European Commission
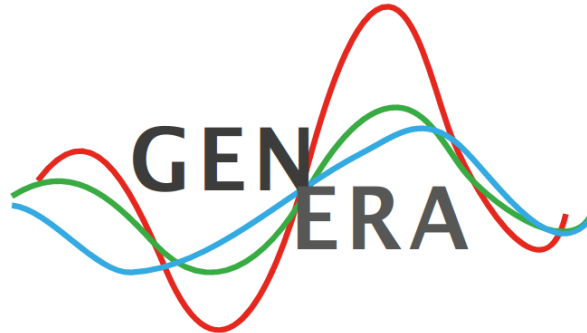
Horizon 2020
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Gender Equality Network in the European Research Area Performing in Physics

September 2015-August 2018

Deliverable D 3.4

PAM (Planning – Action – Monitoring) tool

August 2018

Work Package 3	Monitoring and Evaluation: Develop and test a tool to monitor progress of gender equality
Task 3.3	Preparation and development of a monitoring tool
Responsible Beneficiary	Joanneum Research (Austria): Helene Schiffbaenker, Silvia Hafellner

Table of Content

Abbreviations

ERA	European Research Area
GENERA	Gender Equality Network in the European Research Area
GEP	Gender Equality Plan
IM	Implementation Managers
JS	Joint Secretary
RPO	Research Performing Organization
WP	Work Package

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1. Introduction

PAM (Planning – Action – Monitoring) tool

- The PAM tool is a **tool for monitoring** as well as for **guiding actions for more gender equality in physics**.
- It is a **tool for Implementation Managers** and people responsible for the design and implementation of Gender Equality Plans or Gender Equality Measures in research institutions in physics.
- The tool is intended **to be used within organizations**. All measures and indicators are defined from an organization's view.
- The PAM tool can be used to **find measures, indicators and targets** for Gender Equality Plans.
- The tool is work in progress. It is based on currently existing indicators as well as the experience of the authors.

Background and aims of the PAM tool

The WP3 monitoring tool was originally proposed to monitor the progress of GEPs at the level of each organization. As GEPs were not designed right in time to do so, it was agreed in the JS meeting in Vienna to develop an overall frame to monitor GEP progress – out of which each organization can choose measures and targets best fitting for their implementation work.

The resulting tool is not used to compare on a macro-level (like the WP5 Monitoring tool), but to **monitor progress within a research organisation**. The tool has been designed along the experiences that we as evaluation team made during the runtime of GENERA. It is therefore a tool based on the experiences in physics organisations and has been **specifically conceptualized for physics**.

Target groups are RFOs and RPOs in physics which are already active in planning and implementing gender equality measures and Gender Equality Plans (GEPs).

The accompanying evaluation of the GENERA project showed that it is a challenge for Implementation Managers to define targets and choose suitable measures. A vast amount of gender equality measures and targets can be found in toolboxes and literature. In praxis this creates a lot of confusions what to do or rather a complexity that needs to be structured – and the tool to structure it is the **GENERA Action Tree**, which links measures and targets.

The PAM tool, developed throughout the accompanying evaluation process consolidates experiences and expertise acquired throughout the project runtime. The development of the tool was aligned with the needs of the IMs and the research organizations' management, in order to provide orientation, systematization and causalities – crucial in the field of physics.

The following diagram illustrates the development of the PAM tool as outcome of the accompanying evaluation as Critical Friend who provides immediate support when needed.
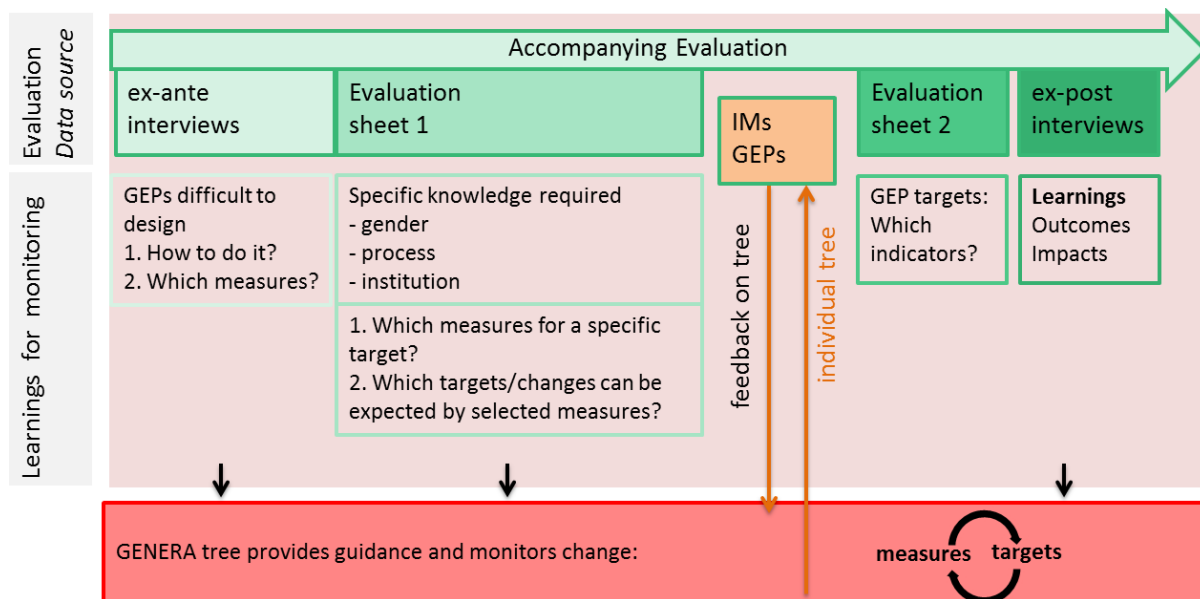
Figure 1: PAM tool as outcome of accompanying evaluation

The PAM tool has **two basic goals**: it is an instrument for **monitoring** progress along the implementation of gender equality measures in physics, but it is also a tool for **guiding actions** for more gender equality in physics:

1) Monitoring:
   - The tool provides indicators to
     - compare the situation before and after a period of intervention
     - compare the situation between different organizations

2) Guiding action:
   - The tool gives directions for planning and implementing actions for more gender equality: it guides the reader from general targets to more specific targets, fields of interventions and finally measures which can be implemented.
   - The tool also supports finding indicators to measure how actions impact gender equality targets. This can be used to control if organizations are making progress towards their targets and can also be used for (inter-) organizational learning about the effectiveness of measures.
   - The action tree helps to ensure consistency between objectives and measures. Organizations can also use it as a blueprint to develop an individual and customized action tree.

Moreover, the GENERA Action Tree as a specific part of the PAM tool can be used for communication with the management and stakeholders. With its clear and simple structure it helps to reduce complexity when trying to convince decision makers or suggesting measures and targets to people in the organisation.

The structure of the PAM tool

The PAM tool is organized into two parts:

1) The GENERA **Action Tree** is a visual **overview** of gender equality targets and provides a manual on how to use the tool. The tree can be understood as an answer to the request for guidance.
2) Tables with **indicators** per target as well as per measure. When specific targets are already defined, the tool can help finding out which **measures** should be implemented to reach the formulated targets. The tool is additionally helpful for finding similar or alternative measures.

The PAM tool is structured in a logical order from ERA targets to measures:
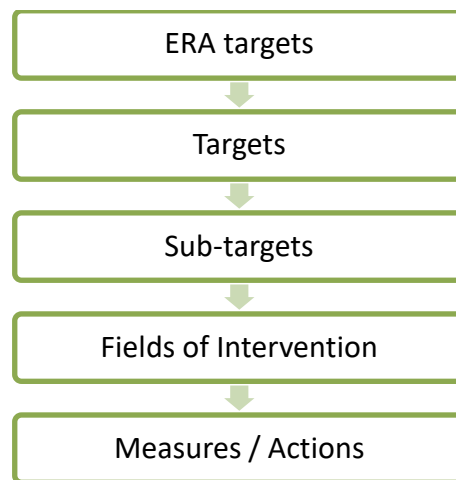

Figure 2: Logical structure of the PAM tool

It is recommended to use the **GENERA Action Tree for orientation and visualization** and the **tables for finding indicators and measures**.
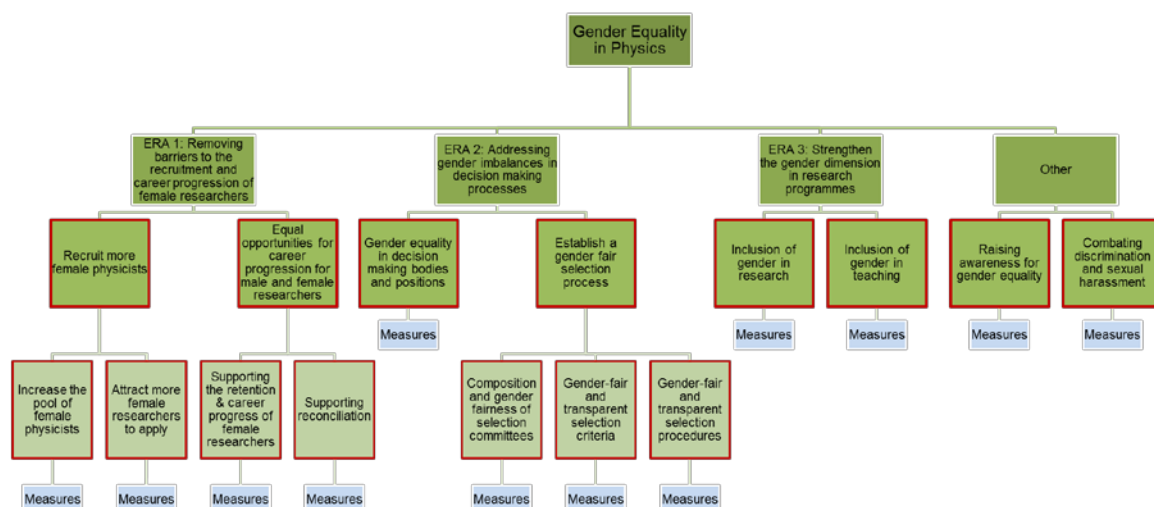

Figure 3: GENERA Action Tree

Sub-target 1.1.1 Increase the pool of female physicists

MEASURES

Choose measures to reach Sub-target 1.1.1 – a larger pool of female physicists

Where do you want to become active?	Potential activities	Examples for measures	Indicators related to the activity	Indicators related to the target = Indicators to measure changes
Attract more women/girls to study physics	Researchers go to schools	• Talks • Awards for outreach to schools	• # of talks • # children reached, by sex • # schools reached • # people applying for the award, by sex • # people awarded, by sex	• Bachelor students
	Events and activities for pupils	• Labs for school students • Science Camp • Kid's University • Physics Project Days • Girls-Only workshops • Orientation Days • Information events for parents and girls	• # of events (labs, science camps, kid's university) • # of pupils participating (per year or per event), by sex	
	Invite girls to RFO	• Girls Day	• # of girls days held • # of girls participating (per year or per event)	
	Training and supporting teachers	• Gender awareness workshops • Trainings for teachers or students of educational science • Providing teaching material	• # of teachers trained, by sex • # of trainings held	

Figure 4: Tables with measures and indicators

2. Methodology

The idea and content of the PAM tool is **based on the results of the accompanying evaluation** of the GENERA project. In order to structure complexity and to link gender equality targets and measures, we have established a logical order which starts with the ERA targets, breaks them down into more specific targets and finally links them to measures. The targets and sub-targets follow the idea of a logic model or also impact chain, i.e. sub-targets contribute to targets and targets contribute to ERA targets.

We have used the **ERA targets** as baseline to structure gender equality targets. The European Commission has defined five key priorities for the European Research Area (ERA) (European Commission 2012). Gender equality and gender mainstreaming in research is one of these priorities, broken down into three concrete targets. The ERA targets can be considered as main reference for gender equality targets on the European policy level.

The tool contains all **Fields of Actions** that have been identified in the Ex-ante assessment report (Deliverable D 3.2). **Measures** have been derived from the GENERA Toolbox and complemented with the knowledge of the authors. In cases where additional sources have been used, those are cited.

Indicators from various international data-sources (e.g. She figures 2015, GENDER-NET) have been collected and systematically linked to GENERA fields of interventions and measures. Some additional indicators were developed by the authors. A full list of all sources used can be found in chapter 6.

Several draft versions have been reviewed by the Implementation Managers in order to ensure usability and completeness of the tool.

The PAM tool is a comprehensive tool to guide and monitor action for more gender equality in Physics. However, the tool has also **limitations**:

- This tool can be considered work in progress. It is based on publicly available indicators as well as on the experience of the authors. For some measures/targets no indicators are available to our knowledge. We hope to further improve and complete the existing collection of measures and indicators.
- The focus of this tool is on structure. We want to offer a taxonomy that helps to plan and monitor. The focus of the tool is *not* on measures, functionality of measures, and content of measures or linkage to the individual institution.
- Relations between measures and targets as well as between targets are complex and interdepending. In order to reduce complexity and offer a tool that can be used and handled in practice, the tool describes causalities between measures, sub-targets and targets which must be considered as simplified.

If you have any questions, feedback and suggestions related to the PAM tool please send it to:

Helene.Schiffbaenker@joanneum.at; Silvia.Hafellner@joanneum.at

3. Guideline for using the PAM tool

This chapter explains how to work with the PAM tool and how to use it to find measures, indicators and targets for Gender Equality Plans (GEPs). The PAM tool is **for Implementation Managers** and people responsible for the design and implementation of Gender Equality Plans in research institutions in physics. Therefore, this chapter is specifically directed to Implementation Managers.

You can use the PAM tool to…

I. Design your GEP or gender equality measures

The PAM tool and especially the action tree as visual overview provide easy instructions for GEP design. With the help of the tool you can:

- Find measures – When you have already defined specific targets, you can use the tool to find out: Which measures should be implemented to reach the targets? You can also use the tool to find similar / alternative measures to reach the same target.
- Find targets – The tree contains an overview of potential targets in the area of gender equality. This helps you to answer the question: What should be in a GEP? When gender equality measures are already planned or implemented, you can use the tree to find out: Which results can be expected? You can also use it to define targets.
- Structure your GEP – Structure the measures you already have (in mind) and link them to targets. You can also design your individual action tree.
- Find out where "blind spots" are, i.e. which aspects of gender equality you are not addressing in your GEP.
- Use indicators to find out where the problem is.

II. Monitor your activities and progress
- Find indicators and monitor the impact of your gender equality measures, in other words: monitor progress/change.

"Helpi" helps you

"Helpi" appears from time to time to mark the most important statements.

Using the PAM tool for planning, action and monitoring

➢ Using the PAM tool in the implementation process

Referring to the GENERA implementation process of GEPs, the PAM tool provides content/support to a) analyse, b) design, c) monitor & adjust.


Figure 1: Based on: EIGE, 2016; Weber, 2016; WGEA, 2014
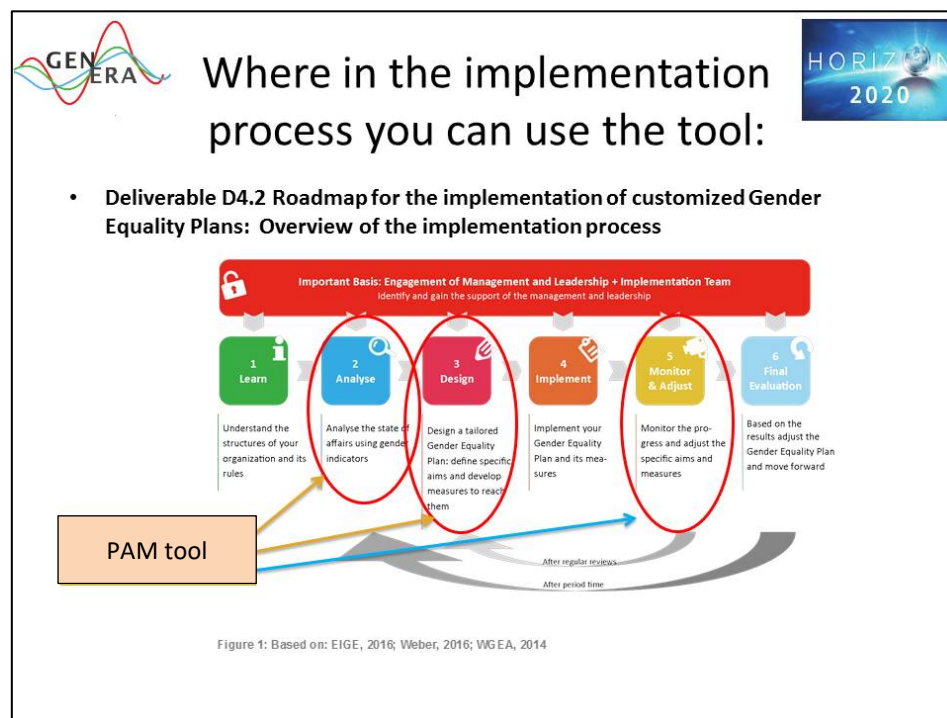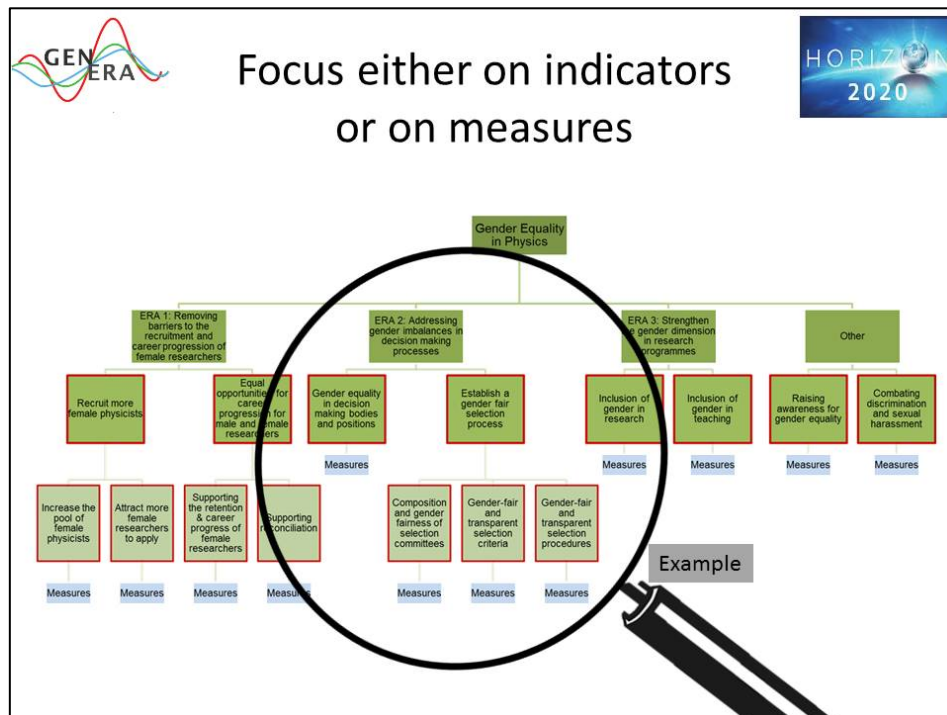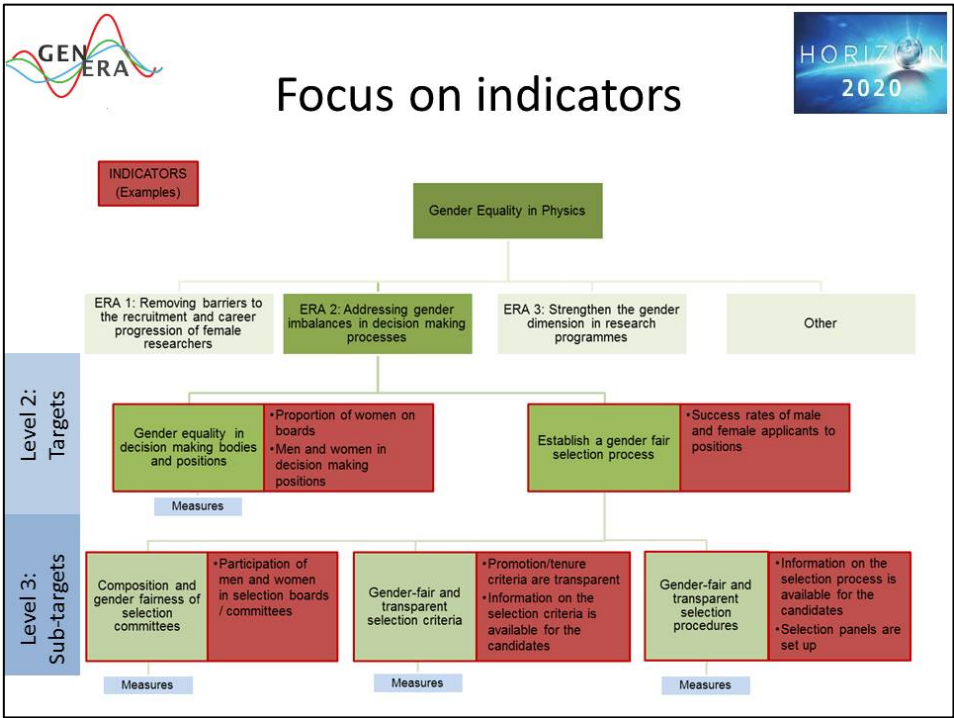
> **A tool for planning & monitoring**

The PAM tool is a tool for planning as well as for monitoring. It provides support for two important steps:

- Find measures & targets – and structure them in a logical way
- Find indicators

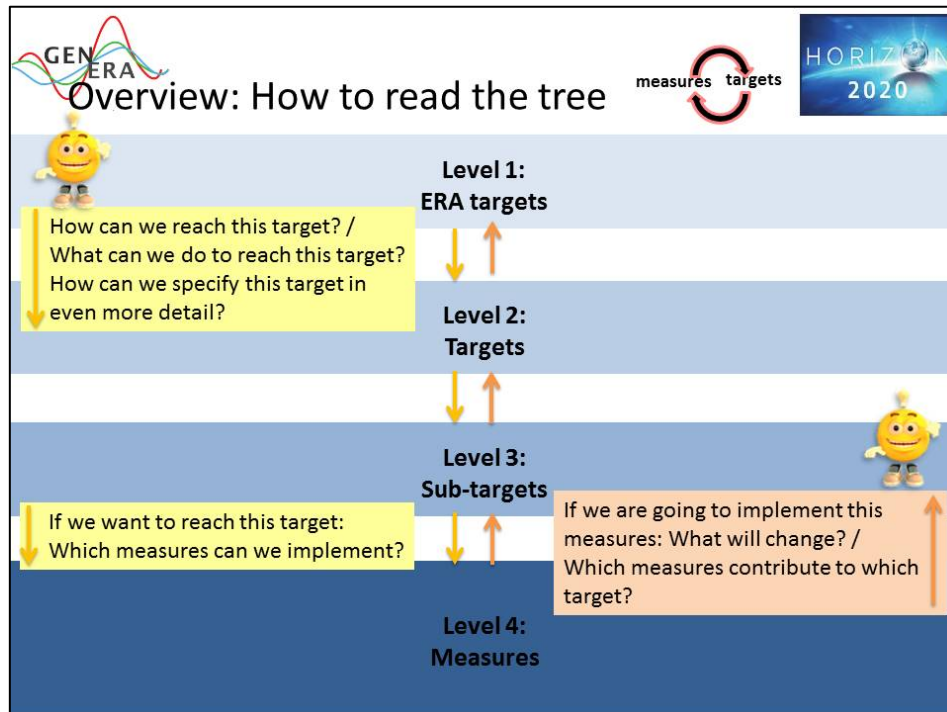When using the tool or more specifically the action tree you can either focus on indicators or on measures as the following slides show.
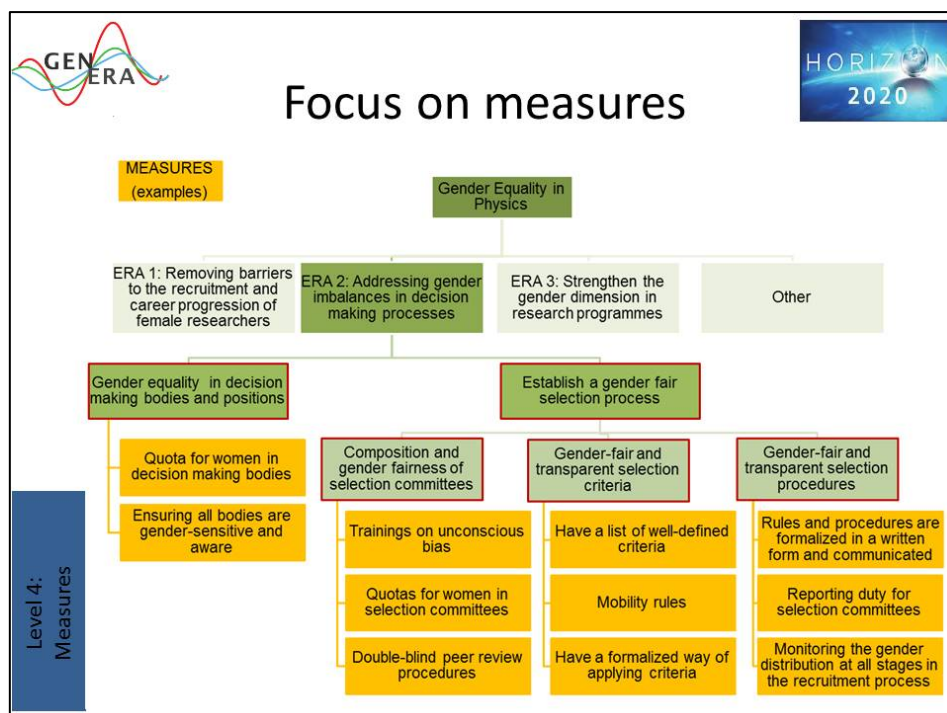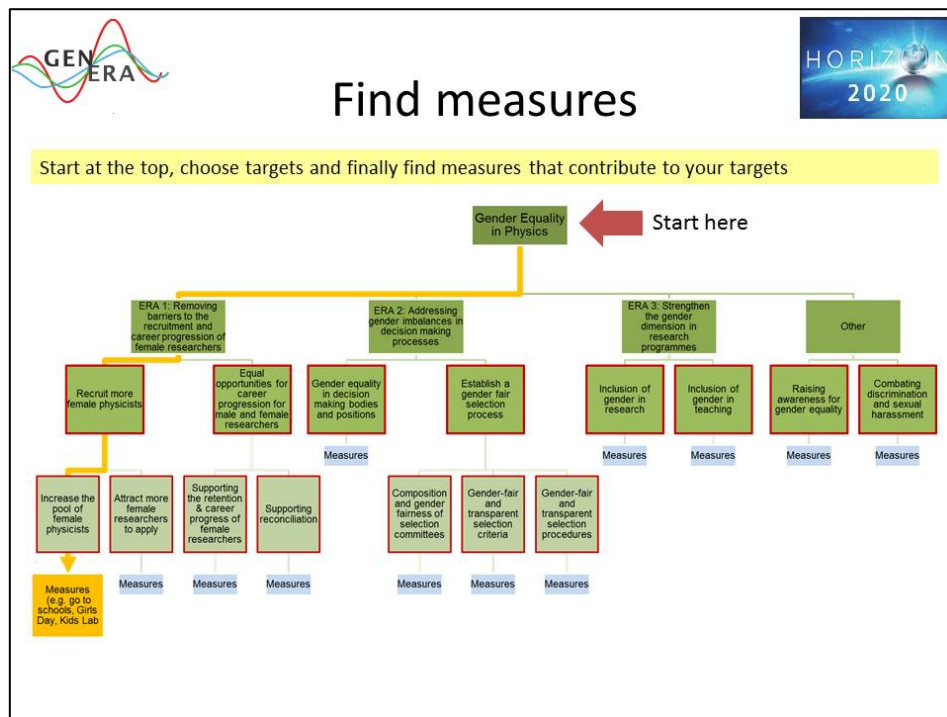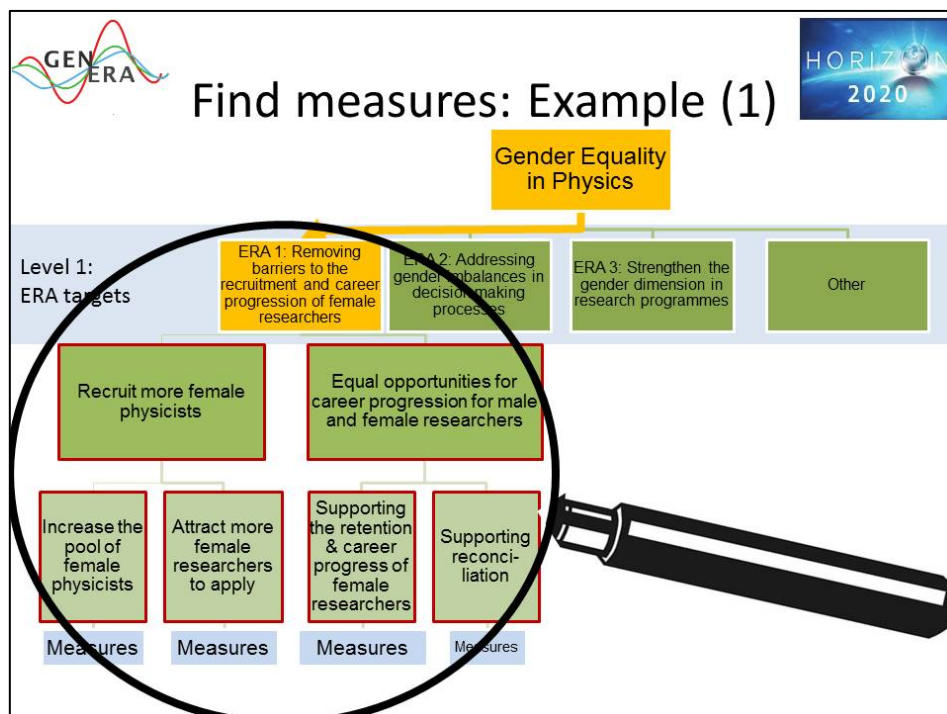
How to work with the PAM tool

The GENERA Action Tree can be used as a very helpful way to work with the PAM tool. You can read the tree in two directions: from top to bottom and from bottom to top:

> ### Find measures


Example: How to find measures

Example:

We start at the top of the tree. In this example our goal is to improve gender equality in physics / in our organization.

From there we move down to the first level of targets: the ERA targets. If we want to contribute to gender equality in physics, there are four main goals that we can address: ERA 1, ERA 2, ERA 3 and others.

In this example let's say we choose to contribute to the ERA target 1: „Removing barriers to the recruitment and career progression of female researchers"
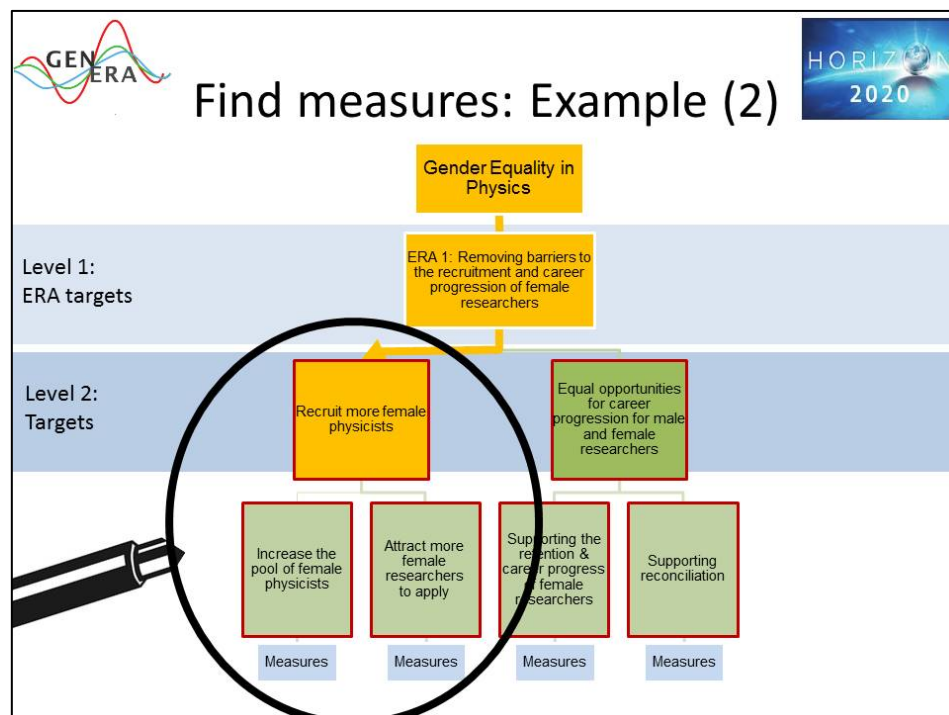
So how can we contribute to the ERA target 1: „Removing barriers to the recruitment and career progression of female researchers"?

Moving down to the next level of the tree provides answers to these questions. On level 2, we find more specific targets that we can choose in order to reach the ERA targets. For example we can choose the target: „Recruit more female physicists"
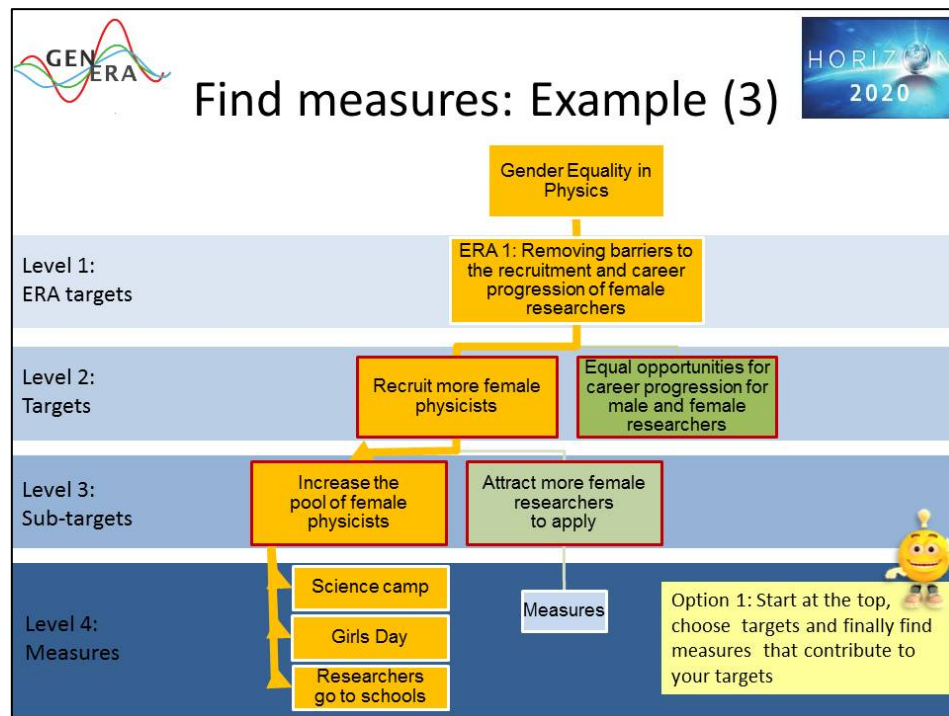
Now we have finally come to the level where we choose measures that we want to implement.

In the action tree we have only inserted a box labelled „measures" as there are too many different measures to include all of them in the graphic overview. But in the tool you find a detailed list of potential measures for all targets and sub-targets.

In this example we have chosen that our (sub-)target is to increase the pool of female physicists. We have listed three possible measures to reach this target on the slide: science camps, girls days or also researchers going to schools and talking with pupils. These are the measures we are going to implement to reach our targets.

So now we have finished the example how to use the tree to break down the very general target to improve gender equality in physics into more specific targets and finally choose measures to reach our specific targets.

After defining our measures it is also possible to read the tree into the other direction – from the bottom to the top. For example we will hold science camps. With this measure we will (hopefully) contribute to a higher number of female physics students, i.e. we will increase the pool of female physicists. A larger pool of female physicists will make it easier to recruit more female physicists. And – looking at level 1 – this will contribute to removing barriers to the recruitment and career progression of female researchers and finally to more gender equality in physics. So we can see to which targets our measures contribute.

Find fitting measures for your targets

When you have already defined targets for your GEP, you can use the GENERA Action Tree to find fitting measures to reach your targets ("If my target is ... which measures should I implement?")
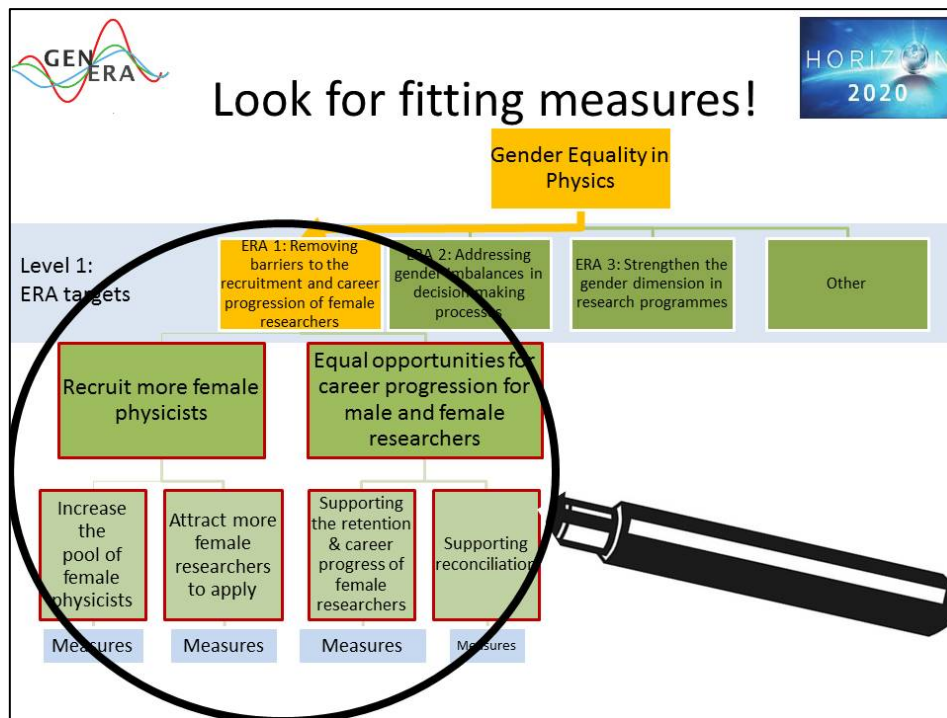
Example:

When your target is to have more female physicists in your organisation, you can become active on different levels:

- Go to schools and interest girls in physics so that more girls study physics = increase the pool of (future) female physicists
- From all female physicists, attract more to apply in your organisation; in the tool you find measures to do so

Use the tool to select measures

In Part I of the tool you find tables with measures for all targets included in the GENERA Action Tree. The following slides explain how you can read the tables.

How to read the tables in Part I (Measures) [1]

> **Searching measures in the tool**

By searching measures in the tool you can:

- Find targets
- Find out how your measures contribute to gender equality
- Find indicators
- Find alternative measures that contribute to the same target

How to read the tables in Part I (Measures) [2]

> **Find targets**

Find targets for your Gender Equality Plan

You can use the GENERA Action Tree to get an overview, which targets and sub-targets can be set to improve gender equality. You can select targets that you want to include in your GEP.
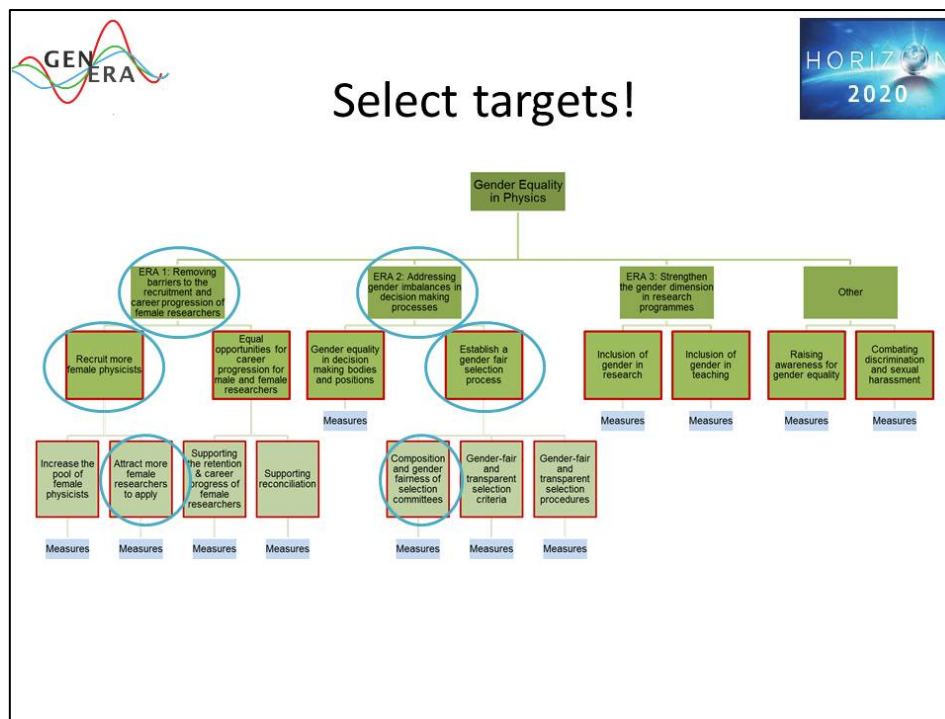
Find out to which targets your measures contribute

When you have already selected measured for your GEP, the GENERA Action Tree helps you to define appropriate targets for your measures ("If I want to realise this measure … which targets can be specified?"). It also gives you information about what changes you may expect ("If I want to realise this measure … what change can be expected? How can progress be demonstrated?")

This option is also relevant for you, if you have already implemented measures. In this case the tree helps to find out, to which (sub-)targets your measures contribute and also to see on which parts of the tree you are currently working.

Questions you can answer:

- Which targets can we define?
- To which targets do our measures contribute?
- What change can be expected from our measures? How can progress be demonstrated?
- Where can we locate our measures in a bigger context? (i.e. where in the tree are the measures located?)
- Do our measures all contribute to the same (sub-)target or to different (sub-)targets?
- Do we have „blind spots", i.e. parts of the tree / topics which we do not take into account at the moment?
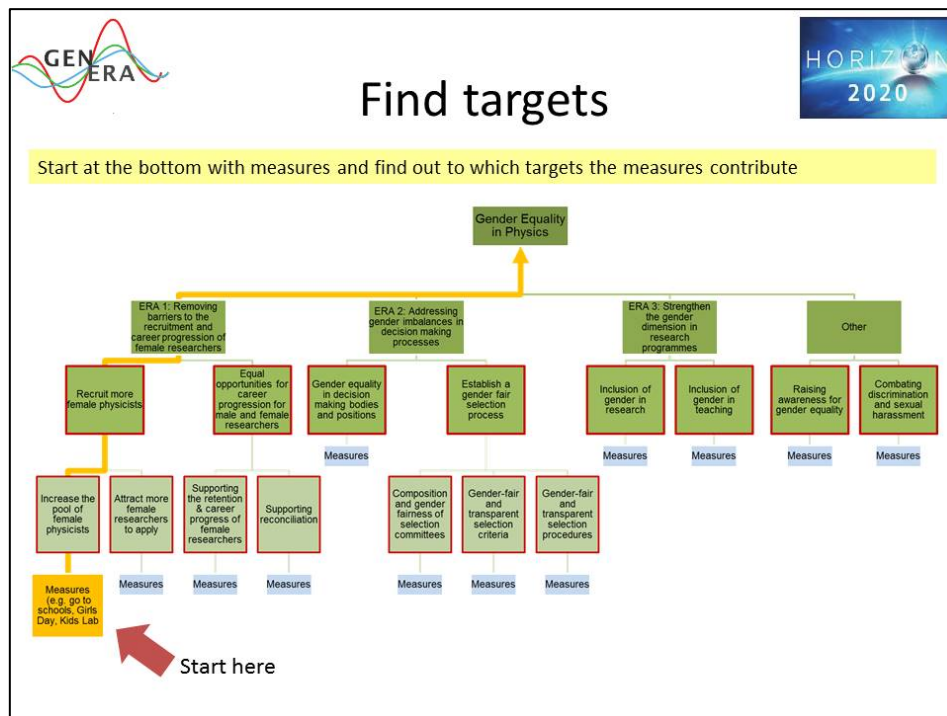
Example: Find out to which targets your measures contribute
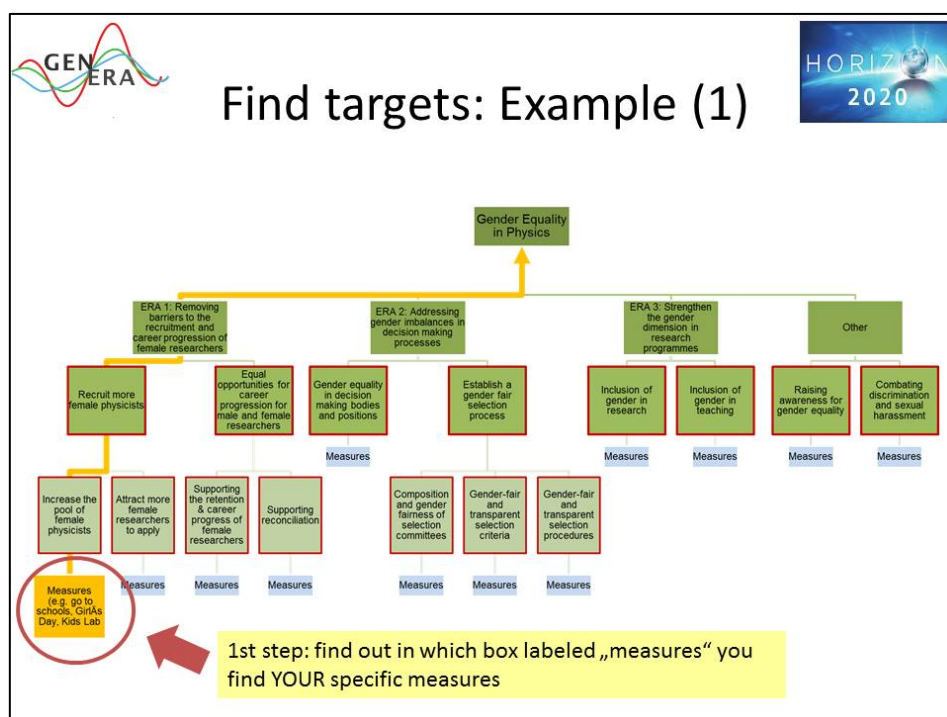
In a first step you have to find out in which box labeled "measures" you find your specific measures. You can do so by using the tool. (The tree does not include measures due to space limitations.)

If you already have a measure in mind or implemented and you want to find out to which specific targets your measure contributes or how it contributes to gender equality, we recommend searching for your measure in the pdf version of the tool.

We have included many gender equality measures in the tool. All of them are linked to targets. Therefore, as soon as you have searched for a measure and found it, you will see to which target it contributes.
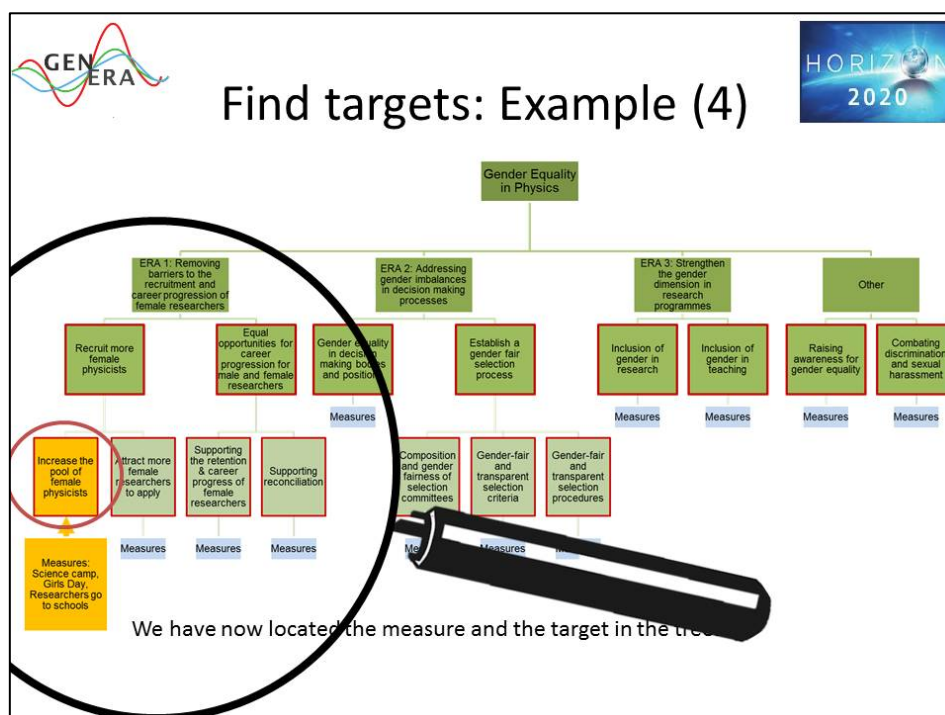
Now we know, to which sub-target our measures contribute and have located them in the action tree. We have filled the respective box with the specific measures we want to implement. After doing this we can also easily find out to which „bigger" targets our measures contribute by following the tree up to the top.
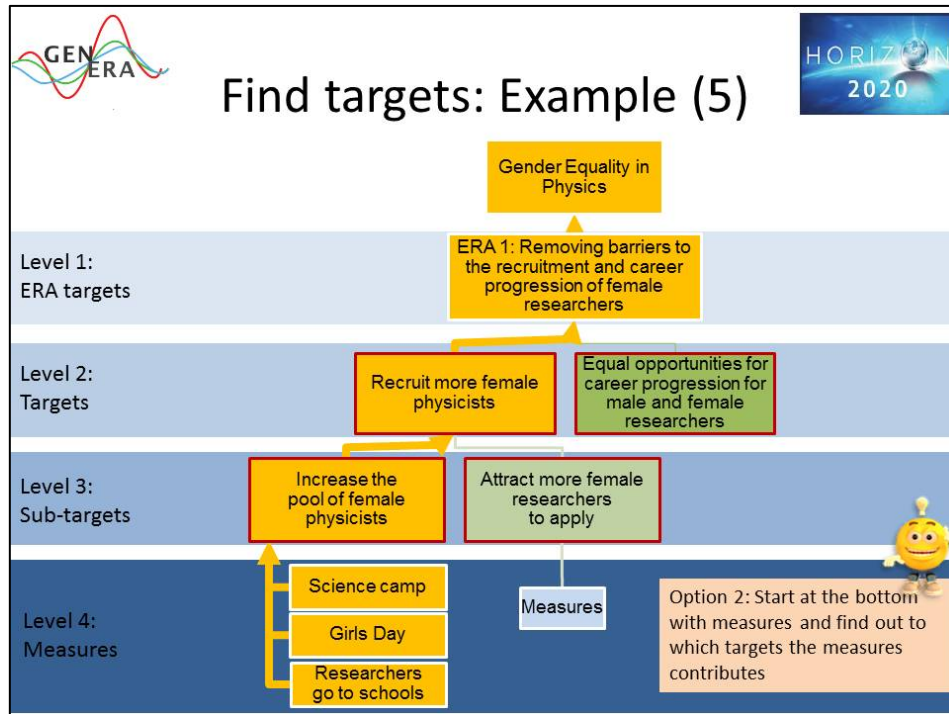
Following the levels up to the top we find out how our measures are linked with the ultimate goal of gender equality in physics.

For example we will hold science camps. With this measure we will (hopefully) contribute to a higher number of female physics students, i.e. we will increase the pool of female physicists. A larger pool of female physicists will make it easier to recruit more female physicists. And – looking at level 1 – this will contribute to removing barriers to the recruitment and career progression of female researchers and finally to more gender equality in physics. So we can see to which targets our measures contribute.
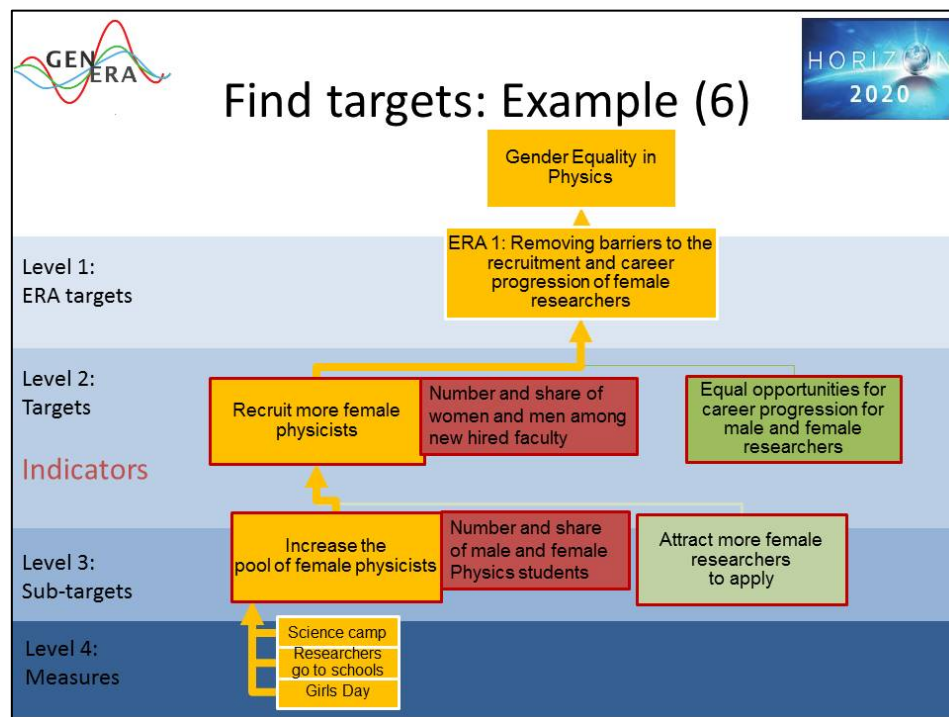
After defining targets it is also possible to find suitable indicators in the tool (examples in the red boxes).

> **Structure gender equality measures and targets & Create your own Gender Equality Action Tree**

You can use the GENERA Action Tree to structure your gender equality measures and targets. After selecting gender equality targets and measures that you want to implement in your organization, you can create an action tree specifically for your institution. The GENERA partners have already done so.

Example: Action Tree of the Jagiellonian University

Objectives and measures for Jagiellonian University's Gender Equality Plan.
December 18th, 2017.
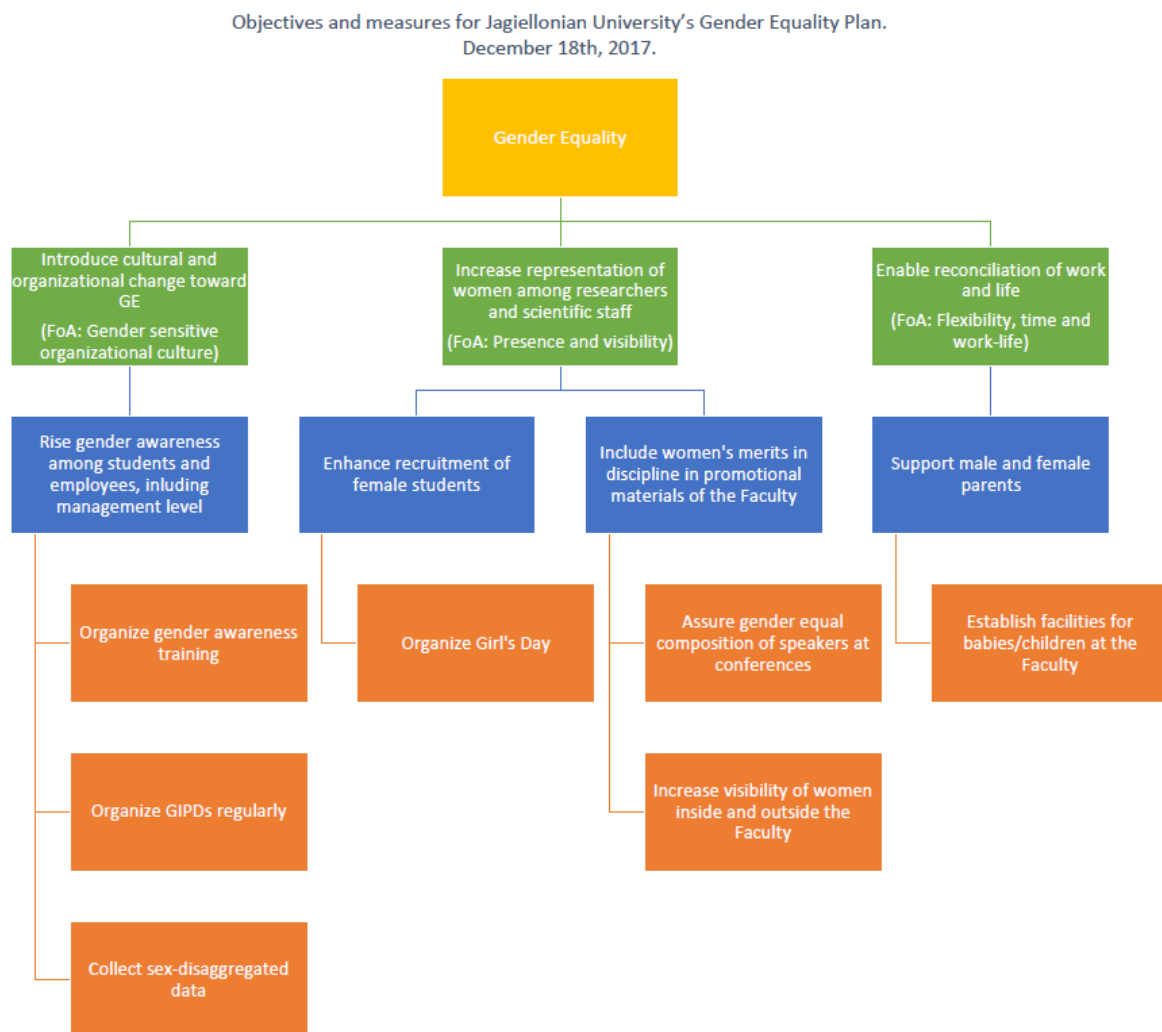
> ## ➢ Find indicators to specify targets and to monitor change

The GENERA Action Tree can also be used as a monitoring tool. Part II of the document provides a huge set of indicators for all measures and (sub-)targets. These indicators correspond with the main indicators used in the field, like the She figures, OECD data, but are specified for the physics field.

Indicators can be helpful both when planning and when monitoring gender equality activities. When planning gender equality measures, indicators help you to find out where your organization stands and to specify targets.

When you have already defined and implemented measures, indicators enable you to monitor how your actions impact your gender equality targets and you will be able to see if you are getting closer to gender equality. This means: once you are familiar with the tree and use it to plan your gender equality measures, you can use the very same tool to monitor your activities.

Indicators

Indicators are measures or markers that show the progress toward a specific goal.

Indicators in the GENERA Action Tree

The GENERA Action Tree contains indicators for all targets. The red frames in the tree signal that for the target in the box you find indicators in Part II of the tool.

Please note: You do not have to use or fill in all indicators – especially not if you want to use the tool for planning. The idea is to use only those indicators that help you in your work and that you have at hand. Later or if you want to monitor targets you can choose again, which indicators you want to use. It is like a menu from which you can choose. Even if you do not fill in the indicators, they will give you an idea how to understand a target or at which things you can look at when preparing your GEP.
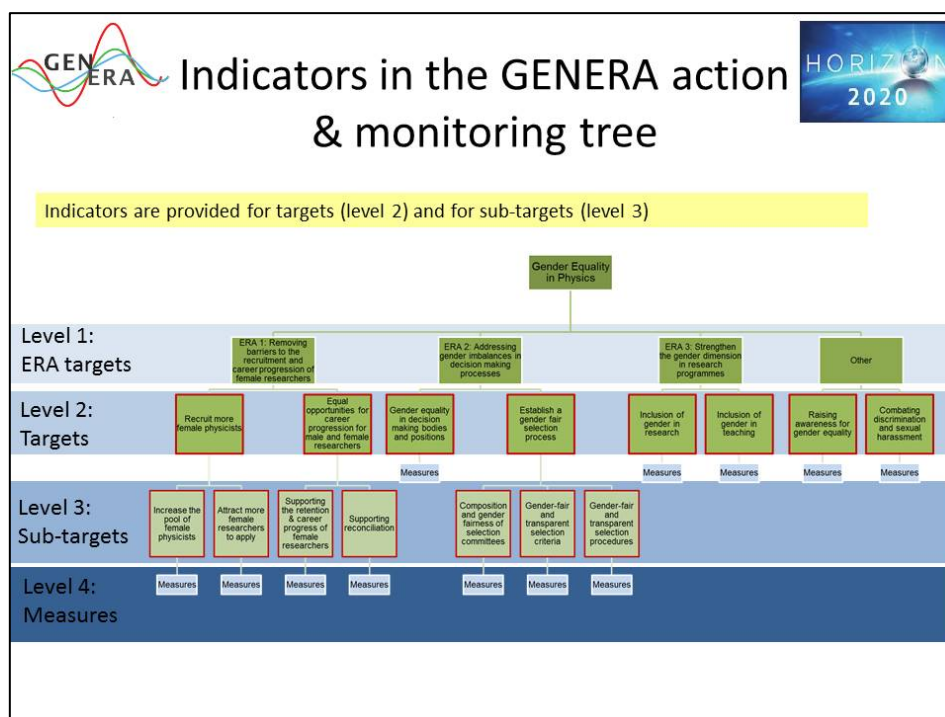
How to use indicators

With indicators you can:

1) Find out where the problem is and how severe it is:

Indicators show you, where your organization stands. They help you to find out if your organization has a certain problem or not and they help you to find out the status quo. Even if you do not have proper data, you can look at the indicators to get inspiration how to achieve gender equality in different areas.

2) Define target numbers:

When you have defined gender equality measures you want to implement, you can use indicators to define specific targets. For example: In 2025 we want to have 50% women among new hired faculty. Target numbers for indicators are optional. They can be defined, but they do not have to be defined.

3) Monitor progress:

Indicators also help to find out if there is made any progress towards targets. When you have implemented your measures, you can monitor if you are making any progress, i.e. in a year or two you can look at the indicator again and see if anything has changed. For example: in two years you can check again: how many women in total numbers and in % are among newly hired staff?

Example: Look for fitting indicators
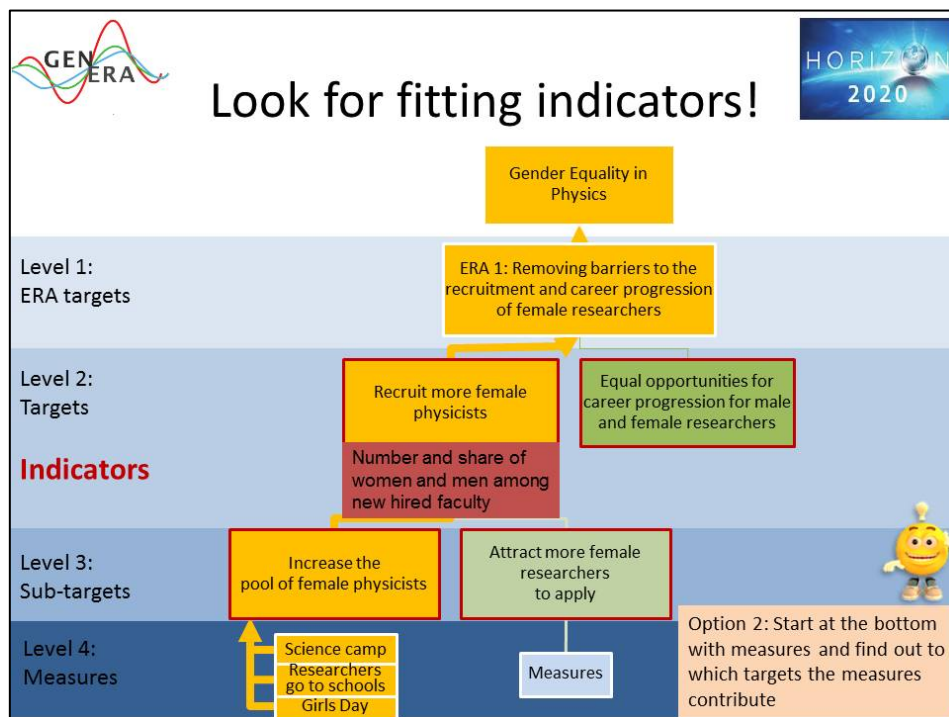
Example:

1) Find out where the problem is and how severe it is:
When we look at the ERA goal 1: How do we find out if we should focus on recruiting more female physicists? One way to do this is to look at the indicator for this target: number and share of women and men among new hired faculty. If we see that among new hired staff there are 50% women we most probably do not have a problem there. But if we find out that only 1% of new staff is women we DO know, we have a problem there. So in this case the indicator shows us that there is a problem. And as a consequence we could define recruiting more female physicists as a gender equality goal.

2) Define target numbers:
In case we found out that there are very few women among newly recruited researchers we could define a target number. For example: if today there are only 10% women among new hired staff, we could say: in 5 years we want 20% women among new hired faculty.

3) Monitor progress:
If you want to implement the following measures: science camps, girls day, researchers go to school, etc. How can you demonstrate change within your organisation? For this purpose you find indicators in the tree. One possible indicator in this case is the number of women among new hired faculty.

When you have implemented your measures, you can use this indicator to monitor progress. For example: in two years you can check again: how many women in total numbers and in % are among newly hired staff?

PAM tool provides indicators

The following slides show how the tables in the PAM tool are structured. The PAM tool contains a huge list with indicators, descriptions how to use them, the metrics and how to calculate them. Sources are also provided so that you can position your data in a broader frame or compare them to general findings.

Find indicators in the tool

How to read the tables in Part II (Indicators) [1]

4. GENERA Action Tree

Graph 1: GENERA Action Tree

All (sub-)targets for which indicatores are available are marked in red

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5. PAM tool

This chapter is organized into two parts:

- **Part I: Measures:** Details about measures as well as indicators on the level of activities and a reference to the list of indicators. => In this part all targets from the GENERA Action Tree are listed with suitable measures.
- **Part II: Indicators:** Details about all indicators to monitor targets. => This part contains all targets from the GENERA Action Tree with corresponding indicators.

Both parts of the tool are linked. It is possible to move between the parts by using the links in the headlines.
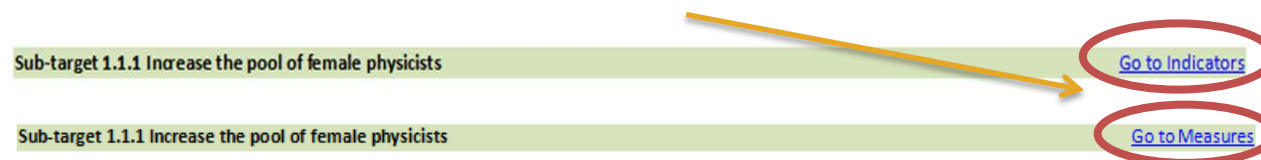
Part I: Measures

ERA target 1: Removing barriers to the recruitment and career progression of female researchers

Target 1.1 Recruit more female physicists

To reach this target you could focus on one or more of the following sub-targets:

- 1.1.1 Increase the pool of female physicists
- 1.1.2 Attract more female researchers to apply

Sub-target 1.1.1 Increase the pool of female physicists

MEASURES

Choose measures to reach Sub-target 1.1.1 – a larger pool of female physicists

Where do you want to become active?	Potential activities	Examples for measures	Indicators related to the activity	Indicators related to the target = Indicators to measure changes
Attract more women/girls to study physics	Researchers go to schools	• Talks • Awards for outreach to schools	• # of talks • # children reached, by sex • # schools reached • # people applying for the award, by sex • # people awarded, by sex	• Bachelor students
	Events and activities for pupils	• Labs for school students • Science Camp • Kid's University • Physics Project Days • Girls-Only workshops • Orientation Days • Information events for parents and girls	• # of events (labs, science camps, kid's university) • # of pupils participating (per year or per event), by sex	
	Invite girls to RPO	• Girls Day	• # of girls days held • # of girls participating (per year or per event)	
	Training and supporting teachers	• Gender awareness workshops • Trainings for teachers or students of educational science • Providing teaching material	• # of teachers trained, by sex • # of trainings held	
	Mentoring for (female) high school students		• Mentoring (yes/no) • Annual budget allocated in EUR • # of mentored high school students, by sex	
	Internships	• Internships for school students or specifically for girls	• # of internships organized • # of pupils doing an internship (per year), by sex	

	Projects with schools		• # of projects • # of schools reached • # of pupils reached, by sex	
	Make your female researchers more visible (use role models)	• Brochures • Exhibitions • Booklets with portraits or presentations • Portraits in the university press or on campus • Videos on youtube	• # of articles / portraits /brochures • # of exhibitions • # of videos	
	Provide physics games	• Advent calendar	• # of advent calendars distributed • # of website visitors	
	Marketing activities	• Using Social Media • Webpages / videos of current students	• # of videos online • # of postings on social media • # of followers • # of video views • # website visitors • # of likes	
Addressing female students	PhD programmes for women only		• PhD program for women only established (yes/no)	• Master students • PhD students • Graduates with Bachelor degree • Graduates with Master degree • Share of PhD students with scholarship/with contract • PhD, doctoral or equivalent students who finished their studies
	Using social media	• Produce video clips • Change storybook of the Big Bang Theory, add a major female physicist	• # of video clips • # of views	
	Mentoring for students	• Peer to peer mentoring for (female) students • Cross-faculty mentoring programmes for students and female early career researchers	• # of students mentored, by sex	

Sub-target 1.1.2 Attract more female researchers to apply

MEASURES

Choose measures to reach Sub-target 1.1.2 – more applications from female researchers

Where do you want to become active?	Potential activities	Examples for measures	Indicators related to the activity	Indicators related to the target = Indicators to measure changes
Attract more female researchers to apply	Active recruitment	• Invitation of female visiting researchers • Invitation of female researchers to apply • Recruiting at career fairs • Advertising jobs in existing women's networks and journals • Guidelines how to actively scout for females in a gender sensitive way • Develop arguments, why more women are wanted • Supervisors inviting and encouraging women to apply for positions	• # of female visiting researchers who actually visited • # of female researchers invited to apply • % of open positions for which female researchers were actively invited to apply • % of jobs advertised in female physicists networks • Rules and practices to enhance the participation of female applicants and candidates in recruitment and promotion procedures (Yes/No) • # of career fairs visited • # of talks with women at career fairs • # of applications coming from career fairs	• Number of submitted applications from male and female researchers
	Dual Career Schemes		• # of couples successfully using the dual career service	
	More attractive working packages for female researchers		• New working package in place (yes/no)	
	Gender-sensitive job advertisements	• Gender sensitive formulation of advertisements for open positions (e.g. Physiker/in, We invite women…) • Wording: use more feminine adjectives (may re-inforce stereotypes), demand fewer skills	• % of gender-sensitive formulized job advertisements	

	Using a broader spectrum of recruiting channels	• Publication of adverts in a wider spectrum of outlets	• % of open positions advertised in a wider spectrum of outlets	
	Grants	• Grants for female postdocs	• # of female postdocs who received a grant	
Policies	Establishing recruitment and promotion policies for female researchers		• Policies established (yes/no)	

Target 1.2 Equal opportunities for career progression for male and female researchers

To reach this target you could focus on one or more of the following sub-targets:

- 1.2.1 Supporting retention & career progress of female researchers
- 1.2.2 Supporting the reconciliation between work and private life/care responsibilities

MEASURES

Choose measures to reach Sub-target 1.2.1 – more support for the retention and career progress of female researchers

Where do you want to become active?	Potential activities	Examples for measures	Indicators related to the activity	Indicators related to the target = Indicators to measure changes
Career management and progress	Assessment of researchers' performance	• Establishment of an evaluation or appraisal mechanism for assessing researchers' professional performance	• Evaluation or appraisal mechanisms for assessing researchers' professional performance exists (yes/no)	• Transparent promotion system in place • Number of submitted tenure applications • Number of awarded tenures • Number of promotion applications • Number of admissions (of promotion applications) • Share of women and men among applicants for promotion • Share of women and men among promoted researchers • Success rate for women and men applicants for promotion • Share of female researchers promoted in a higher category/grade
	(Gender) Career Management	• Career advancement plan for women • Gender career management • Ensure that research staff are aware of career/professional development options • Introduction of a dedicated organizational career development strategy	• Dedicated organizational career development strategy exists (yes/no) • A career advancement plan for women is in place (yes/no) • Staff has been informed about career/professional development options (yes/no)	
	Career monitoring	• GE monitoring of the long-run career trajectories (including mobility)	• Career monitoring in place (yes/no)	
	Promotion policies and practices	• Possibility of stopping the tenure clock at universities due to parental leave or family leaves • Supervisors encouraging women to take over more responsibility	• Promotion policy in place (yes/no) • Stopping the tenure clock is possible (yes/no) • # of researchers using the possibility to stop the tenure clock, by sex	
	Trainings / seminars	• Provide trainings for young female physicists that prepare them for their career • Trainings for re-entering women • Trainee programme for potential female leaders	• # of trainings held • # of participants	

	Coaching	• Individual coaching for female post-docs • Individual counselling	• # of coaches • # of coached female post-docs • # of coaching / counselling sessions held	
	Workshops	• Soft-Skill workshops • Workshops for developing career plans and goals • Workshops for career and life planning	• # of workshops held • # of participants, by sex	
	Qualification programmes for female scientists	• Management programme for female professors and managers (training) • Programmes for interdisciplinary further education and interdisciplinary exchange • Personal and professional development programmes for women	• # of programme participants • programmes are available (yes/no)	
	Career consultation	• Individual career consultations	• # of researchers who used the individual career consultation	
	Grants and Fellowships / Funding schemes	• Grants for young women researchers for individual career development measures • Post Career Break Fellowship • Fellowships for female post-docs • Programmes that finance positions with resources and staff for a fixed period of time to establish (female) scientists as scientific leaders	• # of awarded grants / fellowships / positions	
	Mentoring	• Mentoring for researchers (especially graduates/doctoral researchers and postdoctoral researchers) • Mentoring for young female scientists	• Mentoring (yes/no) • # of researchers benefitting from the mentoring programme, by sex • Annual budget allocated in EUR • Increase in leadership positions by women who participated in the programme [EFFORTI D3.3]	

	Networking / Supporting networks among female physicists	• Programmes including the opportunity for (interdisciplinary) networking • Regular meetings for female physicists • Conference for female physicists	• Specific events / programmes to support networking among female physicists are offered (yes/no) • # of participants	
	Online platforms	• e.g. femtec (https://www.femtec.org/en) • Web-based communication platform (network) for female scientists at the university	• # of users / views	
Supporting the retention of female researchers	Working contracts	• Policies to improve the situation of temporarily employed staff/researchers to facilitate their precarious employment status and career perspectives • Extension of post-doc posts in cases of pregnancy • Contracts take major life events into account (e.g. child birth)	• Policies are in place (yes/no) • Extensions of post-doc posts are possible (yes/no) • # of post-docs who used the possibility of extension • Contracts take major life events into account (yes/no)	• Assessment of fixed-term contracts vs. permanent positions/contracts • Proportion of researchers with 'precarious' working contracts
Equal pay	Avoiding a gender pay gap	• Collection of gender-disaggregated data on salaries	• Do you have gender-disaggregated data on salaries? [GENDER-NET] - Yes - No - Do not know If yes, how frequently do you collect this data? - Annually or more frequently - Less than annually - Do not know • Is there a "variable part of salaries" for the staff in your institution? [GENDER-NET] - Yes - No - Do not know - Not applicable If yes, what does this "variable part of salaries" include? (Please	• Gender Pay Gap

			select all that apply) - Wage bonus - Extra-pay for leading positions (head of department, laboratories…) - Extra-pay for expertise - Other (please specify) If yes, do you have data measuring "variable part of salaries"? - Yes - No - Do not know If yes, is this data gender-disaggregated? - Yes - No - Do not know • Does your institution have a measure aimed at avoiding a gender pay gap? [GENDER-NET] - Yes - No - Do not know	
Mobility	Structures and services	• Central contact / service unit • Dedicated service/department for supporting and coordinating mobility	• Service unit established (yes/no) • # of researchers using the service unit or department • Specific structure (a dedicated service/department) for supporting and coordinating - incoming international mobility (yes/no) [GENDER-NET] - incoming international mobility specifically for women researchers (yes/no) [GENDER-NET] - incoming national mobility (yes/no) [GENDER-NET] - incoming national mobility specifically for women	• Sex differences in the international mobility of researchers during their PhD • Sex differences in the international mobility in post-PhD careers

		researchers (yes/no) [GENDER-NET] - outgoing international mobility (yes/no) [GENDER-NET] - outgoing international mobility specifically for women researchers (yes/no) [GENDER-NET] - outgoing international mobility (yes/no) [GENDER-NET] - outgoing international mobility specifically for women researchers (yes/no) [GENDER-NET]	
	Support to foster mobility	• Financial support (e.g. grants, fellowships) • Organizational support (e.g. dual career service, counselling service) • Family support (e.g. childcare) • General Support (e.g. finding accommodation in the host country)	• Support available by outgoing/incoming mobility, by international/national mobility [GENDER-NET]: - Financial support (yes/no) - Administrative/papers support (yes/no) - Child care support (yes/no) - Other family dependents support (yes/no) • # of researchers using the support services	
	Supervisors	• Supervisors for researchers before or when going abroad	• Supervisors available (yes/no)	

Sub-target 1.2.2 Supporting the reconciliation between work and private life / care responsibilities

MEASURES

Choose measures to reach Sub-target 1.2.2 – more support for reconciliation

Where do you want to become active?	Potential activities	Examples for measures	Indicators related to the activity	Indicators related to the target = Indicators to measure changes
Supporting reconciliation	Working hours	• Reasonable working hours, limited overtime • Holiday and vacation policies • Moving meetings to care hours • Availability and equal treatment of part-time positions • Job sharing	• Overtime is limited (yes/no) • Holiday and vacation policies in place (yes/no) • Meetings are held in care hours (yes/no) • Job sharing is available (yes/no) • Our institution communicates that job sharing is possible (yes/no) [GENDER-NET] • Our institution collects gender disaggregated data on the usage of job sharing (yes/no) [GENDER-NET] • # of researchers sharing a job	• Researchers who have reduced working hours due to care for family members • Part-time employment rate of male and female researchers • Child care options offered/supported
	Providing information	• Information events • Websites to bundle and disseminate relevant information • Dissemination of a guide on the work-life balance measures available	• # events held • # participants, by sex • Website created and running (yes/no)Guide exists (yes/no) • Guide disseminated to all staff (yes/no)	
	Support for researchers caring for elderly people	• Agreements with geriatric institutes	• Agreements exist (yes/no)	
	Career/Parent-friendly workplaces	• Establishment of a nursing room • "With-Children-Offices"	• Nursing room established (yes/no)	
	Facilitating better reconciliation	• Telework • Flexible working-hours • Event for employees to discuss work organization and reconciliation	• Telework is possible (yes/no) • Our institution communicates that teleworking is possible (yes/no) [GENDER-NET] • Our institution collects gender disaggregated data on the usage teleworking (yes/no) [GENDER-NET]	

		• # and % of researchers practicing telework • Flexible working-hours are possible (yes/no) • # events held • # participants, by sex
Working contracts	• Individually drafted contract agreements • Contracts take major life events into account (e.g. childbirth)	• Contract agreements can be individually drafted (yes/no) • Contracts take major life events into account (yes/no) [EFFORTI D3.3]
Provision of childcare	• Childcare during school vacations • Align crèche vacations to university vacations • Childcare facilities • More posts at the state day care • Availability of childcare during work-related events (e.g. conferences, workshops)	• Childcare is available during vacations (yes/no) • Aligned vacations (yes/no) • Childcare facilities are available on campus (yes/no) • # of post available • Ratio posts : needed posts • Childcare is offered during work-related events (yes/no)
Financial support for childcare	• Support grants for researchers with care responsibilities • Mobility allowance • Funding support for childcare in emergencies	• Support grants are available (yes/no) • Mobility allowance available (yes/no) • # of people using the reimbursement / support grants, by sex
Parental leave & management of career breaks	• Parental leave cover/replacement • Active management of career breaks • "Father quota" for parental leaves • Individual work time models to combine parental leave with occupational activity • Career reintegration programmes for women coming back after pregnancy (e.g. relief from teaching and/or administrative duties) • Personnel talk before maternity/parental leave (Exit talks) [FESTA] • Personnel talk after maternity/parental leave (Re-entry talks) [FESTA] • Sabbatical leave	• Our institution collects gender disaggregated data on the usage of leave (maternity, paternity, adoption, parental/family, sabbatical) (yes/no) [GENDER-NET] • Parental leave cover is offered (yes/no) • Researchers using the leave cover, by sex • "Father quota" for parental leaves exists (yes/no) • Individual work time models are offered (yes/no) • Researchers using individual work time models, by sex • Exit / Re-entry talks are practiced (yes/no) [FESTA]

			• % of researchers in maternity/parental leave that had an exit talk • % of researchers coming back from maternity/parental leave that had a re-entry talk • Sabbatical leave is possible (yes/no) • Our institution communicates that sabbatical is possible (yes/no) [GENDER-NET] • Measures to support return (after leave) (yes/no) • Our institution communicates measures to support return (yes/no) [GENDER-NET] • Our institution collects gender disaggregated data on the usage of measures to support return (yes/no) [GENDER-NET]	

ERA target 2: Address gender imbalances in decision making processes

Target 2.1 Gender equality in decision making bodies and positions Go to Indicators

MEASURES

Choose measures to reach Target 2.1 – gender equality in decision making bodies and positions

Where do you want to become active?	Potential activities	Examples for measures	Indicators related to the activity	Indicators related to the target = Indicators to measure changes
More women in decision making bodies	Positive action / quota	• Quota for women in decision making bodies • Compensate female professors for the increased workload due to participation in official bodies of the university	• Quota introduced (yes/no) • Compensation available (yes/no)	• Men and women in leadership positions • Composition of boards or committees • Proportion of women on boards – members and leaders • Share of women and men in decision-making bodies
	Monitoring	• Monitoring and reporting of the female proportion in all bodies	• Regular monitoring and reporting in place (yes/no) • Reports publicly available (yes/no)	

Target 2.2 Establish a gender fair selection process

To reach this target you could focus on one or more of the following sub-targets:

- 2.2.1 Composition and gender fairness of selection committees
- 2.2.2 Gender-fair and transparent selection criteria
- 2.2.3 Gender-fair and transparent selection procedures

Sub-target 2.2.1 Composition and gender fairness of selection committees — Go to Indicators

MEASURES

Choose measures to reach Sub-target 2.2.1 – gender balanced composition and gender fairness of selection committees

Where do you want to become active?	Potential activities	Examples for measures	Indicators related to the activity	Indicators related to the target = Indicators to measure changes
Gender fairness of selection committees	Addressing unconscious bias in selection committees	• Trainings on unconscious bias (for selection committee members) • Information/Documents on unconscious bias (for selection committees) • Public advertising mechanisms for vacant positions • Double-blind peer review procedures • Anonymized Application Procedures • Showing and spreading video clips on unconscious bias • Participant observation of research panels and feedback on meeting practices	• # of people trained • # of trainings held • % of selection committee members who have been trained on gender bias • Document on unconscious bias exists (yes/no) • Document is available to all selection committee members (yes/no) • % of vacant positions publicly advertised • Double-blind peer review procedures are applied (yes/no) • Anonymized Application Procedures (yes/no) • Video clips are spread among all selection committee members (yes/no)	• Share of board / committee members who received information or training on unconscious bias

	Raising awareness about unconscious bias in the organization	• Talks and discussions on unconscious bias • Trainings on unconscious bias (for the management / all staff)	• # of talks/discussions/trainings held • # of participants, by sex • % of committee members / management / staff trained	
Gender balanced composition of selection committees	Increasing the number of women in selection committees (including quotas)	• Quotas for women in selection committees • Value committee work in CVs • Invite women from other institutions/abroad to participate in committees	• Quota introduced (yes/no) • Quota fulfilled (yes/no) • Number of people/applicants who can mention committee work in their CV	• Participation of men and women in selection boards/committees • Share of women and men among heads of selection boards/committees • Share of gender-balanced recruitment committees
	Support female committee members (also may lead to more women)	• Compensate for time lost due to committee work • Provide research aid for committee members • Reduce teaching load for committee members • Specific gender trainings for female committee members	• Compensation for committee work is offered (yes/no) • Research aid is available for committee members (yes/no) • # of committee members provided with research aid, by sex • Teaching load can be reduced for committee members (yes/no) • # of committee members who have reduced their teaching load, by sex	

MEASURES

Choose measures to reach Sub-target 2.2.2 – gender-fair and transparent selection criteria

Where do you want to become active?	Potential activities	Examples for measures	Indicators related to the activity	Indicators related to the target = Indicators to measure changes
Gender-fair and transparent selection criteria	Reflection on excellence/improve the gender fairness of assessment indicators	• Install a working group to analyze results of selection procedures • Events to create more visibility for excellent female physicists	• Results and recommendations of the working group exist (yes/no) • # of events to create visibility for excellent female physicists • # of visitors of events, by sex	• Promotion/tenure criteria are transparent • Information on the selection criteria is available for the candidates • Decision makers are informed about the selection criteria
	Transparent selection criteria	• Have a list of well-defined criteria • Mobility rules • Have a formalized way of applying criteria, e.g. evaluation sheets	• Evaluation sheets are used (yes/no) • A list of criteria is available (yes/no) • All decision makers have the list of criteria (yes/no) • Mobility rules exist (yes/no)	

Sub-target 2.2.3 Gender-fair and transparent selection procedures

MEASURES

Choose measures to reach Sub-target 2.2.3– gender-fair and transparent selection procedures

Where do you want to become active?	Potential activities	Examples for measures	Indicators related to the activity	Indicators related to the target = Indicators to measure changes
Gender-fair and transparent selection procedures	Reflection on selection procedures	• Meetings to reflect on selection procedures	• Reports/notes from reflection meetings (yes/no)	• The vacancy announcement includes the job profile, skills and competencies required, and eligibility criteria
	Having transparent rules and procedures	• Rules and procedures are formalized in a written form and communicated	• Rules and procedures are formalized in a written form and communicated (yes/no)	• A minimum time period between vacancy publication and deadline for application is defined
	Regular reporting of selection committees / commissions	• Reporting duty formally in place	• Reporting duty formally in place (yes/no)	• Information on the selection process is available for the candidates
	Policies of outside hiring		• Policies of outside hiring (yes/no)	• Applicants have the right to receive feedback on the results of the selection
	Monitoring of hiring processes	• Monitoring the gender distribution at all stages in the recruitment process	• Monitoring in place (yes/no) • Yearly reports available (yes/no)	• Selection panels are set up • The selection panels include national and international external members • Gender sensitive appointment procedures are in place • Existence of training programs in open, transparent and merit-based recruitment of researchers for everyone involved in the process • Staff trained in open, transparent and merit-based recruitment of researchers • Complaints of candidates
Positive action / target numbers	Target numbers for female candidates	• Set a minimum quota for female candidates	• Target numbers / proportions for female candidates are set (yes/no) • % of female candidates	
	Preferring women in case of equal qualification (= Positive action)	• Policy to prefer women in case of equal qualification	• Policy in place (yes/no)	

ERA target 3: Strengthen the gender dimension in research programmes

Target 3.1 Inclusion of gender in research

MEASURES

Choose measures to reach Target 3.1 – Inclusion of gender in research

Where do you want to become active?	Potential activities	Examples for measures	Indicators related to the activity	Indicators related to the target = Indicators to measure changes
Inclusion of gender in research	Online platforms	• Online platform for gender in science	• Online platform established (yes/no) • # of visitors on the platform	• Percentage of research projects including gender analysis/gender dimensions in the content of research • Percentage of staff/researchers who have received training on integration of gender analysis into research (IGAR) • Inclusion of the gender dimension in research programmes • Recruitment/Promotion criteria for academics includes scoring on IGAR expertise
	Trainings	• Trainings for research staff on gender issues and gender analysis methods	• # of trainings • # of participants, by sex	
	Policies	• Policies fostering trainings on gender in research	• Policies fostering trainings for research staff on gender issues and gender analysis (yes/no) [ERABASE-Indicators]	
	Dedicated budget for gender-related projects and/or studies	• Programmes • Calls • Boni	• Dedicated budget for gender-related projects and/or studies (e.g. programmes, calls, boni) (yes/no) [ERABASE]	
	Spreading information on best practices	• Informing employees about best practice examples (e.g. websites with best practice examples)	• Information on best practice examples is available for employees (yes/no)	
	Research projects with specific gender equality actions	• Potential gender equality actions: design and implementation of an equal opportunity policy; set targets to achieve a gender balance in the workforce; actions to improve work-life balance	• # of projects with specific gender equality actions • % of projects with specific gender equality actions • Assessment of the gender action types as effective / non effective	

Target 3.2 Inclusion of gender in teaching

MEASURES

Choose measures to reach Target 3.2 – Inclusion of gender in teaching

Where do you want to become active?	Potential activities	Examples for measures	Indicators related to the activity	Indicators related to the target = Indicators to measure changes
Inclusion of gender in teaching[1]	Inclusion of gender studies in the curriculum[2]	• Gender specific modules/subjects • Cross-cutting gender into the rest of the modules/subjects in the degree (e.g. including gender-sensitive theories, methods, readings, questions, activities) • Ensure the participation of gender experts in the committees/groups that design the curricula • Set up a task force on gender mainstreaming in curricula	• Participation of gender experts in the curriculum design process (yes/no)	• Inclusion of the gender dimension in teaching/curricula • Courses with gender aspects in the headline of the course announcement in relation to all courses • Courses with gender aspects in the announcement description in relation to all courses • Gender specific subjects in Bachelor/Master Curricula by field of science • Gender cross-cutting subjects in Bachelor/Master Curricula by field of science • (Post) Graduates that had at least one Gender specific subject by field of science
	Policies promoting the inclusion of gender issues in curricula		• Policies promoting the inclusion of gender issues in curricula (yes/no)	

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[1] Measures based on GENDER-NET D3.11

[2] An example for integrating the contents of women's and gender studies into degree courses can be found in the database developed by the Women's and Gender Research Network NRW: http://www.gender-curricula.com/index.php?id=gender-curricula-detailansicht&no_cache=1&L=1&tx_p2gc_pi2%5Buid%5D=8&tx_p2gc_pi2%5Bcase%5D=47&tx_p2gc_pi2%5Bcasegroup%5D=0&tx_p2gc_pi2%5Baction%5D=show&tx_p2gc_pi2%5Bcontroller%5D=Curriculum&cHash=20f9d6dc0b843f73084cfa30752a011d

| Train and support personnel | • Ensure support, ideally through an institute for Gender Studies at the University
• Provide training and awareness raising activities and dissemination materials for academics | • # of personnel trained
• % of personnel trained
• Support available (yes/no) | |
| Awards for students | • Reward scheme for students who include in their research the sex/gender analysis as a cross-cutting issue | • # of students awarded | |

Further targets & measures (not ERA)

MEASURES

Choose measures to reach Target 4.1 – Higher awareness for gender equality

Where do you want to become active?	Potential activities	Examples for measures	Indicators related to the activity	Indicators related to the target = Indicators to measure changes

Raising awareness for gender equality	Trainings, Workshops and Seminars	• Trainings on gender equality
		• Gender Stereotypes and implicit bias trainings
		• Gender Mainstreaming workshops and seminars
		• Workshops to raise gender awareness
		• Gender in Physics Workshop
			• # of trainings / workshops / seminars
			• # people trained
			• # of participants, by sex
			• % of all staff / management team / commission members trained
			
			Have leaders received gender equality training? [GENDER-NET]
			  - Yes, all leaders have received gender equality training
			  - Yes, some leaders have received gender equality training
			  - No, no leaders have received gender equality training
			  - Do not know
			
			If some or all leaders have received gender equality training, please rate in your view the efficacy of the training in increasing leaders' commitment to addressing gender equality issues in your institution [GENDER-NET]:
			  - Very effective
			  - Effective
			  - Somewhat effective
			  - Neither effective nor ineffective
			  - Somewhat ineffective
			  - Ineffective
			  - Very ineffective
			  - Do not know
				• Gender Equality-dedicated administrative staff
				• Leadership involvement, commitment and competence

	Increasing the gender awareness of HR, recruitment, management	• Gender awareness trainings • Unconscious bias tests + trainings • Meetings with decision makings to create awareness and commitment	• # trainings held • # people trained • # of people tested • # of meetings held • # of decision makers committed to gender equality	
	Visibility of women's contribution to science	• Brochure presenting profiles of female researchers, students or colleagues who have made outstanding contributions • Creating role models	• Brochure with profiles exists and has been distributed (yes/no)	

Target 4.2 Combating discrimination and sexual harassment

It is illegal to discriminate because of a person's sex, age, disability, ethnic or racial origin, religion, belief or sexual orientation. European laws on equal rights include equal treatment when applying for a job, equal treatment at work, protection of pregnant workers and breastfeeding mothers, and rights to maternity leave and parental leave. As this tool was designed specifically for gender equality, we focus here on sex- and gender-based discrimination.

The word "sexual harassment" in the headline refers to all unwanted conduct related to an individual's sex (sex-based harassment) as well as unwanted conduct of a sexual nature (sexual harassment in the narrower sense). Forms of harassment include telling derogatory or demeaning jokes about women in general, unwelcome physical touching, making sexual remarks to or about a person, telling jokes with a sexual content or displaying sexually explicit images on a computer screen.

MEASURES

Choose measures to reach Target 4.2 – Combating discrimination and sexual harassment

Where do you want to become active?	Potential activities	Examples for measures	Indicators related to the activity	Indicators related to the target = Indicators to measure changes
Combating sexual and sex-based harassment	Guidelines / Code of conduct	• Guidelines on dealing with sexual harassment • Code of conduct	• Guidelines available (yes/no) • Code of conduct available (yes/no) • Code of conduct distributed to all staff (yes/no) • Code of conduct made public (yes/no)	• Reported cases of sexual harassment • Researchers who experienced any form of sexual harassment • Researchers who experienced any form of sex-based harassment
	Trainings	• Awareness trainings • Trainings how to prevent / deal with sexual harassment	• # trainings held • # of people trained, by sex	
	Discussions	• Talks and discussions to spread awareness on problems of harassment and how to deal with it	• # events • # participants, by sex	
	Appeal body	• E.g. HR representative, Gender Equality Officer	• Appeal body is established (yes/no)	
	Policies	• Zero-Tolerance Sexual Harassment policies	• Policies on sexual harassment exist (yes/no)	

Non-discrimination	Policies	• Policies of overall non-discrimination	• Policies on non-discrimination exist (yes/no)	• Reported cases of discrimination • Researchers who experienced any form of sex- or gender-based discrimination
	Equal participation	• Gender-balanced organization of events	• % of men and women in the organization team	
	Equal treatment and workload	• Equal treatment of part-time work and promotion of work-life balance • Fair and transparent workload balance across all areas (teaching, research, administration)		
	Equal resources	• Equal access to resources (e.g. funding, lab space, equipment) • Equal resources for male and female professors		
LGBT+ Inclusivity[3]	Awareness and inclusive language	• Use gender-neutral and inclusive language • Encourage accurate pronoun use • Allow name and gender changes on departmental records		
	Structures, Policies and Support	• Appoint a diversity liaison or committee • Consider LGBT+ persons when developing family-friendly policies • Support transitioning individuals		
	Facilities	• Create safe spaces within the department • Provide non-gendered restrooms		
	Inclusive recruitment	• Collect demographic information from job applicants and prospective students in an inclusive way • Include non-discrimination statements in job announcements		
	Trainings	• Diversity training sessions or workshops		
	Networking	• Provide networking opportunities • Host inclusive conferences		

[B]Based on LGBT+

Part II: Indicators

General remarks:

- Indicators can be used for one institute/department, several institutes/departments separately or for the whole institution.
- It may be useful to break the data down by different fields, departments, academic positions, part-/full-time positions, temporary/permanent positions.
- If not specified differently, all indicators refer to one calendar year
- Monitoring should be filled in yearly for the past year – data date: 31 December, reporting period: 1 January – 31 December
- For some targets several indicators are listed. In this case please choose the indicators that suit your needs best and for which data is available.

Monitoring the Status Quo of Gender Equality in a research organization

Before working closer with the PAM tool it should be mentioned that as an absolute minimum monitoring requirement, data on male and female research staff should be collected. In GENERA WP2 the following indicators have been agreed as "Admin Data Minimum" and may be used to monitor the status quo of gender equality in your organization on a very general level:

Age	Male	Female
20 and under		
21 – 25		
26 – 30		
31 – 35		
36 – 40		
41 – 45		
46 – 50		
51 – 55		
56 – 60		
61 – 65		
66 and older		

Positon		Male	Female
Level 1	Leading researchers/Research Directors/Professors		
Level 2	Established researchers/Senior scientists/Assistant professors		
Level 3	Recognised researchers/Post docs/Junior Academics		
Level 4	First stage researchers/Research assistants/Doctoral candidates		

Working time	Male	Female
Part-time		
Full-time		

ERA target 1: Removing barriers to the recruitment and career progression of female researchers

Target 1.1 Recruit more female physicists

If your institution wants to recruit more female physicists (in the near or far future), you could focus on one or more of the following sub-targets:

- 1.1.1 Increase the pool of female physicists
- 1.1.2 Attract more female researchers to apply

INDICATORS

The following indicators can be relevant to find out how many male and female researchers have been recruited. They help to see if your institution is recruiting only a low number / share of women.

Indicator	Value	Description & Use	Source
Number of new hired faculty	Number by sex	Number of female and male researchers who were recruited in the past year.	Toolkit
Share of women and men among persons recruited	Proportion (%) by sex		Science Europe

Sub-target 1.1.1 Increase the pool of female physicists   Go to Measures

If your institution wants to recruit more female physicists, one strategy could be to try increasing the number of (female) physics students and graduates, i.e. increasing the "pool" of female physicists.

The following indicators can be relevant monitor the number of (female) physics students and graduates in YOUR institution/department and/or to measure if the share is increasing over years. You can also use the indicators to define targets which share you want to reach.

Indicator	Value	Description & Use	Source
PhD students Master students Bachelor students	Number by sex Proportion (%) by sex	Only relevant if you have students at your organization. Please fill in the number of enrolled students for the past term, semester or year – depending on the data available If data is available, you can also give the number of students for each field of study. Examples for fields of study: Astrophysics, Experimental Physics,…	DFG, she figures
Graduates with Bachelor degree (by field of study)	Number by sex Proportion (%) by sex	Only relevant if you have Bachelor students Insert here the number of students who finished with a bachelor degree in your institution in the past year. Examples for fields of study: Astrophysics, Experimental Physics, Theoretical Physics, Mathematics,… Is based on ISCED 6 which refers to Bachelor's or equivalent level (UNESCO 2012)	She figures
Graduates with Master degree (by field of study)	Number by sex Proportion (%) by sex	Only relevant if you have Master students Insert here the number of students who finished with a Master degree in your institution in the past year. Examples for fields of study: Astrophysics, Experimental Physics, Theoretical Physics, Mathematics,… Is based on ISCED 7 which refers to Master's or equivalent level (UNESCO 2012)	She figures

Share of PhD-students with scholarship/with contract	Number by sex Proportion (%) by sex		FESTA
PhD, doctoral or equivalent students who finished their studies (by field of study)	Number by sex Proportion (%) by sex	Only relevant if you have PhD students Insert here the number of PhDs in your institution who finished their PhD in the past year. Examples for fields of study: Astrophysics, Experimental Physics, Theoretical Physics, Mathematics,… Is based on ISCED 8 which refers to Doctoral or equivalent level (UNESCO 2012)	She figures

If your institution wants to recruit more female physicists, another strategy could be to attract more female researchers to apply for positions. The following indicators can be relevant to measure and/or monitor the share of applications that your institution receives from female researchers. You can also use the indicators to define targets.

Indicator	Value	Description & Use	Source
Number of submitted applications from male and female researchers	Number by sex Proportion (%) by sex	Applications that your institute/department/institution received in the last year for research positions.	Toolkit

Target 1.2 Equal opportunities for career progression for male and female researchers

If your institution wants to provide equal opportunities for career progression for male and female researchers, you could focus on one or more of the following sub-targets:

- 1.2.1 Supporting retention & career progress of female researchers
- 1.2.2 Supporting the reconciliation between work and private life/care responsibilities

INDICATORS

The following indicators can be relevant to find out if male and female researchers have equal opportunities for career progression in your institution.

Indicators	Value	Description & Use	Source
Men and women in leadership positions (see also ERA target 2)	Number by sex Proportion (%) by sex	Please choose those levels of decision making / leadership that exist in your institution and fill in the number of men and women holding those positions. Examples for leadership positions: • Rector and Vice-Rectors, Heads of Institution • Senate Members • Heads of Departments, Deans • Heads of Institutes • Heads of Research groups	EFFORTI D.3.3, JR
Age at first appointment on professorship, by sex	Average age of men at first appointment Average age of women at first appointment		FESTA

Status of professorship (short-term / long-term contract), by sex	Men with short-term contract Men with long-term contract Women with short-term contract Women with long-term contract		FESTA
Number of tenured/tenure-track/non-tenured faculty	Number by sex	The indicator can only be used in organizations which offer an institutionalized career path as the tenure track. This indicator shows the distribution of men and women in tenure track and not in tenure track positions. An equal distribution is intended. An underrepresentation of women in the tenure-track-group may indicate a lack of career support for women and therefore a gender bias. If the numbers are analyzed on department level, departments with no women, token women, or no/low numbers of women full professors can be identified. It is possible to identify changes in positive or negative directions over time.	EFFORTI D3.3
Probability of men and women to reach a top position (Glass Ceiling Index)		The Glass Ceiling Index (GCI) measures the relative chance of women, as compared with men, of reaching a top position. The GCI can take any value from 0 to infinity. A GCI of 1 indicates equal chances of men and women being promoted. A score less than 1 means that women are over-represented at the grade A level, whereas a GCI of more than 1 indicates an under-representation of women at grade A level positions. In other words, a GCI above 1 indicates a glass ceiling effect. The higher the value, the stronger the glass ceiling effect and the more difficult it is for women to move into a higher academic position.	She figures

		Calculation of the GCI:	
		a) For HEIs: The index compares the proportion of women in academia (grades A, B, and C) with the proportion of women in top academic positions (grade A positions; equivalent to full professors in most countries) in a given year.	
		b) For non-university research organizations: GCI = % of women in grade A, B and C positions / % of women in grade A positions	
		Grade A, B and C positions are defined according to the definition in the She Figures (She Figures 2015, p. 192):	
		"A: The single highest grade/post at which research is normally conducted within the institutional or corporate system;	
		B: Should include all researchers working in positions which are not as senior as the top position (A) but definitely more senior than the newly qualified PhD holders (C); i.e.: below A and above C;	
		C: The first grade/post into which a newly qualified PhD graduate would normally be recruited within the institutional or corporate system;"	

Sub-target 1.2.1 Supporting the retention & career progress of female researchers Go to Measures

The following indicators can be relevant to find out where your institution stands regarding the retention and career progress of female researchers.

Part 1: Promotions, tenures and 'quality' of contracts

The following indicators can be relevant to find out who is applying and being submitted for promotions and tenured positions as well as the 'quality' of contracts of male and female researchers, i.e. the distribution of fixed-term and permanent positions and the prevalence of 'precarious' working contracts.

Indicator	Value	Description & Use	Source
Transparent promotion system in place	Yes/No	"A transparent promotion system is characterized by formalized and correctly applied promotion rules, explicit guidelines and consequent practices. Agents, criteria and decision-making processes that are involved into a promotion decision should be made explicit (van der Brink et al. 2010). … The aim of this indicator is to show the extent of openness, accountability, and auditability regarding promotions made by decision-making bodies and to illustrate potential gender discrimination and inequality in decision-making and promotion procedures. " [EFFORTI D3.3] Qualitative indicator on the openness, accountability, auditability of all promotions made by decision-making bodies.	Van den Brink EFFORTI D3.3
Number of submitted tenure applications	Number by sex Proportion (%) by sex	Number of tenure applications that were submitted in your institute/department/institution in the past year.	Toolkit
Number of awarded tenures	Number by sex Proportion (%) by sex	Number of male and female researchers who were awarded tenures in your institute/department/institution in the past year.	Toolkit
Number of promotion applications	Number by sex Proportion (%) by sex	Number of applications for promotion in your institute/department/institution in the past year.	Toolkit
Number of admissions (of promotion applications)	Number by sex Proportion (%) by sex	Number of promotions in your institute/department/institution in the past year.	Toolkit
Share of women and men among applicants for promotion	Number by sex Proportion (%) by sex	Indicator can only be used, if there is a formal application process for promotions. The indicator can be used to find out if women (or men) are underrepresented among researchers applying for promotion. Indicator should be broken down by scientific field and academic position.	Science Europe

Share of women and men among promoted researchers	Number by sex Proportion (%) by sex	Indicator can only be used, if there is a formal application process for promotions. The indicator can be used to find out if women (or men) are underrepresented among promoted researchers. Indicator should be broken down by scientific field and academic position.	Science Europe
Success rate for women and men applicants for promotion	Success rate of women applicants Success rate of men applicants	Success rate = number of promoted women/men divided by the total number of women/men applying for promotion Indicator can only be used, if there is a formal application process for promotions. Indicator should be broken down by scientific field and academic position.	Science Europe
Share of female researchers promoted in a higher category/grade	%		ERABASE-Indicators MS39_38f
Assessment of fixed-term contracts vs. permanent positions/contracts	# of male researchers with fixed-term contracts # of male researchers with permanent positions % of male researchers with fixed-term contracts # of female researchers with fixed-term contracts # of female researchers with permanent positions % of female researchers with fixed-term contracts	Please fill in the numbers for your institute/department/ institution. % of male researchers with fixed-term contracts = # of male researchers with fixed-term contracts / all male researchers	ECNGD p. 61
Proportion of researchers with 'precarious' working contracts	% of male researchers with precarious working contracts % of female researchers with precarious working contracts	The indicator compares the proportion of men and women researchers on 'precarious working contracts' (each calculated as a percentage of the respective total number of women and men researchers). Researchers with 'precarious working contracts' are those with no contracts, fixed-term contracts of one year or less or other contracts associated with student status.	She figures

Indicators to reflect on promotion processes in general

Promotion policy: Do you have a policy on promotion?	Yes/No/Do not know			GENDER-NET
Transparency of promotion process and criteria (communication or dissemination)	- The promotion processes and criteria are not communicated or disseminated at all - The promotion processes and criteria are irregularly communicated to some staff - The promotion processes and criteria are irregularly communicated to all relevant staff - The promotion processes and criteria are regularly communicated to some staff - The promotion processes and criteria are regularly communicated to all relevant staff			GENDER-NET
Is the promotion policy gender sensitive (which takes into account gender equality / equal opportunities for women and men)?	Yes/no/Do not know			GENDER-NET
Which system of promotion does the institution use?	- The decision is made by on individual - The decision is made by a panel (2 or more people) - Do not know			GENDER-NET
In case of panels: Is there a policy on gender balance in promotion panels?	Yes/No/Do not know			GENDER-NET
Do decision makers (individual, members of promotion groups/panels) receive training on gender bias?	- Yes, all of them receive training on gender bias - Yes, some of them receive training on gender bias - No, none of them receive training on gender bias - Do not know			GENDER-NET

Do the candidates who apply for promotion receive training on gender bias?	Yes/No/do not know			GENDER-NET
Is gender sensitive language used in the promotion documentation?	- Yes, all documentation has been checked for gender sensitivity - Yes, some documentation has been checked for gender sensitivity - No, documentation has not been checked for gender sensitivity - Do not know			GENDER-NET

Part 2: Gender Pay Gap

Indicator	Value	Description & Use	Source
Gender Pay Gap (unadjusted)	% points	Calculation: (M-F)/M * 100 M = average gross hourly earnings of men F = average gross hourly earnings of women The unadjusted Gender Pay Gap describes the difference between average gross hourly earnings of male and female employees as % of male gross earning.	EUROSTAT

Part 3: Mobility

Indicator	Value	Description & Use	Source
Sex differences in the international mobility of researchers during their PhD	% points	The indicator shows the difference in the percentage of women/men researchers who – during their PhD – moved for at least three months to a country other than that where they attained (or will attain) their PhD. It is calculated by subtracting women's rate of mobility from that of men. In other words by subtracting the share (%) of internationally mobile women researchers from the share (%) of internationally mobile men researchers. A positive value indicates that men are more mobile, and a negative value indicates that women are more mobile.	She figures
Sex differences in the international mobility in post-PhD careers	% points	The indicator shows the difference in the percentage of women/men researchers who – during their post-PhD career stages – have worked abroad for three months or more at least once in the last decade. The indicator is calculated by subtracting women's rate of mobility from that of men. In other words by subtracting the share (%) of internationally mobile women researchers (out of the total number of women researchers) from the share (%) of internationally mobile men researchers (out of the total number of men researchers). A positive value indicates that men are more mobile, and a negative value indicates that women are more mobile.	She figures

Sub-target 1.2.2 Supporting the reconciliation between work and private life / care responsibilities

The following indicators can be relevant to find out where your institution stands regarding the support for reconciliation of work and private life / care responsibilities and to formulate targets how to improve reconciliation.

Indicator	Value	Description & Use	Source
Researchers who have reduced working hours due to care for family members	Number by sex Percentage of m/f worktime reducers of all m/f with kids	The indicator shows the influence of individual lifestyles and its impact on working hours and consequently on career opportunities.	FESTA
Part-time employment rate of male and female researchers	Proportion (%) of female researchers with part-time employment Proportion (%) of male researchers with part-time employment	% f = # of part-time employed female researchers / total number of employed female researchers % m = # of part-time employed male researchers / total number of employed male researchers The indicator compares the part-time employment rate amongst men researchers and women researchers respectively. It includes researchers at all career stages.	She figures

ERA target 2: Address gender imbalances in decision making processes

Target 2.1 Gender equality in decision making bodies and positions	Go to Measures

*The following indicators can be relevant to find out if men and women are equally present in **decision** making bodies and positions or to what extent women are underrepresented.*

Indicator	Value	Description & Use	Source
Men and women in leadership positions (see also Target 1.2)	Number by sex Proportion (%) by sex	Please choose those levels of decision making / leadership that exist in your institution and fill in the number of men and women holding those positions. Examples for leadership positions: • Rector and Vice-Rectors, Heads of Institution • Senate Members • Heads of Departments, Deans • Heads of Institutes • Heads of Research groups	EFFORTI D.3.3, JR
Composition of boards or committees	Number of members by sex Proportion (%) of male and female members	This indicator measures the representation of both genders in boards or committees. As a first step powerful committees in the organization/department should be identified. Then the status quo of (equal) representation of men and women in those committees should be identified. In universities data should include promotion and tenure-track committees. "Equal gender representation in decision-making groups like boards or committees is considered crucial to enable a change in practice; as gatekeepers they possess the influence	EFFORTI D3.3; see also Toolkit, Athena SWAN

		to enforce or hinder the development of equal gender opportunities. The composition can also be an indicator for the permeation of gender equality policies (Munir et al., 2013, 104; Frehill et al. 2005, 13)." [EFFORTI D3.3] Equal representation of men and women in decision-making groups like boards and committees is seen as crucial to enable a change in practice. More women in boards and committees mean a higher share of women in decision making positions. However, a gender-balanced composition of boards does not necessarily lead to a more gender equality-oriented decision making as this also requires gender awareness of male and female members.	
Proportion of women on boards – members and leaders	% of female board members % of female board leaders	This indicator measures the presence of women on boards such as scientific or R&D commissions, boards, councils, committees, foundations, academy assemblies and councils, which usually hold a large degree of decision-making power. Definition of boards: Scientific boards: 'A publicly or privately managed and financed group of elected or appointed experts that exists to **implement scientific policy** by, amongst other things, directing the research agenda, resource allocation and management within scientific research.' (She figures 2015, p. 206) Administrative/advisory boards: 'A publicly or privately managed and financed group of elected or appointed experts that exists to **support the research agenda** in a non-executive function by, amongst other things, administering research activities, consulting and coordinating different actors and taking a general advisory role.' (She figures 2015, p. 209)	She figures
Share of women and men in decision-making bodies		The indicator can be used to find out if women or men are underrepresented in decision-making bodies.	Science Europe

Target 2.2 Establish a gender fair selection process

To reach this target you could focus on one or more of the following sub-targets:

- 2.2.1 Composition and gender fairness of selection committees
- 2.2.2 Gender-fair and transparent selection criteria
- 2.2.3 Gender-fair and transparent selection procedures

INDICATORS

The following indicators can be relevant to find out if selection processes in your institution are gender fair.

Indicator	Value	Description & Use	Source
Success rates of male and female applicants to positions	Success rates of male applicants Success rates of female applicants	The share of applicants who got a position after applying. The indicator helps to find out if male and female applicants have the same probability to be successful with their application, irrespective of the number of male and female applicants. The indicator is calculated by dividing the number of women/men recruited by the total number of women/men applying for a position. Success rate = # of successful applications / # of applications Differences in the success rates between men and women applicants may indicate a gender bias in the recruiting process. Therefore the indicator offers a starting point for further investigation and measures for equal career opportunities. However, it does not allow conclusions about the reasons for different success rates of men and women.	EFFORTI D3.3 Science Europe
Success rate of applications for professorships of men and women	Success rate of men Success rate of women	Success rate = successful applicants / all applicants	FESTA

Researchers hired informally (without formal recruitment process, e.g. by being member in a network, a colleague,…)	Number by sex Proportion (%) by sex		JR

Indicators to reflect on recruitment processes

Transparency of recruitment policy (communication or dissemination)	- The recruitment policy is not communicated or disseminated at all - The recruitment policy is irregularly communicated to some staff - The recruitment policy is irregularly communicated to all relevant staff - The recruitment policy is regularly communicated to some staff - The recruitment policy is regularly communicated to all relevant staff		GENDER-NET
Is the recruitment policy gender sensitive (which takes into account gender equality / equal opportunities for women and men)?	Yes/no/Do not know		GENDER-NET
Which system of recruitment does the institution use?	- The decision is made by one individual - The decision is made by a panel (2 or more people) - Other (please specify) - Do not know		GENDER-NET
In case of panels: Is there a policy on gender balance in recruitment panels?	Yes/No/Do not know		GENDER-NET

Do decision makers (individual, members of recruitment groups/panels) receive training on gender bias?	- Yes, all of them receive training on gender bias - Yes, some of them receive training on gender bias - No, none of them receive training on gender bias - Do not know		GENDER-NET
Is gender sensitive language used in the recruitment documentation?	- Yes, all documentation has been checked for gender sensitivity - Yes, some documentation has been checked for gender sensitivity - No, documentation has not been checked for gender sensitivity - Do not know		GENDER-NET

Checklist for Institutions on Open, Transparent and Merit-based Recruitment of Researchers (OTM-R):

Question	Value	Description & Use (Suggested form of measurement / What to evaluated in order to answer the question)	Source
OTM-R system			
Have we published a version of our OTM-R policy online (in the national language and in English)?	Yes completely/Yes substantially/Yes partially/no		OTM-R
Do we have an internal guide setting out clear OTM-R procedures and practices for all types of positions?	Yes completely/Yes substantially/Yes partially/no	Ensure that is is sent to all staff	OTM-R
Is everyone involved in the process sufficiently trained in the area of OTM-R?	Yes completely/Yes substantially/Yes partially/no	Existence of training programmes for OTM-R Number of staff following training in OTM-R	OTM-R
Do we make (sufficient) use of e-recruitment tools?	Yes completely/Yes substantially/Yes partially/no	Web-based tool for (all) the stages in the recruitment process	OTM-R

Do we have a quality control system for OTM-R in place?	Yes completely/Yes substantially/Yes partially/no		OTM-R
Does our current OTM-R policy encourage external candidates to apply?	Yes completely/Yes substantially/Yes partially/no	Trend in the share of applications from outside the institution	OTM-R
Is our current OTM-R policy in line with policies to attract researchers from abroad?	Yes completely/Yes substantially/Yes partially/no	Trend in the share of applicants from abroad	OTM-R
Is our current OTM-R policy in line with policies to attract underrepresented groups?	Yes completely/Yes substantially/Yes partially/no	Trend in the share of applicants among underrepresented groups (frequently women)	OTM-R
Is our current OTM-R policy in line with policies to provide attractive working conditions for researchers?	Yes completely/Yes substantially/Yes partially/no	Trend in share of applicants from outside the institution	OTM-R
Do we have means to monitor whether the most suitable researchers apply?	Yes completely/Yes substantially/Yes partially/no		OTM-R
Advertising and application phase			
Do we have clear guidelines or templates (e.g., EURAXESS) for advertising positions?	Yes completely/Yes substantially/Yes partially/no		OTM-R
Do we make use of EURAXESS to ensure our research vacancies reach a wider audience?	Yes completely/Yes substantially/Yes partially/no	The share of job adverts posted on EURAXESS Trend in the share of applicants recruited from outside the institution/abroad	OTM-R
Do we make use of other job advertising tools?	Yes completely/Yes substantially/Yes partially/no		OTM-R
Do we keep the administrative burden to a minimum for the candidate?	Yes completely/Yes substantially/Yes partially/no		OTM-R

Selection and evaluation phase			
Do we have clear rules governing the appointment of selection committees?	Yes completely/Yes substantially/Yes partially/no	Statistics on the composition of panels	OTM-R
Do we have clear rules concerning the composition of selection committees?	Yes completely/Yes substantially/Yes partially/no	Written guidelines	OTM-R
Are the committees sufficiently gender-balanced?	Yes completely/Yes substantially/Yes partially/no		OTM-R
Do we have clear guidelines for selection committees which help to judge 'merit' in a way that leads to the best candidate being selected?	Yes completely/Yes substantially/Yes partially/no	Written guidelines	OTM-R
Appointment phase			
Do we inform all applicants at the end of the selection process?	Yes completely/Yes substantially/Yes partially/no		OTM-R
Do we provide adequate feedback to interviewees?	Yes completely/Yes substantially/Yes partially/no		OTM-R
Do we have an appropriate complaints mechanism in place?	Yes completely/Yes substantially/Yes partially/no	Statistics on complaints	OTM-R
Overall assessment			
Do we have a system in place to assess whether OTM-R delivers on its objectives?	Yes completely/Yes substantially/Yes partially/no		OTM-R

Sub-target 2.2.1 Composition and gender fairness of selection committees

The following indicators can be relevant to find out where your institution stands regarding the composition and gender fairness of selection committees.

Indicator	Value	Description & Use	Source
Participation of men and women in selection boards/committees	Number by sex Proportion (%) by sex	The indicator shows the share of women and men, hence the representation of both genders in selection boards (also refers to recruitment/promotion boards). It may be useful to break the data down to scientific fields or departments. The indicator can be used to find out if women or men are underrepresented in recruitment or promotion boards. Equal representation is often defined as between 40 and 60 percent of men and women. In fields or organizations with a low share of women it may be challenging to reach an equal gendered composition of boards. An equal participation of men and women in boards does not necessarily lead to a more gender equality-oriented decision making.	EFFORTI D3.3, Science Europe
Share of women and men among heads of selection boards/committees	Proportion (%) by sex	Selection boards also refers to recruitment/promotion boards and committees. If possible broken down by scientific field. The indicator can be used to find out if women or men are underrepresented among heads of recruitment or promotion boards.	Science Europe
Share of gender-balanced recruitment committees	%	This indicator refers to the share of recruitment committees which are gender-balanced, i.e. reach a threshold of 40% of the under-represented gender. There are two steps to calculate the indicator: 1) Define how many recruitment committees have been set up in your organization/department in the past year. 2) Amongst them, how many committees had at least 40% committee members of the under-represented sex?	MORRI D3.2

Share of board / committee members who received information or training on unconscious bias	%	This indicator can be used to describe the awareness for gender (in-)equality and unconscious bias among committee members.	JR

Sub-target 2.2.2 Gender-fair and transparent selection criteria

The following indicators can be relevant to find out where your institution stands regarding the gender-fairness and transparency of selection criteria.

Indicator	Value	Description & Use	Source
Promotion/tenure criteria are transparent	Yes/No		JR
Information on the selection criteria is available for the candidates	Yes/No % of recruitment processes for which information on criteria is available		JR
Decision makers are informed about the selection criteria	Yes/No		JR

Sub-target 2.2.3 Gender-fair and transparent selection procedures

The following indicators can be relevant to find out where your institution stands regarding the gender-fairness and transparency of selection procedures.

Indicator	Value	Description & Use	Source
The vacancy announcement includes the job profile, skills and competencies required, and eligibility criteria	Yes/No % of announcements that include the criteria		ERABASE
A minimum time period between vacancy publication and deadline for application is defined	Yes/No		ERABASE
Information on the selection process is available for the candidates	Yes/No % of processes for which information is available		ERABASE
Applicants have the right to receive feedback on the results of the selection	Yes/No		ERABASE
Selection panels are set up	Yes/No		ERABASE
The selection panels include national and international external members	Yes/No		ERABASE
Gender sensitive appointment procedures are in place	Yes/No		ERABASE
Existence of training programs in open, transparent and merit-based recruitment of researchers for everyone involved in the process	Yes/No		OTM-R
Staff trained in open, transparent and merit-based recruitment of researchers	Number by sex Proportion of people trained (%) by sex	Proportion of people trained: staff trained / all staff involved in the recruitment of researchers	OTM-R
Complaints of candidates	Number of complaints	Statistics on complaints	OTM-R

ERA target 3: Strengthen the gender dimension in research programmes

Target 3.1 Inclusion of gender in research

Indicator	Value	Description & Use	Source
Percentage of research projects including gender analysis/gender dimensions in the content of research	%		EFFORTI D3.3
Percentage of staff/researchers who have received training on integration of gender analysis into research (IGAR)	%	This indicator measures the level of staff/researchers know-how of integrating sex and gender considerations into policies, programmes and projects. It is also an indicator to measure the awareness about the importance of sex and gender in research and innovation. The percentage of trained staff/researchers is a key measure of gender competence. "IGAR refers to the use of sex- and/or gender analysis in all the phases of the research cycle. It means taking into account the biological characteristics of both females and males (sex) and the evolving social and cultural features of women and men (gender)." (IGAR)	EFFORTI D3.3
Inclusion of the gender dimension in research programmes	Yes/No	Organization included the gender dimension in research programmes yes or no	EFFORTI D3.3, JR
Recruitment/Promotion criteria for academics includes scoring on IGAR expertise	Yes/No		IGAR

Target 3.2 Inclusion of gender in teaching

This target and the following indicators are only relevant for teaching institutions / HEIs.

Indicator	Value	Description & Use	Source
Inclusion of the gender dimension in teaching/curricula	Yes/No	State if in your institution the gender dimension included in teaching/curricula. Indicator is only relevant for institutions with teaching activities.	EFFORTI D3.3, ECNGD
Courses with gender aspects in the headline of the course announcement in relation to all courses	%	It is assumed that gender mainstreaming in teaching requires gender expertise of scientific teachers. Thus, this indicator can be used to measure the gender competence of teaching staff. The indicator provides information on how many teachers have gender expertise and about the opportunities for students to participate in courses with gender reference in their contents.	FESTA
Courses with gender aspects in the announcement description in relation to all courses	%	It is assumed that gender mainstreaming in teaching requires gender expertise of scientific teachers. Thus, this indicator can be used to measure the gender competence of teaching staff. The indicator provides information on how many teachers have gender expertise and about the opportunities for students to participate in courses with gender reference in their contents.	FESTA
Gender specific subjects in Bachelor/Master Curricula by field of science	# and %		IGAR
Gender cross-cutting subjects in Bachelor/Master Curricula by field of science	# and %		IGAR
(Post) Graduates that hat at least one Gender specific subject by field of science	# and %		IGAR

Further targets & measures

Target 4.1 Raising awareness for gender equality

Indicator	Value	Description & Use	Source
Gender Equality-dedicated administrative staff		The indicator measures if and to what extent staff is dedicated to the conception, implementation and/or monitoring of GE measures at the research institution. This indicator needs a context-sensitive benchmark (e.g. the situation in the past or the situation at similar research organisations).	EFFORTI D3.3, Athena SWAN
Leadership involvement, commitment and competence		Please rate your agreement or disagreement with the following statement: Leaders at my institution are committed to addressing institutional gender equality issues • Strongly agree • Agree • Somewhat agree • Netiher agree or disagree • Somewhat disagree • Disagree • Strongly disagree • Do not know	GENDER-NET

Target 4.2 Combating discrimination and sexual harassment

Indicator	Value	Description & Use	Source
Reported cases of sexual harassment	Number of cases		JR
Researchers who experienced any form of sexual harassment	Number by sex		JR
Researchers who experienced any form of sex-based harassment	Number by sex		JR
Reported cases of discrimination	Number of cases		JR
Researchers who experienced any form of sex- or gender-based discrimination	Number by sex		JR

6. Sources

Acronym	Bibliographie
DFG	Personelle Gleichstellungsstandards der DFG; Research-Oriented Standards on Gender Equality of the German Research Foundation; see the indicators used in the Reports http://www.dfg.de/foerderung/grundlagen_rahmenbedingungen/chancengleichheit/gleichstellungsstandards/berichte/index.html
ECNGD	ECNGD. (2017): see Reidl, Sybille; Holzinger, Florian; Streicher, Jürgen; Beranek, Sarah; Unger, Maximilian; Hafellner, Silvia (2017): EFFORTI Comparative Background Report. Deliverable D2.3.
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