

PLOTINA Monitoring Tool of GEPs

Welcome to the self-assessment and monitoring tool which measures the progress made in the implementation of your self-tailored Gender Equality Plan (GEP).

The tool covers indicators for **five main dimensions** in which GEPs shall achieve changes:

1. **The governance bodies, key actors and decision-makers** - which assess the existence of gender relevant policies and the gender compositions of governance bodies.
2. **Recruitment, retention and career progress** - which assess the progress in overcoming barriers in recruitment, retention and career progression.
3. **Work and personal life integration** - which assess work-life balance support services within the RPO.
4. **Researchers and research: gender equality and sex and gender perspective** - which assess the grade of integration of sex/gender variables into research programs, gender equality among researchers, and the cultural change as stimulated by the project.
5. **Integration of gender and sex dimension in teaching curricula** - which assess the progress of the insertion of gender/sex variables in teaching programs.

The tool distinguishes between:

Core indicators which are basic and most relevant indicators for the assessment of change per dimension and university/faculty/school/department and are mandatory,

and **Specific indicators** - selecting these you can tailor your own monitoring tool according to your specific GEP. You can choose your specific set of indicators after having completed the Core Indicators section.

The survey questions' nomenclature includes information on their type (CI or SI for Core or Specific Indicator), as well as the associated Key Area (first number). These are followed by a counting number, starting at one for each question group.

You may use the question index above to navigate back and forth through the survey, and also at any point save your results and continue the survey at some other point.

We recommend to print the survey in order to be able to more efficiently gather the precise data needed. In order to do so follow the [link](#).

There are 112 questions in this survey

Time Reference

Please choose here your time reference, i.e. when the data refers to - not today's date.

The specific day is not as relevant as month and year are.

☐ *

Please enter a date:

Core Indicators. Key area 1: "The governance bodies, key actors and decision-makers"

A key concept of PLOTINA is that governance bodies, key actors and decision makers have a crucial role in the successful implementation of any GEPs. Their level of awareness and knowledge on gender equality issues has a strong influence on gender equality policies, strategies and processes.

☐

CI.1.1. Representation in main governing bodies, by gender

This indicator evaluates the average share of women in governing bodies.

*

Only numbers may be entered in these fields.

Please check the format of your answer.

Women Men

How many women and men are represented in the governing body(ies)?

Indicate the observed value (absolute number of women and men) in case of only one body. In case of two or three bodies, enter the sum of women and men. In case of four and more governing bodies, please consider only the three highest governing bodies. Please keep in mind your entry must be an integer in order to be valid!

Time Reference: Last calendar year

Data Source: HRM

☐

CI.1.2. Representation in main advisory bodies, by gender

This indicator evaluates the average share of women and men in advisory bodies.

*

Only numbers may be entered in these fields.

Please check the format of your answer.

Women Men

How many women and men are represented in the advisory body(ies)?

Indicate the observed value (absolute number of women and men) in case of only one body. In case of two or three bodies, enter the sum of women and men. In case of four and more governing bodies, please consider only the three highest governing bodies. Please keep in mind your entry must be an integer in order to be valid! Please keep in mind your entry must be an integer in order to be valid!

Time reference: Last calendar year

Data Source: HRM

[]

CI.1.3. Gender sensitive language and images in institutional documents

This indicator looks at the existence of a policy of the use of gender sensitive language and images in institutional official documents. If such a policy exists, it measures the extent of its implementation.

Q1: Is there a policy towards gender sensitive language and images in institutional documents?

*

Please choose **only one** of the following:

- - Yes
- - No

Time Reference: Last calendar year

Data Source: Key word search of the institutional documents and institutional websites

[]Q2: Which of these documents use a gender sensitive language and images? *

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '4 [CIGOV3]' (CI.1.3. Gender sensitive language and images in institutional documents This indicator looks at the existence of a policy of the use of gender sensitive language and images in institutional official documents. If such a policy exists, it measures the extent of its implementation. Q1: Is there a policy towards gender sensitive language and images in institutional documents?)

Please choose the appropriate response for each item:

	Yes	No
Mission		
Vision		
Strategy documents		
Marketing and outreach materials		
Agenda on the website		
Job advertisements		

[]

CI.1.4. Gender equality policy and structures

This indicator looks whether or not a gender equality policy exists and if yes, how it is structured.

Q1: Does your RPO have a gender equality policy?

*

Please choose **only one** of the following:

- - Yes
- - No

Time Reference: Last calendar year

Data Source: HRM

[]

Q2: Who is responsible for monitoring and implementing the policy?

*

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '6 [CIGOV4]' (CI.1.4. Gender equality policy and structures This indicator looks whether or not a gender equality policy exists and if yes, how it is structured.

Q1: Does your RPO have a gender equality policy?)

Please choose the appropriate response for each item:

	Yes	No
Are there individuals responsible for the implementation of the policy?		
Is there furthermore one or more groups of people in charge of the policy?		

[]

If there is relevant qualitative information concerning key area 1 you might wish to add, you may do so here.

Please write your answer here:

Please keep in mind that qualitative data cannot be evaluated by this tool - they are rather meant to assist with the future assesment of the tool's quantitative results and accompany the

presentation thereof.

Core Indicators. Key area 2: "Recruitment, retention and career progress"

PLOTINA is convinced that gender equality and diversity in research teams is crucial for RPOs for maximizing their research effectiveness. Despite the fact that women represent more than 50% of the population of students and graduates, at the top level (Grade A which corresponds in most countries to the role of full professor) the female share is only ~20% in all disciplines and 11% in science and engineering. Structural barriers in the process of recruitment and retention of researchers are still affected by organization aspects.

[]

CI2.1. Number of funded and coordinated projects, by gender

This indicator evaluates the share of women over different project types and roles.

*

Only numbers may be entered in these fields.

Please check the format of your answer.

Women Men

What is the number of funded projects applied by women and men as principal investigator in H2020¹?

What is the number of funded projects conducted by women and men as local coordinator² in H2020?

What is the number of funded projects applied by women and men as principal investigator in competitive national research programmes?

What is the number of funded projects conducted by women and men as local coordinator in competitive national research programmes?

1. Horizon2020. The EU Framework Programme for Research and Innovation

2. The main contact person of the beneficiary organisation

Time Reference: Last calendar year

Data Source: Research & Innovation Support Offices

[] If there is relevant qualitative information concerning key area 2 you might wish to add, you may do so here.

Please write your answer here:

Please keep in mind that qualitative data cannot be evaluated by this tool - they are rather meant to assist with the future assesment of the tool's quantitative results and accompany the presentation thereof.

Core Indicators. Key area 3: "Work and personal life integration"

As a matter of course in any GEPs is support provision for the work and personal life integration, which doesn't simply support the need to achieve a balance between home and working life, but it is also supportive for a positive work environment. Ineffective work and personal life integration policies and support might interfere with smooth career progression.

[]

CI3.1. Demand and supply of basic child care

This indicator considers the existence of two types of basic child care service provision, aiming to evaluate a potential gap between the demand and the supply of services.

Q1: Is there provision of a nursery?

*

Please choose **only one** of the following:

- ▾ Yes
- ▾ No

Time Reference: Last calendar year

Data Source: HRM

[] *

Only answer this question if the following conditions are met:

Answer was 'Yes' at question 'I1 [CIWRK1]' (CI3.1. Demand and supply of basic child care This indicator considers the existence of two types of basic child care service provision, aiming to evaluate a potential gap between the demand and the supply of services. Q1: Is there provision of a nursery?)

Only numbers may be entered in these fields.

Please check the format of your answer.

How many places are available?

How many persons have applied for a nursery place?

[] Q2: Is there provision of a kindergarten? *

Please choose **only one** of the following:

- ▾ Yes
- ▾ No

[] *

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '13 [CIWRK1b]' (Q2: Is there provision of a kindergarten?)

Only numbers may be entered in these fields.

Please check the format of your answer.

How many places are available?

How many persons have applied for a kindergarten place?

Please make sure your entry is an integer!

[]

CI3.2. Provision of advanced child care services

This indicator measures the existence of a number of advanced child care service provisions.

*

Please choose the appropriate response for each item:

	Yes	No
Is there a provision of subsidizing childcare for conference purposes?		
Is there a provision of child care services during conferences?		
Is there a provision of summer camps for children?		
Is there a provision of emergency child care services?		
Is there a provision of lactation and baby-care rooms?		

Time Reference: Last calendar year

Data Source: HRM

[] *

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '15 [CIWRK2]' (CI3.2. Provision of advanced child care services This indicator measures the existence of a number of advanced child care service provisions. (Is there a provision of child care services during conferences?))

Choose one of the following answers

Please choose **only one** of the following:

- ▾ Does the provision of child-care services during conferences apply to the overall University?
- ▾ Does the provision of child-care services during conferences apply to specific departments only?

[]

CI3.3. Provision of services for work and personal life integration

This indicator measures the existence of work and personal life integration service provisions.

*

Please choose the appropriate response for each item:

	Yes	No
Is there a provision for eldercare ?		
Is there a provision for teaching relief support for new parents so that returners don't fall further behind in research?		
Is there a service provision for dual career couples?		
Is there a service provision for family members with special needs (e.g. disability)?		

Time Reference: Last calendar year

Data Source: HRM

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CI3.4. Standard procedure for parental leave

This indicator looks whether or not there is a standard procedure to parental leave.

Does a standard procedure for parental leave exist?

*

Please choose **only one** of the following:

- ▾ Yes
- ▾ No

☐Has at least one man taken parental leave? *

Please choose **only one** of the following:

- Yes
- No

Time Reference: Last calendar year

Data Source: HRM

☐If there is relevant qualitative information concerning key area 3 you might wish to add, you may do so here.

Please write your answer here:

Please keep in mind that qualitative data cannot be evaluated by this tool - they are rather meant to assist with the future assesment of the tool's quantitative results and accompany the presentation thereof.

Core Indicators. Key area 4: "Researchers and research: gender equality and perspective"

A further key concept of PLOTINA is that the culture of research teams' influences gender equality in research programs. Cultural barriers, such as gender stereotypes, lack of women's empowerment, 'homo-sociality', 'old boys networks' etc still persist within academic environments.

Another key concept of PLOTINA is that sex/gender aspects of research programs are crucial for enhancing the reliability of research outputs. PLOTINA partners have identified the following main gaps preventing the gender/sex dimension to be inserted in research programmes and contents.

- Lack of specific requirements for considering of gender in content and evaluation criteria for research programmes.
- Lack of awareness regarding the improvement of the quality of research when gender is considered.

☐

CI4.1. Number of University's scientific papers including sex/gender variables and dimensions

This indicator looks at the number of scientific papers including sex/gender variables and dimensions, released by RPO's researchers. It is identical to the absolute number and should increase over time, rather than being standardized between zero and 1.

*

Only numbers may be entered in these fields.
Please check the format of your answer.

What is the number of published scientific papers which include sex/gender variables and dimensions on the RPO level?

Time Reference: Last calendar year

Data Source: Keyword-based queries searching for specific terms in the title, keywords or abstracts of papers; in SCOPUS - <https://www.scopus.com>

Guidelines for data gathering are provided in an extra file and can be downloaded [here](#).

☐If there is relevant qualitative information concerning key area 4 you might wish to add, you may do so here.

Please write your answer here:

Please keep in mind that qualitative data cannot be evaluated by this tool - they are rather meant to assist with the future assesment of the tool's quantitative results and accompany the presentation thereof.

Selection of specific indicators

Please tick on the indicators you wish to include in your monitoring tool.

[]

Here you can check the specific indicators that may apply to your RPO.

*

Check all that apply

Please choose **all** that apply:

- ~ SI.1.1. Ratification of the European Charter for Researchers
- ~ SI.1.2. Provision of gender disaggregated data in RPO's periodic report
- ~ SI.1.3. Meetings for the implementation of a Gender Equality Plan (GEP)
- ~ SI.1.4. Gender equality guidelines or guiding principles
- ~ SI.1.5. Awareness training on gender sensitive issues
- ~ SI.1.6. Perception of gender equality in RPOs policies, by gender
- ~ SI.2.1. Gender diverse recruitment selection committees
- ~ SI.2.2. Applications versus short lists and appointments for jobs on levels A, B, C, by gender
- ~ SI.2.3. Negotiated starting salaries, by gender and by job grade
- ~ SI.2.4. Positive actions in recruitment processes
- ~ SI.2.5. Inclusion of gender issues in the induction process: This indicator is to assess whether there is an induction process for newly recruited staff and to what extent provides information about institutional/departmental policies with a focus on equality and diversity policies.
- ~ SI.2.6. Positive action in research evaluation
- ~ SI.2.7. Career Support Schemes
- ~ SI.2.8. Initiatives for raising awareness on female role models
- ~ SI.2.9. Initiatives for raising awareness on gender diversity in research teams
- ~ SI.2.10. Empowerment trainings for career progression
- ~ SI.2.11. Trainings for leadership
- ~ SI.2.12. Trainings for soft skills
- ~ SI.2.13. Training for researchers on research funding skills
- ~ SI.2.14. Mentoring programme
- ~ SI.2.15. Perception of gender equality in career advancement, by gender
- ~ SI.3.1. Policies on work and personal life integration
- ~ SI.3.2. Contacts with individuals during maternity, paternity and parental leave
- ~ SI.3.3. Perception of work life balance, by gender
- ~ SI.4.1 Gender composition of research teams who got public funding
- ~ SI.4.2. Networks on gender issues research
- ~ SI.4.3. Provision of an annual RPO gender report
- ~ SI.4.4. Participation in training seminars on integrating sex/gender analysis methods, by gender and field of research
- ~ SI.4.5. Sex and/or gender analysis as requirements in RPO's internal calls
- ~ SI.4.6. Research presentations at international level
- ~ SI.4.7. Co-authored articles in scientific publications
- ~ SI.4.8. Single authored articles in scientific publications
- ~ SI.4.9. Number of PhD thesis including sex/gender analysis
- ~ SI.4.10. Application for the international PLOTINA competition and/or awards for integration of sex/gender variables in research
- ~ SI.4.11. Perception of the gender/sex variables in research contents, by gender
- ~ SI.5.1. Courses on specific gender dimensions, per field of research
- ~ SI.5.2. Sex/ gender variables in teaching modules/courses, per field of research
- ~ SI.5.3. Training seminars or guidelines on integrating sex/gender in teaching curricula
- ~ SI.5.4. Students attending classes reflecting sex/ gender variables, by gender
- ~ SI.5.5. Perception of the gender/sex variables in teaching programs, by gender

Specific Indicators. Key Area 1: "The governance bodies, key actors and decision-makers"

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SI.1.1. Ratification of the European Charter for Researchers

Q: Has the European Charter for Researchers or an equivalent equal opportunity strategy been ratified by the RPO?

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- ~ Yes
- ~ No

Time Reference: Last calendar year

Data Source: Appointed equality delegates

[]

SI.1.2. Provision of gender disaggregated data in RPO's periodic report

Q: Are periodic reports released with gender disaggregated data?

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- ~ Yes
- ~ No

Time Reference: Last calendar year

Data Source: HRM, RPO website

[]

SL1.3. Meetings for GEPs implementation

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Only numbers may be entered in these fields.

Please check the format of your answer.

How many meetings per year does the group in charge of the GEP organise to monitor and assess the GEP implementation?

Time Reference Last calendar year

Data Source: HRM, Gender Assessment Team

[]

SL1.4. Gender equality guidelines or guiding principles

This indicator looks whether or not gender equality guidelines or guiding principles exist to ensure gender equality and to overcome indirect and unconscious discrimination by assessment and evaluation committees.

Q: Do gender equality guidelines or guiding principles exist?

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- ▾ Yes
- ▾ No

Time Reference: Last calendar year

Data Source: HRM

[]Which of these bodies/services consider gender equality guidelines? *

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '27 [SIGOV4a]' (SL1.4. Gender equality guidelines or guiding principles This indicator looks whether or not gender equality guidelines or guiding principles exist to ensure gender equality and to overcome indirect and unconscious discrimination by assessment and evaluation committees. Q: Do gender equality guidelines or guiding principles exist?)

Please choose the appropriate response for each item:

	Yes	No
Human resources management		
Governing body(ies)		
Heads of Departments		
Finance and Accounting		

[]

SL1.5. Awareness training on gender sensitive issues

This indicator looks at the existence of an awareness raising training¹ policies and if they exist, the share of those attended compared to the total number of individuals in the respective groups.

Q1: Does a policy on awareness training on gender sensitive issues exist for members of recruitment selection committees?

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- ▾ Yes
- ▾ No

1. Definition of 'training': at least ½ a day (3-4 hours)

Time Reference: Last calendar year

Data Source: HRM

[] *

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '29 [SIGOV5a]' (SL1.5. Awareness training on gender sensitive issues This indicator looks at the existence of an awareness raising training¹ policies and if they exist, the share of those attended compared to the total number of individuals in the respective groups. Q1: Does a policy on awareness training on gender sensitive issues exist for members of recruitment selection committees?)

Only numbers may be entered in these fields.

Each answer must be between 0 and 100

What share of members of recruitment selection committees attended an awareness training on gender sensitive issues?

Values entered representing shares should be between 0 and 100 (%).

[Q2: Does a policy on awareness training on gender sensitive issues exist for HRM? *

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- ▾ Yes
- ▾ No

[] *

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '31 [SIGOV5b]' (Q2: Does a policy on awareness training on gender sensitive issues exist for HRM?)

Only numbers may be entered in these fields.

Each answer must be between 0 and 100

What share of HRM attended an awareness training on gender sensitive issues?

Values entered representing shares should be between 0 and 100 (%).

[Q3: Does a policy on awareness training on gender sensitive issues exist for decision makers? *

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- ▾ Yes
- ▾ No

[] *

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '33 [SIGOV5c]' (Q3: Does a policy on awareness training on gender sensitive issues exist for decision makers?)

Only numbers may be entered in these fields.

Each answer must be between 0 and 100

What share of decision makers attended an awareness training on gender sensitive issues?

Values entered representing shares should be between 0 and 100 (%).

[]

Q4: Does a policy on awareness training on gender sensitive issues exist for public communication officers?

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- ▾ Yes
- ▾ No

[] *

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '35 [SIGOV5d]' (Q4: Does a policy on awareness training on gender sensitive issues exist for public communication officers?)

Only numbers may be entered in these fields.

Each answer must be between 0 and 100

What share of public communication officers attended an awareness training on gender sensitive issues?

Values entered representing shares should be between 0 and 100 (%).

[Q5: Does a policy on awareness training on gender sensitive issues exist for administrative staff members? *

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- ▾ Yes
- ▾ No

[] *

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '37 [SIGOV5e]' (Q5: Does a policy on awareness training on gender sensitive issues exist for administrative staff members?)

Only numbers may be entered in these fields.

Each answer must be between 0 and 100

What share of administrative staff members attended an awareness training on gender sensitive issues?

Values entered representing shares should be between 0 and 100 (%).

[Q6: Does a policy on awareness training on gender sensitive issues exist for researchers (Grade A, B, C)? *

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- Yes
- No

[] *

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '39 [SIGOV5f]' (Q6: Does a policy on awareness training on gender sensitive issues exist for researchers (Grade A, B, C)?)

Only numbers may be entered in these fields.

Each answer must be between 0 and 100

What share of professors and researchers attended an awareness training on gender sensitive issues?

Values entered representing shares should be between 0 and 100 (%).

[Q7: Does a policy on awareness training on gender sensitive issues exist for early stages researchers (Grade D)? *

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- Yes
- No

[] *

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '41 [SIGOV5g]' (Q7: Does a policy on awareness training on gender sensitive issues exist for early stages researchers (Grade D)?)

Only numbers may be entered in these fields.

Each answer must be between 0 and 100

What share of early stages researchers attended an awareness training on gender sensitive issues?

Values entered representing shares should be between 0 and 100 (%).

[]

SL1.6. Perception of gender equality in RPOs policies, by gender

This indicator looks at the perception of policies on gender equality and their relevance within the RPO, by gender, expressed as the **median** of the survey answers in Likert scale*.

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Only numbers may be entered in these fields.

Please check the format of your answer.

Women Men**Do you think that policies on gender equality are relevant in your RPO?**

* Likert scale scoring: 1. Strongly disagree; 2. Disagree; 3. Neither agree nor disagree; 4. Agree; 5. Strongly agree.

The median can be found by firstly arranging the survey answers in an ascending (or descending) order. In the case of an odd number of survey participants, the median is just the middle value. In the case of an even number of survey participants the median is defined by the mean of the two middle values. Therefore possible entries are only following values: 1, 1.5, 2, 2.5, 3, 3.5, 4, 4.5 and 5.

Time Reference: Gender Audit (T0) and follow up surveys (T1&2)

Data Source: Survey

[If there is relevant qualitative information concerning the specific indicators of key area 1 you might wish to add, you may do so here.

Please write your answer here:

Please keep in mind that qualitative data cannot be evaluated by this tool - they are rather meant to assist with the future assesment of the tool's quantitative results and accompany the presentation thereof.

Specific Indicators. Key Area 2: "Recruitment, retention and career progress"

[]

SL2.1. Gender diverse recruitment selection committees

This indicator looks first if a policy exists for the gender diverse composition of selection committees of job applicants and second at the composition of the selection committees in terms of gender.

Q: Do you have a policy regarding the gender composition of recruitment and selection committees?

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- Yes
- No

Time Reference: Last calendar year (starting with 2015)

Data Source: HRM

[]

How many gender diverse composed recruitment selection committees are/were there out of all recruitment selection committees in the relevant departments for applicants on grades A, B, and C?

*

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '45 [SIREC1a1]' (SL2.1. Gender diverse recruitment selection committees This indicator looks first if a policy exists for the gender diverse composition of selection committees of job applicants and second at the composition of the selection committees in terms of gender. Q: Do you have a policy regarding the gender composition of recruitment and selection committees?)

Name of first department.

You can include up to three departments for this indicator.

[] *

Only answer this question if the following conditions are met:

Answer matched (regex) '.*' at question '46 [SIREC1a]' (How many gender diverse composed recruitment selection committees are/were there out of all recruitment selection committees in the relevant departments for applicants on grades A, B, and C?)

Only numbers may be entered in these fields.

The number of diverse committees should not exceed the total number of committees

for grade A job applicants? for grade B job applicants? for grade C job applicants?

How many selection committees were there in total in this department..

How many of these selection committees were composed gender diversely..

Definition of 'gender diverse': at least 40% of the under-represented gender.

The definition of grades A through D is taken from the She Figures publication and has following definitions by grade:

- (A) The single highest grade/post at which research is normally conducted;
- (B) Researchers working in positions not as senior as the top position (A) but more senior than newly qualified PhD holders (ISCED 6);
- (C) The first grade/post into which a newly qualified PhD graduate would normally be recruited;
- (D) Either postgraduate students not yet holding a PhD degree who are engaged as researchers, or researchers working in posts that do not normally require a PhD.

[]

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '45 [SIREC1a1]' (SL2.1. Gender diverse recruitment selection committees This indicator looks first if a policy exists for the gender diverse composition of selection committees of job applicants and second at the composition of the selection committees in terms of gender. Q: Do you have a policy regarding the gender composition of recruitment and selection committees?) and Answer matched (regex) '.*' at question '46 [SIREC1a]' (How many gender diverse composed recruitment selection committees are/were there out of all recruitment selection committees in the relevant departments for applicants on grades A, B, and C?)

Name of second department.

[] *

Only answer this question if the following conditions are met:

Answer matched (regex) '.*' at question '48 [SIREC1b]' ()

Only numbers may be entered in these fields.

Please check the format of your answer.

The number of diverse committees should not exceed the total number of committees

for grade A job applicants? for grade B job applicants? for grade C job applicants?

How many selection committees were there in total in this department..

How many of these selection committees employed were gender diversely composed..

[]

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '45 [SIREC1a1]' (SI.2.1. Gender diverse recruitment selection committees This indicator looks first if a policy exists for the gender diverse composition of selection committees of job applicants and second at the composition of the selection committees in terms of gender. Q: Do you have a policy regarding the gender composition of recruitment and selection committees?) and Answer matched (regex) '.*' at question '48 [SIREC1b]' ()

Name of third department.

[] *

Only answer this question if the following conditions are met:

Answer matched (regex) '.*' at question '50 [SIREC1c]' ()

Only numbers may be entered in these fields.

Please check the format of your answer.

The number of diverse committees should not exceed the total number of committees

for grade A job applicants? for grade B job applicants? for grade C job applicants?

How many selection committees were there in total in this department..

How many of these selection committees employed were gender diversely composed..

[]

SL2.2. Applications versus short lists and appointments for jobs on level A, B, C, by gender

This indicator aims to identify a potential gender bias in the process between the application, the stage of the short listening and the appointment. It allows to measure if a potential selection bias exist. It is constructed by comparing the percentage share of female and male applicants with the percentage share of women and men on the short list as well as appointed women and male for jobs on grade A, B, C. Data for this indicator has to be collected on the basis of the RPO system of application.

Choose the organisational level according to the data availability.

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Choose one of the following answers

Please choose **only one** of the following:

- - On the RPO level
- - On the department level
- - On the school / faculty level

Time Reference: Last calendar year

Data Source: HRM

[] *

Only answer this question if the following conditions are met:

Answer was 'On the RPO level' at question '52 [SIREC2a1]' (SI.2.2. Applications versus short lists and appointments for jobs on level A, B, C, by gender This indicator aims to identify a potential gender bias in the process between the application, the stage of the short listening and the appointment. It allows to measure if a potential selection bias exist. It is constructed by comparing the percentage share of female and male applicants with the percentage share of women and men on the short list as well as appointed women and male for jobs on grade A, B, C. Data for this indicator has to be collected on the basis of the RPO system of application. Choose the organisational level according to the data availability.)

Only numbers may be entered in these fields.

Please check the format of your answer.

Grade A: Women	Grade A: Men	Grade B: Women	Grade B: Men	Grade C: Women	Grade C: Men
-------------------	-----------------	-------------------	-----------------	-------------------	-----------------

How many women and men have applied for a job on grade on A, B, C on the RPO level?

How many women and men are on the short list for a job on grade A, B, C on the RPO level?

How many women and men are appointed for a job on grade A, B, C on the RPO level?

Time Reference: Last calendar year

Data Source: HRM

[]

You can include up to three departments.

Only answer this question if the following conditions are met:

Answer was 'On the department level' at question '52 [SIREC2a1]' (SI.2.2. Applications versus short lists and appointments for jobs on level A, B, C, by gender This indicator aims to identify a potential gender bias in the process between the application, the stage of the short listening and the appointment. It allows to measure if a potential selection bias exist. It is constructed by comparing the percentage share of female and male applicants with the percentage share of women and men on the short list as well as appointed women and male for jobs on grade A, B, C. Data for this indicator has to be collected on the basis of the RPO system of application. Choose the organisational level according to the data availability.)

Name of first department.

*

Only answer this question if the following conditions are met:
Answer matched (regexp) '.+' at question '54 [SIREC2b]' (You can include up to three departments.)

Only numbers may be entered in these fields.
Please check the format of your answer.

	Grade A: Women	Grade A: Men	Grade B: Women	Grade B: Men	Grade C: Women	Grade C: Men
How many women and men have applied for a job on grade on A, B, C in department No1?						
How many women and men are on the short list for a job on grade A, B, C in department No1?						
How many women and men are appointed for a job on grade A, B, C in department No1?						

Time Reference: Last calendar year
Data Source: HRM

Only answer this question if the following conditions are met:
Answer matched (regexp) '.+' at question '54 [SIREC2b]' (You can include up to three departments.)

Name of second department.

*

Only answer this question if the following conditions are met:
Answer matched (regexp) '.+' at question '56 [SIREC2c]' ()

Only numbers may be entered in these fields.
Please check the format of your answer.

	Grade A: Women	Grade A: Men	Grade B: Women	Grade B: Men	Grade C: Women	Grade C: Men
How many women and men have applied for a job on grade on A, B, C in department No2?						
How many women and men are on the short list for a job on grade A, B, C in department No2?						
How many women and men are appointed for a job on grade A, B, C in department No2?						

Time Reference: Last calendar year
Data Source: HRM

Only answer this question if the following conditions are met:
Answer matched (regexp) '.+' at question '56 [SIREC2c]' ()

Name of third department.

*

Only answer this question if the following conditions are met:
Answer matched (regexp) '.+' at question '58 [SIREC2d]' ()

Please check the format of your answer.

	Grade A: Women	Grade A: Men	Grade B: Women	Grade B: Men	Grade C: Women	Grade C: Men
How many women and men have applied for a job on grade on A, B, C in department No3?						
How many women and men are on the short list for a job on grade A, B, C in department No3?						

	Grade A: Women	Grade A: Men	Grade B: Women	Grade B: Men	Grade C: Women	Grade C: Men
How many women and men are appointed for a job on grade A, B, C in department No3?						

Time Reference: Last calendar year

Data Source: HRM

☐

You can include up to three schools/faculties.

Only answer this question if the following conditions are met:
 Answer was 'On the school / faculty level' at question '52 [SIREC2a1]' (SI.2.2. Applications versus short lists and appointments for jobs on level A, B, C, by gender This indicator aims to identify a potential gender bias in the process between the application, the stage of the short listening and the appointment. It allows to measure if a potential selection bias exist. It is constructed by comparing the percentage share of female and male applicants with the percentage share of women and men on the short list as well as appointed women and male for jobs on grade A, B, C. Data for this indicator has to be collected on the basis of the RPO system of application. Choose the organisational level according to the data availability.)

Name of first faculty.

☐ *

Only answer this question if the following conditions are met:
 Answer matched (regex) '.+' at question '60 [SIREC2e]' (You can include up to three schools/faculties.)

Only numbers may be entered in these fields.
 Please check the format of your answer.

	Grade A: Women	Grade A: Men	Grade B: Women	Grade B: Men	Grade C: Women	Grade C: Men
How many women and men have applied for a job on grades A, B and C in the first faculty?						
How many women and men are on the short list for a job on grades A, B and C in the first faculty?						
How many women and men have been appointed on grades A, B and C in the first faculty?						

☐

Only answer this question if the following conditions are met:
 Answer was 'On the school / faculty level' at question '52 [SIREC2a1]' (SI.2.2. Applications versus short lists and appointments for jobs on level A, B, C, by gender This indicator aims to identify a potential gender bias in the process between the application, the stage of the short listening and the appointment. It allows to measure if a potential selection bias exist. It is constructed by comparing the percentage share of female and male applicants with the percentage share of women and men on the short list as well as appointed women and male for jobs on grade A, B, C. Data for this indicator has to be collected on the basis of the RPO system of application. Choose the organisational level according to the data availability.)

Name of second faculty.

☐ *

Only answer this question if the following conditions are met:
 Answer matched (regex) '.+' at question '62 [SIREC2f]' ()

Only numbers may be entered in these fields.
 Please check the format of your answer.

	Grade A: Women	Grade A: Men	Grade B: Women	Grade B: Men	Grade C: Women	Grade C: Men
How many women and men have applied for a job on grades A, B and C in the second faculty?						
How many women and men are on the short list for a job on grades A, B and C in the second faculty?						
How many women and men have been appointed on grades A, B and C in the second faculty?						

☐

Only answer this question if the following conditions are met:
 Answer was 'On the school / faculty level' at question '52 [SIREC2a1]' (SI.2.2. Applications versus short lists and appointments for jobs on level A, B, C, by gender This indicator aims to identify a potential gender bias in the process between the application, the stage of the short listening and the appointment. It allows to measure if a potential selection bias exist. It is constructed by comparing the percentage share of female and male applicants with the percentage share of women and men on the short list as well as appointed women and male for jobs on grade A, B, C. Data for this indicator has to be collected on the basis of the RPO system of application. Choose the organisational level according to the data availability.)

Name of third faculty.

☐ *

Only answer this question if the following conditions are met:
 Answer matched (regex) '.+' at question '64 [SIREC2g]' ()

Only numbers may be entered in these fields.

Please check the format of your answer.

	Grade A: Women	Grade A: Men	Grade B: Women	Grade B: Men	Grade C: Women	Grade C: Men
How many women and men have applied for a job on grades A, B and C in the second faculty?						
How many women and men are on the short list for a job on grades A, B and C in the second faculty?						
How many women and men have been appointed on grades A, B and C in the second faculty?						

[]

SL2.3. Negotiated starting salaries, by gender and by job grade

This indicator is constructed by calculating the percentage differences between aggregated negotiated starting salaries with potential benefits and access to resources and salary according to the official salary scale of new employees differentiated by gender and job levels.

Q1: What is the starting salary according to the official salary scale of employees at university?

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Only numbers may be entered in these fields.

Please check the format of your answer.

Salary
At Grade A
At Grade B
At Grade C

Time Reference: Last calendar year

Data Source: HRM

[]Q2: What are the negotiated entry salaries including benefits and access to resources for women and men? *

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Only numbers may be entered in these fields.

Please check the format of your answer.

	Women	Men
At job level A		
At job level B		
At job level C		

[]

SL2.4. Positive action in recruitment processes

This indicator looks whether or not positive gender action policies related to recruitment processes are in place.

Q1: Is a positive action policy available that in the case of the same qualification, women are employed preferentially?

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- ▾ Yes
- ▾ No

Time Reference: Last calendar year

Data Source: Policy documents

[]Q2: Is a positive action policy (e.g. briefings, guidelines, etc. regarding awareness raising of the members of the selection committees) available to favor an equal recruitment processes? *

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- ▾ Yes
- ▾ No

[]

SL2.5. Inclusion of gender issues in the induction process

This indicator assesses whether there is an induction process for newly recruited staff and to what extent provides information about institutional/departmental policies with a focus on equality and diversity policies.

Q: Is there an induction process in the department/institution?

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- ☐ Yes
- ☐ No

Time Reference: Last calendar year

Data Source: Department and central sources

[] Do induction processes for newly recruited staff include material and/or information on equality and diversity policies, services and opportunities for work-life balance, career progression? *

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '70 [SIREC5a]' (SI.2.5. Inclusion of gender issues in the induction process This indicator assesses whether there is an induction process for newly recruited staff and to what extent provides information about institutional/departmental policies with a focus on equality and diversity policies. Q: Is there an induction process in the department/institution?)

Please choose **only one** of the following:

- ☐ Yes
- ☐ No

[]

SI.2.6. Positive action in research evaluation

This indicator looks whether or not positive gender action policies related to research evaluation, with effects on career progression, are in place.

Q: Are positive action policies that consider maternity, paternity and parental leave periods when assessing and evaluating research production in order to foster career progression available?

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- ☐ Yes
- ☐ No

[]

SI.2.7. Career Support Schemes

This indicator looks whether or not there is a career support schemes established at RPOs.

Q: Is there a career support scheme available in the RPO?

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- ☐ Yes
- ☐ No

Time Reference: Last calendar year

Data Source: HRM

[] *

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '73 [SIREC7a]' (SI.2.7. Career Support Schemes This indicator looks whether or not there is a career support schemes established at RPOs. Q: Is there a career support scheme available in the RPO?)

Only numbers may be entered in these fields.

Each answer must be at least 0

Please check the format of your answer.

Women Men

How many women and men participate in career support schemes?

[]

SI.2.8. Initiatives for raising awareness on female role models

This indicator looks at the existence of awareness raising initiatives female role models in science.

Q: Do awareness raising initiatives on female role models exist?

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- ▾ Yes
- ▾ No

Time Reference: Last calender year

Data Source: Institutional data warehouse

[]

SL2.9. Initiatives for raising awareness on gender diversity in research teams

This indicator looks at the existence of awareness initiatives on female researchers' contribution in science by looking at the visibility of gender diversity in research teams (e.g. at the occasion of in researchers nights).

Q: Are there initiatives for raising awareness of the gender diversity in research teams in public documents and/or events?

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- ▾ Yes
- ▾ No

Time Reference: Last calender Year

Data Source: Institutional data warehouse

[]

SL2.10. Empowerment trainings for career progression

This indicator looks at the existence of empowerment trainings career progression for researchers as a useful tool for their career development. Definition of training: at least ½ day (3-4 hours)

Q: Are there empowerment trainings for the career progression of researchers?

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- ▾ Yes
- ▾ No

Time Reference: Last calendar year

Data Source: HRM

[] *

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '77 [SIREC10a]' (SL2.10. Empowerment trainings for career progression This indicator looks at the existence of empowerment trainings career progression for researchers as a useful tool for their career development. Definition of training: at least ½ day (3-4 hours) Q: Are there empowerment trainings for the career progression of researchers?)

Only numbers may be entered in these fields.

Each answer must be at least 0

Please check the format of your answer.

Women Men

How many researchers attended empowerment trainings for the career progression of researchers?

[]

SL2.11. Trainings for leadership

This indicator looks at the existence of training for leadership skills for researchers (in particular for the underrepresented gender) as a useful tool for their career development. Ideally, it would include the following: leading a team/a meeting/a project, raise awareness of different leadership styles. If it exists, it measures i) ii) the ratio of female and male attendees of leadership training. Definition of training: at least ½ day (3-4 hours).

Q: Is training on leadership skills development for researchers on job grade A, B, C, and D available?

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- ▾ Yes
- ▾ No

Time Reference: Last calendar year

Data Source: HRM

[] *

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '79 [SIREC11a]' (SI.2.11. Trainings for leadership This indicator looks at the existence of training for leadership skills for researchers (in particular for the underrepresented gender) as a useful tool for their career development. Ideally, it would include the following: leading a team/a meeting/a project, raise awareness of different leadership styles. If it exists, it measures i) ii) the ratio of female and male attendees of leadership training. Definition of training: at least ½ day (3-4 hours). Q: Is training on leadership skills development for researchers on job grade A, B, C, and D available?)

Only numbers may be entered in these fields.

Each answer must be at least 0

Please check the format of your answer.

Women Men

How many researchers on job grade A attended trainings on leadership skills development?

How many researchers on job grade B attended trainings on leadership skills development?

How many researchers on job grade C attended trainings on leadership skills development?

How many researchers on job grade D attended trainings on leadership skills development?

[]

SI.2.12. Trainings for soft skills

This indicator looks at the existence of trainings for soft skills for researchers and key actors as a useful tool for their career development. Ideally, trainings would address the following topics: communication, team work, time management. If the trainings exist, the indicator measures the ratio of female and male attendees of soft skills training. Definition of training: at least ½ day (3-4 hours).

Q: Is training on soft skills development for researchers on job grade A, B, C, and D available?

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- \ Yes
- \ No

Time Reference: Last calendar year

Data Source: HRM

[] *

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '81 [SIREC12a]' (SI.2.12. Trainings for soft skills This indicator looks at the existence of trainings for soft skills for researchers and key actors as a useful tool for their career development. Ideally, trainings would address the following topics: communication, team work, time management. If the trainings exist, the indicator measures the ratio of female and male attendees of soft skills training. Definition of training: at least ½ day (3-4 hours). Q: Is training on soft skills development for researchers on job grade A, B, C, and D available?)

Only numbers may be entered in these fields.

Each answer must be at least 0

Please check the format of your answer.

Women Men

How many researchers on job grade A attended trainings on soft skills development?

How many researchers on job grade B attended trainings on soft skills development?

How many researchers on job grade C attended trainings on soft skills development?

How many researchers on job grade D attended trainings on soft skills development?

[]

SI.2.13. Training for researchers on research funding skills

Based on the signed participant lists, the indicator evaluates the participation of women and men in targeted seminars on research funding.

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Only numbers may be entered in these fields.

Please check the format of your answer.

Women Men

How many women and men participated in targeted seminars on research funding?

Your entry should refer to absolute numbers of participants.

Time Reference: Last calendar year

Data Source: Signature lists of targeted seminars

[]

SI.2.14. Mentoring programme

This indicator looks at the existence of mentoring programmes and if they exist, whether it is mandatory for academics on the job grade C to have a mentor. Definition of 'mentoring': min. 6-8 meetings per semester.

Q: Do you have a mentoring programme in place?

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- ▾ Yes
- ▾ No

Time Reference: Last calendar year

Data Source: HRM

[]Q: Is it mandatory for researchers on the job grade C to have a mentor? *

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '84 [SIREC14a]' (SI.2.14. Mentoring programme This indicator looks at the existence of mentoring programmes and if they exist, whether it is mandatory for academics on the job grade C to have a mentor. Definition of 'mentoring': min. 6-8 meetings per semester. Q: Do you have a mentoring programme in place?)

Please choose **only one** of the following:

- ▾ Yes
- ▾ No

[]

SL2.15. Perception of gender equality in career advancement, by gender (main focus: STEM area)

This indicator looks at the perception of gender equality in STEM disciplines in terms of career opportunity at Grade A, expressed as the **median** of the survey answers in Likert scale*.

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Only numbers may be entered in these fields.

Please check the format of your answer.

Women Men

In your opinion, do men and women have equal opportunities in accessing grade A positions at your institution? (Median value)

* Likert scale scoring: 1. Strongly disagree; 2. Disagree; 3. Neither agree nor disagree; 4. Agree; 5. Strongly agree.

The median can be found by firstly arranging the survey answers in an ascending (or descending) order. In the case of an odd number of survey participants, the median is just the middle value. In the case of an even number of survey participants the median is defined by the mean of the two middle values. Therefore possible entries are only following values: 1, 1.5, 2, 2.5, 3, 3.5, 4, 4.5 and 5.

Time Reference: Gender Audit (T0) and follow up surveys (T1 & 2)

Data Source: Survey

[]If there is relevant qualitative information concerning the specific indicators of key area 2 you might wish to add, you may do so here.

Please write your answer here:

Please keep in mind that qualitative data cannot be evaluated by this tool - they are rather meant to assist with the future assessment of the tool's quantitative results and accompany the presentation thereof.

Specific Indicators. Key Area 3: "Work and personal life integration"

[]

SL3.1. Policies on work and personal life integration

This indicator measures the existence of policies supporting work and personal life integration.

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose the appropriate response for each item:

	Yes	No
Does a policy related to parenting friendly working hours exist?		
Does a policy related to extended leave for the care of family members exist?		
Does a policy related to maternity cover (budgeting for temporary replacement of employees that have requested a maternity leave) exist?		
Does a policy for positive actions for improving time organization (academic time allocation schedules for teaching, research and core meeting hours) exist?		
Does a policy permitting breastfeeding exist?		
Does a flexitime policy exist?		
Does a policy related to staggered hours exist?		
Does a policy permitting to work part time hours for personal reasons exist?		
Does a policy permitting paid extended leave for personal reasons exist?		
Does a policy permitting unpaid extended leave for personal reasons exist?		
Does a policy permitting working from home exist?		
Does a policy related to mobility exist?		
Does a policy permitting job sharing exist?		
Does feasibility plan for the creation of new welfare services (e.g. house chores, summer camp organization, child-care in case of conference or congress) exist?		

Time Reference: Last calendar year

Data Source: HRM

[]

SL3.2. Contacts with individuals during maternity, paternity and parental leave

This indicator looks whether or not there is a standard procedure to ensure that contacts are maintained during maternity, paternity and parental leave.

Q: Is there a standard procedure to ensure that contacts with individuals are maintained during the maternity, paternity and parental leave?

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- Yes
- No

Time Reference: Last calendar year

Data Source: Appointed gender equality delegates

[]

SL3.3. Perception of work and personal life integration, by gender

This indicator looks at the perception of satisfaction among academic staff of the work and personal life integration supports and policies available in their RPOs, expressed as the median² of the survey asnwrs in Likert scale¹.

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Only numbers may be entered in these fields.

Please check the format of your answer.

	Women	Men
Do you think that policies and services supporting work and personal life integration are satisfying in your RPO?		

Likert scale scoring: 1. Strongly disagree; 2. Disagree; 3. Neither agree nor disagree; 4. Agree; 5. Strongly agree.

The median can be found by firstly arranging the survey answers in an ascending (or descending) order. In the case of an odd number of survey participants, the median is just the middle value. In the case of an even number of survey participants the median is defined by the mean of the two middle values. Therefore possible entries are only following values: 1, 1.5, 2, 2.5, 3, 3.5, 4, 4.5, 5.

Time Reference: Gender Audit (T0) and follow up survey (T1&2)

Data Source: Survey

[]If there is relevant qualitative information concerning the specific indicators of key area 3 you might wish to add, you may do so here.

Please write your answer here:

Please keep in mind that qualitative data cannot be evaluated by this tool - they are rather meant to assist with the future assesment of the tool's quantitative results and accompany the presentation thereof.

Specific Indicators. Key Area 4: "Researchers and research: gender equality and perspective"

[]

SI.4.1. Gender composition of research teams who got public funding

This indicator looks at the average composition of research teams who got public funding.

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Only numbers may be entered in these fields.

Each answer must be at least 0

Please check the format of your answer.

Women Men

What is the number of women and men in research teams who received non-European funding?

What is the number of women and men in research teams who received European funding?

What is the number of women and men in research teams who received national funding?

What is the number of women and men in research teams who received local/regional funding?

Time Reference: Last calendar year

Data Source: Research & Innovation Support Offices

[]

SI.4.2. Networks on gender issues research

This indicator looks at the existence of networks/groups in the RPOs that are focused either on research in gender issues or on gender issues in research.#

Q: Do networks and groups exist that are focused on research on gender issues or on gender issues in research?

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- ▾ Yes
- ▾ No

Time Reference: Last calendar year

Data Source: HRM, RPOs websites and appointed equality delegates

[]

SI.4.3. Provision of an annual RPO gender report

The indicator looks at the existence of an annual gender report.

Q: Is an annual gender report released?

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- ▾ Yes
- ▾ No

Time Reference: Last calendar year

Data Source: HRM, RPO website

[]

SI.4.4. Participation in training seminars on integrating sex/gender analysis methods, by gender and field of research

Based on the signed participant lists, the indicator measures the development of **numbers of participants or applicants** in internal training seminars or on the use of sex/gender analysis methods, as well as the ratio of female and male attendees towards more gender balance (40%), per field of research.

Q: Are there training seminars on integrating the sex/gender dimension into research analysis provided?

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- ▾ Yes
- ▾ No

Time Reference: Last calendar year

Data Source: Signature lists of internal training seminars on the use of sex/ gender analysis methods

[]How many women and men participated in these training seminars, per field of research? *

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '95 [SIRE54a]' (SI.4.4. Participation in training seminars on integrating sex/gender analysis methods, by gender and field of research Based on the signed participant lists, the indicator measures the development of numbers of participants or applicants in internal training seminars or on the use of sex/gender analysis methods, as well as the ratio of female and male attendees towards more gender balance (40%), per field of research. Q: Are there training seminars on integrating the sex/gender dimension into research analysis provided?)

Only numbers may be entered in these fields.

Each answer must be at least 0

Please check the format of your answer.

	Women	Men
Natural sciences		
Engineering and technology		
Medical sciences		
Agricultural sciences		
Social sciences		
Humanities		

[]

SI.4.5. Sex and/or gender analysis as requirements in RPO's internal calls

This indicator looks how widespread requirements of descriptions of how sex and/or gender analysis are taken into account is implemented in RPO's internal calls for project.

Q: In the RPO's calls for projects, is it required to describe in the research proposal how sex and/or gender analysis is taken into account?

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- Yes
- No

Time Reference: Last calendar year

Data Source: Project evaluators

[]

SI.4.6. Research presentations at international level

This indicator looks at the share* of female and male researchers who presented their research results at international level.

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Only numbers may be entered in these fields.

Each answer must be at least 0

Please check the format of your answer.

	Women	Men
What is the number of women and men who presented their research results at international level?		

*Please enter absolute numbers, the shares are defined and calculated by the indicator's formula.

Time Reference: Last calendar year

Data Source: Research & Innovation Support Offices

[]

SI.4.7. Co-authored articles in scientific publications

This indicator looks at the number of researchers who have published co-authored articles in scientific publications.

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Only numbers may be entered in these fields.

Each answer must be at least 0

Please check the format of your answer.

Women Men

Women Men

What is the number of women and men who have published co-authored articles in scientific publications?

Time Reference: Last calendar year

Data Source: Library

[]

SL4.8. Single authored articles in scientific publications

This indicator looks at the number of researchers who have published single authored articles in scientific publications.

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Only numbers may be entered in these fields.

Each answer must be at least 0

Please check the format of your answer.

Women Men

What is the number of women and men who have published single authored articles in scientific publications?

Time Reference: Last calendar year

Data Source: Library

[]

SL4.9. Number of PhD thesis including sex/gender analysis

This indicator measures the development of PhD theses including sex/gender variables and / or dealing with sex/ gender specific content in terms percentage of all PhD theses.

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Only numbers may be entered in these fields.

Each answer must be at least 0

Please check the format of your answer.

How many PhD theses included sex/gender variables and / or deal with sex/ gender specific content?

Time Reference: Last calendar year

Data Source: Search in titles, abstracts and keyword of PhD thesis (gender sensitive key word search)

[]

SL4.10. Application for the international PLOTINA competition and/or awards for integration of sex/gender variables in research

This indicator measures: the existence and the sustainability of PLOTINA competition for the best gender aware research case studies, in each RPO at departmental or institutional level, or the existence of prizes acknowledging the research quality resulting from the integration of the sex/gender variables.

Q: Is ether the PLOTINA or other competition for integration of gender/sex variables into research sustainably funded?

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose **only one** of the following:

- ` Yes
- ` No

Time Reference: Last calendar year

Data Source: PLOTINA competition jury

[]Q2: How many applications of female and male PhD students were submitted either to the PLOTINA or other competition for the best gender aware research case studies? *

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '102 [SIRE510a]' (SL4.10. Application for the international PLOTINA competition and/or awards for integration of sex/gender variables in research This indicator measures: the existence and the sustainability of PLOTINA competition for the best gender aware research case studies, in each RPO at departmental or institutional level, or the existence of prizes acknowledging the research quality resulting from the integration of the sex/gender variables. Q: Is ether the PLOTINA or other competition for integration of gender/sex variables into research sustainably funded?)

Please check the format of your answer.

Women Men

Natural sciences

Engineering and technology

Women Men**Medical sciences****Agricultural sciences****Social sciences****Humanities**

[]

SL4.11. Perception of the gender/sex variables in research contents, by gender

This indicator looks at the perception of academic staff of the integration of the sex/gender variables in research contents and on the usefulness of that integration in order to increase innovation and excellence, expressed as the median² of the survey answers in Likert scale¹.

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Only numbers may be entered in these fields.

Please check the format of your answer.

Women**Men****In your opinion, is the integration of the sex/gender variables in research contents useful to increase innovation and excellence?**

1. Likert scale scoring: 1. Strongly disagree; 2. Disagree; 3. Neither agree nor disagree; 4. Agree; 5. Strongly agree.

2. The median can be found by firstly arranging the survey answers in an ascending (or descending) order. In the case of an odd number of survey participants, the median is just the middle value. In the case of an even number of survey participants the median is defined by the mean of the two middle values. Therefore possible entries are only following values: 1, 1.5, 2, 2.5, 3, 3.5, 4, 4.5, 5.

Time Reference: Gender Audit (T0) and follow up survey (T1&2)

Data Source: Survey (It could be conducted within the entire RPO or a representative sample of it)

[]If there is relevant qualitative information concerning the specific indicators of key area 4 you might wish to add, you may do so here.

Please write your answer here:

Please keep in mind that qualitative data cannot be evaluated by this tool - they are rather meant to assist with the future assesment of the tool's quantitative results and accompany the presentation thereof.

Specific Indicators. Key Area 5: "The integration of gender and sex dimension in teaching curricula"

[]

SL5.1. Courses on specific gender dimensions, per field of research

This indicator measures the existence of courses devoted to gender in different dimensions, for undergraduate students and students on the MA-level, per field of research. For example: history of women, women and literacy, gender accounting, etc.

Q: How many specific courses devoted to gender issues are available?

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Only numbers may be entered in these fields.

Each answer must be at least 0

Please check the format of your answer.

Undergraduate MA-Level**Natural sciences****Engineering and technology****Medical sciences****Agricultural sciences****Social sciences****Humanities**

Time Reference: Last calendar year

Data Source: RPO teaching programme (key word search in title, content and bibliography of the modules).

[]

SI.5.2. Sex/ gender variables in teaching modules/courses

This indicator measures the development in the numbers of teaching modules /courses including sex / gender variables for undergraduate students and students on the MA-level, per field of research.

Q: How many modules have integrated sex/gender variables?

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Only numbers may be entered in these fields.

Each answer must be at least 0

Please check the format of your answer.

Undergraduate MA-Level

Natural sciences

Engineering and technology

Medical sciences

Agricultural sciences

Social sciences

Humanities

Time Reference: Last calendar year

Data Source: RPO teaching programme (key word search in title, content and bibliography of the modules).

[]

SI.5.3. Training seminars or guidelines on integrating sex/gender in teaching curricula

The indicator looks whether or not internal training seminars or guidelines on how to integrate the sex/gender dimension in teaching curricula exist.

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Please choose the appropriate response for each item:

Yes

No

Are there training seminars on the integration of the sex/gender dimension into teaching curricula?

Are there guidelines on the integration of the sex/gender dimension into teaching curricula?

Time Reference: Last calendar year

Data Source: HRM

[]

SI.5.4. Students attending classes reflecting sex/ gender variables, by gender

This indicator measures the female share of students attending classes that reflect sex / gender variables.

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Only numbers may be entered in these fields.

Each answer must be at least 0

Please check the format of your answer.

Women Men

How many female and male undergraduate students have taken classes including sex/gender variables?

How many female and male students on the MA-level have taken classes including sex/gender variables?

Time Reference: Last calendar year

Data Source: Enrolment numbers and signature lists (or other that apply); Evaluation questionnaire

[]

SI.5.5. Perception of the gender/sex variables in teaching programs, by gender

This indicator looks at the perception of academic staff as to whether the integration of gender equality issues in teaching programs is useful to increase gender literacy and knowledge among students, expressed as the median² of the survey answers in Likert scale¹.

*

Only answer this question if the following conditions are met:

Answer was at question '23 [B611]' (Here you can check the specific indicators that may apply to your RPO.)

Only numbers may be entered in these fields.
Please check the format of your answer.

	Women	Men
In your opinion, is the integration of gender equality issues in teaching programs useful to increase gender literacy among students?		

Likert scale scoring: 1. Strongly disagree; 2. Disagree; 3. Neither agree nor disagree; 4. Agree; 5. Strongly agree.

The median can be found by firstly arranging the survey answers in an ascending (or descending) order. In the case of an odd number of survey participants, the median is just the middle value. In the case of an even number of survey participants the median is defined by the mean of the two middle values. Therefore possible entries are only following values: 1, 1.5, 2, 2.5, 3, 3.5, 4, 4.5, 5.

Time Reference: Gender Audit

Data Source: Survey

[] If there is relevant qualitative information concerning the specific indicators of key area 5 you might wish to add, you may do so here.

Please write your answer here:

Please keep in mind that qualitative data cannot be evaluated by this tool - they are rather meant to assist with the future assesment of the tool's quantitative results and accompany the presentation thereof.

Submit.

Congratulations! You have reached the end of the PLOTINA survey. If you wish to make changes or review your answers, navigate back using the question index. Otherwise confirm that you want to submit your answers for processing and visualization.

[]

Are you sure you want to submit the survey?

After clicking on "Submit", it will not be possible to make any further changes.

Thank you for your participation!
09.08.2017 – 00:00

Submit your survey.
Thank you for completing this survey.