



# **ONLINE DISCUSSION ON INTEGRATING GENDER EQUALITY IN UNIVERSITIES AND RESEARCH INSTITUTIONS**

**Report**



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This report was prepared for the European Institute for Gender Equality by Yellow Window as part of the study on 'Integrating Gender Equality into Research Institutions: benefit, good practices and tools'.

The work for this publication has been coordinated by Maurizio Mosca and Barbara Limanowska.

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## 1 Introduction

The *online discussion on integrating gender equality in universities and research institutions* took place on 20 October 2015. It was organised in the framework of EIGE's project which ultimately aims at developing an online tool to support research organisations (to be understood hereafter as universities and research institutions) in setting up, implementing, monitoring and evaluating gender equality plans. The online discussion was facilitated by Lut Mergaert and Catarina Arnaut from Yellow Window, and by Maurizio Mosca from EIGE. A background note was made available on EuroGender's web-platform prior to the discussion in order to provide information about the topic and to set the objectives for the discussion (see annex 1).

The online discussion sought to:

- Identify key success factors, challenges and pitfalls in relation to initiatives promoted by research organisations aimed at promoting gender equality.
- Understand how effectiveness of gender equality initiatives in research institutions is and/or can be assessed.
- Define qualitative criteria for identifying and selecting good practices in integrating gender equality in research institutions (building on EIGE's criteria).
- Identify stakeholders' needs, requirements and priorities in relation to support measures that could be made available for research institutions to take up initiatives to progress gender equality.

The present report summarises the key points, main experiences and views shared by the participants of the online discussion. More detailed information can be found in the transcript of the online discussion (see annex 2).

## 2 Organisation

The online discussion was organised in four separate sessions over one day:

- Session 1: Identifying key success factors, challenges and pitfalls in relation to initiatives promoted by research organisations aimed at promoting gender equality
- Session 2: Understanding how effectiveness of gender equality initiatives in research organisations is and/or can be assessed
- Session 3: Defining qualitative criteria for identifying and selecting good practices in integrating gender equality in research organisations
- Session 4: Identifying stakeholders' needs, requirements and priorities in relation to support measures that could be made available for research organisations to take up initiatives to progress gender equality

### 3 Participation

Twenty-eight participants from 13 EU Member States actively intervened in the online discussion (see list in annex 3). Many other members of EIGE's EuroGender platform followed the discussion. The main contributors to this discussion had experience in setting up, implementing, monitoring or evaluating gender equality initiatives in research organisations. They were either involved in projects aimed at enhancing gender equality in their institutions, or they were working in research organisations and had a mandate to carry out gender equality work. One-hundred-and-ninety-one statements were posted by the online discussion's participants. The discussion was in English.

### 4 Summary

The summary of each session is presented below. The questions guiding the discussion are listed. Based on the contributions of the participants, the main conclusions are drawn. These do not always represent consensual opinions.

Session 1: Identifying key success factors, challenges and pitfalls in relation to initiatives promoted by research organisations aimed at promoting gender equality

#### Introduction

Working towards gender equality within research institutions, notably in the context of a Gender Equality Plan, may be characterised by particular challenges. There might also be key success factors that are specific for this context. EIGE wanted to hear the participants' experiences and views on this regard.

#### Guiding questions

- Which are the main challenges and obstacles that are or have been experienced when implementing gender equality initiatives in research organisations? How these can be overcome?
- Which are in your opinion 'key success factors' for implementing gender equality initiatives in research organisations?
- Which warnings or tips would you share with other stakeholders who wish to take up gender equality work in research organisations?
- Are there, in your opinion, basic requirements that need to be in place for any actions towards gender equality in research organisations to bring forward positive results? If so, which are these?

#### Main conclusions

The participants shared several challenges and obstacles they were facing when implementing gender equality initiatives in their research organisations. These are listed below (no specific order):

- Low priority given to gender equality
- Difficulties in mobilising the whole institution to implement changes (from top to middle management, to researchers, HR officers, among others)
- Lack of top management support
- Lack of institutionalisation of gender equality measures
- Difficulties in framing gender equality measures in a meaningful way

- Lack of formal structures accountable for ensuring the implementation of the gender equality measures
- Resistance towards gender equality initiatives
- Gender equality is perceived as a “women’s issue”
- Lack of resources (including budget and staff) to implement gender equality initiatives
- Lack of (sex-disaggregated) data in HR departments and reluctance to include other gender-sensitive or gender-specific indicators to monitor gender equality progress in the organisation

According to the participants’ experiences, the key success factors to ensure a positive outcome in the development and implementation of a gender equality initiative in a research organisation are the following:

- Existence of a legal framework supporting a certain initiative
- Existence of external awards or incentives to promote gender equality
- Composition of mixed teams (women and men, with different professional backgrounds) to work on the development of a gender equality plan (so that they feel ownership and part of the process)
- Addressing emergent problems in the institution through gender equality work
- Negotiation on how the general objectives are actually interpreted by the organisation’s staff
- Involvement of the organisation’s community in designing/validating gender equality measures
- Building alliances with key stakeholders to support the gender equality initiative as from the beginning
- Raising awareness about the initiative at an early stage
- Clear identification of the stakeholders responsible for the implementation of a certain measure
- Embedding of the gender equality initiatives into existing structures and processes in order to ensure their sustainability
- Creation of gender equality structures throughout the organisation’s units, along with a central structure advising top management and decision-making structures
- Ensuring broader networking between the organisation’s units
- Implementation of career progression support measures like a mentoring programme or a leadership development capacity building initiative targeting women

Based on the challenges and obstacles identified, as well as the key success factors shared, it was possible to set basic requirements to advance gender equality in research organisations. These requirements need to be in place for any actions towards gender equality to bring forward positive results. The identified basic requirements that were put forward are:

- Mobilising the whole institution (bottom-up and top-down, including decision-makers, teachers, researchers, HR officers and students)
- Prioritising gender equality
- Framing ‘gender equality’ as a meaningful issue
- Providing an explanation of what a ‘gender equality plan’ is and entails

- Framing actions in the plan with a view to address the identified problems in the institution
- Supporting ownership of each initiative
- Following up what is being done ("What gets measured, gets done")
- Building alliances with key stakeholders within the institution at the very start
- Embedding gender equality initiatives into existing structures and processes
- Making gender competence a required skill when hiring staff at universities
- Having data to outline the starting-point and to measure change
- Ensuring sufficient resources, time and support
- Defining sanctions to penalise non-compliance to gender equality measures
- Requiring gender competence when hiring staff for research organisations (including management positions)
- Building gender competence and raising awareness across the organisation's staff (e.g. running an on-going programme of unconscious bias awareness/training at all levels, workshops to overcome possible misconceptions and/or stereotypes).

## Session 2: Understanding how effectiveness of gender equality initiatives in research organisations is and/or can be assessed

### **Introduction**

One of the criteria that EIGE uses for the selection of 'good practices' is that such practices should have proven to be 'effective'. Applying the criterion of 'effectiveness' of gender equality measures in the context of research organisations might pose particular challenges. EIGE considered relevant to zoom in on this specific criterion in order to understand how 'effectiveness' of gender equality initiatives promoted by research organisations is being or can be measured.

### **Guiding questions**

- How would you define 'effectiveness' of gender equality measures in the context of research organisations?
- What can be considered 'evidence' of effectiveness or positive impact?
- How can effectiveness be measured and documented?
- Which are, in your opinion, the particular *benefits* of gender equality change in research institutions that can be put forward as arguments for engaging in work towards gender equality?

### **Main conclusions**

As suggested by the participants, effectiveness needs to be measured against indicators, with qualitative and quantitative tools. It is relevant to distinguish different levels of objectives (short-term and long-term) and output, outcome and impact. Finally, it is also important that the data collected and results feed back into the system. However, it was emphasised that progress towards achieving gender equality is slow and that there is 'no quick fix'. Achieving gender equality is a moving target (and cannot be seen as a static indicator).

Measuring effectiveness of structural changes requires a longer timeframe. The (positive) impact measured in EU-funded initiatives (like the structural change projects) will be rather limited as structural changes require a couple of years to materialise/become visible. In this sense, evidence of 'effectiveness' can be translated in greater institutionalisation of gender equality, higher

awareness, lower level of gender prejudice, more gender-sensitive procedures used on a regular basis, lower acceptance of sexist behaviours, improvement of gender ratios, among others.

Another issue raised during the discussion relates to three factors that need to be taken into account when measuring effectiveness of gender equality initiatives in research organisations: disciplinary scope, size and complexity of each organisation. Effectiveness can be measured differently depending on these factors. Moreover, structural change is also correlated with these factors (for instance, organisations with more staff will require more time and investment to achieve change).

Some quantitative and qualitative indicators have been proposed:

- Gender-ratios across staff, students, departments, management positions, etc. (for instance, numeric targets can be set like 50 % of women and men on decision-making bodies)
- Embeddedness of gender equality in Strategic Plans and monitoring exercises
- Men's engagement and support for continuous improvement towards gender equality
- Number of gender institutional regulations
- Correlation between the attribution of funds and the sex of the grantee
- Participation in trainings to develop gender competence
- Involvement of management positions in gender equality initiatives
- Establishment of commitments
- Gender competence at all levels (including management positions and committees)

These indicators can be measured through available data, surveys, scales, focus groups discussions, and one-to-one interviews. Nonetheless, the methodology followed will depend on the available resources. The participants highlighted the need for ensuring resources to assess/evaluate gender equality initiatives (including gender equality plans) and to provide public access to the results. Even when results are not good, lessons can be learnt.

Throughout the years, many arguments related to the benefits of gender equality have been gathered, but relatively little has changed. As mentioned earlier, progress is slow and there is a strong need to change people's minds in order to achieve change. Nevertheless, the participants stressed that the benefits of gender equality change need to be articulated in order to ensure that institutions understand their importance. The benefits need to be tangible and it needs to be clear that structural/organisational change will benefit both women and men. Promoting gender equality in research organisations will improve social dialogue and cooperation among stakeholders, involve staff and students in a joint effort to produce change, and reinforce the notion of a common identity, accountability and ownership. Structural change will also bring benefits at the process level as decision-making procedures, career management schemes and organisational features will be challenged.

Finally, it was suggested that support from external actors (like the European Commission) encourages institutions to commit the high managerial level to promote gender equality.

### Session 3: Defining qualitative criteria for identifying and selecting good practices in integrating gender equality in research organisations

#### **Introduction**

As a standard, EIGE applies the following criteria for the selection of good practices:

- The practice should have been working well (the practice is implemented, or at least shows substantial achievement);
- The practice could be replicated elsewhere (is transferable);
- The practice is good for learning how to think and act appropriately.

Two more criteria have been added by EIGE for the collection of experiences that positively affect gender equality in research organisations:

- The identified practice has to be embedded within a wider gender mainstreaming strategy, and/or a gender equality plan.
- The practice has to show effective achievement in terms of advancement of gender equality.

The above were put forward as *preliminary* criteria for the selection of good practices within research organisations across the 28 EU Member States. The purpose of this session was to brainstorm about additional qualitative criteria to select and assess good practices on this field.

#### **Guiding questions**

- We may start by considering what we can call a 'practice': what would you regard as a 'practice'? How would you delineate a 'practice' in the framework of work towards gender equality in research organisations?
- Do you have comments or observations to make in relation to the preliminary criteria put forward by EIGE?
- Which other criteria would you suggest for a practice to be considered a 'good practice'?
- Can you think of any example that corresponds to the criteria?

#### **Main conclusions**

The participants had some reservations regarding some of the preliminary criteria set by EIGE. The issues raised are described below. However, it is worth noting that EIGE's criteria need to be seen as a starting-point to support the initial filtering exercise of identifying and selecting promising practices. The purpose was to obtain insights regarding additional qualitative criteria that can be used to select good practices promoting gender equality in universities and research organisations.

The criterion related to the embeddedness of a practice in a wider gender mainstreaming strategy or a gender equality plan was considered limitative. As explained by a participant, a 'practice' can be 'bottom-up', led by a (small) group of researchers or other staff, and achieve positive impact. It may be that the practice emerged in response to the lack of a strategy or plan.

The criterion related to 'transferability' was particularly debated during the online discussion. According to the participants, a 'good practice' is, most of the times, context-related. It is successful because it considers the specific reality, it responds to particular challenges, and it takes into consideration the available resources. Two different concerns were raised: 1) not all practices can be transferred/replicated due to the conditions under which they are being implemented, and 2) replicating/transferring actions may lead to a standardisation of practices that are disconnected



from the reality of each research organisation. On the other hand, it was also expressed that organisations should avoid 'reinventing the wheel' on an on-going basis.

As a solution to these concerns, it was suggested that practices could be transferred/replicated in similar institutions or in the same country, or they could be scaled up or down according to the context. As clarified by one participant, transferability does not necessarily mean that a practice needs to be replicated by all institutions across the EU. Nonetheless, it may be transferable to some institutions with similar features. Hence, in order to enhance the results of transferring/replicating practices in other settings, it is pertinent to identify the transferable aspects of each practice, as well as the conditions that make the replication possible. As explained during the discussion, some difficulties might be experienced when transferring practices even within similar contexts. Research organisations and their (internal) dynamics can be very complex. Therefore, the strategy is to get inspiration from existing (good) practices and initiate an internal reflection about possible measures that can be taken up by a certain organisation, while considering what others have accomplished (with certain resources), what is needed and what is institutionally possible.

Another criterion discussed was the need to 'show effective achievement in terms of advancement of gender equality'. As pointed out in the discussion, some practices are still on-going and a real impact assessment cannot be carried out. Based on the experiences shared, it was recommended to identify 'conditions for impact', such as 'hard facts' produced (e.g. new rules) or the visibility given to the practice, the alliances built, and the leadership involvement.

'Good practices' (and other 'not-so-successful' practices) need to be shared and exchanged in order to learn from other experiences. On the other hand, support to adapt such practices to other research organisations seems to be crucial in this context. As expressed by one participant, research organisations appear to be aware of other (successful) examples, but face difficulties and challenges when trying to apply a certain practice in their institution.

Additional criteria for selecting and assessing good practices in integrating gender equality in research organisations were suggested:

- The practice promotes the involvement of stakeholders during its development and/or implementation.
- The practice articulates with existing institutional provisions<sup>1</sup>.
- The practice is intertwined and triggers other actions.
- The practice is especially suited for/within the context in which it is embedded.
- The practice was particularly useful or visible or a multiplier in a specific context.
- The practice should result from the process of change itself.
- The practice considers a monitoring & evaluation mechanism. This mechanism is aimed at following up and assessing the implementation process and/or the impacts of the practice.

Finally, EIGE clarified that they encourage the identification of good practices (based on certain criteria) in order to promote capacity building and peer learning. In addition, EIGE also wishes to strengthen the debate on how to overcome specific inequalities and on how to promote change.

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<sup>1</sup> For example, a gender training plan is considered within the organisation's annual training plan.

Session 4: Identifying stakeholders' needs, requirements and priorities in relation to support measures that could be made available for research organisations to take up initiatives to progress gender equality**Introduction**

The main output of EIGE's project to integrate gender equality in research organisations is an online tool. It is intended to be a learning instrument to help the user gaining new knowledge in an attractive way. The online tool shall be customised to the needs of research organisations. The tool shall be developed as to enhance gender equality competence of the policy makers, HR staff, and researchers and academics with management responsibilities in research organisations. With an aim of being practical and easy to use, the tool shall provide clear guidance by identifying and explaining the different steps of the process, including how to set up, implement, monitor and assess a Gender Equality Plan within RPO or a university. The process to develop the online tool involves the consultation of relevant stakeholders in different moments in time. EIGE was interested to hear how research organisations can be supported in their work towards gender equality. At this point, we wanted to think more particularly about the needs of the different stakeholders in these organisations, what each of these people can do and how they can be supported.

**Guiding questions**

- Who are the main profiles whose needs in terms of support should be considered?
- Which are the needs of these people respectively, and what kind of support would be helpful for them?
- Which are the needs that should be addressed in the first place? Can we prioritise what should be done?
- EIGE plans to launch an online tool to build competence for developing and implementing Gender Equality Plans in research organisations. What can and what should such online tool (in the form of guidelines) bring?

**Main conclusions**

According to the participants of this online discussion, the main profiles requiring support to promote gender equality initiatives in research organisations are: researchers, (scientific) managers, gender equality officers, and staff working in human resources departments, communication departments, and training departments.

The online tool should build on the experiences from research organisations undertaking structural change. Based on the contributions gathered in the discussion, the following content could be considered when developing the online tool:

- Information on concepts, contexts and content from an EU perspective (including infrastructure, policies and other supports).
- Inventory of (online) tools produced within the framework of other projects (along with an evaluation of each tool).
- Bank of resources available for diagnosis, planning, implementation, monitoring and evaluation (including templates and checklists).
- Convincing examples about the benefits of gender equality change in research organisations.

- Key argumentative resources for research organisations to build their case and secure basic enabling conditions for taking action.
- Examples of measures to promote gender equality with clear indication as to how the organisation improved its performance due to the implementation of such measures.
- Contextualised examples of (good) practices.
- Tips to optimise/increase human and financial resources.
- Technical support (or a template) for enhancing data collection (types of data and how to collect them).
- Examples of gender equality plans.
- Diagnostic instrument (e.g. with multiple choice) to (self-) assess unconscious/implicit bias and/or to be used to trigger discussions in groups.
- Guidance on the integration of gender equality in funding applications by research organisations.
- Examples of research that integrated a gender dimension.
- Tips to reconcile work and personal life.
- Tips to develop partnerships between interested parties across the EU

As highlighted by one participant, not all elements described above need to be included in the online tool at its launch. The tool can be updated and upgraded along the way. It was recommended to make the online tool available in all EU Member States' official languages.

Some concerns were expressed regarding the online tool:

- A 'one-size-fits-all' tool may not fit the needs of research organisations with different sizes, scope of intervention, etc.
- Risk that nobody will look at the tool (e.g. if not available in other languages besides English). The online tool needs to be accessible and easy to use. The communication of the tool needs to be prioritised as well.

## 5 Experts' contributions and key issues

### **Session 1: Identifying key success factors, challenges and pitfalls in relation to initiatives promoted by research organisations aimed at promoting gender equality**

*"I feel some of the challenges in the university or higher education sector appear to be the priority given to gender equality in an arena preoccupied with international and national rankings and securing research funding. Are funding agencies (RFOs) and academic journal requirements for gender equality the external tools that will mobilise change long term in this sector? (...) Motivation in the form of external awards which creates competition between institutes and compliance with legislation to avoid gender discrimination legal action appear to be drivers for this in some cases."* Siobán O'Brien Green

*"One of the first challenges of all plans (...) is framing the "gender equality thing" in a meaningful way for the stakeholder at the institution, so to address emergent problems of the organisation, negotiating how the general aim should actually be interpreted locally with researchers, existing bodies for equality, or diversity, or HR, and the leadership. This is not always easy, but, at a certain point, Action Plans find the right keys to have existing structures interested in joining efforts on common objectives."* Marina Cacace

*"(...) implementing structural change through a GEP requires explaining what an action plan actually is and what differentiates it from a charter, for instance."* Maxime Forest

*"Even if we have a strong involvement of Ifsttar's<sup>2</sup> top management, it's difficult to have the same involvement from the middle management and the whole staff in general. In a context of staff reduction, lack of time and material means. Equality is not seen as a priority."* Eric Gelineau

*"To critical success factors, I'd mention "what gets measured, gets done"."* Catherine Lynch

*"As for securing top management's support, communication is of great importance: RPOs are engaged in fierce competition for funding, rankings, and attracting best researchers. Reputation thus matters to RPOs as it never did before. Encouraging top managers to envision gender equality as part of their global strategy, as a joint project for all the components of their institution (which rarely work together), can help making changes happen... as long as other factors success are met (drawing upon a strong gender expertise, acting upon all levers for change, securing mid-management support, institutionalizing gender equality initiatives...)." Maxime Forest*

*"We have been working on this issue for 15 years - since 2000. We used a small 'focal point' - Queen's Gender Initiative - to draw together women and men in the University who wanted to see greater equality between women and men, and developed an action plan. That plan has gone through many iterations now and we have changed the culture in some important ways. For example, we have a central fund in place to make finance available to departments to cover the teaching of a woman taking maternity leave. We've had this in place for a long time now, and it is one of our most successful measures. It means so much to women in this position, takes the worry out of teaching delivery (e.g. no pregnant woman has to teach all her courses before going on leave, as used to happen), and allows Heads of department to plan for this absence."* Yvonne Galligan

## **Session 2: Understanding how effectiveness of gender equality initiatives in research organisations is and/or can be assessed**

*"I think there are many dimensions to effectiveness - a realisation that there is no quick fix but that the 'good practices' contribute to continuous improvement in gender ratios, representation and a better working environment. All of these can and need to be measured with quantitative and qualitative tools/data collection and the results fed back into the system. Progress is slow. However, one indicator is if, and how, gender equality is embedded in Strategic Plans and follow-up monitoring. Another is the degree to which men engage and support the need for continuous improvement towards gender equality. We used INTEGER (then Athena SWAN) Self-Assessment Teams which worked well at institutional and School levels. We sought and achieved gender balance on all our teams."* Eileen Drew

*"To measure effectiveness, we have to distinguish different levels of objectives (short-term and long-term) and output, outcome and impact. Thus, improving gender-ratios may be one indicator, but - like Eileen wrote - the implementation of gender equality actions (involvement of management positions, establishment of committees, participation to trainings etc.) may be indicators for short-term objectives."* Andrea Löther

*"I agree with the comment of Eileen that effectiveness in achieving gender equality will never be a static indicator but rather a moving target. Of course, introducing numeric targets, that is 50-50% males and females on decision-making bodies and committees (of hiring, evaluation etc.) is the easiest but not enough since the persons appointed to these committees need to be sensitized on gender issues. For,*

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<sup>2</sup> IFS'TAR stands for *Institut français des sciences et technologies des transports*.

*example, no one can guarantee that a woman in such position would be more sensitized on gender issues than a man."* Mary Koutselini

*"In accordance with the EU funding programme H2020 by increasing the number of female researchers it would be possible to improve their careers and mobility, thus contributing to research intensity. The integration of the gender dimension in research programmes will improve the social value of innovations and the fitness for purpose of innovative products."* Irene Jorge

*"I agree that resources are key when talking about effectiveness, but I would also add that involving research Institutions in Structural Change processes supported by external actors, as the EU also helps to encourage Institutions to commit at the high level."* María López Belloso

*"Re. benefits of gender equality - articulating these is crucial to ensure institutions "buy the why" as it were. (...) In presenting my work in e.g. UCD, the benefits have been framed in terms of quality (including quality decision-making), resources (talent, funding, and efficiency) and fairness (important for reputation, staff morale, compliance). Much research has a market value; consumer decisions are largely made by women. As much as show the benefits, we can also show the cost."* Catherine Lynch

### **Session 3: Defining qualitative criteria for identifying and selecting good practices in integrating gender equality in research organisations**

*"A lot of practices at the initial stages may be "grassroots", small, led by a few key researchers or staff and then they develop and grow. This leads to an organic, bottom up approach to change but it also means they are not "embedded within a wider gender mainstreaming strategy, and/or a gender equality plan." How does this contribute or be captured and recognised? They may be excellent and in response to a lack of a strategy."* Siobán O'Brien Green

*"A very short observation about replicability/transferability. The transferability of a good practice could be also limited to similar institutions or in the same country (even remaining good), depending on the kind of practice considered. For each practice, it is useful to identify which are the transferable aspects and which conditions make the replication possible."* Giovanna Declich

*"I agree about the relevance of "transferable", must of the times, the best practices are context related, they work because they consider the specific reality, challenges and resources (or lack of them) and I do not think that such a concrete practices can be (always) replicated..."* Deusto Gender Interdisciplinary Platform

*"I would add that we also need data on "bad" practices which didn't work in other institutions and why they didn't work, the "why" part being the most important to see if it's something that could also fail in our institution."* Eric Gelineau

*"(...) it is important to consider that it is difficult to transfer practices even within very similar environments, given the extreme complexity of every professional environment, so that what is important is that the practices provide ideas and start an internal reflection on possible measures to be taken at one's own institute, bearing in mind what others have accomplished, is needed and what is locally possible."* Marina Cacace

*"A practice by itself, that is, a stand-alone practice (for example a course on gender training, despite how good it is) will not have the same effects as if there are other courses and activities around it. Also because creating a (good) tension about gender in a research institution is also a matter of visibility and creating a state of opinion (something by reiteration and repetition)."* María Bustelo

#### **Session 4: Identifying stakeholders' needs, requirements and priorities in relation to support measures that could be made available for research organisations to take up initiatives to progress gender equality**

*"(...) this tool can maximise the particular value brought by the fact that it will be an EIGE publication. EIGE is well positioned to set out the EU context (including infrastructure, policies and other supports). It can present the case for gender equality, from an EU perspective. It may be able to provide some guidance on navigating systems and availing of the bank of resources available from e.g. EU funded projects etc., as well as tips on developing partnerships between interested parties across the EU."*  
Catherine Lynch

*"It [the online tool] should bring the direct experience of the university/RPO involved in a process of structural change (...)"*. Doina Balahur

*"(...) before going into actual contents and the 'hows', I think it is important for stakeholders to see the 'whys'. In other words, and at least this was our experience, they need to know why they should do what it is recommended."* Elena Del Giorgio

## 6 Resources

A list of resources suggested during the online discussion is provided below:

- Link to KU Leuven's Gender Action Plan  
[http://www.kuleuven.be/diversiteit/BRO\\_GENDERACTIE\\_def\\_ENG.pdf](http://www.kuleuven.be/diversiteit/BRO_GENDERACTIE_def_ENG.pdf)
- Link to KU Leuven's general Diversity plan (including explanation of diversity structures)  
[http://www.kuleuven.be/diversiteit/pdf/6566\\_BRO\\_BELEIDSPLAN\\_DIV\\_UK.pdf](http://www.kuleuven.be/diversiteit/pdf/6566_BRO_BELEIDSPLAN_DIV_UK.pdf)
- Paper about how the proportion of women at professoriate level in one Irish HE organisation increased from zero in 1997 to 34% in 2012  
O'Connor, Pat (2014) Understanding Success a case study of gendered change in the professoriate  
Journal of Higher Education Policy and Management, 36:2, 212-224,  
DOI:10.1080/1360080X.2014.884675 <http://dx.doi.org/10.1080/1360080X.2014.884675>
- Links to female portraits in academia to support the creation of female role models  
<http://www.cam.ac.uk/for-staff/news/female-portraits-oust-men-in-jesus-college>  
<http://www.bbc.com/news/uk-england-oxfordshire-29311151>
- GenPORT  
<http://www.genderportal.eu/>
- PRAGES database of practices  
<http://www.pragesdatabase.eu/>
- Online test for implicit bias  
<https://implicit.harvard.edu/implicit/takeatest.html>
- Facebook staff's training on 'managing bias'  
<https://managingbias.fb.com/>