

CHANGE WP5

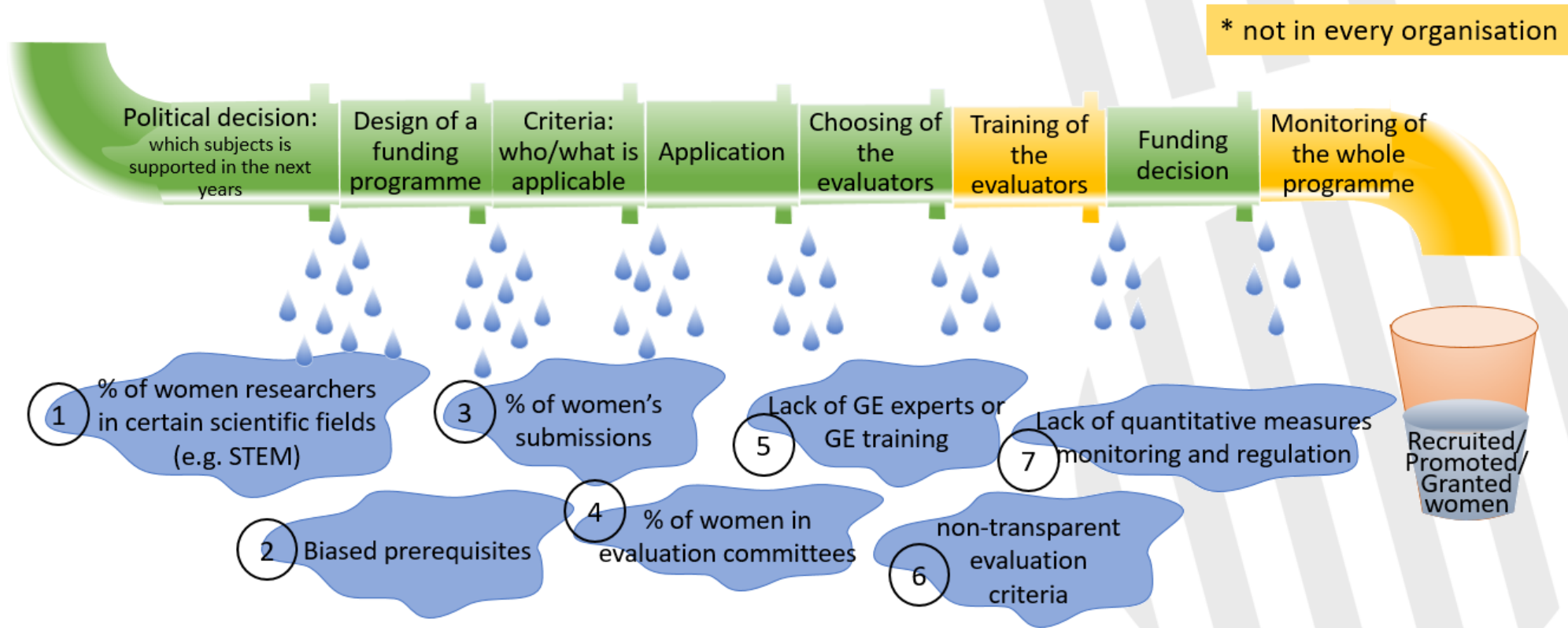
Good-Practice Typology and Examples
9th CM, Nov 7-9, 2021 (online)

WP5 Co-leaders:

IFAM: Janne Haack, Madlen Baumert

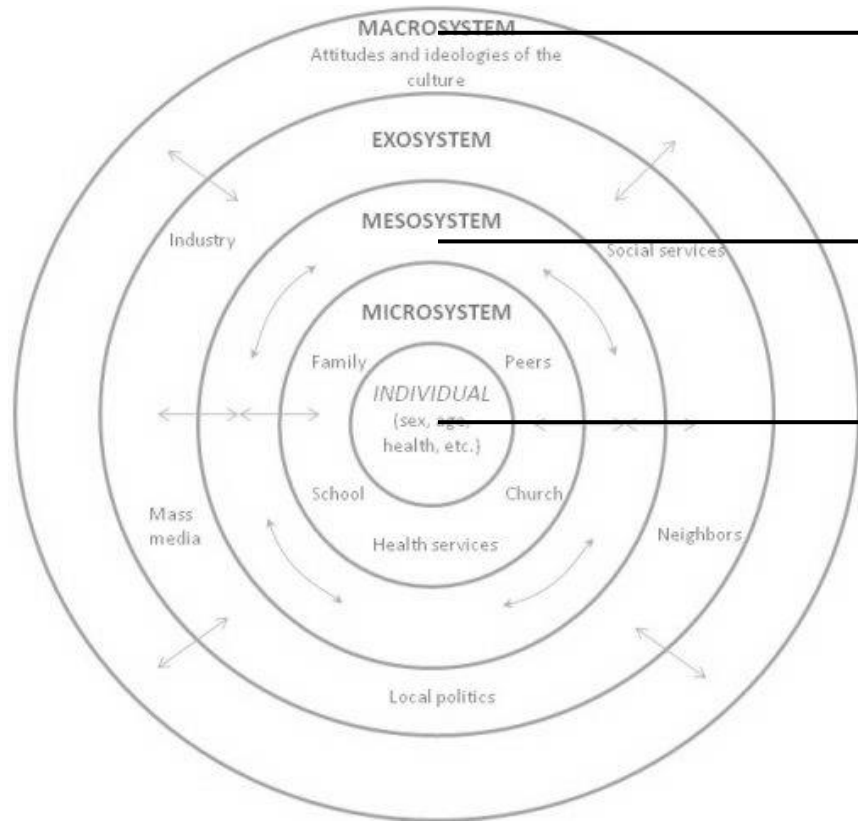
BBC: Maya Ashkenazi, Hana Himi

The Leaky Pipeline Model



Adapting the Ecology of Human Development model* to research and academia

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GE!**



Regional or national level



International level

*Bronfenbrenner, U. (1979). The ecology of human development: Experiments by nature and design. Cambridge, MA: Harvard University Press

Gender-Inclusive Good Practices



1

Special support instruments
for researchers

2

Gender balance in decision-
making bodies

3

'Fair play': organisational
transparency

4

Gender mainstreaming and
sensitisation

5

Gender experts and
trainings

6

GE Policy, budget,
regulation and monitoring



1 **Individual level**
Special support instruments for researchers

2 **institutional level**
Gender balance in decision-making bodies

3 **institutional level**
'Fair play': organisational transparency

4 **All levels**
Gender mainstreaming and sensitisation

5 **All levels**
Gender experts and trainings

6 **Regional/national/international levels**
GE Policy, budget, regulation and monitoring



1 **Individual level**
Special support instruments for researchers

% of women researchers in certain scientific fields (e.g. STEM)

% of women's submissions

2 **Institutional level**
Gender balance in decision-making bodies

Biased prerequisites

% of women researchers in certain scientific fields (e.g. STEM)

non-transparent evaluation criteria

3 **institutional level**
'Fair play': organisational transparency

Biased prerequisites

non-transparent evaluation criteria

4 **All levels**
Gender mainstreaming and sensitisation

% of women's submissions

Biased prerequisites

5 **All levels**
Gender experts and trainings

Lack of GE experts or GE training

Biased prerequisites

6 **Regional/national/international levels**
GE Policy, budget, regulation and monitoring

% of women researchers in certain scientific fields (e.g. STEM)

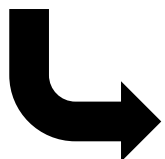
Lack of quantitative measures monitoring and regulation



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1 Special support instruments for researchers



Category no. 1: Special Support instruments for researchers
Tools that directly support, empower and leverage careers of researchers, especially women

Solution to which gap(s):

- Low percentage of women in certain fields (e.g. STEM)
- Low percentage of women submissions

Level(s) of implementation:

- individual

1A
Funds for women
researchers

1B
Funds and
remuneration
for academic staff
members

1C
Institutional support
in career
management

1D
Instrumental support
in research

1E
Women
empowerment

1F
Work Life Balance
tools



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2

Gender balance in decision-making bodies

Category no. 2: Gender balance in decision-making bodies

Tools that increase representation of women in decision-making bodies – e.g. boards, evaluation and promotion committees, senior positions.

Solution to which gap(s):

- Low percentage of women in decision-making bodies
- Biased prerequisites or evaluation processes

Level(s) of implementation:

- Institutional
- Regional / national



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3

'Fair play': organisational transparency

Category no. 3: 'Fair Play'

Tools that foster an open, transparent, equal, equitable and diverse work environment by clear accessible and transparent procedures and rules to people of multiple identities and groups.

Solution to which gap(s):

- Biased prerequisites
- non-transparent evaluation criteria

Level(s) of implementation:

- Institutional
- Regional / national



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4

gender mainstreaming and
sensitisation

Category no. 4: Gender mainstreaming

The inclusion of gender sensitivity and gender mainstreaming in cross-cutting organisational processes and procedures, gender-sensitive language and gender-sensitive organisational culture

Solution to which gap(s):

- Biased prerequisites
- Low percentage of women's submissions

Level(s) of implementation:

- Institutional
- Regional / national



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5

Gender experts and trainings

Category no. 5: Gender experts and trainings

Tools aimed at educating all employees about gender issues and unconscious bias, in order to generate sustainable change of awareness in the organisation,

Solution to which gap(s):

- Lack of GE experts or GE training
- Biased prerequisites

Level(s) of implementation:

- Individual
- Institutional
- Regional / national



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6

GE Policy, budget,
regulation and monitoring

Category no. 6: GE Policy, regulation, budget, monitoring

Tools of law, statute, regulation and budget aiming at the implementation of explicit gender-equal and equitable policy within organisations.

Solution to which gap(s):

- % of women researchers in certain scientific fields
- Lack of quantitative measures monitoring and regulation

Level(s) of implementation:

- Institutional
- Regional / national



Examples

1 Special support instruments for researchers

1A Funds for women researchers

- Special scholarships for women in STEM
- Special postdoc scholarships for women in STEM (abroad) – including remuneration for their spouses
- Special grants for women

1B Funds and remuneration for academic staff members

- Annual institutional research funding for senior and junior staff members
- Institutional grants
- Sabbatical dedicated for research
- Bonuses for excellent performance in research, teaching and academic administration
- Institutional budget for scientific translation and editing

1C Institutional support in career management

- Institutional guidance and encouragement to publish
- Career management seminar, training and workshops
- Clear and transparent promotion criteria in the institutional statute.

1D Instrumental support in research

- Comprehensive assistance and support in the research process, e.g.: statistical analysis, translation, information sciences support, infographics, editing, research assistants, corresponding with journals
- Mentoring for young researchers
- Research teams, networking
- Seminars on how to apply to grants – tips and tricks
- Software, hardware, laboratories, equipment

1E Women empowerment

- Prizes for top female scientists
- Gender awareness workshops for women
- Seminars and support groups for women researchers
- Publishing women's achievements on the institutional website and social media

1F Work Life Balance tools

- Prolonging research duration due to home care or other life events
- Alternative postdoc tracks – e.g. local postdoc (not abroad), online/distant or acknowledging other achievements such as PI of international projects.
- On-campus daycare, breast feeding rooms.
- Meeting no later than 16:00.
- Parental leave for men as well as women
- Flexible employment arrangements



2

Gender balance in decision-making bodies

Examples

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- Affirmative action
- Women's quotas
- Gender balance
- Proactively addressing women researchers as candidates for committees
- Acknowledging women's membership in committees by giving them higher scores in evaluation processes



3

'Fair play': organisational transparency

Examples

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- Clear, transparent and measurable criteria (for application, promotion etc.) – available on institutional website
- Adapting criteria to multiple types of institutions (e.g. universities, colleges etc.)
- Mitigating biased prerequisites – e.g. considering 'professional age' rather than 'biological age' (taking into account periods of recess due to caring duties).
- Acknowledging alternative scientific achievements as equivalent to research - such as teaching, clinical practice, arts, engineering etc.
- Acknowledging 'transparent jobs' and other contributions to the scientific community – e.g. membership in committees, peer reviews, arranging conferences, mentoring, Master and PhD guidance, developing online or hybrid courses etc.
- Double-blinded peer review (both applicant and reviewer)
- Publishing protocols of evaluation committees
- Right to appeal, clear procedure of appeal
- Special application tracks for junior, non-tenured or non-affiliated researchers



4

gender mainstreaming and
sensitisation

Examples

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- Gender-sensitive language in calls for proposals and other formal documents
- Inclusion of gender content in research (and teaching) topics
- Gender mainstreaming in routine organisational activities – e.g. seminars, workshops, awareness events
- Higher scores for applying institutions with GEP
- Institutional Gender Equality Officer
- Constant communication between RFOs and RPOs regarding gender issues
- Special research grants dedicated to promoting GE and/or gender content perspective in science
- Gender mainstreaming in evaluation processes – e.g. gender-related rubrics in check-lists of ethics or evaluation committees.
- Raising awareness events and visible actions – e.g. exhibitions, promoted content in social media



5

Gender experts and trainings

Examples

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- Mandatory training about gender unconscious bias for senior management, employees and evaluators
- Mandatory brief prior to every evaluation committee meeting – signing an ‘unconscious bias form’.
- Special training for women in senior positions (addressing the issue of ‘excessive criticism’ of women towards other women).
- Establishing diverse committees with multiple disciplinary backgrounds, social identities and perspectives.
- Supporting resources for the GEO – annual budget, administrative assistance etc.
- Membership in CoP/CoK on gender issues.
- GE experts in evaluation processes, calls for proposals etc.



6

GE Policy, budget,
regulation and monitoring

Examples

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- Gender equality principles in institutional forms – statute, procedures, mission statement etc.
- Financial incentive for GE promotion in organisations
- Redefining ‘academic meritocracy’ at the policy level, acknowledging multiple and diverse scientific achievements in addition to publications in peer-reviewed journals: e.g. books, chapters in books, publications in other language than English, journals with no or alternative I.F.;
- Acknowledging other scientific contributions and/or professionalism as equal to scientific publications in CVs, e.g. teaching, clinical practice, arts, engineering, special contributions to the academic community (peer reviews, membership in committees, organizing conferences, mentoring etc.)
- Redefining research in different kinds of RPOs – e.g. colleges vs. universities
- Redefining ‘post doctorate’ – what, how, when necessary and obligatory and when optional; considering alternatives – e.g. managing international projects, online or distant postdoc, local postdoc (no relocation abroad).
- Special research tracks for junior, non-tenured or non-affiliated researchers
- Special research programs for SSH or other ‘low budget’ disciplines



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Do you have more examples or ideas for good-practices? Or a category of practices we haven't thought about?

Please share with us!

THANK YOU
IFAM & BBC

