the roadmap to their local context.



*Figure 13: How to follow the roadmap steps?*

Symbol	Type of step	Objective
	Structural	To encourage institutional change of practices and the development of concrete procedures and frameworks for application and selection criteria in a perspective of diversity, gender equality and excellence.





	<b>Operational</b>	To share concrete tools and guidelines to impulse equality in recruitment and career advancement.
	<b>Individual</b>	To draw awareness and train decision-makers and employees in terms of inclusive and equalitarian human resources practices.

Table 2: Type of steps and actions presented in the roadmap


## 4.1 Recruitment processes

**Goal 1:** Favour equality of opportunities among candidates by fostering gender sensitive and inclusive recruitment systems.



**Recommendation 1.1:** Increase production of sex-disaggregated data in the aim of quantifying gender imbalances and indicating the gears to address them in an intersectional perspective. Indeed, in order to introduce cultural and institutional change towards equality and diversity, it is essential to know the state of play of the organisation, in order to identify issues, priorities of actions - and thus - implement specific and tailor-made measures. Intersectionality supposes the crossing of several factors of discrimination (e.g.: gender, age, ethnicity, social background) - so as to understand specificities of situations that stakeholders can face.




This recommendation can and should be used as a starting point in each of the following areas of intervention - 4.1, 4.2, 4.3.


Type	Step	Suggested practices / details	Examples
	<ol style="list-style-type: none"> <li>1. Establish contact with different units of the university/institution to <b>collect relevant sex-disaggregated data</b> *<sup>8</sup></li> <li>2. Analyse data in an <b>intersectional perspective</b>*</li> </ol>	Examples of relevant data: % of women and men in leadership positions, top and middle-management positions, type of contract of workers by sex, sex ratio per scientific field and	Prior to the elaboration of Gender Equality Plans, all RESET implementing partners conducted qualitative and quantitative data analysis. The pooling, production and analysis of such data enabled the definition of monitoring indicators for the upcoming

<sup>8</sup> The steps with \* contain some complementary examples in the annex 1.



	<p>(combination of two or more factors) and single out the priorities for action (the areas with most inequalities observed) *</p> <p>3. Complete the quantitative data with an <b>analysis of qualitative elements</b> (eg: survey, focus groups, interviews)</p>	<p>rank, sex ratio of international researchers and international mobility.</p> <p>The action is essential to take appropriate measures, identify the needs of institutional stakeholders, and, in this way, enhance mutual cooperation.</p>	<p>years, and the prioritisation of actions to be implemented in GEPs.</p> <p>This approach is part of a gender analysis - an essential step of gender mainstreaming (UN Women, 2022). It provides an opportunity to have direct feedback from the university community and enables implementation of efficient measures (UN Women, 2015).</p>
	<p>4. <b>Raise awareness</b> on gender and diversity issues of stakeholders who choose and analyse the data</p>	<p>Provide a short training session for people in charge of collecting and analysing the data.</p>	<p>The training may consist of the presentation of relevant data, their analysis and interpretation, definition of the main trends (horizontal/vertical segregation).</p>
	<p>5. <b>Communicate</b> about the results of the quantitative and/or qualitative data collection</p>	<p>The communication channel must be chosen depending on the target group (staff, academics, students, TM).</p> <p>Transparency is essential to draw awareness on gender equality and diversity practices and to engage stakeholders (especially decision-makers) in the collective efforts for this matter.</p>	<p>Since 2003, the annual “She Figures” publication (European Commission, 2021c) displays data on gender equality in research and innovation across Europe through approximately 88 indicators. The data highlight situation of women’s careers starting from the level of doctoral studies. This report is a way to communicate on the evolution and the main areas of inequalities. It integrates a <a href="#">handbook</a> (European Commission, 2021b) that provides methodological guidance for the creation of such data.</p> <p>U.Porto has implemented available and accessible indicators (disaggregated by sex) to measure gender equality in its annual reports (HR, Student Admission Office).</p>

	<p>6. Once the data is analysed, include relevant local stakeholders in the <b>co-design of concrete measures to solve the identified issues</b></p>	<p>The co-design sessions can be:</p> <ul style="list-style-type: none"> <li>• Internal to your institution (by typology of stakeholders: staff, TM, TRs; by structure: laboratories, research units, services or be mixed)</li> <li>• Include external local, national or international stakeholders.</li> </ul>	<p>On the basis of a RESET co-design toolkit (RESET, 2021c), the project partners implemented co-design sessions with representatives of several institutions. Various academic representatives (HR, teachers, researchers, networks) participated in sharing of good practices, difficulties and solutions.</p>
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**Recommendation 1.2:** Establish an inclusive, non-discriminatory and transparent job offer system.


Type	Step	Suggested practices / details	Examples
	<p>7. Ensure <b>objectivity and monitoring of job requirements</b>, their correlation with qualitative and quantitative criteria *</p>	<p>Job requirements could be adapted to the inclusive criteria of scientific excellence as suggested within the RESET project (e.g., qualitative indicators, taking into consideration teaching responsibilities, career gaps due to maternity and paternity periods)<sup>9</sup>.</p> <p>They can also be adapted to the international and European Union standards (e.g.: Code of Conduct for the Recruitment of Researchers, European standards for qualification of occupations).</p>	<p>The Ruhr University of Bochum applies the concept of "academic age" in the selection procedures for professorships. In assessing the "scientific excellence" of a candidate, the scientific output (publications, third-party funding, conference papers) is compared in relation to the number of active research years after the doctorate. Family time (care responsibilities) or time off due to health impairments are taken into account.</p>

<sup>9</sup> See part 1.2 (concepts - scientific excellence) for more details.


	<p><b>8. Write a job offer providing a non-discriminatory and inclusive description *</b></p>	<p>Check the national laws, which refer to discrimination and verify if there are any specific criteria prohibited to mention in the recruitment procedures.</p> <p>Give as much details as possible on the specificities of the job and its accessibility.</p> <p>Use gender-neutral language.</p> <p>Ask only for criteria directly linked to the professional competencies and skills (do not include ethnicity, age, sex, health status in criteria).</p>	<p>The University of Bordeaux Guide and Charter for the Recruitment of Personnel (2020) and the LIBRA institute's Recruitment Handbook (2017) highlight key areas and steps to elaborate a job description in an inclusive way.</p>
	<p><b>9. Disseminate any job offer in a public and accessible way. Use strategies to target under-represented categories *</b></p>	<p>Assure that a job offer is:</p> <ul style="list-style-type: none"> <li>Publicly available (on the internet and the usual communication channels).</li> <li>Easily accessible for people with impairment.</li> <li>Written in a language that is understood and adapted to the majority of potential candidates (one can refer to the Toolbox for gender-neutral, diversity-oriented institutional communication, RESET, 2021a).</li> </ul>	<p>The Ruhr University Bochum and the University of Porto improve transparency by providing details on the recruitment process to the candidates before the recruitment process.</p> <p>In the HR program of the University of Oulu, renewal is encouraged through identifying recruitment and competence development needs, and career development opportunities</p>

**Recommendation 1.3:** Enhance the diversity among members of recruitment boards and pools of candidates.



Type	Step	Suggested practices / details	Examples
	<p><b>10. Ensure that the composition of the recruitment board is representative of</b></p>	<p>It can include the participation of junior employees in the selection of candidates for senior positions.</p>	<p>Selection committees and boards:</p> <ul style="list-style-type: none"> <li>The University of Porto is planning to enlarge efforts beyond expectations of the</li> </ul>

	<p>the diversity. If possible, encourage diversity among the pool of candidates *</p>	<p>If it is not possible to achieve a gender balance, one can try to feminise (increase the number of women) selection committees and pool of candidates.</p>	<p>national gender balance law for applications and selection committees (at least 40% of each sex) and to apply it to all recruitment procedures.</p> <ul style="list-style-type: none"> <li>• Selection committees should include diverse profiles (European Commission, 2005b) and the presence of gender advisors (National Centre for Scientific Research in France).</li> </ul> <p>Pools of candidates:</p> <ul style="list-style-type: none"> <li>• If applicants are equally evaluated in terms of their competencies and suitability, the University of Oulu favours appointment of representatives of a minority gender.</li> <li>• The University of Copenhagen requests to select at least one applicant of each sex for the candidates' list.</li> </ul>
	<p><b>11. Train and guide</b> members of selection committees on stereotypes and unconscious gender bias<sup>10</sup> (via dedicated sessions, technical guidance, dissemination of tools) *</p>	<p>Provide every volunteer with a corresponding training opportunity at any step of their career.</p> <p>Prepare a guide for selection committees: good practices, list of forbidden questions, explanation of biases and stereotypes.</p> <p>Make sure that top and middle-management members are sufficiently trained on stereotypes and unconscious bias, since they can be part of a selection committee</p>	<p>The Ruhr University of Bochum implemented several measures related to training selection committees: presentation of a film at the beginning of the selection process; training on gender-equitable appointment procedures for professors, and anti-bias training for tenured professorship.</p> <p>The University of Łódź promotes “a more flexible” approach to the evaluation procedures: understanding of people’s “multidimensionality” as well as the recognition of diversity of problems and challenges that employees or candidates may face.</p>


<sup>10</sup> Gender bias refers to “prejudiced actions or thoughts based on gender-based perceptions that women are not equal to men” (EIGE, Glossary & thesaurus).

		when recruiting a new employee in their team.	
	<b>12. Make sure the communication between recruiters and candidates is transparent, inclusive and gender-sensitive *</b>	<p>Candidates are well informed about the integral procedure of recruitment and job requirements.</p> <p>Members of the recruitment board show sensitivity to the will of a candidate to use a specific pronoun - "she", "he", "they".</p> <p>Use local practices of gender-inclusive language.</p>	According to the LIBRA Recruitment Guidelines (2017) selection committees should not discuss any candidate profile before their official meet-up as a group.


**Recommendation 1.4:** Ensure that the selection process is non-discriminatory and enables well being of all candidates.

Type	Step	Suggested practices / details	Examples
	<b>13. Raise awareness on the existence and mechanisms of unconscious bias *</b>	Discuss unconscious biases and stereotypes together at the session of the selection committee .	<p>EIGE suggests the methods of "standardised CVs" and a "blind assessment of CVs".</p> <p>The European Code of Conduct for Recruitment of Researchers suggests to take into consideration various experiences of the candidates, their creativity and level of independence, and value non-ordinary professional paths (European Commission, 2005b).</p>
	<b>14. Conduct oral interviews in an inclusive and non-discriminatory way *</b>	Run a preparatory meeting with all members of the recruitment committee to prepare interviews: decide who speaks first (try to change the order for each candidate), make sure that everyone has an	<p>According to the LIBRA Recruitment Guideline (2017):</p> <ul style="list-style-type: none"> <li>• The interview has to stay relevant to its purposes ;</li> <li>• Several one-to-one interviews instead of panel interviews are suggested in order to avoid pressure ;</li> </ul>



		<p>opportunity to speak (at least one question per committee member), draw a list of forbidden topics/questions<sup>11</sup>.</p> <p>Make sure every member of the selection committee feels included and has an active role to play in the preparation and during the interview.</p>	<ul style="list-style-type: none"> <li>The candidates' responses should be assessed horizontally (do not adopt a superior position, but try to create a respectful conversation).</li> </ul>
	<b>15. Assure an impartial evaluation of written exams</b>	<p>Co-design a rating scale and a detailed list of expectations, eliminatory factors, selection criteria for the exam. Share it with the evaluators, and eventually, with the candidates.</p>	<p>At the Aristotle University of Thessaloniki, the set of criteria is identical for each candidate.</p>

**Recommendation 1.5: Integrate and welcome new employees in an inclusive manner.**

Type	Step	Suggested practices / details	Examples
	<b>16. New employees should be notified about their rights and receive all important information about their new working environment *</b>	<p>New employees should also be <b>integrated into existing professional and associative networks</b> and informed how to reach out to <b>resource persons</b>.</p> <p>This step is particularly important for women and under-represented groups, since they are usually excluded from informal networks - that can be a resource for career advancement or personal achievement. They are also more likely to suffer from exclusion,</p>	<p>The University of Bordeaux provides each new staff member with a "Staff welcoming guide" and a "Guide of good digital practices".</p> <p>The Ruhr University of Bochum accompanies onboarding of new employees with an offer that includes measures on family-friendliness and opportunities for further training.</p>

<sup>11</sup> For e.g: questions about pregnancy, religion, political ideas, health issues, sexual orientation, trade union activities, origin.



Redesigning  
Equality and  
Scientific  
Excellence  
Together

## D6.1 Joint roadmap on establishing institutional standards and frameworks for recruitment and career promotion towards equality, diversity and scientific excellence

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## 4.2 Career development and promotion

**Goal 2:** Impulse a sustainable structural change by strengthening gender balance at all levels of hierarchy



### Recommendation 2.1: Implement proactive promotion strategies.

Type	Step	Suggested practices / details	Examples
	<b>1. Promote</b> career and possibilities of professional evolution	<p><b>a) Inform researchers</b> on the steps of career advancement - starting from the PhD level (opportunities, obstacles, work-life balance, how to promote one's research and integrate to the networks, tackle gender-based violence)</p> <p><b>b) Raise awareness</b> about discriminations, gender bias and work-life balance <b>among staff</b>. Make sure some relevant stakeholders are targeted: managers, HR representatives, referents for equality, trade union members, disability referents, Vice-Rectors.</p>	<p><b>For researchers:</b></p> <ul style="list-style-type: none"> <li>The University of Bordeaux started to implement training sessions with a doctoral audience aiming to acknowledge them on issues of gender equality and diversity in research careers.</li> <li>Laboratories' staff of the University of Porto are provided with the information about their rights, procedures of projects' submission, training applications and any other element that can influence career advancement.</li> </ul> <p><b>For staff:</b></p> <ul style="list-style-type: none"> <li>The Ruhr-University of Bochum implements training sessions for managers that incorporate gender and diversity sensitive elements.</li> <li>The University of Oulu informs, communicates on and trains each academic community member about gender inequalities (recruitment staff, students, university members). They also monitor these practices and their impact.</li> </ul>

	<p>2. Provide opportunities for <b>mentoring experiences and practices</b> for people of the under-represented gender in specific scientific fields *</p>	<p>The objective of this initiative is to encourage women to apply for promotion and support them before and during parenthood. This support can be horizontal (peer-mentoring) or vertical (from seniors), and must take place at all stages of the career - from PhD to the highest academic positions.</p> <p>Mentoring is not a matter of “fixing women”. It has to be implemented in a favourable context and accompanied by structural actions in order to make sure that the institution recognizes issues with diversity and equality. Mentoring can be an additional action to equip women with concrete tools and get inspired by others' experience.</p>	<p>The Ruhr University of Bochum implemented a mentoring programme for female researchers.</p> <p>The University of Southern Denmark (2021) implemented a series of dedicated workshops, mentoring, and consultations on gender equality in recruitment and career promotion for junior staff, managers and supervisors.</p>
	<p>3. Implement a <b>financial incentive program for the appointment of female professors</b>. Develop this methodology for the underrepresented groups</p>		<p>The <a href="#">Minority Doctoral Loan Repayment Assistance Program</a> (New Mexico, USA) provides educational loan repayment assistance for eligible faculty employees of universities and colleges. Its purpose is to increase the number of underrepresented ethnic minorities and women available to teach STEM and other academic disciplines.</p>

	<p><b>4. Enhance excellence by making visible</b> good examples, practices and initiatives, <b>communicating about them and rewarding stakeholders *</b></p>		<p>On the occasion of the International Day of Women and Girls in Science (11/02/2021), the consortium of RESET organised a <a href="#">digital campaign</a> "Girls RESET", to support profiles of female researchers in STEM. This campaign promotes the role of women and girls in science and related challenges.</p>
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**Recommendation 2.2:** Review promotion criteria to make sure there is no gender bias or discrimination.


Type	Step	Suggested practices / details	Examples
	<p><b>5. Adapt the recommendations 1.2</b> Establish an inclusive, non-discriminatory and transparent job offer system (p.38), and <b>1.3</b> Enhance the diversity among members of recruitment boards and pools of candidates (p. 40) to promotion criteria, procedures and selection committees *</p>		<p>In the Equality and Diversity Plan of the University of Oulu, it is stated that <i>"in comparable situations, it is ensured that everyone has an equal opportunity to participate in personnel training, especially when the training in question affects the person's career advancement possibilities"</i>. (University of Oulu, 2021)</p>
	<p><b>6. Take into consideration career breaks</b> and leave periods when assessing research output *</p>	<p>According to EIGE, this recommendation is efficient in terms of counteracting gender inequalities in career advancement.</p>	<p>At the University of Bordeaux, the required number of publications (for recruitment or advancement) is lower for teacher-researchers who took parental leave.</p> <p>The European Research Council program extends the eligibility periods beyond 7 and 12 years for the Starting and Consolidator Grants in case of:</p>


			<ul style="list-style-type: none"> <li>• Maternity: "18 months extension for each child born before or after the PhD award." (ERC, 2022)</li> <li>• Paternity: "extension by the documented time of paternity leave taken until the call deadline for each child born before or after the PhD award" (ERC, 2022).</li> </ul>
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### 4.3 Leadership and decision-making



**Goal 3:** Facilitate the access of women and minority groups to leadership and decision-making positions

**Recommendation 3.1:** Improve gender diversity and awareness-raising within decision-making bodies

Type	Step	Suggested practices / details	Examples
	<p><b>1. Encourage and maintain diversity</b> in the composition of top and middle management boards and committees *</p>	<p>Encouraging mixity (not only in terms of gender but also in an intersectional perspective) is a good practice that can be developed further with quotas (e.g.: at least 40% of each sex represented in the board).</p> <p>Instauration of strict quotas is not always possible nor wishable. Adapt this recommendation to your own context.</p>	<p>The University of Bordeaux and the University of Oulu apply quotas to achieving parity in selection committees and decision-making bodies (equal numbers of women as men) the university councils and boards</p> <p>The Ruhr University of Bochum has implemented the "cascade model", which sets "targets for the promotion of women at each qualification level on the basis of the proportion of women at the level that is directly below" (EIGE, GEAR tool).</p>

	<p><b>2. Train and raise awareness</b> of leaders on gender equality and diversity*</p>	<p>Main topics of training sessions can be: stereotypes and bias, gender inequalities and discriminations, importance of gender mainstreaming and gender-inclusive policies, gender-budgeting, intersectionality.</p>	<p>Target middle and top-management since a “highly visible commitment from organisational leadership is essential” (FESTA, 2016).</p>
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**Recommendation 3.2:** Tackle the issue of underrepresentation of women and marginalised groups in decision-making bodies.

Type	Step	Suggested practices / details	Examples
	<p><b>3. Promote the advantages of mixity in decision-making positions</b>, share good practices and display role models *</p>	<p>The fact of recognizing and communicating about specific situations (e.g., successful combination of parental and professional responsibilities while being in a top-management position or combining decision-making responsibilities with a part-time job) can be inspiring and encourage employees to follow the example.</p>	<p>In the framework of the RESET project, partners implement a media campaign - “Faces of Campus” that aims at representing the diversity of our institutions.</p> <p>The NOVA University of Lisbon and the University of Plovdiv (2021, SPEAR project) plan to popularise the concept of role models in order to share good practices for career development.</p>
	<p><b>4. Implement female working sessions and task forces</b> to support women for career advancement *</p>	<p>Suggested issues to mention: how to apply for top-management positions and negotiate salaries.</p>	<p>Several laboratories of the University of Bordeaux have carried out coaching sessions for young female researchers to apply for thesis prizes and projects (support for application).</p>



## Conclusion - expected impacts of the roadmap

This document aims at supporting HEIs in adopting a gender mainstreaming methodology in HR practices and frameworks:

- Increase in the participation of women in research and innovation, and improvement of their career prospects, acting at all steps of the professional path. The given recommendations can be adapted to adjust recruitment processes towards more equality and diversity. It can be done through adapting HR practices and frameworks, raising awareness and training recruiters and decision-makers.
- Improvement of gender balance in decision-making bodies of education and research organisations: by including employees as full contributors to the co-design activities for the improvement of the work environment. The expected impact of such an implication of researchers, middle and top-management members in the elaboration and implementation of this roadmap is the adaptability and possible appropriation of recommendations by other HEIs.
- Recognition of efforts and incentives in favour of equality and diversity, and promotion of role-models among minority groups (according to gender, ethnicity, social background).
- Contribution to the standardisation of practices at the ERA level: by the promotion and open sharing of existing good practices and resources - towards more equality, diversity and scientific excellence.
- Enhancement of quality of life at work, in order to improve the well-being of employees and their personal commitment.
- Development of measures to enable a good balance between working and personal life - especially in the case of employees with caregiving responsibilities.
- Better recognition of the contribution of all institutional stakeholders to the performance of institutions and to the development of qualitative and impactful results.

This roadmap will be regularly revised over the project development, and a more « reader-friendly » version will be updated – next with additional recommendations at the end of the RESET project.





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## Annex 1: Suggested practices and examples for inspiration

### Area of intervention 1: Recruitment processes

**Goal 1:** Favour equality of opportunities among candidates by fostering gender sensitive and inclusive recruitment systems

**Recommendation 1.1:** Increase production of sex disaggregated data in the aim of quantifying gender imbalances and indicating the gears to address them in an intersectional perspective.

Step	Examples	Reference
<p>1. Establish contact with different units of the university/institution to collect relevant <b>sex-disaggregated data</b></p> <p>2. Analyse data in an intersectional perspective (combination of two or more factors) and single out the priorities for action (the areas with most inequalities observed)</p>	<p>a) The Global Research Council, in collaboration with Africa's National Research Foundation published a <b>report in May 2021 to underline the importance of collecting, analysing and reporting gender-disaggregated data</b>. One may find inspiration on the way to choose, collect and analyse data.</p>	<p>a) Global Research Council in partnership with South Africa's National Research Foundation (2021). <a href="#">Gender-Disaggregated Data at the Participating Organisations of the Global Research Council: Results of a global survey, May 2021</a></p>

**Recommendation 1.2:** Establish an inclusive, non-discriminatory and transparent job offer system.

Step	Examples	Reference
<p>7. Ensure <b>objectivity and monitoring of job requirements</b>, their correlation with qualitative and quantitative criteria</p>	<p>a) Make sure the job offer is internationally comparable. Refer to the International Standard for Classification of Occupations (ISCO), International Standard Classification of Education (ISCED-F 2013), European Skills, Competences, Qualifications and Occupations (ESCO) or the European Qualifications Framework.</p> <p>b) Specify selection criteria in advance. At UOULU, equality and diversity perspectives must be taken into account in the criteria. Both genders are guaranteed to have equal opportunities to</p>	<p>a) <a href="#">ISCO</a> / <a href="#">ISCED-F 2013</a> / <a href="#">ESCO</a> / <a href="#">European Qualifications Framework</a></p>

	<p>advance in their careers. The ratio of the underrepresented gender, especially in relation to the managerial duties, can be improved with the help of training, job rotation and assignment of new responsibility areas.</p>	
<p><b>8. Write a job offer providing a non-discriminatory and inclusive description</b></p>	<p>a) Use <b>gender-sensitive or neutral language and communication</b>. Make sure visuals are adapted to the needs of disabled individuals. Discuss and question personal images in CV within HR and other relevant offices, communicate about the decisions to the recruiters and within the job application requirements.</p> <p>b) Precise <b>content of the job offer in details</b>: it should specify actions, means, special requirements in terms of physical or psychological capabilities.</p> <p>c) Give <b>details on the working environment</b>: schedule, responsibilities, team, home office, refund of travel expenses.</p> <p>d) Adapt the requirements to the <b>level of skills and experience looked for</b>. Be careful not to include any discriminatory requirements: e.g.: the EU regulation prohibits mentioning criteria of sex, gender, motherhood, private life, disability. Verify the requirements of the national laws and regulations.</p>	<p>a) In RESET, AUTH, U.Porto and UBx have already undertaken this methodology</p> <p>a) The University of Vienna (2019) provides <a href="#">guidelines and recommendations</a> for the use of gender-inclusive language in the administration.</p>
<p><b>9. Disseminate any job offer in a public and accessible way. Use strategies to target under-represented categories</b></p>	<p>a) Increase transparency by providing details on the offer. RUB provides the following information: procedures, criteria, and a person in charge of selection.</p> <p>b) Support renewal through identifying needs in</p>	<p>a) RUB and U.Porto have already implemented transparency (D1.2 RESET)</p> <p>b) The objective of the HR program of UOULU is to</p>

	recruitment, development of competencies and career development opportunities.	ensure that recruitment is guided by the strategy that includes ethical principles of transparency, openness and equal treatment. The main goal is to strengthen the ability to attract and hire international candidates, define a consistent employer image capturing the university's strengths as an employer and to build a talent pipeline with sufficient volume and appropriate backgrounds.
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Recommendation 1.3: Enhance the diversity among members of recruitment boards and pools of candidates.		
Step	Examples	Reference
10. Ensure that the <b>composition of the recruitment board</b> is representative of the diversity. If possible, encourage diversity among the <b>pool of candidates</b>	<p><u>Among selection committees:</u></p> <p>a) Parity and equal opportunities officers in selection committees can be appointed by the state law, as well as gender balanced selection committees.</p> <p>b) Include diverse profiles with relevant experiences: different sectors, disciplines, countries in selection committees.</p> <p>c) Promote the presence of gender advisors within recruitment boards and commissions.</p> <p><u>Among candidates:</u></p> <p>d) Select at least one candidate of each sex among applicants.</p>	<p><u>Among selection committees:</u></p> <p>a) Applied by RUB (RESET) according to German law. In Portugal, at least 40% of each sex must be represented in selection committees.</p> <p>b) European Commission, Directorate-General for Research, Human Resources and Mobility (2005b). <a href="#">The Code of Conduct for the Recruitment of Researchers</a></p> <p>c) <a href="#">The National Center for Scientific Research in France</a></p> <p><u>Among candidates:</u></p> <p>d) <a href="#">Guidelines on recruitment and career appointments</a> at the University of Copenhagen</p>



	<p>e) During various phases of the recruitment process, make sure there is an equal number of men and women as well as representatives of various personnel groups and students for the task in question.</p> <p>f) One may find inspiration from the University of Geneva short and useful document summarising key points for equality in recruitment processes.</p>	<p>e) At UOULU, a person is selected depending on compliance with the requirements concerning education, competence and suitability for the task in question. If applicants are equal in terms of their competence and suitability, the preference is given to the representative of a minority gender.</p> <p>f) <a href="#">Key points for equality in recruitment processes</a> - University of Geneva</p>
<p><b>11. Train and guide</b> members of selection committees on stereotypes and unconscious gender bias<sup>12</sup> (via dedicated sessions, technical guidance, dissemination of tools)</p>	<p>a) Show a short film on recruitment bias at the beginning of the selection process.</p> <p>b) Train professors on gender-equitable appointments and gender bias procedures.</p> <p>c) Resort to original ways of drawing awareness: games, role-play, tests on gender bias). It can be co-designed within all European universities.</p> <p>d) Draw awareness to the existence and the possible impacts of implicit biases in a recruitment procedure and a risk of missing well-qualified applicants.</p>	<p>a) At RUB, an ERC film is presented - "Recruitment Bias". One can also use the video of the Dutch Research Council of Netherlands "<a href="#">Interaction and group dynamics in evaluation committees</a>"</p> <p>b) At RUB, appointment officers accompany each appointment procedure for a tenured professorship.</p> <p>d) Uppsala University. (2020). <a href="#">Gender Mainstreaming Plan (2020-2022)</a></p>

<sup>12</sup> Gender bias refers to "prejudiced actions or thoughts based on gender-based perceptions that women are not equal to men" (EIGE, Glossary & thesaurus).

	e) A report was published to support HEIs in the implementation of the Gender Equality training strategy.	e) LeTSGEs. (2020). <a href="#">Training Strategy</a> , D3.1
12. Make sure the <b>communication</b> between recruiters and candidates is <b>transparent, inclusive and gender-sensitive</b>	a) Involve <b>gender equality expertise</b> in recruitment and promotion committees. b) Notify the candidate if not selected.	a) "Gender equality officers and/or gender scholars can report whether equal consideration has been given to candidates of all genders, including the type, frequency and quality of the questions asked" (GEAR action toolbox/ <a href="#">Gender equality in recruitment and career progression</a> )

**Recommendation 1.4:** Ensure that the selection process is non-discriminatory and enables well being of all candidates.

Step	Examples	Reference
13. Raise awareness on the existence and mechanisms of <b>unconscious bias</b>	a) Informal qualifications, especially for international researchers, should be recognized. The number of publications should not be the only criteria to evaluate the merits of the candidates. Recruiters should also consider their practices in teaching, supervision, teamwork, knowledge transfer, management of research and innovation and public awareness activities. Excellence can be evaluated in an inclusive, intersectional and gender-sensitive way.	a) European Commission, (2005b). <a href="#">The Code of Conduct for the Recruitment of Researchers</a>
14. Conduct <b>oral interviews in an inclusive and non-discriminatory way</b>	Make sure the interview: a) Determines how well the applicant meets the selection criteria b) Identifies a person with the best ability to meet the advertised selection criteria c) Identifies which candidates do not meet the criteria d) Clarifies any issues or ambiguities in the candidate's application.	LIBRA institute (2017). <a href="#">Recruitment Handbook for an inclusive, transparent and unbiased recruitment processes</a>



Recommendation 1.5: Integrate and welcome new employees in an inclusive manner		
Step	Examples	Reference
<p>16. New employees should <b>be notified about their rights</b> and receive all <b>important information</b> about their new working environment</p>	<p>a) Provide new employees with all necessary tools and resources.</p> <p>b) Provide some additional support.</p>	<p>a) UBx, provide new employees with a Guide of good digital practices and a Staff welcoming guide containing general information necessary to understand the working environment, practical tools and resources (health, security, technical support).</p> <p>b) At RUB, there are the following employees networks, the Parents' Network, the Women Professors Forum and the employee representatives for academics and staff in technology and administration.</p> <p>At UOULU, directors must ensure that all employees are guaranteed to have equal working conditions, and that they receive duties' orientation. Directors must also ensure that all employees have an equal and fair opportunity to participate in doctoral training and lifelong learning opportunities, as well as some professional training.</p>

## Area of intervention 2: Career development and promotion

**Goal 2 :** Impulse a sustainable structural change by strengthening gender balance at all levels of hierarchy

Recommendation 2.1: Implement proactive promotion strategies.		
Step	Examples	Reference
<p>2. Provide opportunities for <b>mentoring experiences and practices</b> for people of the under-represented gender in specific scientific fields</p>	<p>a) Run a mentoring programme.</p> <p>b) Dedicate a specific action focused on the underrepresented gender in scientific fields.</p>	<p>a) The RUB runs a <a href="#">specific mentoring programme for female researchers</a>. The Centre for Economic Research and Graduate Education of the Charles University of Prague had a specific <a href="#">two-month-series of workshops and meetings</a>, which helped female students to define career goals, enabled scientists and researchers from different fields to share their experiments, and to develop networking with peers. Although this program was dedicated to women, men were invited to attend the workshop sessions. A <a href="#">list of good practices for academic and research institutions</a> is available on the website.</p> <p>b) In the <a href="#">GEP of the NOVA University of Lisbon</a>, a dedicated action consists in offering mentoring and empowerment courses to improve visibility, self-confidence, negotiation and leadership skills.</p>
<p>4. Enhance excellence by <b>making visible</b> good examples, practices and initiatives, <b>communicating about them</b> and rewarding stakeholders</p>	<p>Value the work of employees and make visible their participation (researchers, teachers, staff members).</p>	<p>At the University of Cork, there are <a href="#">Staff Recognition Awards</a> that aim at annual rewarding of positive individual or collective staff initiatives (eg: The Frank McGrath Perpetual Award for Equality and Welfare).</p>



**Recommendation 2.2:** Review promotion criteria to make sure there is no gender bias or discrimination.

Step	Examples	Reference
<p><b>5. Adapt the recommendations 1.2</b> Establish an inclusive, non-discriminatory and transparent job offer system (p.38), and <b>1.3</b> Enhance the diversity among members of recruitment boards and pools of candidates (p. 40) to promotion criteria, procedures and selection committees</p>	<p>In line with recruitment and promotion, foresee a regular review of the quality of the research and teaching criteria and procedures for assessing skills and potential.</p>	<p>Uppsala University. (2020). <a href="#">Gender Mainstreaming Plan (2020-2022)</a></p>
<p><b>6. Take into consideration career breaks</b> and leave periods when assessing research output</p>	<p>Extend the eligibility of candidates for the maternity period (about 18 months) for each child born before or after the PhD award, and for the documented time of paternity leave (taken until the call deadline) for each child born before or after the PhD award.</p>	<p>European Commission. (2022). <a href="#">European Research Council Work Programme</a></p>

### Area of intervention 3: Leadership and decision-making

**Goal 3:** Facilitate the access of women and minority groups to leadership and decision-making positions

**Recommendation 3.1:** Improve gender diversity and awareness-raising within decision-making bodies

Step	Examples	Reference
<p><b>1. Encourage and maintain diversity</b> in the composition of top and middle management boards and committees</p>	<p>a) Provide innovative content and methodologies to train and raise-awareness.</p>	<p>a) The <a href="#">Handbook on gender-sensitive design of criteria and recruitment, appointment and promotion processes in academia</a> (FESTA project)</p> <p>The video "<a href="#">Contrasting gender biases in the evaluation and recruitment of professors and researchers</a>" was published in 2018 by the EU-funded project PLOTINA</p>

Recommendation 3.2: Tackle the issue of underrepresentation of women and marginalised groups in decision-making bodies		
Step	Examples	Reference
<p><b>3. Promote the advantages of mixity in decision-making positions</b>, share good practices and display role models</p>	<p>a) Recognizing and communicating about specific situations (e.g., a successful combination of parental and professional responsibilities while being in a top-management position or having a part-time job) can be inspiring and encourage employees to follow their example.</p> <p>b) In the framework of the RESET project, partners run a media campaign - "Faces of Campus" that aims at representing the diversity of our institutions. The campaign consists of two exhibitions (in 2022 and in 2023) and is composed of pictures and interviews of stakeholders from six partner universities. In 2022, the exhibition targets women who work in research and science support positions. It is a way to recognize their work and to inform the community about their occupation. In 2023, its main topic is finding the balance between parenthood and career.</p> <p>c) Disseminate promotional videos with female role models to raise awareness and generate debates about issues of gender inequality.</p>	<p>a) <a href="#">The GEP (2021-2025, p. 3) of the University of Rijeka</a>. (2021).</p> <p>b) RESET <a href="#">"Faces of Campus"</a></p> <p>c) The <a href="#">CALIPER project</a> promotes videos for women in STEAM field</p>
<p><b>4. Implement female working sessions and task forces</b> to support women for career advancement</p>	<p>a) There are a variety of subjects to be dealt with: training to negotiate salaries, career advancement, support in applications for top and middle-management positions, empowerment, improving visibility and self-confidence, networking, funding</p>	<p>a) The GEP of the University of Rijeka (2021-2025, p. 3) foresees "educational programs and/or workshops to increase the visibility of positive examples, improve self-awareness of marginalised gender groups and empower them. It also aims to develop negotiation</p>



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		and management skills that can be used to improve gender equality". University of Rijeka. <a href="#">Gender Equality Plan</a>
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